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Definition and Measures of Individual and Unit Readiness and Family Phenomena Affecting It

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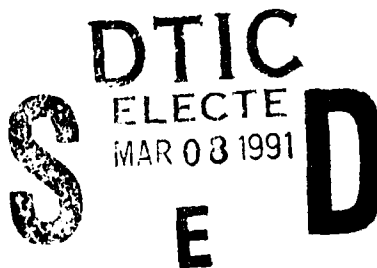
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<p>The Army Family Research Program (AFRP) is a 5-year integrated research program that supports the Chief of Staff of the Army (CSA) <u>White Paper 1983: The Army Family and The Army Family Action Plans (1984-1990)</u> by developing databases, models, program evaluation technologies, and policy options that assist the Army to retain quality soldiers, improve soldier and unit readiness, and increase family adaptation to Army life. This report documents the development of operational definitions and measurement instruments to assess individual and unit readiness. The developmental process included a review of literature, soldier readiness workshops to identify the dimensions, and spouse workshops. < ---</p>			
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DEFINITION AND MEASURES OF INDIVIDUAL AND UNIT READINESS
AND FAMILY PHENOMENA AFFECTING IT

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DEFINITION AND MEASURES OF INDIVIDUAL AND UNIT READINESS
AND FAMILY PHENOMENA AFFECTING IT

I. INTRODUCTION

The purpose of this report is to document the development of operational definitions and measurement instruments to assess individual and unit readiness and the family factors affecting readiness. Figure 1 presents a schematic overview of the measurement development process. Three activities were initiated at the outset of this endeavor: a literature review, a series of soldier readiness workshops, and a series of workshops for spouses of military members. The three activities were conducted concurrently and each generated a working list of variables to be considered for instrument development.

Literature Review

The literature review, titled "A Model of Family Factors and Individual and Unit Readiness: Literature Review" (Campbell, Campbell, Ramsberger, Schultz, Stawarski, and Styles, 1991), was conducted to examine previous research relevant to the development of readiness and family factor measures. The review was designed to identify the following: 1) indicators of individual readiness, 2) indicators of unit readiness, 3) indicators of spouse readiness, 4) family factors related to readiness, and 5) military environment factors related to readiness.

Within the proposed model, individual, unit, and spouse readiness will be used as outcome measures. Because readiness, as an outcome variable, is a product of both family and non-family influences, the literature examined both family factors and military environment factors independent of the family which may have an impact on readiness. Family factors will include family related variables believed to influence readiness in either a direct or indirect manner (e.g., satisfaction with Army family programs, attitudes regarding desirability of civilian alternatives, etc.). Military environment factors will include aspects of the military culture and job that may directly or indirectly influence readiness separate from family concerns (e.g., soldier training, working conditions, etc.).

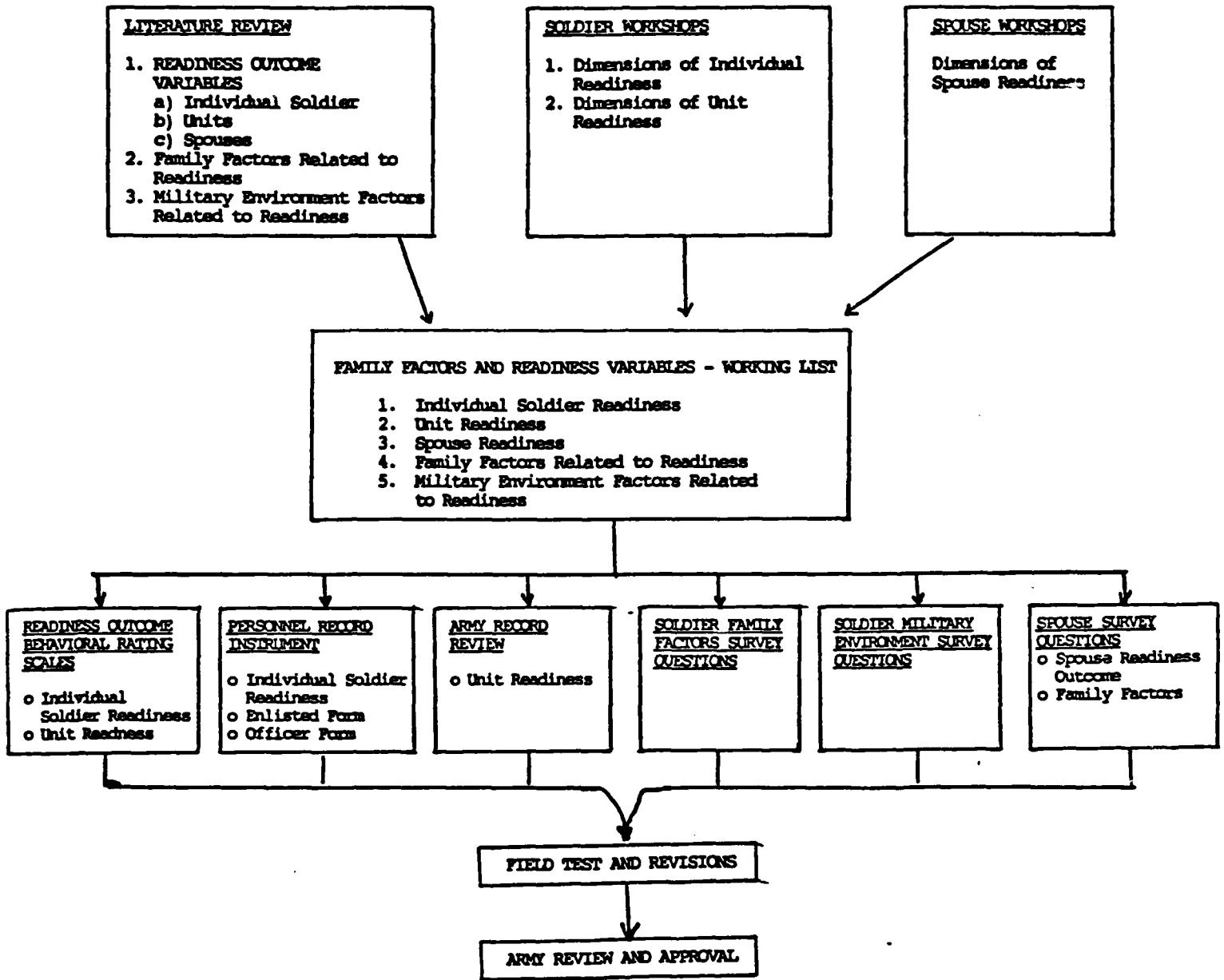
The literature review specifies the procedures and findings in detail. Based on the literature review, a comprehensive listing was made of the variable identified and the justification for their inclusion in the model. Upon completion of the literature review, a working list of readiness dimensions (individual soldier, unit, and spouse), soldier readiness related family variables, and soldier readiness related military environment variables was constructed.

Soldier Readiness Workshops

A series of workshops were conducted to identify the various aspects or dimensions that constitute individual readiness and unit readiness. The workshops were conducted in two series. Series I workshops utilized a critical incident methodology in which officer and NCOs from both combat and support units were asked to generate critical behavioral incidents from their experiences in the Army. The incidents were then analyzed and classified by Army Family Research Program (AFRP) scientists to generate a

FIGURE 1

MEASUREMENT DEVELOPMENT PROCESS



comprehensive list of readiness dimensions for individuals and another set of dimensions for units. A set of draft behaviorally-anchored rating scales were constructed for each of these dimensions. Series II workshops were conducted later in the measurement development process to try out and evaluate these draft scales. Revisions to the sets of individual and unit readiness scales were made on the basis of the evaluations made by the workshop participants. Both series of workshops and the analytic results are described in detail in section II of this document.

Spouse Readiness Workshops

Spouse readiness workshops were conducted to identify the various components of spouse readiness by means of a critical incident methodology. Spouses of officers and NCOs from both combat and support units were asked to generate a series of personally observed behavioral incidents which demonstrated varying levels of spouse readiness. These incidents were then analyzed and catalogued by AFRP scientists to construct a comprehensive working list of spouse readiness dimensions.

Family Factors and Readiness Variables - Working List

Upon completion of the literature review, soldier readiness workshops, and spouse readiness workshops, the variables or dimensions identified in each were combined into a master working list. This list comprised a set of candidate variables for which measurement instruments would be developed. The list was examined and revised by AFRP scientists to eliminate redundancy, ensure comprehensiveness, and determine the preferred measurement methodology for each variable.

Measurement Instruments

Based upon the review of variables, AFRP scientists concluded that six separate instruments or measurement methods would be required to adequately measure the variables under consideration. These include:

1. Readiness Rating Scales - Two sets of behaviorally anchored rating scales to be completed by soldiers, one scale to evaluate individual readiness and another to evaluate unit readiness. The scales assess the outcome variables of individual and unit readiness.
2. Personnel File Form - A self-report instrument designed to collect information regarding individual readiness. The instrument queries the respondent on objectively verifiable information such as awards received, weapons qualifications, level of training, SQT, disciplinary actions, etc.
3. Army Records Review - A set of data recording forms designed to collect relevant unit level information from Army records (e.g., ARTEP results, Unit Status Reports, personnel turbulence, etc.). This information will be used to obtain measures of unit level readiness that complement the unit readiness rating scales.

4. Soldier Survey of Family Factors - A series of survey questions to be included in the AFRP core survey administered to soldiers. Questions cover family related variables believed to have either a direct or indirect impact on readiness.
5. Soldier Survey of Military Environment Factors - A series of survey questions to be administered during AFRP core survey administration. This survey should be separate from the family factors survey, given its length and time for administration. The military environment variables assessed include those believed to have a direct or indirect affect on readiness but not directly related to family concerns (e.g., soldier aptitude, work schedule, unit satisfaction).
6. Spouse Survey - Two series of survey questions administered to spouses during the AFRP core survey. The first series of questions are designed to measure the outcome variable of spouse readiness. The second series of questions are constructed to assess intervening variables which are believed to either directly or indirectly affect readiness.

Sections II through VIII of this document describe each instrument in detail with regard to instrument development and content selection with rationales for their inclusion. Section VIII provides a reference matrix which classifies specific variables by the instrument used to measure them. It should be noted that the process of measurement development is iterative by nature. The instruments which appear in this document are those proposed for AFRP field testing in March/April 1988. Following completion of the field test, each instrument will be reviewed and revisions will be made as needed to arrive at a final set of instruments for use in the AFRP core survey.

II. READINESS BEHAVIORAL RATING SCALES

One of the techniques for measuring readiness adapted by the AFRP is the use of rating scales. To obtain indexes of individual soldier readiness, the NCOs or officers supervising the soldier will rate his/her readiness on a set of scales that capture major dimensions of individual readiness. Similarly, to obtain indexes of unit readiness, soldiers within the unit and officers commanding the unit will rate the unit's readiness on scales capturing major dimensions of unit readiness.

The initial development of sets of individual and unit readiness scales is described below. It should be emphasized that the developmental process is not complete. Workshops scheduled in March 1988 and field tests scheduled in the April-May 1988 timeframe will yield evaluative and empirical data that can be used in the further refinement of the scales. To date, the development of the scales has included the following steps:

- (1) Identification of initial sets of readiness dimensions based upon the review of the family/readiness literature;
- (2) Conduct of a series of workshops in which the participants were asked to relate incidents they had observed that indicated that the individuals and units involved were ready or not ready to perform the tasks required for successful unit mission accomplishment;
- (3) Content analysis of the critical incidents to capture the performance or readiness dimensions that the incidents exemplified;
- (4) Development of initial sets of scales to be used to measure individual and unit readiness;
- (5) Preliminary tryout of the scales in a second series of workshops in which the participants used the scales to rate individuals and units and then critiqued the scales; and
- (6) Revisions of the scales based upon the evaluative and empirical data obtained in the second series of workshops.

The following additional developmental steps are planned over the next six months:

- (7) Administration of the revised scales at a follow-up series of evaluative workshops;
- (8) Further revisions to the scales based upon the workshop data;
- (9) Administration of the revised scales in field tests; and
- (10) Final revisions of the scales prior to submittal to the Army for review and approval.

The six developmental steps that have already been completed are described in more detail below. Appendix A contains the instructions and forms that were used in the first two series of workshops.

Initial Dimensions Derived from the Literature Review

A major purpose of the family/readiness literature review was to identify dimensions or aspects of readiness that should be measured and to find existing Army measures that could be used as indexes of individual and unit readiness. Based on the literature review as well as interviews with knowledgeable officers and NCOs, a set of 30 existing indicators or measures that could be used in developing indexes of individual readiness were identified. A set of 34 indicators of unit readiness were also identified. (These existing measures are listed in Appendix A.) Based upon the content of these indicators and the dimensions that underlay readiness measures reported in the literature, two initial sets of dimensions were identified, one set for individual readiness and the other for unit readiness. These dimensions are listed and described in Figures 2 and 3. The participants in the critical incident workshops were asked to read through these descriptions and to comment on their clarity, relevance, and completeness in covering the important components of readiness.

Critical Incident Workshops

Individual Readiness Incidents. After the identification of initial sets of readiness dimensions, a series of workshops were held in order to obtain initial incidents reflecting individual and unit readiness. Eight workshops were held, four in USAREUR and four at Fort Campbell, Ky. Each workshop was attended by 8 to 16 officers or NCOs from Combat Arms or Combat Service/Service Support units. Altogether 50 soldiers attended the four workshops in USAREUR and 41 soldiers attended the workshops at Ft. Campbell.

After the presentation of a brief overview of the AFRP and an explanation of the purpose of the workshops, the participants were asked to think about soldiers they have known and incidents that occurred that indicated that the soldiers were ready or not to perform the tasks required for successful accomplishment of their unit's mission. Before beginning to write incidents, the participants were given a brief training session on how to write critical incidents. In the training sessions, the participants were given four critical incidents incorrectly described and then were shown the same incidents properly written up. The training, which was modelled after training given Project A critical incident workshop participants (Borman, Pulakos, and Rose, 1986), emphasized describing what the soldier actually did that made the writer believe the soldier was ready. The participants were also asked to describe the background or circumstances leading up to the incident and to indicate the readiness category in which they believed the incident fell. In addition, the participants rated each incident on the amount of readiness the incident exemplified. In rating the incidents, the participants used a 7-point scale ranging from extremely low readiness to extremely high readiness. A full set of instructions and training materials are in Appendix A.

Figure 2

PRELIMINARY DIMENSIONS OF INDIVIDUAL READINESS

Readiness: The capability of an individual in an Army unit to perform so that the unit may accomplish the mission for which it is organized.

DIMENSIONS:

INDIVIDUAL JOB PERFORMANCE

This dimension refers to the ability of individuals in the unit to perform both MOS-specific tasks and common basic soldiering tasks (e.g., first aid, individual weapons, land navigation). It covers ability to perform only, not the willingness to perform.

INDIVIDUAL EFFORT

This dimension covers the willingness of individuals in the unit to perform all of the tasks and responsibilities required of them, in a conscientious and careful fashion. Individuals rating high on this dimension will consistently perform their duties quickly and without complaining, even under adverse or dangerous conditions, and are dependable and exercise good judgment. Individuals who rate low on this dimension try to avoid doing the work, or perform the work slowly or carelessly, and are not dependable.

INDIVIDUAL BEHAVIOR (WORK-RELATED)

This dimension relates to the performance of individuals on the job, during duty hours; it refers to the traits or characteristics of a good soldier. Individuals who rate high on this dimension show commitment to Army policies, regulation, and traditions, and demonstrate integrity and control in their day-to-day behavior. Individuals who rate low on this dimension do not show respect for Army regulations and traditions, and may have disciplinary problem.

INDIVIDUAL BEHAVIOR (NON-WORK-RELATED)

This dimension refers to the behavior of the soldiers in the unit during their off-duty hours and activities. Individuals rating high on this dimension tend to be well thought of and respected in the community, and are able to handle their problems in a responsible fashion. Individuals rating low on this dimension have difficulty controlling their problems, and may be consistently in trouble with neighbors, creditors, and the law.

INDIVIDUAL MILITARY BEARING AND FITNESS

This dimension refers to the physical fitness and overall military appearance of individuals in the unit. Individuals rating high on this dimension meet or exceed the standards for physical fitness and maintain appropriate military appearance and bearing. Individuals rating low on this dimension are in poor physical condition and have unsatisfactory military appearance and bearing.

EMERGENT LEADERSHIP

This dimension refers to the leadership potential and ability of the junior enlisted personnel (SP4 and below) in the unit. An individual who rates high on this dimension is able to influence others to perform in a particular way, even though he/she is not the designated leader by virtue of rank or position. An individual who rates low on this dimension is not regarded as a leader by his/her peers.

MORALE/JOB/SATISFACTION

This dimension refers to the level of job satisfaction experienced by individuals in the unit. An individual's job satisfaction refers to his/her satisfaction with the duties of the MOS or of the current assignment or location.

DEPLOYABILITY

This dimension refers to whether the individual would be ready to leave immediately if a no-notice alert is called. One can be sure that an individual who rates high on this dimension would be ready any time of the day or night to report for duty. An individual who rates low on this dimension has personal or family problems that makes his or her response doubtful.

Figure 3

PRELIMINARY DIMENSIONS OF UNIT READINESS

Readiness: The capability of an Army unit to perform the mission for which it is organized.

DIMENSIONS:

EQUIPMENT

This dimension covers the availability of authorized MTOE equipment. A unit which rates high on this dimension will have most (over 90%) of its authorized MTOE equipment, and most of it is operational. A unit low on this dimension is one which is below strength on its authorized MTOE equipment, or has the equipment but much of it (over 30%) is in maintenance, awaiting parts, or deadlined.

PERSONNEL STRENGTH

This dimension covers the match between the authorized and actual paygrade and MOS of soldiers (officers and enlisted personnel) in the unit. A unit rating high on this dimension has most (over 90%) of its slots filled by soldiers in the authorized paygrade and MOS, while a unit rated low has a much lower percentage (less than 70%) of its slots filled by soldiers in the authorized paygrade and MOS.

TRAINING STATUS

This dimension covers the unit's overall proficiency on mission essential tasks. A high rating on this dimension means that the unit would require little time (less than two weeks) to train to proficiency on mission essential tasks, while a low rating means that the unit would require much longer (over two months) to train all personnel to proficiency on mission essential tasks.

SUPERVISION

This dimension covers the proficiency of officer and NCO supervisors within the unit. In a unit rating high on this dimension, the officer and NCO leaders are technically proficient; they organize, supervise, monitor, and correct subordinates appropriately; they show concern for subordinates and promote unit cohesion; and they plan and deliver training as required.

COLLECTIVE PERFORMANCE

This dimension covers the performance of groups of soldiers in the unit on collective tasks, including drills and exercises involving teams or squads, up to exercises involving the entire company. In a unit rating high on this dimension, all levels of collective tasks are performed well. In a unit rating low, some collective tasks, such as those requiring small teams, may be performed well, while collective tasks performed by larger groups, such as a platoon or the entire company, are performed poorly (or vice versa).

UNIT PERFORMANCE

This dimension refers to the performance of the unit as a whole on both normal requirements and in response to special events such as preparing for inspections. A highly rated unit consistently performs well in areas such as maintenance and training. A unit rated low on this dimension has continuing problems in such areas.

HIGHER LEVEL SUPPORT

This dimension covers the support that the unit receives from higher level units or from other external units. The unit that rates high on this dimension has strong support from higher level and external organizations in obtaining supplies and in setting up and administering programs. The unit that rates low on this dimension has consistently weak support in obtaining supplies and receives little guidance in setting up and administering programs.

COHESION

This dimension relates to the overall cohesion among members of the unit. In a unit rating high on this dimension, the members of the unit feel strong loyalty to each other, have a high degree of pride in their unit, and have high levels of positive interaction. In a unit rating low on this dimension, unit members feel little loyalty to each other and to the unit, and have little interaction or considerable friction among themselves.

STABILITY

This dimension refers to the unit's personnel stability and low turnover or turbulence. A unit that rates high on this dimension tends to have the same individuals in the unit over a period of time. A unit that rates low on this dimension has frequent changes in personnel, or high rates of personnel away from the unit for various reasons (e.g., TDY).

Altogether, the 50 USAREUR workshop participants wrote 270 incidents concerning the readiness of individual soldiers, while the Ft. Campbell participants wrote 172 incidents. After writing the incidents, the participants were given the preliminary list of individual readiness dimensions (see Figure 2) and asked to comment on them in a group discussion.

Unit Readiness Incidents. After a break, the workshop participants were given a brief set of directions on how to write unit readiness incidents. They were told to describe concisely the incident specifically as it happened and then to indicate what they inferred from the action about the unit's readiness. They were also to describe the circumstances leading up to the incident and use a 7-point scale to indicate the readiness level that each incident showed about the unit. Altogether, the USAREUR workshop participants wrote 221 unit readiness incidents while the Ft. Campbell participants wrote 150 incidents.

Content Analyses of the Critical Incidents

The critical incidents from the first four workshops were numbered and independently reviewed by each of three researchers. Based on this review and the participants' comments in the group discussions concerning the preliminary sets of readiness dimensions, each researcher generated a set of categories which he/she believed best represented a mutually exclusive and exhaustive list of dimensions of readiness. Once the dimensions were generated, the three researchers met to present their categories and discuss their rationales. Discussion proceeded until one set of mutually agreed upon individual readiness dimensions was developed.

Following the generation of a common categorization scheme, each researcher independently categorized each of the 270 critical incidents from the USAREUR workshops. Then the three researchers met again as a group to review those categories that were associated with low inter-rater agreement. The group discussed reasons for disagreement, confusion, or lack of clarity and the categories were revised to address these problems. Revisions included combining categories which appeared too closely related and adding further specification to categories that lacked clarity¹. The incidents were then reclassified into the final set of dimensions. Table 1 lists the dimensions obtained for individual soldier readiness and the number of critical incidents classified under each dimension. The dimensions under which 20 or more incidents fell were job discipline and integrity, safety, job technical knowledge/skill, effort and initiative, individual deployability (personal/family), and individual deployability (Army task/mission). Individual deployability (personal/family) is essentially the original category obtained from the earlier literature review and

¹Part of the difficulty faced by the researchers in classifying some incidents apparently resulted from the complexity of the incidents themselves--often it seemed, one incident reflected two or more aspects of readiness.

Table 1

Frequencies of Critical Incidents by
Individual Soldier Readiness Dimensions

<u>Soldier Readiness Dimension</u>	<u>No. of Critical Incidents</u>
1. Cooperation/Teamwork/Esprit' de Corps	5
2. Effort and Initiative	26
3. General Soldiering Skills	5
4. Improvement of Job Expertise	3
5. Individual Deployability (Army Task/Mission)	22
6. Individual Deployability (Personal/Family)	23
7. Job Discipline and Integrity	37
8. Job Technical Knowledge/Skill	29
9. Performance Under Pressure and Adverse Conditions	2
10. Personal Discipline	13
11. Physical Fitness and Health Maintenance	4
12. Relationship with Civilians in Host Country	1
13. Safety	31
14. Vigilance, Physical Security, and Handling Classified Materials	2
15. Care and Concern for Subordinates	5
16. Care and Concern for Subordinates' Families	5
17. Knowledge of Battlefield Tactics	2
18. Leadership	24
19. Maintaining Training Status of Subordinates	13
20. Relationships with Other Units	2
21. Assuring Unit Deployability	15
TOTAL	<u>270</u>

interviews (see Figure 2). It assesses whether the soldier has any personal or family problems that would interfere with effective, immediate deployment. Individual deployability (Army task/mission) is a new dimension that emerged from the content analysis of the critical incidents. It assesses whether deployment would be delayed because the soldier's equipment and gear may not be present or operational, or because the whereabouts of the soldier may not be known.

Other dimensions that emerged from the content analysis of the critical incidents and from the discussions with the workshop participants were safety, vigilance and security, knowledge of battlefield tactics, relationships with civilians in host country, relationships with other units, and maintaining the training status of subordinates and the deployability of the unit. Although some of these dimensions were only exemplified by a few critical incidents or were brought up by only one or two workshop participants, we decided to include them anyway in the new, expanded list of dimensions. In that way we could help assure that when we asked participants in later workshops to evaluate the dimensions we would have a comprehensive list for them to work with.

Once the dimensions had been identified and defined, we examined the individual readiness critical incidents that were obtained from the Fort Campbell, Ky. workshop participants. These incidents were used as a check to make sure that no additional dimensions were needed to categorize the incidents. Although the 41 participants in the workshops wrote 172 individual readiness critical incidents, no new dimensions were apparent in the content of the incidents. However, some changes were made in the definitions of the readiness dimensions as a result of examining the incidents.

The same procedures were used in the content analysis of the unit readiness critical incidents. The 221 incidents obtained from the USAREUR workshops were first independently reviewed by the three researchers. After discussions, a set of categories that represented the dimensions of unit readiness were developed. The critical incidents were then classified independently and categories associated with low agreement were discussed and revised. The incidents were then reclassified into the set of 18 unit readiness dimensions shown in Table 2. The comprehensiveness of the dimensions was checked through examining the 150 unit readiness incidents collected at Ft. Campbell. As in the case of individual readiness, this process resulted in relatively minor changes in the unit dimension definitions but no new additional dimensions seemed to be required.

Table 2 presents the number of critical incidents classified under each of the 18 unit readiness dimensions. Twenty or more incidents were classified under the unit leadership, mission performance, cohesion and teamwork, and the training program dimensions. Among the new dimensions that emerged from the critical incident content analysis were care and concern for soldiers and families, cooperation/coordination with other units, physical fitness program, and physical security/vigilance. Some of the new dimensions essentially represented subdivisions of the preliminary

Table 2

Frequencies of Critical Incidents by
Unit Readiness Dimensions

<u>Unit Readiness Dimension</u>	<u>No. of Critical Incidents</u>
1. Adherence to Standards	15
2. Ammunition, Supplies, Materials, and Other Equipment (Not including Vehicles and Weapons)	8
3. Care and Concern for Families	3
4. Care and Concern for Soldiers	9
5. Cohesion and Teamwork	30
6. Communication Within Unit	7
7. Cooperation/Coordination with Other Units	2
8. Emergent Leadership	10
9. Higher Echelon Support (Brigade, Battalion Level)	7
10. Leadership	36
11. Mission Performance	32
12. Personnel Capabilities	14
13. Personnel Deployability	8
14. Physical Fitness Program	6
15. Physical Security/Vigilance	3
16. Training Program	20
17. Unit Weapons	3
18. Vehicles/Transportation	8
TOTAL	<u>221</u>

Table 3

Summary of Evaluations of Draft Soldier Readiness Dimensions

Soldier Readiness Dimension	No. of Times Selected		Rating	No. of Comments Received	
	Officers/NCOs	Jr. Enlisted		Difficulty	Nonapplicability
1. Cooperation/Teamwork/Esprit' de Corps	91	102	3	2	
2. Effort and Initiative	71	97	5	0	
3. General Soldiering Skills	79	104	10	5	
4. Improvement of Job Expertise	35	68	11	3	
5. Individual Deployability (Army Task/Mission)	66	87	8	2	
6. Individual Deployability (Personal/Family)	57	76	24	7	
7. Job Discipline and Integrity	69	94	8	1	
8. Job Technical Knowledge/Skill	96	95	6	1	
9. Performance Under Pressure and Adverse Conditions	82	86	14	5	
10. Personal Discipline	65	91	12	1	
11. Physical Fitness and Health Maintenance	92	100	9	3	
12. Relationship with Civilians in Host Country	6	8	42	21	
13. Safety	35	53	4	3	
14. Vigilance, Physical Security, and Handling Classified Materials	45	45	16	6	
15. Care and Concern for Subordinates	97		6	3	
16. Care and Concern for Subordinates' Families	57		10	6	
17. Knowledge of Battlefield Tactics	67		23	22	
18. Leadership	106		6	3	
19. Maintaining Training Status of Subordinates	47		1	3	
20. Relationships with Other Units	18		10	10	
21. Assuring Unit Deployability	63		8	9	
TOTAL	1,344	1,106	236	116	

dimensions, e.g., the equipment dimension was subdivided into unit weapons, vehicles, and ammunition, supplies, materials, and other equipment.

The number of unit readiness dimensions was allowed to become larger than might be used ultimately by the AFRP to measure readiness. We did not want to prejudge the relative importance or amount of redundancy of the separate dimensions. As in the case of the individual readiness dimensions, we wanted to have Army officers and NCOs evaluate the dimensions and to use empirical rating data in further refining the dimensions.

Scale Construction

Seven-point rating scales were constructed for the 21 individual and 18 unit readiness dimensions. The basic format of the scales was adopted from one used in Project A (Borman, et al., 1986). Summary behavior-based statements describing high, medium, and low levels of readiness were written for each dimension. These statements took into account the critical incident descriptions written by the workshop participants and the level of readiness ascribed to the incidents by the participants. The main purpose behind the use of the behavioral statements was to allow the rater to compare the observed readiness of the soldier or unit being rated to benchmarks or standards of effectiveness, thereby allowing more objective judgments of readiness.

Figure 4 presents examples of the individual readiness scales. All of these draft individual and unit readiness scales are given in Appendix A.

Preliminary Scale Tryout

Conduct of the Workshops. A second series of eight workshops were held to try out the scales and to obtain the reactions of officers and NCOs to them. The workshops were held in USAREUR and Fort Drum, NY, and, as in the first series of workshops, were attended by officers and NCOs from Combat and Combat Support/Combat Service Support units. Altogether, 54 officers and 61 NCOs attended the workshops.

After a short briefing on the purpose of the AFRP and the specific objectives of the workshops, the participants were given a short training session on the types of errors, e.g., halo, that raters often make. The training materials were adopted from those used in Project A to train raters. The participants were then asked to rate three subordinates or peers on the set of 21 draft individual readiness scales. The participants were told to rate three soldiers that they felt most qualified to rate, not the best or worst soldiers they knew. As our primary interest was in improving the scales and not in obtaining ratings of specific individuals, the raters were instructed to record just the initials of the soldiers being rated on the rating form. They also were asked to indicate the length of time they worked with or supervised the soldiers and the rank of the soldiers.

After completing their ratings, the workshop participants were asked to evaluate the scales. First, they were each asked to identify on a form the

Three Draft Individual Readiness Scales

COOPERATION/TEAMWORK/ESPRIT' DE CORPS

How ready is each soldier to promote teamwork and esprit' de corps?

Seldom promotes cooperation and teamwork; seldom assists others in performance of their tasks; is not too flexible about the work methods of others.

Generally cooperates with other soldiers; will usually assist others so jobs get done in timely manner; generally supports cooperation and teamwork.

Is a team player; whenever necessary assists others in performing tasks; actively promotes cooperation and teamwork; coordinates own performance with that of others.

Soldier Initials

1 _____
2 _____
3 _____

1 2 3 4 5
2 2 3 4 5
3 2 3 4 5

6 7
6 7
6 7

EFFORT AND INITIATIVE

How ready is each soldier to show extra effort and initiative?

Does not make the effort to ensure job gets done; gives up easily when faced with difficult problems; reluctantly accepts responsibility; seldom anticipates problems.

Puts in effort and keeps trying when its very important to complete assignments; overcomes most obstacles; accepts responsibility when given; anticipates potential problems.

Often volunteers to work extra hours; pushes hard to overcome all obstacles; assumes responsibility when necessary; identifies and attends to potential problems.

1 _____
2 _____
3 _____

1 2 3 4 5
2 2 3 4 5
3 2 3 4 5

6 7
6 7
6 7

GENERAL SOLDIERING SKILLS

How ready is each soldier in terms of general soldiering skills?

Does not display the knowledge/skill required to perform many basic or general Army tasks such as first aid, navigation, and M16 use and care.

Displays the knowledge/skill required to perform properly most basic or general Army tasks, but may need help for some tasks.

Displays the knowledge/skill to perform properly all basic or general Army tasks such as first aid, navigation, and M16 use and care.

1 _____
2 _____
3 _____

1 2 3 4 5
2 2 3 4 5
3 2 3 4 5

6 7
6 7
6 7

12 of the 21 dimensions that would produce the best measure of individual officer and NCO readiness when combined into an overall composite index. (What we were seeking here was the participants' assistance in identifying a set of scales that efficiently and comprehensively covered the different dimensions that comprise officer and NCO readiness.) If they felt the list did not contain one or more key aspects or dimensions of individual readiness, the participants were encouraged to write a brief description of the dimension(s) on space provided on the bottom of the form.

When the workshop participants had completed the task for officers and NCOs, they were each asked to select the 10 dimensions of readiness that would produce the best overall measure of individual readiness for non-supervisory enlisted personnel. (The 7 dimensions that were designed to be used only in rating officers and NCOs were not listed on the form used for this evaluation task.) Again, the workshop participants were urged to record any additional readiness dimensions that they felt were omitted from the list.

After selecting the subset of dimensions that in their opinion would provide the most comprehensive overall measure of individual readiness, the workshop participants were each given a list of the 21 dimensions and asked to indicate which scales gave them the most difficulty when they made their ratings and what they felt the source of the difficulty was. After completion of this task, the participants were given another form with the list of dimensions and asked to indicate for which jobs, if any, some of the dimensions might best be dropped when forming a readiness composite for soldiers working in those jobs. Here we were seeking to identify dimensions that were inappropriate for use in measuring readiness for incumbents in substantial numbers of Army jobs.

The workshop participants were next given a one-page questionnaire on which there were five questions about the individual readiness rating procedure. The questions concerned the usefulness of the rater training sessions, the order in which the ratings were made, the maximum number of soldiers the participants would feel comfortable rating, how long the rater should know the soldier being rated in order to be qualified to make the readiness ratings, and whether the scales applied equally well to officers as to NCOs.

After a break, the workshop participants went through the same general procedures again, but this time they were asked to use and evaluate the 18 draft unit readiness scales. The participants were asked to select three units (either platoons or companies) that they felt most qualified to rate. After completing their ratings, the participants were each asked to choose the 12 dimensions that would produce the best measure of unit readiness when combined into an overall composite index. They were asked to describe any additional dimensions of unit readiness that they felt were omitted from the list.

The participants were next asked which rating scales gave them the most difficulty when they rated the units and what the source of the difficulty was. On another form they then indicated for which types of units, if any,

some of the dimensions were inappropriate or nonapplicable and might best be dropped when forming a unit readiness composite. Finally, the participants were given a one-page questionnaire on which there were five questions about the unit readiness rating procedures. The questions concerned whether it would have been useful to have had an additional short training session on typical errors unit raters make, the order in which the ratings were made, the maximum number of units the participants would feel comfortable rating, how long the rater should know the unit being rated in order to be qualified to make the readiness ratings, and whether the scales applied equally well to platoons and company-sized units.

Results of the Analysis of the Individual Readiness Data. The number of times the workshop participants selected each of the 21 individual soldier dimensions for inclusion in their list of 12 dimensions for measuring officer and NCO readiness is given in Table 3. The five dimensions selected most often were leadership, care and concern for subordinates, job technical knowledge/skill, physical fitness and health maintenance, and cooperation/teamwork esprit' de corps. Comparatively few comments were received concerning difficulties experienced in rating soldiers on these dimensions. Likewise, few comments were received concerning the non-applicability of these dimensions to certain types of soldiers (see Table 3).

The five dimensions selected least often were relationship with civilians in host country, relationships with other units, self improvement of job expertise, safety, and vigilance, physical security, and handling classified materials. The dimensions, relationship with civilians in host country and relationships with other units, both received relatively high numbers of comments concerning difficulties experienced in rating soldiers and non-applicability to certain types of soldiers. Most of the difficulties in rating soldiers on these two dimensions apparently stemmed from there being little opportunity to observe the behavior involved. According to the comments received, even in OCONUS locations most officers and NCOs are seldom observed interacting with civilians. Similarly, relationships with other units are not routinely maintained by many officers and NCOs.

The dimension, vigilance, physical security, and handling classified materials, was likewise considered not applicable to many soldiers or nonobservable. Safety and self improvement of job expertise, on the other hand, seemed to be selected relatively few times mostly because they weren't considered important dimensions of individual readiness in comparison to the other dimensions. Even though one dimension, Knowledge of battlefield tactics, was selected an intermediate number of times by the workshop participants, it received a high number of comments concerning its applicability and rating difficulty. The comments centered around the difficulty of observing this skill under peacetime conditions and the nonapplicability of the dimension to noncombat soldiers.

In order to determine the number of basic, underlying dimensions of readiness that were apparently being captured by the 21 rating scales, a factor analysis was performed on the intercorrelations among the scales.

The workshop participants rated a total of 250 officers and NCOs. The ratings given these soldiers were intercorrelated and the resultant 21 X 21 matrix was subjected to a principal component analysis using commonalities derived iteratively. Two factors were extracted with eigenvalues greater than 1.0. An orthogonal quartimax rotation was performed on the initial principal factor pattern. The rotated factor pattern is shown in Table 4.

All 21 readiness dimensions had positive factor loadings above .50 on the first factor, with the exception of the dimension, relationship with civilians in host country, which had a loading of .36. However, only the two dimensions involving care and concern for subordinates and their families had loadings above .50 on the second factor. This second factor, if corroborated by subsequent analyses of readiness measures, is clearly of interest to the AFRP. The first factor though explains a much higher amount of the readiness rating variance than the second factor (9.14 to .96). It is job performance oriented, with the dimensions job discipline and integrity, effort and initiative, job technical knowledge/skill, self improvement of job expertise, and maintaining training status of subordinates having loadings greater than .70.

Parallel analyses were run on the data for nonsupervisory enlisted personnel. Table 3 gives the number of times the workshop participants selected each of the 14 individual soldier dimensions for inclusion in their list of 10 dimensions for measuring nonsupervisory readiness. The five dimensions selected most often were general soldiering skills, cooperation/teamwork/esprit' de corps, physical fitness and health maintenance, job technical knowledge/skill, and effort and initiative. Three of these dimensions, cooperation/teamwork/esprit' de corps, physical fitness and health maintenance, and job technical knowledge/skill were among the five selected most often for the officer and NCO composite readiness measure.

There was perhaps even more overlap between the dimensions least selected for the nonsupervisory enlisted personnel and those least selected for the officers and NCOs. Relationships with civilians in host country, vigilance, physical security, and handling classified materials, improvement in job expertise, safety, and individual deployability (personal/family) were selected least often for the nonsupervisory enlisted personnel. The first four dimensions listed above were among the five dimensions least often selected for the officers and NCOs (the fifth, dimension, relationships with other units was only used in rating officers and NCOs).

A number of comments were received concerning the difficulties the raters had in rating soldiers on the dimension, individual deployability (personal/family). Some of the workshop participants indicated that it would be hard to prejudge what a soldier will do in the absence of a war, in part because many personal or family problems are not brought to the attention of company level leaders. A few participants expressed the opinion that soldiers would go to war personal/family problems notwithstanding.

Table 4

Rotated Factor Pattern of the Soldier Readiness Dimensions
(based on 250 ratings of Officers and NCOs)

	Factor	
	I	II
1. Cooperation/Teamwork/Esprit' de Corps	.73	-.09
2. Effort and Initiative	.81	-.15
3. General Soldiering Skills	.67	-.14
4. Improvement of Job Expertise	.71	-.03
5. Individual Deployability (Army Task/Mission)	.60	.03
6. Individual Deployability (Personal/Family)	.52	-.21
7. Job Discipline and Integrity	.82	-.14
8. Job Technical Knowledge/Skill	.73	-.08
9. Performance Under Pressure and Adverse Conditions	.68	-.27
10. Personal Discipline	.58	-.11
11. Physical Fitness and Health Maintenance	.55	-.08
12. Relationship with Civilians in Host Country	.36	.08
13. Safety	.56	.21
14. Vigilance, Physical Security, and Handling Classified Materials	.58	.16
15. Care and Concern for Subordinates	.71	.51
16. Care and Concern for Subordinates' Families	.59	.51
17. Knowledge of Battlefield Tactics	.59	-.03
18. Leadership	.75	.02
19. Maintaining Training Status of Subordinates	.73	.28
20. Relationships with Other Units	.67	.23
21. Assuring Unit Deployability	.73	.15
Explained Variance	9.14	.96

The workshop participants rated a total of 89 nonsupervisory enlisted personnel. Using these ratings, a factor analysis was performed on the intercorrelations among the 14 nonsupervisory scales. As before, a principal component analysis using commonalities derived iteratively was employed. Only one factor was extracted with an eigenvalue greater than 1.0. Therefore, no rotation was performed. The factor loadings obtained are shown in Table 5. All the readiness dimensions had positive factor loadings above .60 on this first (and only) factor with the exception of the dimension, relationship with civilians in host country, which had a loading of .43. The results from the factor analysis of the nonsupervisory rating data are clearly similar to the results of the analysis of the officer and NCO data--one factor capturing all the separate dimensions accounted for most of the common variance. (As the nonsupervisors were not rated on the dimensions involving care and concern for subordinates and their families, there was no opportunity for a similar second factor to emerge from the nonsupervisor rating data.)

The responses of the workshop participants to the questions concerning the individual readiness rating procedures are summarized in Table 6. In general, the participants reported that the rater training sessions were somewhat to quite useful (Question 1). Less than 10% of the participants indicated that the training sessions were of no use. About 60% of the participants preferred the procedure of rating all soldiers on each readiness scale in turn before going on to the next scale as against rating each soldier on all scales in turn before going on to the next soldier (Question 2). The former procedure was the one used in the workshop and was also used by Project A in the collection of rating data.

About 70% of the workshop participants indicated that they would be comfortable rating five or fewer soldiers if there were just 12 readiness scales (Question 3). Only about 5% of the participants indicated they would only feel comfortable rating one or two soldiers on the scales. About 40% of the participants felt that the rater should know the soldier whose readiness is being evaluated for six months before the rater be considered qualified to make the ratings (Question 4). Twenty percent thought the period could be only three months, while another 20% thought the period should be one year. About 70% of the participants felt that the readiness scales applied equally well to officers as to NCOs. About 25%, however, did feel that the scales were more applicable to NCOs than they were to officers.

Results of the Analysis of the Unit Readiness Data. As the workshop participants followed the same general procedures in making their unit readiness ratings and scale evaluations as they did for individual readiness, similar analyses were performed on both data sets. Table 7 presents the number of times the participants selected each of the 18 unit dimensions for inclusion in their list of 12 dimensions that taken together would, in their opinion, provide the most comprehensive measure of readiness for platoons and company-sized units. The five dimensions selected most frequently were leadership, mission performance, cohesion and teamwork, unit weapons, and care and concern for soldiers. Of these, only the dimension, unit weapons, had a substantial number of comments concerning rating

Table 5

Factor Pattern of the Nonsupervisory Soldier Readiness Dimensions
(based on 89 ratings of nonsupervisory enlisted personnel)

	<u>Factor I</u>
1. Cooperation/Teamwork/Esprit' de Corps	.67
2. Effort and Initiative	.73
3. General Soldiering Skills	.68
4. Improvement of Job Expertise	.78
5. Individual Deployability (Army Task/Mission)	.82
6. Individual Deployability (Personal/Family)	.64
7. Job Discipline and Integrity	.83
8. Job Technical Knowledge/Skill	.78
9. Performance Under Pressure and Adverse Conditions	.75
10. Personal Discipline	.81
11. Physical Fitness and Health Maintenance	.66
12. Relationship with Civilians in Host Country	.43
13. Safety	.74
14. Vigilance, Physical Security, and Handling Classified Materials	.64
Explained Variance	7.21

Table 6

Frequency Distributions of Responses to Questions on
Individual Readiness Rating Procedures

Question 1. Usefulness of Rating Training

Of no use	10
A little useful	17
Somewhat useful	45
Quite useful	32
Very useful	<u>5</u>
	109

Question 2. Rating Sequence

Rate each soldier on all scales in turn	47
Rate all soldiers on each scale in turn	<u>64</u>
	111

Question 3. Number of Individuals Can Rate Comfortably.

1-2	5
3-4	25
5-6	48
7-8	4
9-10	13
Above 10	<u>8</u>
	103

Question 4. Number of Months Rater Should Know Ratee

1-3	31
4-6	50
7-9	2
10-12	22
Above 12	<u>4</u>
	109

Question 5. Relative Applicability of Scales to Officers and NCOs

Apply more to officers than NCOs	7
Apply equally to officers and NCOs	79
Apply more to NCOs than officers	<u>27</u>
	113

Table 7
Summary of Evaluations of Draft Unit Readiness Dimensions

<u>Unit Readiness Dimension</u>	<u>No. of Times Selected</u>	<u>No. of Comments Received</u>	
		<u>Rating Difficulty</u>	<u>Non-Applicability</u>
1. Adherence to Standards	87	8	3
2. Ammunition, Supplies, Materials, and Other Equipment (Not including Vehicles and Weapons)	86	6	9
3. Care and Concern for Families	59	14	6
4. Care and Concern for Soldiers	93	6	2
5. Cohesion and Teamwork	95	4	1
6. Communication Within Unit	86	4	0
7. Cooperation/Coordination with Other Units	43	8	7
8. Emergent Leadership	55	14	5
9. Higher Echelon Support (Brigade, Battalion Level)	50	11	10
10. Leadership	109	6	1
11. Mission Performance	98	2	1
12. Personnel Capabilities	64	7	3
13. Personnel Deployability	51	0	4
14. Physical Fitness Program	85	3	6
15. Physical Security/Vigilance	30	5	2
16. Training Program	91	7	2
17. Unit Weapons	94	10	12
18. Vehicles/Transportation	<u>83</u>	<u>29</u>	<u>18</u>
TOTAL	1,359	144	92

difficulty and non-applicability. Some of the participants indicated that many noncombat, support units particularly Table of Distribution and Allowance (TDA) units would not have weapons. Others felt it would be difficult for most raters to observe the condition of an entire company's weapons, and that there were more objective means than ratings to get at this factor.

The five dimensions that were selected the least often were physical security/vigilance, cooperation/coordination with other units, higher echelon support, personnel deployability, and emergent leadership. The few comments received for both the physical security/vigilance and personnel deployability dimensions indicated that there might be whole types of units, e.g., TDA units, to which the dimensions were not applicable. It seems, however, that for the most part these dimensions were judged less critical to an overall measure of readiness than most of the other dimensions. The comments on the dimension, cooperation/coordination with other units, were similar to those received for the comparable individual readiness dimension--much of the coordination between platoons and company level units are accomplished at higher levels. The dimension, higher echelon support, was felt to be more important for some types of units than others, was perhaps more of a measure of higher echelon performance than the unit's readiness, and was difficult to observe and evaluate, especially for lower ranked personnel. The emergent leadership dimension was similarly thought to be difficult to assess and not very applicable to many units, except perhaps for long term unit effectiveness.

A substantial number of comments were received for two unit dimensions that were selected an intermediate number of times, vehicles/transportation and care and concern for families. The workshop participants pointed out that many units do not have vehicles, e.g., light infantry companies, and that the condition of vehicles is often difficult for observers to assess. Comments on the dimension, care and concern for families, paralleled those received for the comparable individual readiness dimension. Unit performance on this dimension was not considered easy to observe and was considered more of a higher echelon level function, especially when the company was in the field.

Altogether, the workshop participants rated the readiness of 291 units. A factor analysis was performed on the 18 x 18 intercorrelation matrix derived from these rating data, using the same iterative principal component method as was employed with the individual readiness data. As only one resultant factor had an eigenvalue greater than 1.0, no rotation was performed. The loadings of the unit readiness scales on the factor extracted are given in Table 8. All loadings were positive and higher than .50.

The five dimensions that had the highest loadings were mission performance, leadership, cohesion and teamwork, communications within the unit, and the unit training program. By comparing the loadings in Tables 4 and 8, it can be seen that the same kind of dimensions, e.g., leadership, training, and teamwork, that had high loadings on this unit readiness factor also had high loadings on the officer and NCO general readiness rating

Table 8

Factor Pattern of the Unit Readiness Dimensions
(based on 291 ratings of units)

<u>Unit Readiness Dimension</u>	<u>Factor I</u>
1. Adherence to Standards	.70
2. Ammunition, Supplies, Materials, and Other Equipment (Not including Vehicles and Weapons)	.59
3. Care and Concern for Families	.57
4. Care and Concern for Soldiers	.67
5. Cohesion and Teamwork	.77
6. Communication Within Unit	.76
7. Cooperation/Coordination with Other Units	.67
8. Emergent Leadership	.71
9. Higher Echelon Support (Brigade, Battalion Level)	.57
10. Leadership	.77
11. Mission Performance	.79
12. Personnel Capabilities	.70
13. Personnel Deployability	.63
14. Physical Fitness Program	.60
15. Physical Security/Vigilance	.65
16. Training Program	.74
17. Unit Weapons	.52
18. Vehicles/Transportation	.54
Explained Variance	8.05

factor. Similarly, dimensions that had a relatively large number of critical comments tended to have low factor loadings on both the unit and individual general readiness factors, e.g., conditions of weapons and vehicles among the unit dimensions, and relationship with civilians in host country and individual deployability among the individual dimensions. These low loadings may reflect observer difficulty in making valid, reliable ratings on these dimensions.

Table 9 presents frequency distributions of the workshop participants' responses to the five questions concerning the unit readiness rating procedures. The participants generally felt that an additional training session in how to avoid errors in rating units would not be as useful as the training given earlier in how to avoid errors in rating individuals (Question 1). Many raters may have felt that the training would be redundant. Nevertheless, 60% of the participants felt that such training would be somewhat to very useful.

About 60% of the participants also agreed that the procedure used in the workshop of rating all units on each scale in turn was preferred to a procedure in which each unit was rated on all scales, before beginning to rate the next unit (Question 2). Close to 85% of the respondents indicated that they would be comfortable rating three units or less (Question 3). However, a large percent of the respondents (about 60%) reported they would not be comfortable rating more than three units. About 60% of the participants indicated that a rater who knew the unit being rated for six months would be qualified to rate the unit (Question 4). A substantial percent of the participants (about 35%) felt, however, that the rater should know the unit for a year before being considered qualified. Only about 5% of the participants felt the unit readiness rating scales applied more to platoons than company-sized units (Question 5). The remaining participants were evenly divided with half reporting that the scales applied equally to platoons and companies, while the other half felt that the scales applied more to company-sized units than platoons.

Scale Revisions

Several revisions were made in the scales based upon the results obtained from the second series of workshops. Foremost among these changes was the deletion of several of the scales that were less frequently selected by the participants when they identified the best subsets of scales for use in forming overall composite measures of readiness. Five individual readiness scales were dropped: improvement of job expertise, relationship with civilians in host country, safety, vigilance, physical security, and handling classified materials, and relationships with other units. Four unit readiness scales were also dropped: cooperation/coordination with other units, emergent leadership, higher echelon support, and physical security/vigilance. In general, these scales had more than average numbers of comments concerning rating difficulty and non-applicability. Moreover, since the factor analyses indicated that these scales all loaded on the same general readiness rating factor as the retained scales, it was felt that deletion of these scales would not unduly reduce the comprehensiveness of the dimension sets, but would facilitate later administration of the scales.

Table 9

**Frequency Distributions of Responses to Questions on
Unit Readiness Rating Procedures**

Question 1. Usefulness of Additional Training on Rating Units

Of no use	16
A little useful	28
Somewhat useful	40
Quite useful	23
Very useful	<u>3</u>
	110

Question 2. Rating Sequence

Rate each unit on all scales in turn	41
Rate all units on each scale in turn	<u>61</u>
	102

Question 3. Number of Units Can Rate Comfortably.

1	10
2	7
3	49
4	22
5	9
Above 5	<u>9</u>
	106

Question 4. Number of Months Rater Should Know Unit

1-3	15
4-6	53
7-9	2
10-12	38
Above 12	<u>1</u>
	109

Question 5. Relative Applicability of Scales to Platoons and Companies

Apply more to platoons than company-sized units	6
Apply equally to platoons and company-sized units	52
Apply more to company-sized units than platoons	<u>52</u>
	110

A number of wording changes were also made in the retained scales. For example, the individual scale, job discipline and integrity, was changed to just "job discipline" through elimination of portions of the behavioral statements that referred to honesty and integrity. Following a suggestion made by a workshop participant, modified versions of these portions were added to the descriptive statements for the dimension, personal discipline. For the unit readiness scales involving unit weapons and vehicles/transportation, a response option was added allowing the rater to indicate that the dimensions were not applicable, if the unit being rated lacked weapons and/or vehicles. After making these and other minor changes, a revised set of scales and evaluation forms was prepared for administration at the next series of evaluation workshops. Appendix B has a complete set of the materials that will be used at these workshops.

III. PERSONNEL FILE FORM

In addition to the behaviorally anchored ratings of individual readiness, a set of administrative indexes will also be used to develop a comprehensive assessment of individual readiness. By administrative indexes, we mean personnel actions, inspection results, testing program scores, and other information that is routinely collected and maintained by Army agencies. The degree to which such collection is "routine," and the manner, location, and length of time in which the information is "maintained" is known to vary among indexes. For personnel actions, it may also vary by the individual's rank.

Individual Administrative Indexes

In examining administrative indexes as measures of soldier effectiveness, researchers for Project A (the Army's large scale selection and classification project for enlisted personnel) investigated the use of the Enlisted Master File (EMF), the Official Military Personnel File (OMPF), and the Military Personnel Records Jacket (MPRJ) as possible sources for obtaining information on individuals (Riegelhaupt, Harris, & Sadacca, 1987). Analysis of the results involved determining which indexes have sufficient variance and acceptable base rates, combining indexes into psychometrically sound and conceptually meaningful variables, and identifying the most feasible methods of obtaining them from archival sources.

After analyzing large samples of data from the three records sources, Riegelhaupt et al. (1987) concluded that the MPRJ was the most timely and extensive source of information; because of the labor-intensive nature of extracting information from the files, however, alternative means for obtaining this information were sought. Specifically, a self-report form was developed and tried out. Comparisons between the self-report data and data collected from the MPRJ on the same soldiers gave every indication that the self-report yielded both timely and complete information; both positive and negative indicators were slightly but consistently reported more often by the soldiers themselves (Campbell, 1987).

The Project A Personnel File Information Form (PFIF), was designed to be administered to soldiers with one to three years time in service. It has since been expanded to include variables that are expected to show adequate base rates and variances for soldiers with three to five years experience, and this instrument, the PFIF-II will be administered to NCOs during the summer and fall of 1988; it is currently undergoing field testing within Project A.

Our intent for the Family Project is to take advantage of the Project A development work on the PFIF and PFIF-II, and further expanding and revising the instruments for use among AFRP officers, NCOs, and enlisted personnel. In order to determine the adequacy of the PFIF for the Family Project, we collected data to discover which administrative indexes should be included in assessing readiness. A list of 30 administrative indexes was generated by reference to Army regulations, input from subject matter experts, and Project A work. In workshops conducted at two locations (USAREUR, and Ft. Campbell), officers and NCOs assigned ratings to the indexes of their relevance to individual readiness.

The mean ratings obtained on these measures ranged from 3.61 to 6.14 on a 7-point scale; the median was 5.05. The ranked measures are shown in Table 10 (the rating instrument with descriptions of the measures is contained in Appendix A); means shown are averages across 88 respondents. The only clean break in the distribution appears between the six highest ranked measures and the remaining ones; the lowest ranked measure is also noticeably lower than its higher ranked neighbor. Thus the only reasonable cutting point for including or not including indexes, based on the means, would be after the first six or after the first 29 (dropping only one measure).

Information from sources familiar with Army record-keeping suggests that certain of the indexes will not be available in any form for our perusal, or that the base rates and consistency of record-keeping at different locations will be largely unreliable. Therefore, we propose to drop six of the measures: Military School Qualification, Officer Evaluation Report, Mileage/Hours/Equipment Utilization, Promotion Standings, Pay Complaints, and Sick Call Rates.

Our inclination, based on this information and on Project A experience, would be to include all of the indicators, if they can be obtained by means of self-report. For measures not suitable to the self-report, we should consider the various sources of the information, the difficulty in accessing those sources, the amount of information that might be obtained from the fewest sources, etc.

Sources For Obtaining Individual Administrative Indexes Data

Table 11 shows, for each of the administrative indexes for individual readiness, whether or not the index is included on the PFIF or PFIF-II; if not, whether it could be added to PFIF-III (see Appendix C), the Family Project's version of the instrument; and if not suitable for a self-report, what other source might be useful in obtaining the information. The most likely sources from which we might obtain individual data, other than by self-report, are the Enlisted Master File (EMF), Company-level records, or Battalion-level records.

Table 10. Measures of Individual Readiness Ordered By Relevance Means

<u>Rank</u>	<u>Measure^a</u>	<u>Mean</u>
1	3 Annual Individual Weapons Qualification Results	6.14
2	5 Annual NBC Proficiency Tests	5.82
3	4 Army Physical Readiness Test	5.80
4	2 Common Task Tests	5.68
5	18 Alcohol/Drug Abuse Program Participation	5.64
6	25 AWOL	5.59
7	27 Courts Martial UCMJ	5.34
8	30 Indebtedness	5.30
9	21 Pay Complaints	5.30
10	23 Sick Call Rates	5.25
11	14 Military School Qualification	5.18
12	11 Enlisted Evaluation Report	5.17
13	26 Articles 15	5.14
14	19 Awards, Decorations, and Recognition	5.11
15	8 Reenlistment Bars	5.06
16	9 Reenlistment Disqualifications	5.05
17	12 Officer Evaluation Report	4.97
18	28 Delinquency/Incident Reports	4.94
19	1 Skill Qualification Tests	4.91
20	24 Records of Loss/Destruction of Government Property	4.84
21	17 Weight Control Program Participation	4.76
22	15 Military Education Participation	4.68
23	20 Mileage/Hours/Equipment Utilization	4.67
24	13 Selection Board Results	4.56
25	7 Promotion Board Results	4.50
26	16 Civilian Education Participation	4.39
27	22 Military/POV Accidents	4.35
28	10 Promotion Standings	4.30
29	6 Promotion Points Worksheet	4.28
30	29 Traffic Violations	3.61

^a Numbers preceding each measure title indicate the number used in the ratings instrument for the measures; refer to Appendix A, to the numbered paragraphs, for descriptions of the measures.

Table 11. Measures of Individual Readiness and Likely Sources of Data

Measures ^a	Enlisted Officer					
	PFIF-II	PFIF-III	PFIF-III	EMF	CO	BN
3 Annual Individual Weapons Qualification Results	X					
5 Annual NBC Proficiency Tests		X	X			
4 Army Physical Readiness Test	X					
2 Common Task Tests		X			X	
18 Alcohol/Drug Abuse Program Participation		X	X			X
25 AWOL		X	X		X	
27 Courts Martial UCMJ		X	X			X
30 Indebtedness		X	X		X	
11 Enlisted Evaluation Report		X		X		
26 Articles 15	X					
19 Awards, Decorations, Recognition	X					
8 Reenlistment Bars	X					
9 Reenlistment Disqualifications		X				
28 Delinquency/Incident Reports		X	X			
1 Skill Qualification Tests	X					
24 Records of Loss/Destruction of Government Property		X	X			
17 Weight Control Program Participation		X	X			X
15 Military Education Participation		X	X	X		
13 Selection Board Results			X		X	
7 Promotion Board Results		X				
16 Civilian Education Participation		X	X	X		
22 Military/POV Accidents		X	X		X	
6 Promotion Points Worksheet		X	X	X		
29 Traffic Violations		X	X			

^a Numbers preceding each measure title indicate the number used in the ratings instrument for the measures; refer to Appendix A, to the numbered paragraphs, for descriptions of the measures.

Nature of Individual Administrative Indexes Data

For each of the 24 individual-level administrative indexes, there are a number of ways of encoding the information. In order to focus on current/recent performance, and yet capture longer-term performance, we propose to limit counts of incidents (AWOLs, Letters of Appreciation, etc.) to some reasonable period of time, such as one or two years. The 24 indexes are listed again in Table 12, with the type of information to be recorded and the time period for consideration (if any).

Table 12. Measures^a of Individual Readiness and Information To Be Recorded

3	Annual Individual Weapons Qualification Results: Weapon(s), rating(s), date(s).
5	Annual NBC Proficiency Tests: Score (Pass/Fail), date.
4	Army Physical Readiness Test: Total points, date.
2	Common Task Tests: Percent passed, in past most recent test year.
18	Alcohol/Drug Abuse Program Participation: In past two years, voluntary or referred.
25	AWOL: In past two years, number.
27	Courts Martial UCMJ: In past two years, number, nature of offense, outcome.
30	Indebtedness: In past year, number.
11	Enlisted Evaluation Report: Use NCO-ER; rating in each of eight areas, date.
26	Articles 15: In past two years, number, nature of offense.
19	Awards, Decorations, and Recognition: Number.
8	Reenlistment Bars: Reason.
9	Reenlistment Disqualifications: Reason.
28	Delinquency/Incident Reports: In past year, number, nature.
1	Skill Qualification Tests: Percent, MOS, date.
24	Records of Loss/Destruction of Government Property: In past two years, number, nature.
17	Weight Control Program Participation: In past year, none/once/twice or more.
15	Military Education Participation: Number.
13	Selection Board Results: Recommended, below zone.
7	Promotion Board Results: Points on each of six areas, date.
16	Civilian Education Participation: In past year, yes/no.
22	Military/POV Accidents: In past two years, number, nature.
6	Promotion Points Worksheet: SQT, awards number, military education points, civilian education points, Weapons, APRT, Commander's points, Board total points.
29	Traffic Violations: In past two years, number, nature.

^a Numbers preceding each measure title indicate the number used in the ratings instrument for the measures; refer to Appendix A, to the numbered paragraphs, for descriptions of the measures.

Use of Individual Administrative Indexes Data

An often cited shortcoming of using performance measures obtained from personnel records is the skewed distributions which result from measures that typically reflect only very good or very bad performance. The Project A researchers found this to be the case in their investigations (Riegelhaupt et al., 1987). However, when related variables were combined into higher level, dichotomous variables, the base rate improved to a level where significant and meaningful relationships with other variables became possible. For example, receiving of various awards and medals was aggregated to a dichotomous variable, Has Received Award; the separate variables of receiving letters and certificates of appreciation or commendation were combined into a composite index of Has Received Letter/Certificate. In all, six composite variables were constructed:

- Awards and decorations
- Letters and certificates of achievement, commendation, etc.
- Disciplinary actions
- Weapons qualification
- Annual Physical Readiness Test score
- Skill Qualification Test score

A seventh variable, promotion rate, was constructed from information on grades advanced per year from the EMF. These seven variables were found to represent the underlying structure of the administrative indexes for first term enlisted soldiers.

We propose to follow the same strategy in deriving composite indexes from individual administrative measures for the Family Project. Until such time as the data from field tests of the self-report form for officers and NCOs are analyzed, we are not able to delineate the structure of those composite indexes. It seems likely that the structure will be essentially similar for officers and NCOs, although the inclusion of indexes concerning selection for promotion (not applicable for enlisted soldiers with less than three years time in service) may suggest formation of another composite.

IV. ARMY RECORDS

As with individual readiness, unit readiness will be assessed by means of objective indexes and behaviorally anchored readiness ratings. The administrative indexes on units that we are planning to collect fall generally into three areas: inspection and audits (overall results and results in specific areas); management, programs, and reports (including internal evaluation of management or programs by participants and administrators, external evaluation of management, program, or reports by inspection, audit, or other evaluation, and records such as rosters, schedules, and usage statistics); and collective performance (number and evaluation of collective training exercises).

Officers and NCOs at workshops in two locations (USAREUR, and Ft. Campbell) were asked to rate 34 unit administrative indexes for their relevance in assessing readiness. The instrument used, which contains descriptions of the 34 measures, is shown at Appendix A. The ratings on these measures range from 4.09 to 6.16 on a 7-point scale; the median is 5.42. The mean importance ratings, averaged across 90 respondents, are shown in Table 13. The only discernible breaks in the distribution are between the top two measures, the next 29 measures, and the last three measures.

Sources For Obtaining Unit Administrative Indexes Data

If the reports of inspections, records of program implementation and utilization, or training activities reports are available at all, they will most likely be at the Battalion or Company; some records will be kept at the installation level. Several of the inspection reports (CRI, COMET) will include evaluations of maintenance, programs, training, etc., and should provide a rich source of information on the other indexes if they are available for our inspection.

We simply do not know as much about unit-level records as we do about individual administrative records. During the field test, we plan to interview Battalion PSNCOs concerning the accessibility, format, and content of the CRI and COMET, the Unit Status Report, the Equipment Availability Report, and the Present for Duty Strength Reports (see Appendix D for a copy of the interview guide).

Although each major command develops its own guidance for the CRI, the areas to be covered and structure for reporting results, the general content is expected to be similar for all such inspections. The CRI is expected to cover personnel (strength management, personnel qualifications, physical fitness/weight control, and unit administration); training (collective training, individual training, training management, NCO development program, and NBC readiness); logistics (supply management, maintenance, condition of equipment, facilities management); and command and staff (command and staff proficiency, unit cohesion, standards of conduct, mobilization planning, Unit Status Report, physical security, attendance). Could we study such reports, prepared for Battalions with subsections for sub-units, we would have information on virtually all of the other 33 administrative indexes that have been proposed (see Table 14).

Table 13. Measures of Unit Readiness Ordered by Relevance Means

Rank	Measure ^a	Mean
1	33 Crew Qualifications	6.16
2	32 Army Readiness Training and Evaluation Program (ARTEP)	6.16
3	6 Nuclear Technical Validation Inspection (TVI)	5.97
4	13 Equipment Availability Rates	5.93
5	22 NCO Education System (NCOES)	5.86
6	28 Food Service Program	5.82
7	34 National Training Center/REFORGER/Deployment Exercises	5.76
8	16 Prescribed Load List Management (PLL)	5.73
9	12 Present for Duty Strengths	5.68
10	9 Change of Command Inventory	5.68
11	1 Annual Command Readiness Inspection (CRI)	5.66
12	3 Annual Command Maintenance Inspections (COMET)	5.62
13	30 Immunization Records	5.56
14	14 Individual/Collective Training Plans	5.55
15	10 Monthly Unit Status Report (DA 2715R)	5.49
16	7 Supply Accountability	5.43
17	23 Junior Officer Development	5.42
18	21 NCO Development Program	5.41
19	4 Communication Security Inspections (COMSEC)	5.36
20	25 Leave and Pass Policy and Utilization	5.30
21	27 Safety Program	5.28
22	26 Personnel Security Program	5.20
23	17 Ammunition Management	5.17
24	31 Dental X-Rays	5.16
25	20 Alcohol/Drug Abuse Program	5.09
26	24 Awards Program	5.08
27	2 Annual Internal Review	5.04
28	15 Training Activities Reports	4.86
29	11 Retention	4.82
30	29 Equal Opportunity Program	4.82
31	5 Physical Security Inspections	4.73
32	8 Special Higher HQ Inspections	4.51
33	18 Facilities Management	4.28
34	19 Weight Control Program	4.09

^a Numbers preceding each measure title indicate the number used in the ratings instrument for the measures; refer to Appendix A, to the numbered paragraphs, for descriptions of the measures.

The COMET is conducted to evaluate maintenance of vehicles, weapons, and other equipment including maintenance records and spare parts. Like the CRI report, the COMET report is prepared for Battalions. COMET reports, if available, would augment the CRI reports on maintenance-specific indexes.

The Unit Status Report, the Equipment Availability Report, and the Present for Duty Strength Reports would be needed only if the CRI and COMET are not available to us. Should that be the case, we will also be particularly interested in obtaining records of crew qualifications, ARTEPs, and NTC/REFORGER/Deployment Exercises; and NCOES and other training and development activities and participation.

If the above matrix (Table 14) is correct, it can be seen that all of the information could be obtained from the CRI, COMET, and USR. The USR is of course Classified (Confidential); without it, we will have to rely on BN or CO records for Equipment Availability and Present for Duty Strengths. If we do use the CRI and COMET, we may run into problems with recency/currency of the reports. These are all issues which will be explored during the field test.

Nature of Unit Administrative Indexes Data

The information that we would want on each of the measures is detailed in Table 15. Again, until we have interviewed the Battalion PSNCOs and seen the reports, the exact nature of the information is speculative at best. Once we have assembled all of the available information, decisions will be made on how to best encode the data. Several trained individuals will independently encode the obtained data, resolve any disagreements, and thus refine the encoding procedures.

Use of Unit Administrative Indexes Data

We hope to be able to analyze the codified data on unit administrative indexes in a fashion similar to the analysis of the individual administrative indexes. That is, factor analysis of the indexes obtained on the units will lead to definition of composite indexes of unit readiness. At the field test sites, we will be sampling only 15 company-sized units in all, hardly enough to do a reliable factor analysis on so many variables. We will therefore prepare preliminary groupings of related variables so as to reduce the set for further analysis.

Table 14. Measures of Unit Readiness and Likely Sources of Data

Measures ^a	BN Level	CO Level	Installation Level	CRI	COMET	USR
33 Crew Qualifications	X	X	X			
32 Army Readiness Training and Evaluation Program (ARTEP)	X	X	X			
6 Nuclear Technical Validation Inspection (TVI)	X		X			
13 Equipment Availability Rates	X	X			X	
22 NCO Education System (NCOES)		X	X			
28 Food Service Program			X			
34 National Training Center/REFORGER/ Deployment Exercises	X		X			
16 Prescribed Load List Management (PLL)	X	X	X		X	
12 Present for Duty Strengths	X	X				X
9 Change of Command Inventory	X	X	X			
1 Annual Command Readiness Inspection(CRI)	X				X	
3 Annual Command Maintenance Inspections (COMET)	X		X		X	
30 Immunization Records	X		X		X	
14 Individual/Collective Training Plans	X		X			
10 Monthly Unit Status Report (DA 2715R)	X		X			X
7 Supply Accountability		X	X		X	
23 Junior Officer Development Program	X		X			
21 NCO Development Program	X	X	X		X	
4 Communication Security Inspection		X			X	
25 Leave and Pass Policy and Utilization	X	X	X		X	
27 Safety Program	X	X	X		X	
26 Personnel Security Program	X	X	X		X	
17 Ammunition Management	X	X			X	X
31 Dental X-Rays	X		X		X	
20 Alcohol/Drug Abuse Program			X		X	
24 Awards Program	X	X			X	
2 Annual Internal Review		X			X	
15 Training Activities Reports	X	X			X	
11 Retention	X	X			X	
29 Equal Opportunity Program	X	X	X		X	
5 Physical Security Inspections		X			X	
8 Special Higher HQ Inspections	X	X	X		X	
18 Facilities Management			X		X	
19 Weight Control Program	X	X	X		X	

^a Numbers preceding each measure title indicate the number used in the ratings instrument for the measures; refer to Appendix A, to the numbered paragraphs, for descriptions of the measures.

Table 15. Measures^a of Unit Readiness and Information To Be Recorded

- 33 Crew Qualifications: In past six months, number of events, nature, results.
- 32 Army Readiness Training and Evaluation Program (ARTEP): In past six months, number, results.
- 6 Nuclear Technical Validation Inspection (TVI): In past six months, number, results. (Nuclear capable units in FA, Ordnance, Maintenance)
- 13 Equipment Availability Rates: This is a daily report, and feeds into the Unit Status Report, #10 below), which is classified Confidential. Could compute averages (percents) of items of equipment in each category (operable, turned in, awaiting parts, deadline) daily over six months, or over one month, or on first day of week for six months or one month. Don't know how long records are kept.
- 22 NCO Education System (NCOES): Percent of personnel who have attended appropriate class (E4 for PLDC, E5 for BNCOC, E6 for ANCOC).
- 28 Food Service Program: For units that have one, evaluation from CRI, or survey/interview questions.
- 34 National Training Center/REFORGER Deployment Exercises: In past year, number of events, results.
- 16 Prescribed Load List Management (PLL): Inspection results in COMET.
- 12 Present for Duty Strengths: Daily report, feeds into the Unit Status Report, #10 below), which is classified Confidential. Could compute averages (percents) of personnel assigned/authorized, and average number (percent) in each category (unauthorized absence, authorized absence, TDY, sick call) daily over six months, or over one month, or on first day of week for six months or one month. Don't know how long records are kept.
- 9 Change of Command Inventory: For change of command in past year, inventory results. But because inventory must yield 100% equipment and material on hand or accounted for, it may only be useful to look at the "Accounted For" category, to see equipment status.
- 1 Annual Command Readiness Inspection (CRI): Date, results; will cover personnel, training, logistics, and command and staff.
- 3 Annual Command Maintenance Inspections (COMET): Date, results.
- 30 Immunization Records: Percent of required immunizations current.
- 14 Individual/Collective Training Plans: The plans themselves will include AR-directed subjects, not much variance there; may also include other subjects.
- 10 Monthly Unit Status Report (DA 2715R): Classified (Confidential).
- 7 Supply Accountability: Monthly reports for six months.
- 23 Junior Officer Development: In past six months, number of classes/programs, average attendance number (percent).
- 21 NCO Development Program: In past six months, number (percent) of NCOs attending.
- 4 Communication Security Inspections (COMSEC): In past year, results. (Units with crypto equipment only.)

**Table 15. Measures^a of Unit Readiness and Information To Be Recorded
(continued)**

25	Leave and Pass Policy and Utilization: Average number days on leave over past six months.
27	Safety Program: In past six months, number of accidents, nature, investigation results, cost(?).
26	Personnel Security Program: Evaluation of implementation.
17	Ammunition Management: Evaluation.
31	Dental X-Rays: Percent current.
20	Alcohol/Drug Abuse Program: Number of personnel referred, participating. Evaluation of implementation, education.
24	Awards Program: In past year, number/type awarded; evaluation of implementation.
2	Annual Internal Review: Audit results.
15	Training Activities Reports: In past six months, what was trained, when, number trained.
11	Retention: Over past year, number first term and subsequent reenlistments; number attrited, number counseled.
29	Equal Opportunity Program: Evaluation of implementation.
5	Physical Security Inspections: Inspection results.
8	Special Higher HQ Inspections: Any in past year, reason, results.
18	Facilities Management: Evaluation of implementation.
19	Weight Control Program: In past six months, number referred; evaluation of implementation.

^a Numbers preceding each measure title indicate the number used in the ratings instrument for the measures; refer to Appendix A, to the numbered paragraphs, for descriptions of the measures.

V. SOLDIER FAMILY FACTORS SURVEY

Based on the literature review (Campbell, et al.), and results of group discussions held with soldiers (officers and NCOs/combat and support units) during soldier readiness workshops, a number of family factors emerged as important variables related to readiness. These factors include individual and family characteristics, interrole conflict, Army life/culture satisfaction, perceived spouse commitment to the Army, and perception of family readiness.

In the following section, each factor will be considered in turn. The dimensions constituting the factor, their operational definition, justification for inclusion in the survey, and proposed items will also be presented. Where possible, items have been chosen from existing surveys. If no existing items were appropriate, new items were generated. The source of the item is given for each proposed question.

FACTOR I: INDIVIDUAL AND FAMILY CHARACTERISTICS

DIMENSION: BACKGROUND DATA

DEFINITION: Age, Sex, Race, Education, Rank, Marital Status, Length of Marriage, Presence/Number of Children, Single/dual Career household, One or Two Parent Household, Family Life Cycle (Ages of Children), Racial/Ethnic Family Composition

JUSTIFICATION: Relationships have been established between each of these variables and one or more of the elements of the model, including job satisfaction, job-related stress, job performance, retention decision making, and interrole conflict.

ITEMS	SOURCE
1. How old were you on your last birthday? _____	Army Family Profile Strengths and Coping (AFPSC), Item #1, p.3
2. What sex are you? o Male o Female	AFPSC, #2, p. 3.

3. Which of the following best describes your ethnic background?

- White/Caucasian
- Black, Negro/Afro-American
- Hispanic
- American Indian/Alaskan Native
- Asian/Pacific Islander/Oriental
- Other not listed

USAREUR Personnel
Opinion Survey (UPOS)
1986, Version 1, Item
#1

4. What is your highest level of education?

- Less than high school (1-8 years)
- Some high school but did not graduate (9-12th grade)
- GED
- graduated high school
- Some college but did not graduate
- A two-year college degree (A.A.)
- A four-year college degree (B.A., B.S., or equivalent)
- Some graduate credit
- Law degree (LL.B., J.D.)
- Master's degree (M.A., M.S., or equivalent)
- Doctoral degree
- Other (for example, vocational, technical, business, or secretarial school)

UPOS, 1986, V-4, #22

5. Please indicate your marital status.

- Single, never married
- Married, for the first time
- Remarried
- Divorced or Legally Separated
- Widowed

UPOS, 1986, V-2,
Column J, page v,
Reworded

6. How many years have you and your current spouse been married?

- Less than 1 year
- 1-2 years
- 3-4 years
- 5-8 years
- 9-12 years
- 13-16 years
- 17-19 years
- 20 years or more

Advanced Individual
Training (AIT) #40,
Reworded;
Sample Survey of
Military Personnel
(SSMP), August 1985,
Enlisted Survey,
Item #75, page 23,
Reworded

7. Where does your spouse currently live?

UPOS, 1986, V-2, #5,
Reworded

- I do not have a spouse.
- My spouse and I live together
- My spouse and I live together in the same community but not together
- My spouse lives in a another community.

8. Please answer the following questions regarding your spouse. (Mark one answer for each question.)

AIT, #41, Reworded

	Yes	No
Is your spouse a civilian employee of the Federal government?	<input type="radio"/>	<input type="radio"/>
Is your spouse now on active duty in the military?	<input type="radio"/>	<input type="radio"/>
Does your spouse have a full-time job for pay? (35 hours per week or more)	<input type="radio"/>	<input type="radio"/>
Does your spouse do volunteer work?	<input type="radio"/>	<input type="radio"/>
Is your spouse looking for a (another) job?	<input type="radio"/>	<input type="radio"/>
Is your spouse attending school full-time? (high school, college, graduate school or other full-time course load equivalent)	<input type="radio"/>	<input type="radio"/>
Is your spouse attending school part-time? (GED, language courses, college or graduate courses, less than a full-time course load equivalent)	<input type="radio"/>	<input type="radio"/>

IN THE FOLLOWING QUESTIONS PLEASE CONSIDER "FAMILY" TO INCLUDE YOUR SPOUSE (MILITARY OR NON-MILITARY) AND CHILDREN, AS WELL AS ANY OTHER INDIVIDUAL WHO IS DEPENDENT ON YOU FOR AT LEAST HALF OF HIS/HER ECONOMIC SUPPORT. QUESTIONS PERTAINING TO CHILDREN REFER TO ALL CHILDREN THAT YOU PARENT, INCLUDING STEP- AND ADOPTED- CHILDREN.

9. How many family members live with you? (including your spouse if appropriate)

UPOS, 1986, V-2, #4,
Reworded

- one
- two
- three
- four
- five
- six
- seven
- eight or more
- none, or question does not apply

10. How many children do you have? AFPSC, Member Survey,
#12, P.3, Reworded;
AIT, #33, Reworded
- None
 - 1
 - 2
 - 3
 - 4
 - 5
 - 6 or more
11. What is the age of the oldest child? AFPSC, Member Survey,
#12-17, P.3,
Reworded; 1985 DoD
Officer Survey, #71,
p.11, Reworded
- 0-5 years
 - 6-11 years
 - 12-17 years
 - 18 years or older
12. What is the age of the youngest child? AIT, #34, Reworded
- 0-5 years
 - 6-11 years
 - 12-17 years
 - 18 years or older
12. Have any of your children left home to live on their own or go to college? AFPSC, Member Survey,
#18, p. 3
- Yes
 - No
13. Have all of your children left home? AFPSC, Member Survey,
#19, p. 3
- Yes
 - No
14. Do you have a dependent family member with special needs (physical or mental disability) living with you? UPOS, 1987, V-3, #77,
Reworded
- No
 - Yes, one dependent family member with special needs
 - Yes, two dependent family members with special needs
 - Yes, three or more dependent family members with special needs
15. If you answered "yes" to the previous question, is the family member (or members) enrolled in the Exceptional Family Member Program? UPOS, 1987, V-3, #79,
Reworded
- Does not apply to me
 - Yes
 - No
 - I don't know

DIMENSION: JOB CHARACTERISTICS

DEFINITION: Pay grade, MOS, unit type

JUSTIFICATION: These military occupation characteristics correspond to income and occupation variables commonly referred to as socioeconomic variables in the civilian literature. Such socioeconomic variables have been shown to shape the interaction between work and family. (Kanter, 1977)

ITEMS	SOURCE
1. What is your pay grade?	AFPSC, Member Survey, #23, p.4, Reworded
2. What is your MOS?	1985 DoD Officer Survey, #7, p.1, Reworded
3. What is your current installation?	
Use installation codes found in SSMP, August 1985, Enlisted Survey, p. 4.	
To what type of unit (company, battery or troop) are you assigned? NOTE: Headquarters company personnel should indicate the type of battalion, brigade, or division to which they are assigned.	SSMP, Aug. 1985, Enlisted Survey, p. 7, Reworded
<ul style="list-style-type: none">o Infantryo Armor/Armored Calvaryo Field Artilleryo Air Defense Artilleryo Combat Engineero Other Engineero Signalo Military Police or CIDo Military Intelligenceo Quartermastero Maintenance	<ul style="list-style-type: none">o Ordnanceo Transportationo Medicalo Chemicalo Community Organization (CDAAC, Office of the Community Commander, Housing Office, etc.)o Administrative (HQ, Staff of Major Command, etc.)o Other than those listed

The New Manning System (NMS) refers to all COHORT unit replacement units and U.S. Army Regimental System units. A COHORT unit is a combat arms (IN, AR, FA) company formed and stabilized for a three year life cycle (18 month CONUS/18 month OCONUS) under the NMS. A regimental unit is a company or battalion size combat arms unit that has been numerically designated and organized under regimental colors located at the CONUS homebase. Is your unit identified with the New Manning System?

- No
- Yes, I am in a COHORT unit
- Yes, I am in a Regimental unit
- I don't know.

FACTOR II: INTERROLE CONFLICT

DIMENSION: Family/Work Role conflict

DEFINITION: The degree to which ones responsibilities in the workplace come into conflict with demands from extrawork sources (e.g., family responsibilities).

JUSTIFICATION: Has been related to job satisfaction and retention decisions.

If there is a conflict between our family's needs and the Army's needs, there is no question that the Army comes first.

AIT, #23, AFPSC, Member Survey, Family Index of Coherence (FIC), #1, p. 5.

2. When you have had to take time off from work to take care of family responsibilities, what has been the most frequent reason? (Check all that apply)

UPOS, 1987, V-3, #19

- family medical emergency - accidents or sudden illness
- family routine medical appointments, check-ups, immunizations, etc.
- child care - babysitter cancels, day care holiday, etc.
- appointment with social services, counselors, etc.
- household duties (perform repairs to home or car, banking, etc.)
- getting settled after relocation
- other

3. How often do your work responsibilities and your responsibilities to your family interfere with each other?

UPOS, 1987, V-3, #20

- Very Frequently
- Frequently
- Occasionally
- Rarely

FACTOR III: ARMY LIFE/CULTURE SATISFACTION

DIMENSION: PAY

DEFINITION: The financial pay and benefits received by the service member.

JUSTIFICATION: Pay has a major impact on job satisfaction, and the ability to maintain an adequate standard of living is an important determinant of satisfaction with military life.

<u>ITEMS</u>	<u>SOURCE</u>
How satisfied are you with your current pay?	AIT, #2, Reworded
How well are you able to meet your current costs of living?	

DIMENSION: ARMY FAMILY POLICIES/PROGRAMS

DEFINITION: Those programs and policies which are intended to assist members and their families adjust to military life, including housing, child care, education, community activities, youth activities, health care, and other family support programs.

JUSTIFICATION: Problems in adjusting to military life have been found to contribute to marital problems family dissatisfaction with the military.

<u>ITEMS</u>	<u>SOURCE</u>
How satisfied are you with the following: <u>Housing</u> The availability of quality housing	1985 DoD Enlisted Survey, #19, p. 4, Reworded
<u>Child Care</u> The availability of quality child care facilities	AIT, #39, Reworded
<u>Education</u> The availability of quality education for children	AIT, #52, Reworded
<u>Community activities/development</u> Your ability to develop community ties while in the Army	AIT, #13, Reworded
The opportunities for making friends while in the Army.	AIT, #13, Reworded
<u>Youth Activities</u> How do you feel about the recreational facilities at the location where you live now? Excellent, good, fair, poor, very poor, does not apply, don't know	1985 DoD Enlisted Survey, #19, P.4, Reworded
Youth Activities Program Scale: Extremely Satisfied to Extremely Dissatisfied	Families in Green, #21, p. 8, Reworded
<u>Health Care</u> The availability of quality medical care for families	AIT, #39, Reworded
<u>Support programs</u> Overall support services for families in the Army	AIT, #13, Reworded

DIMENSION: FAMILY COMMUNICATION

DEFINITION: The effort on the part of leaders to communicate with and inform families concerning the actions taken which affect family life.

JUSTIFICATION: Efforts to inform families concerning the need for actions taken has been found to promote attitudes more supportive of mission needs.

ITEMS	SOURCE
How satisfied are you with Army leaders efforts to inform families about actions taken that affect them?	New Question

DIMENSION: FAMILY SAFETY/WELL BEING

DEFINITION: The evaluation of the environment in regard to its suitability for family life.

JUSTIFICATION: A judgment which has been shown to significantly affect retention decisions as well as influencing work-related behaviors.

ITEMS	SOURCE
-------	--------

How satisfied are you with the following:

The amount of family quality time available to you	AIT, #52, Reworded
The opportunity for a stable family life in the Army	AIT, #13, Reworded
The Army as an environment for raising children	AIT, #13, Reworded

Our work and family schedules are always up in the air because of frequent TDYs, long work hours, etc.	AFPSC, Member Survey, FIC, #15, p. 5
--	--------------------------------------

Scale: Strongly disagree, disagree, agree, strongly agree

DIMENSION: LIFE SATISFACTION
DEFINITION: The overall evaluation of ones life situation.
JUSTIFICATION: Provides an overall indication of satisfaction incorporating both work and non-work related factors.

<u>ITEMS</u>	<u>SOURCE</u>
Taking all things together, how satisfied are you with the military as a way of life?	Families in Green #12, P.5, Reworded; 1985 DoD Officer Survey, #110, P. 18
Scale: Very Satisfied, Fairly Satisfied, Fairly Dissatisfied, Very Dissatisfied	

DIMENSION: ACCEPTANCE OF ORGANIZATIONAL VALUES

DEFINITION: The degree of correspondence between values espoused by the organization and values held by individuals within the organization.

JUSTIFICATION: A primary determinant of culture satisfaction.

<u>ITEMS</u>	<u>SOURCE</u>
How satisfied are you with the following:	
Army's attitudes towards families and family problems	AIT, #39, Reworded
The Army's understanding of competing family and work demands	New Question
The Army's recognition of basic family needs	New Question
I find my values and the Army's values are very similar.	AIT, #11
How similar are your views to the views of military members and spouses you know on the following topics:	AIT, #15, Reworded
Being successful in a line of work	
Having lots of money	
Having strong friendships	
Being a leader in the community	
Having children	
Having time to spend with family (spouse and children)	
The amount of support a spouse must give the soldier	
The spouse's duty to take care of home and children	

DIMENSION: PERCEPTIONS OF CIVILIAN LIFE

DEFINITION: The comparative evaluation of civilian life in relation to military life.

JUSTIFICATION: A major influence on satisfaction with military life.

ITEMS	SOURCE
If you were not going to reenlist, how easy or difficult would it be for you to get a full-time job in the area where you now live?	Survey of Personnel Entering Military Service, 1979, #88, p. 14
Scale: Impossible-Not difficult at all	
A person can have just as good a family life in the Army as in civilian life?	ODCSPER, October Army 1986, Enlisted Survey, #59, p.16
Scale: Strongly agree to Strongly disagree	
How do you feel about the availability of civilian housing at the location where you live now?	1985 DoD Officers, #19, p. 4, Reworded
My family could be better off if I took a civilian job.	1985 DoD Officers, #108, p. 17, Reworded
Scale: Strongly agree to Strongly disagree	
Below is a list of items for comparing Army life and civilian life. For each item please indicate if you think that it would be better for you in Army life, in civilian life, or about the same in either one.	AIT, #13, Reworded
<ul style="list-style-type: none"> Chance for adventure Opportunity for a stable home life Personal freedom Development of community ties Recreation opportunities Credit for doing good work Chance to do something for your country Opportunity to learn a valuable trade or skill Opportunity to get a steady job Good income Overall support services for family life Enjoying your work Adequate retirement benefits Good environment for rearing children Opportunities for making friends Separations from family and friends Quality of education for children Availability of medical care Quality of medical care 	

DIMENSION: PROGRAM EXPOSURE

DEFINITION: The extent to which individuals have been made aware of and/or had experience with Army family programs.

JUSTIFICATION: Will influence level of satisfaction with the Army as an environment for families.

ITEMS SOURCE

1. Below is a list of several Army programs. Please indicate how much each program has contributed to your family's well-being. New question

A.	B.	C.	D.	E.	F.	G.
Very Little or Not At All	Little	Somewhat	Large	Very Large	I Know About The Program But Never Used It	I Don't Know What This Program Provides

	A	B	C	D	E	F	G
Army and Air Force Exchange Service (AAFES)	0	0	0	0	0	0	0
Army Civilian Personnel Office (CPO)	0	0	0	0	0	0	0
Army Community Service (ACS)	0	0	0	0	0	0	0
Army Family Member Employment Assistance Service	0	0	0	0	0	0	0
Basic Allowance for Quarters	0	0	0	0	0	0	0
Basic Allowance for Subsistence	0	0	0	0	0	0	0
CHAMPUS	0	0	0	0	0	0	0
Chapel Family Life Center	0	0	0	0	0	0	0
Chapel Programs	0	0	0	0	0	0	0
Chaplain Ministry	0	0	0	0	0	0	0
Child Development Services	0	0	0	0	0	0	0
Commissary	0	0	0	0	0	0	0
Dental Care	0	0	0	0	0	0	0
DODDS School	0	0	0	0	0	0	0
Family Housing	0	0	0	0	0	0	0
Family Support for Mobilization or Deployments	0	0	0	0	0	0	0
Family Support Groups	0	0	0	0	0	0	0
Housing Referral Services (HRS)	0	0	0	0	0	0	0
Legal Services - JAG's Office	0	0	0	0	0	0	0
Military Health Service System	0	0	0	0	0	0	0
Pay Procedures	0	0	0	0	0	0	0
Post Exchange (PX)	0	0	0	0	0	0	0
Reimbursement for Relocation Expenses	0	0	0	0	0	0	0
Relocation Aid and Services	0	0	0	0	0	0	0
Services to Waiting Families	0	0	0	0	0	0	0
Sponsorship Programs	0	0	0	0	0	0	0
Spouse Employment Programs	0	0	0	0	0	0	0
Youth Activities and Recreation	0	0	0	0	0	0	0

DIMENSION: SEPARATIONS

DEFINITION: The frequency and duration of work-related member separations from family.

JUSTIFICATION: Has been demonstrated to be a source of job and family stress and dissatisfaction with military life.

ITEMS	SOURCE
How satisfied are you with the following:	
The frequency of disruptions to family life in the Army.	New Question
Considering current policies, indicate your level of satisfaction/dissatisfaction with family separations as it pertains to a military way of life.	1985 DoD Spouse, #84, p. 18, Reworded
Scale: Very satisfied to very dissatisfied (5 pts.)	
Are your dependent arrangements realistically workable for a short-term emergency situation such as a mobility exercise?	1985 DoD Enlisted, #69, p.12, Reworded
Are your dependent arrangements realistically workable for a long-term situation such as unit deployment?	1985 DoD Enlisted, #69, p.12, Reworded
Are your dependent arrangements realistically workable for an evacuation due to conflict or wartime situation?	1985 DoD Enlisted, #69, p.12, Reworded
Scale: Does not apply, yes, probably, no	
Which of the following would your spouse have to take care of before being mobilized/deployed?	New Question
(Check all that apply) Dependent care problems Personal health problems Family health problems Preparation of emergency data (e.g., will, power-of-attorney, etc.) Financial arrangements Transportation arrangements Civilian job-related arrangements School-related arrangements	
How likely do you think it is that your spouse will be mobilized/ deployed for more than 30 days in the next year?	New Question
Scale: 5 pts. Very likely to Very unlikely	

DIMENSION: MOVES

DEFINITION: The frequency of required Permanent Change of Station (PCS) moves.

JUSTIFICATION: A major source of stress for members and their families and resulting dissatisfaction with military life.

<u>ITEMS</u>	<u>SOURCE</u>
During your last PCS move, how helpful was your new unit? Scale: Does not apply, very helpful, somewhat helpful, no help at all	SSMP, Aug. 1984, Officer, #58, p.17
Have you ever heard of the Army Sponsorship Program before this survey? Yes No	SSMP, Aug. 1984, Officer, #56, p.17
During your last PCS move, how helpful was your sponsor? Scale: Does not apply, very helpful, somewhat helpful, no help at all	SSMP, Aug. 1984, Officer, #57, p.17
Considering current policies, indicate your level of satisfaction/dissatisfaction with assignment stability as it pertains to a military way of life. Scale: Very satisfied, satisfied, neither satisfied or dissatisfied, very dissatisfied	1985 DoD Enlisted, #105, p.18, Reworded

FACTOR IV: PERCEIVED FAMILY READINESS AND COMMITMENT

DIMENSION: SPOUSE COMMITMENT

DEFINITION: An acceptance of the goals and values of the Army and/or specific Army related constituencies; a willingness to exert effort to support the member in his/her efforts to meet those goals; a desire to remain associated with the Army and/or with specific subgroups within the Army.

JUSTIFICATION: Influences member career decision making.

ITEMS	SOURCE
How supportive is your spouse or girl/boy friend of your making a career of the Army.	UPOS, 1987, V-2, #43
Scale: Extremely to Not at all	
How supportive is your spouse or girl/boy friend of your being in the Army now?	AIT, #45
Scale: Extremely to not at all	
How important do you believe <u>your spouse's</u> role is in the Army?	UPOS, 1987, V-3, #34, Reworded
Scale: Very Important, Important, Somewhat Important, Not at all Important	
Our family shares a commitment to the lifestyle and mission of the Army.	AFPSC, Member Survey, FIC, #19, p. 5
Scale: Strongly disagree, disagree, agree, strongly agree	
My family and I are unsure whether we will stay in or leave the Army.	AFPSC, Member Survey, FIC, #9, p. 5
Scale: Strongly disagree, disagree, agree, strongly agree	

DIMENSION: SPOUSE READINESS

DEFINITION: The spouse's level of preparedness to assume the role and duties of household head to ensure family functioning during deployment.

JUSTIFICATION: Review of literature indicates a plausible link exists between family support, aspects of employee functioning, and workplace performance. Family issues have been shown to relate to soldier absences, worry, and in some cases, neuropsychiatric breakdowns in battle.

<u>ITEMS</u>	<u>SOURCE</u>
How well do your spouse, children or other "dependents" cope with Army life?	ODCSPER, June 1985, Officer Survey, #65, p. 17
Scale: Does not apply, very well, alright, poorly, very poorly	
If you were away from your family (field assignment, TDY, etc.) how well do you think your spouse is ready to do the following in your absence?	AFSPC, Member Survey, Short-Term Family Separations (STFS), #1-9, P.7, Reworded
Supervise/discipline the child(ren)	
Get jobs done at home (cook meals, do laundry, do maintenance work, etc.)	
Get to and use Army and civilian stores and services	
Offer support and encouragement to the child(ren)	
Handle family finances (pay bills, make ends meet, etc.)	
Keep busy and do things he/she is interested in	
Make decisions for the family	
Handle emergencies (medical, major household equipment failure, theft, etc)	
Manage day-to-day minor stresses and problems	
Maintain a "positive attitude" about your absence	
Cope with the possibility that you might be involved in combat	

DIMENSION: DEPENDENT CARE PLANS

DEFINITION: Degree to which soldier has prepared adequate dependent care plans in case of deployment.

JUSTIFICATION: Adequate dependent care plans can decrease worry among young soldiers when they are away from the family. Adequate provisions for care can reduce soldier absences which affects availability for deployment in the unit.

ITEMS	SOURCE
1. How well would your dependent care arrangements work for a short-term emergency situation like a mobility exercise? o Very Well o Well o Poorly o Very Poorly	AIT longitudinal validation survey, Item 54.
2. How well would your dependent care arrangements work for a long-term separation such as a unit deployment? o Very Well o Well o Poorly o Very Poorly	AIT longitudinal validation survey, Item 55.

VI. SOLDIER MILITARY ENVIRONMENT SURVEY

Any serious attempt to model the impact of family phenomena on readiness must recognize and include variables of a non-family nature which have been demonstrated to influence aspects of readiness. Based primarily on the literature review (Campbell, et al.), five non-family factors emerged as important antecedent or intervening variables in the readiness model. These factors include variables concerning the individual, unit, and larger military context.

The five factors covered in the military environment survey include personal resources, job satisfaction, commitment to Army life, unit environment, and geopolitical issues. Each factor is considered individually in the sections that follow. Dimensions constituting the factor, definition, justification for inclusion, and proposed items with their sources are also provided. Whenever appropriate, an effort was made to use existing items or instruments from previous research efforts.

FACTOR I: PERSONAL RESOURCES

A number of dimensions emerged from the literature review which reflected personality or temperament characteristics. The majority of these characteristics also have been found to be useful predictors of job performance in the ongoing Project A research. Therefore, when appropriate, it is suggested that subscales of the Project A Assessment of Background and Life Experience (ABLE) be used for the AFRP core survey effort. It should be noted that the Project A longitudinal validation is currently ongoing and it is expected that there may be changes in the ABLE scale components as a result of later analyses. Before using the scales in AFRP analyses, the most up-to-date results should be obtained from the Project A researchers.

DIMENSION: EFFORT

DEFINITION: The degree to which an individual is willing to apply themselves to accomplish the tasks assigned to them.

JUSTIFICATION: Has been found to correlate significantly with performance outcomes.

Items from the ABLE Energy Level and Conscientiousness scales to be used.

DIMENSION: PHYSICAL FITNESS
DEFINITION: Strength, stamina, etc.
JUSTIFICATION: Has been found to be an essential element in a variety of job contexts in accomplishing individual/unit goals.

Items from the ABLE Physical Condition scale to be used.

DIMENSION: WORK ETHIC/CENTRAL LIFE INTEREST/JOB SALIENCE/JOB INVOLVEMENT
DEFINITION: The importance of work relative to other aspects of an individual's life.
JUSTIFICATION: Has been found to be related to job satisfaction, as well as outcomes such as absenteeism and turnover.

Items from the ABLE Work Orientation scale to be used.

DIMENSION: SELF-ESTEEM
DEFINITION: Positive self-image
JUSTIFICATION: Has been found, under certain circumstances, to relate to overall personal well-being and to occupational commitment.

Items from the ABLE Self-esteem scale to be used.

SUBDIMENSION: EMOTIONAL STABILITY
DEFINITION: General sense of emotional well-being, lack of overwhelming symptoms of anxiety, depression, etc.
JUSTIFICATION: An intervening variable believed to interact with satisfaction and commitment as well as other variables in predicting job performance.

Items from the ABLE Emotional Stability scale to be used.

SUBDIMENSION: LOCUS OF CONTROL
DEFINITION: The general tendency to perceive that events are controlled by external (to oneself) or internal sources.
JUSTIFICATION: It has been found that seeing oneself as controlling events is associated with lower first-term attrition.

Items from the ABLE Internal Control scale to be used.

SUBDIMENSION: NONCONFORMITY
DEFINITION: The unwillingness or inability to adapt to externally set standards or practices.
JUSTIFICATION: Has been associated with higher rates of attrition and lower levels of military career commitment.

Items from the ABLE Non-Delinquency scale to be used.

DIMENSION: EXPERIENCE
DEFINITION: The amount of time one has spent in a given occupation or job.
JUSTIFICATION: Levels of experience have been related to job proficiency, satisfaction, and commitment.

Items	Source
How long have you been in your present unit?	(SSMP, August 1985)
How long have you been in your present MOS?	(new item)

Response options:

- less than 6 months
- 6-12 months
- 13-18 months
- 18-24 months
- over 24 months

FACTOR II: JOB SATISFACTION

Job satisfaction is seen as a central element in the determination of satisfaction with military life overall. The literature reviewed consistently demonstrated a strong interaction between satisfaction with one's work and satisfaction with life in general. Although there is some debate over the direction of the causality in this relationship, there is evidence suggesting that job satisfaction has a stronger impact on life satisfaction than vice versa. This connection is undoubtedly mediated by additional factors and the present research should serve to shed light on this issue.

The literature revealed a number of other relationships involving job satisfaction which are essential to the model of family factors and readiness. For instance, higher levels of satisfaction are generally related to better performance outcomes (although there is some doubt as to whether this is a direct causal relationship). Family factors play a role in determining satisfaction, inasmuch as higher levels of interrole conflict (work-family conflict) are associated with increased stress and lower satisfaction with work. Satisfaction with basic job characteristics such as pay, promotional opportunities, and benefits are hypothesized to be related to family factors such that families may find these more or less salient at different points in the family life cycle.

Given the extensive work already completed by Project A regarding job satisfaction and work environment, we were able to rely heavily on the Job Satisfaction Questionnaire (Appendix E) and the Army Work Environment Questionnaire (Appendix G) developed for Project A in selecting items to represent the various dimensions of job satisfaction highlighted by the literature review. Again, it should be noted that both questionnaires are being used in Project A longitudinal validation work and the AFRP should ensure that the core survey instruments reflect the most recent findings prior to using the measures in the field.

DIMENSION:	PAY, PROMOTION, AND BENEFITS
DEFINITION:	The degree to which the soldier is satisfied with current pay, perceived opportunities for promotion, and various Army benefits (medical, recreational, etc.) associated with the soldier's current job.
JUSTIFICATION:	Satisfaction with basic characteristics of current job likely to be related to different stages in the family life cycle.

Items from the following subscales of the Job Satisfaction Questionnaire to be used: a) Satisfaction with Pay, b) Satisfaction with Promotions, c) Satisfaction with the Army as an Organization.

DIMENSION: LEVEL OF TRAINING

DEFINITION: The degree to which the soldier is satisfied with the level of training received.

JUSTIFICATION: Given the importance of training for accomplishing the Army mission, satisfaction with level of training is hypothesized to contribute to overall job satisfaction.

Items from the Army Work Environment Questionnaire subscale 3 (Training in MOS Skills/Opportunity to Improve MOS Skills) to be used.

DIMENSION: FEEDBACK

DEFINITION: The degree to which employees are informed of the outcomes, positive and negative, of their work.

JUSTIFICATION: The amount and quality of feedback have been demonstrated to have an impact on employee job satisfaction, another key element in the model.

Items from the Army Work Environment Questionnaire subscales 10 (Reward System - rewards/recognition/positive feedback) and 11 (Discipline) to be used.

DIMENSION: JOB ROLE CLARITY/STRUCTURE

DEFINITION: The degree to which job requirements and expectations of employees are made clear.

JUSTIFICATION: Lack of clarity/structure has been shown to be related to both job-related stress and dissatisfaction.

Items from the Army Work Environment Questionnaire subscales 1 (Resources/Tools/Equipment) and 6 (Job Relevant Information) to be used.

DIMENSION: VARIETY

DEFINITION: The degree of variation in the activities one must perform to do his or her job.

JUSTIFICATION: Variety has been shown to correlate with overall job satisfaction.

Items from the Job Satisfaction Questionnaire subscale, Satisfaction with Work, to be used.

DIMENSION: AUTONOMY/RESPONSIBILITY

DEFINITION: The degree to which an individual can perform their jobs without depending on others, and the amount of responsibility one has for the outcomes of his/her actions.

JUSTIFICATION: The degree of autonomy one has in carrying out one's work has been shown to have an impact on job satisfaction, and is considered by some to be a dimension along which organizations and/or subgroups within organizations can be characterized.

Items from the Army Work Environment Questionnaire subscale 5 (Job Relevant Authority) to be used.

DIMENSION: LEADERSHIP STYLE

DEFINITION: The manner in which a leader relates to his or her subordinates.

JUSTIFICATION: The degree to which leaders are interpersonally or work oriented has been related to both performance outcomes and overall employee satisfaction.

Items from the Job Satisfaction Questionnaire subscale Satisfaction with Supervision, and items from the Army Work Environment Questionnaire subscale 14 (Role Models - for job and social behavior) to be used.

DIMENSION: WORKLOAD

DEFINITION: The amount which an employee must do to accomplish the tasks assigned to him or her.

JUSTIFICATION: Work overload and underload have been found to contribute to job-related stress, with the former leading to exhaustion and the latter associated with boredom and frustration.

Items from the Army Work Environment Questionnaire subscale 2 (Workload/Time Availability) to be used.

DIMENSION: WORK SCHEDULE

DEFINITION: The schedule under which the work must be carried out, defined in terms of both the number of hours per day/week, and the timing of those hours (i.e., shiftwork).

JUSTIFICATION: Work schedules have been shown to be significantly related to job-related stress, job satisfaction and the degree of work-nonwork role conflict.

Items from the Army Work Environment Questionnaire subscale 9 (Changes in Job Procedures and Equipment) to be used.

DIMENSION: WORKING CONDITIONS

DEFINITION: The environmental conditions in which one carries out the tasks associated with one's job, and the level of risk involved in doing so.

JUSTIFICATION: Poor working conditions have been found to be related to dissatisfaction with work. Level of danger can affect the degree of spouse support/commitment.

Items from the Army Work Environment Questionnaire subscale 4 (Physical Working Conditions) to be used.

DIMENSION: SUPPORT--AFFECTIVE/INSTRUMENTAL

DEFINITION: The degree to which one perceives that he/she will receive support--in regard to personal and work-related ways--from coworkers and superiors.

JUSTIFICATION: The perceived level of support is seen as a key ingredient in the development of unit cohesion and morale, as well as a possible mediating factor in the experience of job stress.

Items from the Army Work Environment Questionnaire subscales 12 (Individual Support) and 13 (Job Support) to be used.

DIMENSION: JOB STATUS

DEFINITION: The perceived level of visibility and respect afforded to one's position within the military.

JUSTIFICATION: Has been demonstrated to be related to other job characteristics (autonomy, authority, flexibility), and to be correlated with job satisfaction.

Items from the Army Work Environment Questionnaire subscale 7 (Perceived Job Importance) to be used.

FACTOR III: COMMITMENT TO ARMY LIFE

DIMENSION: COMMITMENT

DEFINITION: Acceptance of the goals and values of the Army and/or specific Army-related constituencies; a willingness to exert effort to meet those goals; a desire to remain associated with the Army and/or specific subgroups within the Army.

JUSTIFICATION: A primary outcome of job/life satisfaction and a major influence on career decision making.

Items

Source

Indicate your level of agreement with the following:

Occupational Commitment Questionnaire, Item 15

1. a) I am willing to put in a great deal more effort than normally expected to fulfill my Army responsibilities.
- b) I recommend the Army as a way of life to civilians I know.
- c) I feel very little loyalty to the Army.
- d) I would accept almost any type of job assignment in order to stay in the Army.
- e) I am proud to tell others that I am a member of the Army.
- f) I could just as well be working for a civilian organization as long as the type of work was similar.
- g) The Army really inspires me to do my best both in my job and in my personal life.
- h) I am very glad that I chose to join the Army.
- i) There is not too much to be gained by staying in the Army indefinitely.
- j) Often, I find it hard to agree with Army policies on important matters affecting personnel.
- k) For me, the Army is the best of all places for me to work.
- l) Deciding to join the Army was a definite mistake on my part.
- m) I care about the future of the Army.

2. Do you intend to reenlist when you finish your present period of enlistment?
Definitely, Probably, Don't know/Not sure,
Probably not, Definitely not

1985 DOD Enlisted Survey
Item 30, page 6

3. Which of the following best describes your career intentions at the present time?

AIIt Survey, Item 14,
reworded

- I will stay in the Army until retirement.
- I will reenlist upon completion of my present obligation, but am undecided about staying in the Army until retirement.
- I am undecided whether I will reenlist.
- I will probably leave the Army upon completion of my present obligation.
- I will definitely leave the Army upon completion of my present obligation.
- I will probably leave the Army before completion of my present obligation.
- I will definitely leave the Army before completion of my present obligation.

FACTOR IV: UNIT ENVIRONMENT

DIMENSION: CONFIDENCE IN COWORKERS

DEFINITION: The degree to which one feels that his/her coworkers are capable of performing their jobs and will do so.

JUSTIFICATION: A key factor in the development of cohesion.

Items from the Job Satisfaction Questionnaire subscale, Satisfaction with Peers, to be used.

DIMENSION: EXTERNAL UNIT SUPPORT

DEFINITION: The actual and perceived level of support provided to ones unit from those outside the work group, especially those higher in the chain of command.

JUSTIFICATION: The actual level of support is believed to affect readiness, while the perceived level will have an impact on morale and cohesion.

Items

Source

How would you describe the support your unit receives from higher echelon (Brigade, Battalion level)?

New item

- o Higher echelon ensures that the unit has all necessary resources and information to accomplish its mission
- o Higher echelon generally supports it, providing much of the resources and information needed to accomplish the unit's mission
- o Higher echelon support for the unit is spotty, resources and information needed to accomplish the unit's mission often are not provided

DIMENSION: PRIDE IN UNIT

DEFINITION: The degree of pride one feels concerning his or her organizational unit.

JUSTIFICATION: Contributes to job satisfaction, motivation and morale.

Items	Source
1. How much pride do you take in being a member of your unit? A great deal, A fairly large amount, Some, Little, None at all.	A ODCSPER October 1986 Item 50, page 14.
2. I am proud to tell others that I am a member of the Army	Occupational Commitment Questionnaire, reworded

FACTOR V: GEOPOLITICAL ISSUES

DIMENSION: GEOPOLITICAL ISSUES

DEFINITION: Perceptions of political, economic and military issues that are describe the larger background conditions likely to affect readiness.

JUSTIFICATION: The level of readiness of troops is often affected by such variables as military funding, state of international tensions, and public attitudes.

Items	Source
1. Please rate the seriousness of the following international problems currently: Level of world tension Amount of international terrorism Potential for U.S. involvement in open conflict	New item
2. Do you believe the value of the U.S.dollar is currently (very strong to very weak)	New item
3. Do you believe the current public attitude toward the military is (very positive to very negative)	New item
4. Do you believe that current Congressional action on military budgets has had (very positive effect to very negative effects)	New item

VII. SPOUSE SURVEY

The development of readiness related questionnaire items for spouses to be used for the Army Family Research Program has been firmly based in a multi-method approach. The approach has made use of extensive literature review, examination of previously administered questionnaires, and empirical investigations of spouse attitudes and behaviors likely to affect spouse and soldier readiness. This document provides a record of the spouse questionnaire items proposed for inclusion in the Army Family Research Program Survey.

The questionnaire items have been organized into two separate subsections. The first subsection considers spouse readiness as an outcome variable and includes a discussion of the rationale, method, and items selected to measure the various dimensions of spouse readiness. The second subsection discusses the same issues pertaining to questionnaire items designed to measure antecedent or intervening family factors as spouse variables.

SPOUSE READINESS - OUTCOME VARIABLES

Spouse readiness constitutes an important outcome variable within the family model. However, it is a relatively new term, coined by military policy makers and researchers to acknowledge the importance of the military family to the successful fulfillment of the Army's overall mission. As a new term, its definition is still evolving. In an effort to comprehensively define spouse readiness for the purposes of the Army Family Research Program, a multi-method approach to definition and measurement was undertaken.

The multi-method approach included an extensive review of the literature to determine which aspects or factors of spouse readiness have been cited in previous research. The relevant literature is reviewed in the paper by Campbell et. al., 1987, pp. 168 - 171

In addition to the literature review, empirical investigations were conducted to generate dimensions of spouse readiness based on the reports of actual Army spouses. Critical incident workshops were held with spouses of both officers and NCOs to generate behavioral examples of various levels of spouse readiness. Seventeen spouses participated in two separate workshops held in USAREUR and generated a total of 84 behavioral incidents. These behavioral incidents were then reviewed by a team of three researchers who independently developed categorization schemes to classify the incidents. The researchers met as a team to resolve differences and arrive at a jointly agreed upon set of exhaustive and mutually exclusive categories or dimensions of spouse readiness.

The nine dimensions of spouse readiness generated by both the literature review and critical incident workshops established the rationale for the selection of items to measure spouse readiness. With these dimensions as a guide, previously used surveys were examined to identify existing questions that adequately reflect the various dimensions of spouse

readiness. However, since the concept of spouse readiness is relatively new, a number of dimensions could not be adequately covered by existing items. In such cases, new questionnaire items were developed by the research team.

The remainder of this section presents each of the nine dimensions of spouse readiness generated from both literature review and critical incident workshops. A definition of the dimension is given followed by a list of items proposed to measure the dimension and the source of each item (whether available from existing surveys or newly developed).

DIMENSION: ACCESS TO DOCUMENTS AND FAMILY RESOURCES

DEFINITION: Access to important legal documents, e.g., house deed/mortgage/lease, birth certificates, passports, insurance policies, automobile registration, etc. Spouse has obtained power of attorney for use in the military member's absence. Spouse possesses necessary control over finances in absence of soldier. Spouse possesses full knowledge of financial affairs concerning the household. Soldier has provided spouse with necessary finances to carry out daily activities, as well as to cover emergency situations.

ITEMS

SOURCE

ITEMS	SOURCE
1. Please indicate yes or no to the following statements:	New questions
I know where to find the house/apartment, lease deed or mortgage.	UPOS-87, V.3, Item 29
I know where to find the family birth certificates.	UPOS-87, V.3, Item 30
I know where to find the car registration.	UPOS-87, V.3, Item 31
I know where to find the insurance policies (health, life, auto).	UPOS-87, V.3, Item 32
Does your spouse have a current written will?	New question
Does your spouse have extra non-military life insurance?	New question
I have power of attorney (either general or limited) in case my spouse is away.	AFPSC Pg. 4, Item 33 (reworded)
Do you and your spouse have a joint checking account?	New questions
Does your spouse use Sure Pay?	
Do you have extra money or savings available to you in case of emergency?	

DIMENSION: AVAILABILITY OF TRANSPORTATION

DEFINITION: Spouse has access to a mode of transportation at all times. In absence of own transportation (i.e., car, bus, etc.), spouse has made arrangements for transportation with Army services or other Army spouses.

ITEMS

SOURCE

1. Please indicate yes or no to the following statements:

I have a current driver's license.

I have a car available to me when I need one.

I can use public transportation easily.

In an emergency, I know people who could provide me with transportation.

AFPSC

Pg. 7, items 2, 8
skills (reworded)

New question

DIMENSION: COMMUNICATION BETWEEN SOLDIER AND SPOUSE

DEFINITION: Before soldier leaves for the field, spouse and soldier discuss living conditions, finances, and available support systems for the spouse. Soldier mentally prepares spouse for Army life (e.g., ensures that spouse receives guidance/information needed upon arrival at post, spouse meet friends and become part of the Army community, spouse is knowledgeable about the chain of command, etc.).

ITEMS

SOURCE

1. Based on your experience, please indicate how well you and your spouse communicate about the following: New questions

Information about unit's activities
Decisions about paying bills and expenses
Choice of living quarters
Army procedures, rules, and regulations
Learning about new assignments
Services available on post
Child care arrangements
Changes in work schedules
Shipping and packing procedures for PCS moves

AFPSC
Pg. 7, item 12 PCS

DIMENSION: HOUSEHOLD ORGANIZATION AND PLANNING

DEFINITION: House is in good repair, telephone is present, heat and food are available.

ITEMS	SOURCE
1. Please answer yes or no to the following statement:	New question
We have a working telephone in our living quarters.	
2. Please indicate your level of agreement with the following statements:	New questions
Our living quarters are in need of major repairs.	
Our living quarters have reliable heat and electricity.	
We have enough food at home to last through a short term emergency.	

DIMENSION: INSTRUMENTAL AND EMOTIONAL SUPPORT SYSTEMS

DEFINITION: Spouse has made arrangements to care for dependents in the absence of the soldier or spouse. Spouse takes part in Army social activities. Spouse has network of others she/he can rely on for help in times of need. Army spouses form networks to provide each other with emotional support concerning coping with daily Army life, especially when soldiers are out in the field and in emergency situations. Soldier and spouse provide each other with emotional support, even in the physical absence of each other.

ITEMS	SOURCE
1. Do you have satisfactory dependent care plans?	New question
2. Do you know people in the community you could rely on for help with: Emergency, short-term child care/baby-sitting Short-term loan of small amount of money Loan of household tools, equipment, etc. Transportation	New question
3. To what degree do you take part in Army social activities, like unit family meetings, sports activities, hobby clubs, family dinners, etc.	New question
4. Please indicate how much you agree or disagree with the following statements: My spouse and I rely on each other for emotional support, even when we are apart. If I had an emergency, even people I don't know in this community would be willing to help. People can depend on each other in this community.	AFPSC Pg. 6, items 2, 8

DIMENSION: KNOWLEDGE OF ARMY SYSTEMS AND AVAILABLE SERVICES

DEFINITION: Ability to locate and access services when needed, e.g., medical care, child care, housing, etc. Spouse possesses practical knowledge concerning Army systems. Spouse is able to obtain unit support if the situation arises where such support is necessary (i.e., social support networks, emergency medical or financial aid, transportation, etc.). Soldier has explained to spouse the Army chain of command. Spouse is fully aware of what services the Army provides to Army families.

ITEMS

SOURCE

1. Please answer yes or no to the following questions: New questions

Do you know how to get a Dependent ID card?
Do you know how to get emergency medical care for yourself and/or your dependents?
If faced with an emergency, could you find immediate child care?
If your home were burglarized, do you know who to contact?
If your home were destroyed or seriously damaged, do you know who to contact for emergency shelter?
Do you know who to contact for legal advice?
Do you know your spouse's chain of command (e.g., names of spouse's supervisor, unit commander, etc.)?
Do you know how to get routine medical care?
Do you know who to contact for financial help (loan, counseling, advice, etc.)?
Do you know who to contact to get a message to your spouse when he/she is away from home?

2. Below is a list of several Army programs. Please indicate how much each program has contributed to your family's well-being.

New question

	A.	B.	C.	D.	E.	F.	G.					
	Very Little or Not At All	Little	Somewhat	Large	Very Large	I Know About The Program But Never Used It	I Don't Know What This Program Provides					
						A	B	C	D	E	F	G
Army and Air Force Exchange Service (AAFES)						0	0	0	0	0	0	0
Army Civilian Personnel Office (CPO)						0	0	0	0	0	0	0
Army Community Service (ACS)						0	0	0	0	0	0	0
Army Family Member Employment Assistance Service						0	0	0	0	0	0	0
Basic Allowance for Quarters						0	0	0	0	0	0	0
Basic Allowance for Subsistence						0	0	0	0	0	0	0
CHAMPUS						0	0	0	0	0	0	0
Chapel Family Life Center						0	0	0	0	0	0	0
Chapel Programs						0	0	0	0	0	0	0
Chaplain Ministry						0	0	0	0	0	0	0
Child Development Services						0	0	0	0	0	0	0
Commissary						0	0	0	0	0	0	0
Dental Care						0	0	0	0	0	0	0
DODDS School						0	0	0	0	0	0	0
Family Housing						0	0	0	0	0	0	0
Family Support for Mobilization or Deployments						0	0	0	0	0	0	0
Family Support Groups						0	0	0	0	0	0	0
Housing Referral Services (HRS)						0	0	0	0	0	0	0
Legal Services - JAG's Office						0	0	0	0	0	0	0
Military Health Service System						0	0	0	0	0	0	0
Pay Procedures						0	0	0	0	0	0	0
Post Exchange (PX)						0	0	0	0	0	0	0
Reimbursement for Relocation Expenses						0	0	0	0	0	0	0
Relocation Aid and Services						0	0	0	0	0	0	0
Services to Waiting Families						0	0	0	0	0	0	0
Sponsorship Programs						0	0	0	0	0	0	0
Spouse Employment Programs						0	0	0	0	0	0	0
Youth Activities and Recreation						0	0	0	0	0	0	0

3. What do you think about Army responsiveness to family needs at your post? Do you feel the post is: New question

- Very Responsive
- Somewhat Responsive
- Somewhat Unresponsive
- Not Responsive

4. Do you think that the way Army policies are administered on your post are supportive or unsupportive of families? Would you say they are: New question

- Very Supportive
- Somewhat Supportive
- Somewhat Unsupportive
- Very Unsupportive

5. How satisfied are you with the support and concern the following Army leaders show for your family? MARK A RESPONSE FOR EACH ITEM. New question

- Officers in high post, positions
- Officers in my spouse's unit/place of duty
- NCOs in my spouses unit/place of duty
- Social service providers

(Response options on this question include: Does not apply, Very satisfied, Satisfied, Neutral, Dissatisfied, Very dissatisfied)

6. How much have the following Army policies on your post helped or caused problems for your family? New question

	A.	B.	C.	D.	E.	F.
	Helped Very Much	Helped Somewhat	Helped Some and Caused Some Problems	Caused Some Problems	Caused Many Problems	Has Had No Effect On My Family
					A	B
Family Support Mobilization Policies					0	0
Leave and Pass Policies					0	0
Multiple Unit Training Assemblies for Families					0	0
Permanent Change of Station (PCS) Policies					0	0
Policies Regarding Abandoned Families					0	0
Racial Equal Opportunity Goals and Guidelines (REO)					0	0
Temporary Duty Assignments					0	0
Unaccompanied vs. Accompanied Tours					0	0

DIMENSION: PROVIDING SUPPORT TO OTHERS

DEFINITION: Spouse actively participates in support groups with other spouses. Provides other spouses with emotional and instrumental support whenever possible. Makes it his/her business to offer help to another spouse if there are indications that advice or assistance are needed. Befriends new Army family members, especially those needing support or information to orient to new post.

ITEMS

SOURCE

1. Please indicate how much you agree or disagree with the following statements:

I feel secure that I am as important to my friends in this community as they are to me.

AFPCS
Pg. 6, items 18, 20,
23

My role in this community is to be active and involved.

I feel useful in this community.

I make an active effort to meet other Army spouses and members of the community.

New question

I make myself available to other Army spouses (offer help, make sure they know how to reach me, provide information or advice when asked, etc.).

New question

DIMENSION: SPOUSE COPING SKILLS (BEHAVIORAL AND EMOTIONAL ADAPTABILITY)

DEFINITION: The ability to cope in the event of the soldier's deployment. The ability to react to demands of situations; to sustain the family's daily needs; to make decisions for the family as necessary. Spouse and soldier have devised plans concerning how to handle various emergency situations (e.g, medical emergencies, financial emergencies, etc.). Spouse has prepared self for various crises by talking with other spouses concerning these matters.

ITEMS

SOURCE

- | | |
|---|---|
| <p>1. When your military spouse is away from you (field assignment, TDY, deferred travel, etc.), is it easier, more difficult, or about the same to do the following:</p> <p>Supervise/discipline the child(ren)
Get jobs done at home (cook meals, do laundry, do maintenance work, etc.)
Get to and use Army and civilian stores and services
Offer support and encouragement to the child(ren)
Handle family finances (pay bills, make ends meet, etc.)
Keep busy and do things you value and are interested in
Make decisions for the family
Handle emergencies (medical, major household equipment breakdown, theft, etc.)
Manage day-to-day minor stresses and problems</p> | <p>Army Family Profile Strengths and Coping (AFPSC)
Pg. 7 items 1 through 9 reworded</p> <p>USAREUR Personnel Opinion 1987 (UPOS) Survey V.3, Item 17</p> |
| <p>2. When your military spouse is away from you (field assignment, TDY, deferred travel, etc.), how well can you manage in the following areas:</p> <p>Maintain a "positive" attitude about your spouse being away
Cope with the possibility that your military spouse may be involved in combat.</p> | <p>UPOS - 87 Survey, V. 3, Item 18</p> |
| <p>3. I know about what to do in case of major emergencies (e.g., sudden unannounced deployments, evacuation, etc.).</p> | <p>New question</p> |

4. I have talked to other Army spouses about what to do in case of various emergencies. New question
5. Which of the following would your spouse have to take care of before being mobilized/deployed? (Mark all that apply.) New question
- Dependent care problems
 - Personal health problems
 - Family health problems
 - Preparation of emergency data (e.g., will, power-of-attorney, etc.)
 - Financial arrangements
 - Transportation arrangements
 - Civilian job-related arrangements
 - School-related arrangements
6. Please indicate how much you agree or disagree with the following statements: UPOS-87, V. 3, Items 21, 22, 23
- I know what to do in case our community is attacked in a war.
- My friends among other Army spouses will help each other out in case of war.
- The Army will protect its family members in case of war.
- I have the ability to do whatever is necessary to do if a war breaks out. New question
- In case of war, I will put forth the maximum effort required to keep myself and family safe, regardless of where my spouse is. UPOS-87, V.3, Item 25

DIMENSION: SPOUSE PHYSICAL/EMOTIONAL FITNESS

DEFINITION: The ability to maintain a high level of physical well-being in the face of increased demands and stress. Obtains routine as well as emergency medical care. In absence of soldier, spouse participates in outside activities to maintain emotional fitness (i.e., joins social groups, takes educational classes, pursues interests).

ITEMS

SOURCE

1. Please indicate how much you agree or disagree with the following statements:

- | | |
|--|-----------------------|
| I maintain myself in excellent physical condition. | UPOS-87, V.3, Item 24 |
| I have a chronic illness or medical problem that will keep me from being fully ready to cope with wartime emergencies. | UPOS-87, V.3, Item 26 |
| I have problems with drugs or alcohol that will keep me from being fully ready to cope with wartime emergencies. | UPOS-87, V.3, Item 27 |
| I have regular/routine physical check-ups. | New questions |
| I participate regularly in social activities outside the home. | |
| I have interests of my own outside the home which I actively pursue. | |

FAMILY FACTORS - ANTECEDENT/INTERVENING VARIABLES

In addition to spouse readiness which operates as an outcome variable in the model of family factors and readiness, the model includes a number of intervening spouse variables which are antecedent to spouse readiness. These variables and their importance are discussed fully in the literature review by Campbell, et al. (1987). The variables include: 1) spouse and family characteristics; 2) spouse commitment to Army life; 3) spouse knowledge and desirability of civilian alternatives; 4) role conflict; 5) Army life satisfaction; and 6) Army culture satisfaction.

This section considers each variable in turn, its definition and items proposed to measure the variable in the Army Family Survey. Where possible, proposed items have been drawn from previously developed surveys. Where items do not currently exist to adequately assess the variable in question, new items have been developed. The source for each item has been indicated.

VARIABLE: SPOUSE AND FAMILY CHARACTERISTICS

DEFINITION: Family structure including marital status, number and ages of children, length of marriage designed to identify the family's position in the Family Life Cycle. Spouse demographic characteristics such as age, race, education and/or employment status. (Campbell, et al., 1987, pp. 52-60).

<u>ITEMS</u>	<u>SOURCE</u>
1. How old were you on your last birthday? _____	AFPSC, pg. 3, Items 1, 2
2. What is your sex? o Male o Female	
3. Please indicate your marital status. o Married, for the first time o Remarried o Legally separated	USAREUR Personnel Opinion Survey (UPOS) 1986, V.4, Pg. vi, Item K
4. What is your <u>Total Family Income</u> from all military <u>and</u> <u>civilian</u> sources? o \$01 - \$10,000 o \$10,001 - \$20,000 o \$20,001 - \$30,000 o \$30,001 - \$40,000 o \$40,001 - \$50,000 o \$50,001 - \$60,000 o \$60,001 - \$70,000 o \$70,000 +	AFPSC, Pg. 3, Item 21
5. Length of present marriage - o Less than 1 year o 1- 3 years o 4- 6 years o 7-10 years o 11-14 years o 15-18 years o 19+ years	AFPSC, Pg. 3, Item 8

In the following questions, please consider "family" to include your spouse (military or non-military) and children, as well as any other individual who is dependent on you for at least half of his/her economic support. Questions pertaining to children refer to all children that you parent, including step- and adopted- children.

6. How many children do you have?

- None
- 1
- 2
- 3
- 4
- 5
- 6 or more

AFPSC, Pg. 3, Items
12, 13-18 (reworded)

7. What is the age of the oldest child?

- 0- 5 years
- 6-11 years
- 12-17 years
- 18 years or older

8. What is the age of the youngest child?

- 0- 5 years
- 6-11 years
- 12-17 years
- 18 years or older

9. Have any of your children left home to live on their own or go to college?

- Yes
- No

10. Where do you now live?

- Barracks or government quarters
- BEQ or BOQ
- Permanent on-post government family housing
- Permanent off-post economy housing (you pay housing cost)
- Permanent government-paid housing off-post (including "leased housing")
- Temporary government quarters
- Temporary private rental housing

USAREUR Personnel
Opinion Survey (UPOS)
V. 1, Item 2

11. Do you and your spouse currently live together in the same household?

- Yes
- No

UPOS
V. 1, Item 5

12. Including your spouse, how many family members live with you?

UPOS-86
V. 2, Item 4

- one
- two
- three
- four
- none, or question does not apply
- five
- six
- seven
- eight or more

QUESTION #13 IS ONLY FOR THOSE FAMILIES WHO ARE CURRENTLY STATIONED IN EUROPE.

13. Where is your family living while your spouse is stationed in Europe?

UPOS-86
V. 1, Item 3

- My family lives in the United States.
- My family lives in Europe and is COMMAND SPONSORED.
- My family lives in Europe and is NOT COMMAND SPONSORED.
- My family lives neither in the United States nor in Europe.
- I have command sponsored family member(s) with me, and family member(s) in the States.
- I have non-command sponsored family member(s) with me, and family member(s) in the States.

14. Is English the main language you speak at home?

UPOS-86
V. 4, Item 27

- Yes
- No

15. Which of the following best describes your ethnic background?

UPOS-86
V. 1, Item 1

- White/Caucasian
- Black, Negro/Afro-America
- Hispanic
- American Indian/Alaskan Native
- Asian/Pacific Islander/Oriental
- Other not listed

16. What is your highest level of education?

UPOS-86
V. 4, Item 22

- Less than high school (1-8 years)
- Some high school but did not graduate (9-12th grade)
- GED
- Graduated high school
- Some college but did not graduate
- A two year college degree (A.A.)
- A four year college degree (B.A., B.S., or equivalent)
- Some graduate credit
- Master's degree (M.A., M.S., or equivalent)
- Doctoral degree
- Other (for example, vocational, technical, business, or secretarial school)

17. Please mark one answer for each of the following questions.

AIT Survey, Item 41

- | | Yes | No |
|---|-----------------------|-----------------------|
| Are you a civilian employee of the Federal Government? | <input type="radio"/> | <input type="radio"/> |
| Are you now on active duty in the military? | <input type="radio"/> | <input type="radio"/> |
| Do you have a full-time job for pay? (35 hours per week or more) | <input type="radio"/> | <input type="radio"/> |
| Do you do volunteer work? | <input type="radio"/> | <input type="radio"/> |
| Are you looking for a (another) job? | <input type="radio"/> | <input type="radio"/> |
| Are you attending school full-time? (high school, college, graduate school or full-time course load equivalent) | <input type="radio"/> | <input type="radio"/> |
| Are you attending school part-time? (GED, language courses, college or graduate course, less than a full-time course load equivalent) | <input type="radio"/> | <input type="radio"/> |

VARIABLE: SPOUSE COMMITMENT TO ARMY LIFE

DEFINITION: Acceptance of Army goals and values, willingness to work toward the attainment of these goals, and a desire to remain part of the organization (Campbell, et al., 1987, pp. 151-152).

ITEMS

SOURCE

1. How important do you believe your role as a spouse in the Army is? UPOS-87, V. 3, Item 34

- Very Important
- Important
- Somewhat Important
- Not Important At All

2. Listed below are a series of statements that represent possible feelings that individuals might have about the Army. With respect to your feelings about the Army, please indicate the degree you agree or disagree with each of the following statements: New question

I am willing to put in a great deal of effort to fulfill our family's Army responsibilities.

I often recommend the Army as a way of life to civilians I know.

I feel very little loyalty to the Army.

I would do whatever I could to make sure my spouse could stay in the Army.

I am proud to tell others that we are an Army family.

I would be just as happy if my spouse had a similar job in the civilian sector.

It would take very little to convince my family to leave the Army.

For me, Army life offers important advantages that cannot be found anywhere else.

Families can make out very well in the long run if they stay in the Army.

A person can have just as good a married life in the Army as in civilian life.

VARIABLE: SPOUSE KNOWLEDGE AND DESIRABILITY OF CIVILIAN ALTERNATIVES

DEFINITION: Comparison between beliefs regarding benefits of Army life versus civilian life in areas related to career, services, and quality of life.

ITEMS

SOURCE

1. Below is a list of items for comparing Army life and civilian life. For each item, please tell us whether you think that it would be better for you in Army life, in civilian life, or about the same in either one.

AIT Survey, Item 13
(reworded)

- Chance for adventure
- Opportunity for a stable home life
- Personal freedom
- Development of community ties
- Recreation opportunities
- Credit for doing good work
- Chance to do something for your country
- Opportunity to learn a valuable trade or skill
- Opportunity to get a steady job
- Good income
- Overall support services for family life
- Enjoying your work
- Adequate retirement benefits
- Good environment for rearing children
- Opportunities for making friends
- Separations from family and friends
- Quality of education for children
- Availability of medical care
- Quality of medical care

New question
UPOS-87, V.3, Item 37
New question

VARIABLE: ROLE CONFLICT

DEFINITION: Extent to which military and family demands compete with one another (Campbell, et al., 1987, pp. 164-165).

ITEMS

SOURCE

- | | |
|---|------------------------|
| 1. When your spouse has had to take time off from work to take care of family responsibilities, what has been the most frequent reasons? (Check all that apply.) | UPOS-87, V.3, Item 19 |
| <ul style="list-style-type: none">o family medical emergency - accident or sudden illnesso family routine medical appointments, check-ups, immunizations, etc.o child care - babysitter cancels, day care holiday, etc.o appointment with social services, counselors, etc.o household duties (perform repairs to home or car, banking, etc.)o other | |
| 2. How often do your spouse's work responsibilities and his/her responsibilities to your family interfere with each other? | UPOS-87, V. 3, Item 20 |
| <ul style="list-style-type: none">o Very Frequentlyo Frequentlyo Occasionallyo Rarely | |

VARIABLE: ARMY LIFE SATISFACTION

DEFINITION: Satisfaction with aspects of daily Army life related to family, job and the Army in general (Campbell, et al., 1987, pp. 140-148).

<u>ITEMS</u>	<u>SOURCE</u>
1. Taking all things together, how satisfied are you with the military as a way of life? (Mark only one.) o Very satisfied o Fairly satisfied o Fairly dissatisfied o Very dissatisfied	AIT Survey, Item 3
2. How satisfied are you with the Army in the following? a. Army attitudes toward families and family problems b. Time your spouse has available to spend with family c. Availability of medical care for families d. Quality of schools for children e. Attitudes of local residents toward military families f. Family togetherness and well-being g. Availability of quality child care facilities h. Availability of employment opportunities for yourself	AIT Survey, Item 39

VARIABLE: ARMY CULTURE SATISFACTION

DEFINITION: Satisfaction and congruence with the full range of Army values experienced by the spouse (Campbell, et al., 1987, pp. 123-137).

ITEMS	SOURCE
1. I find my values and the Army's values are very similar. o Strongly Agree o Agree o Disagree o Strongly Disagree	AIT Survey, Item 11
2. How similar are your views to the views of military members and spouses you know on the following topics: Being successful in a line of work Having lots of money Having strong friendships Being a leader in the community Having children Having time to spend with family (spouse and children) The amount of support a spouse must give the soldier The spouse's duty to take care of home and children	AIT Survey, Item 15 (reworded)
3. How much do you agree or disagree with these statements about family life? (Mark <u>one</u> for <u>each</u> statement.) The Army is very responsive to family needs. Female enlisted personnel should not stay in the Army after they get married. The Army is a good place to raise children. Families should accept the demands of Army life. When family needs conflict with Army needs, the Army comes first.	AIT Survey, Item 23

VIII. FAMILY FACTORS AND READINESS VARIABLE BY INSTRUMENT MATRIX

The matrix displayed in Figure 5 provides a quick reference document. It displays each variable to be measured and whether the variable is considered an outcome or an intervening variable for the purposes of modelling the results of the AFRP core survey. It also shows the seven instruments recommended for use in this effort and allows for easy identification of those variables for which each instrument has included items. Again, it should be noted that this is current only prior to the conduct of the AFRP field test. Following the analysis of the field test data, revisions will be made to the instruments which may necessitate revisions to this matrix.

Family Factors and Readiness Variable by Instrument Matrix

INSTRUMENT

Variable	Individual Readiness Scales	Unit Readiness Survey Scales	Personnel File Form	Service Record	Soldier Survey of Family Factors	Soldier Survey of Military Readiness Factors	Spouse Survey
UNIT/INDIVIDUAL READINESS							
<u>General Readiness - Individual Readiness</u>							
Cooperation/Teamwork/Esprit de Corps	1						
Effort and Initiative	1						
General Soldiering Skills	1						
Individual Deployability (Army Task/Mission)	1						
Individual Deployability (Personal/Family)	1						
Job Description and Integrity	1						
Job Technical Knowledge/Skill	1						
Performance Under Pressure and Adverse Conditions	1						
Personal Discipline	1						
Physical Fitness and Health Maintenance	1						
Care and Concern for Subordinates	1						
Care and Concern for Subordinates' Families	1						
Knowledge of Battlefield Tactics	1						
Leadership	1						
Maintenance/Training Status of Subordinates	1						
Assuring Unit Deployability	1						
Annual Individual Readiness Qualification Results			1				
Annual OTC Proficiency Tests			1				
Army Physical Readiness Test			1				
Combat Task Tests			1				
Alcohol/Drug Abuse Program Participation			1				
APR			1				
Course Material (CB)			1				
Indebtedness			1				
Enhanced Evaluation Report			1				
Articles 15			1				
Awards, Decorations, Recognition			1				
Readiness Data			1				
Readiness Disqualifications			1				
Behavioral Incident Reports			1				
Skill Qualification Tests			1				
Records of Loss/Destruction of Government Property			1				
Weight Control Program Participation			1				
Military Education Participation			1				
Selection Board Results			1				
Promotion Board Results			1				
Civilian Education Participation			1				
Military/PM Records			1				
Promotion Points Worksheet			1				
Traffic Violations			1				

VARIABLES

Individual Readiness Scales Unit Readiness Rating Scales Personnel File Form Review of Army Record Soldier Survey of Family Factors Soldier Survey of Military Environment Factors Spouse Survey

Outcome Variables - Unit Readiness

Adherence to Standards	X					
Ammunition Supplies, Materials and Other Equipment (Not including Vehicles and Weapons)	X					
Care and Concern for Families	X					
Care and Concern for Soldiers	X					
Cohesion and Teamwork	X					
Communication Within Unit	X					
Leadership	X					
Mission Performance	X					
Personnel Capabilities	X					
Physical Fitness Program	X					
Training Program	X					
Unit Weapons	X					
Vehicles/Transportation	X					
Crew Qualifications						X
ARFF						X
TPI						X
Equipment Availability Rates						X
BCO Education System						X
Food Service Program						X
MTC/Reforger/Deployment Exercises						X
Prescribed Load List Management						X
Present for Duty Strengths						X
Change of Command Inventory						X
Annual Command Readiness Inspection (CRI)						X
Annual Command Maintenance Inspections						X
Immunization Records						X
Individual/Collective Training Plans						X
Monthly Unit Status Report						X
Supply Accountability						X
Junior Officer Development Program						X
BCO Development Program						X
Communication Security Inspection						X
Leave and Loss Policy and Utilization						X
Safety Program						X
Personnel Security Program						X
Ammunition Management						X
Beatal X-Rays						X
Alcohol/Drug Abuse Program						X
Awards Program						X
Annual Internal Review						X

UNITABLES

	Individual Readiness Scales	Unit Readiness Rating Scales	Personnel File Form	Review of Army Record	Soldier Survey of Family Factors	Soldier Survey of Military Environment Factors	Spouse Survey
--	--------------------------------	---------------------------------	------------------------	--------------------------	-------------------------------------	--	---------------

Outcome Variables - Unit Readiness

- Training Activities Reports
- Recreation
- Equal Opportunity Program
- Physical Security Inspections
- Special Higher HQ Inspections
- Facilities Management
- Weight Control Program

Intervening Family Variables - Soldier

- Individual and Family Characteristics
- Interrole Conflict
- Army Life/Culture Satisfaction
- Perceived Family Readiness and
Commitment

Military Environment - Soldier

- Personal Resources
- Job Satisfaction
- Commitment to Army Life
- Unit Environment
- Geographical Issues

Outcome Variables - Spouse Readiness

- Access to Services and Family Resources
- Availability of Transportation
- Communication Between Soldier and Spouse
- Household Organization and Planning
- Instrumental and Emotional Support Systems
- Knowledge of Army Systems and Available
Services
- Providing Support to Others
- Spouse Coping Skills (Behavioral and
Emotional Adaptability)
- Spouse Physical/Emotional Fitness

Intervening/Integrating Variables - Spouse Readiness

- Spouse and Family Characteristics
- Spouse Commitment to Army Life
- Spouse Knowledge and Desirability of
Military Alternatives
- Army Life Satisfaction
- Army Culture Satisfaction

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APPENDIX A

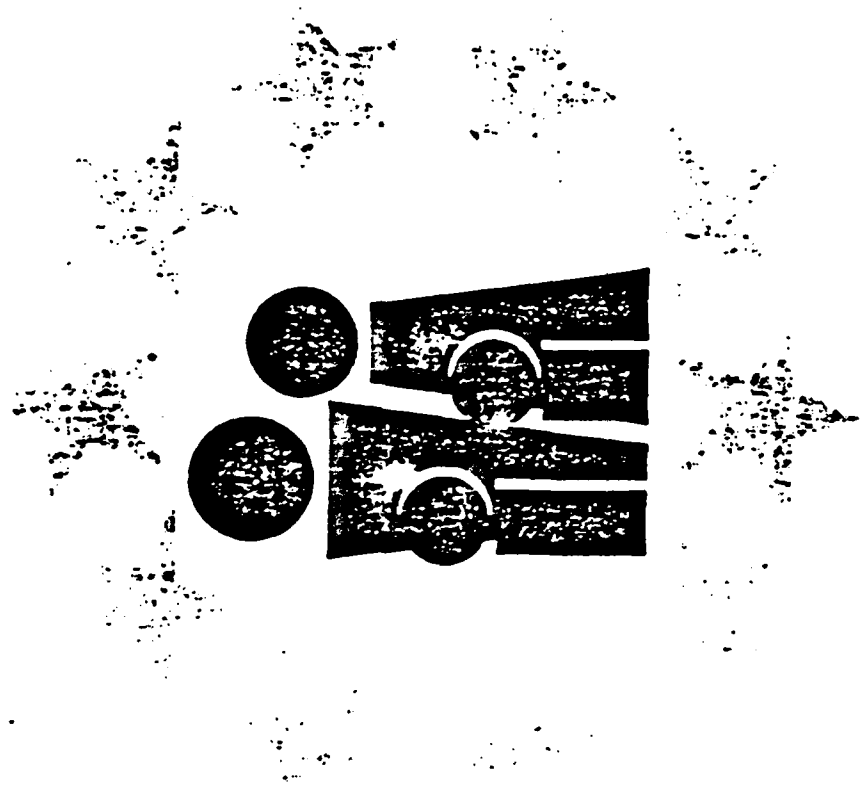
Instructions and Forms for Scale Development Readiness Workshops
(First Two Series)

READINESS WORKSHOP AGENDA

- 0800 - 0815 Briefing on the Project and Day's Activities
- 0815 - 0930 Individual Readiness Incidents
- 0930 - 1010 Discussion of Individual Readiness Dimensions and Rating of Candidate Measures
- 1010 - 1020 BREAK
- 1020 - 1120 Unit Readiness Incidents
- 1120 - 1200 Discussion of Unit Readiness Dimensions and Rating of Candidate Measures

READINESS WORKSHOP AGENDA

- 1300 - 1315 Briefing on the Project and Day's Activities
- 1315 - 1430 Individual Readiness Incidents
- 1430 - 1510 Discussion of Individual Readiness Dimensions and Rating of Candidate Measures
- 1510 - 1520 BREAK
- 1520 - 1620 Unit Readiness Incidents
- 1620 - 1700 Discussion of Unit Readiness Dimensions and Rating of Candidate Measures



**THE ARMY FAMILY
RESEARCH PROGRAM**



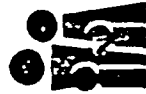
FAMILY ISSUES AFFECT RETENTION & READINESS

- SPOUSE'S OPINION & FAMILY'S CONCERN FOR CHILDREN AFFECT RETENTION
- FAMILY PROBLEMS CAUSE LOST SOLDIER TIME & LOST COMMAND TIME
- FAMILY CONCERNS ARE BELIEVED TO AFFECT MOBILIZATION, JOB PERFORMANCE, DEPLOYABILITY, ETC.



CHANGING NEEDS REQUIRE NEW RESPONSES

- ALL VOLUNTEER FORCE HAS INCREASED
EMPHASIS ON RETENTION
- PERCENT OF ARMY SPOUSES IN WORKFORCE
HAS INCREASED IN LAST 15 YEARS--SPOUSES
NOW ACCOUNT FOR 1/3 OF FAMILY INCOME
- MORE HIGH TECH JOBS IN ARMY RESULT IN
TOUGHER COMPETITION WITH PRIVATE FIRMS
- MAJOR EMPHASIS ON FAMILY PROGRAMS
SINCE 1983



ANSWERS ABOUT THE IMPACT OF:

- FAMILIES ON RETENTION
- FAMILIES ON READINESS
- ARMY POLICIES, PROGRAMS, AND PRACTICES ON FAMILIES



IMPACT OF FAMILIES ON READINESS

- **HOW MUCH UNIT TIME IS LOST WHILE INCOMING FAMILIES SEARCH FOR HOUSING, SCHOOLS, ETC.? DO GOOD ORIENTATION PROGRAMS REDUCE THAT TIME?**
- **HOW DO FAMILY PROBLEMS AFFECT SOLDIER PERFORMANCE? HOW MUCH DO THESE PROBLEMS COST THE ARMY?**
- **WHICH FAMILY POLICIES AND PROGRAMS HAVE THE GREATEST EFFECTS ON READINESS?**



FINDINGS AND RECOMMENDATIONS ON:

READINESS:

- **RELATIONSHIP OF FAMILY FACTORS TO READINESS**
- **RELATIONSHIP OF ARMY POLICIES, PROGRAMS, AND PRACTICES TO READINESS**
- **POLICY RECOMMENDATIONS TO IMPROVE SOLDIER/FAMILY READINESS**



BENEFITS

- **MORE COST EFFECTIVE FAMILY POLICIES AND PROGRAMS**
- **IMPROVED ABILITY TO DEFEND ARMY FAMILY PROGRAMS**
- **IMPROVED RETENTION RATES FOR HIGH PERFORMING SOLDIERS**
- **ENHANCED SOLDIER PERFORMANCE AND READINESS**



Specific Problems Addressed in this Workshop

A lot has been said about the impact of Army family programs on retention and readiness. There seems to be general agreement that through helping soldiers solve some of their family problems, the Army is able to increase individual and unit readiness. However, to date there has been little hard evidence that such a linkage does, in fact, exist.

A first step in establishing the connection between Army family programs and individual and unit readiness is to get a better understanding of what constitutes readiness and how it can be measured. For example, can the concepts of individual and unit readiness be broken down into a number of different elements or dimensions, such as training levels, morale, fill percentages, equipment availability, and the like? If so, what are the aspects of readiness that are most important to capture in measuring readiness? Does the relative importance of these aspects of readiness depend upon the type of unit involved and its mission? And can these different aspects of readiness be measured reliably and validly with existing measures or should special instruments be developed to assess individual and unit readiness more accurately?

We realize, of course, that the Army currently measures readiness. What we are trying to determine is whether there are other critical aspects to readiness that should be taken into consideration in its measurement.

Today, we would like your help in deciding what aspects of individual and unit readiness should be measured and how best to measure them. We will begin by asking you to think about soldiers that you have known and to relate incidents that have occurred that indicated to you that the individuals were ready or not ready to perform the tasks required for successful accomplishment of their unit's mission. These incidents will be used to help identify the various aspects or dimensions of individual readiness.

Then we would like to discuss with you some of the individual readiness dimensions that we have initially come up with, and to get your suggestions for additional ones or for modifying our initial list. Similarly, we have come up with an initial list of indexes or measures that could be used to assess individual readiness. Again we would like your suggestions concerning how this list could be improved.

After a break, we would like to repeat the process, only concentrating this time on unit readiness. That is, we would like you to relate incidents that have occurred that indicated to you that units were ready or not ready to accomplish their missions. Then we would like to discuss with you some of the unit readiness dimensions that we have initially come up with and to get your reactions to an initial list of indexes or measures that could be used to assess unit readiness.

Thank you for your cooperation.

HOW TO WRITE SOLDIER READINESS INCIDENTS

Obtaining a faithful accurate picture of each soldier's readiness level is essential to the success of this research project. We need to be able to tell which soldiers are actually ready to perform the tasks required for successful accomplishment of their unit's mission. Furthermore, we need to be able to determine the willingness of the soldiers to perform whenever, wherever, and whatever is required.

A critical first step in the development of measures of individual readiness is to collect a comprehensive set of incidents that illustrate the basic, underlying factors that comprise readiness. Not only will these incidents help us to define exactly what we mean by readiness, but they will also help us to develop measures of the critical aspects of readiness.

To write a performance example or incident, try to remember what the soldier (officer or enlisted) actually did or failed to do that made you feel that the soldier was or was not ready to perform the tasks required for successful accomplishment of the unit's mission. The incident can be an example showing extreme readiness, lack of readiness, or even average readiness. The important thing is that the incident be described as it actually happened.

When writing an incident, describe only what you saw or what the person did, not what you inferred from the action. For example, in writing an incident, rather than writing that the soldier "displayed readiness," you should describe what this soldier did to make you believe he or she was ready. As examples, the soldier "worked all night studying the new technical manual," or "speaks very highly of his/her teammates." Both of these behaviors or actions might be described as displays of readiness; they are things a soldier did to make the writer believe he or she was ready. Thus, we are asking you to describe specific behaviors or actions, not traits or personal characteristics.

The features of a good incident are:

1. It concerns the action of an individual soldier.
2. It tells what the soldier did (or did not do) that made you feel he or she was ready or not ready.
3. It describes clearly the background of the incident, along with the consequences of what happened.

4. It is concise in that it is short, to the point, and does not go to great lengths specifying unimportant details of the background, the activity itself, or the consequences of what the soldier did.

On the following pages are some hypothetical examples we will use to get you "up to speed" to write behavioral examples or incidents.

INDIVIDUAL READINESS INCIDENT FORM

Grade/Rank of Individual E-3 Job Described Infantryman
 Type of Unit Infantry

Problems:

Excessive and irrelevant detail.

1. What were the circumstances leading up to the incident?

While crawling under a barbed wire fence on an exercise, a soldier cut his left leg to the bone on a large piece of broken glass. His buddy, Joe Wilson, put a 3" x 3" sterile field dressing on the wound and then began escorting him back to camp (about a two-mile hike). However, about one mile from camp the soldier passed out and went into shock. Joe ran back to camp for help.

2. What did the individual do that made you feel he or she was above, below, or average in readiness?

Labels the behavior rather than indicating what the actual behavior was and/or should have been.

Joe's first-aid efforts were stupid; he really blew it.

3. In what readiness category does this incident fall?

Knowledge of First-Aid; taking care of buddies and self when wounded or injured.

4. Circle the number below that best reflects the correct readiness level for this example:

1	②	3	4	5	6	7	8	9
Extremely Low Readiness		Low Readiness		About Average Readiness		High Readiness		Extremely High Readiness

Example 1a

INDIVIDUAL READINESS INCIDENT FORM

Grade/Rank of Individual E-3 Job Described Infantryman
Type of Unit Infantry

Problems:

1. What were the circumstances leading up to the incident?

While on a field training exercise, this soldier's buddy deeply cut his leg and it was bleeding profusely.

2. What did the individual do that made you feel he or she was above, below, or average in readiness?

This soldier applied a field dressing rather than a pressure dressing or a tourniquet. As a result, the buddy continued to bleed badly, eventually going into shock.

3. In what readiness category does this incident fall?

Knowledge of First-Aid; taking care of buddies and self when wounded or injured.

4. Circle the number below that best reflects the correct readiness level for this example:

1	②	3	4	5	6	7	8	9
Extremely Low Readiness		Low Readiness		About Average Readiness		High Readiness		Extremely High Readiness

Example 1b

INDIVIDUAL READINESS INCIDENT FORM

Grade/Rank of Individual E-5

Job Described Military Police

Type of Unit Military Police

Problems:

Insufficient information to evaluate the soldier's behavior.

1. What were the circumstances leading up to the incident?

M16 target practice

2. What did the individual do that made you feel he or she was above, below, or average in readiness?

Doesn't indicate consequences or result of this action.

Told another soldier he was clearing his rifle improperly.

3. In what readiness category does this incident fall?

Safety consciousness

4. Circle the number below that best reflects the correct readiness level for this example:

1	2	3	4	5	6	7	8	9
Extremely Low Readiness		Low Readiness		About Average Readiness		High Readiness		Extremely High Readiness

Example 2a

INDIVIDUAL READINESS INCIDENT FORM

Grade/Rank of Individual E-5

Job Described Military Police

Type of Unit Military Police

Problems:

1. What were the circumstances leading up to the incident?

This soldier was on the firing range with several other soldiers getting M16 target practice using live ammunition. He observed another soldier attempting to clear a jammed live round by poking a cleaning rod down the bore.

2. What did the individual do that made you feel he or she was above, below, or average in readiness?

This soldier immediately approached the soldier and advised him of the extreme danger of clearing his weapon in this way. As a result, the soldier ceased his clearing effort, thereby avoiding a potentially serious accident.

3. In what readiness category does this incident fall?

Safety consciousness

4. Circle the number below that best reflects the correct readiness level for this example:

1	2	3	4	5	6	7	8	9
Extremely Low Readiness		Low Readiness		About Average Readiness		High Readiness		Extremely High Readiness

Example 2b

INDIVIDUAL READINESS INCIDENT FORM

Grade/Rank of Individual E-4

Job Described Cannon Crewman

Type of Unit Artillery

Problems:

1. What were the circumstances leading up to the incident?

During a field training exercise, this soldier observed a barracks-mate using a grenade launcher in an incorrect and potentially dangerous manner.

2. What did the individual do that made you feel he or she was above, below, or average in readiness?

Double-barreled statement. Two behaviors are described, so it's unclear which one is being rated for effectiveness. No consequences indicated.

When they both returned to the barracks, this soldier told his teammate how he had mishandled the grenade launcher. He did so, however, in a rather sarcastic, ridiculing fashion in front of several other soldiers.

3. In what readiness category does this incident fall?

Getting along with others; promoting team spirit

4. Circle the number below that best reflects the correct readiness level for this example:

1	2	<u>3</u>	4	5	6	7	8	9
Extremely Low Readiness		Low Readiness		About Average Readiness		High Readiness		Extremely High Readiness

Example 3a

INDIVIDUAL READINESS INCIDENT FORM

Grade/Rank of Individual E-4

Job Described Cannon Crewman

Type of Unit Artillery

Problems:

1. What were the circumstances leading up to the incident?

During a field training exercise, this soldier observed a barracks-mate using a grenade launcher incorrectly and in a potentially dangerous manner.

2. What did the individual do that made you feel he or she was above, below, or average in readiness?

When returning to the barracks, this soldier poked fun at his teammate about his error. He did so in the presence of several other soldiers, resulting in considerable embarrassment to his teammate.

3. In what readiness category does this incident fall?

Getting along with other; promoting team spirit

4. Circle the number below that best reflects the correct readiness level for this example:

1	2	3	4	5	6	7	8	9
Extremely Low Readiness		Low Readiness		About Average Readiness		High Readiness		Extremely High Readiness

Example 3b

INDIVIDUAL READINESS INCIDENT FORM

Grade/Rank of Individual E-5

Job Described Infantry Squad Leader

Type of Unit Infantry

Problems:

1. What were the circumstances leading up to the incident?

Too vague, not enough detail.

This soldier could not be found for a night field exercise.

2. What did the individual do that made you feel he or she was above, below, or average in readiness?

Didn't report for duty.

3. In what readiness category does this incident fall?

Availability to deploy.

4. Circle the number below that best reflects the correct readiness level for this example:

1	②	3	4	5	6	7	8	9
Extremely Low Readiness		Low Readiness		About Average Readiness		High Readiness		Extremely High Readiness

Example 4a

INDIVIDUAL READINESS INCIDENT FORM

Grade/Rank of Individual E-5

Job Described Infantry Squad Leader

Type of Unit Infantry

Problems:

1. What were the circumstances leading up to the incident?

When a night exercise was suddenly called, this squad leader could not be located.

2. What did the individual do that made you feel he or she was above, below, or average in readiness?

The squad leader took his son, who became ill after supper, to the post clinic. He stayed there for several hours while his son was examined and treated, without notifying his wife or platoon leader where he was.

3. In what readiness category does this incident fall?

Availability to deploy.

4. Circle the number below that best reflects the correct readiness level for this example:

1	②	3	4	5	6	7	8	9
Extremely Low Readiness		Low Readiness		About Average Readiness		High Readiness		Extremely High Readiness

Example 4b

INDIVIDUAL READINESS INCIDENT FORM

Grade/Rank of Individual _____

Job Described _____

Type of Unit _____

1. What were the circumstances leading up to the incident?

2. What did the individual do that made you feel he or she was above, below, or average in readiness?

3. In what readiness category does this incident fall?

4. Circle the number below that best reflects the correct readiness level for this example:

1	2	3	4	5	6	7	8	9
Extremely Low Readiness		Low Readiness		About Average Readiness		High Readiness		Extremely High Readiness

DIMENSIONS OF INDIVIDUAL READINESS

We have compiled a list of eight dimensions that have been proposed as components of individual readiness. Some are based on formal Army doctrine, others have been suggested by various military experts. The dimensions are listed on the following pages, along with short descriptions of what constitutes high and low individual performance on the readiness dimensions.

Please read through these dimensions and descriptions. We would like you to tell us if they are clear, and if we have left out anything that you believe is an important component of individual readiness. We would also like to know if any of the dimensions really should not be considered components of individual readiness. That is, if any of the dimensions should be dropped from further consideration in the measurement of individual readiness.

DIMENSIONS OF INDIVIDUAL READINESS

Readiness: The capability of an individual in an Army unit to perform so that the unit may accomplish the mission for which it is organized.

DIMENSIONS:

INDIVIDUAL JOB PERFORMANCE

This dimension refers to the ability of individuals in the unit to perform both MOS-specific tasks and common basic soldiering tasks (e.g., first aid, individual weapons, land navigation). It covers ability to perform only, not the willingness to perform.

INDIVIDUAL EFFORT

This dimension covers the willingness of individuals in the unit to perform all of the tasks and responsibilities required of them, in a conscientious and careful fashion. Individuals rating high on this dimension will consistently perform their duties quickly and without complaining, even under adverse or dangerous conditions, and are dependable and exercise good judgment. Individuals who rate low on this dimension try to avoid doing the work, or perform the work slowly or carelessly, and are not dependable.

INDIVIDUAL BEHAVIOR (WORK-RELATED)

This dimension relates to the performance of individuals on the job, during duty hours; it refers to the traits or characteristics of a good soldier. Individuals who rate high on this dimension show commitment to Army policies, regulation, and traditions, and demonstrate integrity and control in their day-to-day behavior. Individuals who rate low on this dimension do not show respect for Army regulations and traditions, and may have disciplinary problems.

INDIVIDUAL BEHAVIOR (NON-WORK-RELATED)

This dimension refers to the behavior of the soldiers in the unit during their off-duty hours and activities. Individuals rating high on this dimension tend to be well thought of and respected in the community, and are able to handle their problems in a responsible fashion. Individuals rating low on this dimension have difficulty controlling their problems, and may be consistently in trouble with neighbors, creditors, and the law.

INDIVIDUAL MILITARY BEARING AND FITNESS

This dimension refers to the physical fitness and overall military appearance of individuals in the unit. Individuals rating high on this dimension meet or exceed the standards for physical fitness and maintain appropriate military appearance and bearing. Individuals rating low on this dimension are in poor physical condition and have unsatisfactory military appearance and bearing.

EMERGENT LEADERSHIP

This dimension refers to the leadership potential and ability of the junior enlisted personnel (SP4 and below) in the unit. An individual who rates high on this dimension is able to influence others to perform in a particular way, even though he/she is not the designated leader by virtue of rank or position. An individual who rates low on this dimension is not regarded as a leader by his/her peers.

MORALE/JOB/SATISFACTION

This dimension refers to the level of job satisfaction experienced by individuals in the unit. An individual's job satisfaction refers to his/her satisfaction with the duties of the MOS or of the current assignment or location.

DEPLOYABILITY

This dimension refers to whether the individual would be ready to leave immediately if a no-notice alert is called. One can be sure that an individual who rates high on this dimension would be ready any time of the day or night to report for duty. An individual who rates low on this dimension has personal or family problems that makes his or her response doubtful.

MEASURES OF INDIVIDUAL READINESS

We have also compiled a list of 30 indicators or measures of individual readiness. These are derived from Army regulations and policies. Please read through the descriptions of these measures and rate their relevance to individual readiness. In making your ratings, please bear in mind the dimensions of individual readiness discussed earlier.

At the end of the list of indicators there is space for you to insert up to three additional measures of individual readiness. If you can think of any measures that we have left out, please list them and rate their relevance to individual readiness.

Thank you for your cooperation.

MEASURES OF INDIVIDUAL READINESS

Measures include records of individual's performance in each year, or number of incidents reported for the individual. In some cases, these measures are available for enlisted personnel only. (Note: Although performance or number of negative or positive incidents on all the individuals in the unit might measure something about the unit overall, you should consider only how useful these are as measures of individual readiness.)

In making your relevance ratings, please use the following seven-point scale:

1	2	3	4	5	6	7
Not At All Relevant To Individual Readiness			Somewhat Relevant To Individual Readiness			Extremely Relevant To Individual Readiness

- | | <u>Relevance
Rating</u> |
|--|-----------------------------|
| <p>1. <u>Skill Qualification Tests (SQT)</u></p> <p>SQT written proficiency tests are taken annually by most (but not all) enlisted MOS. Tests for each MOS are given within a fixed time period (window).</p> | _____ |
| <p>2. <u>Common Task Tests (CIT)</u></p> <p>Hands-on tests on common tasks (from STP 21-1, <u>Soldier's Manual of Common Tasks</u>) are administered at least annually to all soldiers in unit. Individual scores are forwarded up the chain of command.</p> | _____ |
| <p>3. <u>Annual Individual Weapons Qualifications Results</u></p> <p>All soldiers must qualify with their individual weapon at least annually. Other weapon firing for qualification may also be conducted, or familiarization firing may be conducted.</p> | _____ |
| <p>4. <u>Army Physical Readiness Test (APRT)</u></p> <p>APRT taken at least annually by all soldiers. Minimum qualification is required; qualifications vary by age group, gender.</p> | _____ |
| <p>5. <u>Annual NBC Proficiency Tests</u></p> <p>Tasks tested are DA directed. All soldiers must take the tests, and Pass/Fail records are maintained.</p> | _____ |

1	2	3	4	5	6	7
Not At All			Somewhat			Extremely
Relevant To			Relevant To			Relevant To
Individual			Individual			Individual
Readiness			Readiness			Readiness

Relevance
Rating

6. Promotion Points Worksheet

For enlisted personnel only. DA Form 3355 filled out for EMs eligible for promotion to E5 and E6. Soldiers receive points in six areas: SQT, awards and decorations, military education, civilian education, military training, and Commander's evaluation. Maximum points in these areas is 800; total points maximum, with Promotion Board Results, is 1000. Worksheet includes information on TIS or TIG waivers for soldiers recommended for promotion from the Secondary Zone (i.e., promotion ahead of their peers because of demonstrated capacity and potential for leadership). To be on recommended list, soldier must have recommendation for promotion by majority of Promotion Board members and by Commander, and must have a minimum of 450 points for E5 or 550 points for E6.

7. Promotion Board Results

Promotion to E4 is local policy--a board is not required. E5/E6 promotion boards are required monthly and records will be maintained by "convening authority" (at least battalion level and more likely brigade, division/installation) for two years. Promotion board results for E7/8/9 are maintained at Department of Army. Individual is evaluated on personal appearance, bearing, and self-confidence; oral expression and conversational skill; knowledge of world affairs; awareness of military programs; knowledge of basic soldiering; and attitude. Maximum points awarded is 200.

8. Reenlistment Bars

Imposition and lifting of bar to reenlistment is designed to protect the Army and encourage behavior modification. Bars may be imposed by anyone in the chain of command, and, once imposed, may be lifted by the current or subsequent commander. Reasons include untrainability, failure to manage family members, indebtedness, substandard personal appearance, chronic tardiness, apathy, etc. Once lifted, record of the bar is not maintained.

9. Reenlistment Disqualifications

Does not require overt action by chain of command. Reasons include physical profile, court martial conviction, national security violations, aliens without legal residence, etc.

1	2	3	4	5	6	7
Not At All Relevant To Individual Readiness			Somewhat Relevant To Individual Readiness			Extremely Relevant To Individual Readiness

Relevance
Rating

10. Promotion Standings

Cut off published by DA by MOS monthly (for E5/E6); determined by need in paygrade and MOS, and promotion points of all soldiers in paygrade/MOS recommended for promotion. Unit MILPO will publish monthly list of individuals to be promoted. The AAC-C10 contains the list of all soldiers selected for promotion to E5/E6 but who have not yet been promoted, rank-ordered by standings Army-wide.

11. Enlisted Evaluation Report

For SL2 through SL5. Includes performance on five duty performance traits. Completed by rater who is at least one grade higher than the NCO being rated. New report (NCO-ER) takes effect 1 January 88; rates all NCO (including Corporals) in eight areas: job proficiency (expertise in current duty assignment), job competency (all aspects of MOS), physical fitness and military bearing, basic education skills, leadership, training proficiency, professional values and attributes, and maintaining and accounting (for personnel, property, and equipment; includes accountability or own actions and those of subordinates). Maintained in MPRJ.

12. Officer Evaluation Report

Officers rated according to schedule based primarily on changes in assignments or annually. Forwarded to DA, no local record kept.

13. Selection Board Results

Officers only. Officers are selected for promotion or retention in grade by a DA Board for grades O3 to O6. Personnel selected for promotion are identified on a list published by DA. Each officer must pass once through a "below the zone" category for each rank. Promotion standing is by date of rank in current grade.

14. Military School Qualification

Qualification for schools varies with the school. It is determined by the MILPO prior to the individual applying for or becoming eligible to attend the school. It is done on an individual basis. Records probably not kept of cases where individual was not qualified. For some NCOES such as PLDC and BNCOC, the unit should maintain a published list of those individuals next scheduled to attend.

1	2	3	4	5	6	7	
Not At All			Somewhat			Extremely	
Relevant To			Relevant To			Relevant To	
Individual			Individual			Individual	
Readiness			Readiness			Readiness	
							<u>Relevance</u>
							<u>Rating</u>

15. Military Education Participation (Formal)

Other than NCOES. Most participation will be by MOS correspondence courses. Some local courses may be available. Recorded in MPRJ.

16. Civilian Education Participation

Available in virtually all locations, both on and off post, and on or off duty. Local or higher command establishes policies and programs.

17. Weight Control Program Participation

Recording of results and participation vary by command. Individuals normally remain in the program for 12 months, monitored for an additional 6 months. Participation usually not voluntary. Individual's MPRJ flagged while in the program.

18. Alcohol/Drug Abuse Program Participation

Individual's MPRJ flagged and participation records kept at installation or major command level. Individual usually referred in to program after an incident, but some counselling may be voluntary.

19. Awards, Decorations, and Recognition

Record entered in MPRJ. Most service type awards or recognition occur when individual has completed unit tour. Proficiency awards include Expert Infantry Badge (EIB), Expert Medical Badge (EMB), Mechanic Badge, Driver Badge. Recognition includes Certificate of Achievement (by DA or local).

20. Mileage/Hours/Equipment Utilization

Varies by type of mission of unit. Some records in MPRJ. Some consolidated by dispatchers. Some such as aircraft operations, demolition work, parachuting, require both unit and individual records on special forms. (These measures may reflect training intensity levels.)

1	2	3	4	5	6	7	
Not At All Relevant To Individual Readiness			Somewhat Relevant To Individual Readiness			Extremely Relevant To Individual Readiness	<u>Relevance Rating</u>

21. Pay Complaints

No formal universal recording procedure. Will vary by command and type/nature of complaint. Includes inquiries, which may be resolved at company level; often resolution comes from Finance Office.

22. Military/POV Accidents

Accidents generally reported upward as they occur and by category (death, injury, damage amount). Aircraft accidents/incidents are also a special category. Most accidents will be investigated by higher command and results filed with that command. Companies will generally not retain data on accidents. POV accident reporting generally only occurs if accident was on installation or resulted in lost time, but will vary with command.

23. Sick Call Rates

Clinics/dispensaries/hospitals will generally keep daily and monthly records of visits by type. Units at company level generally will not, but some battalion level data may be available depending on reporting policies of local command.

24. Records of Loss/Destruction of Government Property

Property accountability. Should identify and fix responsibility for all lost/damaged government property through report of survey, statement of charges, or collection.

25. AWOL

AWOL experience should include type, duration, and individuals involved. Command policy may reflect counseling, prevention, and punishment policies. Individual account may appear in MPRJ. Until AWOL time is made up, individual record maintained at Finance Office.

26. Article 15

Individual accounts in MPRJ; some Article 15 records (generally below field grade) removed from MPRJ on transfer to another unit. No requirement to summarize and report but many units do by command direction, usually at Battalion level.

1	2	3	4	5	6	7
Not At All Relevant To Individual Readiness			Somewhat Relevant To Individual Readiness			Extremely Relevant To Individual Readiness

Relevance
Rating

27. Courts Martial UCMJ

Results usually published at division/installation level particularly for convictions. JAG will generally retain specifics of CM actions.

28. Delinquency/Incident Reports

This can cover a wide variety of behavior, on or off post. Disposition and records generated will differ by command. Probably very few records maintained at company level. Much will depend on nature and seriousness of incident and then will show up under different category--e.g., Article 15, Court Martial.

29. Traffic Violations

Depends on seriousness and command policy. Also some off post violations will never be reported back to military. Most government installations keep records of on post citations by category.

30. Indebtedness

Varies with command emphasis, nature of problem and severity. May get to MPRJ, may not. Counseling usually at lowest (company) level. Some cases may be referred to post level counselors. Unit records, statistics probably not kept.

Additional Measures

31. _____

32. _____

33. _____

HOW TO WRITE UNIT READINESS INCIDENTS

To write a readiness example or incident, try to remember what the unit actually did or failed to do that made the unit seem ready or not ready to achieve its mission. The incidents could be examples showing extremely high, low, or even average states of readiness. The important thing is that the incident is described specifically as it happened.

When writing an incident, describe what you saw or what the unit did and then indicate what you inferred from that action about the unit's readiness. Thus we are asking you to first describe the unit or unit members actions or behaviors completely objectively, making no inferences. Then we are asking you to tell us what that incident reflected about unit readiness and why.

The features of a good incident are:

1. It concerns the action of an individual unit (platoon, company, or battalion level);
2. It tells what the unit or its members did or did not do that made you feel the unit's readiness was high, low or average;
3. It describes clearly the circumstances leading up to the incident;
4. It links the incident to the unit's state of readiness; and
5. It is concise in that it is short, to the point, and does not go to great lengths specifying unimportant details.

UNIT READINESS INCIDENT FORM

Type of unit involved: _____

1. What were the circumstances leading up to the incident?
 (Include statement of unit mission)

2. What did the unit or its members do that made you feel that
 the unit was in a high, low or average state of readiness?

3. What did you infer from this incident about the unit's
 readiness? Why?

4. Circle the number below that best reflects the readiness
 level this incident showed about the unit.

1	2	3	4	5	6	7	8	9
Extremely Low Readiness		Low Readiness		About Average Readiness		High Readiness		Extremely High Readiness

DIMENSIONS OF UNIT READINESS

We have compiled a list of nine dimensions that have been proposed as components of unit readiness. Some are based on formal Army doctrine, others have been suggested by various military experts. The dimensions are listed in the following pages, along with short descriptions of what constitutes high and low unit performance on the readiness dimensions.

Please read through these dimensions and descriptions. We would like you to tell us if they are clear, and if we have left out anything that you believe is an important component of unit readiness. We would also like to know if any of the dimensions really should not be considered components of unit readiness. That is, if any of the dimensions should be dropped from further consideration in the measurement of unit readiness.

DIMENSIONS OF UNIT READINESS

Readiness: The capability of an Army unit to perform the mission for which it is organized.

DIMENSIONS:

EQUIPMENT

This dimension covers the availability of authorized MTOE equipment. A unit which rates high on this dimension will have most (over 90%) of its authorized MTOE equipment, and most of it is operational. A unit low on this dimension is one which is below strength on its authorized MTOE equipment, or has the equipment but much of it (over 30%) is in maintenance, awaiting parts, or deadlined.

PERSONNEL STRENGTH

This dimension covers the match between the authorized and actual paygrade and MOS of soldiers (officers and enlisted personnel) in the unit. A unit rating high on this dimension has most (over 90%) of its slots filled by soldiers in the authorized paygrade and MOS, while a unit rated low has a much lower percentage (less than 70%) of its slots filled by soldiers in the authorized paygrade and MOS.

TRAINING STATUS

This dimension covers the unit's overall proficiency on mission essential tasks. A high rating on this dimension means that the unit would require little time (less than two weeks) to train to proficiency on mission essential tasks, while a low rating means that the unit would require much longer (over two months) to train all personnel to proficiency on mission essential tasks.

SUPERVISION

This dimension covers the proficiency of officer and NCO supervisors within the unit. In a unit rating high on this dimension, the officer and NCO leaders are technically proficient; they organize, supervise, monitor, and correct subordinates appropriately; they show concern for subordinates and promote unit cohesion; and they plan and deliver training as required.

COLLECTIVE PERFORMANCE

This dimension covers the performance of groups of soldiers in the unit on collective tasks, including drills and exercises involving teams or squads, up to exercises involving the entire company. In a unit rating high on this dimension, all levels of collective tasks are performed well. In a unit rating low, some collective tasks, such as those requiring small teams, may be performed well, while collective tasks performed by larger groups, such as a platoon or the entire company, are performed poorly (or vice versa).

UNIT PERFORMANCE

This dimension refers to the performance of the unit as a whole on both normal requirements and in response to special events such as preparing for inspections. A highly rated unit consistently performs well in areas such as maintenance and training. A unit rated low on this dimension has continuing problems in such areas.

HIGHER LEVEL SUPPORT

This dimension covers the support that the unit receives from higher level units or from other external units. The unit that rates high on this dimension has strong support from higher level and external organizations in obtaining supplies and in setting up and administering programs. The unit that rates low on this dimension has consistently weak support in obtaining supplies and receives little guidance in setting up and administering programs.

COHESION

This dimension relates to the overall cohesion among members of the unit. In a unit rating high on this dimension, the members of the unit feel strong loyalty to each other, have a high degree of pride in their unit, and have high levels of positive interaction. In a unit rating low on this dimension, unit members feel little loyalty to each other and to the unit, and have little interaction or considerable friction among themselves.

STABILITY

This dimension refers to the unit's personnel stability and low turnover or turbulence. A unit that rates high on this dimension tends to have the same individuals in the unit over a period of time. A unit that rates low on this dimension has frequent changes in personnel, or high rates of personnel away from the unit for various reasons (e.g., TDY).

MEASURES OF UNIT READINESS

We have also compiled a list of 34 indicators or measures of unit readiness. They are presented below in three sections. The measures are derived from Army regulations and policies. Please read through the descriptions of these measures and rate their relevance to unit readiness. In making your ratings, please bear in mind the dimensions of unit readiness discussed earlier.

At the end of the list of indicators, there is space for you to insert up to three additional measures of unit readiness. If you can think of any measures that we have left out, please list them and rate their relevance to unit readiness.

Thank you for your cooperation.

MEASURES OF UNIT READINESS

INSPECTIONS AND AUDITS

Measures include overall inspection or audit results, as well as specific parts of reports of inspections or audits.

In making your relevance ratings, please use the following seven-point scale:

1	2	3	4	5	6	7	
Not At All Relevant To Unit Readiness			Somewhat Relevant To Unit Readiness			Extremely Relevant To Unit Readiness	Relevance Rating

1. Annual Command Readiness Inspection (CRI)

Conducted at least once each 18 months on all units down to company level. Formal report prepared by inspection team and forwarded to unit for RBI (Reply By Indorsement). Generally, inspection results are written for Battalion level with separate subsections for sub-units. Inspection covers:

- o Personnel - strength management, personnel qualifications, physical fitness/weight control, unit administration;
- o Training - collective training, individual training, training management, NCO Development Program, NBC readiness;
- o Logistics - supply management, maintenance, condition of equipment, facilities management);
- o Command and staff - command and staff proficiency, unit cohesion, standards of conduct, mobilization planning, Unit Status Report, physical security, attendance.

2. Annual Internal Review

Annual audit of funds, individual and organizational equipment non-MIOE), and supply transactions. Evaluates efficiency in accountability and management of supply, logistics, and the funds associated with them. Reviews personnel pay records.

3. Annual Command Maintenance Inspections (COMET)

Conducted by special trained team to evaluate maintenance of vehicles, weapons and other equipment to include maintenance records and spare parts. See CRI for inspection results procedures.

4. Communication Security (COMSEC) Inspections

Inspects all units that have cryptographic equipment. Inspection covers security procedures and equipment accountability.

1	2	3	4	5	6	7
Not At All Relevant To Unit Readiness			Somewhat Relevant To Unit Readiness			Extremely Relevant To Unit Readiness

Relevance
Rating

5. Physical Security Inspections

Will vary with local commands. Conducted either on scheduled or unannounced basis by MP or physical security specialists. May include all aspects of physical security (barracks, lighting) but will usually concentrate on arms rooms/weapons security.

6. Nuclear Technical Validation Inspection (TVI)

Affects only nuclear capable units in field artillery, ordnance, and maintenance. First item of inspection is that unit must have 100% of authorized nuclear equipment. Includes hands-on tests for personnel in the Personnel Reliability Program for nuclear assembly. Inspections may be announced or unannounced, and are conducted by Division, Corps, and FORSCOM/Theater level.

7. Supply Accountability

Internal review of supply activity and equipment accountability. Company commander receives monthly printout of supply activities (transactions) which he must reconcile and sign for.

8. Special Higher HQ Inspections Results

Parent or higher HQ can conduct inspections in any given area. These inspections are usually dependent on the mission and capabilities of the unit. Reporting and results will be dependent on the unit, type of inspection and local policies. Examples of "specials" are sanitation inspections, reenlistment inspections, unit fund administration, EEO program, shakedown inspections. These areas are also generally of concern during CRI (see above) but may also be the subject of their own dedicated review.

9. Change of Command Inventory

100% survey usually conducted when commands change. All equipment and material must be on hand or accounted for.

MANAGEMENT, PROGRAMS, AND REPORTS

Measures include internal evaluation of management or programs by participants and administrators; external evaluation of management, program, or reports by inspection, audit, or other evaluation; and records such as statistics, rosters, schedules, etc.

In making your relevance ratings, please use the following seven-point scale:

1	2	3	4	5	6	7	
Not At All			Somewhat			Extremely	
Relevant			Relevant			Relevant	
To Unit			To Unit			To Unit	
Readiness			Readiness			Readiness	
							Relevance Rating

10. Monthly Unit Status Report (DA Form 2715R) _____

Most units report unit status monthly. Reports cover the following areas: assigned strength, MOS qualified, equipment on hand, equipment mission capable, and training readiness. Companies provide feeder information; status is aggregated and reported by Battalion. Completed reports (and component results) are classified (Confidential).

11. Retention _____

Company and Battalion level programs specify counselling and retention programs. Records are kept at company level of monthly and aggregate FY retention statistics by category, including first term and subsequent reenlistment.

12. Present For Duty Strengths _____

Feeder information reported daily by company-sized units to SIDPERS. Report includes numbers authorized and assigned and whether personnel are present or not (e.g., unauthorized absence, TDY, sick call). See also Monthly Unit Status Report.

13. Equipment Availability Rates _____

Most units submit daily report indicating the status of major items of equipment by category (operable, turned in, awaiting parts, deadline) with an explanation of causes of unavailable equipment and how long in category. However, reports required and their disposition/retention will vary with commands. See also Monthly Unit Status Report.

14. Individual/Collective Training Plans _____

May vary somewhat by type unit. Plans required for individual sustainment and qualification. AR specifies what subjects must be covered in training.

1	2	3	4	5	6	7
Not At All			Somewhat			Extremely
Relevant			Relevant			Relevant
To Unit			To Unit			To Unit
Readiness			Readiness			Readiness

Relevance
Rating

15. Training Activities Reports

Will vary with type unit and command. Company units generally provide feeder information and consolidated records kept at S-3. Usually includes what was trained, when, number trained.

16. Prescribed Load List (PLL) Management

PLL records will be kept at different levels depending on unit. PLL management (records and inventory) is an objective of COMET inspections and may be subject to other special inspections.

17. Ammunition Management

Policies and records regarding requisition, use, and turn back of ammunition and ammunition related items. Includes funding, DA 581, and DODAC reports.

18. Facilities Management

Includes safety, accident prevention, Environmental Policy Activities, and Energy Program. Local command may include and emphasize other areas.

19. Weight Control Program

Program is generally administered at Post/Division level but implementation may be down to company level. Policy for implementation and recording of results and participation will vary by command. Policy for required participation and satisfactory completion of program directed by DA.

20. Alcohol/Drug Abuse Program

Participation records kept at installation or major command level. Individual usually referred into program after an incident, but some counselling may be voluntary. Alcohol/drug education for all personnel also considered part of the program.

1	2	3	4	5	6	7
Not At All Relevant To Unit Readiness			Somewhat Relevant To Unit Readiness			Extremely Relevant To Unit Readiness

Relevance
Rating

21. NCO Development Programs

Includes participation NCO development programs implemented by local policy (classes, NCO call). List of subjects provided by chain of command or prepared internally; training schedule and roster of attendance maintained by company.

22. NCO Education System (NCOES)

Includes Primary Leadership Development Course (PLDC, required for promotion to E5), Basic NCO Course (BNCOC, required for promotion to E6), and Advanced NCO Course (ANCOC, required for promotion to E7). Attendance depends on available slots, promotion standings. Attendance record maintained by SIDPERS.

23. Junior Officer Development Program

Major command should have a published policy, implemented probably no lower than battalion level. Will vary by command, type unit. Includes Advanced Officer Training.

24. Awards Program

Awards and recognition is locally established (within proscription of the AR). Awards are entered in the MPRJ. Most service type awards or recognition occur when individual has completed unit tour. Proficiency awards include EIB, EMB, Mechanic Badge, Driver Badge. These only affect some units/MOSSs.

25. Leave and Pass Policy and Utilization

Leave policies are generally established by local command and implemented by sub-unit commanders. Leave status is submitted on each individual as it occurs to the servicing MILPO and F&AO. Whether other summaries of leave utilization are kept is a local option.

26. Personnel Security Program

Includes program for clearances, security awareness, and monitoring of cleared personnel.

27. Safety Program

All units will have safety SOP. All accidents are reported by category and most require some type of investigation. Investigation results can affect unit policy/emphasis.

1	2	3	4	5	6	7
Not At All Relevant To Unit Readiness			Somewhat Relevant To Unit Readiness			Extremely Relevant To Unit Readiness

Relevance
Rating

28. Food Service Program

Depending on unit capabilities, unit may be responsible for procurement and preparation of rations.

29. REO Program

Units must comply with guidelines for implementing racial equal opportunity (REO) goals.

30. Immunization Records

Depending on unit mission, certain immunizations are required. All personnel must have up-to-date shot records.

31. Dental X-Rays

Two sets required for all personnel.

COLLECTIVE PERFORMANCE

Measures include number of collective training exercises; internal or external evaluation reports of performance.

1	2	3	4	5	6	7
Not At All			Somewhat			Extremely
Relevant			Relevant			Relevant
To Unit			To Unit			To Unit
Readiness			Readiness			Readiness

Relevance
Rating

28. Army Readiness Test and Evaluation Program Results (ARTEP)

An evaluation of a unit's ability to perform its job under simulated wartime conditions. Not all units will have ARTEPs and some units receive an evaluation of their "normal daily activities" when such activities mirror their wartime mission requirements. Evaluations are either internal or external.

33. Crew Qualifications

Will vary with type unit and type crews. Qualifications are usually event oriented and results consolidated at Battalion (S-3).

34. National Training Center/REFORGER/Deployment Exercises

Daily entries submitted to MILPO will reflect unit physical location down to company level. Other reports of training activities may be reflected in S-3 records (Battalion).

Additional Measures

35. _____

36. _____

37. _____

Thank you for your cooperation.

INDIVIDUAL AND UNIT READINESS WORKSHOP AGENDA

Briefing on the Project and Day's Activities

Rating Training

Individual Readiness Rating

Evaluation of Individual Readiness Dimensions

BREAK

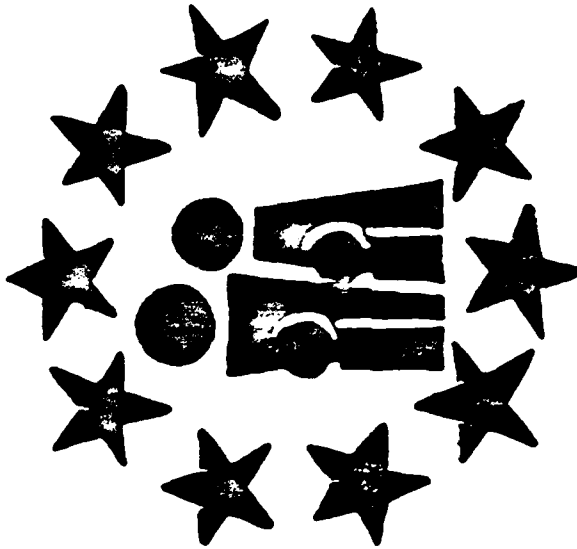
Unit Readiness Rating

Evaluation of Individual Readiness Dimensions

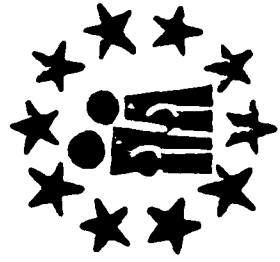
BREAK

Discussion

U.S. ARMY RESEARCH INSTITUTE



ARMY FAMILY RESEARCH PROGRAM



FAMILY ISSUES AFFECT RETENTION & READINESS

- SPOUSE'S OPINION & FAMILY'S CONCERN FOR CHILDREN AFFECT RETENTION
- FAMILY PROBLEMS CAUSE LOST SOLDIER TIME & LOST COMMAND TIME
- FAMILY CONCERNS ARE BELIEVED TO AFFECT MOBILIZATION, JOB PERFORMANCE, DEPLOYABILITY, ETC.



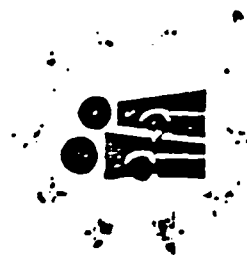
CHANGING NEEDS REQUIRE NEW RESPONSES

- ALL VOLUNTEER FORCE HAS INCREASED EMPHASIS ON RETENTION
- PERCENT OF ARMY SPOUSES IN WORKFORCE HAS INCREASED IN LAST 15 YEARS--SPOUSES NOW ACCOUNT FOR 1/3 OF FAMILY INCOME
- MORE HIGH TECH JOBS IN ARMY RESULT IN TOUGHER COMPETITION WITH PRIVATE FIRMS
- MAJOR EMPHASIS ON FAMILY PROGRAMS SINCE 1983



ANSWERS ABOUT THE IMPACT OF:

- **FAMILIES ON RETENTION**
- **FAMILIES ON READINESS**
- **ARMY POLICIES, PROGRAMS, AND PRACTICES ON FAMILIES**



IMPACT OF FAMILIES ON READINESS

- **HOW MUCH UNIT TIME IS LOST WHILE INCOMING FAMILIES SEARCH FOR HOUSING, SCHOOLS, ETC.? DO GOOD ORIENTATION PROGRAMS REDUCE THAT TIME?**
- **HOW DO FAMILY PROBLEMS AFFECT SOLDIER PERFORMANCE? HOW MUCH DO THESE PROBLEMS COST THE ARMY?**
- **WHICH FAMILY POLICIES AND PROGRAMS HAVE THE GREATEST EFFECTS ON READINESS?**



FINDINGS AND RECOMMENDATIONS ON:

READINESS:

- **RELATIONSHIP OF FAMILY FACTORS TO READINESS**
- **RELATIONSHIP OF ARMY POLICIES, PROGRAMS, AND PRACTICES TO READINESS**
- **POLICY RECOMMENDATIONS TO IMPROVE SOLDIER/FAMILY READINESS**



BENEFITS

- **MORE COST EFFECTIVE FAMILY POLICIES AND PROGRAMS**
- **IMPROVED ABILITY TO DEFEND ARMY FAMILY PROGRAMS**
- **IMPROVED RETENTION RATES FOR HIGH PERFORMING SOLDIERS**
- **ENHANCED SOLDIER PERFORMANCE AND READINESS**



SPECIFIC ACTIVITIES COVERED IN THIS WORKSHOP

A lot has been said about the impact of Army family programs on retention and readiness. There seems to be general agreement that through helping soldiers solve some of their family problems, the Army is able to increase individual and unit readiness. However, to date there has been little hard evidence that such linkages do, in fact, exist. The U.S. Army Research Institute is conducting a comprehensive research program to determine the extent and direction of these linkages.

A first step in establishing the connections between Army family programs and individual and unit readiness is to get a better understanding of what constitute readiness and how it can be measured. We realize, of course, that the Army currently measures readiness. What we are trying to determine is whether there are additional critical aspects of readiness that should be taken into consideration. To do this we have already conducted a set of workshops at several installations where Army service members from various ranks and units helped to generate a set of ratings scales to measure individual and unit readiness. During today's workshop we would like you to help evaluate these scales based on your military experience and knowledge.

We will begin today's activities by asking you to use the individual readiness rating scales to rate three individuals of your choice. After actually working with the scales we will then ask you to complete a set of evaluations of the individual readiness scales. The evaluations measure the scales' comprehensiveness, appropriateness, and ease of use.

Following a short break, we will ask you to use the unit readiness rating scales to rate three units of your choice. After working with the scales, we will ask you to evaluate them as you did for the individual readiness scales. These activities will be followed by a short break.

The final activity of the day will consist of a group discussion of a set of questions concerning the use of the scales. We would appreciate your opinions and suggestions based on your experience and knowledge of Army practices. We think you will find these activities interesting and challenging and we thank you for your cooperation.

RATING TRAINING DIRECTIONS

I've got my rating booklet open to the first category, COOPERATION/TEAMWORK/ESPRIT DE CORPS; why don't you do the same? You will notice that the label or name of the category is at the top of each scale and a short definition is right below it.

The most important feature of these rating scales, though, is what we call the behavioral anchors, defining exactly what is meant by each readiness level on the scale.

These behavioral anchors are features of our rating scales. Many rating scales you are likely to see will have either no anchors or only very general anchors such as "good" and "bad". What happens when scales with no anchors or only general anchors are used is that raters often disagree about what rating should be given to a particular person. The reason for this is that what you (point to someone) consider a "6" in terms of effectiveness might be the same as what you (point to another person) consider a "5". Who's to say what a "5", a "6", or a "7" means? As you can see though, our scales are specifically defined with behavioral anchors or bench-marks, so that raters can more easily agree on the types of performance that should be rated a "3" versus a "6" versus a "1", and so on.

In terms of what will actually happen during the rating session: First, you'll read through each readiness rating category. Then you will rate each of your subordinates or peers in the performance area by deciding which statement -- the one under the LOW end of the scale, the one under the middle of the scale, or the one under the HIGH end of the scale -- most closely matches the soldier's most typical degree of readiness in the category.

Now, let's say you're rating Joe Green and the mid-level statement described Joe's readiness most of the time. But, sometimes Joe performs in the way described in the high level statement. You should rate Joe a "5". Or, let's say the low level statement sounds like Joe at times but the mid-level statement still described his most typical readiness, a "3" would be

the appropriate rating. The main point is to match observed behavior and performance with the readiness statements on the scale and to give each soldier the rating that reflects his or her readiness most of the time.

By focusing on the mid-level anchor in the example I just gave, I don't want you to think that means you should rate everyone in the middle. If the high level anchor described a soldier's readiness most of the time, then you should rate that person a "6" or "7". Likewise, if the low-level anchor matches the person's typical readiness, give that person a "1" or a "2". Again, the important thing to remember is to use the behavioral anchors to help you rate each soldier as accurately and as objectively as you can.

Go Through the Error Training Program

Before you actually start your ratings, there are a couple more things I want to go over with you. When rating the readiness of others, we all have the tendency to make several rating errors. So at this point, I'm going to take a few minutes to review with you four very common rating errors, so that you will be able to avoid these when you make your ratings.

The first error is called HALO ERROR. What this means is that you have a general good or bad impression of the person you're evaluating and this impression tends to influence all of your ratings of him or her. For example, let's say you're rating Joe Green. You feel that Joe is pretty good overall. So you give him fairly high ratings in all of the readiness areas. For example, you might give Joe "5" on each readiness dimension. Now it's very unlikely that any one person performs at the same level in all areas of readiness. The reason for this is because each category is a relatively independent or separate area, and each soldier you are rating is likely to be strong in some areas and weaker in others. What we want you to do is to tell us about each soldier's strengths and weaknesses when it comes to readiness. In other words, in what areas is the person relatively ready and in what areas is the person less ready?

This next error shouldn't be a problem but let me mention it Sometimes, raters tend to think about only the most recent incident they have observed when they are deciding on a rating. For example, let's say that last Friday, Joe put in a lot of extra effort and showed great initiative. So when you get to that category, you remember that one incident and rate Joe a "7". However, what we want you to do is think about Joe's most typical performance in each area, and be sure that your rating reflects this as opposed to only the last incident you can remember.

The third error that raters often make is to allow things that have nothing to do with readiness to influence their ratings. For example, someone's family background or education or past experience may lead you to rate the person in certain ways - either high or low. Today, we want you to try and put anything that is not related to readiness out of your mind and to provide us with the most accurate and objective ratings that you can.

The last rating error I want to go over with you is called the SAME-LEVEL-OF-READINESS ERROR. This is probably one of the most common errors made. What it means is that raters tend to give the exact same rating to all of the peers or subordinates on a given category. So for example, on the COOPERATION AND TEAMWORK dimension, we might see ratings of "2", "2", "2"; then on EFFORT AND INITIATIVE, we might see ratings of "6", "6", "6"; then on GENERAL SOLDIERING SKILLS, we might see ratings of "4", "4", "4", and so on. Just as it was unlikely that any one individual is at the same level across all readiness categories, it is equally unlikely that all of the people you are rating are at the same level of readiness within a category. What I'm saying is that we not only want you to tell us about each individual's strengths and weaknesses, but we also want you to indicate differences between soldiers who are relatively ready in a given area and those who are less ready in that area.

Now that I've gone through these four errors, there's one final point that I want to stress again. That is, "call the ratings the way you see them." Although we don't want you to make rating errors, what's most important is that you rate each person accurately. For instance, all three persons may actually have the same degree of readiness in a given area, or

you may feel that one of the soldiers actually is at the "6" level in many areas. If this is the case, then by all means, rate the individuals in this way. However, when real differences exist, then your ratings should reflect these differences.

To make your ratings, simply encircle the appropriate number on the scale. Before beginning to rate the individuals, please read over the titles of the 21 scales so that you will be familiar with the areas covered.

Thank you for your cooperation.

EXPERIMENTAL INDIVIDUAL READINESS RATING FORM A

Rater's Rank/Grade _____ Rater's MOS/Branch _____ Date _____

DIRECTIONS

In this booklet, there are 21 draft rating scales for use in measuring the readiness of individual soldiers. These scales are designed to be completed by supervisors or peers of the soldiers being rated. We would like your help in evaluating the relevance, ease of understanding, and broadness of application of the scales. As a first step in obtaining these evaluations, we would like you to rate three soldiers (either peers or subordinates) that you feel most qualified to rate. They should not be selected because they are the best or the worst soldiers you know. Instead, they should be selected because you feel most qualified to rate them. Please write down the initials of these three soldiers in the space below. Then indicate the soldiers' ranks or grades and whether you are a peer, first line supervisor, or second line supervisor of each soldier. Also indicate how long you have worked with or supervised each soldier.

Notice that there is no way we can (or would want to) tell the actual full names of the soldiers you are rating. Our interest is solely in evaluating and improving the scales as measures of individual readiness. But to evaluate the scales we need accurate and honest ratings. That way we can tell whether the scales would fulfill their purpose of allowing various levels of soldier readiness to be determined where such variation in individual readiness actually exists.

When you have completed rating the three soldiers, we will ask you to evaluate the scales. But before you begin the ratings, we would like to give you a short training session on how to avoid some of the errors that raters commonly make.

Initials of Soldier You Are Rating	The Soldier's Rank or Grade	Your Position Relative To This Soldier		Length of Time You Have Worked With or Supervised This Soldier			
		Peer Supervisor	1st Line Supervisor	2nd Line Supervisor	0-6 Months	7-12 Months	13-24 Months
1. _____	_____	0	0	0	0	0	0
2. _____	_____	0	0	0	0	0	0
3. _____	_____	0	0	0	0	0	0

COOPERATION/TEAMWORK/ESPRIT' DE CORPS

How ready is each soldier to promote teamwork and esprit' de corps?

Seldom promotes cooperation and teamwork; seldom assists others in performance of their tasks; is not too flexible about the work methods of others.

Generally cooperates with other soldiers; will usually assist others so jobs get done in timely manner; generally supports cooperation and teamwork.

Is a team player; whenever necessary assists others in performing tasks; actively promotes cooperation and teamwork; coordinates own performance with that of others.

Soldier Initials

1 _____
2 _____
3 _____

2 2 3 4 5
2 3 3 4 6
2 3 3 4 6

6 6 6
7 7 7

EFFORT AND INITIATIVE

How ready is each soldier to show extra effort and initiative?

Does not make the effort to ensure job gets done; gives up easily when faced with difficult problems; reluctantly accepts responsibility; seldom anticipates problems.

Puts in effort and keeps trying when its very important to complete assignments; overcomes most obstacles; accepts responsibility when given; anticipates potential problems.

Often volunteers to work extra hours; pushes hard to overcome all obstacles; assumes responsibility when necessary; identifies and attends to potential problems.

1 _____
2 _____
3 _____

2 2 3 4 5
2 3 3 4 6
2 3 3 4 6

6 6 6
7 7 7

GENERAL SOLDIERING SKILLS

How ready is each soldier in terms of general soldiering skills?

Does not display the knowledge/skill required to perform many basic or general Army tasks such as first aid, navigation, and M16 use and care.

Displays the knowledge/skill required to perform properly most basic or general Army tasks, but may need help for some tasks.

Displays the knowledge/skill to perform properly all basic or general Army tasks such as first aid, navigation, and M16 use and care.

1 _____
2 _____
3 _____

2 2 3 4 5
2 3 3 4 6
2 3 3 4 6

6 6 6
7 7 7

IMPROVEMENT OF JOB EXPERTISE

How ready is each soldier to improve his/her job expertise?

Displays little or no interest in improving job-related skills and knowledge; does not seek out any remedial training even when encouraged.

Participates in programs designed to improve Army task skills and knowledge; needs some encouragement to seek remedial training.

Is continually trying to improve own skills and knowledge so as to perform Army tasks better; identifies own weaknesses and seeks remedial training.

Soldier Initials

- 1 _____
- 2 _____
- 3 _____

2 2 2

3 3 3

4 4 4

5 5 5

6 6 6

7 7 7

INDIVIDUAL DEPLOYABILITY (ARMY TASK/MISSION)

How ready is each soldier to be deployed from an Army task/mission viewpoint?

Not likely to be ready to be deployed effectively since all his/her equipment and gear are not present or operational; whereabouts of soldier are sometimes unknown.

Deployment could be delayed or made less effective because some equipment and gear may not be present or operational; whereabouts of soldier are occasionally unknown.

Is ready to be deployed effectively at a moments notice because all his/her equipment and gear are present and operational; whereabouts of soldier are known at all times.

- 1 _____
- 2 _____
- 3 _____

2 2 2

3 3 3

4 4 4

5 5 5

6 6 6

7 7 7

INDIVIDUAL DEPLOYABILITY (PERSONAL/FAMILY)

How ready is each soldier to be deployed from the viewpoint of personal/family problems?

Is not likely to be ready to be deployed effectively since personal or family-related problems have not been solved or are not under control.

Deployment could be delayed or made less effective because some personal or family-related problems have not been adequately solved.

Is ready to be deployed effectively at a moments notice because all personal or family-related problems have been solved or are under control.

- 1 _____
- 2 _____
- 3 _____

2 2 2

3 3 3

4 4 4

5 5 5

6 6 6

7 7 7

JOB DISCIPLINE AND INTEGRITY

How ready is each soldier to complete jobs in an orderly, timely, and thorough manner?

Often does not complete jobs on time; allows personal conflicts to interfere with job accomplishment; sometimes doesn't follow orders and SOP; is dishonest at times.

Completes most jobs on time, but sometimes allows personal conflicts to interfere with job accomplishment; generally follows orders and SOP; is generally honest on the job.

Always maintains punctual work schedule, completing jobs on time, despite personal conflicts; follows orders and SOP carefully and quickly; conducts self with integrity on the job.

Soldier Initials

1	2	3	4	5	6	7
1	2	3	4	5	6	7
1	2	3	4	5	6	7

JOB TECHNICAL KNOWLEDGE/SKILL

How ready is each soldier in terms of specific job knowledge/skills?

Does not display the knowledge/skill required to perform many job assignments and tasks.

Displays the knowledge/skill required to perform most job assignments and tasks properly, but may need help for harder tasks.

Displays the knowledge/skill to perform all job assignments and tasks properly.

1	2	3	4	5	6	7
1	2	3	4	5	6	7
1	2	3	4	5	6	7

PERFORMANCE UNDER PRESSURE AND ADVERSE CONDITIONS

How ready is each soldier to perform effectively under stress?

Loses composure under dangerous or adverse conditions; tends to make unsound decisions and perform job duties ineffectually under pressure or stress.

Loses some composure under dangerous or adverse conditions; loses some ability to make sound decisions and perform job duties effectively under pressure or stress.

Maintains composure under dangerous or adverse conditions; is able to make sound decisions and perform job duties effectively under pressure or stress.

1	2	3	4	5	6	7
1	2	3	4	5	6	7
1	2	3	4	5	6	7

PERSONAL DISCIPLINE

How ready is each soldier to exercise self-discipline?

Maintains unwholesome life style while off duty; is too often drunk and may use illegal drugs; gets over head into debt; sometimes conducts self in disreputable manner.

With few exceptions, maintains wholesome life style while off duty; sometimes gets drunk; may occasionally get into debt; generally conducts self in reputable manner.

Maintains wholesome life style while off duty; never abuses alcohol or illegal drugs; does not incur debts; conducts self in reputable manner at all times.

Soldier Initials

- 1 _____
- 2 _____
- 3 _____

- 6
- 6
- 6

- 5
- 5
- 5

- 3
- 3
- 3

- 2
- 2
- 2

- 1
- 1
- 1

PHYSICAL FITNESS AND HEALTH MAINTENANCE

How ready is each soldier to maintain his/her physical fitness and health?

Maintains self in poor physical condition; fails to meet Army standards for weight, physical stamina, and strength; often fails to follow rules for maintaining good health.

Maintains self in good physical condition; meets Army standards for weight and physical fitness; generally follows rules for maintaining good health.

Maintains self in excellent physical condition; exceeds Army standards for physical condition and strength; takes all necessary precautionary steps for maintaining good health.

- 1 _____
- 2 _____
- 3 _____

- 6
- 6
- 6

- 5
- 5
- 5

- 3
- 3
- 3

- 2
- 2
- 2

- 1
- 1
- 1

RELATIONSHIP WITH CIVILIANS IN HOST COUNTRY

How ready is each soldier to interact effectively with host country civilians?

Has little or no interest in language or customs of host country; has minimal relationships with civilians; shows hostility toward host country civilians.

Speaks host country language enough to get basic ideas across; has generally friendly relationships with civilians; shows no hostility toward host country civilians.

Communicates in their language with host country civilians; establishes and maintains good relationships with civilians; displays respect for civilians and their property.

- 1 _____
- 2 _____
- 3 _____

- 6
- 6
- 6

- 5
- 5
- 5

- 3
- 3
- 3

- 2
- 2
- 2

- 1
- 1
- 1

SAFETY

How ready is each soldier to maintain the safety of self and others?

Sometimes fails to take precautionary measures or performs tasks in an unsafe manner endangering self and others; is generally not safety conscious.

Takes precautionary measures to avoid accidents; wears protective gear when needed; usually considers safety of self and others when on duty.

Actively promotes safety by encouraging others to follow safety rules and to take precautionary measures; is always very safety conscious when performing duties.

Soldier Initials

1 _____
 2 _____
 3 _____

2 2 2

3 3 3

4 4 4

5 5 5

6 6 6

7 7 7

VIGILANCE, PHYSICAL SECURITY, AND HANDLING CLASSIFIED MATERIALS

How ready is each soldier to maintain vigilance and security?

Shows little awareness of importance of vigilance and security; is careless in regard to guard duty or handling classified materials; allows security violations to go uncorrected.

Is generally conscious of vigilance and security requirements; takes most necessary precautionary measures; corrects or reports conditions that pose serious security problems.

Is very conscious of vigilance and security requirements; takes all necessary precautionary measures; promptly corrects or reports any condition that poses security problems.

1 _____
 2 _____
 3 _____

2 2 2

3 3 3

4 4 4

5 5 5

6 6 6

7 7 7

Note: Only complete the remaining scales for soldiers who are supervisors. Please be sure to place their initials on the same lines as before.

Complete the remaining scales only for soldiers who supervisor other soldiers.

CARE AND CONCERN FOR SUBORDINATES

How ready is each supervisor to show concern for subordinates?

Often fails to provide subordinates with needed emotional support; doesn't make sure newly arrived soldiers are properly oriented; doesn't promote well-being of troops.

Often provides subordinates with needed emotional support; generally makes sure that newly arrived soldiers are properly oriented; promotes well-being of troops.

Often fails to provide subordinates with needed emotional support; doesn't make sure newly arrived soldiers are properly oriented; doesn't promote well-being of troops.

Soldier Initials

1	2	3	4	5	6	7
_____	_____	_____	_____	_____	_____	_____
2	_____	_____	_____	_____	_____	_____
3	_____	_____	_____	_____	_____	_____

CARE AND CONCERN FOR SUBORDINATES' FAMILIES

How ready is each supervisor to show concern for subordinates' families?

Often fails to make sure newly arrived family members have adequate housing and other services; provides inadequate information and support for families in times of crisis.

Makes sure that most newly arrived family members have adequate housing and other services; generally provides families with needed information and support in times of crisis.

Ensures all newly arrived family members have adequate housing and other services; makes sure families have all needed information and support in times of crisis.

1	2	3	4	5	6	7
_____	_____	_____	_____	_____	_____	_____
2	_____	_____	_____	_____	_____	_____
3	_____	_____	_____	_____	_____	_____

KNOWLEDGE OF BATTLEFIELD TACTICS

How ready is each supervisor to apply knowledge of battlefield tactics?

Has poor grasp of battlefield tactics; makes too many mistakes concerning where and how to place and move troops and equipment.

Has good grasp of battlefield tactics; generally knows where and how to place and move troops and equipment under both fluid and static conditions.

Has excellent grasp of battlefield tactics; knows exactly where and how to place and move troops and equipment under both fluid and static conditions.

1	2	3	4	5	6	7
_____	_____	_____	_____	_____	_____	_____
2	_____	_____	_____	_____	_____	_____
3	_____	_____	_____	_____	_____	_____

LEADERSHIP

How ready is each supervisor to provide unit leadership?

<p>Organizes and executes missions poorly; promotes unit morale ineffectually; seldom provides subordinates needed guidance; makes many poor personnel decisions; not respected by subordinates.</p>	<p>Adequately organizes and executes missions; generally promotes unit morale; often provides needed guidance; often makes good personnel decisions; is looked up to by other soldiers.</p>	<p>Organizes and executes missions very well; actively promotes unit morale; provides subordinates job guidance as needed; consistently makes good personnel decisions; serves as a role model.</p>
--	---	---

Soldier Initials

1	2	3	4	5	6	7
_____	_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____	_____

MAINTAINING TRAINING STATUS OF SUBORDINATES

How ready is each supervisor to make sure subordinates are well trained?

<p>Is indifferent to subordinates' training needs; makes little effort to provide useful training or to steer subordinates to available training resources.</p>	<p>Generally helps subordinates identify their training needs and obtain remedial training; provides moderately well-organized and clear training to subordinates.</p>	<p>Makes sure subordinates get all necessary training; provides training in a constructive, comprehensive manner; provides encouragement and guidance to subordinates in need of remedial training.</p>
---	--	---

1	2	3	4	5	6	7
_____	_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____	_____

RELATIONSHIPS WITH OTHER UNITS

How ready is each supervisor to coordinate and cooperate with other units?

<p>Maintains poor relationships with other units; fails too often to coordinate own unit's actions with those of others; is generally uncooperative with other units.</p>	<p>Maintains and promotes good relationships with other units; generally coordinates own unit's actions with those of other units; generally cooperates with other units.</p>	<p>Maintains and promotes excellent relationships with other units; closely coordinates own unit's actions with those of other units; cooperates fully as required with other units.</p>
---	---	--

1	2	3	4	5	6	7
_____	_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____	_____

UNIT DEPLOYABILITY

How ready is each supervisor to assure unit deployability?

Constantly assures unit is ready to deploy; whereabouts of personnel are always known; all equipment is operational; records, inspections, and tests are always current.

Assures that unit is generally ready to deploy; whereabouts of personnel known most of time; most equipment is operational; records, inspections, and tests are mostly current.

Fails to assure that unit is ready to deploy; whereabouts of personnel often not known; too much equipment is inoperable; records, inspections, and tests are not current.

Soldier Initials

1	2	3	4	5	6	7
1	2	3	4	5	6	7
1	2	3	4	5	6	7

**Evaluation of the Individual Readiness Dimensions
(Form A)**

When you rated the soldiers on the 21 aspects or dimensions of readiness, you may have felt that some of the dimensions overlapped with others or weren't too important in arriving at an overall measure of individual readiness. Later in the research project, when we obtain readiness ratings on thousands of individuals, we want to be able to get the most comprehensive overall measure of readiness that we can. Yet we do not wish to burden the raters with having to make evaluations on a large number of scales. We would like to obtain the judgments of experienced officers and NCOs concerning which 12 dimensions would produce the best measure of individual officer and NCO readiness when combined into an overall composite index. What we are aiming for is a set of scales that efficiently and comprehensively covers the different dimensions that comprise officer and NCO readiness.

If you feel that we have not listed one or more key aspect or dimension of readiness, please write a brief description of the dimension(s) on the space provided on the bottom of the form.

Individual Readiness Dimension Evaluation (Form A)

Please check the 12 (no more, no less) dimensions that when combined would provide the most comprehensive overall measure of readiness for officers and NCOs.

Readiness Dimension

- | | |
|---|---|
| 1. Cooperation/Teamwork/Esprit' de Corps | 0 |
| 2. Effort and Initiative | 0 |
| 3. General Soldiering Skills | 0 |
| 4. Improvement of Job Expertise | 0 |
| 5. Individual Deployability (Army Task/Mission) | 0 |
| 6. Individual Deployability (Personal/Family) | 0 |
| 7. Job Discipline and Integrity | 0 |
| 8. Job Technical Knowledge/Skill | 0 |
| 9. Performance Under Pressure and Adverse Conditions | 0 |
| 10. Personal Discipline | 0 |
| 11. Physical Fitness and Health Maintenance | 0 |
| 12. Relationship with Civilians in Host Country | 0 |
| 13. Safety | 0 |
| 14. Vigilance, Physical Security, and Handling Classified Materials | 0 |
| 15. Care and Concern for Subordinates | 0 |
| 16. Care and Concern for Subordinates' Families | 0 |
| 17. Knowledge of Battlefield Tactics | 0 |
| 18. Leadership | 0 |
| 19. Maintaining Training Status of Subordinates | 0 |
| 20. Relationships with Other Units | 0 |
| 21. Unit Deployability | 0 |

Additional Dimensions:

**Evaluation of the Individual Readiness Dimensions
(Form B)**

Now we would like your judgments concerning which dimensions should be combined into an overall composite index that efficiently and comprehensively measures the readiness of nonsupervisory enlisted personnel.

Please select the 10 aspects or dimensions of readiness that would produce the best overall measure of individual readiness for nonsupervisory enlisted personnel.

If you feel that we have not listed one or more key aspect or dimension of readiness, please write a brief description of the dimension(s) on the space provided on the bottom of the form.

Individual Readiness Dimension Evaluation (Form B)

Please check the 10 (no more, no less) dimensions that when combined would provide the most comprehensive overall measure of readiness for nonsupervisory enlisted personnel.

Readiness Dimension

- 1. Cooperation/Teamwork/Esprit' de Corps
- 2. Effort and Initiative
- 3. General Soldiering Skills
- 4. Improvement of Job Expertise
- 5. Individual Deployability (Army Task/Mission)
- 6. Individual Deployability (Personal/Family)
- 7. Job Discipline and Integrity
- 8. Job Technical Knowledge/Skill
- 9. Performance Under Pressure and Adverse Conditions
- 10. Personal Discipline
- 11. Physical Fitness and Health Maintenance
- 12. Relationship with Civilians in Host Country
- 13. Safety
- 14. Vigilance, Physical Security, and Handling Classified Materials

Additional Dimensions:

**Evaluation of the Individual Readiness Dimensions
(Form C)**

It is often easier to rate individuals on some aspects or dimensions than on others. This may happen because some behaviors are not often seen, some rating scales may be unclear or ambiguously worded, or for a number of other reasons. We would like to know which of the readiness rating scales gave you the most difficulty when you rated the three soldiers. Please use Form C to indicate which scales gave you the most difficulty and what you feel the source of the difficulty was.

**Evaluation of the Individual Readiness Dimensions
(Form C)**

Please check the rating scales that were the most difficult to complete for the soldiers you rated and indicate the source of the difficulty.

<u>Readiness Dimensions</u>	<u>Source of Difficulty</u>
1. Cooperation/Teamwork/ Esprit' de Corps	o
2. Effort and Initiative	o
3. General Soldiering Skills	o
4. Improvement of Job Expertise	o
5. Individual Deployability (Army Task/Mission)	o
6. Individual Deployability (Personal/Family)	o
7. Job Discipline and Integrity	o
8. Job Technical Knowledge/Skill	o
9. Performance Under Pressure and Adverse Conditions	o
10. Personal Discipline	o
11. Physical Fitness and Health Maintenance	o
12. Relationship with Civilians in Host Country	o
13. Safety	o
14. Vigilance, Physical Security, and Handling Classified Materials	o
15. Care and Concern for Subordinates	o
16. Care and Concern for Subordinates' Families	o
17. Knowledge of Battlefield Tactics	o
18. Leadership	o
19. Maintaining Training Status of Subordinates	o
20. Relationships with Other Units	o
21. Unit Deployability	o

**Evaluation of the Individual Readiness Dimensions
(Form D)**

Some of the readiness rating dimensions may be more applicable to soldiers working in certain jobs than in others. In forming an overall composite measure of individual readiness for soldiers in different Army jobs, some rating dimensions may really be inappropriate or nonapplicable for measuring individual readiness in certain kinds of jobs.

Please examine the list of dimensions on Form D and indicate for which jobs, if any, some of the dimensions might best be dropped when forming a readiness composite for soldiers working in those jobs.

Individual Readiness Dimension Evaluation (Form D)

Please record next to the readiness dimensions any types of Army jobs for which it would be inappropriate to use the dimension in measuring individual readiness.

<u>Readiness Dimensions</u>	<u>Nonapplicable Army Jobs</u>
1. Cooperation/Teamwork/ Esprit' de Corps	o
2. Effort and Initiative	o
3. General Soldiering Skills	o
4. Improvement of Job Expertise	o
5. Individual Deployability (Army Task/Mission)	o
6. Individual Deployability (Personal/Family)	o
7. Job Discipline and Integrity	o
8. Job Technical Knowledge/Skill	o
9. Performance Under Pressure and Adverse Conditions	o
10. Personal Discipline	o
11. Physical Fitness and Health Maintenance	o
12. Relationship with Civilians in Host Country	o
13. Safety	o
14. Vigilance, Physical Security, and Handling Classified Materials	o
15. Care and Concern for Subordinates	o
16. Care and Concern for Subordinates' Families	o
17. Knowledge of Battlefield Tactics	o
18. Leadership	o
19. Maintaining Training Status of Subordinates	o
20. Relationships with Other Units	o
21. Unit Deployability	o

Questions About the Individual Readiness Rating Procedures

Please answer the following five questions about the rating procedure.

1. How useful was the short training session on typical errors that raters make? Would you say it was

of no use	<input type="radio"/>
a little useful	<input type="radio"/>
somewhat useful	<input type="radio"/>
quite useful	<input type="radio"/>
very useful	<input type="radio"/>

2. Would you rather have rated one soldier on all scales and then rated the next soldier on all scales, etc., or would you rather rate all soldiers on one scale and then go on to the next scale, as you did in this exercise?

Rate each soldier on all scales in turn	<input type="radio"/>
Rate all soldiers on each scale in turn	<input type="radio"/>

3. What is the maximum number of soldiers you would feel comfortable rating if there were just 12 readiness rating scales?

4. How long do you think a rater should know the soldier being rated before the rater is qualified to make these readiness ratings?

5. Do you believe these readiness scales apply equally well to officers and NCOs?

Apply more to officers than NCOs	<input type="radio"/>
Apply equally to officers and NCOs	<input type="radio"/>
Apply more to NCOs than officers	<input type="radio"/>

Thank you for your cooperation.

EXPERIMENTAL UNIT READINESS RATING FORM A

Rater's Rank/Grade _____ Rater's MOS/Branch _____ Date _____

DIRECTIONS

In this booklet, there are 18 draft rating scales for use in measuring the readiness of platoons and company-sized units. These scales are designed to be completed by soldiers in the units being rated as well as by officers in echelons above the units. We would like your help in evaluating the relevance, ease of understanding, and broadness of application of the scales. As a first step in obtaining these evaluations, we would like you to rate three units (either platoons or companies) that you feel most qualified to rate. The units should not be selected because they are the best or the worst units you know. Instead, the units should be selected because you feel most qualified to rate them. Please write down some designation of these three units in the space below. Then indicate the type and size of the units and whether you are now or were formerly a member, supervisor, or close observer of each unit. Also indicate how long you have worked with, observed, or supervised each unit.

Notice that there is no way we can (or would want to) tell the actual names of the units you are rating. Our interest is solely in evaluating and improving the scales as measures of unit readiness. But to evaluate the scales we need accurate and honest ratings. That way we can tell whether the scales would fulfill their purpose of allowing various levels of unit readiness to be determined where such variation in unit readiness actually exists. Before beginning to rate the units, please read over the titles of the 18 scales so that you will be familiar with the areas covered.

When you have completed rating the three units, we will ask you to evaluate the scales. When making your ratings, please keep in mind how to avoid some of the errors that raters commonly make, since these errors can be made in rating units as well as individuals.

Designation of Unit You Are Rating	Type/Size of Unit	Your Position Relative To This Unit		Length of Time You Have Worked With, Supervised, or Observed This Unit				
		Member	Close Observer	Supervisor	0-6 Months	7-12 Months	13-18 Months	19-24 Months
1. _____	_____	0	0	0	0	0	0	0
2. _____	_____	0	0	0	0	0	0	0
3. _____	_____	0	0	0	0	0	0	0

ADHERENCE TO STANDARDS

How ready is each unit to meet inspection standards and follow SOP?

Unit enforces and meets or exceeds all inspection standards; follows standard operating procedures at all times; conducts certification tests regularly and rigorously.

Unit enforces and meets most inspection standards; usually follows standard operating procedures; conducts certification tests fairly regularly and uniformly.

Unit is lax in enforcing and meeting inspection standards; fails to follow standard operating procedures too often; conducts certification tests irregularly and poorly.

Unit Designation

1	2	3	4	5	6	7
1	2	3	4	5	6	7
1	2	3	4	5	6	7

AMMUNITION, SUPPLIES, MATERIALS, AND OTHER EQUIPMENT (NOT INCLUDING VEHICLES AND WEAPONS)

Does each unit have the materiel (not including vehicles and weapons) necessary for mission accomplishment?

Unit lacks critical materiel necessary for mission accomplishment; vital materiel would not be available rapidly enough for use when needed.

Unit has much of the materiel necessary for mission accomplishment; some delays may occur in making materiel available for use when needed.

Unit has all materiel necessary for mission accomplishment; materiel is immediately available for use when needed.

Unit Designation

1	2	3	4	5	6	7
1	2	3	4	5	6	7
1	2	3	4	5	6	7

CARE AND CONCERN FOR FAMILIES

How ready is each unit in terms of care and concern for families?

Unit often fails to make sure that families receive necessary services and emotional support; provides insufficient orientations, counseling, assistance, compassionate leave, etc.

Unit generally tries to make sure that families receive necessary services and emotional support; often provides orientations, counseling, assistance, etc.

Unit makes extensive effort to ensure that families receive all necessary services and emotional support; provides valuable orientations, counseling, assistance, etc.

Unit Designation

1	2	3	4	5	6	7
1	2	3	4	5	6	7
1	2	3	4	5	6	7

CARE AND CONCERN FOR SOLDIERS

How ready is each unit in terms of care and concern for its soldiers?

Unit doesn't make sure soldiers receive necessary services; new troops are not promptly oriented; there's not enough concern for soldiers' well-being.

Unit usually tries to make sure soldiers receive necessary services; new troops are oriented fairly soon; concern for soldiers' well-being is displayed most of the time.

Unit makes every effort to ensure that soldiers receive necessary services; new troops are oriented quickly; concern for soldiers' well-being is displayed constantly.

Unit Designation

1
2
3

2
2
2

3
3
3

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4

5
5
5

7
7
7

COHESION AND TEAMWORK

How ready are each unit's members to work effectively together?

Unit members have low levels of morale, commitment, and camaraderie; members frequently don't assist one another; seldom put forth extra effort and initiative.

Unit members have intermediate levels of morale, commitment, and camaraderie; members often assist each other; sometimes put forth extra effort and initiative.

Unit members have high morale, commitment, and sense of camaraderie; members always assist each other in a coordinated manner; frequently put forth extra effort and initiative.

Unit Designation

1
2
3

2
2
2

3
3
3

4
4
4

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5

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7

COMMUNICATION WITHIN UNIT

How effectively is needed information transmitted within each unit?

Information is usually not passed efficiently through unit ranks; content may be incorrect or unclear; members of unit hierarchy often disagree on communication content.

Information is sometimes not passed efficiently through unit ranks; content may not be completely correct or clear; members of unit hierarchy may disagree on communication content.

Information is always passed efficiently through unit ranks; content is always correct and clear; members of unit hierarchy agree on content of communications to unit members.

Unit Designation

1
2
3

2
2
2

3
3
3

4
4
4

5
5
5

7
7
7

COOPERATION/COORDINATION WITH OTHER UNITS

How well does each unit cooperate with other units in attaining mission objectives?

Unit does not cooperate enough with other units; lack of coordination sometimes hampers achieving common goals; unit members seldom assist members of other units perform tasks.

Unit usually cooperates with other units, coordinating some of its actions to achieve common goals; unit members sometimes assist members of other units perform tasks.

Unit always cooperates with other units, fully coordinating its actions to achieve common goals; unit members frequently assist members of other units to perform tasks.

Unit Designation

1
2
3

2
2
2

3
3
3

4
4
4

5
5
5

6
6
6

7
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7

EMERGENT LEADERSHIP

How ready are the personnel in each unit to accept leadership roles when necessary?

Unit members rarely accept leadership responsibilities in absence of formal leaders; often fall to serve as positive role models for other soldiers.

Unit members are somewhat hesitant to accept leadership responsibilities when necessary in absence of formal leaders; sometimes fall to serve as positive role models for other soldiers.

Unit members are willing and able to accept leadership responsibilities when necessary in absence of formal leaders; serve as positive role models for other soldiers.

Unit Designation

1
2
3

2
2
2

3
3
3

4
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4

5
5
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6
6
6

7
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HIGHER ECHELON SUPPORT (BRIGADE, BATTALION LEVEL)

How much support do higher echelons give each unit to ensure its readiness?

Higher echelon support for the unit is spotty; resources and information needed to accomplish the unit's mission often are not provided.

Unit's higher echelon generally supports it, providing much of the resources and information needed to accomplish the unit's mission.

Unit's higher echelon ensures that the unit has all necessary resources and information to accomplish its mission.

Unit Designation

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LEADERSHIP

How ready are each unit's officers and NCOs to lead the unit?

Leadership of unit sometimes makes poor tactical and personnel decisions; plans and organizes missions poorly, fails to promote unit morale and readiness.

Leadership of unit generally makes good tactical and personnel decisions; plans and organizes missions well; promotes unit morale and readiness.

Leadership of unit consistently makes sound tactical and personnel decisions; plans and organizes missions very effectively; actively promotes unit morale and readiness.

Unit Designation

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MISSION PERFORMANCE

How ready is each unit to demonstrate it can perform its mission?

Unit generally performs poorly in military exercises; pays insufficient attention to mission objectives; acts on orders too slowly; is relatively unresponsive to changing conditions.

Unit generally performs well in military exercises; pays attention to mission objectives; acts on orders fairly quickly; responds promptly to changing conditions.

Unit performs extremely well in military exercises; gives priority attention to mission objectives; acts on orders very quickly; responds swiftly to changing conditions.

Unit Designation

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PERSONNEL CAPABILITIES

How ready are the soldiers in each unit to accomplish mission tasks?

Unit personnel lack some of the necessary MOS and basic Army skills and knowledge to accomplish mission tasks; serious shortages in numbers and types of personnel exist.

Unit personnel possess much of the MOS and basic Army skills and knowledge necessary to accomplish mission tasks; not all needed numbers and types of personnel are available.

Unit personnel possess all necessary MOS and basic Army skills and knowledge to accomplish mission tasks; all needed numbers and types of personnel are available.

Unit Designation

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PERSONNEL DEPLOYABILITY

How ready are the soldiers in each unit to be deployed?

Too few unit personnel may meet an alert; locations and telephone numbers of too many soldiers may be unknown; personnel alert rosters and other records are not current.

Some unit personnel may delay meeting alerts; locations and telephone numbers of some personnel may be unknown; personnel alert rosters and other records are fairly current.

All unit personnel are deployable at a moments notice; locations and telephone numbers of personnel are known at all times; personnel alert rosters and other records are completely current.

Unit Designation

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PHYSICAL FITNESS PROGRAM

How supportive of readiness is each unit's physical fitness program?

Unit physical fitness program doesn't adequately address the needs of unit personnel nor does it sufficiently support unit mission accomplishment.

Unit follows a physical fitness program that generally addresses the needs of unit personnel and supports unit mission accomplishment.

Unit diligently follows a comprehensive physical fitness program that effectively addresses the needs of unit personnel and helps assure unit mission accomplishment.

Unit Designation

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SECURITY/VIGILANCE

How ready is each unit to maintain adequate security/vigilance?

Unit is usually lax about security and vigilance; maintains insufficient guard and controls; does not generally encourage unit members to report potential security problems.

Unit is generally conscious of need for security and vigilance; usually maintains sufficient guard and controls; asks unit members to report potential security problems.

Unit is always conscious of security and vigilance needs in all situations; maintains constant guard and controls; encourages unit members to report potential security problems.

Unit Designation

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TRAINING PROGRAM

How supportive of readiness is each unit's training program?

Unit training program doesn't adequately address the needs of unit personnel nor does it sufficiently support unit mission accomplishment.

Unit follows a training program that generally addresses the needs of unit personnel and supports unit mission accomplishment.

Unit diligently follows a comprehensive training program that effectively addresses the needs of unit personnel and helps assure unit mission accomplishment.

Unit Designation

- 1
- 2
- 3

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4 4 4

6 6 6

7 7 7

UNIT WEAPONS

How ready is each unit to fire its weapons?

Unit weapons are not well maintained; serious delays might be experienced in making them available; unit is missing too much of the weaponry needed to accomplish mission objectives.

Unit weapons are generally well maintained; minor delays may be experienced in making them available; unit is missing some weaponry needed to accomplish mission objectives.

All unit weapons are well maintained and available for use at a moments notice; unit possesses all weaponry needed to accomplish mission objectives.

Unit Designation

- 1
- 2
- 3

2 2 2

3 3 3

4 4 4

6 6 6

7 7 7

VEHICLES/TRANSPORTATION

How ready are the vehicles in each unit to move out as necessary?

Unit vehicles are poorly maintained; not enough vehicles are "ready to roll"; unit lacks the vehicles needed to transport its equipment and personnel effectively.

Most unit vehicles are well maintained and "ready to roll"; unit has most of the vehicles needed to transport its equipment and personnel effectively.

All unit vehicles are very well maintained and "ready to roll"; unit has all vehicles needed to transport its equipment and personnel to fulfill mission objectives.

Unit Designation

- 1
- 2
- 3

2 2 2

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6 6 6

7 7 7

**Evaluation of the Unit Readiness Dimensions
(Form E)**

When you rated the units on the 18 aspects or dimensions of readiness, you may have felt that some of the dimensions overlapped with others or weren't too important in arriving at an overall measure of unit readiness. Later in the research project, when we obtain readiness ratings on hundreds of platoons and company-sized units, we want to be able to get the most comprehensive overall measure of readiness that we can. Yet we do not wish to burden the raters with having to make evaluations on a large number of scales. We would like to obtain the judgments of experienced officers and NCOs concerning which 12 dimensions would produce the best measure of unit readiness when combined into an overall composite index. What we are aiming for is a set of scales that efficiently and comprehensively covers the different dimensions that comprise unit readiness.

If you feel that we have not listed one or more key aspect or dimension of unit readiness, please write a brief description of the dimension(s) on the space provided on the bottom of the form.

Unit Readiness Dimension Evaluation (Form E)

Please check the 12 (no more, no less) dimensions that when combined would provide the most comprehensive overall measure of readiness for platoons and company-sized units.

Readiness Dimension

- | | |
|---|---|
| 1. Adherence to Standards | o |
| 2. Ammunition, Supplies, Materials, and
Other Equipment (Not Including Vehicles and Weapons) | o |
| 3. Care and Concern for Families | o |
| 4. Care and Concern for Soldiers | o |
| 5. Cohesion and Teamwork | o |
| 6. Communication Within Unit | o |
| 7. Cooperation/Coordination with Other Units | o |
| 8. Emergent Leadership | o |
| 9. Higher Echelon Support (Brigade, Battalion Level) | o |
| 10. Leadership | o |
| 11. Mission Performance | o |
| 12. Personnel Capabilities | o |
| 13. Personnel Deployability | o |
| 14. Physical Fitness Program | o |
| 15. Physical Security/Vigilance | o |
| 16. Training Program | o |
| 17. Unit Weapons | o |
| 18. Vehicles/Transportation | o |

Additional Dimensions:

**Evaluation of the Unit Readiness Dimensions
(Form F)**

It is often easier to rate units on some aspects or dimensions than on others. This may happen because some behaviors are not often seen, some rating scales may be unclear or ambiguously worded, or for a number of other reasons. We would like to know which of the readiness rating scales gave you the most difficulty when you rated the three units. Please use Form F to indicate which scales gave you the most difficulty and what you feel the source of the difficulty was.

**Evaluation of the Unit Readiness Dimensions
(Form F)**

Please check the rating scales that were the most difficult to complete for the units you rated and indicate the source of the difficulty.

<u>Readiness Dimensions</u>	<u>Source of Difficulty</u>
1. Adherence to Standards	o
2. Ammunition, Supplies, Materials, and Other Equipment (Not Including Vehicles and Weapons)	o
3. Care and Concern for Families	o
4. Care and Concern for Soldiers	o
5. Cohesion and Teamwork	o
6. Communication Within Unit	o
7. Cooperation/Coordination with Other Units	o
8. Emergent Leadership	o
9. Higher Echelon Support (Brigade, Battalion Level)	o
10. Leadership	o
11. Mission Performance	o
12. Personnel Capabilities	o
13. Personnel Deployability	o
14. Physical Fitness Program	o
15. Physical Security/Vigilance	o
16. Training Program	o
17. Unit Weapons	o
18. Vehicles/Transportation	o

**Evaluation of the Unit Readiness Dimensions
(Form G)**

Some of the readiness rating dimensions may be more applicable to certain types of units than to others. In forming an overall composite measure of unit readiness for different kinds of Army units, some rating dimensions may really be inappropriate or nonapplicable for measuring readiness.

Please examine the list of dimensions on Form G and indicate for which types of units, if any, some of the dimensions might best be dropped when forming a unit readiness composite.

Unit Readiness Dimension Evaluation (Form G)

Please record next to the readiness dimensions any types of Army units for which it would be inappropriate to use the dimension in measuring unit readiness.

<u>Readiness Dimensions</u>	<u>Nonapplicable Army Units</u>
1. Adherence to Standards	o
2. Ammunition, Supplies, Materials, and Other Equipment (Not Including Vehicles and Weapons)	o
3. Care and Concern for Families	o
4. Care and Concern for Soldiers	o
5. Cohesion and Teamwork	o
6. Communication Within Unit	o
7. Cooperation/Coordination with Other Units	o
8. Emergent Leadership	o
9. Higher Echelon Support (Brigade, Battalion Level)	o
10. Leadership	o
11. Mission Performance	o
12. Personnel Capabilities	o
13. Personnel Deployability	o
14. Physical Fitness Program	o
15. Physical Security/Vigilance	o
16. Training Program	o
17. Unit Weapons	o
18. Vehicles/Transportation	o

Questions About the Unit Readiness Rating Procedures

Please answer the following five questions about the rating procedure.

1. How useful would be an additional short training session on typical errors that unit raters make? Would you say it would be

of no use	o
a little useful	o
somewhat useful	o
quite useful	o
very useful	o

2. Would you rather have rated one unit on all scales and then rated the next unit on all scales, etc., or would you rather rate all units on one scale and then go on to the next scale, as you did in this exercise?

Rate each unit on all scales in turn	o
Rate all units on each scale in turn	o

3. What is the maximum number of units you would feel comfortable rating if there were just 12 readiness rating scales?

4. How long do you think a rater should know the unit being rated before the rater is qualified to make these readiness ratings?

5. Do you believe these readiness scales apply equally well to platoons and company-sized units?

Apply more to platoons than company-sized units	o
Apply equally to platoons and company-sized units	o
Apply more to company-sized units than platoons	o

Thank you for your cooperation.

DISCUSSION TOPICS

1. In general, did you find the scales easy to understand and apply? How could they be improved?
2. Do you think that individuals could accurately rate their own degree of readiness?
3. Do you think that peers (soldiers of the same rank) could accurately rate their own peers or should only supervisors rate subordinates' readiness?
4. Should first term, junior enlisted personnel complete the unit readiness scales as well as officers and NCOs?
5. Which officers (and NCOs) outside of company-sized units could best rate the unit's readiness?
6. How would you rate the validity and reliability of these types of ratings of unit and individual readiness compared to indexes that could be obtained from formal Army reports and records?
7. What are the family-related factors contributing to high/low individual and unit readiness that the research program should be sure to measure?

APPENDIX B

Instructions and Forms for Scale Evaluation Readiness Workshops
(Third Series)

INDIVIDUAL AND UNIT READINESS WORKSHOP AGENDA

Briefing on the Project and Day's Activities

Rating Training

Individual Readiness Rating

Evaluation of Individual Readiness Dimensions

BREAK

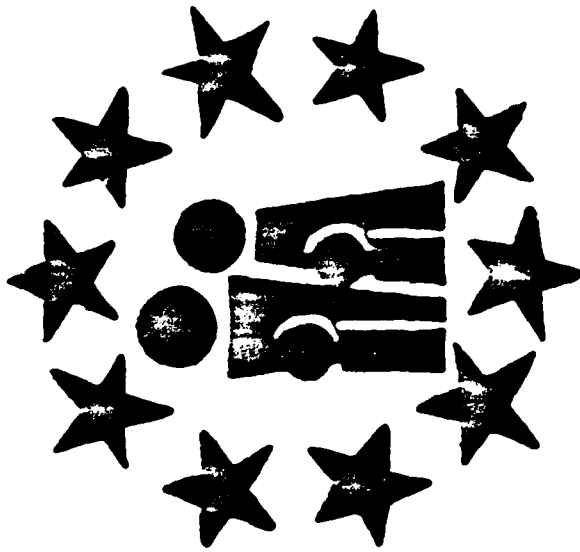
Unit Readiness Rating

Evaluation of Individual Readiness Dimensions

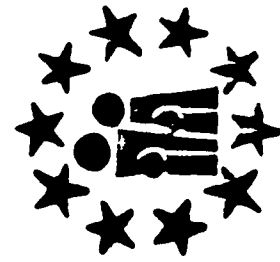
BREAK

Discussion

U.S. ARMY RESEARCH INSTITUTE



ARMY FAMILY RESEARCH PROGRAM



FAMILY ISSUES AFFECT RETENTION & READINESS

- SPOUSE'S OPINION & FAMILY'S CONCERN FOR CHILDREN AFFECT RETENTION
- FAMILY PROBLEMS CAUSE LOST SOLDIER TIME & LOST COMMAND TIME
- FAMILY CONCERNS ARE BELIEVED TO AFFECT MOBILIZATION, JOB PERFORMANCE, DEPLOYABILITY, ETC.



CHANGING NEEDS REQUIRE NEW RESPONSES

- **ALL VOLUNTEER FORCE HAS INCREASED EMPHASIS ON RETENTION**
- **PERCENT OF ARMY SPOUSES IN WORKFORCE HAS INCREASED IN LAST 15 YEARS--SPOUSES NOW ACCOUNT FOR 1/3 OF FAMILY INCOME**
- **MORE HIGH TECH JOBS IN ARMY RESULT IN TOUGHER COMPETITION WITH PRIVATE FIRMS**
- **MAJOR EMPHASIS ON FAMILY PROGRAMS SINCE 1983**



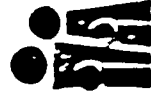
ANSWERS ABOUT THE IMPACT OF:

- **FAMILIES ON RETENTION**
- **FAMILIES ON READINESS**
- **ARMY POLICIES, PROGRAMS, AND PRACTICES ON FAMILIES**



IMPACT OF FAMILIES ON READINESS

- **HOW MUCH UNIT TIME IS LOST WHILE INCOMING FAMILIES SEARCH FOR HOUSING, SCHOOLS, ETC.? DO GOOD ORIENTATION PROGRAMS REDUCE THAT TIME?**
- **HOW DO FAMILY PROBLEMS AFFECT SOLDIER PERFORMANCE? HOW MUCH DO THESE PROBLEMS COST THE ARMY?**
- **WHICH FAMILY POLICIES AND PROGRAMS HAVE THE GREATEST EFFECTS ON READINESS?**



FINDINGS AND RECOMMENDATIONS ON:

READINESS:

- **RELATIONSHIP OF FAMILY FACTORS TO READINESS**
- **RELATIONSHIP OF ARMY POLICIES, PROGRAMS, AND PRACTICES TO READINESS**
- **POLICY RECOMMENDATIONS TO IMPROVE SOLDIER/FAMILY READINESS**



BENEFITS

- **MORE COST EFFECTIVE FAMILY POLICIES AND PROGRAMS**
- **IMPROVED ABILITY TO DEFEND ARMY FAMILY PROGRAMS**
- **IMPROVED RETENTION RATES FOR HIGH PERFORMING SOLDIERS**
- **ENHANCED SOLDIER PERFORMANCE AND READINESS**



SPECIFIC ACTIVITIES COVERED IN THIS WORKSHOP

A lot has been said about the impact of Army family programs on retention and readiness. There seems to be general agreement that through helping soldiers solve some of their family problems, the Army is able to increase individual and unit readiness. However, to date there has been little hard evidence that such linkages do, in fact, exist. The U.S. Army Research Institute is conducting a comprehensive research program to determine the extent and direction of these linkages.

A first step in establishing the connections between Army family programs and individual and unit readiness is to get a better understanding of what constitute readiness and how it can be measured. We realize, of course, that the Army currently measures readiness. What we are trying to determine is whether there are additional critical aspects of readiness that should be taken into consideration. To do this we have already conducted a set of workshops at several installations where Army service members from various ranks and units helped to generate a set of ratings scales to measure individual and unit readiness. During today's workshop we would like you to help evaluate these scales based on your military experience and knowledge.

We will begin today's activities by asking you to use the individual readiness rating scales to rate three individuals of your choice. After actually working with the scales we will then ask you to complete a set of evaluations of the individual readiness scales. The evaluations measure the scales' comprehensiveness, appropriateness, and ease of use.

Following a short break, we will ask you to use the unit readiness rating scales to rate three units of your choice. After working with the scales, we will ask you to evaluate them as you did for the individual readiness scales. These activities will be followed by a short break.

The final activity of the day will consist of a group discussion of a set of questions concerning the use of the scales. We would appreciate your opinions and suggestions based on your experience and knowledge of Army practices. We think you will find these activities interesting and challenging and we thank you for your cooperation.

RATING TRAINING DIRECTIONS

I've got my rating booklet open to the first category, COOPERATION/TEAMWORK/ESPRIT DE CORPS; why don't you do the same? You will notice that the label or name of the category is at the top of each scale and a short definition is right below it.

The most important feature of these rating scales, though, is what we call the behavioral anchors, defining exactly what is meant by each readiness level on the scale.

These behavioral anchors are features of our rating scales. Many rating scales you are likely to see will have either no anchors or only very general anchors such as "good" and "bad". What happens when scales with no anchors or only general anchors are used is that raters often disagree about what rating should be given to a particular person. The reason for this is that what you (point to someone) consider a "6" in terms of effectiveness might be the same as what you (point to another person) consider a "5". Who's to say what a "5", a "6", or a "7" means? As you can see though, our scales are specifically defined with behavioral anchors or bench-marks, so that raters can more easily agree on the types of performance that should be rated a "3" versus a "6" versus a "1", and so on.

In terms of what will actually happen during the rating session: First, you'll read through each readiness rating category. Then you will rate each of your subordinates or peers in the performance area by deciding which statement -- the one under the LOW end of the scale, the one under the middle of the scale, or the one under the HIGH end of the scale -- most closely matches the soldier's most typical degree of readiness in the category.

Now, let's say you're rating Joe Green and the mid-level statement described Joe's readiness most of the time. But, sometimes Joe performs in the way described in the high level statement. You should rate Joe a "5". Or, let's say the low level statement sounds like Joe at times but the mid-level statement still described his most typical readiness, a "3" would be

the appropriate rating. The main point is to match observed behavior and performance with the readiness statements on the scale and to give each soldier the rating that reflects his or her readiness most of the time.

By focusing on the mid-level anchor in the example I just gave, I don't want you to think that means you should rate everyone in the middle. If the high level anchor described a soldier's readiness most of the time, then you should rate that person a "6" or "7". Likewise, if the low-level anchor matches the person's typical readiness, give that person a "1" or a "2". Again, the important thing to remember is to use the behavioral anchors to help you rate each soldier as accurately and as objectively as you can.

Go Through the Error Training Program

Before you actually start your ratings, there are a couple more things I want to go over with you. When rating the readiness of others, we all have the tendency to make several rating errors. So at this point, I'm going to take a few minutes to review with you four very common rating errors, so that you will be able to avoid these when you make your ratings.

The first error is called HALO ERROR. What this means is that you have a general good or bad impression of the person you're evaluating and this impression tends to influence all of your ratings of him or her. For example, let's say you're rating Joe Green. You feel that Joe is pretty good overall. So you give him fairly high ratings in all of the readiness areas. For example, you might give Joe "5" on each readiness dimension. Now it's very unlikely that any one person performs at the same level in all areas of readiness. The reason for this is because each category is a relatively independent or separate area, and each soldier you are rating is likely to be strong in some areas and weaker in others. What we want you to do is to tell us about each soldier's strengths and weaknesses when it comes to readiness. In other words, in what areas is the person relatively ready and in what areas is the person less ready?

This next error shouldn't be a problem but let me mention it Sometimes, raters tend to think about only the most recent incident they have observed when they are deciding on a rating. For example, let's say that last Friday, Joe put in a lot of extra effort and showed great initiative. So when you get to that category, you remember that one incident and rate Joe a "7". However, what we want you to do is think about Joe's most typical performance in each area, and be sure that your rating reflects this as opposed to only the last incident you can remember.

The third error that raters often make is to allow things that have nothing to do with readiness to influence their ratings. For example, someone's family background or education or past experience may lead you to rate the person in certain ways - either high or low. Today, we want you to try and put anything that is not related to readiness out of your mind and to provide us with the most accurate and objective ratings that you can.

The last rating error I want to go over with you is called the SAME-LEVEL-OF-READINESS ERROR. This is probably one of the most common errors made. What it means is that raters tend to give the exact same rating to all of the peers or subordinates on a given category. So for example, on the COOPERATION AND TEAMWORK dimension, we might see ratings of "2", "2", "2"; then on EFFORT AND INITIATIVE, we might see ratings of "6", "6", "6"; then on GENERAL SOLDIERING SKILLS, we might see ratings of "4", "4", "4", and so on. Just as it was unlikely that any one individual is at the same level across all readiness categories, it is equally unlikely that all of the people you are rating are at the same level of readiness within a category. What I'm saying is that we not only want you to tell us about each individual's strengths and weaknesses, but we also want you to indicate differences between soldiers who are relatively ready in a given area and those who are less ready in that area.

Now that I've gone through these four errors, there's one final point that I want to stress again. That is, "call the ratings the way you see them." Although we don't want you to make rating errors, what's most important is that you rate each person accurately. For instance, all three persons may actually have the same degree of readiness in a given area, or

you may feel that one of the soldiers actually is at the "6" level in many areas. If this is the case, then by all means, rate the individuals in this way. However, when real differences exist, then your ratings should reflect these differences.

To make your ratings, simply encircle the appropriate number on the scale. Before beginning to rate the individuals, please read over the titles of the 21 scales so that you will be familiar with the areas covered.

Thank you for your cooperation.

EXPERIMENTAL, INDIVIDUAL READINESS RATING FORM A

Rater's Rank/Grade _____ Rater's MOS/Branch _____ Date _____

DIRECTIONS

In this booklet, there are 16 draft rating scales for use in measuring the readiness of individual soldiers. These scales are designed to be completed by supervisors or peers of the soldiers being rated. We would like your help in evaluating the relevance, ease of understanding, and broadness of application of the scales. As a first step in obtaining these evaluations, we would like you to rate three soldiers (either peers or subordinates) that you feel most qualified to rate. They should not be selected because they are the best or the worst soldiers you know. Instead, they should be selected because you feel most qualified to rate them. Please write down the initials of these three soldiers in the space below. Then indicate the soldiers' ranks or grades and whether you are a peer, first line supervisor, or second line supervisor of each soldier. Also indicate how long you have worked with or supervised each soldier.

Notice that there is no way we can (or would want to) tell the actual full names of the soldiers you are rating. Our interest is solely in evaluating and improving the scales as measures of individual readiness. But to evaluate the scales we need accurate and honest ratings. That way we can tell whether the scales would fulfill their purpose of allowing various levels of soldier readiness to be determined where such variation in individual readiness actually exists.

When you have completed rating the three soldiers, we will ask you to evaluate the scales. But before you begin the ratings, we would like to give you a short training session on how to avoid some of the errors that raters commonly make.

Initials of Soldier You Are Rating	The Soldier's Rank or Grade	Your Position Relative To This Soldier		Length of Time You Have Worked With or Supervised This Soldier				
		Peer Supervisor	1st Line Supervisor	2nd Line Supervisor	0-6 Months	7-12 Months	13-18 Months	19-24 Months
1. _____	_____	0	0	0	0	0	0	0
2. _____	_____	0	0	0	0	0	0	0
3. _____	_____	0	0	0	0	0	0	0

COOPERATION/TEAMWORK/ESPRIT' DE CORPS

How ready is each soldier to promote teamwork and esprit' de corps?

Seldom promotes cooperation and teamwork; seldom assists others in performance of their tasks; is not too flexible about the work methods of others.

Generally cooperates with other soldiers; will usually assist others so jobs get done in timely manner; generally supports cooperation and teamwork.

Is a team player; whenever necessary assists others in performing tasks; actively promotes cooperation and teamwork; coordinates own performance with that of others.

Soldier Initials

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2 2 2

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4 4 4

5 5 5

6 6 6

7 7 7

EFFORT AND INITIATIVE

How ready is each soldier to show extra effort and initiative?

Does not make the effort to ensure job gets done; gives up easily when faced with difficult problems; reluctantly accepts responsibility; seldom anticipates problems.

Puts in effort and keeps trying when its very important to complete assignments; overcomes most obstacles; accepts responsibility when given; anticipates potential problems.

Often volunteers to work extra hours; pushes hard to overcome all obstacles; assumes responsibility when necessary; identifies and attends to potential problems.

Soldier Initials

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2 2 2

3 3 3

4 4 4

5 5 5

6 6 6

7 7 7

GENERAL SOLDIERING SKILLS

How ready is each soldier in terms of general soldiering skills?

Does not display the knowledge/skill required to perform many basic or general Army tasks such as first aid, navigation, and M16 use and care.

Displays the knowledge/skill required to perform properly most basic or general Army tasks, but may need help for some tasks.

Displays the knowledge/skill to perform properly all basic or general Army tasks such as first aid, navigation, and M16 use and care.

Soldier Initials

1
2
3

2 2 2

3 3 3

4 4 4

5 5 5

6 6 6

7 7 7

INDIVIDUAL DEPLOYABILITY (ARMY TASK/MISSION)

How ready is each soldier to be deployed from an Army task/mission viewpoint?

Not likely to be ready to be deployed effectively since all his/her equipment and gear are not present or operational; whereabouts of soldier are sometimes unknown.	Deployment could be delayed or made less effective because some equipment and gear may not be present or operational; whereabouts of soldier are occasionally unknown.	Is ready to be deployed effectively at a moments notice because all his/her equipment and gear are present and operational; whereabouts of soldier are known at all times.
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Soldier Initials

1	2	3	4	5	6	7
1	2	3	4	5	6	7
1	2	3	4	5	6	7

INDIVIDUAL DEPLOYABILITY (PERSONAL/FAMILY)

How ready is each soldier to be deployed from the viewpoint of personal/family problems?

Is not likely to be ready to be deployed effectively since personal or family-related problems have not been solved or are not under control.	Deployment could be less effective because some personal or family-related problems have not been adequately solved.	Is ready to be deployed effectively because all personal or family-related problems have been solved or are under control.
---	--	--

Soldier Initials

1	2	3	4	5	6	7
1	2	3	4	5	6	7
1	2	3	4	5	6	7

JOB DISCIPLINE

How ready is each soldier to complete jobs in an orderly, timely, and thorough manner?

Often does not complete jobs on time; allows personal needs to interfere with job accomplishment; sometimes doesn't follow orders. Completes most jobs on time, but sometimes allows personal needs to interfere with job accomplishment; generally follows orders.

Always maintains punctual work schedule, completing jobs on time, despite personal needs; follows orders carefully and quickly.

Soldier Initials

1	2	3	4	5	6	7
1	2	3	4	5	6	7
1	2	3	4	5	6	7

JOB TECHNICAL KNOWLEDGE/SKILLS

How ready is each soldier in terms of specific job technical knowledge/skills?

Does not display the knowledge/skill required to perform many job assignments and tasks. Displays the knowledge/skill required to perform most job assignments and tasks properly, but may need help for harder tasks. Displays the knowledge/skill to perform all job assignments and tasks properly.

Soldier Initials

1	2	3	4	5	6	7
1	2	3	4	5	6	7
1	2	3	4	5	6	7

PERFORMANCE UNDER PRESSURE AND ADVERSE CONDITIONS

How ready is each soldier to perform effectively under stress?

Loses composure under dangerous or adverse conditions; tends to make unsound decisions and perform job duties ineffectually under pressure or stress. Loses some composure under dangerous or adverse conditions; loses some ability to make sound decisions and perform job duties effectively under pressure or stress. Maintains composure under dangerous or adverse conditions; is able to make sound decisions and perform job duties effectively under pressure or stress.

Soldier Initials

1	2	3	4	5	6	7
1	2	3	4	5	6	7
1	2	3	4	5	6	7

PERSONAL DISCIPLINE

How ready is each soldier to exercise self-discipline?

Maintains unwholesome life style while off duty; is too often drunk and may use illegal drugs; gets over head into debt; is dishonest at times.	With few exceptions, maintains wholesome life style while off duty; sometimes gets drunk; may occasionally get into debt; is generally honest and aboveboard.	Maintains wholesome life style while off duty; never abuses alcohol or illegal drugs; does not incur debts; is always honest and aboveboard.
---	---	--

Soldier Initials

1	2	3	4	5	6	7
1	2	3	4	5	6	7
1	2	3	4	5	6	7

PHYSICAL FITNESS AND HEALTH MAINTENANCE

How ready is each soldier to maintain his/her physical fitness and health?

Maintains self in poor physical condition; fails to meet Army standards for weight, physical stamina, and strength; often fails to follow rules for maintaining good health.	Maintains self in good physical condition; meets Army standards for weight and physical fitness; generally follows rules for maintaining good health.	Maintains self in excellent physical condition; exceeds Army standards for physical condition and strength; takes all necessary precautionary steps for maintaining good health.
--	---	--

Soldier Initials

1	2	3	4	5	6	7
1	2	3	4	5	6	7
1	2	3	4	5	6	7

Note: Only complete the remaining scales for soldiers who are supervisors. Please be sure to place their initials on the same lines as before.

CARE AND CONCERN FOR SUBORDINATES

How ready is each supervisor to show concern for subordinates?

Often fails to provide subordinates with needed emotional support; doesn't make sure newly arrived soldiers are properly oriented; doesn't promote well-being of troops.	Often provides subordinates with needed emotional support; generally makes sure that newly arrived soldiers are properly oriented; promotes well-being of troops.	Goes out of way to provide subordinates with needed emotional support; ensures that newly arrived soldiers are quickly oriented; actively promotes well-being of troops.
--	---	--

Soldier Initials

1	2	3	4	5	6	7
1	2	3	4	5	6	7
1	2	3	4	5	6	7

CARE AND CONCERN FOR SUBORDINATES' FAMILIES

How ready is each supervisor to show concern for subordinates' families?

Often fails to make sure newly arrived family members have adequate housing and other services; provides inadequate information and support for families in times of crisis.	Makes sure that most newly arrived family members have adequate housing and other services; generally provides families with needed information and support in times of crisis.	Ensures all newly arrived family members have adequate housing and other services; makes sure families have all needed information and support in times of crisis.
--	---	--

Soldier Initials

1	2	3	4	5	6	7
1	2	3	4	5	6	7
1	2	3	4	5	6	7

Note: Only complete these last two scales for supervisors whose jobs require the readiness capability indicated. Please be sure to place their initials on the same lines as before.

KNOWLEDGE OF BATTLEFIELD TACTICS

How ready is each supervisor to apply knowledge of battlefield tactics?

Has poor grasp of battlefield tactics; makes too many mistakes concerning where and how to place and move troops and equipment.	Has good grasp of battlefield tactics; generally knows where and how to place and move troops and equipment under both fluid and static conditions.	Has excellent grasp of battlefield tactics; knows exactly where and how to place and move troops and equipment under both fluid and static conditions.
---	---	--

Soldier Initials

1 _____
 2 _____
 3 _____

3 3 3
 4 4 4
 5 5 5
 6 6 6
 7 7 7

ASSURING UNIT DEPLOYABILITY

How ready is each supervisor to assure unit deployability?

Fails to assure that unit is ready to deploy; whereabouts of personnel often not known; too much equipment is inoperable; records, inspections, and tests are not current.	Assures that unit is generally ready to deploy; whereabouts of personnel known most of time; most equipment is operational; records, inspections, and tests are mostly current.	Constantly assures unit is ready to deploy; whereabouts of personnel are almost always known; all equipment is operational; records, inspections, and tests are always current.
--	---	---

Soldier Initials

1 _____
 2 _____
 3 _____

3 3 3
 4 4 4
 5 5 5
 6 6 6
 7 7 7

LEADERSHIP

How ready is each supervisor to provide unit leadership?

Organizes and executes missions poorly; promotes unit morale ineffectually; seldom provides subordinates needed guidance; makes many poor personnel decisions; not respected by subordinates. Adequately organizes and executes missions; generally promotes unit morale; often provides needed guidance; often makes good personnel decisions; is looked up to by other soldiers. Organizes and executes missions very well; actively promotes unit morale; provides subordinates job guidance as needed; consistently makes good personnel decisions; serves as a role model.

Soldier Initials

1	2	3	4	5	6	7
1	2	3	4	5	6	7
1	2	3	4	5	6	7

MAINTAINING TRAINING STATUS OF SUBORDINATES

How ready is each supervisor to make sure subordinates are well trained?

Is indifferent to subordinates' training needs; makes little effort to provide useful training or to steer subordinates to available training resources. Generally helps subordinates identify their training needs and obtain remedial training; provides moderately well-organized and clear training to subordinates. Makes sure subordinates get all necessary training; provides training in a constructive, comprehensive manner; provides encouragement and guidance to subordinates in need of remedial training.

Soldier Initials

1	2	3	4	5	6	7
1	2	3	4	5	6	7
1	2	3	4	5	6	7

**Evaluation of the Individual Readiness Dimensions
(Form A)**

When you rated the soldiers on the 16 aspects or dimensions of readiness, you may have felt that some of the dimensions overlapped with others or weren't too important in arriving at an overall measure of individual readiness. Later in the research project, when we obtain readiness ratings on thousands of individuals, we want to be able to get the most comprehensive overall measure of readiness that we can. Yet we do not wish to burden the raters with having to make evaluations on a large number of scales. We would like to obtain the judgments of experienced officers and NCOs concerning which 10 dimensions would produce the best measure of individual officer and NCO readiness when combined into an overall composite index. What we are aiming for is a set of scales that efficiently and comprehensively covers the different dimensions that comprise officer and NCO readiness.

If you feel that we have not listed one or more key aspect or dimension of readiness, please write a brief description of the dimension(s) on the space provided on the bottom of the form.

Individual Readiness Dimension Evaluation (Form A)

Please check the 10 (no more, no less) dimensions that when combined would provide the most comprehensive overall measure of readiness for officers and NCOs.

Readiness Dimension

- | | |
|--|-----------------------|
| 1. Cooperation/Teamwork/Esprit' de Corps | <input type="radio"/> |
| 2. Effort and Initiative | <input type="radio"/> |
| 3. General Soldiering Skills | <input type="radio"/> |
| 4. Individual Deployability (Army Task/Mission) | <input type="radio"/> |
| 5. Individual Deployability (Personal/Family) | <input type="radio"/> |
| 6. Job Discipline | <input type="radio"/> |
| 7. Job Technical Knowledge/Skills | <input type="radio"/> |
| 8. Performance Under Pressure and Adverse Conditions | <input type="radio"/> |
| 9. Personal Discipline | <input type="radio"/> |
| 10. Physical Fitness and Health Maintenance | <input type="radio"/> |
| 11. Care and Concern for Subordinates | <input type="radio"/> |
| 12. Care and Concern for Subordinates' Families | <input type="radio"/> |
| 13. Knowledge of Battlefield Tactics | <input type="radio"/> |
| 14. Assuring Unit Deployability | <input type="radio"/> |
| 15. Leadership | <input type="radio"/> |
| 16. Maintaining Training Status of Subordinates | <input type="radio"/> |

Additional Dimensions:

**Evaluation of the Individual Readiness Dimensions
(Form B)**

Now we would like your judgments concerning which dimensions should be combined into an overall composite index that efficiently and comprehensively measures the readiness of nonsupervisory enlisted personnel.

Please select the 8 aspects or dimensions of readiness that would produce the best overall measure of individual readiness for nonsupervisory enlisted personnel.

If you feel that we have not listed one or more key aspect or dimension of readiness, please write a brief description of the dimension(s) on the space provided on the bottom of the form.

Individual Readiness Dimension Evaluation (Form B)

Please check the 8 (no more, no less) dimensions that when combined would provide the most comprehensive overall measure of readiness for nonsupervisory enlisted personnel.

Readiness Dimension

- 1. Cooperation/Teamwork/Esprit' de Corps o
- 2. Effort and Initiative o
- 3. General Soldiering Skills o
- 4. Individual Deployability (Army Task/Mission) o
- 5. Individual Deployability (Personal/Family) o
- 6. Job Discipline o
- 7. Job Technical Knowledge/Skills o
- 8. Performance Under Pressure and Adverse Conditions o
- 9. Personal Discipline o
- 10. Physical Fitness and Health Maintenance o

Additional Dimensions:

**Evaluation of the Individual Readiness Dimensions
(Form C)**

It is often easier to rate individuals on some aspects or dimensions than on others. This may happen because some behaviors are not often seen, some rating scales may be unclear or ambiguously worded, or for a number of other reasons. We would like to know which of the readiness rating scales gave you the most difficulty when you rated the three soldiers. Please use Form C to indicate which scales gave you the most difficulty and what you feel the source of the difficulty was.

**Evaluation of the Individual Readiness Dimensions
(Form C)**

Please check the rating scales that were the most difficult to complete for the soldiers you rated and indicate the source of the difficulty.

<u>Readiness Dimensions</u>	<u>Source of Difficulty</u>
1. Cooperation/Teamwork/ Esprit' de Corps	o
2. Effort and Initiative	o
3. General Soldiering Skills	o
4. Individual Deployability (Army Task/Mission)	o
5. Individual Deployability (Personal/Family)	o
6. Job Discipline	o
7. Job Technical Knowledge/Skills	o
8. Performance Under Pressure and Adverse Conditions	o
9. Personal Discipline	o
10. Physical Fitness and Health Maintenance	o
11. Care and Concern for Subordinates	o
12. Care and Concern for Subordinates' Families	o
13. Knowledge of Battlefield Tactics	o
14. Assuring Unit Deployability	o
15. Leadership	o
16. Maintaining Training Status of Subordinates	o

**Evaluation of the Individual Readiness Dimensions
(Form D)**

Some of the readiness rating dimensions may be more applicable to soldiers working in certain jobs than in others. In forming an overall composite measure of individual readiness for soldiers in different Army jobs, some rating dimensions may really be inappropriate or nonapplicable for measuring individual readiness in certain kinds of jobs.

Please examine the list of dimensions on Form D and indicate for which jobs, if any, some of the dimensions might best be dropped when forming a readiness composite for soldiers working in those jobs.

Individual Readiness Dimension Evaluation (Form D)

Please record next to the readiness dimensions any types of Army jobs for which it would be inappropriate to use the dimension in measuring individual readiness.

Readiness Dimensions

Nonapplicable Army Jobs

- | | |
|---|---|
| 1. Cooperation/Teamwork/
Esprit' de Corps | o |
| 2. Effort and Initiative | o |
| 3. General Soldiering Skills | o |
| 4. Individual Deployability
(Army Task/Mission) | o |
| 5. Individual Deployability
(Personal/Family) | o |
| 6. Job Discipline | o |
| 7. Job Technical Knowledge/Skills | o |
| 8. Performance Under Pressure and
Adverse Conditions | o |
| 9. Personal Discipline | o |
| 10. Physical Fitness and
Health Maintenance | o |
| 11. Care and Concern for Subordinates | o |
| 12. Care and Concern for Subordinates'
Families | o |
| 13. Knowledge of Battlefield Tactics | o |
| 14. Assuring Unit Deployability | o |
| 15. Leadership | o |
| 16. Maintaining Training Status
of Subordinates | o |

Questions About the Individual Readiness Rating Procedures

Please answer the following five questions about the rating procedure.

1. How useful was the short training session on typical errors that raters make? Would you say it was

of no use	0
a little useful	0
somewhat useful	0
quite useful	0
very useful	0

2. Do you have any suggestions as to the main points or factors that should be included in any such training materials for unit raters?

3. What is the maximum number of soldiers you would feel comfortable rating if there were just 10 readiness rating scales?
- _____

4. How long do you think a rater should know the soldier being rated before the rater is qualified to make these readiness ratings?

at least 3 months	0
at least 6 months	0
at least 9 months	0
at least 1 year	0

5. How many company-sized units do you know well enough to rate on these scales? _____ How many platoon-sized units? _____

Thank you for your cooperation.

EXPERIMENTAL UNIT READINESS RATING FORM A

Rater's Rank/Grade _____ Rater's MOS/Branch _____ Date _____

DIRECTIONS

In this booklet, there are 14 draft rating scales for use in measuring the readiness of platoons and company-sized units. These scales are designed to be completed by soldiers in the units being rated as well as by officers in echelons above the units. We would like your help in evaluating the relevance, ease of understanding, and broadness of application of the scales. As a first step in obtaining these evaluations, we would like you to rate three units (either platoons or companies) that you feel most qualified to rate. The units should not be selected because they are the best or the worst units you know. Instead, the units should be selected because you feel most qualified to rate them. Please write down some designation of these three units in the space below. Then indicate the type and size of the units and whether you are now or were formerly a member, supervisor, or close observer of each unit. Also indicate how long you have worked with, observed, or supervised each unit.

Notice that there is no way we can (or would want to) tell the actual names of the units you are rating. Our interest is solely in evaluating and improving the scales as measures of unit readiness. But to evaluate the scales we need accurate and honest ratings. That way we can tell whether the scales would fulfill their purpose of allowing various levels of unit readiness to be determined where such variation in unit readiness actually exists. Before beginning to rate the units, please read over the titles of the 14 scales so that you will be familiar with the areas covered.

When you have completed rating the three units, we will ask you to evaluate the scales. When making your ratings, please keep in mind how to avoid some of the errors that raters commonly make, since these errors can be made in rating units as well as individuals.

Designation of Unit You Are Rating	Type/Size of Unit	Your Position Relative To This Unit		Length of Time You Have Worked With, Supervised, or Observed This Unit				
		Close		0-6	7-12	13-18	19-24	More Than
		Member	Observer	Months	Months	Months	Months	2 Years
1. _____	_____	0	0	0	0	0	0	0
2. _____	_____	0	0	0	0	0	0	0
3. _____	_____	0	0	0	0	0	0	0

ADHERENCE TO STANDARDS

How ready is the unit to meet inspection standards and follow appropriate operating procedures?

Unit is lax in enforcing and meeting inspection standards; too often fails to follow appropriate operating procedures; conducts certification tests irregularly and poorly. Unit enforces and meets most inspection standards; usually follows appropriate operating procedures; conducts certification tests fairly regularly and vigorously. Unit enforces and meets or exceeds all inspection standards; follows appropriate operating procedures at all times; conducts certification tests regularly and vigorously.

Unit Designation	1	2	3	4	5	6	7

AMMUNITION, SUPPLIES, MATERIALS, AND OTHER EQUIPMENT (NOT INCLUDING VEHICLES AND WEAPONS)

Does each unit have the materiel (not including vehicles and weapons) necessary for mission accomplishment?

Unit lacks materiel and operating equipment necessary for mission accomplishment; materiel would not be available soon enough for use when needed. Unit has much of the materiel and equipment necessary for mission accomplishment; some delays may occur in making materiel available for use when needed. Unit has all materiel and operating equipment for mission accomplishment; materiel is immediately available for use when needed.

Unit Designation	1	2	3	4	5	6	7

CARE AND CONCERN FOR FAMILIES

How ready is each unit in terms of care and concern for families?

Unit often fails to make sure that families receive necessary services and emotional support; provides insufficient orientations, counseling, assistance, compassionate leave, etc. Unit generally tries to make sure that families receive necessary services and emotional support; often provides orientations, counseling, assistance, etc. Unit makes extensive effort to ensure that families receive all necessary services and emotional support; provides valuable orientations, counseling, assistance, etc.

Unit Designation	1	2	3	4	5	6	7

CARE AND CONCERN FOR SOLDIERS

How ready is each unit in terms of care and concern for its soldiers?

Unit doesn't make sure soldiers receive necessary services; new troops are not promptly oriented; there's not enough concern for soldiers' well-being.

Unit usually tries to make sure soldiers receive necessary services; new troops are oriented fairly soon; concern for soldiers' well-being is displayed most of the time.

Unit makes every effort to ensure that soldiers receive necessary services; new troops are oriented quickly; concern for soldiers' well-being is displayed constantly.

Unit Designation

1
2
3

2
2
2

3
3
3

4
4
4

5
5
5

6
6
6
7
7
7

COHESION AND TEAMWORK

How ready are each unit's members to work effectively together?

Unit members have low levels of morale, commitment, and camaraderie; members frequently don't assist one another; seldom put forth extra effort and initiative.

Unit members have intermediate levels of morale, commitment, and camaraderie; members often assist each other; sometimes put forth extra effort and initiative.

Unit members have high morale, commitment, and sense of camaraderie; members always assist each other in a coordinated manner; frequently put forth extra effort and initiative.

Unit Designation

1
2
3

2
2
2

3
3
3

4
4
4

5
5
5

6
6
6
7
7
7

COMMUNICATION WITHIN UNIT

How effectively is needed information transmitted within each unit?

Information is usually not passed efficiently through unit ranks; content may be incorrect or unclear; members of unit hierarchy often disagree on communication content.

Information is sometimes not passed efficiently through unit ranks; content may not be completely correct or clear; members of unit hierarchy may disagree on communication content.

Information is always passed efficiently through unit ranks; content is always correct and clear; members of unit hierarchy agree on content of communications to unit members.

Unit Designation

1
2
3

2
2
2

3
3
3

4
4
4

5
5
5

6
6
6
7
7
7

LEADERSHIP

How ready are each unit's officers and NCOs to lead the unit?

Leadership of unit sometimes makes poor tactical and personnel decisions; plans and organizes missions poorly; fails to promote unit morale and readiness.

Leadership of unit generally makes good tactical and personnel decisions; plans and organizes missions well; promotes unit morale and readiness.

Leadership of unit consistently makes sound tactical and personnel decisions; plans and organizes missions very effectively; actively promotes unit morale and readiness.

Unit Designation

- 1 _____
- 2 _____
- 3 _____

2 2 2

3 3 3

4 4 4

5 5 5

7 7 7

MISSION PERFORMANCE

How ready is each unit to demonstrate it can perform its mission?

Unit generally performs poorly in military exercises; pays insufficient attention to mission objectives; acts on orders too slowly; is relatively unresponsive to changing conditions.

Unit generally performs well in military exercises; pays attention to mission objectives; acts on orders fairly quickly; responds fairly promptly to changing conditions.

Unit performs extremely well in military exercises; gives priority attention to mission objectives; acts on orders very quickly; responds swiftly to changing conditions.

Unit Designation

- 1 _____
- 2 _____
- 3 _____

2 2 2

3 3 3

4 4 4

5 5 5

7 7 7

PERSONNEL CAPABILITIES

How ready are the soldiers in each unit to accomplish mission tasks?

Unit personnel lack some of the necessary MOS and basic Army skills and knowledge to accomplish mission tasks; serious shortages in numbers and types of personnel exist.

Unit personnel possess much of the MOS and basic Army skills and knowledge necessary to accomplish mission tasks; not all needed numbers and types of personnel are available.

Unit personnel possess all necessary MOS and basic Army skills and knowledge to accomplish mission tasks; all needed numbers and types of personnel are available.

Unit Designation

- 1 _____
- 2 _____
- 3 _____

2 2 2

3 3 3

4 4 4

5 5 5

7 7 7

PERSONNEL DEPLOYABILITY

How ready are the soldiers in each unit to meet an alert?

Too few unit personnel may meet an alert; locations and telephone numbers of too many soldiers may be unknown; personnel alert rosters and other records are not current.

Some unit personnel may delay meeting alerts; locations and telephone numbers of some personnel may be unknown; personnel alert rosters and other records are fairly current.

All unit personnel are deployable at a moment's notice; locations and telephone numbers of all personnel are known; personnel alert rosters and other records are completely current.

Unit Designation

1	2	3	4	5	6	7
1	2	3	4	5	6	7
1	2	3	4	5	6	7

PHYSICAL FITNESS PROGRAM

How supportive of readiness is each unit's physical fitness program?

Unit physical fitness program doesn't adequately address the needs of unit personnel nor does it sufficiently support unit mission accomplishment.

Unit follows a physical fitness program that generally addresses the needs of unit personnel and supports unit mission accomplishment.

Unit diligently follows a comprehensive physical fitness program that effectively addresses the needs of unit personnel and helps assure unit mission accomplishment.

Unit Designation

1	2	3	4	5	6	7
1	2	3	4	5	6	7
1	2	3	4	5	6	7

TRAINING PROGRAM

How supportive of readiness is each unit's training program?

Unit training program doesn't adequately address the needs of unit personnel nor does it sufficiently support unit mission accomplishment.

Unit follows a training program that generally addresses the needs of unit personnel and supports unit mission accomplishment.

Unit diligently follows a comprehensive training program that effectively addresses the needs of unit personnel and helps assure unit mission accomplishment.

Unit Designation

- 1 _____
- 2 _____
- 3 _____

3 3 4 4 5

6 6 6 7 7 7

Note: Mark last column for any units that have no weapons or vehicles.

UNIT WEAPONS

How ready is each unit to fire its weapons?

Unit weapons are not well maintained; serious delays might be experienced in making them available; unit is missing too much of the weaponry needed to accomplish mission objectives.

Unit weapons are generally well maintained; minor delays may be experienced in making them available; unit is missing some weaponry needed to accomplish mission objectives.

All unit weapons are well maintained and available for use at a moment's notice; unit possesses all weaponry needed to accomplish mission objectives.

Scale does not apply - unit has no weapons.

Unit Designation

- 1 _____
- 2 _____
- 3 _____

3 3 3 4 4 4 5 5 5

6 6 6 7 7 7 8 8 8

VEHICLES/TRANSPORTATION

How ready are the vehicles in each unit to help accomplish its mission?

Unit vehicles are poorly maintained; not enough vehicles are "ready to roll"; unit lacks the vehicles needed to transport its equipment and personnel effectively.

Most unit vehicles are well maintained and "ready to roll"; unit has most of the vehicles needed to transport its equipment and personnel effectively.

All unit vehicles are very well maintained and "ready to roll"; unit has all vehicles needed to transport its equipment and personnel to fulfill mission objectives.

Scale does not apply - unit has no weapons.

Unit Designation

- 1 _____
- 2 _____
- 3 _____

3 3 3 4 4 4 5 5 5

6 6 6 7 7 7 8 8 8

**Evaluation of the Unit Readiness Dimensions
(Form E)**

When you rated the units on the 14 aspects or dimensions of readiness, you may have felt that some of the dimensions overlapped with others or weren't too important in arriving at an overall measure of unit readiness. Later in the research project, when we obtain readiness ratings on hundreds of platoons and company-sized units, we want to be able to get the most comprehensive overall measure of readiness that we can. Yet we do not wish to burden the raters with having to make evaluations on a large number of scales. We would like to obtain the judgments of experienced officers and NCOs concerning which 10 dimensions would produce the best measure of unit readiness when combined into an overall composite index. What we are aiming for is a set of scales that efficiently and comprehensively covers the different dimensions that comprise unit readiness.

If you feel that we have not listed one or more key aspect or dimension of unit readiness, please write a brief description of the dimension(s) on the space provided on the bottom of the form.

Unit Readiness Dimension Evaluation (Form E)

Please check the 10 (no more, no less) dimensions that when combined would provide the most comprehensive overall measure of readiness for platoons and company-sized units.

Readiness Dimension

- 1. Adherence to Standards ○
- 2. Ammunition, Supplies, Materials, and
Other Equipment (Not Including Vehicles and Weapons) ○
- 3. Care and Concern for Families ○
- 4. Care and Concern for Soldiers ○
- 5. Cohesion and Teamwork ○
- 6. Communication Within Unit ○
- 7. Leadership ○
- 8. Mission Performance ○
- 9. Personnel Capabilities ○
- 10. Personnel Deployability ○
- 11. Physical Fitness Program ○
- 12. Training Program ○
- 13. Unit Weapons ○
- 14. Vehicles/Transportation ○

Additional Dimensions:

**Evaluation of the Unit Readiness Dimensions
(Form F)**

It is often easier to rate units on some aspects or dimensions than on others. This may happen because some behaviors are not often seen, some rating scales may be unclear or ambiguously worded, or for a number of other reasons. We would like to know which of the readiness rating scales gave you the most difficulty when you rated the three units. Please use Form F to indicate which scales gave you the most difficulty and what you feel the source of the difficulty was.

**Evaluation of the Unit Readiness Dimensions
(Form F)**

Please check the rating scales that were the most difficult to complete for the units you rated and indicate the source of the difficulty.

<u>Readiness Dimensions</u>	<u>Source of Difficulty</u>
1. Adherence to Standards	o
2. Ammunition, Supplies, Materials, and Other Equipment (Not Including Vehicles and Weapons)	o
3. Care and Concern for Families	o
4. Care and Concern for Soldiers	o
5. Cohesion and Teamwork	o
6. Communication Within Unit	o
7. Leadership	o
8. Mission Performance	o
9. Personnel Capabilities	o
10. Personnel Deployability	o
11. Physical Fitness Program	o
12. Training Program	o
13. Unit Weapons	o
14. Vehicles/Transportation	o

**Evaluation of the Unit Readiness Dimensions
(Form G)**

Some of the readiness rating dimensions may be more applicable to certain types of units than to others. In forming an overall composite measure of unit readiness for different kinds of Army units, some rating dimensions may really be inappropriate or nonapplicable for measuring readiness.

Please examine the list of dimensions on Form G and indicate for which types of units, if any, some of the dimensions might best be dropped when forming a unit readiness composite.

Unit Readiness Dimension Evaluation (Form G)

Please record next to the readiness dimensions any types of Army units for which it would be inappropriate to use the dimension in measuring unit readiness.

Readiness Dimensions

Nonapplicable Army Units

- | | |
|--|---|
| 1. Adherence to Standards | o |
| 2. Ammunition, Supplies, Materials, and Other Equipment (Not Including Vehicles and Weapons) | o |
| 3. Care and Concern for Families | o |
| 4. Care and Concern for Soldiers | o |
| 5. Cohesion and Teamwork | o |
| 6. Communication Within Unit | o |
| 7. Leadership | o |
| 8. Mission Performance | o |
| 9. Personnel Capabilities | o |
| 10. Personnel Deployability | o |
| 11. Physical Fitness Program | o |
| 12. Training Program | o |
| 13. Unit Weapons | o |
| 14. Vehicles/Transportation | o |

Questions About the Unit Readiness Rating Procedures

Please answer the following five questions about the rating procedure.

1. Do you have any suggestions as to how the short training session on typical errors could be made more useful to raters?

2. Do you have any suggestions as to how the scale format used could be improved?

3. What is the maximum number of units you would feel comfortable rating at one time if there were just 10 readiness rating scales?

4. How long do you think a rater should know the unit being rated before the rater is qualified to make these readiness ratings? Would you say
at least 3 months o
at least 6 months o
at least 9 months o
at least 1 year o

5. How many platoons do you know well enough to rate on these scales? ____
How many companies? _____

Thank you for your cooperation.

DISCUSSION TOPICS

1. In general, did you find the scales easy to understand and apply? How could they be improved?
2. Do you think that individuals could accurately rate their own degree of readiness?
3. Do you think that peers (soldiers of the same rank) could accurately rate their own peers or should only supervisors rate subordinates' readiness?
4. Should first term, junior enlisted personnel complete the unit readiness scales as well as officers and NCOs?
5. Which officers (and NCOs) outside of company-sized units could best rate the unit's readiness?
6. How would you rate the validity and reliability of these types of ratings of unit and individual readiness compared to indexes that could be obtained from formal Army reports and records?
7. What are the family-related factors contributing to high/low individual and unit readiness that the research program should be sure to measure?

APPENDIX C

Personnel File Forms III - Enlisted and Officer Versions

Name _____

SSN _____

Personnel File Form III
(Enlisted)

Carefully read and answer each question to the best of your knowledge.

AWARDS, DECORATIONS, RECOGNITION

1. Indicate any awards and decorations you have received by checking all those that apply. If you have received any that are not listed below, check the blank(s) to the left of Other and write the name(s) of the award(s) or decoration(s) in the blanks to the right.

- | | |
|--|---|
| <input type="checkbox"/> Air Assault Badge | <input type="checkbox"/> Good Conduct Medal |
| <input type="checkbox"/> Aircraft Crewman Badge | <input type="checkbox"/> Nuclear Reactor Operator Badge |
| <input type="checkbox"/> Army Achievement Medal | <input type="checkbox"/> Parachutist Badge |
| <input type="checkbox"/> Army Commendation Medal
(Valor or Merit) | <input type="checkbox"/> Pathfinder Badge |
| <input type="checkbox"/> Combat Field Medical Badge | <input type="checkbox"/> Purple Heart |
| <input type="checkbox"/> Combat Infantry Badge | <input type="checkbox"/> Ranger Tab |
| <input type="checkbox"/> Diver's Badge | <input type="checkbox"/> Other _____ |
| <input type="checkbox"/> Driver and Mechanic Badge | <input type="checkbox"/> Other _____ |
| <input type="checkbox"/> Expert Field Medical Badge | <input type="checkbox"/> Other _____ |
| <input type="checkbox"/> Expert Infantry Badge | <input type="checkbox"/> Other _____ |
| <input type="checkbox"/> Explosive Ordnance Disposal Badge | <input type="checkbox"/> Other _____ |

For the next two questions, indicate the number of Letters and Certificates of Appreciation, Commendation, or Achievement you have received in the past two years. DO NOT count Letters or Certificates received for the following:

- o Completion of AIT
- o Completion of any training courses taken after AIT
- o Completion of Head Start
- o Announcement of a promotion
- o Announcement of an award or decoration

2. How many Letters of Appreciation, Commendation, or Achievement have you received in the past two years?

- | | |
|----------------------------|------------------------------------|
| <input type="checkbox"/> 0 | <input type="checkbox"/> 3 |
| <input type="checkbox"/> 1 | <input type="checkbox"/> 4 |
| <input type="checkbox"/> 2 | <input type="checkbox"/> 5 or more |

3. How many Certificates of Appreciation, Commendation, or Achievement have you received in the past two years?

- | | |
|----------------------------|------------------------------------|
| <input type="checkbox"/> 0 | <input type="checkbox"/> 3 |
| <input type="checkbox"/> 1 | <input type="checkbox"/> 4 |
| <input type="checkbox"/> 2 | <input type="checkbox"/> 5 or more |

TEST RESULTS

4. Indicate your assigned weapon(s) and your most recent weapon qualification in the spaces provided below.

Weapon: _____ EXP SPS MKM NQ Date _____

Weapon: _____ EXP SPS MKM NQ Date _____

Weapon: _____ EXP SPS MKM NQ Date _____

5. What was your last Physical Readiness Test Score?

(Scores range from 0-300) _____ Date _____

6. Have you ever taken a Skill Qualification Test (SQT)?

_____ yes _____ no

If yes, what was your most recent SQT score?

(SQT scores range from 0 - 100) _____ Date _____

MILITARY EDUCATION

7. Indicate any Military schooling or training you have completed by checking all the schools/courses below that apply.

_____ ANCOC	_____ PTC Ranger school/Special Forces
_____ BTC	_____ Ranger school/Special Forces
_____ BNCOC/CA	_____ qualification course
_____ NBC	_____ Correspondence
_____ PLC	_____ Other _____
_____ PLDC	_____ Other _____
_____ PNCOC/CA	_____ Other _____

8. Are you currently scheduled to attend any Military schools/courses?

_____ yes _____ no

If yes, write those school(s)/course(s) that you are scheduled to attend on the blanks below:

PROMOTIONS/REDUCTIONS

9. How many times have you appeared before a promotion board?
 ___ 0 ___ 1 ___ 2 ___ 3 ___ 4 ___ 5 ___ 6 ___ 7 or more

10. For the last two times you have appeared before a promotion board, list your grade at the time, your total number of administrative points, and the total number of promotion board points.

	<u>Grade</u>	<u>Administrative points (800 pts. max.)</u>	<u>Promotion board points (200 pts. max.)</u>
Most recent appearance	_____	_____	_____
Next most recent appearance	_____	_____	_____

11. Have you ever been recommended for a promotion from the secondary zone?

___ yes ___ no

If yes, for what grade were you being considered? _____

What was your time in service? _____ months

12. How many of your appearances before a promotion board have been for re-evaluation? _____

13. Have you ever required any promotion waivers?

___ yes ___ no

If yes, check all that apply.

- ___ waiver of AWOL time or time lost for current enlistment
- ___ waiver of conviction of one or more summary, special, or general courts martial for current enlistment
- ___ Other _____

14. Have you ever received a reduction in grade? ___ yes ___ no

If yes, from grade _____ to grade _____ .

Reason for reduction: _____

DISCIPLINARY ACTION

15. How many Articles 15 have you received in the past two years?

- | | |
|----------------------------|------------------------------------|
| <input type="checkbox"/> 0 | <input type="checkbox"/> 3 |
| <input type="checkbox"/> 1 | <input type="checkbox"/> 4 |
| <input type="checkbox"/> 2 | <input type="checkbox"/> 5 or more |

16. How many FLAG Actions have you received (i.e., suspension of a favorable personnel action) in the past two years?

- | | |
|----------------------------|------------------------------------|
| <input type="checkbox"/> 0 | <input type="checkbox"/> 3 |
| <input type="checkbox"/> 1 | <input type="checkbox"/> 4 |
| <input type="checkbox"/> 2 | <input type="checkbox"/> 5 or more |

17. How many days during the past two years have you been AWOL?

- | | |
|----------------------------|------------------------------------|
| <input type="checkbox"/> 0 | <input type="checkbox"/> 4 |
| <input type="checkbox"/> 1 | <input type="checkbox"/> 5 |
| <input type="checkbox"/> 2 | <input type="checkbox"/> 6 |
| <input type="checkbox"/> 3 | <input type="checkbox"/> 7 or more |

18. How any times have you been court martialed?

- | | |
|----------------------------|------------------------------------|
| <input type="checkbox"/> 0 | <input type="checkbox"/> 2 |
| <input type="checkbox"/> 1 | <input type="checkbox"/> 3 or more |

19. If you have been court martialed, how many times were you convicted of an offense?

- | | |
|----------------------------|------------------------------------|
| <input type="checkbox"/> 0 | <input type="checkbox"/> 2 |
| <input type="checkbox"/> 1 | <input type="checkbox"/> 3 or more |

REENLISTMENT

20. Are you currently barred from reenlisting?

- yes no

If yes, write the reason for your reenlistment bar on the blank below:

21. Are you currently disqualified from reenlisting?

- yes no

If yes, write the reason for your reenlistment disqualification on the blank below:

22. The last time you reenlisted, did you require any reenlistment waivers?

_____ yes _____ no

If yes, check all waivers below that apply.

_____ waiver of up to ten points of GT score requirement

_____ waiver of physical fitness standards

_____ waiver of AWOL or time lost

_____ waiver of grade in eligibility

_____ waiver of conviction of one or more summary, special, or general courts martial

_____ Other _____

_____ Other _____

ALCOHOL/DRUG ABUSE

23. In the past two years, have you participated in the alcohol or drug abuse program?

_____ yes _____ no

If yes, was your participation _____ voluntary or _____ due to a referral?

WEIGHT CONTROL

24. In the past two years, have you participated in the weight control program?

_____ yes _____ no

If yes, how many times? _____

Name _____

SSN _____

Personnel File Form III
(Officers)

Carefully read and answer each question to the best of your knowledge.

AWARDS, DECORATIONS, RECOGNITION

1. Indicate any awards and decorations you have received by checking all those that apply. If you have received any that are not listed below, check the blank(s) to the left of Other and write the name(s) of the award(s) or decoration(s) in the blanks to the right.

- | | |
|--|---|
| <input type="checkbox"/> Air Assault Badge | <input type="checkbox"/> Good Conduct Medal |
| <input type="checkbox"/> Aircraft Crewman Badge | <input type="checkbox"/> Nuclear Reactor Operator Badge |
| <input type="checkbox"/> Army Achievement Medal | <input type="checkbox"/> Parachutist Badge |
| <input type="checkbox"/> Army Commendation Medal | <input type="checkbox"/> Pathfinder Badge |
| (Valor or Merit) | <input type="checkbox"/> Purple Heart |
| <input type="checkbox"/> Combat Field Medical Badge | <input type="checkbox"/> Ranger Tab |
| <input type="checkbox"/> Combat Infantry Badge | <input type="checkbox"/> Other _____ |
| <input type="checkbox"/> Diver's Badge | <input type="checkbox"/> Other _____ |
| <input type="checkbox"/> Driver and Mechanic Badge | <input type="checkbox"/> Other _____ |
| <input type="checkbox"/> Expert Field Medical Badge | <input type="checkbox"/> Other _____ |
| <input type="checkbox"/> Expert Infantry Badge | <input type="checkbox"/> Other _____ |
| <input type="checkbox"/> Explosive Ordnance Disposal Badge | <input type="checkbox"/> Other _____ |

For the next two questions, indicate the number of Letters and Certificates of Appreciation, Commendation, or Achievement you have received in the past two years. DO NOT count Letters or Certificates received for the following:

- o Completion of OCS or ROTC
- o Completion of any training courses taken after Commissioning
- o Announcement of a promotion
- o Announcement of an award or decoration

2. How many Letters of Appreciation, Commendation, or Achievement have you received in the past two years?

- | | |
|----------------------------|------------------------------------|
| <input type="checkbox"/> 0 | <input type="checkbox"/> 3 |
| <input type="checkbox"/> 1 | <input type="checkbox"/> 4 |
| <input type="checkbox"/> 2 | <input type="checkbox"/> 5 or more |

3. How many Certificates of Appreciation, Commendation, or Achievement have you received in the past two years?

- | | |
|----------------------------|------------------------------------|
| <input type="checkbox"/> 0 | <input type="checkbox"/> 3 |
| <input type="checkbox"/> 1 | <input type="checkbox"/> 4 |
| <input type="checkbox"/> 2 | <input type="checkbox"/> 5 or more |

4. What was the source of your commission?

- ROTC
- OCS
- Direct Commission
- Other: _____

5. Have you ever received any Special Duty Appointments?

Yes No

If yes, list them: _____

TEST RESULTS

6. Indicate your assigned weapon(s) and your most recent weapon qualification in the spaces provided below.

Weapon: _____ EXP SPS MKM NQ Date _____
Weapon: _____ EXP SPS MKM NQ Date _____
Weapon: _____ EXP SPS MKM NQ Date _____

7. What was your last Physical Readiness Test Score?

(Scores range from 0-300) _____ Date _____

MILITARY EDUCATION

8. Indicate any Military schooling or training you have completed by checking all the schools/courses below that apply.

<input type="checkbox"/> OBC	<input type="checkbox"/> PTC Ranger School/Special Forces
<input type="checkbox"/> OAC	<input type="checkbox"/> Ranger School/Special Forces
<input type="checkbox"/> CAS3	<input type="checkbox"/> Qualification Course
<input type="checkbox"/> Cmd & Gnl Staff	<input type="checkbox"/> Air/Ground Operations
<input type="checkbox"/> NBC School	<input type="checkbox"/> COMSEC Custodian
<input type="checkbox"/> NBC Defense	<input type="checkbox"/> Master Fitness Trainer
<input type="checkbox"/> NBC/Chem Tgt Anl.	<input type="checkbox"/> Aviation
<input type="checkbox"/> BTMS	<input type="checkbox"/> Language School
<input type="checkbox"/> TW	
<input type="checkbox"/> PTW	<input type="checkbox"/> Other _____
<input type="checkbox"/> PS	
<input type="checkbox"/> Precommand Course	<input type="checkbox"/> Other _____

9. Were you an honor graduate of any military schools?

Yes No

10. Were you on the Commandant's List for any military schools?

Yes No

11. Are you currently scheduled to attend any Military schools/courses?

Yes No

If yes, write those school(s)/course(s) that you are scheduled to attend on the blanks below:

CIVILIAN EDUCATION

12. Indicate the highest level of Civilian education you have attained by checking one of the choices below.

- High school diploma or GED
- Diploma from correspondence school
- Associate's degree from technical school or two-year college
- Bachelor's degree
- Master's degree
- Doctorate degree

PROMOTIONS/REDUCTIONS

13. How many times have you been considered for promotion?

0 1 2 3 4 5
 6 7 or more

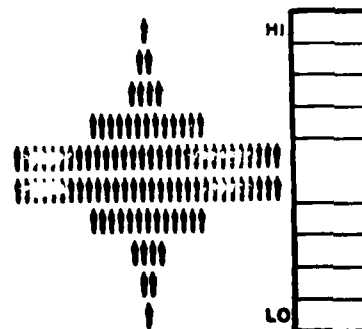
14. Have you ever declined promotion?

Yes No

If yes, what declination are you currently on?

First Second Third

15. What is your average OER Percentile Rank? Check one:



16. Have you ever required any promotion waivers?

_____ Yes _____ No

DISCIPLINARY ACTION

17. How many Articles 15 have you received?

_____ 0	_____ 3
_____ 1	_____ 4
_____ 2	_____ 5 or more

18. How many FLAG Actions have you received (i.e., suspension of a favorable personnel action)?

_____ 0	_____ 3
_____ 1	_____ 4
_____ 2	_____ 5 or more

ALCOHOL/DRUG ABUSE

19. In the past two years, have you participated in the alcohol or drug abuse program?

_____ yes _____ no

If yes, was your participation _____ voluntary or _____ due to a referral?

WEIGHT CONTROL

20. In the past two years, have you participated in the weight control program?

_____ yes _____ no

If yes, how many times? _____

APPENDIX D

Interview Guide for Army Record Status Determination

ARMY FAMILY RESEARCH PROGRAM

UNIT INFORMATION INTERVIEW

Interviewer _____ PSNCO Interviewee _____
Date _____ Time in Position _____
Location _____ Battalion _____
Duty Phone _____ Sub-Units _____

The purpose of this interview is to determine the best way for us to obtain information about unit performance and about various aspects of unit readiness.

1. ANNUAL COMMAND READINESS INSPECTION (CRI)

We believe that much of the information we want concerning company performance and readiness could be found in the CRI.

Does this battalion get a CRI? _____ How often? _____

When was the most recent CRI? _____

Where are the CRI results sent? _____

(If to Battalion) Can we see them? _____

(If not to Battalion) Who do we talk to about seeing them? _____

Is there a Reply By Indorsement (RBI)? _____

How can we get to see it? _____

(Continue inquiry until you either are looking at a CRI and RBI, or until you have gotten an unequivocal No on seeing them. If No, go to Section 3.)

Comments: _____

2. (This section to be completed while reading the CRI and RBI)

Major sections and sub-sections of the CRI: _____

Units covered separately: _____

Are there results for Company/Companies in our sample? _____ Yes _____ No

If yes, what is the nature of the results?

Item # Content Type Information Type (numerical, rating, narrative, etc.)

1. _____

2. _____

3. _____

4. _____

5. _____

(2. CRI Continued)

Is there RBI Information for Company/Companies in our sample? ___ Yes ___ No

If yes, what is the nature of the information?

Item # Content Type Information Type (numerical, rating, narrative, etc.)

1. _____

2. _____

3. _____

4. _____

5. _____

Comments: _____

3. ANNUAL COMMAND MAINTENANCE INSPECTION (COMET)

We are also interested in obtaining unit performance information by means of the COMET.

Does this battalion get a COMET? _____ How often? _____

When was the most recent COMET? _____

Where are the COMET results sent? _____

(If to Battalion) Can we see them? _____

(If not to Battalion) Who do we talk to about seeing them? _____

Is there a Reply By Indorsement (RBI)? _____

How can we get to see it? _____

(Continue inquiry until you either are looking at a COMET and RBI, or until you have gotten an unequivocal No on seeing them. If No, go to Section 5.)

Comments: _____

2. (This section to be completed while reading the COMET and RBI)

Major sections and sub-sections of the COMET: _____

Units covered separately: _____

(4. COMET Continued)

Are there results for Company/Companies in our sample: ____ Yes ____ No

If yes, what is the nature of the results?

Item # Content Type Information Type (numerical, rating, narrative, etc.)

1. _____

2. _____

3. _____

4. _____

5. _____

Is there RBI information for Company/Companies in our sample? ____ Yes ____ No

If yes, what is the nature of the information?

Item # Content Type Information Type (numerical, rating, narrative, etc.)

1. _____

2. _____

3. _____

4. _____

5. _____

Any information in COMET that wasn't in CRI? _____

Comments: _____

5. UNIT STATUS REPORT (DA FORM 2715R) (USR)

The Army Family Research Project is NOT a classified contract.

Can we see a USR, or any part of it? _____

6. (This section to be completed while reading the USR)

Major sections and sub-sections of the USR: _____

Units covered separately: _____

Are there results for Company/Companies in our sample? _____ Yes _____ No

If yes, what is the nature of the results?

Item # Content Type Information Type (numerical, rating, narrative, etc.)

1. _____
2. _____
3. _____
4. _____
5. _____

Comments: _____

7. EQUIPMENT AVAILABILITY REPORT

The Army Family Research Project is NOT a classified contract.

Can we see Equipment Availability Reports? _____

Reported daily? _____ Where are they kept? _____

For how long are they kept? _____

8. (This section to be completed while reading Equipment Availability Reports)

Major sections and sub-sections of the Equipment Availability Reports:

Units covered separately: _____

Are there results for Company/Companies in our sample? ____ Yes ____ No

If yes, what is the nature of the results?

Item # Content Type Information Type (numerical, rating, narrative, etc.)

1. _____

2. _____

3. _____

4. _____

5. _____

Comments: _____

9. PRESENT FOR DUTY STRENGTHS

Where are Present for Duty Strengths reported? _____

(If Battalion) Can we see them? _____

(If not Battalion) Who do we talk to about seeing them? _____

For how long are they kept? _____

10. (This section to be completed while reading Present for Duty Strength Reports)

Major sections and sub-sections of the Present for Duty Strength Reports:

Units covered separately: _____

Are there results for Company/Companies in our sample? ____ Yes ____ No

If yes, what is the nature of the results?

Item # Content Type Information Type (numerical, rating, narrative, etc.)

1. _____

2. _____

3. _____

4. _____

5. _____

Comments: _____

We are interested in 29 additional types of reports or results. We would like your help in figuring out whether the reports exist, and how we could get access to them. The 29 are listed below. For each, please indicate, to the best of your knowledge, whether and how we could get information about them. (For all measures, we're interested in performance over or within the past six months unless otherwise noted. Note dates of reports.)

ANNUAL INTERNAL REVIEW (Audit results)

Is there a report or evaluation? _____

Where? _____ Name/Phone: _____

(When you see it) Content: _____

Are there results for Company/Companies in our sample? ____ Yes ____ No

If yes, what is the nature of the results?

Item # Content Type Information Type (numerical, rating, narrative, etc.)

1. _____

2. _____

3. _____

4. _____

5. _____

Comments: _____

COMMUNICATION SECURITY INSPECTIONS (COMSEC) (Results)

Is there a report or evaluation? _____

Where? _____ Name/Phone: _____

(When you see it) Content: _____

Are there results for Company/Companies in our sample? ____ Yes ____ No

If yes, what is the nature of the results?

Item # Content Type Information Type (numerical, rating, narrative, etc.)

1. _____

2. _____

3. _____

4. _____

5. _____

Comments: _____

PHYSICAL SECURITY INSPECTIONS (Results)

Is there a report or evaluation? _____

Where? _____ Name/Phone: _____

(When you see it) Content: _____

Are there results for Company/Companies in our sample? ____ Yes ____ No

If yes, what is the nature of the results?

Item # Content Type Information Type (numerical, rating, narrative, etc.)

1. _____

2. _____

3. _____

4. _____

5. _____

Comments: _____

NUCLEAR TECHNICAL VALIDATION INSPECTION (TVI) (Results)

Is there a report or evaluation? _____

Where? _____ Name/Phone: _____

(When you see it) Content: _____

Are there results for Company/Companies in our sample? ____ Yes ____ No

If yes, what is the nature of the results?

Item # Content Type Information Type (numerical, rating, narrative, etc.)

1. _____
2. _____
3. _____
4. _____
5. _____

Comments: _____

SUPPLY ACCOUNTABILITY (Results)

Is there a report or evaluation? _____

Where? _____ Name/Phone: _____

(When you see it) Content: _____

Are there results for Company/Companies in our sample? ____ Yes ____ No

If yes, what is the nature of the results?

Item # Content Type Information Type (numerical, rating, narrative, etc.)

1. _____

2. _____

3. _____

4. _____

5. _____

Comments: _____

SPECIAL HIGHER HQ INSPECTIONS (Subjects of inspection, results)

Is there a report or evaluation? _____

Where? _____ Name/Phone: _____

(When you see it) Content: _____

Are there results for Company/Companies in our sample? ____ Yes ____ No

If yes, what is the nature of the results?

Item # Content Type Information Type (numerical, rating, narrative, etc.)

1. _____

2. _____

3. _____

4. _____

5. _____

Comments: _____

CHANGE OF COMMAND INVENTORY ("Accounted For" Equipment Status)

Is there a report or evaluation? _____

Where? _____ Name/Phone: _____

(When you see it) Content: _____

Are there results for Company/Companies in our sample? ____ Yes ____ No

If yes, what is the nature of the results?

Item # Content Type Information Type (numerical, rating, narrative, etc.)

1. _____

2. _____

3. _____

4. _____

5. _____

Comments: _____

RETENTION (Monthly average over past year: Number 1st term, subsequent, attrited, counseled)

Is there a report or evaluation? _____

Where? _____ Name/Phone: _____

(When you see it) Content: _____

Are there results for Company/Companies in our sample? _____ Yes _____ No

If yes, what is the nature of the results listed?

Item # Content Type Information Type (numerical, rating, narrative, etc.)

1. _____

2. _____

3. _____

4. _____

5. _____

Comments: _____

INDIVIDUAL/COLLECTIVE TRAINING PLANS (AR-directed subjects, other subjects)

Is there a report or evaluation? _____

Where? _____ Name/Phone: _____

(When you see it) Content: _____

Are there results for Company/Companies in our sample? ____ Yes ____ No

If yes, what is the nature of the results?

Item # Content Type Information Type (numerical, rating, narrative, etc.)

1. _____

2. _____

3. _____

4. _____

5. _____

Comments: _____

TRAINING ACTIVITIES REPORTS (Subjects, number trained)

Is there a report or evaluation? _____

Where? _____ Name/Phone: _____

(When you see it) Content: _____

Are there results for Company/Companies in our sample? ____ Yes ____ No

If yes, what is the nature of the results?

Item # Content Type Information Type (numerical, rating, narrative, etc.)

1. _____

2. _____

3. _____

4. _____

5. _____

Comments: _____

PRESCRIBED LOAD LIST MANAGEMENT (PLL) (Inspection results)

Is there a report or evaluation? _____

Where? _____ Name/Phone: _____

(When you see it) Content: _____

Are there results for Company/Companies in our sample? ____ Yes ____ No

If yes, what is the nature of the results?

Item # Content Type Information Type (numerical, rating, narrative, etc.)

1. _____

2. _____

3. _____

4. _____

5. _____

Comments: _____

AMMUNITION MANAGEMENT (Evaluation?)

Is there a report or evaluation? _____

Where? _____ Name/Phone: _____

(When you see it) Content: _____

Are there results for Company/Companies in our sample? ____ Yes ____ No

If yes, what is the nature of the results?

Item # Content Type Information Type (numerical, rating, narrative, etc.)

1. _____

2. _____

3. _____

4. _____

5. _____

Comments: _____

FACILITIES MANAGEMENT (Evaluation?)

Is there a report or evaluation? _____

Where? _____ Name/Phone: _____

(When you see it) Content: _____

Are there results for Company/Companies in our sample? ____ Yes ____ No

If yes, what is the nature of the results?

Item # Content Type Information Type (numerical, rating, narrative, etc.)

1. _____

2. _____

3. _____

4. _____

5. _____

Comments: _____

WEIGHT CONTROL PROGRAM (Number in program, evaluation?)

Is there a report or evaluation? _____

Where? _____ Name/Phone: _____

(When you see it) Content: _____

Are there results for Company/Companies in our sample? ____ Yes ____ No

If yes, what is the nature of the results listed?

Item # Content Type Information Type (numerical, rating, narrative, etc.)

1. _____

2. _____

3. _____

4. _____

5. _____

Comments: _____

ALCOHOL/DRUG ABUSE PROGRAM (Number in program, evaluation of counseling program and education program)

Is there a report or evaluation? _____

Where? _____ Name/Phone: _____

(When you see it) Content: _____

Are there results for Company/Companies in our sample? ____ Yes ____ No

If yes, what is the nature of the results?

Item # Content Type Information Type (numerical, rating, narrative, etc.)

1. _____

2. _____

3. _____

4. _____

5. _____

Comments: _____

NCO DEVELOPMENT PROGRAM (Subjects, number (percent) of NCOs attending)

Is there a report or evaluation? _____

Where? _____ Name/Phone: _____

(When you see it) Content: _____

Are there results for Company/Companies in our sample? ____ Yes ____ No

If yes, what is the nature of the results?

Item # Content Type Information Type (numerical, rating, narrative, etc.)

1. _____

2. _____

3. _____

4. _____

5. _____

Comments: _____

NCO EDUCATION SYSTEM (NCOES) (Number (percent) of NCOs attending)

Is there a report or evaluation? _____

Where? _____ Name/Phone: _____

(When you see it) Content: _____

Are there results for Company/Companies in our sample? ____ Yes ____ No

If yes, what is the nature of the results?

Item # Content Type Information Type (numerical, rating, narrative, etc.)

1. _____

2. _____

3. _____

4. _____

5. _____

Comments: _____

JUNIOR OFFICER DEVELOPMENT (Subjects, number (percent) of officers attending)

Is there a report or evaluation? _____

Where? _____ Name/Phone: _____

(When you see it) Content: _____

Are there results for Company/Companies in our sample? ____ Yes ____ No

If yes, what is the nature of the results?

Item # Content Type Information Type (numerical, rating, narrative, etc.)

1. _____

2. _____

3. _____

4. _____

5. _____

Comments: _____

AWARDS PROGRAM (In past year, number/type awarded, evaluation)

Is there a report or evaluation? _____

Where? _____ Name/Phone: _____

(When you see it) Content: _____

Are there results for Company/Companies in our sample? ____ Yes ____ No

If yes, what is the nature of the results?

Item # Content Type Information Type (numerical, rating, narrative, etc.)

1. _____

2. _____

3. _____

4. _____

5. _____

Comments: _____

LEAVE AND PASS POLICY AND UTILIZATION (Past six months, average leave days per month)

Is there a report or evaluation? _____

Where? _____ Name/Phone: _____

(When you see it) Content: _____

Are there results for Company/Companies in our sample? ____ Yes ____ No

If yes, what is the nature of the results?

Item # Content Type Information Type (numerical, rating, narrative, etc.)

1. _____

2. _____

3. _____

4. _____

5. _____

Comments: _____

PERSONNEL SECURITY PROGRAM (Evaluation?)

Is there a report or evaluation? _____

Where? _____ Name/Phone: _____

(When you see it) Content: _____

Are there Results for Company/Companies in our sample? ____ Yes ____ No

If yes, what is the nature of the results?

Item # Content Type Information Type (numerical, rating, narrative, etc.)

1. _____

2. _____

3. _____

4. _____

5. _____

Comments: _____

SAFETY PROGRAM (Number of accidents, nature, cost)

Is there a report or evaluation? _____

Where? _____ Name/Phone: _____

(When you see it) Content: _____

Are there Results for Company/Companies in our sample? ____ Yes ____ No

If yes, what is the nature of the results?

Item # Content Type Information Type (numerical, rating, narrative, etc.)

1. _____

2. _____

3. _____

4. _____

5. _____

Comments: _____

FOOD SERVICE PROGRAM (Evaluation?)

Is there a report or evaluation? _____

Where? _____ Name/Phone: _____

(When you see it) Content: _____

Are there Results for Company/Companies in our sample? ____ Yes ____ No

If yes, what is the nature of the results?

Item # Content Type Information Type (numerical, rating, narrative, etc.)

1. _____

2. _____

3. _____

4. _____

5. _____

Comments: _____

EQUAL OPPORTUNITY PROGRAM (Evaluation?)

Is there a report or evaluation? _____

Where? _____ Name/Phone: _____

(When you see it) Content: _____

Are there Results for Company/Companies in our sample? _____ Yes _____ No

If yes, what is the nature of the results?

Item # Content Type Information Type (numerical, rating, narrative, etc.)

1. _____

2. _____

3. _____

4. _____

5. _____

Comments: _____

IMMUNIZATION RECORDS (Percent current)

Is there a report or evaluation? _____

Where? _____ Name/Phone: _____

(When you see it) Content: _____

Are there Results for Company/Companies in our sample? ____ Yes ____ No

If yes, what is the nature of the results?

Item # Content Type Information Type (numerical, rating, narrative, etc.)

1. _____

2. _____

3. _____

4. _____

5. _____

Comments: _____

DENTAL X-RAYS (Percent current)

Is there a report or evaluation? _____

Where? _____ Name/Phone: _____

(When you see it) Content: _____

Are there Results for Company/Companies in our sample? ____ Yes ____ No

If yes, what is the nature of the results?

Item # Content Type Information Type (numerical, rating, narrative, etc.)

1. _____

2. _____

3. _____

4. _____

5. _____

Comments: _____

ARMY READINESS TRAINING AND EVALUATION PROGRAM (ARTEP) (Number, results)

Is there a report or evaluation? _____

Where? _____ Name/Phone: _____

(When you see it) Content: _____

Are there Results for Company/Companies in our sample? ____ Yes ____ No

If yes, what is the nature of the results?

Item # Content Type Information Type (numerical, rating, narrative, etc.)

1. _____

2. _____

3. _____

4. _____

5. _____

Comments: _____

CREW QUALIFICATIONS (Number, nature, results)

Is there a report or evaluation? _____

Where? _____ Name/Phone: _____

(When you see it) Content: _____

Are there Results for Company/Companies in our sample? ____ Yes ____ No

If yes, what is the nature of the results?

Item # Content Type Information Type (numerical, rating, narrative, etc.)

1. _____

2. _____

3. _____

4. _____

5. _____

Comments: _____

NATIONAL TRAINING CENTER/REFORGER/DEPLOYMENT EXERCISES (Past year, number, results)

Is there a report or evaluation? _____

Where? _____ Name/Phone. _____

(When you see it) Content: _____

Are there Results for Company/Companies in our sample? ____ Yes ____ No

If yes, what is the nature of the results?

Item # Content Type Information Type (numerical, rating, narrative, etc.)

1. _____

2. _____

3. _____

4. _____

5. _____

Comments: _____

Are there any other programs, inspections, or exercises, or anything else that you would suggest we look at?

Are there records, reports or evaluations? _____

Where? _____ Name/Phone: _____

(When you see them) Content: _____

Are there Results for Company/Companies in our sample? ____ Yes ____ No

If yes, what is the nature of the results?

Item # Content Type Information Type (numerical, rating, narrative, etc.)

1. _____

2. _____

3. _____

4. _____

5. _____

Comments: _____

APPENDIX E

ARMY JOB SATISFACTION QUESTIONNAIRE

Introduction

The purpose of this questionnaire is to give you a chance to tell how you feel about your present job and your life in the Army. We would like to know what things you are satisfied with and what things you are not satisfied with. We use this information to improve soldier selection and classification.

Please answer all questions carefully and honestly. Your answers will be kept completely confidential, and will be used for research purposes only. None of your individual responses will be disclosed to anyone, nor will they be used to evaluate your performance.

If you feel that any of the questions or items in this booklet are inappropriate or meaningless, please make comments in the margin alongside the question or item. This will help us evaluate our questionnaire.

Thank you for your cooperation.

The next few pages contain statements about your supervisors, your co-workers, your job and career, and about Army services and benefits. We would like to know how you feel about each of these aspects of Army life. Please read each statement carefully and decide how you feel about it.

Use the following scale to tell us how satisfied you are with each aspect of Army life described by the statements on the following pages. On the answer sheet provided, fill in the circle that contains the number representing your rating for each statement.

Very Dissatisfied	Dissatisfied	Neither Satisfied nor Dissatisfied	Satisfied	Very Satisfied
----------------------	--------------	--	-----------	-------------------

|
A

|
B

|
C

|
D

|
E

- o Fill in the circle containing the "A" if you are VERY DISSATISFIED with the aspect of Army life described by the statement (i.e., it is much poorer than you would like it to be).
- o Fill in the circle containing the "B" if you are DISSATISFIED with the aspect of Army life described by the statement (i.e., it is not quite what you would like it to be).
- o Fill in the circle containing the "C" if you are NEITHER SATISFIED nor DISSATISFIED with the aspect of Army life described by the statement.
- o Fill in the circle containing the "D" if you are SATISFIED with the aspect of Army life described by the statement (i.e., it is what you would like it to be).
- o Fill in the circle containing the "E" if you are VERY SATISFIED with the aspect of Army life described by the statement (i.e., it is much better than you hoped it would be).

A	B	C	D	E
Very		Neither		Very
Dissatisfied	Dissatisfied	Satisfied nor Dissatisfied	Satisfied	Satisfied

A. Satisfaction with Supervisor

How satisfied are you with:

	A	B	C	D	E
1. Your immediate supervisor's capabilities?	o	o	o	o	o
2. The amount of supervision you receive?	o	o	o	o	o
3. The decisions your immediate supervisor makes about your personal welfare?	o	o	o	o	o
4. The work assignments your immediate supervisor gives you?	o	o	o	o	o
5. The way your immediate supervisor handles soldiers in you unit?	o	o	o	o	o
6. The amount of respect you get from your supervisors?	o	o	o	o	o
7. Your immediate supervisor's willingness to help soldiers with their work?	o	o	o	o	o
8. Overall, how satisfied are you with the quality of supervision you are currently receiving? .	o	o	o	o	o

B. Satisfaction with Peers

How satisfied are you with:

	A	B	C	D	E
9. Your opportunities to meet interesting people?	o	o	o	o	o
10. Your opportunities to make close friends?	o	o	o	o	o
11. Your opportunities to work with people you like?	o	o	o	o	o
12. The amount of effort your co-workers put into their work?	o	o	o	o	o
13. The capabilities of the soldiers in your work unit?	o	o	o	o	o
14. The way soldiers in your unit get along with each other?	o	o	o	o	o
15. The amount of respect you get from the soldiers in your unit?	o	o	o	o	o
16. The way soldiers in your unit work together to finish a job?	o	o	o	o	o
17. Overall, how satisfied are you with your peers in the Army?	o	o	o	o	o

C. Satisfaction with Promotions

How satisfied are you with:

	A	B	C	D	E
18. Your chances for promotions in your current duty MOS?	0	0	0	0	0
19. The fairness of promotions?	0	0	0	0	0
20. The frequency of promotions?	0	0	0	0	0
21. The number of promotions you have received so far?	0	0	0	0	0
22. Your chances of getting ahead in the Army?	0	0	0	0	0
23. Overall, how satisfied are you with your opportunities for promotion?	0	0	0	0	0

D. Satisfaction with Pay

How satisfied are you with the way your Army pay:

	A	B	C	D	E
24. Covers your typical expenses?	0	0	0	0	0
25. Meets your personal and family needs?	0	0	0	0	0
26. Compares to how much you'd like to earn?	0	0	0	0	0
27. Covers the cost of living where you are currently assigned?	0	0	0	0	0
28. Takes into account the difficulty or danger involved in your job?	0	0	0	0	0
29. Compares to civilian pay rates for the same career field?	0	0	0	0	0
30. Overall, how satisfied are you with your salary?	0	0	0	0	0

E. Satisfaction with Work:

	A	B	C	D	E
31. Your opportunity to do interesting work.	0	0	0	0	0
32. Your opportunity to do important things on the job.	0	0	0	0	0
33. Your opportunity to use your abilities, experience and training.	0	0	0	0	0
34. Your opportunity to do different kinds of tasks.	0	0	0	0	0
35. Your opportunity to use your own judgment.	0	0	0	0	0
36. The amount of challenge in your work.	0	0	0	0	0
37. The amount of responsibility you have.	0	0	0	0	0
38. The type of work you do.	0	0	0	0	0
39. The type of work you do compared to the type of work others do in the Army.	0	0	0	0	0
40. The training you received.	0	0	0	0	0
41. The number of hours you work in a typical week.	0	0	0	0	0
42. The amount of work you do.	0	0	0	0	0
43. Your job security in the Army.	0	0	0	0	0
44. Overall, how satisfied are you with your current duty assignment?	0	0	0	0	0

F. Satisfaction with the Army as an Organization

How satisfied are you with?

	A	B	C	D	E
45. The Army's rules and regulations?	o	o	o	o	o
46. Leave and pass opportunities?	o	o	o	o	o
47. The Army's retirement benefits?	o	o	o	o	o
48. The opportunities the Army provides for soldiers who want to continue their education?	o	o	o	o	o
49. The amount of information you get about things that affect you?	o	o	o	o	o
50. The way the Army treats its soldiers?	o	o	o	o	o
51. The medical and dental care you have received?	o	o	o	o	o
52. The availability of goods and services in the PX and Commissary?	o	o	o	o	o
53. The variety and quality of food in the mess hall?	o	o	o	o	o
54. Your living conditions (housing, etc.)?	o	o	o	o	o
55. The geographic location where you are stationed right now?	o	o	o	o	o
56. Your opportunity to spend time with your family?	o	o	o	o	o
57. Your social life in the Army?	o	o	o	o	o
58. The amount of leisure time you have?	o	o	o	o	o
59. The recreational facilities available to you?	o	o	o	o	o
60. Soldiers' opportunities to get help with personal problems?	o	o	o	o	o
61. The amount of personal freedom you have during off-duty hours?	o	o	o	o	o
62. In general, how satisfied are you with all aspects of Army life (including work, services, etc.)?	o	o	o	o	o

APPENDIX F

ARMY ENVIRONMENT QUESTIONNAIRE

Overview

Your job performance is the result of many things. Not only do your skill and motivation affect your performance, but the situations you encounter at work can affect how well you do your job. Some situations allow you to get your work done quickly and easily. At other times the work environment may hinder your good performance.

In this questionnaire we would like you to tell us about your job situation. We are interested in identifying the factors in the Army work environment that affect your productivity. This questionnaire is designed to identify these factors. You will be asked to answer questions that will give us a description of your job and work group.

Please answer all questions carefully and honestly. Your answers will be kept completely confidential, and will be used for research purposes only. None of your individual responses will be disclosed to anyone, nor will they be used to evaluate your performance.

Describing Your Work Environment

On the following pages you will find a number of statements describing different situations or events that can occur on a job. We would like to know how often each situation occurs on your job. Some of the situations may rarely or never happen on your job, while some may happen quite often. We would like for you to tell us how often each of the situations happens on your present job.

Use the following scale to rate how often each situation occurs on your present job. On the answer sheet provided, fill in the circle that contains the number representing your rating for each statement.

A	B	C	D	E
Very Seldom or Never	Seldom	Sometimes	Often	Very Often or Always

- o If the situation happens all of the time, or almost all of the time on your job, fill in the circle containing the "E" for that statement.
- o If the situation happens quite often, or most of the time on your job fill in the circle containing the "D" for that statement.
- o If the situation happens sometimes, or about half of the time on your job, fill in the circle containing the "C" for that statement.
- o If the situation happens seldom, or less than half of the time on your job, fill in the circle containing the "B" for that statement.
- o If the situation never happens, or hardly ever happens on your job, fill in the circle containing the "A" for that statement.

	A	B	C	D	E				
	Very Seldom or Never	Seldom	Sometimes	Often	Very Often or Always				
					A	B	C	D	E
1. Unscheduled interruptions make it hard to complete your tasks on time					<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Your job is made harder because you are not given enough of the necessary materials, supplies, or parts to complete a job					<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. You are expected to perform new job tasks without sufficient time to practice or learn the actual task					<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. If the physical conditions where you work were better, you could do a better job (e.g., noise, lighting, temperature, etc.)					<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. The tools/equipment you need for your job work very well					<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. When you are disciplined because of inappropriate or negative behavior, you are told specifically why you were disciplined					<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. There is enough time to finish your duties without rushing					<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. Your job is made harder because what your supervisor tells you disagrees with written information (e.g., TMs)					<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. You are supervised by persons who do not adhere to Army regulations					<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. Your work is really not needed because there are enough other people assigned to the same job					<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. Important equipment changes or substitutions are made on your job without much advance notice					<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. Other personnel give you the cooperation that you need to complete assignments					<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13. Your supervisor provides feedback on how to improve your job performance					<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	A Very Seldom or Never	B Seldom	C Sometimes	D Often	E Very Often or Always
	A	B	C	D	E
14. The technical manuals and other written materials you need for your job are not available	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15. You cannot get your job done on time because you are not notified in advance of schedule/ deadline changes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16. You have to follow the instructions of others even though you are in a better position to know what should be done	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17. If you need help, you can depend on your co-workers to help you perform your required job tasks	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
18. Good performance is ignored in your work group	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
19. You are assigned to work you were not trained for in AIT	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
20. In your unit discipline is administered fairly	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
21. You have a lot of respect for officers in your unit	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
22. When a squad member has a personal problem, your supervisor doesn't want to hear about it	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
23. Having to get approval from others slows down your work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
24. In your unit, changes in job procedures are introduced with little or no explanation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
25. There is not enough time to complete your assigned work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
26. When a squad member is having problems coping with Army life or the job, your supervisor tries to help him/her	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
27. Other soldiers receive either no discipline or a milder form of discipline, while you are severely disciplined for the same offense	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
28. The tasks you perform are important to you and to others	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	A	B	C	D	E					
	Very Seldom or Never	Seldom	Sometimes	Often	Very Often or Always					
	A	B	C	D	E					
29. You have leaders in the Army who display low standards of job performance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
30. You are assigned to do the kind of work the Army trained you to do	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
31. In your job, changes in equipment are introduced with little or no explanation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
32. There are unscheduled activities to work on which keep you from getting your job done	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
33. Your supervisor provides discipline that is appropriate (i.e., not overly severe or extremely lenient) for the offense committed	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
34. Your supervisor supports soldiers who are attending rehabilitation programs (e.g., alcohol abuse treatment)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
35. You get recognition from supervisors for the work you do	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
36. The tasks you perform do not require much skill--"anyone" could do them	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
37. You have the opportunity to practice or use the skills that are specific to your MOS	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
38. Your supervisor keeps you up-to-date on procedural/policy changes that affect your job	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
39. The soldiers in your work group help each other out when they have personal problems	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
40. Your job is made harder because the equipment you must work with is out-of-date	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
41. Your skills and abilities are important for getting the job done	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
42. You have enough authority to carry out your assignments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
43. There are not enough people to do all the necessary work on your job	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
44. You respect NCO in your unit	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	A	B	C	D	E
	Very Seldom or Never	Seldom	Sometimes	Often	Very Often or Always
	A	B	C	D	E
45. Your job is made easier because the necessary materials, supplies or parts are available	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
46. When you have difficulty performing your job tasks, you receive guidance and support from your immediate supervisor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
47. You are assigned to a job that is outside of your MOS	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
48. You can rely on your work group to help you out on the job during difficult times	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
49. Soldiers in your work group/unit express a strong interest in an Army career and display primarily positive behaviors on the job	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
50. Your immediate supervisor has a real interest in your personal welfare	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
51. You cannot see the importance of your tasks/job to the Army	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
52. Good performance is rewarded in your work group	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
53. The written materials you receive about your job are accurate	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
54. Your supervisor understands your problems and needs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
55. When plans change, your supervisor fails to tell you	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
56. When someone does something wrong, your supervisor yells at them in front of other people	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
57. Your supervisors set a good example for you to follow	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
58. Before you start a task, you are told what has to be done and when it needs to be finished	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
59. Your supervisor avoids problems by planning ahead	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
60. You are given responsibility for important tasks	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	A	B	C	D	E
	Very Seldom or Never	Seldom	Sometimes	Often	Very Often or Always
	A	B	C	D	E
45. Your job is made easier because the necessary materials, supplies or parts are available	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
46. When you have difficulty performing your job tasks, you receive guidance and support from your immediate supervisor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
47. You are assigned to a job that is outside of your MOS	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
48. You can rely on your work group to help you out on the job during difficult times	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
49. Soldiers in your work group/unit express a strong interest in an Army career and display primarily positive behaviors on the job	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
50. Your immediate supervisor has a real interest in your personal welfare	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
51. You cannot see the importance of your tasks/job to the Army	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
52. Good performance is rewarded in your work group	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
53. The written materials you receive about your job are accurate	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
54. Your supervisor understands your problems and needs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
55. When plans change, your supervisor fails to tell you	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
56. When someone does something wrong, your supervisor yells at them in front of other people	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
57. Your supervisors set a good example for you to follow	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
58. Before you start a task, you are told what has to be done and when it needs to be finished	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
59. Your supervisor avoids problems by planning ahead	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
60. You are given responsibility for important tasks	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	A	B	C	D	E
	Very Seldom or Never	Seldom	Sometimes	Often	Very Often or Always
	A	B	C	D	E
61. Your supervisor teaches you to "troubleshoot" so that you can solve problems on your own	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
62. Your supervisors are hard to find when you need them	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
63. You can count on your supervisor to back you up if you really need it	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
64. You are told what is expected of you	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
65. You know how satisfied your supervisors are with your work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
66. If you need help on a task and your supervisor is busy, he/she finds the time to help you	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
67. You are permitted to use your own judgment in solving problems	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
68. You are encouraged to learn new MOS skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
69. Your supervisor punishes people too severely	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
70. You can count on your supervisors to give you good advice on work-related problems	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
71. Your supervisor takes action if deadlines are not met	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
72. After your supervisor teaches you something new, he/she watches you to make sure you learned how to do it right	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
73. Your supervisor is available when you need to ask him/her a question	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
74. If you knew of a better way to do a task, you would feel free to share your ideas with your supervisors	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
75. If you had to work much later than usual to complete a task, your supervisor would try to give you some time off	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
76. You are given reasonable goals and standards to meet	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	A	B	C	D	E
	Very Seldom or Never	Seldom	Sometimes	Often	Very Often or Always
	A	B	C	D	E
77. Your supervisor praises others more than you, even though their work isn't any better than yours	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
78. If needed, your supervisor would try to arrange time off for you to take care of a personal problem	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
79. You are given too much work to do, while others in your unit don't have enough to do	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
80. When your supervisor tells someone to do something he/she makes sure that it gets done	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
81. Your supervisor praises you when you don't deserve it	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
82. Your supervisors are inconsistent in the use of discipline	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
83. Your supervisor makes you want to give your best effort	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
84. When people in your unit perform poorly, your supervisor ignores it	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
85. Your supervisor takes the time to show people the correct procedure, so that they can work effectively on their own	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
86. Your supervisors fail to let you know about events that affect you	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
87. Your supervisor punishes people without hearing them out	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
88. Your supervisors watch you closely to make sure you get your work done	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
89. You are given clear standards of performance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
90. Your supervisor follows up to make sure that assignments are completed	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
91. You have some say and influence over what goes on in your job	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

A
Very Seldom
or Never

B
Seldom

C
Sometimes

D
Often

E
Very Often
or Always

A B C D E

- | | | | | | |
|---|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| 92. Your supervisor disciplines people without giving a clear reason or explanation | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 93. Your supervisor praises you when you do a good job | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 94. Your supervisor wants to know when work is not going as planned | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 95. Your supervisor tells you what is going on | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 96. You are given more work than you can possibly finish | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 97. Your responsibilities are clearly explained to you | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 98. Your supervisor makes you enthusiastic about assignments | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 99. Your supervisor tells people when they perform poorly | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |