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**SURVEY OF UNITED STATES ARMY RESERVE
(USAR) TROOP PROGRAM UNIT (TPU) SOLDIERS**

**Technical Report
The Research Plan**

Submitted to:

Office of the Chief, Army Reserve
The Pentagon
Washington, DC

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1. OVERVIEW OF THE PURPOSE AND OBJECTIVES OF THE 1989 SURVEY OF U.S. ARMY RESERVE (USAR) TROOP PROGRAM UNIT (TPU) SOLDIERS

Introduction

The purpose of this document is to describe the research methodology of the 1989 Survey of U.S. Army Reserve TPU Soldiers. The objectives of the second year of the survey project are discussed in relation to the first year's accomplishments. Next, the sampling design, which includes respondent selection procedures and the weighting of the data to represent U.S. Army Reserve population estimates, is described. The procedures for assembly of survey materials, the mailout, and control of returned survey questionnaires are described. Finally, the several areas planned for the Year 2 analyses of survey responses are described in relation to Year 2 objectives.

Like the rest of the military services, the introduction of the All-Volunteer Force in the early 1970s has introduced personnel-related concerns to the U.S. Army Reserve that were not present in the draft environment. The Army Reserve lost almost 40% of its 1980 cohort within two years after enlistment (Grissmer & Nataraj-Kirby, 1985), with about 28% lost to civilian life, and the rest to the other military services. Losses occurred for both officer and enlisted personnel. However, the greatest losses occurred among junior, first-term enlistees. Such losses obviously have recruiting and training cost implications, as well as implications for the readiness of units that lose trained personnel. The loss of qualified junior enlisted personnel is even more troublesome when considering population projections. It is estimated that the proportion of male high school graduates--the major source of junior enlisted soldiers--will peak in the early 1990s and gradually decline (Congressional Budget Office, 1985). As a result, the overall available pool of recruits for the Army Reserve will be reduced substantially. Therefore, keeping trained Reservists up to and after their first-term commitment will become critical in years to come.

Furthermore, the support role of today's Army Reserve to the active component Army makes the study of those factors that are responsible for retaining soldiers highly relevant to the defense of the United States. The down-scaling of the active component Army after the Vietnam conflict has led to a more definitive role for the U.S. Army Reserve. Instead of providing reinforcements to the battlefield, the Army Reserve has become the mainstay of combat service and combat service support to the active component Army. In a European wartime scenario,

Army Reserve units are expected to augment NATO Forces within thirty days after mobilization (Congressional Budget Office, 1985).

A growing, but still limited body of knowledge exists regarding the factors that affect the retention and separation decisions of Army Reserve members. To date, however, there is no systematic data base specifically designed to identify the principal causes of personnel loss at various career stages. This research project responds to the Army Reserve's need for an information base that will eventually provide policymakers with the necessary information to better manage the Army Reserve.

The Survey of USAR TPU Soldiers is a three-year project that began in October 1987 and is planned to end in September 1990. The overall purpose of the three-year project is to collect information from Army Reservists about factors that contribute to their staying in or leaving the Army Reserve. To ease the difficulty of data collection on a large scale, an effort was made to design a survey instrument, sampling design and survey administration procedures that paralleled other, already-existing Department of the Army surveys, for example, the Army's Annual Survey of Military Personnel. The type of data collected in the survey is attitudinal, asking individual Reservists their opinions of degree of satisfaction with Reserve duties, unit training, leadership, and administration. In addition, Reservist opinions were assessed about the relationship of Reserve duty to family and job situations. Specific types of information were collected to illustrate the importance of these factors to the Reservist, the extent that individuals believe these factors are occurring in the unit, and the demonstrated relation of the factors to stated intent to leave the Army Reserve.

Two features of the ongoing research project, while making it distinct, add to the continuing efforts to understand influences on retention and their interrelationships. First, by employing scientific sampling procedures (stratified-random sample) and a large sample size, this project provides population estimates of the attitudes and opinions representative of all Army Reservists. This information, in turn, allows the testing of specific hypotheses regarding those factors contributing to retention. The second distinct feature of this study is the development of a retention model that incorporates variables and constructs contributing to retention into a meaningful conceptual framework. Furthermore, the collection of data across time allows testing of the interrelationships of the model's constituent parts against the actual behavior of retention or attrition.

The primary focus of Year 1 analyses was on junior enlisted attrition. As a result, the research questions to be answered were directed at determining the extent to which reasons for attriting were actually occurring in the units, and the relationship of stated intent to leave the Army Reserve with these reasons. Below appear the specific questions that Year 1 analyses sought to answer:

- **Influences related to attrition.** Are Army Reservists influenced by extrinsic factors such as pay and benefits? By intrinsic factors such as commitment to the unit? Are the reasons of junior enlisted for joining and remaining in the Army Reserve the same or different from those reasons for leaving the Army Reserve?
- **Validation of commonly accepted perceptions of influences on retention and attrition.** Are the attitudes of the junior enlisted's significant others related to the junior enlisted's expectation to stay in the Army Reserve? His or her satisfaction with the Army Reserve?
- **Importance of influences related to attrition.** What is the ranking of factors related to retention of junior enlisted in terms of importance among junior enlisted? Among NCOs? Among company-grade officers? Among field-grade officers?
- **Extent influences are occurring in the unit.** Which of the factors believed to be important to junior enlisted attrition are actually experienced in units? Is there a difference among rank groups or geographic areas in the extent of occurrence?
- **Relationship of influences to attrition.** Is the individual expectation among junior enlisted to complete his or her obligation to the Army Reserve related to particular reasons? To particular satisfactions?
- **Difference among groups of Reservists.** Are particular subgroups (e.g., nonprior service vs. prior service, first-term enlisted vs. others, marrieds vs. singles, etc.) less likely to complete their Army Reserve obligation than other subgroups?

The primary focus of Year 1 of the study was to examine attitudes of junior enlisted soldiers toward these unit activities, the extent they were present in Reserve service, and how these unit activities affected Reservists' commitment to the unit, the Army Reserve and to the fighting force. The baseline data were examined to determine which factors were most correlated with attrition and to devise a ranking of factors in terms of strength, as well as to establish which factors appeared to have no effect. The Year 2 effort will expand the Year 1 focus in several ways. First, attitudes will be tracked over time to both continue the series of "snapshot" views of Reserve life and to track changes of a panel of individuals over time. By tracking individual Reservists, more information on the causal nature of the relationships among attitudes, career intent, and attrition

behavior will be obtained. The additional information available on the attitudes and opinions of Reservists who actually did attrit between Year 1 and Year 2, as well as those who did not, provides additional validation for predictors of attrition. By comparing the individual's attitudes to stated intention and actual behavior, a clearer picture of the causes of attrition emerges.

Secondly, the relative strength of attitudes associated with attrition and retention will be tested in a multivariate model. This statistical analysis allows the strength of individual factors to be established while simultaneously considering the influence of all other factors. The third expansion of the study will be in the focus on rank group differences, particularly midlevel leadership, to allow establishment of rank-based linkages in the model of attrition. The junior enlisted group will be examined in greater detail, particularly differences in junior enlisted groups of stayers, transferees to other TPUs and attritees.

To summarize, research questions incorporated into Year 2 plans and analyses are:

- **Longitudinal analysis.** Is there change over time of any of the factors which are associated with intent to attrit? Is there evidence that the change in promotion policy which took place during Year 1 of the study has decreased junior enlisted perception that promotions are difficult to obtain?
- **Multivariate analysis of influences on retention/attrition.** What are the most powerful combinations of factors on junior enlisted intent to attrit? Is civilian employer conflict relatively more powerful than spouse conflict over Reserve service given other dissatisfactions with Reserve service? What is the combination which best predicts intent to attrit?
- **Rank group differences.** Are there differences in the profile of junior enlisted prior service and nonprior service Reservists in terms of their intent to attrit? Do company-grade officers report very different reasons for intending to stay in or leave the Reserve than do junior NCOs or junior enlisted? Does the intent to attrit of these two groups follow a similar or different course depending on their tenure of service?

Year 2 analyses will have four thrusts. These analyses are directed toward: (a) identifying which of the many significant correlates of retention have the greatest influence; (b) stating with greater confidence the direction of causal relationships among reasons for leaving the Army Reserve and actual attrition by tracking respondents from Year 1 to Year 2; (c) examining the attitudes and perceptions among soldiers who have left the Army Reserve, transferred from one unit to another, and remained in their units; and finally, (d) identifying barriers to quality leadership among company-grade officers. These emphases are described in greater detail toward the end of Chapter 2.

Accomplishments of Year 1

As stated in the 1988 Research Plan, the objectives of Year 1 of the Sample Survey of USAR TPU Members were:

- To design a survey instrument that could collect valid information from all Reservist subpopulations about retention;
- To develop a sampling design that is scientifically sound, yet practical to implement in the field;
- To report survey results of reasons why junior enlisted soldiers decide to stay in and to leave the Army Reserve; and
- To report such results by special subpopulations of interest (e.g., rank group, prior military service status), and by unit (e.g., combat arms, combat service support, etc.), and individual characteristics (e.g., race, gender, marital status, educational level, etc.).

The document, 1988 Sample Survey of United States Army Reserve (USAR) Troop Program Unit (TPU) Members Final Project Report (Contract No. MDA 903-87-C-0871), September 1988, provides a detailed description of the research activities and findings of Year 1 of the project. A summary of the research activities and accomplishments for Year 1 follows:

CONUSA Briefings. Preliminary activities leading up to survey instrument development and data collection plan design were conducted in Fall, 1987. Briefings were held with the five Continental United States Army Commands (CONUSAs) and with representative Major United States Army Reserve Commands (MUSARCs) to solicit information about the issue of attrition and retention in the field and current efforts to address it. Data collection plans, administration procedures, and schedule were reviewed with CONUSA and MUSARC personnel. Suggestions for improvements were incorporated following the briefings.

Literature Review. Concurrent with this activity, a literature review of pertinent military and civilian studies of attrition and retention was conducted to identify important issues in the study of soldier retention, to identify gaps in the literature and to consolidate the extent of knowledge to date.

Developmental Focus Groups. Focus groups were held in Fall, 1987, with enlisted, NCO and officer groups in four of the five CONUSA regions. The purpose of the focus groups was to explore the previously-identified factors which were thought to be related to retention, to

assess whether there were any additional factors influencing retention, especially among the different rank groups, and to attempt to identify the underlying mechanisms explaining the factors. A second purpose of the focus groups was to informally test the question wording of several of the draft questions for the survey questionnaire.

Development of Survey Questionnaire. Drawing from the results of the CONUSA/MUSARC briefings, the literature review and the soldier focus groups, a survey questionnaire was designed to tap each of the major content areas identified as influential on attrition and retention. Questions were also directed toward testing widely-held hypotheses about influences on attrition (i.e., spouse conflict, civilian employer influence). The questionnaire was pretested for readability and clarity of concept.

Sample Design and Weighting. A stratified-random sample design was developed and executed to select a longitudinal and cross-sectional sample for the 1988 survey. Certain variables were oversampled to ensure their adequate representation in the final sample. Stratification variables used in the sample design were: Geographic strata (Alaska and Hawaii), pay grade, gender, minority status, and educational level. A weighting plan was also developed to apply poststratification and nonresponse adjustment to ensure the ability to generate population estimates of the variables measured in the survey. The final sampling weights were used to produce estimates of means, ratios, percentages, and standard errors which measured the precision of the survey estimates.

The 1988 sample consisted of two subsamples, the first was a cross-sectional sample drawn for the purpose of estimating population parameters on a yearly basis. The second was a longitudinal sample which will be resurveyed for the remaining two years of the project to track changes in individual respondents across time. The total number of individuals sampled for the 1988 survey was 36,944 soldiers in 3,884 TPUs within the continental United States, the District of Columbia, Hawaii, and Alaska.

Data Collection. Survey data collection consisted of four sequential phases:

- Prenotification and coordination of survey administration. HQ, FORSCOM notified the five CONUSAs, their subordinate commands, Reserve Centers and TPUs of the survey effort to both inform and gain support of staff at the levels of the Army which were instrumental to successful administration of the survey.

- Assembly and mailout of surveys. Assembly and mailout of surveys was done between March 17 and March 28, 1988, to allow time for receipt by TPUs prior to the April MUTA. Instructional materials for the TPU survey administrator were enclosed. May MUTA was also allowed for follow-up of surveys not administered in April.
- Follow-up procedures. Reports on return rates from each TPU were sent to MUSARC points-of-contact weekly to provide them accurate information for following up with TPUs who were having problems with administration. Further assistance was given at the TPU level by providing a toll-free "hotline" number for questions on survey administration procedures.
- Receipt of completed questionnaires and subsequent data entry. A receipt control system was devised at Westat to allow collection of information on characteristics of individual and unit response to the survey. The system also collected information on TPU returns and individual survey return data. Questionnaires were scanned by a state-of-the-art optical scanner. Following completion of data entry on May 31, 1988, the data set was cleaned and weighted.

Survey returns numbered 12,295 of the 36,944 sampled in 1988. In order to ensure that a sufficient number of individuals compose the longitudinal component of the sample for the 2nd and 3rd year of the study and allow analyses to be performed comparing across years, all individuals responding to the 1988 survey were converted to the longitudinal component of the sample. For the 1989 and 1990 surveys, a new cross-sectional sample will be drawn as planned.

Data Analysis. Two phases of data analysis were performed. Tabulation Volumes were produced of questionnaire responses, weighted up to the population of the USAR, or the relevant subpopulations. Separate volumes were produced for four groups:

- All Reservists, including enlisted, ROTC cadets, warrants, and officers
- Officers (O1- O8),
- Enlisted (E1- E9), and
- Junior Enlisted (E1-E4).

Each tabulation volume presented the weighted responses of all Reservists or Reserve subgroups by selected characteristics of the Reserve population. These characteristics were:

- Gender;
- Marital status (never married, married, other--including separated, divorced, widowed);
- Educational status (less than HS graduate, less than college degree, college graduate);

- Minority status (white, black, all other races);
- Prior service/No prior service;
- MOS-Qualified/Not MOS-Qualified; and
- Receiving educational benefits or enlistment bonus/no benefits;

Tabulation volumes were delivered to OCAR, FORSCOM, and all CONUSAs for reference use in determining attitudes and opinions of USAR subpopulations.

Concurrent with this activity, the major focus of data analysis was to describe the relative importance of factors which contributed to junior enlisted staying in or leaving the USAR. A ranking of factors influential to the decision was developed, and these factors were also compared among different rank groups. A comparison was made between factors stated as important to the decision to attrit and the reported extent that these factors were experienced in the TPU. In addition, analysis was performed to determine the relationship between influences on attrition and junior enlisted's stated intention to attrit or remain in the Reserve. Following the overall analysis, CONUSA-specific analyses were conducted on similar items.

A final focus of the analysis was to examine the data for support for the commonly-believed hypotheses about soldier attrition. These were the influence of spouse and civilian employer attitude toward Reserve service.

Dissemination of Findings. Briefings on the study and findings were prepared for MG William Ward, Chief of the Army Reserve, for Assistant Secretary Clark, Assistant Secretary of the Army for Reserve Affairs, and for each of the CONUSA and MUSARC Commands. Briefings were conducted between November 1988 and January 1989. The focus of briefings was on the findings of the first year of the study and on recommendations for policy and management. A package of briefing slides and an Executive Summary for the overall briefing was prepared as well as briefing slide packages for the CONUSA-specific findings.

2. YEAR 2 PROJECT TASKS

Research Plan

The preparation of this Research Plan will describe operations and analytic activities guiding the Year 2 study of the contract "A Sample Survey of U.S. Army Reserve Troop Program Unit Members" (RFP No. MDA-87-R-00194). The focus of this document is primarily on differences between Year 1 and Year 2 of the project. Therefore, detail in comparison to the 1988 Research Plan is more limited.

The project tasks for Year 2 have remained basically the same in type and sequence compared to Year 1. Table 1 provides a comparison of the task structure of the project between the two years. The timeline for task completion for Year 2 is presented in Figure 1.

Sampling and Weighting Plan

Sample Components. For the Year 2 USAR TPU Soldier Survey, there will be a longitudinal sample and a cross-sectional sample. The primary purpose of the longitudinal sample is to provide estimates of changes in individual Reservists' attitudes, expectations, satisfaction, and commitment over time and to provide information that is predictive of intent to attrit. The primary purpose of the cross-sectional sample will be to provide reliable estimates of USAR population and subpopulation characteristics related to Army Reserve members' attitudes, expectations, satisfaction, and commitment for the Year 2 survey. The results of the cross-sectional sample for Year 2 may also be compared on an aggregate basis (e.g. by Army, MUSARC, TPU) to results of Year 1.

Longitudinal Component. For the Year 1 USAR TPU Member Survey, 36,944 Army Reservists were sampled, and completed questionnaires were received from 12,295 Reservists. These 12,295 Reservists will constitute the Year 2 longitudinal component minus 843 individuals who do not appear on the SIDPERS data file in December 1988, at which time the cross-sectional sample was drawn. The Year 2 longitudinal component numbers 11,452. TPU commanders will receive surveys for their TPU members who fall in the longitudinal sample. Reserve members in the longitudinal component who have undergone the following status changes in the period from the completion of their Year 1 questionnaires to the receipt of the Year 2 longitudinal samples as

Table 1

Comparison of Project Tasks Between Year 1 and Year 2 of the Survey of USAR TPU Soldiers

Year 1	Research Activity	Year 2	Research Activity
Task 1	Research Plan	Task 1	Research Plan
Task 2	Literature Review	Task 2	Additional Analyses of Year 1 Data <ul style="list-style-type: none"> ■ Briefing Development ■ Literature Review
Task 3	Sample Design	Task 3	Sample Design
Task 4	Survey Development	Task 4	Survey Data Collection Development <ul style="list-style-type: none"> ■ Data Collection
Task 5	Qualitative Focus Groups, of DoD Research Projects	Task 5	Integrative Study Cancelled for Year 1
Task 6	Tracking and Tracing	Task 6	Tracking and Tracing
Task 7	Data Cleaning Tab Volumes	Task 7	Data Cleaning Tab Volumes
Task 8	Sample Weighting	Task 8	Sample Weighting
Task 9	Data Analysis	Task 9&11	Data Analysis and Model Development
Task 10	Analyst Training	Task 10	Analyst Training
Task 11	Model Development		

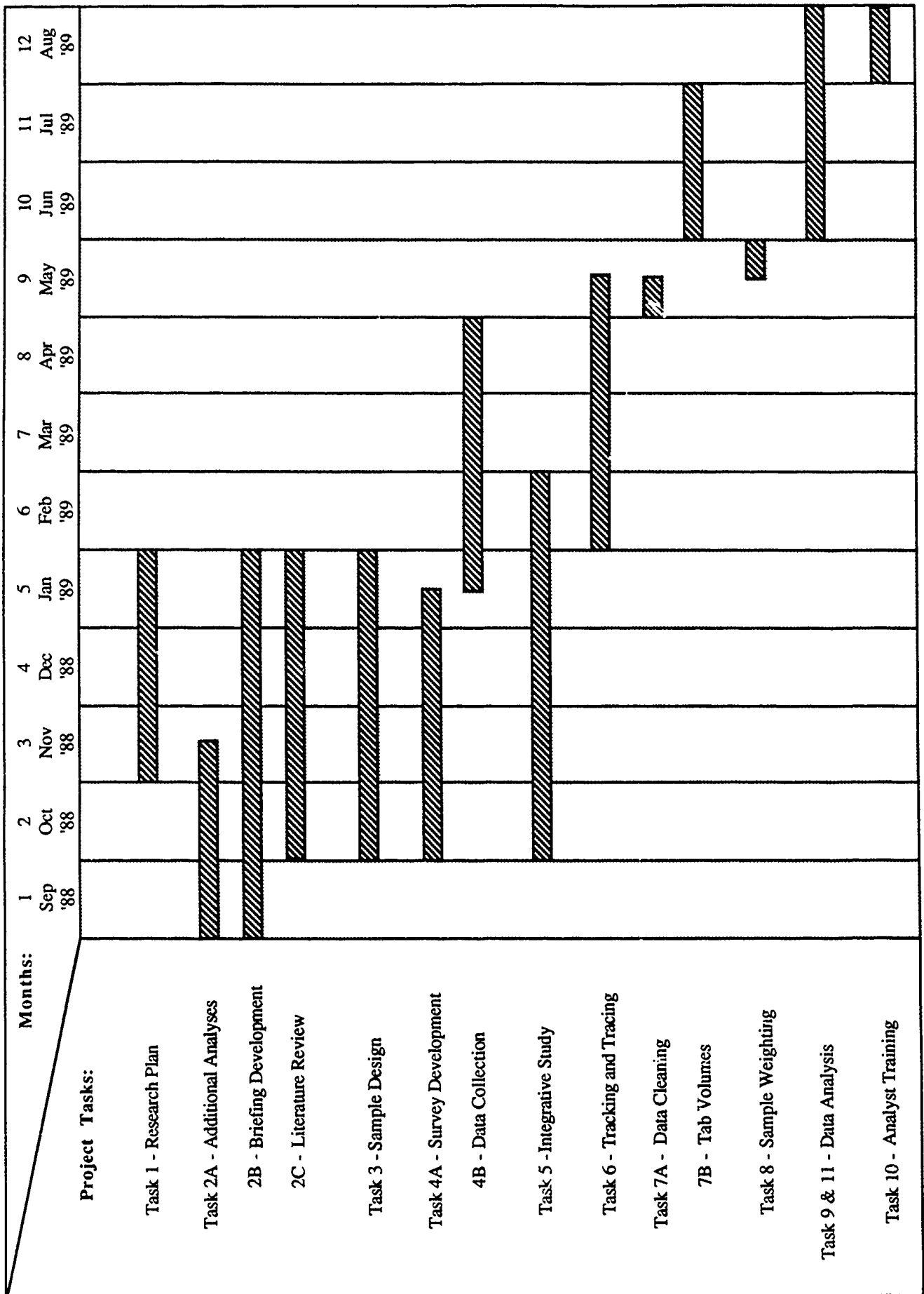


Figure 1. Project Timeline for Year 2, Survey of USAR TPU Soldiers

indicated by TPU commanders will be classified as attritees and thus out of scope following completion of data collection:

1. Moving from the Army Reserve to the IMA;
2. Leaving the Army Reserve to join the active Army;
3. Moving from the Army Reserve to the Army National Guard; and
4. Deciding to become an inactive Army Reserve member (transferred to IRR).

Reservists who have transferred from one TPU to another will be considered separately.

Cross-Sectional Component. A sample of 25,327 Army Reserve members has been selected for the Year 2 cross-sectional component. The 12,295 Army Reservists who returned completed 1988 questionnaires by data closeout were unduplicated (excluded) from the December 1988 Standard Installation Data Personnel System (SIDPERS) data base. After the SIDPERS data base was unduplicated, all Reserve members who did not belong to the target population were excluded (e.g., Reserve members in Puerto Rico, American Samoa, Virgin Islands, members of the State Military Support Office, Mobilization Support Detachment, or Selective Service Administration; see 1988 Survey of USAR TPU Soldiers Research Plan for further detail). The definition of the Year 2 target population remained the same as it was in Year 1. All Reservists selected for the Year 2 cross-sectional sample who have undergone one of the five status changes listed above from the time of sample selection to the receipt of cross-sectional samples from TPU commanders will be classified as out of scope after data collection.

Composition of the Cross-sectional and Longitudinal Components. Before the Year 2 cross-sectional sample was drawn the unduplication of the Year 1 USAR TPU Soldier sample (now the Year 2 longitudinal sample) was done. For purposes of discussion the Year 1 sampled Reservists can be categorized into the following groups:

1. Reservists who completed a questionnaire in Year 1 and appear on the 1988 survey respondent data file;
2. Reservists in TPUs administering survey questionnaires who were classified as nonrespondents;
3. Reservists in TPUs administering survey questionnaires who left the Army Reserve or transferred to other TPUs;

4. Reservists in TPUs administering survey questionnaires, but the completed questionnaires were received after the Year 1 closeout (May 31, 1988); and
5. Reservists in the TPUs not administering the survey questionnaires.

All Reservists who completed a survey questionnaire and appear on the Year 1 survey respondent data file will be included in the Year 2 longitudinal sample (Group 1, above). Since the Year 2 longitudinal and cross-sectional samples will be independent, Reservists in the Year 2 longitudinal sample must be removed from the 1988 SIDPERS data base before the selection of the Year 2 cross-sectional sample.

Reservists in TPUs administering survey questionnaires who were nonrespondents (Group 2) could have had their absences from TPU drills classified as either excused or unexcused. The consequence of placing these Reservists in the longitudinal sample would be missing Year 1 data for these Reservists which would complicate any longitudinal analysis. These Reservists will not be included in the Year 2 longitudinal sample. It is reasonable to assume that if selected in the Year 2 cross-sectional sample, those Reservists having excused absences from TPU drills in the Year 1 survey would be present at one or more TPU drills where the Year 2 survey questionnaires are being administered. For those who did not have excused absences, it would be argued that these Reservists are no longer attending TPU drills, although TPU commanders might hesitate to classify them as having left the TPU or Army Reserve. These Reservists can justifiably be removed from the Year 2 cross-sectional sampling frame. The total number of Year 1 sampled Reserve members classified as having unexcused absences is small so that including them in the Year 2 cross-sectional sampling will have little impact on the Year 2 cross-sectional estimates or survey administration procedures. All Reservists in TPUs administering survey questionnaires who were classified as Year 1 nonrespondents will be included in the Year 2 cross-sectional sampling frame.

Reservists in TPUs administering survey questionnaires who left the Army Reserve (Group 3) will naturally be out of scope. The Reservists in TPUs administering questionnaires who transferred TPUs (Group 3) during the Year 1 data collection period were treated as a component of attrition. "Unit turbulence" may be thought of as a component of attrition from the Army Reserve. Unit turbulence would also include unit transfers insofar as transfer of personnel requires soldiers retraining to unit standard, and soldiers becoming familiar with one another and their military duties and leader expectations. Unit turbulence, both attrition and transfers, can reduce the combat effectiveness of units by the unit having to continually retrain personnel. It is, therefore, worthwhile to examine whether factors associated with intent to attrit are similar or

different from those that cause TPU members to transfer from one TPU to another. Reservists who have transferred TPU's between Year 1 and Year 2 will be included in the longitudinal component of the Year 2 survey if they appear on the December 1988 SIDPERS data base, regardless of unit assignment.

Reservists in TPUs where survey questionnaires were received after Year 1 closeout (Group 4) cannot be placed in the longitudinal sample because their identities are not known. Reservists in these TPUs will be included in the Year 2 cross-sectional sampling frame and will, thus, have a chance of being selected in the Year 2 cross-sectional sample.

Reservists in TPUs not conducting the Year 1 survey (Group 5) will also have a chance of being selected in the Year 2 cross-sectional sample.

Stratification. As the analytical and descriptive requirements for the Year 2 survey are similar to those for the Year 1 survey, the stratification used in the Year 1 survey will again be used. The stratification variables of pay grade, minority status, and gender for officers and the additional stratum of educational level for enlisted soldiers will be employed to form Year 2 design strata. The numbers of strata and strata definitions using the stratifiers of pay grade, minority status, gender, and educational level will remain intact. Tables 2 through 5 present the strata codes and definitions used in both Years 1 and 2 of the survey.

Strata corresponding to domains of study will be oversampled to ensure that desired number of completed interviews for the domains of study will be achieved. The desired number of completed interviews for strata that will be oversampled should be approximately equal to those established in the Year 1 survey. In the Year 1 survey the desired number of completed interviews for each stratum was divided by 0.60 to yield the number of sample cases that had to be designated within the stratum. For most strata the actual completion rate was substantially less than the expected rate of 60 percent, and the desired sample sizes were not achieved although cell sample sizes were sufficient for analysis by sample strata. For the Year 2 survey, strata attrition and response rates calculated from the Year 1 survey can be used to compute designated sample sizes for the strata that will be oversampled. Table 6 lists the strata codes falling into the proportionally-sampled and oversampled groups. Table 7 presents the sampling intervals for each strata.

Table 2

Stratum Codes Assigned to Strata Defined by Pay Grade, Gender and Minority Status

Pay Grade	Male			Female		
	Minority	Nonminority	Unknown	Minority	Nonminority	Unknown
Company-Grade Officers: 01-03	01	02	03	04	05	06
Field-Grade Officers: 04-05	07	08	09	10	11	12
Colonels and General Officers: 06-08	13					
Junior Warrant Officers: W01, CW2	14					
Senior Warrant Officers: CW3, CW4	15					
ROTC Cadets: CT5, CT6, CT7	16					

Table 3

Recode of Civilian Education Certification Categories

Recode Category	Civilian Education Certification Categories
Less than High School Diploma	1, 9
High School Diploma	2, 3, 4, 5, 6, A
Associate Degree	D, G
Bachelor's Degree or Above	K, N, R, U, W, X
Unknown	Blank

Table 4

Definition of Civilian Education Certification Codes

Code	Definition
1	Less than high school diploma
2	High school diploma
3	High school General Equivalency Diploma
4	Certificate for the completion of an occupational program
5	Certificate for attendance at an occupational program
6	High school certificate of attendance certifying completion of 12th grade, but no award of diploma
9	High school alternate training program
A	Completion of first year of college
D	Associate degree
G	Professional nursing diploma
K	Baccalaureate degree
N	Master's degree
R	Graduate work beyond a Master's degree
U	Doctorate degree
W	First professional
X	Secondary professional

Table 5

Stratum Codes Assigned to Strata Defined by Pay Grade and Educational Level

	<u>Pay Grade</u>		
	Junior Enlisted E1 - E4	Junior NCOs E5 - E6	Senior NCOs E7 - E9
Less than high school graduate	17	18	19
High school graduate	20	21	19
Two years of college	22	23	24
College: Bachelor's degree or above	25	26	27
Educational level unknown	28	29	30
<hr/>			
Alaska	31		
Hawaii	32		

Table 6

Officer-Related and Enlisted-Related Strata that were Proportionately Sampled and Strata that were Oversampled

Codes of Officer-Related Strata that were Proportionately Sampled	Codes of Enlisted-Related Strata that were Proportionately Sampled	Codes of Strata that were Oversampled
02	17	01
03	20	04
07	28	05
08	21	06
09	23	22
13	26	25
16	29	18
10	19	31
11	30	32
12	14	24
	15	27

Table 7

Strata Sampling Intervals that were Selected for the Cross-Sectional and Longitudinal Samples

Stratum Code	Sampling Interval
01	2.822
02, 03, 07, 08, 09, 16	13.543
04	2.006
05, 06	5.323
10, 11, 12	8.308
13	7.595
14	4.417
15	4.344
17, 19, 20, 21, 28, 29, 30	14.574
18	2.369
22	3.346
23	8.455
24	6.155
25	4.668
26	8.825
27	7.3203
31	1.000
32	2.117

Weighting the Sample Data. Weighting procedures were developed for the Year 1 survey to produce estimates for the characteristics of interest. In the Year 2 survey different weighting procedures will be needed for the cross-sectional and longitudinal components and these will be developed following data collection. Actual weights attached to individual respondents are calculated based on Army Reserve population characteristics and the number of Reservists in the data base who must represent the Reserve as a whole.

Tables 8 and 9 present the Year 2 sample counts by population strata for the new cross-sectional sample and the longitudinal sample.

Cross-Sectional Component. The cross-sectional component will provide descriptive statistics measuring Army Reserve members' attitudes, expectations, satisfaction, and commitment. In developing any set of weighting procedures for the cross-sectional component, the estimates produced should be at the level of the target population. Because all 12,295 Reserve members who were respondents in the Year 1 survey will be removed from the Year 2 sampling frame prior to sample selection, Reserve members will be sampled from a subset of the target population. Frame unduplication factors will be used to account for this loss of eligible Reserve members. Frame unduplication factors will inflate the base weights to the level of the Year 2 cross-sectional target population. Estimates produced from the sampling weights will be applicable to the Army Reserve target population.

Nonresponse adjustment factors will also be used in the Year 2 survey to account for those sampled Reserve members who are determined to be eligible for interview but have not completed a survey questionnaire. The procedures for calculating the nonresponse adjustment factors will be the same as those used in the first survey year.

Poststratification adjustment factors will be calculated to align the weighted unit type by grade distribution to the corresponding unit type by grade population distribution. In the Year 1 weighting prior to poststratification, the weighted sample distribution had disproportionate numbers of officers and enlisted soldiers in the sample. This was understandable as the attrition rate for enlisted soldiers was much higher than the attrition rate for officers. Population distributions to be used in the poststratification will be produced from data files prepared by the Defense Manpower Data Center, Monterey, California.

Table 8

Stratum Population and Sample Counts for the USAR TPU Soldier Survey Longitudinal Sample

OFFICER

Pay Grade	Male			Female		
	Minority Population Sample	Nonminority Population Sample	Unknown Population Sample	Minority Population Sample	Nonminority Population Sample	Unknown Population Sample
O1-O3	251	632	13	288	325	3
O4-O5	51	745	2	29	98	--
Population Sample						
O6-O8	118					
WO1, CW2	186					
CW3, CW4	260					
CT5, CT6, CT7	105					
ENLISTED						
Less than high school graduate	E1 - E4 Population Sample			E5 - E6 Population Sample		
	406			245		
High school graduate	2,622			1,966		
Two years of college	217			377		
College: Bachelor's degree or above	232			348		
Educational level unknown	11			18		
OTHER						
			Alaska			38
			Hawaii			179

*There was only a very small number of Reserve members with Pay Grade E7-E9 having less than a high school education. For sampling purposes, these Reserve members were grouped with Reserve members of the same pay grade with a high school education.

Table 9

Stratum Population and Sample Counts for the USAR TPU Soldier Survey Cross-Sectional Sample

OFFICER

Pay Grade	Male			Female		
	Minority Population Sample	Nonminority Population Sample	Unknown Population Sample	Minority Population Sample	Nonminority Population Sample	Unknown Population Sample
O1-O3	2,399	13,592	610	1,577	3,955	229
O4-O5	840	11,291	119	378	1,654	20
	Population Sample					
O6-O8	1,876					
WO1, CW2	1,643					
CW3, CS4	1,616					
CT5, CT6, CT7	3,470					

OTHER

ENLISTED

	ENLISTED			OTHER	
	E1 - E4 Population Sample	E5 - E6 Population Sample	E7 - E9 Population Sample	Population	Sample
Less than high school graduate	25,634	1,760	13,184*	Alaska	213
High school graduate	103,139	45,242	3,105	Hawaii	1,958
Two years of college	2,747	6,282	743		
College: Bachelor's degree or above	3,557	6,557	743		
Educational level unknown	1,609	877	60		

*There was only a very small number of Reserve members with Pay Grades E7-E9 having less than a high school education. For sampling purposes, these Reserve members were grouped with Reserve members of the same pay grade with a high school education.

Longitudinal Component. The weighting procedures for the longitudinal component will differ slightly from those used for the cross-sectional component. For the longitudinal analysis, interest will be in observing how the attitudes, expectations, satisfaction, and commitment of the USAR Year 1 population changes in the period of a year. Only those members who remain in the same TPU from the Year 1 data collection period to the Year 2 data collection period will be eligible for tabulation. All Reserve members of the longitudinal component presently have a base sampling weight, as these Reservists constituted the Year 1 cross-sectional component.

There will be Reservists in the longitudinal component who will not complete a Year 2 questionnaire because they do not attend their TPU drills during the data collection period, are not willing to complete their questionnaires, or are not given the questionnaire by TPU survey administrators. If the response rates differ across subgroups defined by such variables as pay grade, educational status, gender, etc., then nonresponse may result in some subgroups being under-represented while other subgroups will be over-represented. Nonresponse adjustment factors will be calculated and applied to base sampling weights of the respondents so that the subgroups are properly represented in the target population.

The reliability of the estimates that will be produced from the longitudinal component could be improved by poststratification. Counts of Reservists in the March 1988 Army Reserve population categorized by pay grade and unit type who remain in the Reserves and who do not transfer to other TPUs from March 1988 to March 1989 could be provided by the Defense Manpower Data Center. Poststratification adjustment factors could be applied to the sampling weights of Reservists in the longitudinal component who do not leave the Reserves or transfer to other TPUs between Year 1 and Year 2. Using these adjusted weights, weighted pay grade/unit type sample counts of Reservists who remain in the Army Reserves from Year 1 to Year 2 would agree with the pay grade/unit type retention counts provided by DMDC.

Survey Instrument Development

Findings of the Year 1 literature review combined with results from the developmental focus groups and the CONUSA briefings, led to the development of a preliminary model of the retention process which in turn served as the underlying model for the Year 1 survey instrument (see Figure 2). The model included representation of all variables found to be relevant to staying in or leaving the TPU. The model, supplemented by the specific findings of the developmental focus groups, served as the context for development of the questionnaire items.

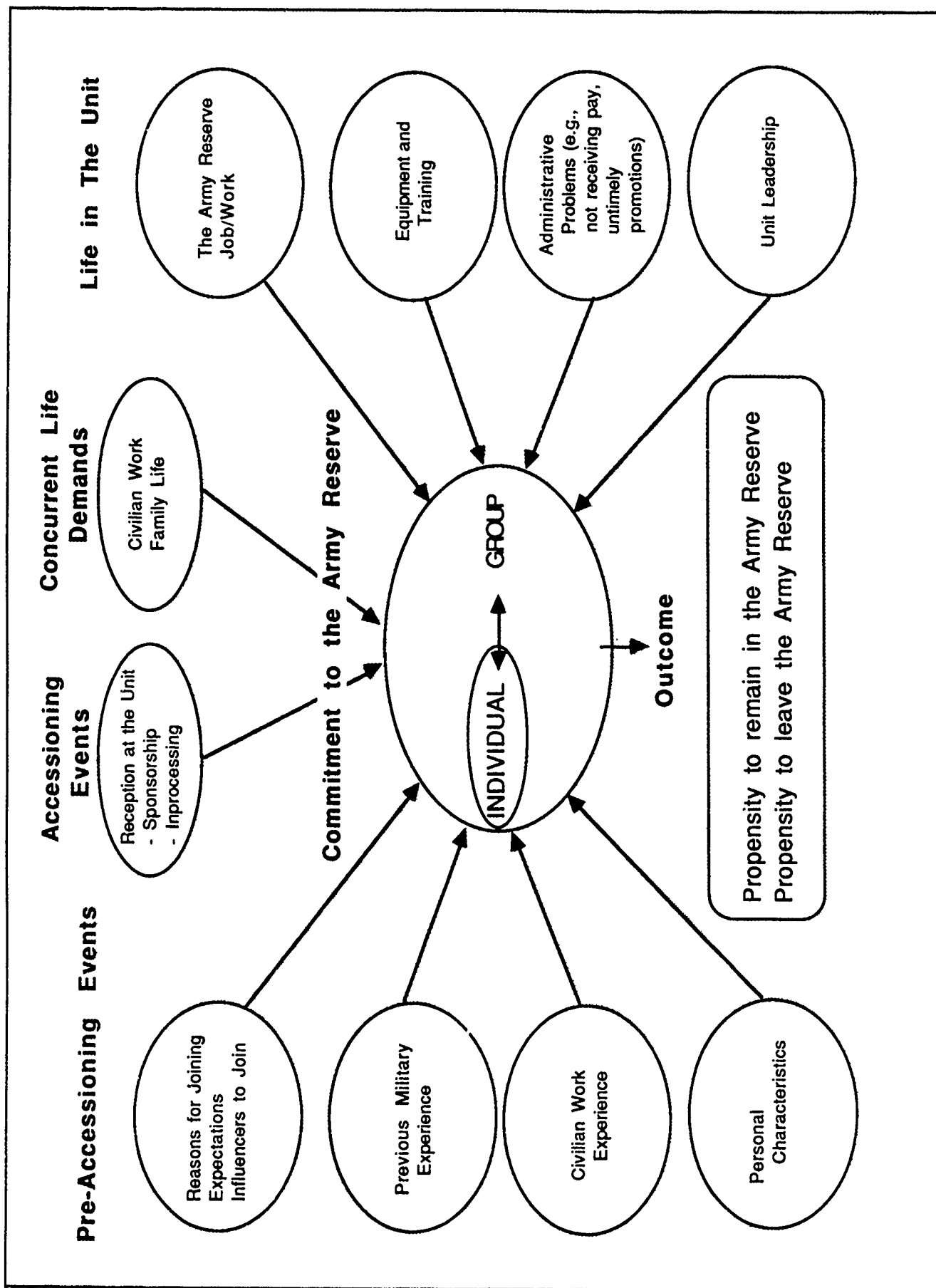


Figure 2. Preliminary Model of Army Reserve Retention.

Questionnaire items were placed in a content area matrix and were examined in relation to content areas represented in the model. The major criterion for determining the inclusion of items on the survey instrument was the unique contribution that items made in assessing a content area and/or construct represented in the retention model. Steps were taken to ensure that questionnaire items directly assessed a construct, and unnecessary questions were not included. This activity ensured adequate coverage of all of the important issues related to Army Reserve retention, while minimizing the number of items needed to assess each of the content domains. Any gaps for which no or too few items existed were identified. New items or revised items were written and subsequently field tested on a pretest sample.

The review also involved careful examination of item wording for ambiguities and for potential utility of data obtained on each item (e.g., sufficient item variance for proposed analysis). Items were examined and rewritten to eliminate ambiguity in both the questions and the response options. Questions were worded to require a combination of affirmative and negative responses intermixed to eliminate potential response set. The items in the instrument were ordered in such a manner so that the respondent progressed from fairly factual and simple questions to later items which required more judgment or self-evaluation. This ordering enabled the respondent to build a momentum to carry him/her through the task. At the same time, however, care was taken to avoid clustering items in any way that could be considered as leading or biasing the individual. The length of the instrument was also controlled so as to reduce respondent burden and fatigue.

This approach to questionnaire item development and adoption decreased the overall number of questionnaire items by reducing redundancy in construct measurement. Reliance on larger aggregates of items to assess broad, underlying constructs eliminated the need to continually modify and add new questionnaire items. This systematic procedure provided an explicit basis for presenting the content validity of the measure

Refinement of the Model. As a result of the analysis of Year 1 data, certain aspects of the model were found to be more powerful than others in relation to the soldier's intention to attrit from the Army Reserve. The model was refined to represent these qualitative and rank order differences (see Figure 3). Quantification of the explanatory power of each of the model components will be done through multivariate testing of the model in Year 2. Individual and unit characteristics associated with retention and attrition were retained in the model for Year 2.

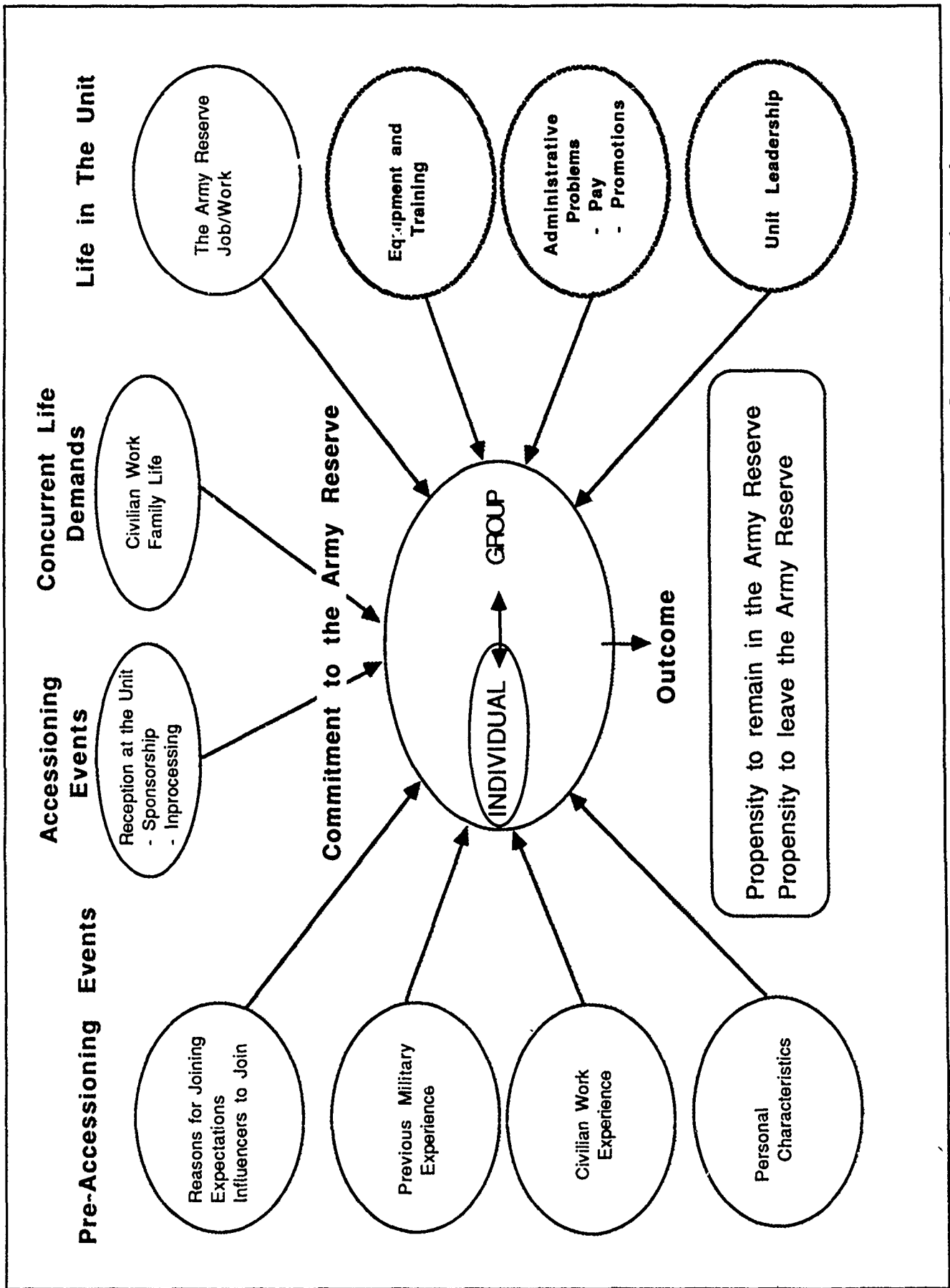


Figure 3. Components of Model Emphasized for Year 2 Survey Questionnaire.

However, as described below in the section "Survey Redesign," an attempt has been made in Year 2 to clarify the meaning of global characteristics (i.e., promotion, leadership) found to be related to attrition by expanding the questionnaire items in these areas.

Literature Review. A thorough review of relevant literature was performed to contribute to the model development in Year 1. The review of literature concerned itself with two major areas. The first was the literature in the area of military retention studies. This was an applied area of study encompassing identification of factors associated with the decision of military personnel to remain in the active or Reserve military duty. The second area for review was literature in the civilian area. The Year 1 Task 11 deliverable, "The Developing Retention Model," describes in greater detail the results of the literature review and presents results of other studies in tabular form, highlighting the variables studied, sampling and data collection design, and results of analyses. Table 10 provides a summary of the survey instruments reviewed in this task.

The literature review was expanded for the Year 2 survey through a meta-analysis of recently conducted DoD-sponsored studies on various stages of the soldier life cycle. Table 11 presents a summary of the study and its focus. An expanded summary table of these studies and an accompanying executive summary of study methods and findings have been developed and are available as a separate document. In addition to serving the purpose of supporting and clarifying the findings of the 1988 Survey of USAR TPU Soldiers, a review of these studies also contributed to refining the survey instrument for Year 2. The studies reviewed provided some detail useful for highlighting aspects of the promotion process and leadership at different levels that could be made use of in the redesign of the Westat study survey instrument. In some cases, items from these sources could be lifted intact for inclusion in the expanded areas of the Year 2 instrument, thus allowing direct comparability of our findings with those of smaller studies or studies with a different population focus.

Survey Redesign. The aim of the Year 2 survey is to administer a questionnaire designed to maintain the major structure and content of the Year 1 survey, but to expand areas found to be critical to retention in the Year 1 survey. The content areas of the model underlying the questionnaire sections are remaining in the model. The advantage of maintaining comparability of the questionnaire between years is to allow valid conclusions to be drawn about changes in attitude. The degree to which question wording or meaning is changed lessens the ability to compare across years.

Table 10

Survey Instruments Reviewed for Questionnaire Items

Military Survey Instruments

1983	U.S. Air Force Retention Survey
1985	The New Manning System: Attitudinal and Behavioral Survey (Soldier Study Questionnaire)
1986	Survey of Officers
1986	Survey of Enlisted Personnel
1986	Survey of Reserve Enlisted Personnel
1986	U.S. Army Sample Survey of Reserve Units
1986	Survey of National Guard/Army Reserve Spouses
1986	Sample Survey of U.S. Army Individual Ready Reservists
1987	Sample Survey of Military Personnel
1987	ODCSPER Survey of Military Personnel
1987	Survey of Formerly Active Army Members
1987	Annual Survey of Army Families
1987	National Survey of Reserve Component Inactive Duty Training

Civilian Survey Instruments

The Experience of Work (Cook et al., 1981)

Miscellaneous

Case Studies of Ten Army Selected Reserve Companies (McGovern, 1983)

Table 11

Summary Table of Research Studies on Stages of Soldier Life Cycle

Target	Project	Agency	Status	Remarks
		TPU SERVICE		
TPU Members (All Pay Grades)	1988 Sample Survey of U.S. Army Reserve TPU Members	OCAR/ FORSCOM	Completed/On-going N = 12,944	Westat is contractor: Survey mailed to TPU <ul style="list-style-type: none"> ▪ 10% stratified-random sample ▪ Weighted to population estimates Cross-sectional & longitudinal samples 3 year effort
USAR TPU Members E1-E5	1987 Sample Survey of USAR Reserve Unit Personnel	ODCSPER	Completed Feb87 N = 1,800	Fielded by ATB Dec86-Jan87 <ul style="list-style-type: none"> ▪ Purposive; non-random sample ▪ Unweighted data
USAR TPU Members	USAR Focus Groups	USAREC	Completed 1st Qtr FY86 "Problems in USAR Retention of Enlisted Personnel"	Custom Research is contractor: Focus Group interviews "Qualitative" data
USAR, ARNG & Other Service TPU Members (All Pay Grades)	1986 Reserve Components Survey	DMDC	Completed USAR N = 11,700	RTI is contractor: <ul style="list-style-type: none"> ▪ 10% stratified-random sample ▪ Weighted to population estimates

Table 11 (continued)

Target	Project	Agency	Status	Remarks
TPU SERVICE (continued)				
USAR/ARNG TPU Members (All Pay Grades)	1987 National Survey of Reserve Component Inactive Duty Training	ARI-Boise, ID	Completed Nov88; USAR Sample N = 1,445	Focus on training
New Recruits	1986 USAREC Survey of U.S. Army Reserve & ARNG Recruits	USAREC	Completed/on-going 1st trimester report, Jun-Aug87 Second trimester available Sep-Dec87	

INFLUENCES ON TPU SERVICE

Spouses of USAR/ARNG TPU Members	Sample Survey of USAR/ARNG Spouses	CFSC	Phase I, Jun89	Westat is contractor: Phase I, evaluation of the need for a survey of USAR/ARNG soldiers' spouses
Spouses of USAR TPU Members	1986 Reserve Components Survey	DMDC	Completed Sep88	RTI is contractor: Inadequate responses for by-service (USAR, ARNG) evaluation
TPU Chain-of-Command	USAR Retention In-Depth Research Among Army Reserve TPU Commanders & Key NCOs	USAREC	Completed Dec 87	53 personal interviews conducted at 5 locations, Oct-Nov87

Table 11 (continued)

Target	Project	Agency	Status	Remarks
NPS MARKET				
16-24 Year-old NPS	ACOMS (Army Communications Objectives Measurement System)	ARI	Completed Aug88 N = 13,000	Westat is contractor: Telephone survey <ul style="list-style-type: none"> ▪ Stratified-random sample of 16-24 year-old NPS population ▪ Data weighted to population estimates
NPS 16-20	Brand Differentiation Study	USAREC	Completed Nov87	Tip-In is contractor: Gallup and Robinson Magazine
IN-SERVICE (ACTIVE DUTY ARMY) MARKET				
AC Members	1987 Fall Sample Survey of Military Personnel	SSC-NCR	Completed Jun88/ On-going	Conducted Sep-Nov87 Mail survey <ul style="list-style-type: none"> ▪ Data weighted to population estimates
IRR SERVICE				
IRR Members (Never in a USAR TPU)	1987 Sample Survey of U.S. Army IRR Members	ARPERCEN/ SSC-NCR	Completed Oct88/on-going Junior Enlisted N=417	Conducted Dec86-Dec87 Mail survey Cautions for resulting data: <ul style="list-style-type: none"> ▪ Low response rate ▪ Small N for Junior Enlisted ▪ Unweighted data

Table 11 (continued)

Target	Project	Agency	Status	Remarks
TPU ATTRITEE				
TPU Attritee (E1-E6)	TPU Attrition Research Project (TARP)	ARI	Completed total N=2,249 Junior Enlisted N=1,055	RTI is contractor: Conducted in conjunction with IRR screening Jun87-Aug88 Mail survey Cautions for resulting data: <ul style="list-style-type: none"> ▪ Unweighted data ▪ Low response rate (17.4%)
Spouses of TPU Attritees				
			Cancelled due to 75 burden-hour constraints	

Because of their strength of association with attrition relative to the other variables in Year 1 findings, certain areas of the questionnaire were expanded in the number of specific questions included. These areas are: meaningful training, unit leadership, and promotion. The areas of further inquiry for meaningful training include measuring the degree of training which is related to the soldier's MOS and the perceived importance to soldiers of various weekend drill activities. Expansions in the area of unit leadership include asking soldiers about certain leader behaviors which demonstrate caring and respect. The area of promotion was expanded to investigate what is perceived to be unfair about the present system, what factors impede promotion, and the relative difficulty of promotional criteria. To accommodate the increased number of questions in these areas, deletions were made of other questions which did not show variability or which were found in analysis to be redundant with other questions or which did not add enough information to the results to justify continuation. Appendix A contains a listing of questions added to and deleted from the 1988 questionnaire.

The overall questionnaire format remained the same between project years in order to retain a visual design which would be familiar to soldiers and thus more likely to be completed.

Data Collection

The general design of the data collection plan has been preserved for 1989 data collection. Aspects of the mailout design which remain the same as in the 1988 survey are:

1. Questionnaires are delivered to the soldier's TPU;
2. Questionnaires are to be completed by the sampled soldier at weekend drill;
3. Each TPU has an assigned Survey Administrator who will distribute survey packages and collect completed surveys; and
4. Oversight of fielding is being provided by MUSARC personnel, and of the process within armies, by CONUSA personnel.

General changes in survey administration procedures include:

1. Increase in the length of the data collection period from 2 months to 3 months. In 1988, data collection was conducted from March 17 to May 31. The 1989 period will be from January 17 to April 30. This expanded time period should allow each selected TPU to administer surveys at 3 monthly weekend drills, if needed to contact all selected Reservists.
2. Survey administration materials have been revised. Appendix B contains copies of the 1989 materials. The changes include the provision of only one set of instructions for the TPU Survey Administrator to cover the three-month data collection period, rather than separate monthly instructions. The Survey Administrator is instructed to return three packages to Westat with completed surveys, and to return uncompleted surveys with completes at the final weekend drill (in April). A new form has been developed, the Survey Return Form, to accompany the completed survey when returned in each monthly return package.

Coordination between MUSARCs and their TPUs will be conducted to a greater degree by telephone, rather than the 1988 reliance on postcards sent from the TPU to MUSARCS and Westat. No record will be kept of TPU-reported receipt and shipment of packages and planned dates of administration (see 1988 Final Report for examples of the survey administration materials). Rather, the MUSARC point-of-contact will stay in touch with each TPU to monitor administration.

1989 survey administration materials will again contain the Survey Administration Form, listing each soldier sampled by TPU. 1988 instructions requested that the TPU survey administrator report the status, (i.e., Completed survey; Left USAR; Transferred TPUs; Transferred to the IRR; In USAR, not at drill; or Unknown to Unit) on the form and return it to Westat. Provision has been made in 1989 to code these possible soldier statuses onto the cover of the survey instruments.

3. Surveys are being shipped from TPUs to Westat via First Class U.S. mail rather than Federal Express as in 1988. The extended data collection period reduces some of the pressure for quick shipment and the cost will be reduced by this method. In addition, the 1988 problem of not being able to close off returns will be mitigated. Federal Express continues to bill the recipient for packages billed to the third-party, whether or not they have authorized the sender to mail the package. U.S. mail allows closing a Business-Reply account at a specified time, protecting against unwanted shipping charges.

Several steps have been taken to improve coordination with the field in 1989. These include:

1. A list of participating TPUs is being provided to each CONUSA and MUSARC. This will give each MUSARC time prior to data collection in which to establish contact with the survey administrator at each TPU.
2. Data collection reports will be sent to each CONUSA and MUSARC on a bimonthly basis. The content of the 1989 reports is the individual response rate by TPU, as compared with survey administration information dates provided in 1988. This report improves the ability of each MUSARC to monitor the extent of surveys administered in each TPU.

Survey Assembly and Administration Procedures. The collection of survey data consisted of four sequential phases: (a) pre-notification and coordination of the survey administration; (b) assembly and distribution of questionnaires and accompanying materials to TPUs; (c) follow-up procedures that occurred in April and May 1988; and concurrently, (d) receipt of completed questionnaires and subsequent data entry. (Refer to Figure 4 for the major activities of the survey administration.)

For Year 2 of the study, two samples are identified, one consisting of a new cross-sectional sample of 25,327 and the second consisting of the longitudinal sample (e.g., the survey returns of the 1988 survey), numbering 11,452. Total mailout represents 36,779. Sampled Reservists have again been aggregated by TPU. The questionnaires and accompanying materials for individual respondents and the survey coordinator at each TPU will be packaged and shipped to the individual TPUs. Several activities prior to the fielding of the survey instruments will ensure that local commanders had been given adequate information for the planning of survey administration. These are described below.

Pre-Notification and Coordination. A message describing the nature, scope and importance of command emphasis placed on the second year of the study was sent from HQ, FORSCOM to the five CONUSAs, which in turn disseminated the message to their subordinate commands, MUSARCs, Reserve Centers and TPUs (see Appendix C). A second method of informing units of the Year 2 survey and planned changes in survey administration was a meeting held between FORSCOM personnel, CONUSA strength management officers and Westat senior project staff at FORSCOM HQ in October 1988. The audience was briefed on improvements in

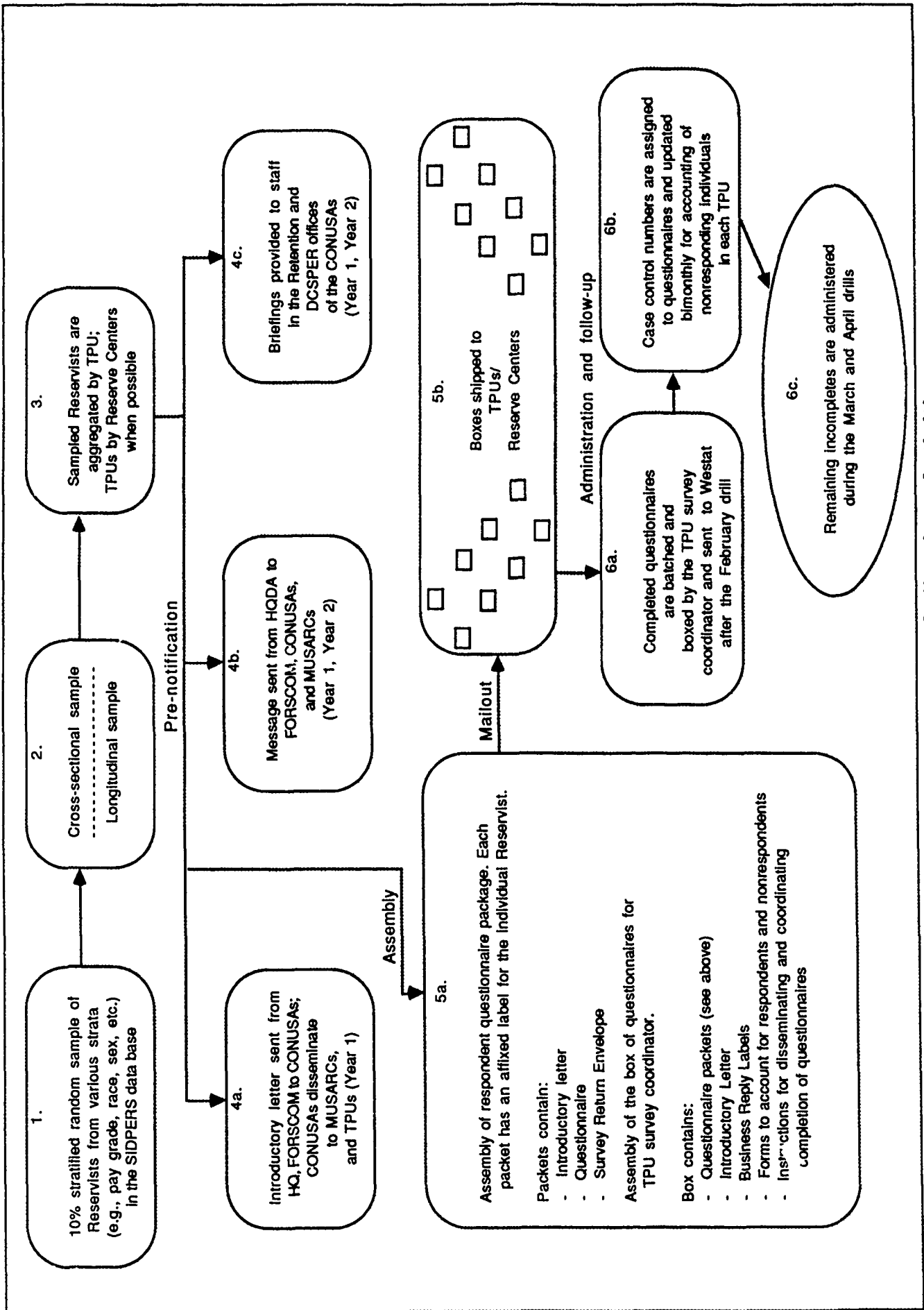


Figure 4. Survey Data Collection Activities.

survey content and procedures for survey administration and they were requested to comment on suggested changes. This briefing served to inform and gain support of staff at the highest levels in the Army and it was expected that the support would be disseminated to levels responsible for facilitating survey administration.

Assembly and Mailout of Survey Materials. Mailout of all surveys will take place between 23 January and 2 February 1989, allowing time for receipt by TPUs prior to the February MUTA. The packages sent to each TPU consist of individually addressed survey packets for selected Reservists and a packet of instructional materials for the TPU commander or his/her survey coordinator. The content of each is described below.

Packets intended for selected Reservists are individually addressed with a personalized name label indicating the respondent's name, rank, and unit UIC code, and survey ID number. This label was affixed to an outer envelope that contains the following elements:

- An introductory letter, signed by MG Ward;
- The survey instrument; and
- A survey return envelope.

Appendix B contains a copy of the survey instrument and accompanying cover letter from MG Ward. The cover letter briefly discusses the purpose of the survey and the need for each selected Reservist to participate in the study. The survey return envelope is for returning the completed questionnaire to the TPU survey administrator in a sealed envelope, thus preserving the confidentiality of responses. During the assembly process, each survey package will be checked against a roster indicating the name, TPU and survey identification number of the respondent to ensure that correct and complete materials are included in the mailing.

The instructional materials for the TPU survey administrator are enclosed in a separate envelope. Instructions for administration during any part of the possible three month

survey administration period are contained in the document. The envelope for the TPU survey administration contains:

- Letter to the TPU Commander from the Westat Project Director;
- Survey Instruction Booklet;
- Survey Administration Form;
- 3 Survey Return Forms;
- 3 Business Reply Labels addressed to Westat.

Appendix B contains examples of these materials.

The Survey Administration Instruction booklet provides detailed administration instructions to the survey coordinator. The instructions direct the TPU survey coordinator to provide a place and time at the MUTA to complete the survey during the February MUTA weekend. Following February drill, the surveys are segregated by the survey administrator into two groups--completed and uncompleted. The completed questionnaires are returned to Westat via First-Class U.S. Mail, and the uncompleted questionnaires are kept at the TPU for follow-up administration during the March drill, and April drill, if needed. The Westat Business Reply label enclosed in the Survey Administrator Packet has been pre-addressed with Westat's address. It is the survey administrator's responsibility to see that the survey return package for each month's administration is collected by U.S. Mail.

During administration, the Survey Administration Form (see Appendix B) requires that the survey administrator verify survey participants and distributes each survey to the named individual. Additionally, the survey coordinator is asked to assign a reason-for-absence code for all Reservists who are no longer attending drill with this unit or who did not attend drill during the 3-month administration period. The codes which may be assigned are:

- **Completed Survey.** Selected Reservists attended drill and completed survey.
- **Left USAR.** Reservist is no longer in the Army Reserve.
- **Transferred TPUs.** Reservist is no longer a member of this TPU, but has been assigned to another active TPU.
- **In USAR; Not at Drill.** Reservist did not attend MUTAs in February, March, or April but is still considered an active Reservist.

- **Transferred to IRR.** Reservist is no longer a member of this TPU, and has been assigned to the Individual Ready Reserve.
- **Unknown to Unit.** This Reservist is not known to this unit.

Follow-up Procedures. A major concern of this study in Year 1 and retains its importance in Year 2 of the study is in specifying procedures for survey administration that help ensure the highest possible response rate. Interviews with Defense Manpower Data Center (DMDC) underscored the importance of coordinating with the major Army commands and local TPU commanders. The procedures for pre-notification summarized above as well as the efforts made in Year 1 demonstrated that higher commands had been adequately informed about the research project. A strategy, however, is employed to follow-up each of the 3,531 individual TPUs nationwide to ensure proper survey administration.

The MUSARC, the next highest command echelon, was chosen for the follow-up of TPU survey administration. The more manageable number of MUSARCs (about 50 nationwide) makes it more practical to use MUSARCs as an intervention agent than to attempt to contact each of the selected TPUs separately. So that follow-up might be instituted and maintained at the MUSARC level, Westat designed a management system which utilizes reports to the MUSARC point-of-contact (and CONUSA strength management officers) about the status of responses for each TPU in his or her command. Appendix D presents an example of the 1989 Individual TPU Response Rate Report.

The reports are generated based on two sources of data: the optically scanned completed survey questionnaires and the reporting forms returned by the TPU survey administrator. The returned surveys are encoded on the front cover with a code representing a "completed survey" or a choice of a series of codes representing reasons the soldier is no longer a part of the TPU. After a survey is completed by the selected Reservist, he or she marks the code indicating "completed survey." If the soldier is not expected at any of the three MUTAs in February, March, or April, the TPU survey administrator marks the appropriate code representing the reason for the soldier's attrition. When the surveys (both completed and uncompleted) are returned to Westat, they are optically scanned and a tally of completes versus incompletes calculated for each TPU. The Survey Return Forms are examined at receipt control to check against the number of surveys returned in each package. If there is a discrepancy between the

form and the number of counted surveys, an attempt is made to correct the information with the TPU survey administrator by telephone.

The bimonthly response rate reports present the up-to-date individual return rate for the TPU. If a TPU shows 0% surveys returned, one of two circumstances has occurred. Either the few Reservists selected for completion of survey in this TPU¹ have not reported for drill or have attrited, or the TPU has not administered their surveys. Since the MUSARCs should be in close contact with their TPUs, this circumstance should be easily ascertained. The response rate reports again will serve as a management tool for participating MUSARCs and CONUSAs to target units that had not administered the surveys and/or have low response rates. MUSARC and CONUSA points of contact will telephone TPU survey administrators to ensure that they understand survey administration instructions and to encourage them to administer the surveys as soon as possible.

Further assistance will be given at the TPU level as was done in Year 1 by means of a toll-free "hotline" phone number listed in the instructional booklet provided to each participating TPU. This number is listed so that TPU survey administrators may call with any questions they have about administration procedures. To be most responsive, Westat will make every effort to return all calls made to the hotline within a twenty-four hour period.

Receipt Control - Survey Operations System. The primary purpose of the receipt control system is to record both individual and unit information regarding the administration of surveys, both the administration date and number of sampled Reservists who completed the survey. Such information is useful in following-up units that had either not administered their surveys or had very low participation of sampled Reservists. By providing individual and unit information on the types of units and individuals completing the survey, the receipt control system allows determination of the representativeness of the responding sample to the original sample.

The operations of the receipt control system involve both manual and automated activities. Surveys should arrive in packages from TPUs. When packages are opened, surveys are separated into two groups, one group of surveys marked "completed survey" on the front cover, and the second group represented those surveys with another code. The Survey Return Form is

¹ In Year 1 of the survey, 15.2% of TPUs only had 1 Reservist sampled to complete a survey questionnaire. In Year 2, that percentage is 13.3%.

checked against the counted surveys. If there is a discrepancy, the TPU survey administrator will be called and a reconciliation of the discrepant information attempted. The Survey Return Form contains unit identifying information as well as information on the surveys returned. Unit characteristics contained on this form are: TPU address, the TPU survey administrator and TPU code, the TPU's MUSARC code, the number of individuals sampled in the TPU, and finally, the number of returned surveys in the package and the number of outstanding surveys yet to be administered.

After the packages are opened and scan edited, the surveys are prepared for optical scanning. The survey identification number corresponding to each sampled Reservist, and the disposition of questionnaires assigned to each sampled Reservist are among the individual characteristics recorded by the optical scanner and available through the receipt control system. The Survey Operations System then provides up-to-date, on-line information on both unit and individual characteristics. This information is primarily used to generate the bimonthly individual response rate information (the Individual Response Rate Report).

Another function of the receipt control system is to identify respondents who had not completed a survey. Comparisons between scanned survey instruments and the TPU Survey Administration Form (retained by the designated survey coordinator) may identify questionnaires not yet accounted for (i.e., those questionnaires yet to be administered by TPUs).

This system will also be used to yield final distributions of those individual Reservists and TPUs that responded to the survey. By comparing these distributions to similar distributions of individuals and units originally sampled it may be determined whether or not there were systematic individual and unit biases among those who responded to the survey. The system, then, provides immediate information for survey administration at the unit level and information to make key decisions during data collection (e.g., determining the representativeness of the responding sample).

Data Capture. The questionnaires used in this study are specially produced "bubble sheet" forms designed to be "scannable" by a state-of-the-art optical mark-sensing device. Rather than using the traditional key-entry method, survey data are captured by reading response bubbles that have been filled in by the respondent. This methodology not only provides for a faster rate of data capture, it was far more accurate. Utilization of the optical scanning technology obviates a

number of problems inherent with the key-entry system (i.e., miss-keys, not keying valid data, etc.). In fact, the forms used in this study are guaranteed to be 100% readable by the optical scanner. In addition, the software accompanying the optical scanning equipment allows pre-programming of data edits. For example, questionnaire items for which there were only one possible response are identified and when such items receive more than one answer they are flagged with an asterisk in the data set.

Analysis

The Year 2 data analysis will be focused on both expanded cross-sectional analysis and longitudinal analysis of the data. Cross-sectional analysis will begin with an analysis of the opinions and attitudes of this group of Reservists, similarly to analyses conducted of Year 1 data. For the Year 2 data, we will examine the relative importance of the factors soldiers say influence them to stay in or leave the Army Reserve and also the relative strength of each when different combinations are present. We will again examine differences among rank groups on important characteristics, for example, differences for prior service junior enlisted vs. officers in terms of satisfaction and career intent. A focus of this year's analysis will be junior leaders (e.g., company-grade officers) and whether the competing demands of building a military career and civilian career causes particular stress and subsequent effects on quality leadership in the unit and on their career intent. Cross-sectional analysis will also assess differences between the Year 2 and Year 1 soldiers in influences on attrition, extent to which these influences are existent in the unit, and differences in the strength of the influences on career intent, to provide a preliminary picture of trends which may be developing. Longitudinal analysis will assess the degree of change over time in the Year 1 soldiers' opinions and whether there is a relation to intent to attrit. The advantage of longitudinal analysis is that causation can more closely be approximated through linking the same individual's attitudes and subsequent behavior (i.e., of attrition or retention). The statistical analytic techniques planned for use in each of these areas is described below.

Multivariate Analyses. Apparent from the first year's results were many factors that were significantly related to intent to attrit. Adjusted chi-square tests showed the statistical significance of influences of attrition and their relationship (positive or negative) to intent to attrit. However, the magnitude (effect size) of these relationships and which of the many significant correlates of career intent were most important (in terms of effect size) in relation to all other

variables was difficult to discern. What is needed are multivariate analyses in which many variables are considered simultaneously to predict intent to attrit. These analyses will show the effect of one variable to career intention while considering the effects of other variables. These analyses will show the bivariate and multivariate contribution of predictors to intent to attrit.

Longitudinal Analyses. Part of the sample for Year 2 includes a sample of Reservists who had been surveyed in Year 1. Tracing the attitudes and perceptions of junior enlisted across two time periods and their relationship to intent to attrit greatly increases our analytic ability to determine, with greater confidence, which of the many influences cause shifts in desire to remain in or leave the USAR.

Clearer Conceptualization of Unit Turbulence. The panel tracked from Year 1 to Year 2 includes three types of soldiers. The first type are soldiers who have remained in their TPUs. The second type are soldiers who have remained in the USAR, but have switched TPUs. The third type of soldiers are those who have actually left the USAR TPU. The primary focus of the Year 1 analyses has been on those soldiers who intend to leave the USAR. Examining attitudes and perceptions of soldiers who have actually left the USAR (Type 3) compared to those who have remained (Type 1) will suggest which attitudes and perceptions lead to attrition.

It has been argued that attrition and retention studies should expand their focus to include "unit turbulence," a broader concept that includes not only attriters from the USAR but also soldier movement from one unit to another. Losses from the USAR and unit transfers, if of sufficient size, achieve the same end, namely, instability in unit personnel, requiring more job skill training. It is unknown whether factors that caused soldiers to attrit were the same factors that caused soldiers to transfer from one unit to another. By comparing attitudes and perceptions of soldiers who have left the USAR (Type 3) with those who have transferred TPUs (Type 2), which factors preceded the moves and their relationships with intent to attrit can be examined.

Quality of Company-Grade Leadership. Year 1 analyses have primarily centered on junior enlisted reasons for attrition. Year 2's analyses might consider the factors that interfere with company-grade officers' inability to lead. In addition, there is concern that company-grade level officers are not qualified or that they are the most likely officer group to attrit because they are just establishing themselves in their civilian jobs, starting a family, and are required to obtain long periods of military training.

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APPENDIX A

Survey Questions Added To and Deleted

From Year 1 Survey Questionnaire

**ADDITIONAL QUESTIONS TO BE INCLUDED IN
1989 SURVEY OF USAR TPU SOLDIERS**

PROMOTION

NOTE: Promotion questions will be analyzed by E1-E3, E4-E5 groups for enlisted personnel, considering skip patterns.

1. How helpful are your leaders in preparing you for promotion to the next highest grade?
MARK ONE ANSWER FOR EACH ITEM.

NOT APPLICABLE
 NOT AT ALL HELPFUL
 NOT VERY HELPFUL
 SOMEWHAT HELPFUL
 VERY HELPFUL
 EXTREMELY HELPFUL

Your Commander	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Your First Sergeant	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Your Platoon Leader	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Your Platoon Sergeant	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Your Squad Leader	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Your personnel section	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

2. In your opinion, how much are each of these factors keeping you from being promoted?
 MARK ONE ANSWER FOR EACH ITEM.

NOT APPLICABLE
 NOT AT ALL
 NOT MUCH
 SOMEWHAT
 VERY MUCH
 A GREAT DEAL

Being MOS-qualified	0	0	0	0	0	0
My leaders don't know the new promotion system	0	0	0	0	0	0
My unit Commander is keeping me from getting promoted	0	0	0	0	0	0
Delay of my review by the unit promotion board	0	0	0	0	0	0
I cannot get boarded in my unit	0	0	0	0	0	0
Lack of timely review from higher Headquarters board	0	0	0	0	0	0
Lack of fair review from higher Headquarters board	0	0	0	0	0	0
The higher Headquarters board doesn't give information to my unit about the promotion vacancy list	0	0	0	0	0	0
Points for promotion are too high to achieve	0	0	0	0	0	0
No position within reasonable distance requirement (50 miles or 90 minutes)	0	0	0	0	0	0
Not being part of the "good ol' boy" network	0	0	0	0	0	0
Not putting in extra unpaid duty time	0	0	0	0	0	0
Not having been in the unit a long enough time	0	0	0	0	0	0
Not having an equal opportunity for promotion due to racial discrimination	0	0	0	0	0	0
Not having an equal opportunity for promotion due to sexual harassment	0	0	0	0	0	0

3. For each of the following promotion requirements, please indicate how easy or difficult it is for you to meet each of them. MARK ONE ANSWER FOR EACH ITEM.

NOT APPLICABLE
 VERY DIFFICULT
 DIFFICULT
 NEITHER EASY NOR DIFFICULT
 EASY
 VERY EASY

Being MOS-qualified	0	0	0	0	0	0
Military education requirement	0	0	0	0	0	0
Civilian education requirement	0	0	0	0	0	0
SQT score	0	0	0	0	0	0
Physical fitness requirement	0	0	0	0	0	0
Weapons qualification requirement	0	0	0	0	0	0
Security clearance requirement	0	0	0	0	0	0
Receiving awards and certificates of achievement	0	0	0	0	0	0

4. In your opinion, how does the new promotion system (which went into effect in March 1988) compare to the old promotion system in helping you to be promoted?

The new promotion system is:

- MUCH MORE EFFECTIVE
- MORE EFFECTIVE
- ABOUT THE SAME
- LESS EFFECTIVE
- MUCH LESS EFFECTIVE
- NOT APPLICABLE
- I CAN'T SAY; I DO NOT KNOW ABOUT THE NEW PROMOTION SYSTEM

MEANINGFUL TRAINING

1. On the average, what percent of your weekend drill is devoted to training?

- 0 - 25%
- 25 - 50%
- 50 - 75%
- 75 - 100%

2. Of the time you spend training, what percent is devoted to MOS skill training?

- 0 - 25%
- 25 - 50%
- 50 - 75%
- 75 - 100%

3. Below is a list of activities you could perform at weekend drill. How important to you is performing each of these activities at weekend drill?

NOT AT ALL IMPORTANT
 NOT VERY IMPORTANT
 SOMEWHAT IMPORTANT
 VERY IMPORTANT
 EXTREMELY IMPORTANT

Doing something related to my MOS skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Doing something that uses my military skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Doing something that draws on my professional skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Doing something for my leaders	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Doing something for members of my unit	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Doing something for which I will be recognized by rewards	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Doing something for which I will be recognized by my peers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Doing something for which I will be recognized by my leaders	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Doing training that pushes me to my limits	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Doing training that improves how well my unit performs as a team	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

It does not matter what I do at weekend drill

QUESTIONS TO BE REMOVED/REVISED FROM 1988 SAMPLE SURVEY OF USAR TPU SOLDIERS

**Question
Number**

1. How important was each of these reasons to you when you joined the Army Reserve?

REMOVE ITEMS:

"Make useful business contacts"

"Join my old friends"

"Act on suggestion from my boss, friends or co-workers"

"Try the Army Reserve as a "stepping stone" to the active duty Army"

"Keep up military tradition in my family"

REASON: Rated by respondents as unimportant reasons

8. What was your pay grade when you last separated from active duty?

REASON: Not used

9. Have you ever served in Army Reserve components other than the Army Reserve?

REASON: Not used; only 16.4% answered "Yes"

10. In which other Reserve components have you served?

REASON: Not used; distribution skewed, "National Guard" largest percent response

11. Which of the following best describes your current work situation? Remove response categories: "Looking for work," "Doing volunteer work"

REASON: "Looking for work" (N=803) redundant with "Unemployed" (N=347), and also other employment statuses; "Doing volunteer work" (N=518) not used

ADD RESPONSE CHOICE: "Self-employed part-time in own business" and "Self-employed full-time in own business" (to replace "Self-employed in own business")

REASON: Need distinction between main job, and additional job placing more demands on Reservist's time

17. In planning your Army Reserve attendance, how flexible is your civilian job supervisor?

REASON: Response distribution highly skewed (toward Very flexible end); redundant with Q18, Q19 asking about civilian employer attitude and problems on job

20. Will the job you plan to have one to two years from now be any more likely than the job you have now to cause you to leave the Army Reserve?

REASON: Responses give no information, bell-shaped response curve

22. When you talk about the military, what is the opinion of each of the following people about your serving in the Army Reserve?

REMOVE ITEM: "Your other relatives."

REASON: Responses same as those to "Your immediate family" in Q22, only response difference is that fewer respondents are positive, more are neutral.

23. How do you feel about the amount of time you spend on each activity listed below?

REPLACE ITEM: "Community activities" with "Community/church activities."

REASON: Oversight in 1988 survey

25. How much of a problem for your family is each of the following?

REMOVE ITEM: "Weekend drills on special days (Mother's day, Easter)."

REASON: Similar responses as "Absence for extra time," "Unscheduled Army Reserve activities" in Q25

28. How much do you and spouse agree on civilian career plans?

REASON: Responses skewed (toward Completely, Very much); not used

32. Please indicate the degree to which you agree or disagree with each of the following statements.

REMOVE ITEMS:

"My duty demands in the Army Reserve are overwhelming"

"I receive conflicting requests from people higher in rank than I"

"I receive assignments in my unit without the manpower or resources to complete than"

REASON: Items redundant with others in question; minimal relationship with intent to attrite.

44. **REPLACE ITEM:** "If your unit were to go on Annual Training of greater than two weeks, would you be able to go?" with "If your unit were to go on Annual Training of greater than two weeks, would you be able to put in the extra drill time to prepare for it?"

REASON: Responses of 1988 item skewed toward "Yes", need more detail in question.

46. In 1987, how much was each of the following a problem for you in the Army Reserve?

REMOVE ITEMS:

"Timely processing of promotion paperwork."

"Being in a duty position that enabled you to be promoted."

REASON: Replaced by similar questions in new Promotions section.

52. How well does your immediate supervisor do each of the following?

ADD ITEMS:

"Asks for my ideas or suggestions."

"Explains to me what is expected of me."

53. Please indicate the extent to which you agree or disagree with each of the following statements.

ADD ITEMS:

I can discuss dissatisfactions with my unit NCOs.

I can discuss dissatisfactions with my unit officers.

My unit officers do not care about the troops.

My unit NCOs do not care about the troops.

My unit officers provide me with good supervision on my job at weekend drill.

My unit NCOs provide me with good supervision on my job at weekend drill.

My unit officers have the skills to perform their jobs.

My unit NCOs can perform their duty MOS skills.

REMOVE ITEMS:

"I know which individuals have the responsibility for making decisions in my unit."

"When I first joined the Army Reserve, my basic training was challenging and enjoyable."

REASON: Items redundant with others in question; minimal relationship with intent to attrite.

60. How many years of your current contract have you already completed?

REASON: Not used; used information from "How long in Army Reserve unit" (Q58), "How many years is current contract" (Q59)

80. Which of the following best describes your current career intentions with the Army Reserve?

COLLAPSE RESPONSE CATEGORIES FROM 8 TO 4. "Definitely" and "probably" for each response choice become "My intent is to..." for each response choice (Stay in the Army Reserve until retirement; Stay in the Army Reserve beyond my present obligation, but not necessarily to retirement; Leave upon completion of my present obligation; Leave prior to the end of my obligation)

REASON: Collapsed in analysis; more easily understood in findings

83. How much improvement is needed for each of the Army Reserve programs and activities listed below?

REMOVE ITEM: "Length of enlistments"

REASON: Items redundant with others in question; minimal relationship with intent to attrite.

85. How much does each of the following contribute to your decision to stay in the Army Reserve?

REMOVE ITEMS:

"Serving with the people in my unit"
"Doing something different than my civilian job"
"The military lifestyle"
"My spouse wants me to stay in"

REASON: Items redundant with others in question; minimal relationship with intent to attrite.

87. How much would each of the following contribute to your decision to leave the Army Reserve?

REMOVE ITEMS:

"Too many military rules and regulations"
"No friends in the unit"

REASON: Items redundant with others in question; minimal relationship with intent to attrite.

94. What is your spouse's present employment status?"

COLLAPSE RESPONSE CATEGORIES: "Seeking work, not employed" and "Not employed at all by own choice" into new response category "Not employed"

REASON: Too complex; not used

96. How much has the Army Reserve provided you with each of the following experiences?

REMOVE ITEMS:

"Opportunity to make new friends"
"Opportunity to serve America while living in my own hometown"
"Opportunity for part-time work"

REASON: Items redundant with others in question; minimal relationship with intent to attrite.



SURVEY OF TROOP PROGRAM UNIT SOLDIERS

RESPONDENT DISPOSITION CODES

1. COMPLETE
2. INCOMPLETE
3. DELETED
4. UNRECORDED
5. UNRECORDED
6. UNRECORDED



239803

ABOUT THE QUESTIONNAIRE

This questionnaire is designed to obtain the opinions of soldiers about the Army Reserve. The opinions of each soldier in the Army Reserve are important to the planning of your future and the future of our military forces. We will ask you questions about your experiences and the specific duties you perform in the Army Reserve.

ANSWERING THE QUESTIONNAIRE

It is important that you be frank and honest in answering the questions so that results are accurate and represent the opinions of all soldiers. Westat, Inc., a private survey research firm, has been contracted by the government to conduct this study. Although each questionnaire has an identification number, it is used only to track the return of the questionnaire. After your questionnaire has been processed, your questionnaire will be destroyed. Your answers will be reported along with those of other soldiers. Therefore, no one will know what you have said specifically.


Time to complete this questionnaire during your drill period has already been arranged with your unit commander. Please take time during this month's drill to complete this questionnaire. After completing the questionnaire, place it in the envelope included in your survey packet, seal the envelope, and return it to your unit's designated survey administrator. All completed questionnaires will be returned in their sealed envelopes to Westat, Inc. by the survey administrator.

If you have any questions or comments about this questionnaire, write to us at:

Headquarters, Department of the Army
Office of the Chief, U.S. Army Reserve (ATTN: DAAR-PE)
Washington, DC 20301-2415

Follow the directions below on how to indicate your answers.

INSTRUCTIONS FOR COMPLETING THE QUESTIONNAIRE

-  USE A NO. 2 PENCIL ONLY
- Make heavy black marks that fill the circle completely.

RIGHT MARK



WRONG MARKS



The survey contains several types of questions and several different ways to indicate your answer. Below are examples of two different types of questions you may be asked.

EXAMPLES

	NOT AT ALL IMPORTANT	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	NOT VERY IMPORTANT	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
	SOMEWHAT IMPORTANT	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
	VERY IMPORTANT	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
	EXTREMELY IMPORTANT	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Earn extra money		<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

The above answer would indicate to EARN EXTRA MONEY is VERY IMPORTANT.

Number of Hours

1	<input checked="" 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"/>
5	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

The above answer would indicate the NUMBER OF HOURS is 15.

In what year did you receive your commission as an officer?

1	<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"/>
8	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

The above answer would indicate you RECEIVED YOUR COMMISSION AS AN OFFICER in 1984.

YOUR JOINING THE ARMY RESERVE

1. Below is a list of reasons for joining the Army Reserve. How important was each of these reasons to you when you joined the Army Reserve? MARK ONE ANSWER FOR EACH ITEM.

	NOT AT ALL IMPORTANT	NOT VERY IMPORTANT	SOMEWHAT IMPORTANT	VERY IMPORTANT	EXTREMELY IMPORTANT
Earn extra money	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Serve my country	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Gain personal confidence	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Expand my civilian career opportunities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Expand my military career opportunities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Develop my civilian job skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Become more mature and self-reliant	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Have opportunities to lead others	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Join the unit I wanted	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Do something worthwhile with my spare time	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Make new friends	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Keep in good physical condition	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Go to Annual Training for two weeks every year	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Use military equipment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Qualify for retirement benefits	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Experience military life	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Get away from my civilian life for a short time	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Obtain a part-time "job"	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Be challenged by military training	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Earn educational benefits	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Opportunity to travel	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Develop my leadership qualities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Gain self-discipline	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Continue my military service as a Reservist	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

2. How accurate was the information that your Recruiter or Career Counselor gave to you about the Army Reserve?

- Extremely accurate
- Very accurate
- Somewhat accurate
- Not very accurate
- Not at all accurate
- Does not apply; I did not speak to a Recruiter or Career Counselor

3. In general, how similar were your expectations about the Army Reserve before you joined your unit and your knowledge about it now?

- Extremely similar
- Very similar
- Somewhat similar
- Not very similar
- Not at all similar

4. Did you visit your unit before you joined the Army Reserve?

- Yes
- No

YOUR PREVIOUS MILITARY EXPERIENCE

5. Have you ever served on active duty in any U.S. military component? DO NOT INCLUDE ANY TIME THAT YOU SPENT ON ACTIVE DUTY AS A PART OF YOUR ARMY RESERVE TRAINING.

- Yes
- No

SKIP TO QUESTION 11

6. In which U.S. military component did you serve on active duty? MARK ALL THAT APPLY.

- Army
- Air Force
- Navy
- Marines
- Coast Guard

7. In what year did you last separate from active duty?

1 9	4 5 6 7 8
	0 1 2 3 4 5 6 7 8 9

Example:

1 9	8 4 5 6 7 ●
2	0 1 ● 3 4 5 6 7 8 9

This example would indicate the year was 1982

8. Please indicate all periods of active duty military service in which you have served. MARK ALL THAT APPLY.

- Post-Vietnam era – from September 8, 1980 through present
- Post-Vietnam era – from May 8, 1975 through September 7, 1980
- Vietnam era – from August 5, 1964 through May 7, 1975
- Between Korean Conflict and Vietnam era – from February 1, 1955 through August 4, 1964
- Korean Conflict – from June 27, 1950 through January 31, 1955
- Between World War II and Korean Conflict – from July 26, 1947 through June 26, 1950
- World War II or earlier – before July 26, 1947

9. Did you complete at least 24 months of active duty service?

- Yes
- No

10. Were you discharged for any of the following reasons: as a hardship case; for a service-connected medical condition (e.g., injury or disease incurred or aggravated in the line of service during active duty); or at the convenience of the government (i.e., military command decided to release you from your service obligation)?

- Yes
- No

YOUR CIVILIAN JOB

11. Which of the following best describes your current work situation? MARK ALL THAT APPLY.

- Working full-time in a civilian job (not government)
- Working part-time in a civilian job (not government)
- Working full-time in a government civilian job
- Working part-time in a government civilian job
- Working full-time as an Army Reserve technician
- Self-employed full-time in own business
- Self-employed part-time in own business
- Have a job, but not at work presently because of temporary illness, strike, etc.
- Unpaid worker (for example, in family-run business)
- Unemployed/laid off
- In school
- Keeping house/homemaker
- Retired
- Other

IF YOU DO NOT CURRENTLY HAVE A CIVILIAN JOB, SKIP TO QUESTION 19

12. What best describes the kind of work you do in your civilian job? MARK ONLY ONE ANSWER.

- Professional, such as dentist, physician, lawyer, scientist, college teacher
- Professional, such as social worker, accountant, computer programmer, artist, registered nurse, engineer, librarian, writer
- Manager, Administrator, such as sales manager, office manager, school administrator, buyer, restaurant manager, government official
- Proprietor or Owner, such as owner of a small business, contractor
- School Teacher, such as elementary or secondary
- Sales, such as salesperson, advertising or insurance agent, real estate broker
- Technical, such as draftsman, medical or dental technician, computer operator
- Craftsman, such as baker, automobile mechanic, machinist, painter, plumber, telephone installer, carpenter
- Clerical, such as bank teller, bookkeeper, secretary, typist, ticket agent
- Service, such as barber, beautician, practical nurse, private household worker, janitor, waiter, waitress, food service worker
- Operative, such as assembler, machine operator, welder
- Transport Equipment Operator, such as taxicab, bus, or truck driver
- Laborer, such as construction worker, car washer, sanitary worker
- Farm Laborer
- Child Care, or other day care worker
- Student (full-time)
- Other

13. How easy would it be for you to get a part-time civilian job in your community that pays about the same as your Army Reserve duty position?

- Extremely easy
- Very easy
- Somewhat easy
- Not very easy
- Not at all easy; it would be very difficult

14. How similar is your civilian job to your Army Reserve duty position?

- Extremely similar
- Very similar
- Somewhat similar
- Not very similar
- Not at all similar

15. How important is it that your Army Reserve duties be similar to your civilian job?

- Extremely important
- Very important
- Somewhat important
- Not very important
- Not at all important

16. What is your immediate civilian job supervisor's attitude toward your participation in the Army Reserve?

- Extremely favorable
- Very favorable
- Somewhat favorable
- Not very favorable
- Not at all favorable

17. How much of a problem for your civilian job supervisor (or, if self-employed, for you) is each of these Army Reserve duties? MARK ONE ANSWER FOR EACH ITEM.

- Absence for weekend drills
- Absence for Annual Training
- Absence for extra time spent with your Army Reserve unit
- Using time at your civilian job for Army Reserve duties
- Unscheduled Army Reserve activities

	A VERY SERIOUS PROBLEM	A SERIOUS PROBLEM	SOMEWHAT OF A PROBLEM	A SLIGHT PROBLEM	NOT A PROBLEM
Absence for weekend drills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Absence for Annual Training	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Absence for extra time spent with your Army Reserve unit	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Using time at your civilian job for Army Reserve duties	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Unscheduled Army Reserve activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

18. How much of a problem has each of the following situations been for you because of your Army Reserve participation? MARK ONE ANSWER FOR EACH ITEM.

- Conflicts at your civilian job
- Promotions at your civilian job
- Lost vacation time at your civilian job
- Using vacation time at your civilian job to attend Annual Training
- Time away from your civilian job due to Army Reserve duties

	A VERY SERIOUS PROBLEM	A SERIOUS PROBLEM	SOMEWHAT OF A PROBLEM	A SLIGHT PROBLEM	NOT A PROBLEM
Conflicts at your civilian job	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Promotions at your civilian job	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lost vacation time at your civilian job	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Using vacation time at your civilian job to attend Annual Training	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Time away from your civilian job due to Army Reserve duties	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

19. Altogether in 1988, what was the total amount that you (individually) earned from your civilian job before taxes and other deductions? GIVE YOUR BEST ESTIMATE.

- Less than \$5,000
- \$5,001 to \$10,000
- \$10,001 to \$20,000
- \$20,001 to \$30,000
- \$30,001 to \$40,000
- \$40,001 to \$50,000
- \$50,001 and above
- Does not apply; I did not work for pay in 1988

YOUR FAMILY LIFE

20. When you talk about the military, what is the opinion of each of the following people about your serving in the Army Reserve? MARK ONE ANSWER FOR EACH ITEM.

	DOES NOT APPLY/I DO NOT TALK ABOUT THE MILITARY WITH THEM				
	VERY NEGATIVE				
	SOMEWHAT NEGATIVE				
	NEUTRAL				
	SOMEWHAT POSITIVE				
	VERY POSITIVE				
Your spouse/boyfriend/girlfriend	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Your immediate family	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Your friends	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Your employer	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Your co-workers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

21. How do you feel about the amount of time you spend on each activity listed below? MARK ONE ANSWER FOR EACH ITEM.

	NOT APPLICABLE				
	NOT ENOUGH				
	NOT QUITE ENOUGH				
	ABOUT RIGHT				
	MORE THAN ENOUGH				
	TOO MUCH				
Your civilian job	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Family activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Army Reserve activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Community/church activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Recreational/leisure activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

22. How supportive of your family is each of the following? MARK ONE ANSWER FOR EACH ITEM.

	NOT AT ALL SUPPORTIVE				
	NOT VERY SUPPORTIVE				
	SOMEWHAT SUPPORTIVE				
	VERY SUPPORTIVE				
	EXTREMELY SUPPORTIVE				
Your Commander	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Your unit officers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Your unit NCOs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Your Unit Technician(s)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The Army Reserve in general	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

23. How much of a problem for your family is each of the following? MARK ONE ANSWER FOR EACH ITEM.

	A VERY SERIOUS PROBLEM	A SERIOUS PROBLEM	SOMEWHAT OF A PROBLEM	A SLIGHT PROBLEM	NOT A PROBLEM
Absence for weekend drills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Absence for Annual Training	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Absence for extra time spent with your Army Reserve unit	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Unscheduled Army Reserve activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Scheduling family vacations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Absence for weekend drills

Absence for Annual Training

Absence for extra time spent with your Army Reserve unit

Unscheduled Army Reserve activities

Scheduling family vacations

IF YOU ARE NOT MARRIED, SKIP TO QUESTION 27

24. Which, if any, of the following prevent your spouse from taking part (as a participant or volunteer) in Army Reserve family activities? MARK ALL THAT APPLY.

- Location of activities
- Doesn't know other people
- Times activities are scheduled
- Lack of child care
- Not interested
- There are no family activities in this unit
- None of the above; my spouse attends Army Reserve family activities

25. What is your spouse's attitude toward your participation in the Army Reserve?

- Extremely favorable
- Very favorable
- Somewhat favorable
- Not very favorable
- Not at all favorable

26. How much do you and your spouse agree on your career plans for the Army Reserve?

- Completely
- Very much
- Somewhat
- Not much
- Not at all

YOUR ARMY RESERVE JOB

27. How satisfied are you with the opportunities you have to use your military skills during weekend drills?

- Very satisfied
- Satisfied
- Neutral
- Dissatisfied
- Very dissatisfied

28. Have you been awarded the Military Occupational Specialty (MOS) (IF ENLISTED OR WARRANT OFFICER) or Area of Concentration (AOC) (IF OFFICER) for your current duty position?

- Yes
- No

→ **SKIP TO QUESTION 30**

29. In what types of training are you currently participating to get the MOS (IF ENLISTED OR WARRANT OFFICER) or AOC (IF OFFICER) for your current duty position? MARK ALL THAT APPLY.

- Taking correspondence courses
- Planning to take an in-resident course in the next 6 months
- Planning to obtain MOS or AOC qualification through on-the-job training
- None
- Other

30. Please indicate the degree to which you agree or disagree with each of the following statements. MARK ONE ANSWER FOR EACH ITEM.

	STRONGLY DISAGREE				
	DISAGREE				
	NEUTRAL				
	AGREE				
	STRONGLY AGREE				
In the Army Reserve, there are opportunities to develop the job skills I want.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My duties in the Army Reserve are not challenging enough.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My duty responsibilities in the Army Reserve are clearly defined.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My duty position in the Army Reserve does not use my skills, training, or experience.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The people in the unit where I work are competent in doing their assigned tasks.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
It is my experience that promotions in the Army Reserve are handled fairly.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
There is cooperation and teamwork in my unit.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have trust and confidence in my officers.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have trust and confidence in my NCOs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
In my Army Reserve unit, I work on unnecessary things.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I do not feel like "part of the family" in my unit.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am proud to tell others that I am part of the Army Reserve.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I could just as well be working in a different part-time civilian job as long as the work and pay were similar to my Army Reserve duty position.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel a strong sense of belonging to my unit.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The Army Reserve has a great deal of personal meaning for me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Right now, I am staying with the Army Reserve primarily to develop my job skills.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
One of the major reasons I continue to work for the Army Reserve is the quality of work done in my unit.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel a strong sense of belonging to the Army Reserve.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

31. How flexible is your unit when you need to make changes in your weekend drill schedule, (for example, to split drills or for an excused absence without pay)?

- Extremely flexible
- Very flexible
- Somewhat flexible
- Not very flexible
- Not at all flexible

32. During an average month in 1988, how many unpaid hours did you spend on Army Reserve duties? (DO NOT INCLUDE DRILL DAYS.)

Number of Hours per Month

	1	2	3	4	5	6	7	8	9	
	0	1	2	3	4	5	6	7	8	9

33. Overall, how satisfied are you with the Army Reserve?

- Very satisfied
- Satisfied
- Neutral
- Dissatisfied
- Very dissatisfied

YOUR TRAINING IN THE ARMY RESERVE

34. On the average, what percent of your weekend drill is devoted to training?

- 0-25%
- 25-50%
- 50-75%
- 75-100%

35. Of the time you spend training, what percent is devoted to MOS skill training?

- 0-25%
- 25-50%
- 50-75%
- 75-100%

36. Below is a list of activities you could perform at weekend drill. How important to you is performing each of these activities at weekend drill? MARK ONE ANSWER FOR EACH ITEM.

	NOT AT ALL IMPORTANT	NOT VERY IMPORTANT	SOMEWHAT IMPORTANT	VERY IMPORTANT	EXTREMELY IMPORTANT
Doing something related to my MOS skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Doing something that draws on my military skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Doing something that draws on my professional skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Doing something for my leaders	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Doing something for members of my unit	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Doing something for which I will be recognized by rewards	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Doing something for which I will be recognized by my peers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Doing something for which I will be recognized by my leaders	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Doing training that pushes me to my limits	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Doing training that improves how well my unit performs as a team	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

It does not matter what I do at weekend drill

37. How satisfied are you with each of the following aspects of your weekend drill training? MARK ONE ANSWER FOR EACH ITEM.

	VERY DISSATISFIED	DISSATISFIED	NEUTRAL	SATISFIED	VERY SATISFIED
Overall training you receive during your weekend drills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The type of weapons and equipment your unit uses during weekend drill training	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The mechanical condition of the weapons and equipment your unit uses during weekend drill training	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The availability of modern equipment during weekend drill training	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The duties that you do during weekend drill training	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The opportunities you have to use your military skills during weekend drill training	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

38. When do you know what dates you will have weekend drill?

- A year before the weekend drill
- Nine months before the weekend drill
- Six months before the weekend drill
- Three months before the weekend drill
- One month before the weekend drill
- The month I go to weekend drill

39. How often do the weekend drill dates change?

- All the time
- Most of the time
- Some of the time
- Seldom
- Never

40. How much of a problem is each of the following for your unit in meeting your unit's training objectives? MARK ONE ANSWER FOR EACH ITEM.

	A VERY SERIOUS PROBLEM	A SERIOUS PROBLEM	SOMEWHAT OF A PROBLEM	A SLIGHT PROBLEM	NOT A PROBLEM
Out-of-date equipment and weapons	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Poor mechanical condition of equipment and weapons	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Not training with same type of equipment that my unit would use during wartime	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Below strength in grades E1 through E4	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Below strength in grades E5 through E9	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Below strength in officer grades	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Below strength in Unit Technicians	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
High turnover among grades E1 through E4	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
High turnover among grades E5 through E9	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
High turnover among officer grades	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
High turnover among Unit Technicians	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Low attendance of unit personnel at weekend drills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Low attendance of unit personnel at Annual Training	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

40. (Continued) How much of a problem is each of the following for your unit in meeting your unit's training objectives?

	A VERY SERIOUS PROBLEM				
	A SERIOUS PROBLEM				
	SOMEWHAT OF A PROBLEM				
	A SLIGHT PROBLEM				
	NOT A PROBLEM				
Shortage of skill-qualified personnel	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Low quality of grades E1 through E4	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Low quality of grades E5 through E9	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Low quality of officer grades	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Low quality of Unit Technicians	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Not enough weekend drill time to practice skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Not enough time to get administrative paperwork done	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lack of training materials (books, manuals, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lack of simulator training devices	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Not enough personnel to conduct effective training	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Inaccessible/lack of training facilities (e.g., locked up, no active duty support)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Not enough funds for training	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

41. In 1988, did you go to Annual Training with your unit?

Yes

No

→ **SKIP TO QUESTION 43**

42. How satisfied were you with each of the following aspects of your Annual Training? MARK ONE ANSWER FOR EACH ITEM.

	VERY DISSATISFIED				
	DISSATISFIED				
	NEUTRAL				
	SATISFIED				
	VERY SATISFIED				
The overall training you received during Annual Training	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The type of weapons and equipment your unit used during Annual Training	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The mechanical condition of the weapons and equipment your unit used during Annual Training	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The availability of modern equipment during Annual Training	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The duties that you did during Annual Training	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The opportunities you had to use your military skills during Annual Training	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

43. The next question asks you about the types of training you received at weekend drills and at Annual Training during 1988. For each type of training you received, do you agree or disagree that this type of training used your time effectively? MARK ONE ANSWER FOR EACH ITEM IN WEEKEND DRILLS AND ANNUAL TRAINING.

WEEKEND DRILLS

ANNUAL TRAINING

	DID NOT RECEIVE THIS TRAINING IN 1988						DID NOT RECEIVE THIS TRAINING IN 1988															
	STRONGLY DISAGREE		DISAGREE		NEUTRAL		AGREE		STRONGLY AGREE		DID NOT RECEIVE THIS TRAINING IN 1988											
	STRONGLY DISAGREE		DISAGREE		NEUTRAL		AGREE		STRONGLY AGREE		STRONGLY DISAGREE		DISAGREE		NEUTRAL		AGREE		STRONGLY AGREE			
CTT (Common Tasks Training)	<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"/>	<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"/>	<input type="radio"/>	<input type="radio"/>
Preparation for the SQT (Skill Qualification Test)	<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"/>	<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"/>	<input type="radio"/>	<input type="radio"/>
NBC (Nuclear-Biological-Chemical Training)	<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"/>	<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"/>	<input type="radio"/>	<input type="radio"/>
Physical Fitness	<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"/>	<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"/>	<input type="radio"/>	<input type="radio"/>
FTX (Field Training Exercises)	<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"/>	<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"/>	<input type="radio"/>	<input type="radio"/>
CPX (Command Post Exercises)	<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"/>	<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"/>	<input type="radio"/>	<input type="radio"/>
Weapons Qualification	<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"/>	<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"/>	<input type="radio"/>	<input type="radio"/>
Maintenance Training	<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"/>	<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"/>	<input type="radio"/>	<input type="radio"/>
Supply and Management Training	<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"/>	<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"/>	<input type="radio"/>	<input type="radio"/>
Military Intelligence Training	<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"/>	<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"/>	<input type="radio"/>	<input type="radio"/>
Mobilization/Deployment Training	<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"/>	<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"/>	<input type="radio"/>	<input type="radio"/>
Leadership Development	<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"/>	<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"/>	<input type="radio"/>	<input type="radio"/>
Medical Training	<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"/>	<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"/>	<input type="radio"/>	<input type="radio"/>
Military Justice, Code of Conduct, Geneva Convention Training	<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"/>	<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"/>	<input type="radio"/>	<input type="radio"/>
Drug and Alcohol Abuse Training	<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"/>	<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"/>	<input type="radio"/>	<input type="radio"/>
Equal Opportunity Training	<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"/>	<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"/>	<input type="radio"/>	<input type="radio"/>
Service Benefits Training	<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"/>	<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"/>	<input type="radio"/>	<input type="radio"/>
POSH (Prevention of Sexual Harassment)	<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"/>	<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"/>	<input type="radio"/>	<input type="radio"/>

44. If your unit were to go on an Annual Training of greater than two weeks (in conjunction with overseas exercises), would you be able to put in the extra drill time to prepare for it?

- Definitely yes
- Probably
- Not sure
- Probably not
- Definitely not

ADMINISTRATION IN YOUR UNIT

45. How well did someone in your chain-of-command do each of the following when you first arrived at your unit? MARK ONE ANSWER FOR EACH ITEM.

- Assign you a sponsor
- Discuss the in-processing schedule
- Introduce you to the chain-of-command
- Include your family members during in-processing
- Discuss the "chain-of-concern" (e.g., unit family support groups)
- Give you an orientation on the unit's mission

	EXTREMELY WELL	VERY WELL	SATISFACTORILY	NOT VERY WELL	NOT AT ALL WELL	NOT APPLICABLE
Assign you a sponsor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Discuss the in-processing schedule	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Introduce you to the chain-of-command	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Include your family members during in-processing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Discuss the "chain-of-concern" (e.g., unit family support groups)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Give you an orientation on the unit's mission	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

46. In 1988, how much was each of the following a problem for you in the Army Reserve? MARK ONE ANSWER FOR EACH ITEM.

- Receiving monthly pay on time
- Receiving educational benefits on time
- Receiving bonus money on time

	NOT A PROBLEM	A SLIGHT PROBLEM	SOMEWHAT OF A PROBLEM	A SERIOUS PROBLEM	A VERY SERIOUS PROBLEM	NOT APPLICABLE
Receiving monthly pay on time	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Receiving educational benefits on time	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Receiving bonus money on time	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

47. After your first unit attendance in the Army Reserve, how many months was it before you received your first paycheck (IDT pay)? MARK NUMBER OF MONTHS.

- 1
 2
 3
 4
 5
 6
 7
 8
 9
 10
 11
 12

48. During 1988, how many times did you receive your monthly pay on time? NUMBERS IN BETWEEN "0" AND "12" INDICATE THE NUMBER OF MONTHS IN WHICH YOU RECEIVED YOUR MONTHLY PAY ON TIME.

- 0
 1
 2
 3
 4
 5
 6
 7
 8
 9
 10
 11
 12

49. How helpful are the following persons in resolving any Army Reserve problems that you might have?
 MARK ONE ANSWER FOR EACH ITEM.

- Your Commander
- Your First Sergeant
- Your Platoon Leader
- Your Platoon Sergeant
- Your Squad Leader
- Your Unit Technicians

	EXTREMELY HELPFUL	VERY HELPFUL	SOMEWHAT HELPFUL	NOT VERY HELPFUL	NOT AT ALL HELPFUL
Your Commander	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Your First Sergeant	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Your Platoon Leader	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Your Platoon Sergeant	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Your Squad Leader	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Your Unit Technicians	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

50. How well do your full-time unit technicians do their jobs?

- Extremely well
- Very well
- Somewhat
- Not very well
- Not at all well

YOUR PROMOTIONS

51. How helpful are your leaders in preparing you for promotion to the next highest grade?
 MARK ONE ANSWER FOR EACH ITEM.

- Your Commander
- Your First Sergeant
- Your Platoon Leader
- Your Platoon Sergeant
- Your Squad Leader
- Your personnel section

	EXTREMELY HELPFUL	VERY HELPFUL	SOMEWHAT HELPFUL	NOT VERY HELPFUL	NOT AT ALL HELPFUL	NOT APPLICABLE
Your Commander	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Your First Sergeant	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Your Platoon Leader	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Your Platoon Sergeant	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Your Squad Leader	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Your personnel section	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

52. In your opinion, how much are each of these factors keeping you from being promoted? MARK ONE ANSWER FOR EACH ITEM.

- Not being MOS-qualified
- My leaders don't know the new promotion system
- My unit Commander is keeping me from getting promoted
- Delay of my review by the unit promotion board
- I cannot get boarded in my unit
- Lack of timely review by higher Headquarters board
- Lack of fair review by higher Headquarters board
- The higher Headquarters board doesn't give information to my unit about the promotion vacancy list
- Points for promotion are too high to achieve
- No position within reasonable distance requirement (50 miles or 90 minutes)
- Not being part of the "good ol' boy" network
- Not putting in extra unpaid duty time
- Not having been in the unit a long enough time
- Not having an equal opportunity for promotion due to racial discrimination
- Not having an equal opportunity for promotion due to sexual harrassment

	NOT APPLICABLE				
	NOT AT ALL				
	NOT MUCH				
	SOMEWHAT				
	VERY MUCH				
	A GREAT DEAL				
Not being MOS-qualified	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My leaders don't know the new promotion system	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My unit Commander is keeping me from getting promoted	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Delay of my review by the unit promotion board	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I cannot get boarded in my unit	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lack of timely review by higher Headquarters board	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lack of fair review by higher Headquarters board	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The higher Headquarters board doesn't give information to my unit about the promotion vacancy list	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Points for promotion are too high to achieve	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
No position within reasonable distance requirement (50 miles or 90 minutes)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Not being part of the "good ol' boy" network	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Not putting in extra unpaid duty time	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Not having been in the unit a long enough time	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Not having an equal opportunity for promotion due to racial discrimination	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Not having an equal opportunity for promotion due to sexual harrassment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

53. For each of the following promotion requirements, please indicate how easy or difficult it is for you to meet each of them. MARK ONE ANSWER FOR EACH ITEM.

- Being MOS-qualified
- Military education requirement
- Civilian education requirement
- SQT score
- Physical fitness requirement
- Weapons qualification requirement
- Security clearance requirement
- Receiving awards and certificates of achievement

	NOT APPLICABLE				
	VERY DIFFICULT				
	DIFFICULT				
	NEITHER EASY NOR DIFFICULT				
	EASY				
	VERY EASY				
Being MOS-qualified	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Military education requirement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Civilian education requirement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
SQT score	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Physical fitness requirement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Weapons qualification requirement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Security clearance requirement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Receiving awards and certificates of achievement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

54. In your opinion, how does the new promotion system (which went into effect in March 1988) compare to the old promotion system in helping you to be promoted?

The new promotion system is:

- Much more effective
- More effective
- About the same
- Less effective
- Much less effective
- Not applicable
- I can't say, I do not know about the new promotion system

YOUR UNIT LEADERSHIP

55. What leadership position does your immediate supervisor hold?

- Leadership position higher than battalion level (e.g., brigade, division, etc)
- Battalion Commander
- Company or Battery Commander
- First Sergeant
- Platoon Leader
- Platoon Sergeant
- Section Leader
- Squad Leader
- Other

56. How well does your immediate supervisor do each of the following? MARK ONE ANSWER FOR EACH ITEM.

	NOT AT ALL WELL				
	NOT VERY WELL				
	SATISFACTORILY				
	VERY WELL				
	EXTREMELY WELL				
Has the skills to perform his job	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Leads soldiers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Takes responsibility for his own actions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Makes sound and timely decisions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sets an example	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Knows soldiers personally	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Looks out for the welfare of soldiers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Keeps soldiers informed	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Develops a sense of responsibility in soldiers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ensures that the assigned tasks are understood, supervised, and accomplished	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Uses soldiers' time effectively	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Trains soldiers to work together as a team	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Asks for my suggestions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Explains to me what is expected of me	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

57. Please indicate the extent to which you agree or disagree with each of the following statements.
 MARK ONE ANSWER FOR EACH ITEM.

	STRONGLY DISAGREE				
	DISAGREE				
	NEUTRAL				
	AGREE				
	STRONGLY AGREE				
The officers in my unit don't spend enough time with the troops.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The NCOs in my unit don't spent enough time with the troops.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I would go for help with a personal problem to my unit chain-of-command.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My unit leaders make a real attempt to treat me as a person.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Discipline is applied fairly by the leaders in my unit.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I felt "let down" by the differences in challenges between my basic training and my Army Reserve unit.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Promotions in my unit are handled fairly.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
People of all racial and ethnic backgrounds have equal chances for promotion in my unit.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Men and women have equal chances for promotion in my unit.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sexual harassment is a problem in my unit.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I can discuss my dissatisfactions with my unit NCOs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I can discuss my dissatisfactions with my unit officers.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My unit officers do not care about the troops.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My unit NCOs do not care about the troops.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My unit officers provide me with good supervision on my job at weekend drill.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My unit NCOs provide me with good supervision on my job at weekend drill.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My unit officers have the skills to perform their jobs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My unit NCOs can perform their duty MOS skills.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

IF YOU ARE E4 OR BELOW, SKIP TO QUESTION 61

58. What leadership position do you hold?

- Leadership position higher than battalion level (eg, brigade, division, etc)
- Battalion Commander
- Company or Battery Commander
- First Sergeant
- Platoon Leader
- Platoon Sergeant
- Section Leader
- Squad Leader
- Other
- Does not apply; I do not hold a leadership position

SKIP TO QUESTION 61

59. How long have you been in this leadership position?

- Fewer than 3 months
- 3-6 months
- 7-12 months
- 13-24 months
- More than two years

**60. To what extent does each of the following interfere with your ability to lead?
MARK ONE ANSWER FOR EACH ITEM.**

	A GREAT DEAL	VERY MUCH	SOMEWHAT	NOT MUCH	NOT AT ALL
Adjusting to changes in the training schedule made by higher headquarters	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lack of quality of my leaders at battalion and higher	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Receiving too many orders from higher headquarters to allow me to carry out the mission of my unit	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Not knowing the correct procedures for performing assigned tasks	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Meeting my military educational requirements for the Army Reserve	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Meeting my civilian educational requirements for the Army Reserve	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Obtaining additional civilian education for my civilian career advancement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Having poor quality subordinate leadership	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Having poor quality soldiers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Having insufficiently trained support personnel	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Having unqualified full-time Unit Technicians	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Having inadequate number of full-time personnel	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

61. In your opinion, how does the Army Reserve compare to the active duty Army in each of the following areas? ANSWER EVEN IF YOU HAVE NEVER SERVED ON ACTIVE DUTY IN THE ARMY. MARK ONE ANSWER FOR EACH ITEM.

	THE ARMY RESERVE IS MUCH WORSE	THE ARMY RESERVE IS WORSE	THE ARMY RESERVE IS ABOUT THE SAME	THE ARMY RESERVE IS BETTER	THE ARMY RESERVE IS MUCH BETTER
Morale	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Discipline	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Military courtesy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Quality of equipment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Quality of training	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Personal appearance (haircuts, uniforms)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

YOU AND THE ARMY RESERVE

62. How long have you been in your present Army Reserve unit? INDICATE THE NUMBER OF YEARS. IF FEWER THAN 6 MONTHS, MARK "00." IF 6 MONTHS TO A YEAR, MARK "01."

Years

Years

Example:

Years ●

Years ●

This example would indicate 3 years.

63. Under the terms of your current contract, how many total years are you obligated to serve in your current enlistment or contract in the Army Reserve? INDICATE THE NUMBER OF YEARS. IF FEWER THAN 6 MONTHS, MARK "0." IF 6 MONTHS TO A YEAR, MARK "1."

Years

Example:

Years ●

This example would indicate 5 years.

Does not apply; I am on voluntary indefinite status.

64. In your experience, what happens to those Reservists in your unit who are obligated to attend weekend drill but fail to show up? MARK ALL THAT APPLY.

- Nothing
- They get a call from someone in the unit
- They get a call from the unit Commander
- They get a letter from someone in the unit
- They get a letter from the unit Commander
- A notation is made as a part of their official military record
- They receive nonjudicial punishment, such as an Article 15
- They are court-martialed
- I don't know what happens to them

IF YOU ARE AN OFFICER, SKIP TO QUESTION 67

65. How many enlistments have you served (including your current enlistment)?

- One enlistment
- Two enlistments
- Three enlistments
- Four enlistments
- Five or more enlistments

66. Did you receive a bonus for your current enlistment?

- Yes
- No

67. Which educational benefits have you used or are you now using? MARK ALL THAT APPLY.

- Benefits for Army Reserve
- Selected Army Reserve GI Bill
- Active Force benefits (VEAP, GI Bill)
- None

68. Have you ever used any of the following VA benefits or services? MARK ALL THAT APPLY.

- I have never applied for any VA benefits or services
- Inpatient hospital care in VA facilities
- Outpatient care in VA facilities
- Dental care in VA facilities
- Nursing home care for veterans aged 65 and over
- Domiciliary care in VA facilities
- Money to help veterans complete their education under the GI. bill
- Vocational rehabilitation training for veterans with service-connected disabilities (Chapter 31 Programs)
- Vocational counseling
- Financial compensation for veterans with service-connected disabilities
- Grants for specially adapted housing, automobiles or automobile equipment for veterans with service-connected disabilities
- Pensions for low-income veterans
- Life insurance
- Home loan guaranty
- Treatment for veterans with drinking problems
- Treatment for veterans with drug problems
- Readjustment counseling
- Psychological counseling other than readjustment counseling
- Other

69. What is your career branch?

70. To which type of Army Reserve unit are you currently assigned?

- Does not apply; assigned to Corps, MACOM or HQDA Office
- Adjutant General Corps
- Air Defense Artillery
- Army Medical Specialist Corps
- Army Nurse Corps
- Armor
- Aviation
- Chaplain
- Chemical Corps
- Civil Affairs
- Dental Corps
- Engineer Corps
- Field Artillery
- Finance Corps
- Infantry
- Judge Advocate General's Corps
- Medical Corps
- Medical Service Corps
- Military Intelligence
- Military Police Corps
- Ordnance Corps
- Quartermaster Corps
- Signal Corps
- Special Forces
- Transportation Corps
- Veterinary Corps
- Other

71. Enter your primary Military Occupational Specialty (MOS) (IF ENLISTED OR WARRANT OFFICER) or your primary Area of Concentration (AOC) (IF OFFICER) by filling in the appropriate circles. MARK TWO DIGITS AND A LETTER.

	0 1 2 3 4 5 6 7 8 9
	0 1 2 3 4 5 6 7 8 9
	A B C D E F G H I J K L M N O P Q R S T U V W X Y Z

72. During 1988, about what percent of your time was spent working in your primary MOS (IF ENLISTED OR WARRANT OFFICER) or primary AOC (IF OFFICER)?

- 75-100%
- 50-75%
- 25-50%
- 1-25%
- None

73. What is your present pay grade and rank?

ENLISTED

- E1 PV1
- E2 PV2
- E3 PFC
- E4 SP4/CPL
- E5 SGT
- E6 SSG
- E7 SFC
- E7 PSG
- E8 MSG
- E8 1SG
- E9 SGM
- E9 CSM

WARRANT OFFICER

- W1 WO1
- W2 CW2
- W3 CW3
- W4 CW4

COMMISSIONED OFFICER

- O1 2LT
- O2 1LT
- O3 CPT
- O4 MAJ
- O5 LTC
- O6 COL
- O7 BG
- O8 MG

ROTC CADETS

- CT5
- CT6
- CT7
- CT8

IF YOU ARE ENLISTED, SKIP TO QUESTION 77

74. In what year did you receive your commission as an officer?

1 9	(4) (5) (6) (7) (8)
0	(1) (2) (3) (4) (5) (6) (7) (8) (9)

Example:

1 9	(4) (5) (6) (7) (8)
7	(1) (2) (3) (4) (5) (6) (7) (8) (9)
6	(1) (2) (3) (4) (5) (6) (7) (8) (9)

This answer would indicate the year was 1976.

75. Which of the following military educational requirements have you completed? **MARK ALL THAT APPLY.**

- Officer Basic Course
- Officer Advanced Course
- Combined Arms Staff Services School
- Command and General Staff College

76. How did you or how do you plan to complete your Officer Advanced Course training?

- By completing correspondence courses only
- By attending U.S. Army Reserve Forces School only
- By completing correspondence courses and attending U.S. Army Reserve Forces Schools
- By attending an in-resident course

77. How many years have you served in your current pay grade?

- Less than 1 year
- 12 months - 17 months
- 18 months - 35 months
- 3 years - 5 years
- More than 5 years

78. When do you expect to get promoted?

- Less than 1 year
- 12 months - 17 months
- 18 months - 35 months
- 3 years - 5 years
- More than 5 years
- Does not apply; I don't expect any more promotions.

79. For all of 1988, what was your total Army Reserve income? INCLUDE ANY PAY FROM WEEKEND DRILLS, ANNUAL TRAINING, BONUSES, AND ANY CALL-UPS OR OTHER ACTIVE DUTY TRAINING.

- 0 - \$ 1,000
- \$1,001 - \$ 2,000
- \$2,001 - \$ 3,000
- \$3,001 - \$ 4,000
- \$4,001 - \$ 5,000
- \$5,001 - \$ 6,000
- \$6,001 - \$ 7,000
- \$7,001 - \$ 8,000
- \$8,001 - \$ 9,000
- \$9,001 - \$10,000
- More than \$10,000

80. What do you primarily use your Army Reserve pay for? MARK ONLY ONE ANSWER.

- Primary source for paying for essentials, such as mortgage, food, car payment
- Primary source for paying for educational expenses, such as tuition, books
- Supplemental source for paying for essentials, such as mortgage, food, car payment
- Used for non-essentials, such as entertainment, leisure activities
- Used for savings
- Other

81. How does the pay that you receive for the Army Reserve compare with the pay for other part-time civilian jobs of similar type in your area?

My Army Reserve pay is:

- Much higher
- Somewhat higher
- About the same
- Somewhat lower
- Much lower

82. How do you usually get to your weekend drill meetings? MARK ALL THAT APPLY.

- Drive myself
- Driven by spouse
- Driven by another family member
- Driven by other unit member
- Public transportation
- Air transportation
- Taxi
- Walk
- Other

83. How long does it take you to travel one way from your home to the weekend drill?

- 0 - 14 minutes
- 15 - 29 minutes
- 30 - 59 minutes
- 1 - 1½ hours
- 1½ - 2 hours
- More than 2 hours

YOUR FUTURE PLANS

84. Which of the following best describes your current career intentions with the Army Reserve? MARK ONLY ONE ANSWER.

My intention is to:

- Stay in the Army Reserve until retirement
- Stay in the Army Reserve beyond my present obligation, but not necessarily to retirement
- Leave upon completion of my present obligation
- Leave prior to the end of my present obligation

85. How often do you think about quitting the Army Reserve?

- All the time
- Most of the time
- Some of the time
- Rarely
- Never

86. During the next year, what is the likelihood that you will look for a civilian part-time job to replace your current duty position in the Army Reserve?

- Very likely
- Somewhat likely
- Not sure
- Somewhat unlikely
- Very unlikely

87. How much improvement is needed for each of the Army Reserve programs and activities listed below?
 MARK ONE ANSWER FOR EACH ITEM.

	I AM NOT FAMILIAR WITH THIS			
	NEEDS A LOT OF IMPROVEMENT		NEEDS SOME IMPROVEMENT	
	NEEDS SOME IMPROVEMENT		NEEDS NO IMPROVEMENT	
Enlistment bonuses	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Reenlistment bonuses	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Retirement benefits	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Army Reserve employer support programs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Recognition and awards	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Contact with the active duty Army	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Quality of equipment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Reduction of paperwork	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Quality of leadership	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Choice of one's own duty times	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Annual Training requirements	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Use of civilian job skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Unit sponsorship program	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Unit social activities for unit members	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Unit social activities for unit members and their families	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Education benefits	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pay and allowances	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Commissary privileges	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Post Exchange privileges	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Space available air travel	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Army Reserve medical benefits	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Information about Army Reserve retirement benefits	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Information about Army Reserve mobilization	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Having an active duty person at each battalion level	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

88. Please indicate the extent to which you agree or disagree with each of the following statements. MARK ONE ANSWER FOR EACH ITEM.

	STRONGLY DISAGREE			
	DISAGREE		NEUTRAL	
	AGREE		STRONGLY AGREE	
More overseas training is needed in the Army Reserve.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
More scheduled weekend drills are needed in the Army Reserve.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
More administrative training assemblies (ATA) are needed in the Army Reserve.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Annual Training should be longer than two weeks.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

89. How much does each of the following contribute to your decision to stay in the Army Reserve? MARK ONE ANSWER FOR EACH ITEM.

	DOES NOT CONTRIBUTE AT ALL		CONTRIBUTES SOMEWHAT		CONTRIBUTES A GREAT DEAL	
Serving my country	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Educational benefits	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Training in a skill that would help me in a civilian job	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Importance of the Army Reserve to national defense	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Importance of my unit's mission	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Importance of my role in the unit	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Promotion opportunities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Opportunity to use military equipment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Challenges of military training	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Overseas training	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Travel opportunities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pride in the Army Reserve	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Job security and stability	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Retirement pay and benefits	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pay and allowances	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The type of work I do in the Army Reserve	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Recognition and awards	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

IF YOU ARE E4 OR BELOW, SKIP TO QUESTION 91

90. A major concern of the Army Reserve today is retaining junior soldiers (grades E1 to E4). How much do you think each of the following contributes to junior soldiers leaving the Army Reserve? MARK ONE ANSWER FOR EACH ITEM

	DOES NOT CONTRIBUTE AT ALL	CONTRIBUTES SOMEWHAT	CONTRIBUTES A GREAT DEAL
Officers don't care about enlisted soldiers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Wanting to get a better civilian job	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Failure to get promoted	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lack of employer support	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lack of spouse support	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Poor officer leadership	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Poor NCO leadership	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pay is too low	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
No credit for doing a good job	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Too much family separation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Wanting to go to school or college	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Can't get the skills training they want	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Too many military rules and regulations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Not enough challenging work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Not being treated fairly	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Not being treated with respect	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
No friends in the unit	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Not enough training equipment available	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Not enough travel	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
No pride in Army Reserve membership	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Not liking their unit duty assignment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Not enough recognition or awards	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pay problems	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Difficulty in getting to weekend drill	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Too many changes in weekend drill schedules	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Poor advancement opportunities for military skill training	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lack of equal opportunity due to racial discrimination	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lack of equal opportunity due to sexual harassment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

91. How much would each of the following contribute to your decision to leave the Army Reserve? MARK ONE ANSWER FOR EACH ITEM.

	WOULD NOT CONTRIBUTE AT ALL	WOULD CONTRIBUTE SOMEWHAT	WOULD CONTRIBUTE A GREAT DEAL
Officers don't care about enlisted soldiers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Wanting to get a better civilian job	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Failure to get promoted	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lack of employer support	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lack of spouse support	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Poor officer leadership	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Poor NCO leadership	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pay is too low	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
No credit for doing a good job	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Too much family separation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Wanting to go to school or college	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Can't get the skills training you want	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Not enough challenging work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Not being treated fairly	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Not being treated with respect	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Not enough training equipment available	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Not enough travel	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
No pride in Army Reserve membership	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Do not like your unit duty assignment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Not enough recognition or awards	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pay problems	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Difficulty in getting to weekend drill	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Too many changes in weekend drill schedules	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Poor advancement opportunities for your military skill training	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lack of equal opportunity due to racial discrimination	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lack of equal opportunity due to sexual harassment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

YOUR BACKGROUND

92. Are you female or male?

- Female
- Male

93. How old were you on your last birthday?
INDICATE THE NUMBER OF YEARS.

	① ② ③ ④ ⑤ ⑥
Years	① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨

Example:

3	① ② ● ④ ⑤ ⑥
Years	① ② ● ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨

This example would indicate you were 32 years old.

94. What is your racial/ethnic background?

- White, not of Spanish/Hispanic origin
- Black, not of Spanish/Hispanic origin
- Spanish/Hispanic
- Asian or Pacific Islander
- American Indian, Aleut, Eskimo
- Other

95. What is the highest level of education you have completed?

- Less than high school
- High school completed (diploma or GED)
- Up to 2 years of college, but no degree
- Associate's degree
- From 3 to 4 years of college, but no degree
- Bachelor's degree
- A year or more of graduate credit, but no graduate degree
- Master's degree
- Professional degree (MD, DDS, or JD)
- Doctorate degree

96. What kind of school are you now attending?
MARK ALL THAT APPLY.

- Vocational, trade, business, or other career training school
- Junior or community college
- Four year college or university
- Graduate or professional school
- Other
- None; I am not attending school

97. What is your marital status?

- Single, never married
- Married (for the first time)
- Remarried
- Legally separated or filing for divorce
- Widowed
- Divorced

IF YOU ARE NOT MARRIED, SKIP TO QUESTION 99

98. What is your spouse's present employment status?

- Full-time employed
- Part-time employed
- Not employed
- Other

99. How many dependents do you have? FOR THE PURPOSE OF THIS SURVEY, A DEPENDENT IS ANYONE RELATED TO YOU BY BLOOD, MARRIAGE, OR ADOPTION, AND WHO DEPENDS ON YOU FOR OVER HALF THEIR SUPPORT. DO NOT INCLUDE YOURSELF OR YOUR SPOUSE.

	① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨+
--	--------------------

YOUR OVERALL EXPERIENCE IN THE ARMY RESERVE

100. How much has the Army Reserve provided you with each of the following experiences?
MARK ONE ANSWER FOR EACH ITEM.

	NOT AT ALL				
	NOT MUCH				
	SOMEWHAT				
	VERY MUCH				
	A GREAT DEAL				
Opportunity to become more mature and responsible	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Experience you can be proud of	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Opportunity to develop leadership skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Opportunity to develop self-discipline	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Chance to work with the latest high-tech equipment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Opportunity to develop self-confidence	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Opportunity to obtain money for a college or vocational education	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Opportunity for training in useful skill areas	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A physically challenging environment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Chance to work with highly trained people	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Mentally challenging experiences	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Opportunity to find a job you can enjoy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Interesting and exciting weekends	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**After you have completed the questionnaire,
 please fill in the circle on the front cover marked
 COMPLETED SURVEY.**



239803

APPENDIX B

**1989 Survey Questionnaire
and Survey Administration Materials**

WESTAT

An Employee-Owned Research Corporation

1650 Research Blvd • Rockville, MD 20850-3129 • 301 251-1500

Dear Commander:


In 1988, the Office of the Chief, U.S. Army Reserve, sponsored the first year of a planned three-year survey, the **Survey of U.S. Army Reserve Troop Program Unit Soldiers**. Recruiting and retaining soldiers remains a critical issue for the USAR. The 1988 survey focused on identifying causes of attrition among junior enlisted. The 1989 survey will track the responses of the 1988 respondents, in order to examine changes in attitudes. In addition, the 1989 survey will explore in greater depth the relationship of retention to opportunities for promotion, unit leadership and training.

You may have participated in the study during 1988, and if so, we would like to thank you and your soldiers for your efforts in making the project successful. This year, there are two groups of soldiers who are asked to participate in the survey. The first group is those Reservists who returned completed questionnaires in 1988, and the second group is a scientifically selected sample of Reservists who did not participate in the 1988 survey. As with last year, the successful completion of the survey will provide important information needed to develop plans and policies to improve retention and reduce attrition. Results of the 1988 survey have been recently communicated to the field and we look forward to presenting new results in Fall, 1989.

The enclosed instructions will provide the details you need to administer the survey. The surveys are to be administered as soon as possible, preferably during the February MUTA. For those selected Reservists who do not report for the February MUTA, instructions have been included for follow-up administrations. **It is important that the surveys be administered in a timely fashion** to allow sufficient time for the processing of responses.

If you have any questions about the study, or how to administer this survey, please call the Hotline number: 1-800-937-8286. Your cooperation is greatly appreciated.

Sincerely,


James Smith
Project Director

1989 SURVEY OF USAR TPU SOLDIERS

SURVEY ADMINISTRATION INSTRUCTIONS

WHEN YOU RECEIVE YOUR SURVEY ADMINISTRATION PACKAGE

- **CHECK THE CONTENTS OF THIS PACKAGE FOR:**

- Survey Administration Form
- Three (3) business reply mailing labels addressed to Westat
- Three (3) Monthly Survey Return Forms
- A set of survey packets

If any of these items are missing, immediately telephone, toll-free, 1-800-937-8286. In response to the pre-recorded message, please provide the information requested. Remember to leave a commercial telephone number (including area code) where you can be reached Monday through Friday, between 9 a.m. and 5 p.m. Your call will be promptly returned.

Surveys should be administered during weekend drill. You have been provided sufficient materials to conduct three administrations, if needed. You are encouraged to complete the administration as soon as possible, preferably at the MUTA following receipt of the survey packets.

- **EXAMINE THE SURVEY ADMINISTRATION FORM**

This form gives an alphabetical listing of selected Reservists who should complete the surveys.

SURVEY ADMINISTRATION (FEBRUARY 1989)

1. ALL SURVEYS ARE TO BE COMPLETED DURING DRILL TIME

When it is time to administer the survey, determine which selected Reservists are present for the survey administration and which are not.

For those selected Reservists who are in attendance: Distribute the survey packets to selected Reservists identified by name on the label. These survey packets contain a cover letter, a survey return envelope, and a survey booklet. The survey should be completed using a No. 2 pencil and will take about 45 minutes to complete. Remind the participant to fill in the "Completed Survey" bubble on the front cover when he or she has finished the survey. When the survey has been completed, instruct the participant to seal his or her survey in the survey return envelope provided and return the envelope to the survey administrator. This will ensure complete confidentiality.

For those selected Reservists who are NOT in attendance: There are several reasons why a Reservist may be absent. If, to your best knowledge, an absent Reservist will be available to complete the survey during the next two MUTAs, **keep** the survey packet for a later administration.

However, if you know the Reservist has:

1. Left the USAR,
2. Transferred TPUs,
3. Transferred to IRR, or is
4. Unknown to your unit,

open the survey packet and fill in the appropriate respondent disposition code on the front cover of the survey, using only a No. 2 pencil. (You may wish to record this same code on the Survey Administration Form as this form is to help you account for each selected Reservist.)

2. **AFTER ADMINISTRATION, GATHER TOGETHER COMPLETED SURVEYS, AND UNCOMPLETED SURVEYS FOR WHICH YOU PROVIDED A RESPONDENT DISPOSITION CODE.**
3. **COMPLETE ONE OF THE THREE MONTHLY SURVEY RETURN FORMS.**
4. **PACK THE COMPLETED SURVEYS, the surveys for which you provided a disposition code, and the Survey Return Form into a suitable envelope (or box). Seal the package securely and affix one of the three business reply labels addressed to:**

**Westat, Inc.
9270 Gaither Road
Gaithersburg, MD 20877**
5. **MAIL THE PACKAGE USING THE REGULAR U.S. POSTAL SERVICE. You are not charged for mailing the package.**
6. **KEEP ALL REMAINING SURVEY MATERIALS FOR ANY NEEDED FOLLOW-UP ADMINISTRATION(S).**

FOLLOW-UP ADMINISTRATION(S) (MARCH, APRIL 1989)

1. If all surveys have been completed, there is no need for follow-up administration(s). However, for those selected Reservists who were absent from the initial survey administration, follow the steps, 1 through 6, as listed above for the first follow-up to be conducted in March 1989.
2. If required, a second follow-up administration should be done (April 1989). Once again, follow steps 1 through 6 as listed above. As noted earlier, you have been provided enough materials to perform three survey administrations. The last administration is to be completed no later than the MUTA in April 1989.
3. By maintaining an accurate account of the survey packets using the Survey Administration Form, Reservists who require an additional survey administration(s) should be easy to identify.
4. At each administration, remember to mark the appropriate respondent disposition code c. on the front cover of the survey for any Reservist who will not complete a survey.

After the last administration, there may be some selected Reservists who are still in the TPU, but not at drill. There is a respondent disposition code for this instance. It is: "In USAR, not at drill."

Mark this particular code **only** after the last administration. These surveys should be included in the last package you send.

5. Following the last administration, you may wish to keep your Survey Administration Form as a part of your permanent records. At this point, remaining materials may be discarded.
6. If you have any questions about survey administration, do not hesitate to call, toll-free, 1-800-937-8286.

1988 Sample Survey of USAR TPU Members
Survey Administration Form

MUSARC CODE: 61
 UPC CODE: 7P9AA
 TPU NAME: 0091 MVR TNG COMMAND
 TPU STREET: 208 MIDDLETOWN LANE
 TPU ADDRESS: CARMEL, CA 24073

DISPOSITION CODES
 1. COMPLETED SURVEY
 2. LEFT USAR
 3. TRANSFERRED TPU'S
 4. IN USAR, NOT AT DRILL
 5. TRANSFERRED TO IRR
 6. UNKNOWN TO UNIT

Survey ID	Name Last, First	Date	Disposition Code
200001-6	CARRUBBA MICHAEL A		
100288-9	FENN KENNETH N JR		
100289-5	FIELDS CLAY		
100290-2	FLAGLER JAMES EDWARD		
100291-4	GALANAUGH DENNIS JAMES		
100292-0	GIBBS MATTHEW MELVIN		
100293-6	HALLISEY JEFFREY N		
100294-2	JOHNSON JOSEPH CHARLES		
100295-8	LAVENDER WALTER JOSEPH		
100296-4	MENDES ENRICO JOSEPH		
100297-0	MILES RICHARD EARLE		
100298-6	OMEA EUGENE FRANCIS		
100299-2	POIRIER GEORGE MAURICE		
100300-4	SAMPERI LAWRENCE JR		
100301-0	SHERWOOD RICHARD ERNEST		

1989 SURVEY OF USAR TPU SOLDIERS

MONTHLY SURVEY RETURN FORM

MUSARC CODE: 6G TPU UPC: SGWAA

0228 MI DET COUNTER INTEL
HEROIC WAR DEAD OF OAKLAND USAR CENTER
BLDG 1086 OAKLAND AB
OAKLAND, CA 946265035

MONTH OF ADMINISTRATION: _____

NUMBER OF SURVEYS RETURNED: _____

BUSINESS REPLY LABEL

NO POSTAGE
NECESSARY
IF MAILED
IN THE
UNITED STATES

|||||

BUSINESS REPLY LABEL
FIRST CLASS PERMIT NO. 220 GAITHERSBURG, MD

POSTAGE WILL BE PAID BY ADDRESSEE

908237 **WESTAT**
9270 Galther Road
Gaithersburg, MD 20877-9906

|||||



DEPARTMENT OF THE ARMY
OFFICE OF THE CHIEF, ARMY RESERVE
WASHINGTON, D.C. 20310-2400



REPLY TO
ATTENTION OF

DAAR-PP (600-46a)

16 December 1988

MEMORANDUM FOR: Survey Participant

SUBJECT: 1989 Survey of USAR TPU Soldiers

1. For our USAR units to have the capability to go to war, they must be adequately manned, equipped and trained to function effectively upon mobilization. Because TPU soldiers such as yourself play such an important role in unit readiness, I have directed a survey of unit members to better identify areas of success and those needing more emphasis.
2. It is important for me to know what motivates you, as a citizen-soldier, to remain active in the Army Reserve. I wish it were possible for me to talk to you personally concerning your experiences in the Army Reserve. Since I cannot, this survey is where I need your help.
3. This is the second year of a three-year effort to more clearly understand what motivates soldiers to remain active in the Army Reserve. To accomplish this task, two groups of soldiers will be surveyed this year. One group has been scientifically selected to participate in the survey for the first time, while the other will consist of those soldiers surveyed last year. This second group will be surveyed each year of the entire three-year study period in order to examine changes in attitudes, opinions and perceptions over time.
4. Your full support and timely completion of the enclosed survey are essential. An honest evaluation of your Army Reserve experience is most important in planning for our national security.
5. Analysis of the first-year survey responses affirms that good unit leadership and quality training are among the greatest concerns of Army Reservists in 1988. Based on these findings, we will provide a more meaningful and satisfying experience for soldiers of all ranks.
6. I greatly appreciate your opinions and your service to our nation.

WILLIAM F. WARD
Major General, USA
Chief, Army Reserve

Enclosure

APPENDIX C

FORSCOM Message to CONUSAs and MUSARCs

on 1989 Survey of USAR TPU Soldiers

DR-5

LINE
 PT 78765 352/0328Z PAGE 01

6 ARMY	/ AC/PI	PS HQ	/ OTHERS:	OPR: <i>DL</i>
<i>SPER-2</i> SMA	ARA <i>L</i>	DOC	DHS	CIDC LCA
GA: PROT	NGA <i>L</i>	INFO HQ: DPTMSEC	DRCS	COMNSY AAFES
PAO	AFC-V	CDR	DOL	DRM
FOCIDC	USATSC			
PH	SJA	PH	CPD	DOIM
FAO				MTD902D
ERTC6				
ER	CH	IRO	CH	EEOO
MPD				MIBN VC
91 DIV				
OG	DCSIM	CRGPSF <i>L</i>	DPCA	DEH
SJA				LATR
548 ORD				
JPS	DCST	CSM	XA	HQCDRAN
SAF				LAMC
TCC MRR				
EN	RCAS	TG	PAO	PH

TUZYUW RHCGRB0804 3520328-UUUU-RUMBHA.
 UP UUUUU
 620057 DEC 88
 H: CDR FORSCOM FT MCPHERSON TX // AFJ1-RTS//
 C: RUEBJFA/CDRUSAOONE FT GEORGE G MEADE MD // AFKA-PR//
 RHCGR2WO/CDRUSATWO FT GILLEM GA // AFKD-PR//
 RUCISEA/CDRUSAF04 FT SHERIDAN IL // AFKE-PR//
 RUVINFA/CDRUSAFIVE FT SAN HOUSTON TX // AFKB-PR//
 RUMBHA/CDRUSASTX SAN FRANCISCO CA // AFKC-PR//
 INFO RUEADWD/DA WASHINGTON DC // DAAR-PE//
 BT

UNCLAS
 SUBJECT: FY89 SURVEY OF USAR TPU SOLDIERS.
 1. PREPARATION FOR FIELDING OF FY89 SURVEY OF USAR TPU SOLDIERS CONTINUES TO BE PROGRESSING SMOOTHLY. AS A RESULT OF CONUSA SUGGESTIONS AT 14 OCTOBER FORSCOM MEETING THE FOLLOWING MAJOR CHANGES HAVE BEEN MADE FOR FY89:
 A. DATA COLLECTION PERIOD WILL BE 2 FEB X9 30 APR.
 B. ALL SURVEYS ARE TO BE COMPLETED AT DRILL. CONUSA CAN MAKE EXCEPTIONS TO THIS AS REQUIRED BY UNIQUE CIRCUMSTANCES.
 C. LIST OF INDIVIDUALS BY TPU TO BE SAMPLED WILL BE PROVIDED TO USA/MUSARC ON 15 JANUARY.

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 D. INDIVIDUALS CODED 9993 ON SIDPERS WILL BE INCLUDED IN THE SAMPLE, BUT WILL BE ACCOUNTED FOR SEPARATELY.
 E. SURVEY ADMINISTRATION PROCEDURES HAVE BEEN SIMPLIFIED. POST CARDS WILL NOT BE USED TO INDICATE RECEIPT AND EXPECTED DATE OF EXECUTION. ADMINISTRATORS WILL NOT BE ASKED TO PROVIDE ADDRESS OF NON-PARTICIPANTS.
 F. LAST YEAR'S 3 DATA COLLECTION REPORTS HAVE BEEN COLLAPSED TO 1 BIMONTHLY REPORT TO BE PROVIDED TO CONUSA AND MUSARC.
 2. WESTAT EXPECTS TO RECEIVE THE FINAL COPY OF THE FY89 SURVEY FROM THE PRINTER ON 17 JANUARY. THEY WILL MAIL NLT 18 JANUARY A COPY OF THE INSTRUMENT WITH ADMINISTRATION INSTRUCTIONS TO CONUSA AND MUSARC.
 3. CONUSA ARE TO DO THE FOLLOWING:
 A. PROVIDE A LIST OF MUSARC POC TO WESTAT NLT 5 JANUARY. MUSARC POC WILL BE THOSE PERSONNEL WHO RECEIVE THE INDIVIDUAL RESPONSE RATE REPORTS AND PERFORM FOLLOW-UP OF INCOMPLETED/UNACCOUNTED SURVEYS. THE LIST SHOULD INCLUDE THE NAMES, ADDRESSES AND TELEPHONE NUMBERS OF POC AND SHOULD BE SENT TO WESTAT FAX 301-294-3928.
 B. ENSURE MUSARC POC REVIEW INDIVIDUAL RESPONSE RATE REPORTS BIMONTHLY AND WORK WITH TPU WITH LOW PARTICIPATION, OR ACCOUNTING

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 RATES. A BRIEF DESCRIPTION WILL ACCOMPANY THE FIRST REPORT. A TOLL FREE NUMBER WILL BE PROVIDED SO WESTAT CAN ADDRESS QUESTIONS.
 BT
 R0804

NNNN
 MUSARC SMO's,
 FOR YOUR INFO, WE PROVIDED
 ROUTINE THE WESTSTAT TEAM YOUR NAMES
 ADDRESSES & PHONE # AS THE
 MUSARC POC. I AM THE CONUSA
 WESTSTAT POC.
 MAJ LOUIS

APPENDIX D

**Example of Bimonthly 1989 Individual TPU
Response Rate Report to CONUSAs and MUSARCs**

1989 SURVEY OF USAR TPU SOLDIERS
INDIVIDUAL TPU RESPONSE RATE REPORT

REPORT PRODUCED: JANUARY 13, 1989

MUSARC CODE: 12 MUSARC: 78TH DIVISION (TRAINING)

TPU UPC	TPU NAME	NUMBER SAMPLED	NUMBER SURVEYS COMPLETED	NUMBER TO BE COMPLETED	NUMBER TRANS. TO NEW UNIT	NUMBER LEFT USAR	NUMBER TRANS. TC INR	NUMBER UNKNOWN TO UNIT	UNKNOWM OISP. CODE
7PSAA	0076 CMD MVR TRN DIV	26	15	0	1	6	0	4	0
7T1AA	0076 DIV AVIATION	2	2	0	C	0	0	0	0
7VBA1	0076 TH DIV TNG GRP MHC	2	0	1	0	0	0	1	0
7VBA2	0076 TH DIV TNG CO A	7	7	0	0	0	0	0	C
7VBA3	0076 TH TNG GRP CO A	1	1	0	C	C	0	0	0
7VBA4	0076 TH TNG GRP CO B	7	5	1	C	0	0	1	0
7VBA6	0076 TH TNG GRP CO C	2	1	0	1	0	0	1	0
7VBA7	0076 TH TNG GRP CO D	10	7	2	C	1	0	C	0
7VBA8	0076 TH TNG GRP CO E	4	3	0	C	1	0	C	0
7VBA9	0076 TH DIV TNG LDR AC0Y	6	5	0	1	0	0	C	0
7VBAA	0076 TH TNG DIV TNG GRP	1	1	0	0	0	0	0	0
7VCAA	0076 TH TNG DIV LOG GRP	12	5	6	0	1	0	C	0

MUSARC TOTALS									
		80	52	10	3	9	0	6	0