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

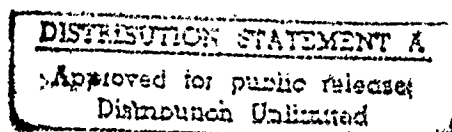
**Technical Report  
The Research Plan**

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

Submitted by:

Westat, Inc.  
1650 Research Boulevard  
Rockville, MD 20850  
(301) 251-1500



James Griffith, Project Director  
Shelley Perry, Senior Research Analyst  
Jeffrey Combs, Project Manager  
Sandra Baker, Research Assistant  
David Bent, Research Assistant  
Carin Rauch, Programmer Analyst  
Mike Rhoads, Data Processing Group Manager  
Charles Wolters, Senior Statistician

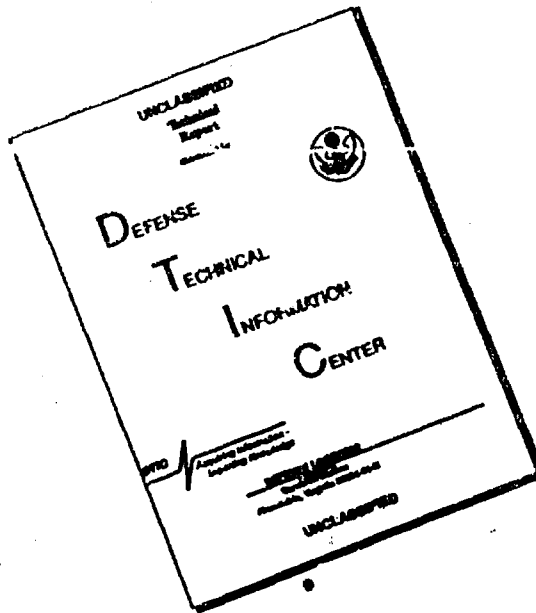
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# 1. PURPOSE AND RESEARCH AIMS OF THE 1990 SURVEY OF U.S. ARMY RESERVE (USAR) TROOP PROGRAM UNIT (TPU) SOLDIERS

## Overview of the Research Plan

→ The purpose of this document is to describe the research methodology which will be used in the 1990 Survey of U.S. Army Reserve TPU Soldiers. The first chapter of the Research Plan reviews the context within which the project began and the research aims of the three-year project. The second chapter reviews the accomplishments of the first two years of the project. The third chapter describes the specific procedures for executing the tasks of Year 3. The final chapter provides a summary of the Research Plan.

(25) \* Army personnel,  
\* Military reserves, all volunteer  
Army planning.

## Introduction

The historical context surrounding the beginnings of this three-year project is useful in understanding the overall research goals. 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, in addition to implications for the readiness of units which lose trained personnel. The loss of qualified junior enlisted 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 subsequently decline gradually (Congressional Budget Office, 1985). As a result, the overall available pool of recruits for the Army Reserve will be reduced substantially. Keeping trained Reservists up to and after their first-term commitment will then be even more 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 associated with the retention of 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. For example, 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 in the Army Reserve. 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 Army Reserve personnel.

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 which contribute to their staying in or leaving the Army Reserve. Two features of the ongoing research project, while making it distinct, add to the continuing efforts to specify the influences on retention and their interrelationships. First, by employing scientific sampling procedures (10% 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 collection of data from soldiers across time (i.e., the longitudinal sample). Such data allow the testing of presumed influences on the retention decisions in comparison to the actual behavior of staying in or leaving the Army Reserve.

Another distinction of this project is its development and design of a scientific, yet practical data collection plan. 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 yielded data which could address practical questions and policy issues about junior enlisted retention, and that could be collected using the Army Reserve chain-of-command, placing minimal burden on unit training time. In addition, consideration was given to developing a survey which paralleled other, already-existing Department of the Army surveys such as the Army's annual Sample Survey of Military Personnel. The type of data collected in the current survey of Army Reservists is attitudinal, asking individual Reservists their degree of satisfaction with Reserve duties, unit training, leadership, and administration. In addition, Reservists were asked the extent to which Reserve duties interfered with family life and their civilian jobs. Specific information was

collected to determine the importance of these factors in the retention decision of Reservists, the extent to which Reservists say these factors occur in the unit, and the relationship of these factors to stated intent to leave the Army Reserve. A specific example of this kind of information is the importance which Reservists place on spending time with the family, the extent to which the unit sponsors activities for families, and finally, the relationship of spouse and family to the retention decision.

### **Year 1 and Year 2 Research Aims**

The research aims for both Year 1 (1988) and Year 2 (1989) were very similar, except that the longitudinal sample in Year 2 yielded data on junior enlisted stayers and leavers from 1988 to 1989. Using this panel of junior enlisted soldiers, specific hypotheses concerning attitudes and perceptions of junior enlisted prior to their decision to stay or leave could be examined in relation to actual choices to stay in or leave the Army Reserve. The primary focus of analyses for both Years 1 and 2 was on factors which cause junior enlisted to leave the Army Reserve. This focus was the result of much of the unsatisfactory participants being junior enlisted. The specific objectives of Year 1 were:

- To provide a demographic description of the junior enlisted population;
- To identify factors related to junior enlisted's stated intent to leave the Army Reserve by answering the questions:
  - What do junior enlisted say would cause them to leave the Army Reserve?
  - What do junior enlisted say are problems in their units?
  - What is the relationship between perceived problems in the unit and intent to leave?
- To determine if attritees give the same reasons for leaving as unit members list as problems; and
- To examine how junior enlisted reasons for leaving differ from those given by unit leaders.

Year 2 research activities built on Year 1 findings. As a result, research objectives of Year 2 were very similar to those of Year 1. There were, however, a few noted exceptions between Year 2 and Year 1 research objectives. Year 2 analyses examined differences in attitudes and

perceptions between **actual** junior enlisted stayers and leavers, in addition to investigating special issues of concern to the Army Reserve leadership. Specifically, Year 2 research objectives were:

- To validate the 1988 findings regarding what would cause junior enlisted to leave the Army Reserve, perceptions of unit problems, and the extent to which such problems were related to intent to leave the Army Reserve;
- To compare aggregate 1989 findings on junior enlisted background characteristics, and attitudes and perceptions to those 1988 findings;
- To examine differences in background characteristics, attitudes, and perceptions between junior enlisted stayers and actual leavers;
- To provide data which answered special issues of interest; these were:
  - What are unit leaders' (company-grade and below) perceptions of interferences to providing quality leadership and quality training?
  - Who are unit technicians and what are their perceptions regarding interferences to unit functioning? What is the match in perceptions of interferences to providing quality leadership and quality training between unit technicians and the command staff?
  - What are junior enlisted perceptions of meaningful training?
  - What are junior enlisted perceptions of barriers to promotions?

Year 3 analyses will build on the Year 1 and Year 2 analyses by expanding the research focus in several ways. First, Army Reservists will continue to be tracked over time to provide "snapshots" of the attitudes and perceptions of Reservists over time. By tracking individual Reservists, more information on the causal nature of the relationships among attitudes, perceptions, career intent, and attrition behavior will be gained. The additional information available on the attitudes and opinions of Reservists who actually did leave between Year 2 and Year 3, as well as those who did not, provides additional validation for predictors of attrition. By comparing the individual's attitudes to stated intention and to actual behavior, a clearer picture of the causes of attrition will emerge.

A second distinct feature of the Year 3 analysis effort is the creation of yet another panel of soldiers who were surveyed in 1989 and will again be surveyed in 1990. An examination of perceptions and attitudes of stayers and leavers (from 1989 to 1990) in relation to actual attrition behavior in this second panel will allow validation of results obtained from the first panel of soldiers who are being tracked every year, beginning in 1988.

A third difference in the Year 3 effort will be examining data which address new issues of special concern to the Army Reserve leadership. Examining specific components of junior enlisted perceptions of "meaningful training" and promotion barriers will continue to be a focus for special issues in Year 3. In addition, much of the Year 3 expanded analysis will center on rank groups other than junior enlisted, as well as rank group differences, in particular, company-level, and battalion and command staff leaders. This expansion will determine any rank-based linkages in the retention decisions of junior enlisted. Highlighted below are research objectives for addressing issues of special concern in Year 3 analyses:

- To examine the interrelationships among the quality of unit leadership, unit training, and unit administration, and their effect on soldier career intent;
- To describe the background and training characteristics of unit leaders and their issues of concern, and to relate these characteristics and issues to unit leader performance and commitment to the Army Reserve;
- To specify the level of mobilization readiness among Army Reserve soldiers; and
- To determine the extent to which spouses and families have been prepared for mobilization.

To summarize, the research objectives of Year 3 build on those of the previous two years of the project. Year 1 focused on identifying reasons for leaving among currently active TPU junior enlisted participants. Reasons were ranked in order of perceived influence. The reasons for leaving (e.g., lack of self-development opportunities) were examined in terms of their occurrence in units, as well as their relationship to junior enlisted stated career intent. This was done to determine the relative influence of reasons for leaving in the attrition decision and to project junior enlisted losses as the result of not having such unit experiences.

Year 2 analyses included similar analyses in order to validate relationships found in Year 1. Year 2 also involved determining the stability of survey findings across the two time periods, from 1988 to 1989. Year 2 also introduced several new research objectives. The most notable are the examination of differences in attitudes and perceptions between actual junior enlisted leavers and stayers, and the provision of information to address issues of special interest to Army Reserve policymakers.

Year 3 will build on Year 1 and Year 2 by again specifying the rank order of junior enlisted reasons for leaving, perceived problems in units (e.g., not having challenging work), and the relationship of these perceived problems to career intent. In addition, comparisons of the

attitudes and perceptions between junior enlisted leavers and stayers will be made in two panels of soldiers -- soldiers in the Year 1 (1988) panel and soldiers in the Year 2 (1989) panel. Year 3 also introduces new research objectives, most of which involve examining issues of unit leadership and mobilization, and the relationship of findings in these areas to unit leaders' and junior enlisted's career intent.

## **2. ACCOMPLISHMENTS OF YEAR 1 AND YEAR 2**

This chapter highlights major accomplishments of Year 1 and Year 2. This is done in order to provide a context to the Year 3 (1990) project tasks. The subsequent chapter covers in greater detail the specific project tasks in Year 3 and procedures in their execution.

### **CONUSA Briefings**

Several preliminary activities were conducted in the Fall, 1987 and 1988 which led to the survey instrument development and data collection plan. These activities included briefings held with the five Continental United States Army Commands (CONUSAs) and with representative Major United States Army Reserve Commands (MUSARCs). The purpose of the briefings was to solicit information regarding retention problems in the field, and to assess how these problems affected the survey instrument design, sampling plan, and plan for survey administration. The survey instrument design, sampling plan, survey administration procedures, and data collection schedule were reviewed with CONUSA and MUSARC personnel. Suggestions for improvements were incorporated following the briefings. Briefings in Year 2 (1989) had the additional purpose of providing rapid feedback on the previous year's survey findings. Similar briefings are planned for Fall, 1990, with the primary purpose of disseminating 1990 survey findings.

### **Literature Review**

Concurrent with the briefings, a literature review of pertinent military and civilian studies 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. The review also involved examining past and current DoD-sponsored surveys of Army personnel. This review identified the strengths and weaknesses of questionnaire content and format, sampling design, and plan for survey administration. Many of the survey items for the 1988 survey questionnaire were taken from other existing survey questionnaires in order to allow for comparative analyses. A similar review of the literature was conducted as a part of both Year 2 (1989) and Year 3 (1990) preparatory activities. Because of the Year 1 literature review, the scope and depth of these subsequent reviews were much less.

## **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 identify the underlying mechanisms among the retention influences. These findings were then used to develop the item content for the survey questionnaire and the basic sampling design. The subsequent two years of the survey did not convene focus groups.

## **Development of the Survey Instrument**

Drawing from the results of the literature review, CONUSA briefings and soldier focus groups, a survey questionnaire was designed to tap each of the major content areas identified as influencing retention in the Army Reserve. Questions were also directed toward testing widely-held hypotheses about influences on the decision of Reservists to leave the Army Reserve (i.e., Reserve duties conflict with civilian employment, family life, etc.) The questionnaire was pretested in a local unit to determine its readability and clarity.

A new survey instrument was produced each of the three years of the project. However, changes to the survey instrument were kept to a minimum in order to allow for comparisons across time. The changes which did occur are described hereafter. The Year 2 questionnaire involved changes and additions to assess the following issues: (1) perceived interferences to providing quality leadership and training; (2) junior enlisted perceptions of "meaningful training;" and (3) junior enlisted perceptions of promotion problems and barriers. Year 3 survey instrument changes were designed to assess the extent to which Army Reserve soldiers are ready for mobilization and deployment. Questions asked how well they were prepared for mobilization, e.g., whether they had the proper personal equipment and major weapon systems, whether soldiers and leaders were trained for combat, whether the unit could perform as a team, and whether soldiers knew their basic soldiers skills.



## Sample Design and Weighting

A stratified-random sample design was developed and executed to select a longitudinal sample and a cross-sectional sample for the 1988 survey. Certain variables were used as stratifiers in order to oversample Reservists from low-occurrence subpopulations. This oversampling guaranteed adequate subsample sizes to estimate the attitudes and perceptions of low-occurrence subgroups (e.g., NCOs with low educational attainment, minority women officers, etc.). 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 permit estimating overall Army Reserve population and subpopulation characteristics 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 estimates based on survey results.

The 1988 sample, as well as samples for the succeeding project years, consisted of two subsamples. The first sample was a cross-sectional sample drawn for the purpose of estimating population parameters on a yearly basis. The second sample was a longitudinal sample which was resurveyed for the remaining two years of the project. The purpose of this second sample was to track changes in attitudes and perceptions, and actual attrition behavior of individual Reservists across time. The utility of the initial sampling design is evident by its adoption throughout the three years of the project. The only difference in sampling plans across the three years is the addition of yet another panel of soldiers to be surveyed in 1990. Soldiers who were surveyed in 1989 will again be surveyed in 1990 to provide information on yet another panel of soldiers from one year to the next.

In Year 1 (1988), the total number of individuals sampled was 36,944 soldiers in 3,883 TPUs within the continental United States, the District of Columbia, Hawaii, and Alaska. 18,477 of these soldiers were in the 1988 longitudinal sample and 18,477 in the 1988 cross-sectional sample. In Year 2 (1989), the total number of soldiers surveyed was 36,779 in 3,531 TPUs. 11,452 of the 36,779 soldiers in the total 1989 sample were in the longitudinal sample, and the remainder -- 25,327 of the 36,779 soldiers in the total sample -- were in the 1989 cross-sectional sample.

In Year 3 (1990), a total of 39,965 soldiers will be surveyed in 3,597 TPUs. 24,247 of these soldiers are in the 1990 cross-sectional sample, and 6,079 soldiers in the Year 1 to Year 2 longitudinal panel, and 9,639 soldiers are in the Year 2 to Year 3 longitudinal panel.

## **Data Collection**

For all three years of the project, survey data collection procedures consisted of four sequential phases. These were: (1) prenotification and coordination of survey administration; (2) assembly of survey materials and mailout; (3) survey administration follow-up; and (4) receipt and recording of the survey data. Each phase is described in greater detail below.

**Prenotification and Coordination of Survey Administration.** Headquarters, Forces Command (HQ, FORSCOM) notified the five CONUSAs, their subordinate MUSARCs, 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. Notification was accomplished through electronic messages and official letters sent from HQ FORSCOM to CONUSAs. CONUSAs, in turn, sent messages and letters of notification to their subordinate MUSARCs.

**Assembly and Mailout of Survey Materials.** Because many units conduct Annual Training in the summer, assembly and mailout of survey materials were accomplished during the early part of the year. Fielding of the survey in Year 1 was done later than in Years 2 and 3. The delay in fielding the survey in Year 1 was the result of unanticipated problems in the production and printing of the optically scanned survey questionnaires. Survey materials in Year 1 were sent out during March 1988. TPU Survey Administrators were given instructions to administer surveys during the March weekend drill, and to perform follow-up during the April and May weekend drills. In Year 2 (1989) and Year 3 (1990), surveys were fielded by the first week in February, and follow-up was performed during the March and April weekend drills.

**Follow-Up Procedures.** Reports on the disposition of individual survey questionnaires sent to each TPU were sent to MUSARC and CONUSA points-of-contact every other week during the three-month data collection period. Reports provided accurate and up-to-date information on the number of questionnaires completed and uncompleted for each TPU. When surveys arrived from TPUs to Westat, Westat receipt control scanned survey questionnaires into an automated data base. The front cover of the survey instrument indicated the disposition of the survey, i.e., completed, and if not completed, the disposition of the intended survey respondent (e.g., left USAR, transferred to another TPU, etc.). The information contained in the data collection report was used by MUSARCs and CONUSAs for follow-up with their subordinate TPUs. MUSARCs and CONUSAs could easily determine which of their subordinate TPUs had administered surveys and which had not. Further assistance was given to TPUs, MUSARCs, and

CONUSAs by providing a toll-free "hotline" number for questions on survey administration procedures. The Project Director could also be called directly by MUSARC and CONUSA points-of-contact to resolve any survey administration difficulties.

**Receipt and Data Entry Survey Instruments.** Procedures for receipt control and data capture have been generally the same for all three years of the project. Basically, once a month throughout the data collection period, survey packages were returned to Westat by TPU Survey Administrators. Packages were opened, and questionnaires were scanned by a state-of-the-art optical scanner. The major difference in receipt control among the three years is that the Survey Administration System (SAM) was not used after Year 1. The SAM system required the manual keypunching of unit information and the disposition of each survey returned to Westat (i.e., completed, and if not completed, the disposition of the Reservist who was to complete the survey). In Years 2 and 3, the survey disposition status was placed on the front cover of the survey instrument. This information was then read simultaneously with the survey responses. Disposition statuses of soldiers were then married-up to unit-level information so that response rate information could be reported for each TPU, MUSARC, and CONUSA, as well as units and individuals having very specific characteristics. A receipt control data file was created, containing information on characteristics of individual respondents and of their units. Both individual soldier information and unit characteristics primarily corresponded to sampling stratifiers so that return rates of specific subgroups of individual soldiers (e.g., rank, age, education) and units (e.g., location in Army, MUSARC and state, and type of unit) could be compared to their occurrence in the original sample. Such information was useful in determining any response biases.

Cut-off for survey data entry for Year 1 was at the end of May, 1988. Cut-off for Year 2 was at the end of April, 1989. Cut-off for Year 3 is also scheduled for the end of April, 1990. After data collection cut-off, the data were cleaned and weighted. Procedures for cleaning data are described in detail in the annual Codebook. Weighting procedures are described in the annual Weighting Plan deliverable. Data collection procedures, data cleaning, and data weighting in Year 3 (1990) will be the same as those in Year 2 (1989).

### **Data Analysis**

There were two phases of data analysis in Year 1 and Year 2 of the project. In the first phase, Tabulation Volumes were produced of questionnaire responses. Responses were weighted to represent the attitudes and perceptions of the entire Army Reserve and specific

subpopulations. Specifically, Tabulation Volumes were produced for the following groups of Reservists:

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

Three additional Tabulation Volumes were produced for Year 2 (1989). One Tabulation Volume reported 1988 responses of junior enlisted who had left the Army Reserve between 1988 and 1989. Another Tabulation Volume reported the 1988 responses of junior enlisted stayers from 1988 to 1989. In this way, aggregate comparisons of the attitudes and perceptions between leavers and stayers could be made using the two Tabulation Volumes. A third Tabulation Volume reported the 1989 responses of junior enlisted stayers from 1988 to 1989, and could be used to detect similarities and differences in the aggregate perceptions of stayers across a one-year period.

Each tabulation volume (except for the Tabulation Volume reporting responses of all Reservists) 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 high school 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.

It should be noted that the education crossing variable was changed to a dichotomous variable in the officer Tabulation Volume, i.e., having a college degree or not. In addition, the Year 2 Tabulation Volumes included a crossing variable indicating stated career intent; and the

enlisted Tabulation Volume -- which in Year 1 included all enlisted -- included only NCOs (E5-E9) in Year 2. (A separate volume still reported responses of junior enlisted to the questionnaire items in both 1988 and 1989.) Tabulation volumes were delivered to OCAR, FORSCOM, and all CONUSAs for reference use in determining attitudes and opinions of the various Army Reserve subpopulations represented in the Tabulation Volumes. It is anticipated that the Year 3 (1990) Tabulation Volumes will be very similar in number, content and format as the Year 2 (1989) Tabulation Volumes.

A second phase of analysis was to conduct analyses which best summarized findings of the surveys to convey in a final report and briefings to Army Reserve leaders. The major focus of data analyses was to describe the relative importance of factors which contributed to junior enlisted staying in or leaving the USAR. A ranking of factors influencing the decision was developed. A comparison was made between factors stated as important to the decision to leave the Army Reserve and the reported extent to which these factors were experienced in the TPU. Analyses were then performed to determine the relationship between stated factors for leaving the Army Reserve and junior enlisted's stated intent to leave the Army Reserve. Following the overall analysis, 1988 analyses included CONUSA-specific analyses on similar items as the overall analysis. A final focus of the 1988 analysis was to examine the findings which supported commonly-believed hypotheses about soldier attrition (e.g., influence of pay and promotion problems, low quality of training, family and civilian employer problems, etc. on Army Reserve retention decisions).

In order to validate Year 1 (1988) findings, Year 2 (1989) analyses required conducting analyses similar to Year 1. In addition, a comparison of attitudes and perceptions between leaver and stayer junior enlisted allowed for more definitive statements why junior enlisted left the Army Reserve. As pointed out earlier, Year 2 analyses included the summary of findings regarding:

- Unit leaders' perceptions of interferences to quality unit leadership and training;
- Unit technician background characteristics and the match between their perceptions and those of the command staff regarding hindrances to an effectively functioning unit;
- Junior enlisted perceptions of meaningful training; and
- Junior enlisted perceptions of barriers to promotion.

Year 3 (1990) analyses will again follow a similar format for conducting and reporting results as previous years, with the purpose of validating earlier findings. These analyses again will identify the background characteristics of junior enlisted, their reasons for leaving, the extent to which experiences associated with leaving actually occur in units, and the relationship of such factors with intent to leave and actually having left the Army Reserve. Year 3 analyses will also examine the following: (1) the background and training of unit leaders and their issues of concern; (2) the relationship of unit leader training and experience, and issues of concern to their performance, their own career intent, and the career intent of junior enlisted; and (3) the level of preparedness of Army Reserve soldiers for mobilization and deployment, and its relationship to career intent.

### **Dissemination of Findings**

Briefings on the 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 as a part of Year 1 (1988) and Year 2 (1989), and occurred in the late Fall 1988 and 1989. The focus of briefings was on the findings of the survey and on recommendations for policy and management. A package of briefing slides and an executive summary accompanied a 35mm slide presentation of the findings. Year 1 (1988) also included a separate briefing slide package for the CONUSA-specific findings. It is expected that the Year 3 (1990) Final Report will consist of a similar briefing package and executive summary accompanied by a 35mm slide presentation.

### **3. YEAR 3 PROJECT TASK DESCRIPTION**

The purpose of this chapter is to describe the aims and research activities to accomplish the various project tasks for the third year (1990) of the Survey of USAR TPU Soldiers. Year 3 (1990) consists of thirteen major project tasks. These are:

- Research Plan
- Literature Review
- Briefings
- Survey Development
- Special Issues
- Sampling Design
- Data Collection
- Survey Administration Follow-up
- Data Cleaning and Editing
- Data Weighting
- Tabulation Volumes
- Analysis
- Project Management

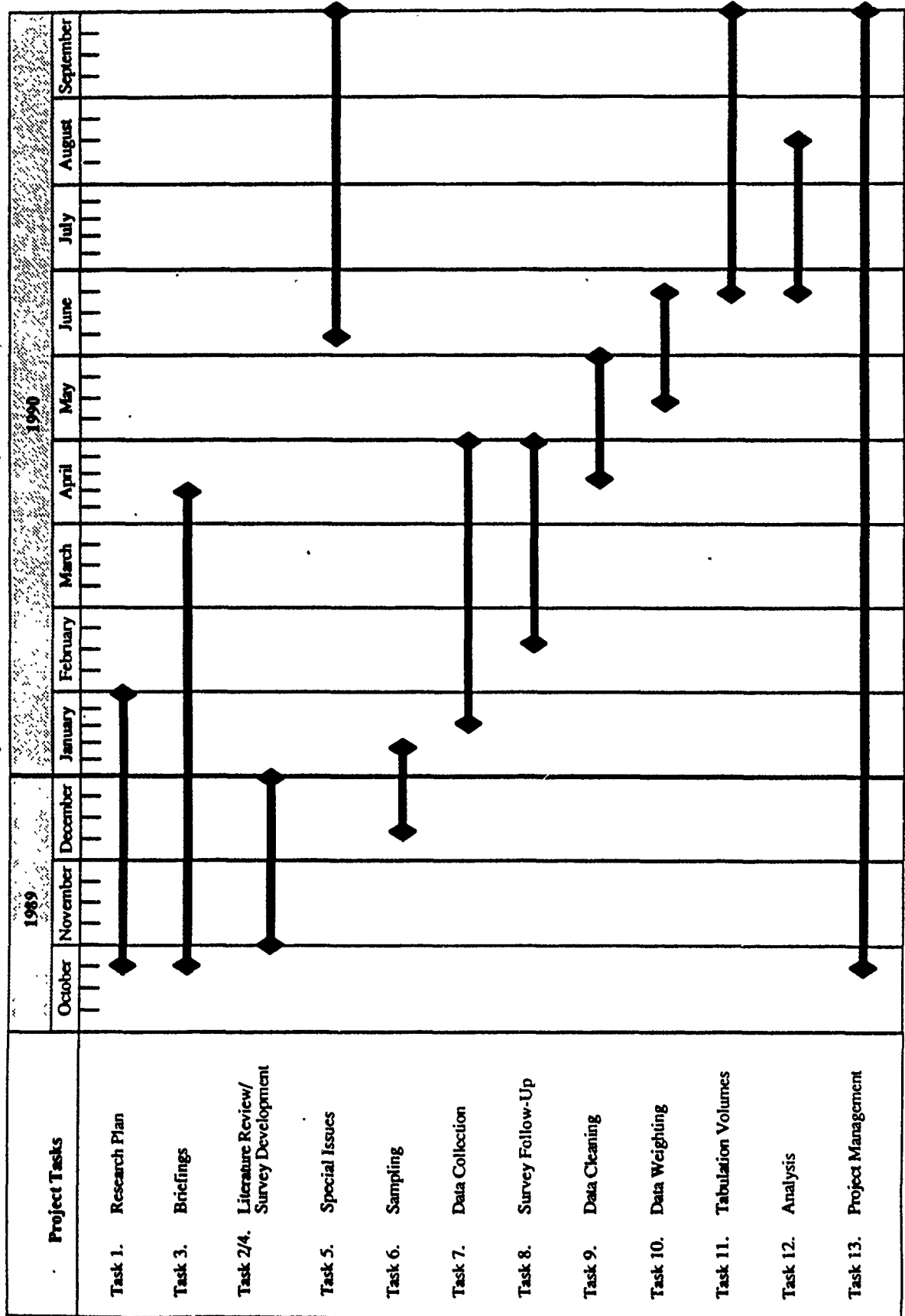
These project tasks are depicted in a timeline in Figure 1. The number and sequence of the Year 3 project tasks were the result of adapting the project to better meet the needs of the client and users in the field. The subsequent sections of this chapter describe each project task in greater detail. Specifically, the purpose, milestones, research activities leading to the accomplishment of each project task are covered in this chapter.

#### **Research Plan**

Each year of the project a Research Plan is written. The Research Plan serves as a planning document, providing a blueprint for the upcoming year's research aims and the activities to execute these aims. By documenting the project's overall aims and specific research objectives, and more importantly, the procedures to achieve these objectives, the Research Plan also serves as a historical reference. Specifically, the Research Plan describes the sampling design (including the characteristics chosen as sampling strata and number of soldiers in each stratum), the data collection plan, and survey administration follow-up.

This document is the end product of the Research Plan in Year 3 (1990). The text below elaborates on the purpose of each project task and procedures for accomplishing the task.

Timeline of 1990 Survey of USAR TPU Soldiers Project Tasks





Thirteen tasks comprise activities of the 1990 Survey of USAR TPU Soldiers. Table 1 provides a comparison of the task structure of the project among the three years. The project tasks for Year 3 have remained basically the same in general type and sequence as in Years 1 and 2. The Year 3 tasks have, however, become more detailed in order to reflect changing client needs. For example, instead of having eleven project tasks as in Year 2, Year 3 has thirteen project tasks. The Year 3 project tasks have also been arranged in their actual order of performance (e.g., moving survey development ahead of sampling design, moving data weighting after cleaning and editing, etc.).

### **Literature Review and Survey Instrument Development**

Each year a literature review is conducted. The literature review provides a firm grounding in previous research findings regarding those factors related to the attrition and retention decisions of soldiers. The purpose of the literature review is to define the content domain for questionnaire development, and to advise us of any special considerations in sampling design and data collection procedures. In Year 1, a thorough review of relevant literature was performed to contribute to the model development. 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 components. The second area for the review was literature in the civilian area. 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 literature review, supplemented by the specific findings of the developmental focus groups in Year 1, were useful in specifying variables found to be relevant to staying in or leaving the Army Reserve. These variables were included in a descriptive model of soldier retention and served as the context for development of the questionnaire items. 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 2 provides a summary of the survey instruments from other DoD-related studies which were reviewed as a part of this task.

Each year the literature review is updated. Additional relevant literature is identified and examined. Results of this literature review are used to update the questionnaire content and

Table 1

## Comparison of Project Tasks Among the Project Years

Year 1	Research Activity	Year 2	Research Activity	Year 3	Research Activity
Task 1	Research Plan	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"> <li>■ Briefing Development</li> <li>■ Literature Review</li> </ul>	Task 2	Literature Review
Task 3	Sample Design	Task 3	Sample Design	Task 3	Briefings
Task 4	Survey Development	Task 4	Survey Data Collection <ul style="list-style-type: none"> <li>■ Survey Development</li> <li>■ Data Collection</li> </ul>	Task 4	Survey Development
Task 5	(1) Qualitative Focus Groups (Cancelled) (2) Review of Findings in DoD-Related Research Projects	Task 5	(1) Qualitative Focus Groups (Modified) (2) Integrative Study	Task 5	Special Issues
Task 6	Tracking and Tracing	Task 6	Tracking and Tracing	Task 6	Sampling
Task 7	Data Cleaning/Tab Volumes	Task 7	Data Cleaning/Tab Volumes	Task 7	Data Collection
Task 8	Sample Weighting	Task 8	Sample Weighting	Task 8	Survey Administration Follow-Up
Task 9	Data Analysis	Task 9&11	Data Analysis and Model Development	Task 9	Data Cleaning and Editing
Task 10	Analyst Training	Task 10	Analyst Training	Task 10	Data Weighting
Task 11	Model Development			Task 11	Tabulation Volumes
				Task 12	Analysis
				Task 13	Project Management

Figure 2. Content Domains Presumed to Influence Army Reserve Career Intent

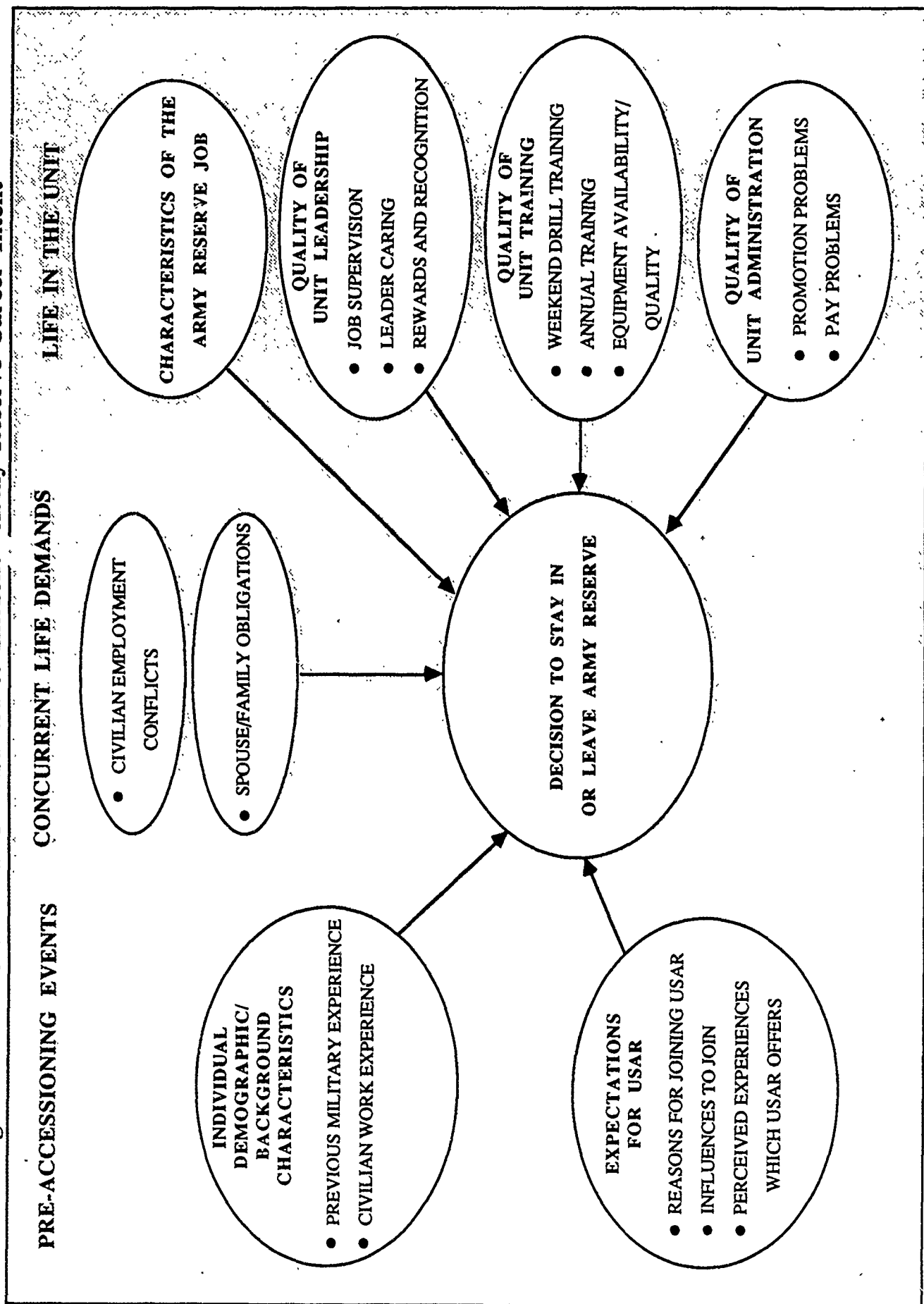


Table 2

## Previous DoD-Sponsored Survey Instruments Reviewed for Questionnaire Development

Military Survey Instruments		Proponent
1983	U.S. Air Force Retention Survey	Air Force Systems Command, Brook Air Force Base, TX
1985-88	The New Manning System: Attitudinal and Behavioral Survey (Soldier and Spouse Questionnaires)	Walter Reed Army Institute of Research, Washington, DC
1985	Sample Survey of Military Personnel: Officers and Enlisted	Defense Manpower Data Center Rosslyn, VA
1985	Sample Survey of Military Personnel: Spouses	Defense Manpower Data Center Rosslyn, VA
1986	Sample Survey of Military Personnel: Officers and Enlisted	Defense Manpower Data Center Rosslyn, VA
1986	Sample Survey of Military Personnel: Spouses	Defense Manpower Data Center Rosslyn, VA
1986	Sample Survey of Individual Ready Reserve	Army Personnel Survey Division, SSC-NCR and ARPERCEN, St. Louis, MO
1986	U.S. Army Sample Survey of Reserve Units	Army Personnel Survey Division, SSC-NCR, Alexandria, VA
1986	Survey of National Guard/Army Reserve Spouses	Defense Manpower Data Center Rosslyn, VA
1987	Sample Survey of Military Personnel	Army Personnel Survey Division SSC-NCR, Alexandria, VA
1987	ODCSPER Survey of Military Personnel	ODCSPER, The Pentagon
1987	TPU Attritee Research Project	Army Research Institute, Alexandria, VA
1987	Annual Survey of Army Families	SSC-NCR and CFSC, Alexandria, VA
1987	National Survey of Reserve Components Inactive Duty Training	Army Research Institute, Boise, ID

analysis aims. The implications of the literature review for sampling design and data collection are also considered as a part of this literature review. The literature review for Year 2, however, was expanded through a meta-analysis of recently conducted DoD-sponsored studies on various stages of the soldier life cycle. Table 3 presents a summary of this integrative 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 (called "Integrative Summary of Findings of Surveys of U.S. Army Personnel"). 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 leading to the redesign of the survey instrument. In some cases, items from these sources were taken intact for inclusion in the expanded areas of the Year 2 instrument, thus allowing direct comparability of our findings with those of other surveys.

The Year 3 literature review will identify and update any new, relevant literature to the project. The literature review task also considers results of analysis from the previous project years, and the extent to which results affect survey instrument development, sampling design and the plan for data collection. The aim of survey instrument design is to maintain the major structure and content of the previous year's survey instrument, but to expand areas found to be important in the previous year's analyses. This is done in order that comparability of the questionnaire between years allows valid conclusions to be drawn about changes in attitudes and perceptions of Reservists across time. The degree to which question wording or meaning is changed lessens the ability to compare survey responses across years.

Factors most strongly related to intent to leave the Army Reserve identified in Year 1 were: (1) lack of pride and belonging to the Army Reserve; (2) few opportunities to develop leadership and useful job skills; (3) no challenging and enjoying work; and (4) no opportunity to develop self-confidence and use military skills. Because of their strength of association with attrition relative to the other variables in Year 1 findings, several areas were then expanded by developing and including in the Year 2 survey instrument a number of specific questions relating to: (1) meaningful training (e.g., the perceived importance of various weekend drill activities and training to soldiers); (2) the quality of unit leadership (e.g., asking soldiers about certain leader behaviors which demonstrated quality job supervision, caring and respect); and (3) promotion expectations and barriers (perceived unfairness in the present system, factors which impeded promotion, and the relative difficulty of achieving promotion standards).

Table 3

## Studies Reviewed as a Part of the Integrative Study

Target	Project	Agency	Status	Remarks
<b>TPU SERVICE</b>				
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"> <li>10% stratified-random sample</li> <li>Weighted to population estimates</li> </ul> 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"> <li>Purposive; non-random sample</li> <li>Unweighted data</li> </ul>
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"> <li>10% stratified-random sample</li> <li>Weighted to population estimates</li> </ul>

Table 3 (continued)

Target	Project	Agency	Status	Remarks
<b>TPU SERVICE (continued)</b>				
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	
<b>INFLUENCES ON TPU SERVICE</b>				
Spouses of USAR/ARNG TPU Members	Sample Survey of USAR/ARNG Spouses	CFSC	Phase I, Jun89	Westat is contractor: Phase 1, 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 3 (continued)

Target	Project	Agency	Status	Remarks
<b>NPS MARKET</b>				
16-24 Year-old NPS	ACOMS (Army Communications Objectives Measurement System)	ARI	Completed Aug88 N=13,000	Westat is contractor: Telephone survey ▪ 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
<b>IN-SERVICE (ACTIVE DUTY ARMY) MARKET</b>				
AC Members	1987 Fall Sample Survey of Military Personnel	SSC-NCR	Completed Jun88/ On-going	Conducted Sep-Nov87 Mail survey ▪ Data weighted to population estimates
<b>IRR SERVICE</b>				
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: ▪ Low response rate ▪ Small N for Junior Enlisted ▪ Unweighted data



Table 3 (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: ■ Unweighted data ■ Low response rate (17.4%)
Spouses of TPU Attritees			Cancelled due to 75 burden-hour constraints	

As a part of the Year 3 literature review and survey development, results of Year 2 analyses were examined. Multivariate testing of the model in Year 2 showed the explanatory power of each of the model's component parts. The strongest predictors of intent to leave the Army Reserve before the end of the current obligation which were identified in the multiple regression analysis pertained to unit activities, such as: (1) lack of unit pride and belongingness; (2) lack of self-development opportunities (e.g., experiences to develop leadership, desired job skills); (3) pay and promotion problems; and (4) lack of quality unit training.

Because training and leadership consistently were associated with junior enlisted intent to leave the Army Reserve, the Year 3 questionnaire included several questions about how well unit leaders trained unit members as a team, as well as the performance of full-time and part-time administrative support staff. Also included in the Year 3 questionnaire were questions which assessed the extent to which Reservists were trained for mobilization and deployment. These questions were added largely because of the recent interest in the mobilization preparedness of the Army reserve component as a result of its increased mission requirements to provide support to the active component Army. There was also an interest in the extent to which mobilization readiness questions (e.g., soldier efficiency in performing Common Tasks Training skills) related to soldier intent to remain in the Army Reserve.

Appendix A contains the survey instruments used in each of the three project years.

### **Briefings**

Each project year, briefings are conducted at the Pentagon, HQ, FORSCOM, and major CONUSA Headquarters. The purpose of these briefings is to inform key staff of the previous year's survey findings and to obtain information which would help the sampling design, questionnaire design, data collection plan, and analysis for the following year. Briefings usually occurred in late Fall (October through December) following the fielding of the survey in late Winter (February through April) of the same year. Briefings conducted at the Pentagon typically included the Chief of the Army Reserve, the Assistant Secretary of Defense -- Reserve Affairs, and the Deputy Chief of Staff for Personnel. Army commanders and key command staff attended briefings the CONUSAs.

Briefings for Year 3 are planned in mid- to late September 1990. At present, briefings for the Chief, Army Reserve, Assistant Secretary of Defense -- Reserve Affairs, and the Deputy

Chief of Staff for Personnel of the U.S. Army are planned. Briefings provided to FORSCOM and CONUSAs are dependent on funding after September 1990.

### **Sampling Design and Weighting Plan**

The sampling and weighting plan for all three project years has remained basically the same in terms of the sampling strata and number of respondents chosen for each stratum. Chief differences in sampling plans among the three years occur in two areas. First, including all respondents in Year 1 (1988) in the original longitudinal sample, regardless of whether they initially were in the longitudinal or cross-sectional samples, and second, creating a second longitudinal sample of soldiers in Year 3 (1990). Soldiers who comprise this latter sample are all the respondents in Year 2 (1989) of the survey. Money allotted to Task 5, "Special Issues" (previously, "Group Interviews"), is being used to construct, and collect and analyze data obtained from this additional panel of soldiers.

**Objectives.** The purpose of the sampling plan is to specify the procedures which will be used to select Reservists to be surveyed. The plan should include enough Reservists overall so that precise estimates of their background characteristics, attitudes, and perceptions can be achieved. The plan should also include enough members in subgroups of special interest (e.g., junior enlisted, unit leaders, etc.) so that resulting survey responses yield reliable estimates for these subpopulations. Having sufficient sample in the domains of special interest will ensure that the analyses involving Reservists in these domains have adequate power. With these objectives in mind, the sample components were identified for the longitudinal and cross-sectional samples.

**Sample Components.** For all project years, the primary source for respondent selection was the Standard Installation Division Personnel System (SIDPERS) data tape. This tape lists all active TPU participants. Prior to drawing the samples, two procedures were used to exclude ineligible Reservists from the sampling frame. The first step in sampling was to remove all Reserve members who did not belong to the target population (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). The second step was to match a pending loss file with the SIDPERS data tape. A pending loss file indicating anticipated losses of personnel in the next year (e.g., end of service obligation) was matched with current SIDPERS names. This procedure eliminated from the sampling frame those Reservists who would

not be present in TPUs during survey administration. This procedure was not used in Year 1 (1988) because of delays in receiving the pending loss data tape.

For Year 3, there are two longitudinal samples and one cross-sectional sample. The one longitudinal sample consists of soldiers who responded in Year 1 (1988) and in Year 2 (1989). Because this sample has decreased in size as a result of attrition (from 12,295 completed questionnaires in Year 1 to 6,754 completed questionnaires in Year 2), another longitudinal sample of soldiers was added in Year 3. This sample also served to validate longitudinal results observed in the first panel of soldiers traced from 1988 to 1989. The additional longitudinal sample consists of all responding Reservists in the Year 2 cross-sectional sample; this sample numbered 9,639. (This total does not include 1,274 responding Reservists in Year 2 who were not found on the Year 3 sampling frame.) The primary purpose of the longitudinal samples 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 attrite. In Year 3, a cross-sectional sample is also included. 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 3 survey. The results of the cross-sectional sample for Year 3 may also be compared on an aggregate basis (e.g. by Army, MUSARC, TPU) to results of Years 1 and 2 to detect aggregate changes in soldier attitudes and perceptions across time. Each type of sample is described in more detail below.

**Longitudinal Component.** For Year 3, there are two longitudinal samples. For the Year 1 USAR TPU Soldier Survey, 36,944 Army Reservists were sampled, and completed questionnaires were received from 12,295 Reservists. These 12,295 Reservists constituted the first longitudinal sample minus 843 individuals who did not appear on the SIDPERS data file in December 1988, at which time the cross-sectional sample was drawn. This longitudinal sample numbered 11,452. Of these 11,452, 6,754 returned completed surveys in Year 2. Only 6,079 of these respondents are then eligible for the Year 3 survey (i.e., are still on the SIDPERS data tape used for the 1990 sampling).

The second longitudinal sample in Year 3 consists of Reservists who completed questionnaires in the Year 2 (1989) cross-sectional sample. These numbered 10,913. 9,639 of these 10,913 are found on the 1990 SIDPERS sampling frame and are therefore eligible for the 1990 survey. (1,274 of the Reservists who completed the questionnaire in early 1989 are not in the Army Reserve in late 1989.)

TPU commanders will receive surveys for their TPU members who fall in the two longitudinal samples. Reserve members in both the longitudinal samples who have undergone the following status changes in the period from the completion of their Year 2 questionnaires to the receipt of the Year 3 questionnaires will be classified as attritees and thus out-of-scope following completion of data collection:

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

In most instances, these status changes from Year 2 to Year 3 will be indicated on the front of the survey instrument by the TPU Survey Administrator, as the member will be unavailable to complete this information. The two longitudinal samples will be kept separate from the cross-sectional sample. Separate data files for Reservists in each longitudinal sample who have transferred from one TPU to another will also be kept separately.

**Cross-Sectional Component.** A sample of 24,247 Army Reserve members has been selected for the Year 3 cross-sectional component. Reservists in the two longitudinal samples for Year 3 are excluded from the sampling frame for the Year 3 cross-sectional sample. This is accomplished by matching Reservists in both longitudinal samples with the SIDPERS data tape (which is used to draw the cross-sectional sample), excluding all matches. There is no overlap between the two longitudinal samples and the Year 3 cross-sectional sample. The definition of the Year 3 target population remained the same as it was in Years 1 and 3. All Reservists selected for the Year 3 cross-sectional sample who have undergone one of the four 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 in the survey estimation after data collection.

**Composition of the 1990 Cross-sectional and Longitudinal Components.** Before the Year 3 cross-sectional sample is drawn, the unduplication of the two longitudinal samples from the Year 3 sampling frame is performed. For purposes of discussion, the Year 3 sampled Reservists can be categorized into the following groups:

- Reservists who completed a questionnaire in Years 1 and 2 and are on the 1989 SIDPERS data file (Year 1 longitudinal sample);

- Reservists who completed a questionnaire in Year 2 and are on the 1989 SIDPERS data file (Year 2 longitudinal sample); and
- Reservists who were randomly chosen from remaining Reservists on the 1989 SIDPERS data file (Year 3 cross-sectional sample).

Reservists included in the two longitudinal samples and the one cross-sectional sample for Year 3 (1990) can be classified into six groups. The discussion below describes each group and highlights some of the problems of each in providing subpopulation estimates for the group they represent, and recommended procedures for resolving such problems.

1. Reservists who responded in both Year 1 and Year 2, and appear on the 1989 SIDPERS data file (Year 1 longitudinal sample);
2. Reservists who responded in Year 2 and appear on the 1989 SIDPERS data file (Year 2 longitudinal sample);
3. Sampled Reservists in TPUs which administered survey questionnaires but who did not respond, either because of an excused or unexcused absence;
4. Sampled Reservists in TPUs which administered survey questionnaires but who had left the Army Reserve or transferred to other TPUs;
5. Sampled Reservists in TPUs which administered survey questionnaires, but the completed questionnaires were received after the Year 1 and Year 2 closeouts; and
6. Sampled Reservists in TPUs which did not conduct the Year 3 survey.

All Reservists who completed survey questionnaires in both Year 1 and Year 2 and appear on the Year 3 SIDPERS data file will be included in the Year 1 longitudinal sample (Group 1, above). All Reservists who, as a part of the Year 2 cross-sectional sample, completed survey questionnaires in Year 2 and appear on the Year 3 SIDPERS data file will be included as the Year 2 longitudinal sample (Group 2, above). Since the two longitudinal samples will be independent from the Year 3 cross-sectional sample, Reservists in the longitudinal samples must be removed from the 1989 SIDPERS data base before the selection of the Year 3 cross-sectional sample.

Reservists in TPUs which administer survey questionnaires but who were nonrespondents (Group 3) could have had their absences from TPU drills classified as either excused or unexcused. It is reasonable to assume that Reservists in the Year 2 samples would be present at one or more TPU drills where the Year 3 survey questionnaires were being administered. For those who did not have excused absences, it could 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. The consequence of placing these Reservists in the Year 3 longitudinal samples would result in missing data for these Reservists in Year 3. This would surely complicate any longitudinal analysis. Therefore, these Reservists could be justifiably removed from the Year 3 cross-sectional sampling frame. In fact, the total number of Year 2 sampled Reserve members classified as having unexcused absences is small so that including them in the Year 3 cross-sectional sampling will have little impact on the Year 3 cross-sectional estimates or survey administration procedures. All Reservists in TPUs administering survey questionnaires who were classified as Year 2 nonrespondents will be included in the Year 3 cross-sectional sampling frame.

Reservists in TPUs administering survey questionnaires who left the Army Reserve (Group 4) will naturally be out-of-scope. The Reservists in TPUs administering questionnaires who transferred TPUs (Group 4) during the Year 2 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 standards and soldiers becoming familiar with one another and with 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 attrite are similar or different from those that cause TPU members to transfer from one TPU to another. Reservists who have transferred TPUs between Year 2 and Year 3 will be included in the longitudinal component of the Year 3 survey if they appear on the December 1989 SIDPERS data base, regardless of unit assignment.

Reservists in TPUs where survey questionnaires were received after Year 1 and Year 2 closeout (Group 5) cannot be placed in the longitudinal samples because their identities are not known. Reservists in these TPUs will be included in the Year 3 cross-sectional sampling frame and will, thus, have a chance of being selected in the Year 3 cross-sectional sample.

Reservists in TPUs not conducting the Year 2 survey (Group 6) will also have a chance of being selected in the Year 3 cross-sectional sample.

**Stratification.** As the analytical and descriptive requirements for the Year 3 survey are similar to those for the Year 1 and Year 2 surveys, the stratification used in Years 1 and 2 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 3 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 4 through 7 present the strata codes and definitions used in Years 1, 2 and 3 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. In most instances, these strata represent subpopulations of low occurrence in the Army Reserve, such as NCOs with low educational attainment, minority women officers, etc. The desired number of completed interviews for strata that will be oversampled should be approximately equal to those established in the Year 2 survey. In the Year 2 survey the desired number of completed interviews for each stratum was divided by the Year 1 cross-sectional completion rates to yield the number of sample cases that had to be designated within the stratum. For the Year 3 survey, strata attrition and response rates calculated from the Year 2 survey can be used to compute designated sample sizes for the strata that will be oversampled. Table 8 lists the strata codes falling into the proportionally-sampled and oversampled groups. Table 9 presents the sampling intervals for each strata.

Tables 10, 11 and 12 present the Year 3 sample counts by population strata for the new cross-sectional sample and the two longitudinal samples.

**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 were needed for the cross-sectional and longitudinal components, and these were developed following data collection. A similar procedure will be used for the Year 3 cross-sectional and longitudinal samples. In brief, 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 Army Reserve as a whole. As in previous years, a data tape containing current Army Reserve population counts will be requested from Defense Manpower Data Center (DMDC), Monterey, California, midway during the data collection period. The overall and subpopulation counts are then used to adjust weighted sample distributions by pay grade and unit type to the DMDC population counts. As the variables of pay grade and unit type are correlated with many survey variables, these adjustments should make weighted sample distributions of the survey variables conform to the respective population distributions. The document called "Plan for Weighting Survey Data" describes in more detail the exact weighting procedure (to be submitted in April 1990). Described below are some details of the weighting plan.



Table 4

## 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 5

## 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 6

## 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 7

## 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 8

Officer-Related and Enlisted-Related Strata which were Proportionately Sampled, and Strata which were Oversampled

Codes of Officer-Related Strata which were Proportionately Sampled	Codes of Enlisted-Related Strata which were Proportionately Sampled	Codes of Strata which 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 9

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

Stratum Code	Sampling Interval
01	3.002
02, 03, 07, 08, 09, 16	12.674
04	1.801
05, 06	5.771
10, 11, 12	8.932
13	10.577
14	3.120
15	3.438
17, 19, 20, 21, 28, 29, 30	13.862
18	1.810
22	3.183
23	9.755
24	7.913
25	4.070
26	10.521
27	10.350
31	1.000
32	3.044

Table 10

## Stratum Population and Sample Counts for the 1990 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	2,101	12,683	541	1,543	3,953	257
O4-O5	894	11,088	125	417	1,697	14
						1
	Population Sample					
O6-O8	1,777	168				
WO1, CW2	1,354	434				
CW3, CS4	1,492	434				
CT5, CT6, CT7	3,357	265				

## ENLISTED

## OTHER

	ENLISTED			OTHER	
	E1 - E4 Population Sample	E5 - E6 Population Sample	E7 - E9 Population Sample		Population Sample
Less than high school graduate	23,463	1,693	1,267	Alaska	213
High school graduate	101,541	7,325	43,218	Hawaii	1,848
Two years of college	2,228	700	5,492		
College: Bachelor's degree or above	3,134	710	6,102		
Educational level unknown	1,038	75	496		
					213
					607

\*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.

Table 11

Stratum Sample Counts for the Year 1 (1988) 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 O4-O5	115 37	326 503	5 2	145 19	163 62	0 0
O6-O8 WO1, CW2 CW3, CW4 CT5, CT6, CT7	Population Sample					
	80					
	92					
	181 49					

**OTHER****ENLISTED**

	ENLISTED			OTHER	
	E1 - E4 Population Sample	E5 - E6 Population Sample	E7 - E9 Population Sample		Population Sample
Less than high school graduate	85	127	457*	Alaska	5
High school graduate	1,123	1,160	309	Hawaii	67
Two years of college	92	222	325		
College: Bachelor's degree or above	96	228	0		
Educational level unknown	1	3			

\*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 12

## Sample Counts for the Year 2 (1989) 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 O4-O5	327 44	405 513	4 1	262 33	295 119	5 0
	Male			Female		
	Minority Population Sample	Nonminority Population Sample	Unknown Population Sample	Minority Population Sample	Nonminority Population Sample	Unknown Population Sample
O6-O8 WO1, CW2 CW3, CW4 CT5, CT6, CT7	135 178 232 100					

## OTHER

## ENLISTED

	ENLISTED			OTHER	
	E1 - E4 Population Sample	E5 - E6 Population Sample	E7 - E9 Population Sample		Population Sample
Less than high school graduate High school graduate Two years of college College: Bachelor's degree or above Educational level unknown	282 2,078 246 213 28	241 1,502 378 369 29	528* 403 441 1	Alaska Hawaii	28 266

\*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.



**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 Reserve members who comprise the two longitudinal samples in the Year 3 survey will be removed from the Year 3 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 3 cross-sectional target population. Estimates produced from the sampling weights will be applicable to the Army Reserve target population at the midpoint of the data collection period.

Nonresponse adjustment factors will also be used in the Year 3 survey to account for those sampled Reserve members who are determined to be eligible for surveying 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 2 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 DMDC, Monterey, California.

**Longitudinal Components.** The weighting procedures for the longitudinal component will differ slightly from those used for the cross-sectional component. For both longitudinal samples, interest will be in observing how the attitudes, expectations, satisfaction and commitment of the USAR Year 2 population changes in the period of a year. This change will be assessed in one panel tracked from Year 1 to Year 3, and another panel tracked from Year 2 to Year 3. For the Year 2 longitudinal sample, only those members who remain in the same TPU from the Year 2 data collection period to the Year 3 data collection period will be eligible for tabulation. For the Year 1 longitudinal sample, only those members who remain in the same TPU from the Year 1 data collection period to the Year 3 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 either the Year 1 cross-sectional component or Year 2 cross-sectional component.

There will be Reservists in the longitudinal component who will not complete a Year 3 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. Again, these nonresponse adjustments are described in more detail in the "Plan for Weighting Survey Data."

The reliability of the estimates that will be produced from the longitudinal component could be improved by poststratification. Counts of Reservists in the March 1989 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 1989 to March 1990 will be provided by DMDC. DMDC will also provide counts of Reservists in the March 1988 Army Reserve who remain in the Reserves and who do not transfer to other TPUs from March 1988 to March 1990. Poststratification adjustment factors will be applied to the sampling weights of Reservists in the Year 2 longitudinal component who do not leave the Reserves or transfer to other TPUs between Year 2 and Year 3. Using these adjusted weights, weighted pay grade/unit type sample counts of Reservists who remain in the Army Reserves from Year 2 to Year 3 will agree with the pay grade/unit type retention counts provided by DMDC. Similarly, poststratification adjustment factors will be applied to the sampling weights of Reservists in the Year 1 longitudinal component who do not leave the Reserves or transfer to other TPUs between Year 1 and Year 3. Weighted sample counts by pay grade and unit type will then agree with Year 1-to-Year 3 retention counts provided by DMDC.

#### **Data Collection**

The data collection plan has been the same for the first two years of the project and is planned to remain the same for the third year of the project. Aspects of the mailout design which have remained the same throughout project years are:

- Questionnaires are delivered to the sampled soldier's TPU;
- Questionnaires are to be completed by the sampled soldier during weekend drill;

- Each TPU has an assigned Survey Administrator who will distribute survey packages and collect completed surveys;
- Data collection period remains approximately three months, and is conducted from 1 February through 31 March. (Because of delays in survey instrument production, the Year 1 data collection period was from March 17 to May 31.);
- Oversight of fielding is provided by CONUSA and MUSARC personnel.

There have occurred a few changes in survey administration materials. These changes occurred in between Year 1 (1988) and Year 2 (1989) and will be maintained for Year 3 (1990) of the project. Each change is briefly described below:

- **Survey Shipment to TPUs.** In both 1989 and 1989, 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 Year 1 (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.)
- **Survey Administration Instructions.** Survey administration materials have been revised from Year 1 (1988) to Year 2 (1989). Changes made in 1989 have been maintained for 1990. 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 as was in 1988. In addition, instructions were simplified in language and format by making them into a checklist of sequential steps.
- **Accountability of Questionnaires.** In each year of the project, survey administration materials contained the Survey Administration Form, listing each soldier sampled in the TPU. Year 1 (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. Westat then keypunched these status codes into a separate data base. In Year 2 (1989) and Year 3 (1990), provision was made to code soldier status, and thus, the disposition of the survey onto the cover of the survey instrument.
- **Survey Return Procedures.** The Survey Administrator is provided three return packages. One package is to be used each month to send back to Westat completed surveys and surveys of Reservists who are known not to be at the next three monthly drills. All questionnaires -- completed and uncompleted -- are returned at the end of data collection, in April.

The total number of questionnaires to be sent out has slightly increased from Year 2 to Year 3. There were two samples in Year 2 of the study, the cross-sectional sample of 25,327 and

the longitudinal sample of 11,452. The total mailout numbered 36,779. In Year 3, there were three samples. The cross-sectional sample consisted of 24,247. The Year 1 to Year 3 longitudinal sample consisted of 6,079 Reservists and the longitudinal sample from Year 2 to Year 3 numbered 9,639. The total number of questionnaires to be sent out in 1990 will be 39,965.

Sampled Reservists will be aggregated by TPU, as in Years 1 and 2 of the survey. 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 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. A second method of informing units of the Year 3 survey and planned changes in survey administration was a meeting held among FORSCOM personnel, CONUSA Strength Management Officers and Westat senior project staff at HQ, FORSCOM in the Fall 1989. The audience was briefed on improvements in survey content and procedures for survey administration, and they were requested to comment on suggested changes. There were no changes recommended in sampling design and survey administration procedures. This briefing also 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 during the last two weeks of January, 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 Identification Code (UIC), and survey identification number. This label was affixed to an outer envelope which contains the following elements:

- An introductory letter, signed by the Chief, Army Reserve;

- The survey instrument; and
- A survey return envelope.

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;
- Three Survey Return Forms; and
- Three Business Reply Labels addressed to Westat.

Appendix B contains examples of the materials contained in both the survey package for the individual soldier respondent and the TPU Survey Administrator.

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. Any uncompleted questionnaires of Reservists who are known not to be at the subsequent survey administration drill periods (e.g., at extended training) are also to be returned to Westat during the first month of survey administration. 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 that selected Reservists are indeed in their TPU and that the Survey Administrator distribute each survey to the named individual. 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 three-month administration period. Fill-in response "bubbles" corresponding to several possible soldier dispositions are indicated on the front of the survey instrument. These codes are to be filled out by the TPU Survey Administrator in the absence of the Reservist. 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 to another TPU.** Reservist is no longer a member of this TPU, but has been assigned to another TPU.
- **In USAR; Not at Drill.** Reservist did not attend MUTAs in February, March, or April but is still considered an active Reservist in that TPU.
- **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.

#### **Survey Administration Follow-Up**

A major concern of this study in Year 1 and an issue which retains its importance in Years 2 and 3 of the study is specifying procedures for survey administration which ensure the highest possible response rate. In Year 2 (1989), several steps were taken to improve coordination of survey administration and follow-up. Because these new procedures increased the Year 2 (1989) overall response rate, these changes will be maintained in 1990. These include:

- **A list of TPUs** having Reservists in the sample is now provided to each CONUSA and MUSARC. In addition, a **list of soldiers** in each TPU who have been selected for the survey has been provided to each MUSARC. These lists give each MUSARC time prior to data collection to coordinate with Survey Administrators in TPUs having soldiers selected for the survey.

- **Data collection reports** will be sent to each CONUSA and MUSARC on a **bimonthly basis**. The Year 2 (1989) TPU individual response rate report shows the number of questionnaires completed and uncompleted by TPU, and for those questionnaires not completed, the status of Reservists who are designated to take the survey. The Survey Administration Form used in Year 1 (1988) showed only that TPU had or had not administered the survey on planned dates. 1988 reports did not show how many of the surveys sent to TPUs had been administered or not administered. The new reports used in 1989 and to be used in 1990 show the number of Reservists who are to take the surveys in each TPU and their disposition status, e.g., completed or uncompleted. If uncompleted, status is broken down by: Left USAR; Transferred TPUs; In USAR, not at drill; Transferred to IRR; and Unknown to unit. The new data collection reports improved the ability of each MUSARC to monitor the extent of surveys administered in each of their subordinate TPUs. (A separate document completed each year under this contract entitled "Plan for Survey Administration Follow-up" describes in greater detail the elements and uses of this report.)
- In Years 2 and 3, **coordination** between MUSARCs and their subordinate TPUs will be conducted to a **greater degree by telephone**, rather than relying on postcards sent from the TPU to MUSARCS, and from the TPU to Westat, as had been the case in Year 1. No record will be kept of TPU-reported receipt and shipment of package and the planned dates of administration. Rather, in Years 2 and 3 of the survey, MUSARCs will rely on bi-monthly TPU Individual Response Rate Reports to identify subordinate TPUs which have questionnaires to administer. MUSARC then follow-up with TPUs by telephone.

Interviews with DMDC, Rosslyn, Virginia underscored the importance of coordinating with MUSARC and local TPU commanders in administering surveys to Army Reserve soldiers. The procedures for pre-notification (summarized above) and briefings conducted each year at the major armies demonstrated that higher commands had been adequately informed about the research project. Each project year, a strategy is also employed to follow-up each of the approximately 4,000 individual TPUs nationwide to ensure proper survey administration.

The MUSARC, the next highest command echelon (below the CONUSA), was chosen for the follow-up of TPU survey administration in Years 1 and 2, and will be used in Year 3. 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, or to rely on six regional armies to follow-up individual TPUs. So that follow-up might be instituted and maintained at the MUSARC level, Westat designed a management system which gives MUSARC points-of-contact (and CONUSA Strength Management Officers) bi-monthly information on the status of surveys sent to each subordinate

TPU. Table 13 presents an example of the 1989 Individual TPU Response Rate Report. This reporting format will be used in 1990.

The report relies on data obtained from the front cover of the optically scanned, returned survey questionnaires. 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 response rate report serves as a management tool for participating MUSARCs and CONUSAs to target units which have not administered the surveys and/or have low response rates. MUSARC and CONUSA points-of-contact are asked in their follow-up to telephone TPU Survey Administrators. Telephone contact is to ensure that TPU Survey Administrators understand survey administration instructions and to encourage them to administer the surveys as soon as possible.

Each year, further assistance in administering questionnaires is provided to the TPU by means of a toll-free "hotline" telephone 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.

#### **Data Capture, Cleaning and Editing**

After questionnaires have been distributed and collected by TPU Survey Administrators in their units, the survey questionnaires are gathered up and returned to Westat. Only completed questionnaires and uncompleted questionnaires of Reservists who expected not to be at the remaining weekend drills during the data collection period (February through April) are



Table 13. Example of a 1989 TPU Individual Response Rate Report

1989 SURVEY OF USAR TPU SOLDIERS  
INDIVIDUAL TPU RESPONSE RATE REPORT  
REPORT PRODUCED: JANUARY 13, 1989

MUSARC CODE: 11 MUSARC: 76TH 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- TO IRR	NUMBER UNKNOWN TO UNIT	UNKNOWN DISP. CODE
7PSAA	0076 CMD MVR TRN DIV	26	15	0	1	6	0	4	0
7T1AA	0076 DIV AVIATION	2	2	0	0	0	0	0	0
7V8A1	0076 TH DIV TNG GRP HHC	2	0	1	0	0	0	0	0
7V8A2	0076 TH DIV TNG CO A	7	7	0	0	0	0	0	0
7V8A3	0076 TH TNG GRP CO A	1	1	0	0	0	0	0	0
7V3A4	0076 TH TNG GRP CO B	7	5	1	0	0	0	0	0
7V3A6	0076 TH TNG GRP CO C	2	1	0	1	0	0	0	0
7V8A7	0076 TH TNG GRP CO D	10	7	2	0	1	0	0	0
7V3A8	0076 TH TNG GRP CO E	4	3	0	0	1	0	0	0
7V8A9	0076 TH DIV TNG LDR ACOY	6	5	0	1	0	0	0	0
7V8AA	0076 TH TNG DIV TNG GRP	1	1	0	0	0	0	0	0
7VCAA	0076 TH TNG DIV LOG GRP	12	9	1	0	2	0	0	0
8J4AA	4074 RECEPTION BATTALION	25	20	4	0	3	0	0	0
8ZCAA	1031 USAR SCHOOL	10	6	1	0	1	0	0	0
8ZFAA	1033 USAR SCHOOL	7	7	0	0	0	0	0	0
8ZGAA	1034 USAR SCHOOL	3	2	0	0	0	0	0	0
8ZJAA	1035 USARF SCHOOL	2	2	0	0	0	0	0	0
Q3EAA	3439 QM CO PETROLEUM SUP	2	2	0	0	0	0	0	0
Q3KAA	0395 CS BN HHC SUPPLY SVC	3	2	0	0	0	0	0	0
S4VAA	0490 MI DET STRAT R-A	2	2	0	0	0	0	0	0
SKWAA	0306 MP CO GUARD	10	7	2	0	1	0	0	0
SKYAA	0344 MP CO ESCORT GUARD	1	1	0	0	0	0	0	0
SLFAA	0347 MP DET CRIM INVEST	8	7	0	0	1	0	0	0
SK9AA	0344 TC BN HND MOTOR TRANS	5	3	2	0	0	0	0	0
S21AA	0773 TC CO MDM TRK PE	8	7	0	0	1	0	0	0
ZPSAA	0076 CMD MVR TRN DIV	26	15	0	0	6	0	4	0
ZT1AA	0076 DIV AVIATION	2	2	0	0	0	0	0	0
ZV9A1	0076 TH DIV TNG GRP HHC	2	0	1	0	0	0	0	0
ZV8A2	0076 TH DIV TNG CO A	7	7	0	0	0	0	0	0
MUSARC TOTALS									
		211	151	16	5	24	0	15	0

Table 13. Example of a 1989 TPU Individual Response Rate Report (continued)

1989 SURVEY OF USAR TPU SOLDIERS  
OVERALL RESPONSE RATE REPORT

REPORT PRODUCED: JANUARY 13, 1989

TPU NAME	NUMBER SAMPLED	NUMBER SURVEYS COMPLETED	NUMBER TO BE COMPLETED	NUMBER TRANS- TO NEW UNIT	NUMBER LEFT USAR	NUMBER TRANS- TO IRR	NUMBER UNKNOWN TO UNIT	UNKNOWN OISP- CODE
OVERALL TOTALS	334	236	28	8	37	0	22	3

returned to Westat. Receiving and recording questionnaire responses in an automated data base involve both manual and automated activities. When packages arrive from TPUs and are opened, surveys are separated into two groups, one group of surveys marked "completed survey" on the front cover, and the second group composed of those surveys with code other than "Completed Survey." The Survey Return Form is checked against the counted surveys. If there is a discrepancy, the TPU Survey Administrator will be called and the discrepant information reconciled. 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 UIC 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 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 is 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.

Optically-read survey forms drive the receipt control information system. The primary purpose of the receipt control system is to record both individual and unit information regarding the administration of surveys and to provide up-to-date, on-line information on both unit and individual characteristics. 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. This information is primarily used to generate the bi-monthly TPU Individual Response Rate Reports. The system keeps a cumulative count on the number of sampled Reservists who completed the survey. Such information is useful in following-up units which had either had not administered any surveys or had very low participation of sampled Reservists. By providing individual and unit information on the types and location of units and

individual Reservist characteristics who completed the surveys, the receipt control system also allows determination of the representativeness of the responding sample to the original samples. By comparing final distributions of those individual Reservists and TPUs which responded to the survey 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). The system assists in making key decisions regarding targeting special subpopulations which under-respond and when to close-out data collection.

After survey responses have been recorded into an automated data base, several procedures will be used to clean respondent data. Procedures for data cleaning and editing have remained the same from Year 1 (1988) to Year 2 (1989), and will be the same for Year 3 (1990). There will be basically four types of responses which will require "cleaning," these are: (1) out-of-range; (2) within-item consistency; (3) between-item inconsistency; and (4) erroneous skip patterns. Each type of edit is briefly described below. More detailed procedures with the specific questionnaire items which undergo editing are found in each year's Codebook.

Oftentimes, respondents give answers that are outside the valid range of possible responses. If respondent answers are out-of-range, then they will be coded to indicate an invalid response (i.e., ".I"). The second type of editing will be required of within-item inconsistency. In past years, some respondents answered "none of the above" to a mark-all-that-apply question, and then proceeded to mark one of the responses. In these cases, a special flag will be used -- as in the previous years -- to denote these inconsistent responses. Another form of inconsistent response patterns involve inconsistencies of responses given to independent questionnaire items. In these instances, respondents may give responses to several questionnaire items that, when combined to responses given to other questionnaire items, give an inconsistent or illogical response pattern. For example, a respondent who reports his(her) rank as Colonel and also says he(she) is a squad leader is illogical. If the responses to the items are illogical, then the items will be recorded as ".I" to represent an invalid response. Cross-tabulation of responses to several questionnaire items have been identified over the last two years as between-item logical consistency checks. The Codebook for each year describes the various between-item consistency checks which are made.

The final form of data editing is validating skip patterns. Depending on the response to a given lead-in item, subsequent items are to be skipped (e.g., if a respondent is not married,

he(she) does not answer questions pertaining to the family and spouse). Several cases have occurred in the past where the respondent was to skip questionnaire items (because an earlier answer made such questions not applicable), yet the respondent completed items in the skip. If an item is not to be skipped when it should be, then the item will be coded as ".E" for erroneously answered. If an item is skipped when it should not be, then the question will be coded as ".V" for valid skip.

In all cases, editing procedures will be accompanied by audit trails to document cases which undergo editing. The respondent's identification number along with the before and after values of the questionnaire responses to the items in question will be recoded in a separate data base.

#### **Tabulation Volumes and Data Analysis**

Each year, the purpose of analysis is to summarize questionnaire responses of Reservists overall and special subgroups regarding those influences on the decision to stay in and leave the Army Reserve. To accomplish this overall aim, each year two phases comprise the analysis effort. Likewise, the Year 3 (1990) analysis effort consists of two phases. In the first phase, responses of Reservists overall, those of various rank groups and subpopulations to questionnaire items (e.g., the responses of men and women Reservists, prior service and nonprior service, etc.). The second phase entails performing a series of summary data analyses -- univariate, bivariate and multivariate -- to address specific questions of retention policy interest. The plan for each phase in Year 3 is described below.

**Tabulation Volumes.** The first analysis phase will involve the production of Tabulation Volumes. The Tabulation Volumes report questionnaire responses of Reservists overall and those of subgroups of special interest bearing on junior enlisted retention. All questionnaire responses will have been weighted to represent the responses of all Army Reserve members or the relevant subpopulation. As in Years 1 and 2, separate volumes will be produced for four groups in the cross-sectional sample:

- All Reservists, including enlisted, ROTC cadets, warrants, and officers;
- Officers (O1- O8);

- NCOs (E5- E9); and
- Junior Enlisted (E1-E4).

In Year 2, three additional Tabulation Volumes were produced. One Tabulation Volume reported 1988 responses of junior enlisted who had left the Army Reserve between 1988 and 1989. Another Tabulation Volume reported the 1988 responses of junior enlisted stayers from 1988 to 1989. In this way, aggregate comparisons of the attitudes and perceptions between leavers and stayers could be made using the two Tabulation Volumes. A third Tabulation Volume reported the 1989 responses of junior enlisted stayers from 1988 to 1989, and could be used to detect similarities and differences in the aggregate perceptions of stayers across a one-year period.

In Year 3, because of the additional of yet another longitudinal sample, two sets of three additional Tabulation Volumes are possible, one set taken from responses of the Year 1 (1988) longitudinal sample, and another set taken from responses of the Year 2 (1989) longitudinal sample. It is recommended that Tabulation Volumes be continued to be produced for the Year 1 (1988) longitudinal sample, rather than for only the Year 2 (1989) longitudinal sample. The reasoning behind this recommendation is that Tabulation Volumes have already been created for the Year 1 (1988) longitudinal sample in Year 2 (1989), and it will be useful to compare attitudes and perceptions of leavers and stayers from Year 1 to Year 2 to those of the same group of soldiers (leavers and stayers) from Year 2 to Year 3. One advantage of adding yet another set of longitudinal Tabulation Volumes for the Year 2 (1989) longitudinal sample is that it will allow validation of aggregate changes in soldier attitudes and perceptions across two panels of soldiers. The issue, then, is whether an additional set of longitudinal Tabulation Volumes should be produced using the Year 2 (1989) longitudinal sample.

The budget will probably not allow the production of three Tabulation Volumes each for the two longitudinal samples. The original contract only allowed for the production of four Tabulation Volumes per year. In Years 2 and 3, money has been budgeted in the overall contract to generate an additional three Tabulation Volumes, but not an additional six Tabulation Volumes (i.e., two additional sets of three in each set). To determine whether it is worthwhile to generate yet another set of three Tabulation Volumes for the Year 2 (1989) longitudinal sample, three sets of response frequencies (on computer print-out paper) will be generated for the Year 2 (1989) longitudinal sample: (1) 1989 responses of junior enlisted stayers from 1989 to 1990; (2) 1990 responses of junior enlisted stayers from 1989 to 1990; and (3) 1989 responses of junior enlisted leavers from 1989 to 1990. Rough comparisons will then be made between stayer attitudes across time, and between leaver and stayer attitudes. The extent to which these comparisons yield

different aggregate changes observed in the Year 1 (1988) longitudinal sample will help determine the need for another set of Tabulation Volumes which report responses for the Year 2 (1989) longitudinal sample.

In the last two project years, each tabulation volume presented the weighted responses of all Reservists or Reserve subgroups by several characteristics listed below:

- Gender;
- Marital status (never married, married, other -- including separated, divorced, widowed);
- Educational status (less than high school graduate, less than college degree, college graduate);
- Minority status (white, black, all other races);
- Prior service/No prior service;
- MOS-Qualified/Not MOS-Qualified;
- Receiving educational benefits or enlistment bonus/no benefits; and
- Career intent (leave before the end of current obligation, leave right after end of current obligation, stay after current obligation).

The one exception in which these characteristics were not used as crossing variables was the Tabulation Volume reporting responses of all Reservists. Here, rank served as crossing variables. In addition, in the officer Tabulation Volume the education crossing variable was changed to a dichotomous category, i.e., having a college degree or not.

As there has been great satisfaction with the format and content of the Tabulation Volumes, we propose in Year 3 (1990) to use the same crossing variables as were used in Year 2 (1989). We also propose the same number and type of Tabulation Volumes as in Year 2; the only issue to be resolved is the addition of three Tabulation Volumes for the Year 2 (1989) longitudinal sample.

**Summary Analysis.** Year 3 (1990) summary analyses will expand and build on the Year 1 (1988) and Year 2 (1989) analysis focus. Attitudes obtained in the cross-sectional sample will continue to be tracked over time to provide "snapshots" of the attitudes and perceptions of Reservists over time. By tracking individual Reservists in the longitudinal sample, more information on the causal nature of the relationships among attitudes, career intent, and attrition

behavior will be gained. The additional information available on the attitudes and opinions of Reservists who actually left the Army Reserve between Year 2 and Year 3, 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. The second phase of the analysis is to conduct analyses (e.g., crosstabulations, multiple regressions, discriminant functions, etc.) which address specific questions of retention policy interest. These questions can be organized by the sample from survey data will be taken for analysis.

Data from the cross-sectional sample will be used to describe the current responses of junior enlisted to the following questions, in addition to noting any significant changes from 1989 to 1990, and noted trends in aggregate changes across the three-year time period of the project:

- Who are junior enlisted in 1990 (in terms of their demographic characteristics, attitudes and perceptions about the Army Reserve and unit experiences)? How do their attitudes and perceptions differ from those junior enlisted in 1989? In 1988?
- What do junior enlisted say would cause them to leave the Army Reserve in 1990? How do these reasons compare to those given in 1989 and in 1988?
- What do junior enlisted say are problems in their units in 1990? How do these perceived problems compare to those in 1989 and in 1988?
- What is the relationship between perceived problems in the unit and intent to leave in 1990? Are these relationships similar to or different from those observed in 1989? In 1988?
- How similar or different are unit leaders perceptions of what causes junior enlisted to leave the Army Reserve when compared to those given by junior enlisted in 1990? Are there any noticeable trends in perceptions of unit leaders regarding junior enlisted leave the Army Reserve across the three years of the project?

Part of the development of Year 3 activities included designing methods which would yield survey data to address special issues of concern. One area of concern is the extent to which unit leaders' background, training, experience and performance influences junior enlisted retention. Much of the Year 3 expanded analysis will center on rank groups other than junior enlisted, as well as rank group differences in attitudes and perceptions. In particular, we will examine leader perceptions at the company, battalion and command staff, and determine any



rank-based linkages in the decision of junior enlisted to stay in the Army Reserve. Highlighted below are several questions to be answered in this area:

- What are the interrelationships among the quality of unit leadership, unit training, and unit administration, and their effect on soldier career intent?
- What are the background and training characteristics of unit leaders?
- What are the issues of concern to unit leaders in providing quality leadership and training?
- How do the background and experience of unit leaders, and their concerns relate to their performance as unit leaders and their commitment to the Army Reserve?
- How do these characteristics of unit leaders relate to junior enlisted's intent to remain in the Army Reserve?

In the design of the Year 3 questionnaire, several questions pertaining to mobilization readiness and deployment were included. These questions assess soldier perceptions regarding how prepared they were to perform basic soldier tasks (Common Task Training skills), as well as their perceptions about how well soldiers and leaders could perform in combat, and whether they have the proper equipment to be mobilized and deployed. Specific questions to be answered in this area are:

- How well do junior enlisted say they can perform Common Task Training skills?
- How prepared for mobilization do junior enlisted say they are? How prepared for mobilization do junior enlisted say they are when considering the availability and quality of their personal equipment and major weapon systems?
- How prepared do junior enlisted say they are for combat in terms of their training? In terms of their unit's training?
- To what extent, do junior enlisted say that their families have been prepared for their mobilization and deployment?

Year 3 analyses will continue to examine issues of special interest in Year 2; these include:

- What are junior enlisted perceptions of meaningful training?
- What are junior enlisted perceptions of barriers to promotions?

Questions which the Year 3 (1990) analysis can answer also pertain to changes in soldier attitudes and perceptions across time. As in Year 2, Year 3 will yield survey data for two panels of soldiers tracked from 1989 to 1990. Tracking such panels of soldiers will allow comparison of attitudes and perceptions of junior enlisted stayers across time, as well as comparison of attitudes and perceptions of junior enlisted stayers to those of leavers. Specific questions of policy interest which these questions will answer are:

- How do the demographic characteristics of junior enlisted stayers compare to those of leavers? Are there specific background characteristics associated with greater propensity to leave the Army Reserve than others?
- How do the attitudes and perceptions of junior enlisted stayers compare to those leavers in the specific areas of:
  - Self-development opportunities offered by the Army Reserve and in the unit;
  - The quality of the Army Reserve job and duties;
  - The quality of unit leadership;
  - The quality of unit training;
  - The quality of equipment;
  - Pay and promotion problems;
  - Civilian employment conflicts with Army Reserve duties; and
  - Spouse and family conflicts with Army Reserve duties?
- What changes are observed in the attitudes and perceptions of junior enlisted stayers across time? Are there any noticeable positive shifts in attitudes and perceptions which might indicate greater satisfactions among stayers?
- What negative shifts in attitudes and perceptions of junior enlisted stayers are observed across time? What implications do such shifts have for developing policies to help retain junior enlisted?

Besides performing a series of bivariate analyses to compare characteristics of stayers to those of leavers, a discriminant function analysis will be carried out. The discriminant analysis considers simultaneously all characteristics which might distinguish junior enlisted stayers from leavers.

The plan for analysis in Year 3 proposes to organize analysis by cross-sectional and longitudinal samples. Year 3 examines several new issues of interest -- namely, mobilization

preparedness, and leader background characteristics and perceptions related to junior enlisted retention. In addition, the fundamental research questions on which the three-year project is based will continue to be examined (e.g., reasons for junior enlisted joining, leaving, and staying in the Army Reserve). Additional questions for Year 3 (1990) analysis will be added after examining preliminary results of the tabulation of responses and findings pertinent to the questions outlined above.

### **Project Management**

In Year 3 (1990), ten percent of the total professional hours is devoted to the overall management of the project and to managing the specific project tasks. The specific project management mechanisms are needed so that the development and implementation of the research plan not only produces a coherent sets of products, but also enables the research team and COR to monitor progress on all aspects of the project. This section describes these various project management mechanisms for Year 3 (1990).

**Integrated Management Information System.** Throughout the project year, the project task timeline will be expanded into a more thorough listing of important milestones and processes leading to the accomplishment of the project tasks. The schedule identifies the staff members who are responsible for carrying out the activities charted. The resultant schedule will include all activities internal to the research team, as well as the external functions which affect the project flow. The Project Director is responsible for monitoring and updating (in consultation with the COR) this schedule.

Data on project costs and expenditures will be integrated with the staff and activity flow of the management information system. These additional data facilitate monitoring the incremental steps leading to the completion of the various project tasks. It also will allow task leaders and the Project Director to assess projected timeframes and costs against actual expenditures of material resources, time and money. Task leaders are responsible for updating individual task schedules on a regular basis. The Project Director will be available to assist in the task updating process and will meet with other task leaders on a monthly basis to update or to revise research activity schedules; to adjust the level of personnel and material resources needed to perform upcoming work; and to ensure high quality of work is being performed on schedule.

**Monthly Reports.** Data from the management information system (i.e., completed research activities, project deliverables, and future schedules of activities) will form part of the basis for monthly reports to the COR. We will draw from monthly Westat Project Cost Control reports to produce the financial status and man-hours expended on the various tasks of the project. The narrative of the report will describe aspects of the project tasks accomplished in relation to the overall schedule, future project activities, and anticipated problems.

**Biweekly Meetings.** The Project Director will prepare a schedule of biweekly meetings for project staff to update each other on activities in various parts of the project and to discuss specific assigned topics. As needed, technical memoranda summarizing issues which need conceptual or operational decisions/actions will be produced as needed. Documentation of decision memoranda are important to keep project staff informed of project issues, possible alternative actions, recommended actions and final actions. A permanent file of the technical and decision memoranda is kept as an audit trail. The COR will be given a copy of all decision memoranda. If discussions with the COR require revisions of the decision memoranda, a revised version will be prepared and circulated. This strategy has been developed and used successfully for documenting audit trails of project processes in Years 1 and 2, and it seems to be effective.

**In-Progress Review.** A different form of coordination is that between the project team and users of the project deliverables. We are prepared to conduct briefings with the COR and other interested parties as needed to discuss how to make analysis results, reports, design plans and other documents produced for project for user needs.

#### **4. SUMMARY OF THE RESEARCH PLAN**

This last chapter provides a brief summary of the topics covered in this Research Plan. The first chapter gives a broad overview of the contents of the Research Plan and describes the historical context surrounding the beginnings and the need for this three-year research project examining retention of junior enlisted in the Army Reserve. The chapter ends by specifying the research aims of the overall project.

The second chapter reviews accomplishments of the first two years of the project. Among the highlights are: (1) the design of an optically-read survey instrument; (2) the development and execution of a sampling design; (3) a plan for data collection in the Army Reserve environment; and (4) "user-friendly" end products. The optically-read survey instrument collected information from soldiers regarding important issues to soldiers, unit leaders and policymakers. The sampling design allowed easy surveying of soldiers and provided subsample sizes of adequate number for post hoc analyses. The data collection plan placed minimal burden on the Army Reserve's chain-of-command, yet yielded respondent sample sizes which provided reliable information. Finally, the end products -- largely in the form of briefing slides and executive summaries -- gave immediate and usable feedback to the Army Reserve command and units in the field regarding survey findings and could be used as training aids.

The third chapter of the Research Plan outlined the project tasks for Year 3 (1990). The steps by which each project task would be accomplished were described. Aside from a few changes in the survey instrument content, Year 3 (1990) research activities leading to the execution of project tasks will remain initially the same as those used in Year 2 (1989). The sampling design for Year 3 (1990) does, however, propose to include an additional longitudinal panel of soldiers. The sampling design, data collection procedures, survey administration follow-up, and procedures used in cleaning and editing the surveys data will remain the same as those in Year 2. The method for reporting responses to questionnaire items in Tabulation Volumes will remain the same as in previous years. Analyses for Year 3 (1990) change their focus only slightly to additionally examine issues of mobilization and deployment readiness in the Army Reserve.

## 5. REFERENCES

- Grissmer, D.W., & Nataraj-Kirby, S.N. (1985). Attrition and retention in the Army Reserve and National Guard: An empirical analysis. Technical report prepared by the Rand Corporation, Santa Monica, CA.
- McGovern, J.M. (1983). Non-ETS attrition: Case studies of ten Army selected Reserve companies (Technical Report RA-202). Technical report prepared by Labrie Associates, Cambridge, MA.
- Office of the Congressional Budget (1985). Improving the Army Reserve. Washington, DC: Congressional Budget Office.

## **APPENDIX A**

### **Survey Instruments for Each of the Project Years**



# SURVEY OF TROOP PROGRAM UNIT SOLDIERS

## RESPONDENT DISPOSITION CODES

[illegible]

○●○○○●○○○●○○●●○○●○○○○○

239752



## 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				
	NOT VERY IMPORTANT				
	SOMEWHAT IMPORTANT				
	VERY IMPORTANT				
	EXTREMELY IMPORTANT				
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 type="radio"/>	<input checked="" 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									
9									
8				<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
4	<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 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
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<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
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<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"/>	<input type="radio"/>
Your immediate family	<input type="radio"/>	<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"/>	<input type="radio"/>
Your employer	<input type="radio"/>	<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"/>	<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"/>	<input type="radio"/>
Family activities	<input type="radio"/>	<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"/>	<input type="radio"/>
Community/church activities	<input type="radio"/>	<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"/>	<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.

- 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

A VERY SERIOUS PROBLEM	A SERIOUS PROBLEM	SOMEWHAT OF A PROBLEM	A SLIGHT PROBLEM	NOT A PROBLEM
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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.

Doing something related to my MOS skills

Doing something that draws on my military skills

Doing something that draws on my professional skills

Doing something for my leaders

Doing something for members of my unit

Doing something for which I will be recognized by rewards

Doing something for which I will be recognized by my peers

Doing something for which I will be recognized by my leaders

Doing training that pushes me to my limits

Doing training that improves how well my unit performs as a team

☐ It does not matter what I do at weekend drill

	EXTREMELY IMPORTANT	VERY IMPORTANT	SOMEWHAT IMPORTANT	NOT VERY IMPORTANT	NOT AT ALL 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"/>

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

Overall training you receive during your weekend drills

The type of weapons and equipment your unit uses during weekend drill training

The mechanical condition of the weapons and equipment your unit uses during weekend drill training

The availability of modern equipment during weekend drill training

The duties that you do during weekend drill training

The opportunities you have to use your military skills during weekend drill training

VERY DISSATISFIED	DISSATISFIED	NEUTRAL	SATISFIED	VERY SATISFIED
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

38. 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.

Out-of-date equipment and weapons

Poor mechanical condition of equipment and weapons

Not training with same type of equipment that my unit would use during wartime

Below strength in grades E1 through E4

Below strength in grades E5 through E9

Below strength in officer grades

Below strength in Unit Technicians

High turnover among grades E1 through E4

High turnover among grades E5 through E9

High turnover among officer grades

High turnover among Unit Technicians

Low attendance of unit personnel at weekend drills

Low attendance of unit personnel at Annual Training

A VERY SERIOUS PROBLEM	A SERIOUS PROBLEM	SOMEWHAT OF A PROBLEM	A SLIGHT PROBLEM	NOT A PROBLEM
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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

Shortage of skill-qualified personnel

Low quality of grades E1 through E4

Low quality of grades E5 through E9

Low quality of officer grades

Low quality of Unit Technicians

Not enough weekend drill time to practice skills

Not enough time to get administrative paperwork done

Lack of training materials (books, manuals, etc.)

Lack of simulator training devices

Not enough personnel to conduct effective training

Inaccessible/lack of training facilities (e.g., locked up, no active duty support)

Not enough funds for training

A VERY SERIOUS PROBLEM	A SERIOUS PROBLEM	SOMEWHAT OF A PROBLEM	A SLIGHT PROBLEM	NOT A PROBLEM
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

41. 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.

The overall training you received during Annual Training

The type of weapons and equipment your unit used during Annual Training

The mechanical condition of the weapons and equipment your unit used during Annual Training

The availability of modern equipment during Annual Training

The duties that you did during Annual Training

The opportunities you had to use your military skills during Annual Training

VERY DISSATISFIED	DISSATISFIED	NEUTRAL	SATISFIED	VERY SATISFIED
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



## 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.

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 harassment

	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"/>	<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"/>	<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"/>	<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"/>	<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"/>	<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"/>	<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"/>	<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"/>	<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"/>	<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"/>	<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"/>	<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"/>	<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"/>	<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"/>	<input type="radio"/>
Not having an equal opportunity for promotion due to sexual harassment	<input type="radio"/>	<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.

Has the skills to perform his job

Leads soldiers

Takes responsibility for his own actions

Makes sound and timely decisions

Sets an example

Knows soldiers personally

Looks out for the welfare of soldiers

Keeps soldiers informed

Develops a sense of responsibility in soldiers

Ensures that the assigned tasks are understood, supervised, and accomplished

Uses soldiers' time effectively

Trains soldiers to work together as a team

Asks for my suggestions

Explains to me what is expected of me

	EXTREMELY WELL	VERY WELL	SATISFACTORILY	NOT VERY WELL	NOT AT ALL 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 (e.g., 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	<input type="radio"/> 0 <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4
	<input type="radio"/> 0 <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/> 6 <input type="radio"/> 7 <input type="radio"/> 8 <input type="radio"/> 9

Example:

0	<input checked="" type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4
3	<input type="radio"/> 0 <input type="radio"/> 1 <input type="radio"/> 2 <input checked="" type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/> 6 <input type="radio"/> 7 <input type="radio"/> 8 <input type="radio"/> 9

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	<input type="radio"/> 0 <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/> 6 <input type="radio"/> 7 <input type="radio"/> 8 <input type="radio"/> 9
-------	---

Example:

5	<input type="radio"/> 0 <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input checked="" type="radio"/> 5 <input type="radio"/> 6 <input type="radio"/> 7 <input type="radio"/> 8 <input type="radio"/> 9
---	--

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

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 G.I. 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?

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



## ROTC CADETS

- ☐ CT5
- ☐ CT6
- ☐ CT7
- ☐ CT8

**IF YOU ARE ENLISTED, SKIP TO QUESTION 77**

19

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

19

7	<div> <div>4</div> <div>5</div> <div>6</div> <div>●</div> <div>8</div> </div>
6	<div> <div>0</div> <div>1</div> <div>2</div> <div>3</div> <div>4</div> <div>5</div> <div>●</div> <div>7</div> <div>8</div> <div>9</div> </div>

This answer would indicate the year was 1976.

☐ Officer Basic Course

☐ Officer Advanced Course

☐ Combined Arms Staff Services School

☐ Command and General Staff College

☐ 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

☐ Less than 1 year

☐ 12 months – 17 months

☐ 18 months – 35 months

☐ 3 years – 5 years

☐ More than 5 years

- ☐ 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 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.

More overseas training is needed in the Army Reserve.

More scheduled weekend drills are needed in the Army Reserve.

More administrative training assemblies (ATA) are needed in the Army Reserve.

Annual Training should be longer than two weeks.

STRONGLY DISAGREE	DISAGREE	NEUTRAL	AGREE	STRONGLY AGREE
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<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.

Serving my country

Educational benefits

Training in a skill that would help me in a civilian job

Importance of the Army Reserve to national defense

Importance of my unit's mission

Importance of my role in the unit

Promotion opportunities

Opportunity to use military equipment

Challenges of military training

Overseas training

Travel opportunities

Pride in the Army Reserve

Job security and stability

Retirement pay and benefits

Pay and allowances

The type of work I do in the Army Reserve

Recognition and awards

DOES NOT CONTRIBUTE AT ALL	CONTRIBUTES SOMEWHAT	CONTRIBUTES A GREAT DEAL
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<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

DOES NOT CONTRIBUTE AT ALL
CONTRIBUTES SOMEWHAT
CONTRIBUTES A GREAT DEAL

- [illegible]

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.

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

Example:

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

This example would indicate  
 you were 32 years old.

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

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

**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.

Dependents		0 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.**





## SURVEY OF TROOP PROGRAM UNIT MEMBERS



137462



## 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 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.

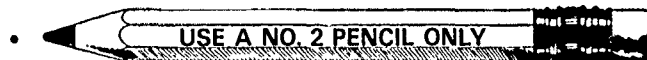
Time to complete this questionnaire during your drill period has already been arranged with your unit commander. Please take time during this month's drill to complete this questionnaire. After completing the questionnaire, place it in the Business Reply Envelope included in your survey packet, seal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

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

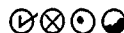


- Make heavy black marks that fill the circle completely.

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	NOT VERY IMPORTANT	SOMEWHAT IMPORTANT	VERY IMPORTANT	EXTREMELY IMPORTANT
<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>

Earn extra money

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

Number of Hours

3	<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"/>	<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 was 35.

## 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"/>
Make useful business contacts	<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"/>
Join my old friends	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Act on suggestion from my boss, friends or co-workers	<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"/>
Try the Army Reserve as a "stepping stone" to the active duty Army	<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"/>

1. (Continued.) 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?

Opportunity to travel

Keep up military tradition in my family

Develop my leadership qualities

Gain self-discipline

Continue my military service as a Reservist

NOT AT ALL IMPORTANT	NOT VERY IMPORTANT	SOMEWHAT IMPORTANT	VERY IMPORTANT	EXTREMELY IMPORTANT
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<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 of 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 9

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

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

SKIP TO QUESTION 8

**7. In what year did you last separate from active duty in the Army?**

**1**

**9**

						(40)	(50)	(60)	(70)	(80)	
	(0)	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	

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

## ENLISTED

- ☐ E1  
☐ E2  
☐ E3  
☐ E4  
☐ E5  
☐ E6  
☐ E7  
☐ E8  
☐ E9

**WARRANT OFFICER**

- ☐ W1  
☐ W2  
☐ W3  
☐ W4

**COMMISSIONED OFFICER**

- ☐ 01  
☐ 02  
☐ 03  
☐ 04  
☐ 05  
☐ 06  
☐ 07  
☐ 08

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

- ☐ Yes  
☒ No

**SKIP TO QUESTION 11**

**10. In which other Reserve components have you served? MARK ALL THAT APPLY.**

- ☐ Air Force
- ☐ Navy
- ☐ Marines
- ☐ Coast Guard
- ☐ National Guard

## 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 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
- ☐ Looking for work
- ☐ In school
- ☐ Keeping house/homemaker
- ☐ Doing volunteer work
- ☐ Retired
- ☐ Other

**IF YOU DO NOT CURRENTLY HAVE A CIVILIAN JOB, SKIP TO QUESTION 21**

**12. What best describes the kind of work you do in your civilian job?**

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

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

18. 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"/>

19. 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"/>

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?

- ☐ Much more likely  
☐ More likely  
☐ About the same  
☐ Less likely  
☐ Much less likely

21. Altogether in 1987, 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 1987.

## YOUR FAMILY LIFE

22. 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"/>	<input type="radio"/>
Your immediate family	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Your other relatives	<input type="radio"/>	<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"/>	<input type="radio"/>
Your employer	<input type="radio"/>	<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"/>	<input type="radio"/>

23. 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"/>	<input type="radio"/>
Family activities	<input type="radio"/>	<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"/>	<input type="radio"/>
Community activities	<input type="radio"/>	<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"/>	<input type="radio"/>

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

Your Commander  
Your unit officers  
Your unit NCOs  
Your Unit Technician(s)  
The Army Reserve in general

NOT AT ALL SUPPORTIVE	NOT VERY SUPPORTIVE	SOMEWHAT SUPPORTIVE	VERY SUPPORTIVE	EXTREMELY SUPPORTIVE
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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

Absence for weekend drills  
Absence for Annual Training  
Absence for extra time spent with your Army Reserve unit  
Weekend drills on special days (e.g., Mother's Day, Easter)  
Unscheduled Army Reserve activities  
Family emergencies when you are on Army Reserve duty  
Scheduling family vacations

A VERY SERIOUS PROBLEM	A SERIOUS PROBLEM	SOMEWHAT OF A PROBLEM	A SLIGHT PROBLEM	NOT A PROBLEM
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

IF YOU ARE NOT MARRIED, SKIP TO QUESTION 29

26. 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



27. 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

			NOT MUCH	NOT AT ALL
		SOMEWHAT		
		VERY MUCH		
	COMPLETELY			
28. A. How much do you and your spouse agree on your civilian career plans?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
B. How much do you and your spouse agree on your career plans for the Army Reserve?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## YOUR ARMY RESERVE JOB

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

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

30. 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 32**

31. 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

■ ■

	STRONGLY DISAGREE				
	DISAGREE				
	NEUTRAL				
	AGREE				
	STRONGLY AGREE				
job skills I want.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ed.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
training,	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
their	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
handled	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
sources	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
to keep	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
job	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
serve	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ne.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
develop	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
serve is	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

33. 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

34. During an average month in 1987, how many unpaid hours did you spend on Army Reserve duties? (DO NOT INCLUDE DRILL DAYS.)

Number of Hours per Month

	(10)	(20)	(30)	(40)	(50)	(60)	(70)	(80)	(90)	
	(0)	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)

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

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

## YOUR WEEKEND DRILL TRAINING

36. In 1987, which types of training did you receive during weekend drills? MARK YOUR ANSWERS IN BOX 1.

Now, for each type of training you received during weekend drills, how well did this type of training prepare you to do your Army Reserve duties? MARK YOUR ANSWERS IN BOX 2.

	<b>BOX 1</b>	<b>BOX 2</b>				
TRAINING RECEIVED		HOW WELL DID THIS TYPE OF TRAINING PREPARE YOU TO DO YOUR ARMY RESERVE DUTIES?				
MARK ALL THAT APPLY		MARK ONE ANSWER FOR EACH ITEM				
		<div style="display: flex; justify-content: space-between; padding: 2px;"> <span>NOT AT ALL WELL</span> </div> <div style="display: flex; justify-content: space-between; padding: 2px;"> <span>NOT VERY WELL</span> </div> <div style="display: flex; justify-content: space-between; padding: 2px;"> <span>SATISFACTORILY</span> </div> <div style="display: flex; justify-content: space-between; padding: 2px;"> <span>VERY WELL</span> </div> <div style="display: flex; justify-content: space-between; padding: 2px;"> <span>EXTREMELY WELL</span> </div>				
CTT (Common Tasks Training)	<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"/>
NBC (Nuclear-Biological-Chemical Training)	<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"/>
FTX (Field Training Exercises)	<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"/>
Weapons Qualification	<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"/>
Supply and Management Training	<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"/>
Mobilization/Deployment Training	<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"/>
Medical Training	<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"/>
Drug and Alcohol Abuse Training	<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"/>
Service Benefits Training	<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"/>

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 received 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"/>
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"/>
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"/>
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"/>

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				
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 good training facilities and grounds	<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"/>
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"/>
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"/>
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"/>

### YOUR ANNUAL TRAINING

41. In 1987, did you go to Annual Training with your unit?

☐ Yes

☐ No

→ **SKIP TO QUESTION 44**

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. Which types of training did you receive during 1987's Annual Training? MARK YOUR ANSWERS IN BOX 1.

Now, for each type of training you received during Annual Training, how well did this type of training prepare you to do your Army Reserve duties? MARK YOUR ANSWERS IN BOX 2.

BOX 1		BOX 2				
TRAINING RECEIVED		HOW WELL DID THIS TYPE OF TRAINING PREPARE YOU TO DO YOUR ARMY RESERVE DUTIES?				
MARK ALL THAT APPLY		MARK ONE ANSWER FOR EACH ITEM				
		<div>NOT AT ALL WELL</div> <div>NOT VERY WELL</div> <div>SATISFACTORILY</div> <div>VERY WELL</div> <div>EXTREMELY WELL</div>				
CTT (Common Tasks Training)	<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"/>
NBC (Nuclear-Biological-Chemical Training)	<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"/>
FTX (Field Training Exercises)	<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"/>
Weapons Qualification	<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"/>
Supply and Management Training	<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"/>
Mobilization/Deployment Training	<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"/>
Medical Training	<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"/>
Drug and Alcohol Abuse Training	<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"/>
Service Benefits Training	<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"/>

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 go?

- ☐ 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 inprocessing

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 inprocessing	<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 1987, how much was each of the following a problem for you in the Army Reserve? MARK ONE ANSWER FOR EACH ITEM.

Timely processing of promotion paperwork

Receiving educational benefits on time

Receiving bonus money on time

Receiving monthly pay on time

Being in a duty position that enables you to be promoted

	NOT A PROBLEM	A SLIGHT PROBLEM	SOMEWHAT OF A PROBLEM	A SERIOUS PROBLEM	A VERY SERIOUS PROBLEM	NOT APPLICABLE
Timely processing of promotion paperwork	<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"/>
Receiving monthly pay on time	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Being in a duty position that enables you to be promoted	<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 1987, 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.

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

NOT AT ALL HELPFUL	NOT VERY HELPFUL	SOMEWHAT HELPFUL	VERY HELPFUL	EXTREMELY HELPFUL
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<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 UNIT LEADERSHIP

51. 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

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

	EXTREMELY WELL	VERY WELL	SATISFACTORILY	NOT VERY WELL	NOT AT ALL 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"/>
Trains soldiers to work together as a team	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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

	STRONGLY AGREE	AGREE	NEUTRAL	DISAGREE	STRONGLY DISAGREE
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 spend 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"/>
I know which individuals have the responsibility for making decisions in my unit.	<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"/>
When I first joined the Army Reserve, my basic training was challenging and enjoyable.	<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"/>

54. 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.

Morale

Discipline

Military courtesy

Quality of equipment

Quality of training

Personal appearance (haircuts, uniforms)

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
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<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 58

55. What leadership position do you 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
- ☐ Does not apply, I do not hold a leadership position.

SKIP TO QUESTION 58

56. 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

□ □

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"/>
Receiving conflicting requirements from higher headquarters which I must carry out	<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 good quality subordinate leadership	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Having good quality soldiers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Having sufficiently trained support personnel	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Having qualified full-time Unit Technicians	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## YOU AND THE ARMY RESERVE

58. How long have you been in your present Army Reserve unit? INDICATE THE NUMBER OF YEARS. IF FEWER THAN 6 MONTHS, MARK "0." IF 6 MONTHS TO A YEAR, MARK "1."

Years	<div> <div>10</div> <div>20</div> <div>30</div> <div>40</div> </div>
	<div> <div>0</div> <div>1</div> <div>2</div> <div>3</div> <div>4</div> <div>5</div> <div>6</div> <div>7</div> <div>8</div> <div>9</div> </div>

59. 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	0	1	2	3	4	5	6	7	8	9
-------	---	---	---	---	---	---	---	---	---	---

☐ Does not apply; I am on voluntary indefinite status

60. How many years of your current contract have you already completed? INDICATE THE NUMBER OF YEARS.  
IF FEWER THAN 6 MONTHS, MARK "0." IF 6 MONTHS TO A YEAR, MARK "1."

Years

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

61. 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 64**

62. In which term of enlistment are you now?

- ☐ First enlistment
- ☐ Second enlistment
- ☐ Third enlistment
- ☐ Fourth enlistment
- ☐ Fifth or higher enlistment

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

- ☐ Yes
- ☐ No

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

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

65. What is your career branch?

66. 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

67. 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

68. During 1987, about what percent of your time was spent working in your primary MOS (IF ENLISTED OR WARRANT OFFICER) or primary AOC (IF OFFICER)?

- ☐ 100%
- ☐ 75-99%
- ☐ 50-74%
- ☐ 25-49%
- ☐ 1-24%
- ☐ None

69. 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**

- ☐ 01 2LT
- ☐ 02 1LT
- ☐ 03 CPT
- ☐ 04 MAJ
- ☐ 05 LTC
- ☐ 06 COL
- ☐ 07 BG
- ☐ 08 MG

**IF YOU ARE ENLISTED, SKIP TO QUESTION 73**

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

1 9	(40) (50) (60) (70) (80)
	(0) (1) (2) (3) (4) (5) (6) (7) (8) (9)

71. 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

72. 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

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

- ☐ Less than 1 year
- ☐ 13 months – 17 months
- ☐ 18 months – 35 months
- ☐ 3 years – 5 years
- ☐ More than 5 years

74. When do you expect to get promoted?

- ☐ Less than 1 year
- ☐ 13 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

75. For all of 1987, what was your total Army Reserve income? INCLUDE ANY PAY FROM WEEKEND DRILLS, ANNUAL TRAINING, BONUSSES, 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

76. 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

77. 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

78. How do you usually get to your weekend drill meetings?

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

79. 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

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

- ☐ Definitely stay in the Army Reserve until retirement
- ☐ Probably stay in the Army Reserve until retirement
- ☐ Definitely stay in the Army Reserve beyond my present obligation, but not necessarily to retirement
- ☐ Probably stay in the Army Reserve beyond my present obligation, but not necessarily to retirement
- ☐ Probably leave upon completion of my present obligation
- ☐ Definitely leave upon completion of my present obligation
- ☐ Probably leave prior to the end of my obligation
- ☐ Definitely leave prior to the end of my obligation

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

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

82. 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



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- Enlistment bonuses
- Reenlistment bonuses
- Retirement benefits
- Army Reserve employer support programs
- Recognition and awards
- Contact with the active duty Army
- Quality of equipment
- Reduction of paperwork
- Quality of leadership
- Length of enlistments
- Choice of one's own duty times
- Annual Training requirements
- Use of civilian job skills
- Unit sponsorship program
- Unit social activities for unit members
- Unit social activities for unit members and their families
- Education benefits
- Pay and allowances
- Commissary privileges
- Post Exchange privileges
- Space available air travel
- Army Reserve medical benefits
- Information about Army Reserve retirement benefits
- Information about Army Reserve mobilization

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

More overseas training is needed in the Army Reserve.

More scheduled weekend drills are needed in the Army Reserve.

More administrative training assemblies (ATA) are needed in the Army Reserve.

Annual Training should be longer than two weeks.

STRONGLY DISAGREE	DISAGREE	NEUTRAL	AGREE	STRONGLY AGREE
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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

Serving my country

Educational benefits

Training in a skill that would help me in a civilian job

Serving with the people in my unit

Importance of the Army Reserve to national defense

Importance of my unit's mission

Importance of my role in the unit

Promotion opportunities

Opportunity to use military equipment

Challenges of military training

Overseas training

Travel opportunities

Pride in the Army Reserve

Job security and stability

Retirement pay and benefits

Pay and allowances

The type of work I do in the Army Reserve

Doing something different than my civilian job

Recognition and awards

The military lifestyle

My spouse wants me to stay in

DOES NOT CONTRIBUTE AT ALL	CONTRIBUTES SOMEWHAT	CONTRIBUTES A GREAT DEAL
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<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 87

86. 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"/>

[illegible]

## YOUR BACKGROUND

88. Are you female or male?

- ☐ Female  
☐ Male

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

Years	10	20	30	40	50	60
	0	1	2	3	4	5
	6	7	8	9		

90. 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

91. 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

92. 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

93. 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 95**

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

- ☐ Full-time employed  
☐ Part-time employed  
☐ Seeking work, not employed  
☐ Not employed at all by own choice  
☐ Other

95. 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.

Dependents	0	1	2	3	4	5	6	7	8	9+
------------	---	---	---	---	---	---	---	---	---	----

## YOUR OVERALL EXPERIENCE IN THE ARMY RESERVE

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

	A GREAT DEAL	VERY MUCH	SOMEWHAT	NOT MUCH	NOT AT ALL
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"/>
Opportunity to make new friends	<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"/>
Opportunity to serve America while living in my own hometown	<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"/>
Opportunity for part-time work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



137462



## 1990 SURVEY OF TROOP PROGRAM UNIT SOLDIERS

### RESPONDENT DISPOSITION CODES

- ☐ COMPLETED SURVEY
- ☐ LEFT USAR
- ☐ TRANSFERRED TO ANOTHER TPU
- ☐ TRANSFERRED TO IRR
- ☐ IN USAR, NOT AT DRILL
- ☐ UNKNOWN TO UNIT

OFFICE OF THE  
U.S. ARMY RESERVE  
FEBRUARY 1991



340897



## 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.

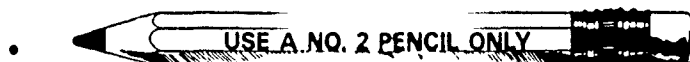
Time to complete this questionnaire during your drill period has already been arranged with your unit commander. Please take time during this month's drill to complete this questionnaire. After completing the questionnaire, place it in the envelope included in your survey packet, seal the envelope, and 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 record your answers.

## INSTRUCTIONS FOR COMPLETING THE QUESTIONNAIRE



- 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 record your answer. Below are examples of two different types of questions you may be asked.

### EXAMPLES

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

Earn extra money

The above answer indicates 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 indicates the NUMBER OF HOURS is 15.

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"/>
9	<input type="radio"/>	<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 type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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

The above answer indicates 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"/>
Do something worthwhile with my spare time	<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 Montgomery GI Bill 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"/>
Earn bonus money for enlistment or reenlistment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Obtain Army Continuous Education System (ACES) benefits for Army Reservists	<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 9

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 indicates the year was 1982.

8. When you left the active component, how much assistance did you get in identifying an Army Reserve unit to join?

- ☐ A great deal of assistance  
☐ Quite a lot of assistance  
☐ Some assistance  
☐ Not much assistance  
☐ No assistance at all

## YOUR CIVILIAN JOB

9. 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 17

10. 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

11. 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

12. 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

13. 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

14. 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

15. 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.

	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"/>

16. 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.

	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"/>

17. Altogether in 1989, 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 1989

### YOUR FAMILY LIFE

18. 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"/>	<input type="radio"/>
Your immediate family	<input type="radio"/>	<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"/>	<input type="radio"/>
Your employer	<input type="radio"/>	<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"/>	<input type="radio"/>

19. 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"/>	<input type="radio"/>
Family activities	<input type="radio"/>	<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"/>	<input type="radio"/>
Community/church activities	<input type="radio"/>	<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"/>	<input type="radio"/>

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

Your Commander

Your unit officers

Your unit NCOs

Your Unit Technician(s)

The Army Reserve in general

NOT AT ALL SUPPORTIVE	NOT VERY SUPPORTIVE	SOMEWHAT SUPPORTIVE	VERY SUPPORTIVE	EXTREMELY SUPPORTIVE
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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

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

A VERY SERIOUS PROBLEM	A SERIOUS PROBLEM	SOMEWHAT OF A PROBLEM	A SLIGHT PROBLEM	NOT A PROBLEM
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

IF YOU ARE NOT MARRIED, SKIP TO QUESTION 25

22. 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

23. 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

24. 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

25. 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 27

26. 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

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

In the Army Reserve, there are opportunities to develop the job skills I want.

My duties in the Army Reserve are not challenging enough.

My duty responsibilities in the Army Reserve are clearly defined.

My duty position in the Army Reserve does not use my skills, training, or experience.

I spend much of my time waiting around during weekend drill.

My unit leaders train us to perform as a team.

It is my experience that promotions in the Army Reserve are handled fairly.

There is cooperation and teamwork in my unit.

I have trust and confidence in my officers.

I have trust and confidence in my NCOs.

In my Army Reserve unit, I work on unnecessary things

I do not feel like "part of the family" in my unit.

I am proud to tell others that I am part of the Army Reserve.

I feel a strong sense of belonging to my unit.

The Army Reserve has a great deal of personal meaning for me.

Right now, I am staying with the Army Reserve primarily to develop my job skills.

One of the major reasons I continue to work for the Army Reserve is the quality of work done in my unit.

I feel a strong sense of belonging to the Army Reserve

	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"/>
I spend much of my time waiting around during weekend drill.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My unit leaders train us to perform as a team.	<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 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"/>



28. How flexible is your unit when you need to make changes in your weekend drill schedule (for example, split drill training instead of drilling during the scheduled weekend)?

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

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

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

30. During an average month in 1989, 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

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

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

### YOUR TRAINING IN THE ARMY RESERVE

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

- ☐ 0-24%  
☐ 25-49%  
☐ 50-74%  
☐ 75-100%

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

- ☐ 0-24%  
☐ 25-49%  
☐ 50-74%  
☐ 75-100%

34. 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.

Doing something related to my MOS skills

Doing something that draws on my military skills

Doing something that draws on my professional skills

Doing something for my leaders

Doing something for members of my unit

Doing something for which I will be recognized by rewards

Doing something for which I will be recognized by my peers

Doing something for which I will be recognized by my leaders

Doing training that pushes me to my limits

Doing training that improves how well my unit performs as a team

	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"/>

35. 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

36. How often do the weekend drill dates change?

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

37. 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"/>
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"/>
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"/>

38. 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 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"/>
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"/>

39. In 1989, did you go to Annual Training with your unit?

☐ Yes

☐ No

→ SKIP TO QUESTION 41

40. 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 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"/>
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"/>

41. 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

42. 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.

	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"/>

43. In 1989, how much was each of the following a problem for you in the Army Reserve? MARK ONE ANSWER FOR EACH ITEM.

	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"/>

44. 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

45. During 1989, 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.

① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨ ⑩ ⑪ ⑫

46. 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	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 Unit Technicians	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

47. In your opinion, how well do the following unit personnel do their jobs? MARK ONE ANSWER FOR EACH ITEM.

Your Unit Technicians  
Your AGRs (Active Guard/Reserve)  
Your RA (regular Army) personnel

	EXTREMELY WELL	VERY WELL	SOMEWHAT WELL	NOT VERY WELL	NOT AT ALL WELL	NOT APPLICABLE
Your Unit Technicians	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Your AGRs (Active Guard/Reserve)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Your RA (regular Army) personnel	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

### YOUR PROMOTIONS

48. When you first joined the Army Reserve, what did your recruiter/counselor tell you about the expected frequency of promotions?

☐ My recruiter/counselor did not discuss my promotions with me.  
☐ I could expect promotion in less than one year  
☐ I could expect promotion in one to two years  
☐ I could expect promotion in two to three years  
☐ I could expect promotion after three years.  
☐ Not applicable/I did not speak to a recruiter/counselor

49. How different are your current expectations for promotion compared to what your recruiter/counselor told you about promotion frequency?

My current expectations for promotion are:

☐ Much lower now  
☐ Somewhat lower now  
☐ About the same  
☐ Somewhat higher now  
☐ Much higher now  
☐ Not applicable

50. 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"/>

51. 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 harassment

	A GREAT DEAL	VERY MUCH	SOMEWHAT	NOT MUCH	NOT AT ALL	NOT APPLICABLE
Not being MOS-qualified	<input type="radio"/>	<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"/>	<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"/>	<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"/>	<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"/>	<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"/>	<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"/>	<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"/>	<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"/>	<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"/>	<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"/>	<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"/>	<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"/>	<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"/>	<input type="radio"/>
Not having an equal opportunity for promotion due to sexual harassment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

52. 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 for promotion

Physical fitness requirement

Weapons qualification requirement

Security clearance requirement

Receiving awards and certificates of achievement

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

53. How important to you is each of the following when you are promoted to the next pay grade? MARK ONE ANSWER FOR EACH ITEM.

Increased pay

Increased duties and responsibilities

Increased leadership and authority

Increased amount of respect shown toward the promoted pay grade

Increased recognition from unit members

Increased recognition from your friends

Increased recognition from your family

	EXTREMELY IMPORTANT	VERY IMPORTANT	SOMEWHAT IMPORTANT	NOT VERY IMPORTANT	NOT AT ALL IMPORTANT	NOT APPLICABLE
Increased pay	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Increased duties and responsibilities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Increased leadership and authority	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Increased amount of respect shown toward the promoted pay grade	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Increased recognition from unit members	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Increased recognition from your friends	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Increased recognition from your family	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

54. 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

55. If you do not get promoted when you expect to, what will be your probable career intention with the Army Reserve?

☐ Probably leave the Army Reserve prior to completion of obligation

☐ Definitely leave the Army Reserve prior to completion of my obligation

☐ Probably leave after my present obligation is met

☐ Definitely leave after my present obligation is met

☐ Probably stay in the Army Reserve beyond my present obligation

☐ Definitely stay beyond my present obligation

☐ Will not affect my decision to reenlist

56. 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

57. 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

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

Has the skills to perform his job

Leads soldiers

Takes responsibility for his own actions

Makes sound and timely decisions

Sets an example

Knows soldiers personally

Looks out for the welfare of soldiers

Keeps soldiers informed

Develops a sense of responsibility in soldiers

Ensures that the assigned tasks are understood, supervised, and accomplished

Uses soldiers' time effectively

Trains soldiers to work together as a team

Asks for my suggestions

Explains to me what is expected of me

	EXTREMELY WELL	VERY WELL	SATISFACTORILY	NOT VERY WELL	NOT AT ALL 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"/>



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

	<b>STRONGLY DISAGREE</b>				
	<b>DISAGREE</b>				
	<b>NEUTRAL</b>				
	<b>AGREE</b>				
	<b>STRONGLY AGREE</b>				
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 spend 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 promotions in my unit.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Men and woman 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"/>

**60. What leadership position do you 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
- ☐ Does not apply; I do not hold a leadership position.

**SKIP TO QUESTION 62**

**61. 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

**62. To what extent does each of the following interfere with leadership in your unit?  
MARK ONE ANSWER FOR EACH ITEM.**

- Adjusting to changes in the training schedule made by higher headquarters
- Lack of quality of my leaders at battalion and higher
- Receiving too many orders from higher headquarters to allow me to carry out the mission of my unit
- Not knowing the correct procedures for performing assigned tasks
- Meeting my military educational requirements for the Army Reserve
- Meeting my civilian educational requirements for the Army Reserve
- Obtaining additional civilian education for my civilian career advancement
- Having poor quality subordinate leadership
- Having poor quality soldiers
- Having insufficiently trained support personnel
- Having untrained Unit Technicians
- Having inadequate number of Unit Technicians
- Having untrained AGR (Active Guard/Reserve) unit personnel
- Having inadequate number of AGR (Active Guard/Reserve) unit personnel
- Having untrained RA (regular Army) personnel
- Having inadequate number of RA (regular Army) personnel

	NOT AT ALL				
	NOT MUCH				
	SOMEWHAT				
	VERY MUCH				
	A GREAT DEAL				
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 untrained Unit Technicians	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Having inadequate number of Unit Technicians	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Having untrained AGR (Active Guard/Reserve) unit personnel	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Having inadequate number of AGR (Active Guard/Reserve) unit personnel	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Having untrained RA (regular Army) personnel	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Having inadequate number of RA (regular Army) personnel	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## YOU AND THE ARMY RESERVE

63. 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 

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

Example:

Years 

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

This example indicates 3 years.

64. 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 

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

Example:

Years 

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

This example indicates 5 years.

☐ Does not apply; I am on voluntary indefinite status.

65. How many years of your current obligation have you already served? INDICATE THE NUMBER OF YEARS. IF FEWER THAN 6 MONTHS, MARK "0." IF 6 MONTHS TO A YEAR, MARK "1."

Years 

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

Example:

Years 

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

This example indicates 2 years.

66. 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 a letter 15  
☐ They are court-martialed  
☐ I don't know what happens to them

IF YOU ARE AN OFFICER SKIP TO QUESTION 69

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

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

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

- ☐ Yes  
☐ No

69. For each of the following educational benefits, please indicate whether you have used, are currently using, or plan to use each benefit. MARK ONE ANSWER FOR EACH ITEM.

Montgomery GI Bill for the Army Reserve (Chapter 106)

Tuition Assistance for the Army Reserve

Army Continuing Education System (ACES)

Student Loan Repayment Program for the Army Reserve

Health Professional Loan Repayment for the Army Reserve

Dantes Testing Program for the Army Reserve

Montgomery GI Bill for the active component Army (Chapter 30)

Veterans Educational Assistance Program (VEAP) for the active component Army

Loan Forgiveness Program for the active component Army

None

PLAN TO USE		
CURRENTLY USING		
HAVE USED		
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

70. What is your career branch? MARK ONLY ONE ANSWER.

71. To which type of Army Reserve unit are you currently assigned? MARK ONLY ONE ANSWER.

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

72. 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

73. What is your present pay grade and rank?

ENLISTED		WARRANT OFFICER	COMMISSIONED OFFICER	ROTC CADETS
<input type="radio"/> E1 PV1	<input type="radio"/> E7 SFC	<input type="radio"/> W1 WO1	<input type="radio"/> O1 2LT	<input type="radio"/> O4 MAJ
<input type="radio"/> E2 PV2	<input type="radio"/> E7 PSG	<input type="radio"/> W2 CW2	<input type="radio"/> O2 1LT	<input type="radio"/> O5 LTC
<input type="radio"/> E3 PFC	<input type="radio"/> E8 MSG	<input type="radio"/> W3 CW3	<input type="radio"/> O3 CPT	<input type="radio"/> O6 COL
<input type="radio"/> E4 SP4/CPL	<input type="radio"/> E8 1SG	<input type="radio"/> W4 CW4		<input type="radio"/> O7 BG
<input type="radio"/> E5 SGT	<input type="radio"/> E9 SGM			<input type="radio"/> O8 MG
<input type="radio"/> E6 SSG	<input type="radio"/> E9 CSM			

74. When you first entered the Army Reserve, what was your pay grade and rank?

ENLISTED		WARRANT OFFICER	COMMISSIONED OFFICER	ROTC CADETS
<input type="radio"/> E1 PV1	<input type="radio"/> E7 SFC	<input type="radio"/> W1 WO1	<input type="radio"/> O1 2LT	<input type="radio"/> O4 MAJ
<input type="radio"/> E2 PV2	<input type="radio"/> E7 PSG	<input type="radio"/> W2 CW2	<input type="radio"/> O2 1LT	<input type="radio"/> O5 LTC
<input type="radio"/> E3 PFC	<input type="radio"/> E8 MSG	<input type="radio"/> W3 CW3	<input type="radio"/> O3 CPT	<input type="radio"/> O6 COL
<input type="radio"/> E4 SP4/CPL	<input type="radio"/> E8 1SG	<input type="radio"/> W4 CW4		<input type="radio"/> O7 BG
<input type="radio"/> E5 SGT	<input type="radio"/> E9 SGM			<input type="radio"/> O8 MG
<input type="radio"/> E6 SSG	<input type="radio"/> E9 CSM			

IF YOU ARE ENLISTED, SKIP TO QUESTION 78

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

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

Example:

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

This example indicates the year was 1976.

76. 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

77. 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

78. 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

79. For all of 1989, 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      ☐ 1-1½ hours  
☐ 15-29 minutes      ☐ 1½-2 hours  
☐ 30-59 minutes      ☐ More than 2 hours

### YOUR UNIT READINESS

84. If your unit were mobilized and deployed today, how well prepared is your unit in each of the following areas? MARK ONE ANSWER FOR EACH ITEM.

The availability of major weapons systems such as personnel carriers and tanks

The mechanical condition of major weapons systems such as personnel carriers and tanks

The availability of small arms weapons such as rifles and pistols

The mechanical condition of small arms weapons such as rifles and pistols

The availability of personal equipment such as helmets, ruck sacks and gas masks

The mechanical condition of personal equipment such as helmets, ruck sacks and gas masks

Training your unit personnel to work as a team

Training unit members in their individual skills (e.g., CTT, SQT)

Your unit's capability to fight in combat

Your personal capability to fight in combat

	NOT AT ALL PREPARED	NOT WELL PREPARED	SOMEWHAT PREPARED	WELL PREPARED	EXTREMELY WELL PREPARED
The availability of major weapons systems such as personnel carriers and tanks	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The mechanical condition of major weapons systems such as personnel carriers and tanks	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The availability of small arms weapons such as rifles and pistols	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The mechanical condition of small arms weapons such as rifles and pistols	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The availability of personal equipment such as helmets, ruck sacks and gas masks	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The mechanical condition of personal equipment such as helmets, ruck sacks and gas masks	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Training your unit personnel to work as a team	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Training unit members in their individual skills (e.g., CTT, SQT)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Your unit's capability to fight in combat	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Your personal capability to fight in combat	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

85. How well can you perform the following tasks?  
MARK ONE ANSWER FOR EACH ITEM.

	EXTREMELY WELL	VERY WELL	SATISFACTORILY	NOT VERY WELL	NOT AT ALL WELL
Recognize friendly as opposed to threat armored vehicles and aircraft	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Estimate the range of targets and land features	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Send a radio message	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Read a military map (identify terrain features, determine grid coordinates, use a magnetic compass in conjunction with a map)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Maintain your assigned weapon	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Effectively use your assigned weapon	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Camouflage yourself and your individual equipment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Put on, wear and remove the protective gas mask	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Recognize chemical or biological hazards	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Know what to do in the presence of chemical and biological hazards	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Perform first aid (put on a field dressing, do mouth-to-mouth resuscitation)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

86. How well trained are you for combat?

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

87. How likely is it that your unit will be mobilized during your current Army Reserve obligation?

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

88. If your unit were mobilized, how likely is it that you would report for duty?

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

89. In your opinion, how well has your unit done the following to better prepare you and your family for mobilization?

	NOT APPLICABLE	I DO NOT KNOW	NOT AT ALL WELL	NOT VERY WELL	SATISFACTORILY	VERY WELL	EXTREMELY WELL
Arranged to have military pay sent to your family	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Briefed your family on the various support facilities available (such as nearby medical, commissary, Army Community Services)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Assisted in will preparation and changes to existing wills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Informed your family of survivor benefits	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Set up spouse and family support groups	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Informed your family of the type of military duties you will perform when mobilized	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Informed your family of your unit's mission during mobilization	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Provided a knowledgeable point-of-contact in the unit who your family can contact in the event of mobilization	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

### YOUR FUTURE PLANS

90. 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
- ☐ Probably leave upon completion of my present obligation
- ☐ Definitely leave upon completion of my present obligation
- ☐ Probably leave prior to the end of my obligation
- ☐ Definitely leave prior to the end of my obligation

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

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

92. 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



93. 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"/>
Montgomery GI Bill educational benefits	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Army Continuous Education System (ACES) benefits	<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"/>
Importance of the Army Reserve to national defense	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Importance of my unit's mission	<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"/>
Promotion opportunities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Opportunity to use military equipment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Challenges of military training	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Overseas training	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Travel opportunities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pride in the Army Reserve	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Job security and stability	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Retirement pay and benefits	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pay and allowances	<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"/>
Recognition and awards	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Bonus money for reenlistment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Training in my MOS or retraining in another MOS to help me get promoted	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

94. 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 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 RA (regular 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"/>

IF YOU ARE E4 OR BELOW, SKIP TO QUESTION 96

95. A major concern of the Army Reserve today is retaining junior enlisted soldiers (grades E1 to E4). How much do you think each of the following contributes to junior enlisted 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 opportunities	<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"/>

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

	WOULD 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 opportunities	<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

97. Are you female or male?

- ☐ Female  
☐ Male

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

Years	<input type="text"/>
	<input type="text"/> 1 <input type="text"/> 2 <input type="text"/> 3 <input type="text"/> 4 <input type="text"/> 5 <input type="text"/> 6
	<input type="text"/> 0 <input type="text"/> 1 <input type="text"/> 2 <input type="text"/> 3 <input type="text"/> 4 <input type="text"/> 5 <input type="text"/> 6 <input type="text"/> 7 <input type="text"/> 8 <input type="text"/> 9

Example:

Years	<input type="text"/> 3
	<input type="text"/> 1 <input type="text"/> 2 <input checked="" type="radio"/> 3 <input type="text"/> 4 <input type="text"/> 5 <input type="text"/> 6
	<input type="text"/> 0 <input type="text"/> 1 <input checked="" type="radio"/> 2 <input type="text"/> 3 <input type="text"/> 4 <input type="text"/> 5 <input type="text"/> 6 <input type="text"/> 7 <input type="text"/> 8 <input type="text"/> 9

This example indicates  
 you are 32 years old.

99. 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

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

- ☐ Less than high school  
☐ High school diploma awarded  
☐ High school completed by 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

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

- ☐ High school or GED training  
☐ 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

102. 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 104

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

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

104. 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.

Dependents	<input type="text"/>
	<input type="text"/> 0 <input type="text"/> 1 <input type="text"/> 2 <input type="text"/> 3 <input type="text"/> 4 <input type="text"/> 5 <input type="text"/> 6 <input type="text"/> 7 <input type="text"/> 8 <input type="text"/> 9+

## YOUR OVERALL EXPERIENCE IN THE ARMY RESERVE

105. 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.**

## **APPENDIX B**

### **Survey Materials**

- **Individual Soldier Packet**
- **TPU Survey Administration Packet**



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



REPLY TO  
ATTENTION OF

DAAR-PP (600-46a)

17 December 1989

MEMORANDUM FOR: Survey Participant

SUBJECT: 1990 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 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 final 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. This second group allows us to examine changes in attitudes, opinions and perceptions of members who stay over time.
4. Your full support and timely completion of the enclosed survey is essential. An honest evaluation of your Army Reserve experience is most important in planning for our national security.
5. Analysis of the second-year survey responses affirms that good unit leadership, high quality training and promotion opportunities were among the greatest concerns of Army Reservists in 1989. Based on these findings, we plan to make Army Reserve service a more 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





## 1990 SURVEY OF TROOP PROGRAM UNIT SOLDIERS

### RESPONDENT DISPOSITION CODES

- ☐ COMPLETED SURVEY
- ☐ LEFT USAR
- ☐ TRANSFERRED TO ANOTHER TPU
- ☐ TRANSFERRED TO IRR
- ☐ IN USAR; NOT AT DRILL
- ☐ UNKNOWN TO UNIT

OFFICE OF THE  
U.S. ARMY RESERVE

FEBRUARY 1991



340897

## 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.

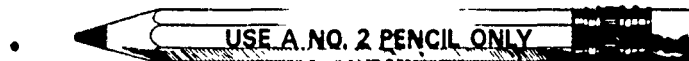
Time to complete this questionnaire during your drill period has already been arranged with your unit commander. Please take time during this month's drill to complete this questionnaire. After completing the questionnaire, place it in the envelope included in your survey packet, seal the envelope, and 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

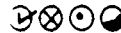
Follow the directions below on how to record your answers.

## INSTRUCTIONS FOR COMPLETING THE QUESTIONNAIRE



- 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 record your answer. Below are examples of two different types of questions you may be asked.

### EXAMPLES

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

Earn extra money

The above answer indicates 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 indicates 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 type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

The above answer indicates 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"/>
Do something worthwhile with my spare time	<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 Montgomery GI Bill 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"/>
Earn bonus money for enlistment or reenlistment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Obtain Army Continuous Education System (ACES) benefits for Army Reservists	<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 9

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 indicates the year was 1982.

8. When you left the active component, how much assistance did you get in identifying an Army Reserve unit to join?

- ☐ A great deal of assistance  
☐ Quite a lot of assistance  
☐ Some assistance  
☐ Not much assistance  
☐ No assistance at all

## YOUR CIVILIAN JOB

**9. 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 17**

**10. 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**

11. 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

12. 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

13. 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

14. 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

15. 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.

	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"/>

16. 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.

	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"/>

17. Altogether in 1989, 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 1989

### YOUR FAMILY LIFE

18. 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"/>	<input type="radio"/>
Your immediate family	<input type="radio"/>	<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"/>	<input type="radio"/>
Your employer	<input type="radio"/>	<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"/>	<input type="radio"/>

19. 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"/>	<input type="radio"/>
Family activities	<input type="radio"/>	<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"/>	<input type="radio"/>
Community/church activities	<input type="radio"/>	<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"/>	<input type="radio"/>

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

Your Commander  
Your unit officers  
Your unit NCOs  
Your Unit Technician(s)  
The Army Reserve in general

NOT AT ALL SUPPORTIVE	NOT VERY SUPPORTIVE	SOMEWHAT SUPPORTIVE	VERY SUPPORTIVE	EXTREMELY SUPPORTIVE
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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

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

A VERY SERIOUS PROBLEM	A SERIOUS PROBLEM	SOMEWHAT OF A PROBLEM	A SLIGHT PROBLEM	NOT A PROBLEM
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

IF YOU ARE NOT MARRIED, SKIP TO QUESTION 25

22. 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

23. 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

24. 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

25. 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 27

26. 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

27. 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"/>
I spend much of my time waiting around during weekend drill.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My unit leaders train us to perform as a team.	<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 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"/>

28. How flexible is your unit when you need to make changes in your weekend drill schedule (for example, split drill training instead of drilling during the scheduled weekend)?

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

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

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

30. During an average month in 1989, 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

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

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

### YOUR TRAINING IN THE ARMY RESERVE

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

- ☐ 0-24%  
☐ 25-49%  
☐ 50-74%  
☐ 75-100%

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

- ☐ 0-24%  
☐ 25-49%  
☐ 50-74%  
☐ 75-100%

34. 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.

Doing something related to my MOS skills

Doing something that draws on my military skills

Doing something that draws on my professional skills

Doing something for my leaders

Doing something for members of my unit

Doing something for which I will be recognized by rewards

Doing something for which I will be recognized by my peers

Doing something for which I will be recognized by my leaders

Doing training that pushes me to my limits

Doing training that improves how well my unit performs as a team

	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"/>

35. 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

36. How often do the weekend drill dates change?

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

37. 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"/>
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"/>
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"/>

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

Overall training you receive during your weekend drills

The duties that you do during weekend drill training

The opportunities you have to use your military skills during weekend drill training

The type of weapons and equipment your unit uses during weekend drill training

The mechanical condition of the weapons and equipment your unit uses during weekend drill training

The availability of modern equipment during weekend drill training

VERY DISSATISFIED	DISSATISFIED	NEUTRAL	SATISFIED	VERY SATISFIED
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

39. In 1989, did you go to Annual Training with your unit?

☐ Yes

☐ No

→ SKIP TO QUESTION 41

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

The overall training you received during Annual Training

The duties that you did during Annual Training

The opportunities you had to use your military skills during Annual Training

The type of weapons and equipment your unit used during Annual Training

The mechanical condition of the weapons and equipment your unit used during Annual Training

The availability of modern equipment during Annual Training

VERY DISSATISFIED	DISSATISFIED	NEUTRAL	SATISFIED	VERY SATISFIED
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

41. 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

42. 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

	NOT APPLICABLE					
	NOT AT ALL WELL					
	NOT VERY WELL					
	SATISFACTORILY					
	VERY WELL					
	EXTREMELY WELL					
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"/>

43. In 1989, 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 APPLICABLE					
	A VERY SERIOUS PROBLEM					
	A SERIOUS PROBLEM					
	SOMEWHAT OF A PROBLEM					
	A SLIGHT PROBLEM					
	NOT A PROBLEM					
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"/>

44. 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

45. During 1989, 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.

① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨ ⑩ ⑪ ⑫

46. 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

	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 Unit Technicians	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

47. In your opinion, how well do the following unit personnel do their jobs? MARK ONE ANSWER FOR EACH ITEM.

Your Unit Technicians  
Your AGRs (Active Guard/Reserve)  
Your RA (regular Army) personnel

	NOT APPLICABLE					
	NOT AT ALL WELL					
	NOT VERY WELL					
	SOMEWHAT WELL					
	VERY WELL					
	EXTREMELY WELL					
Your Unit Technicians	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Your AGRs (Active Guard/Reserve)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Your RA (regular Army) personnel	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## YOUR PROMOTIONS

48. When you first joined the Army Reserve, what did your recruiter/counselor tell you about the expected frequency of promotions?

☐ My recruiter/counselor did not discuss my promotions with me.  
☐ I could expect promotion in less than one year  
☐ I could expect promotion in one to two years  
☐ I could expect promotion in two to three years  
☐ I could expect promotion after three years.  
☐ Not applicable/I did not speak to a recruiter/counselor

49. How different are your current expectations for promotion compared to what your recruiter/counselor told you about promotion frequency?

My current expectations for promotion are:

☐ Much lower now  
☐ Somewhat lower now  
☐ About the same  
☐ Somewhat higher now  
☐ Much higher now  
☐ Not applicable

50. 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

	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"/>

51. 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 harassment

	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"/>	<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"/>	<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"/>	<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"/>	<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"/>	<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"/>	<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"/>	<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"/>	<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"/>	<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"/>	<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"/>	<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"/>	<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"/>	<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"/>	<input type="radio"/>
Not having an equal opportunity for promotion due to sexual harassment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

52. 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 for promotion

Physical fitness requirement

Weapons qualification requirement

Security clearance requirement

Receiving awards and certificates of achievement

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

53. How important to you is each of the following when you are promoted to the next pay grade? MARK ONE ANSWER FOR EACH ITEM.

Increased pay

Increased duties and responsibilities

Increased leadership and authority

Increased amount of respect shown toward the promoted pay grade

Increased recognition from unit members

Increased recognition from your friends

Increased recognition from your family

	EXTREMELY IMPORTANT	VERY IMPORTANT	SOMEWHAT IMPORTANT	NOT VERY IMPORTANT	NOT AT ALL IMPORTANT	NOT APPLICABLE
Increased pay	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Increased duties and responsibilities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Increased leadership and authority	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Increased amount of respect shown toward the promoted pay grade	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Increased recognition from unit members	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Increased recognition from your friends	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Increased recognition from your family	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

54. 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

55. If you do not get promoted when you expect to, what will be your probable career intention with the Army Reserve?

☐ Probably leave the Army Reserve prior to completion of obligation

☐ Definitely leave the Army Reserve prior to completion of my obligation

☐ Probably leave after my present obligation is met

☐ Definitely leave after my present obligation is met

☐ Probably stay in the Army Reserve beyond my present obligation

☐ Definitely stay beyond my present obligation

☐ Will not affect my decision to reenlist



56. 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

57. 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

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

- Has the skills to perform his job
- Leads soldiers
- Takes responsibility for his own actions
- Makes sound and timely decisions
- Sets an example
- Knows soldiers personally
- Looks out for the welfare of soldiers
- Keeps soldiers informed
- Develops a sense of responsibility in soldiers
- Ensures that the assigned tasks are understood, supervised, and accomplished
- Uses soldiers' time effectively
- Trains soldiers to work together as a team
- Asks for my suggestions
- Explains to me what is expected of me

	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"/>

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

	<b>STRONGLY DISAGREE</b>				
	<b>DISAGREE</b>				
	<b>NEUTRAL</b>				
	<b>AGREE</b>				
	<b>STRONGLY AGREE</b>				
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 spend 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 promotions in my unit.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Men and woman 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"/>

**60. What leadership position do you 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
- ☐ Does not apply; I do not hold a leadership position. →

**SKIP TO QUESTION 62**

**61. 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

**62. To what extent does each of the following interfere with leadership in your unit?  
MARK ONE ANSWER FOR EACH ITEM.**

	NOT AT ALL				
	NOT MUCH				
	SOMEWHAT				
	VERY MUCH				
	A GREAT DEAL				
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 untrained Unit Technicians	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Having inadequate number of Unit Technicians	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Having untrained AGR (Active Guard/Reserve) unit personnel	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Having inadequate number of AGR (Active Guard/Reserve) unit personnel	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Having untrained RA (regular Army) personnel	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Having inadequate number of RA (regular Army) personnel	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

# YOU AND THE ARMY RESERVE

63. 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 

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

Example:  
Years 

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

This example indicates 3 years.

64. 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 

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

Example:  
Years 

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

This example indicates 5 years.

☐ Does not apply; I am on voluntary indefinite status.

65. How many years of your current obligation have you already served? INDICATE THE NUMBER OF YEARS. IF FEWER THAN 6 MONTHS, MARK "0." IF 6 MONTHS TO A YEAR, MARK "1."

Years 

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

Example:  
Years 

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

This example indicates 2 years.

66. 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 a letter of reprimand  
☐ They are court-martialed  
☐ I don't know what happens to them

IF YOU ARE AN OFFICER SKIP TO QUESTION 69

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

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

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

- ☐ Yes  
☐ No

69. For each of the following educational benefits, please indicate whether you have used, are currently using, or plan to use each benefit. MARK ONE ANSWER FOR EACH ITEM.

	PLAN TO USE		
	CURRENTLY USING		
HAVE USED			
Montgomery GI Bill for the Army Reserve (Chapter 106)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Tuition Assistance for the Army Reserve	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Army Continuing Education System (ACES)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student Loan Repayment Program for the Army Reserve	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Health Professional Loan Repayment for the Army Reserve	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Dantes Testing Program for the Army Reserve	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Montgomery GI Bill for the active component Army (Chapter 30)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Veterans Educational Assistance Program (VEAP) for the active component Army	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Loan Forgiveness Program for the active component Army	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
None	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

70. What is your career branch? MARK ONLY ONE ANSWER.

71. To which type of Army Reserve unit are you currently assigned? MARK ONLY ONE ANSWER.

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

72. 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

73. What is your present pay grade and rank?

ENLISTED	WARRANT OFFICER	COMMISSIONED OFFICER	ROTC CADETS
<input type="radio"/> E1 PV1	<input type="radio"/> W1 WO1	<input type="radio"/> O1 2LT	<input type="radio"/> CT5
<input type="radio"/> E2 PV2	<input type="radio"/> W2 CW2	<input type="radio"/> O2 1LT	<input type="radio"/> CT6
<input type="radio"/> E3 PFC	<input type="radio"/> W3 CW3	<input type="radio"/> O3 CPT	<input type="radio"/> CT7
<input type="radio"/> E4 SP4/CPL	<input type="radio"/> W4 CW4	<input type="radio"/> O4 MAJ	<input type="radio"/> CT8
<input type="radio"/> E5 SGT		<input type="radio"/> O5 LTC	
<input type="radio"/> E6 SSG		<input type="radio"/> O6 COL	
		<input type="radio"/> O7 BG	
		<input type="radio"/> O8 MG	
<input type="radio"/> E7 SFC			
<input type="radio"/> E7 PSG			
<input type="radio"/> E8 MSG			
<input type="radio"/> E8 1SG			
<input type="radio"/> E9 SGM			
<input type="radio"/> E9 CSM			

74. When you first entered the Army Reserve, what was your pay grade and rank?

ENLISTED	WARRANT OFFICER	COMMISSIONED OFFICER	ROTC CADETS
<input type="radio"/> E1 PV1	<input type="radio"/> W1 WO1	<input type="radio"/> O1 2LT	<input type="radio"/> CT5
<input type="radio"/> E2 PV2	<input type="radio"/> W2 CW2	<input type="radio"/> O2 1LT	<input type="radio"/> CT6
<input type="radio"/> E3 PFC	<input type="radio"/> W3 CW3	<input type="radio"/> O3 CPT	<input type="radio"/> CT7
<input type="radio"/> E4 SP4/CPL	<input type="radio"/> W4 CW4	<input type="radio"/> O4 MAJ	<input type="radio"/> CT8
<input type="radio"/> E5 SGT		<input type="radio"/> O5 LTC	
<input type="radio"/> E6 SSG		<input type="radio"/> O6 COL	
		<input type="radio"/> O7 BG	
		<input type="radio"/> O8 MG	
<input type="radio"/> E7 SFC			
<input type="radio"/> E7 PSG			
<input type="radio"/> E8 MSG			
<input type="radio"/> E8 1SG			
<input type="radio"/> E9 SGM			
<input type="radio"/> E9 CSM			

IF YOU ARE ENLISTED, SKIP TO QUESTION 78

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

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

Example:

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

This example indicates the year was 1976.

76. 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

77. 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

78. 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

79. For all of 1989, 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 civ. 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
- ☐ 1-1½ hours
- ☐ 15-29 minutes
- ☐ 1½-2 hours
- ☐ 30-59 minutes
- ☐ More than 2 hours

### YOUR UNIT READINESS

84. If your unit were mobilized and deployed today, how well prepared is your unit in each of the following areas? MARK ONE ANSWER FOR EACH ITEM.

The availability of major weapons systems such as personnel carriers and tanks

The mechanical condition of major weapons systems such as personnel carriers and tanks

The availability of small arms weapons such as rifles and pistols

The mechanical condition of small arms weapons such as rifles and pistols

The availability of personal equipment such as helmets, ruck sacks and gas masks

The mechanical condition of personal equipment such as helmets, ruck sacks and gas masks

Training your unit personnel to work as a team

Training unit members in their individual skills (e.g., CTT SQT)

Your unit's capability to fight in combat

Your personal capability to fight in combat

	EXTREMELY WELL PREPARED	WELL PREPARED	SOMEWHAT PREPARED	NOT WELL PREPARED	NOT AT ALL PREPARED
The availability of major weapons systems such as personnel carriers and tanks	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The mechanical condition of major weapons systems such as personnel carriers and tanks	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The availability of small arms weapons such as rifles and pistols	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The mechanical condition of small arms weapons such as rifles and pistols	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The availability of personal equipment such as helmets, ruck sacks and gas masks	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The mechanical condition of personal equipment such as helmets, ruck sacks and gas masks	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Training your unit personnel to work as a team	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Training unit members in their individual skills (e.g., CTT SQT)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Your unit's capability to fight in combat	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Your personal capability to fight in combat	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

85. How well can you perform the following tasks?  
MARK ONE ANSWER FOR EACH ITEM.

	EXTREMELY WELL	VERY WELL	SATISFACTORILY	NOT VERY WELL	NOT AT ALL WELL
Recognize friendly as opposed to threat armored vehicles and aircraft	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Estimate the range of targets and land features	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Send a radio message	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Read a military map (identify terrain features, determine grid coordinates, use a magnetic compass in conjunction with a map)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Maintain your assigned weapon	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Effectively use your assigned weapon	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Camouflage yourself and your individual equipment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Put on, wear and remove the protective gas mask	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Recognize chemical or biological hazards	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Know what to do in the presence of chemical and biological hazards	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Perform first aid (put on a field dressing, do mouth-to-mouth resuscitation)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

86. How well trained are you for combat?

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

87. How likely is it that your unit will be mobilized during your current Army Reserve obligation?

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

88. If your unit were mobilized, how likely is it that you would report for duty?

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



89. In your opinion, how well has your unit done the following to better prepare you and your family for mobilization?

	I DO NOT KNOW					
	NOT AT ALL WELL					
	NOT VERY WELL					
	SATISFACTORILY					
	VERY WELL					
	EXTREMELY WELL					
Arranged to have military pay sent to your family	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Briefed your family on the various support facilities available (such as nearby medical, commissary, Army Community Services)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Assisted in will preparation and changes to existing wills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Informed your family of survivor benefits	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Set up spouse and family support groups	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Informed your family of the type of military duties you will perform when mobilized	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Informed your family of your unit's mission during mobilization	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Provided a knowledgeable point-of-contact in the unit who your family can contact in the event of mobilization	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

### YOUR FUTURE PLANS

90. 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
- ☐ Probably leave upon completion of my present obligation
- ☐ Definitely leave upon completion of my present obligation
- ☐ Probably leave prior to the end of my obligation
- ☐ Definitely leave prior to the end of my obligation

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

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

92. 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

93. 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"/>
Montgomery GI Bill educational benefits	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Army Continuous Education System (ACES) benefits	<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"/>
Importance of the Army Reserve to national defense	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Importance of my unit's mission	<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"/>
Promotion opportunities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Opportunity to use military equipment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Challenges of military training	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Overseas training	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Travel opportunities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pride in the Army Reserve	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Job security and stability	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Retirement pay and benefits	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pay and allowances	<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"/>
Recognition and awards	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Bonus money for reenlistment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Training in my MOS or retraining in another MOS to help me get promoted	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

94. 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 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 RA (regular 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"/>

IF YOU ARE E4 OR BELOW, SKIP TO QUESTION 96

95. A major concern of the Army Reserve today is retaining junior enlisted soldiers (grades E1 to E4). How much do you think each of the following contributes to junior enlisted 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 opportunities	<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"/>

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

	WOULD 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 opportunities	<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

97. Are you female or male?

- ☐ Female  
☐ Male

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

Years	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
		1	2	3	4	5	6			
		0	1	2	3	4	5	6	7	8

Example:

Years	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
	3	1	2	3	4	5	6			
	2	0	1	2	3	4	5	6	7	8

This example indicates  
you are 32 years old.

99. 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

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

- ☐ Less than high school  
☐ High school diploma awarded  
☐ High school completed by 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

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

- ☐ High school or GED training  
☐ 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

102. 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 104

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

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

104. 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.

Dependents

<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
	0	1	2	3	4	5	6	7	8	9+

# YOUR OVERALL EXPERIENCE IN THE ARMY RESERVE

105. 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.**

# WESTAT

An Employee-Owned Research Corporation

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## MEMORANDUM

17 December 1989

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 Army Reserve. The 1988 survey focused on identifying causes of attrition among junior enlisted. The 1989 and 1990 surveys track the responses of the 1988 respondents, in order to examine changes in attitudes. In addition, the 1989 survey examined in depth the relationship of retention to opportunities for promotion, unit leadership and training. In 1990, we will assess the mobilization and deployment readiness of the Army Reserve.

You may have participated in the 1988 or 1989 survey, 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 1989, and the second group is a scientifically selected sample of Reservists who did not participate in the 1989 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 1989 survey have been recently communicated to the field and we look forward to presenting new results in Fall 1990.

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 Griffith  
Project Director



# **1990 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

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. eastern standard time. Your call will be promptly returned.

Surveys should be administered during the weekend drill. You have been provided with 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 1990)**

#### **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. No one in the Army Reserve is permitted to examine responses of soldiers. 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 to another TPU,
3. Transferred to the 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.) **Be sure to do this; this step is very important in accounting for every survey.**

2. **AFTER ADMINISTRATION, GATHER TOGETHER COMPLETED SURVEYS, AND UNCOMPLETED SURVEYS FOR WHICH YOU PROVIDED A RESPONDENT DISPOSITION CODE (AS DESCRIBED ABOVE).**
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 20877-9906**
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 1990)**

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 previously listed for the first follow-up to be conducted in March 1990.
2. If required, a second follow-up administration should be done (April 1990). Once again, follow steps 1 through 6 as previously listed. 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 1990.
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 on the front cover of the survey for any Reservist who will not complete a survey. **This step is important; all surveys need to be accounted for.**

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.

1969

1990 Survey of USAR TPU Soldiers  
Survey Administration Form

MUSARC CODE: 21  
UPC code: VZY9E  
TPU Name: 0399 AR BN 02 2/399 CO E AUG  
TPU Street: N 3RD STREET  
TPU Address: SCOTTSVILLE KY 421640000

DISPOSITION CODES:

1. Completed Survey
2. Left USAR
3. Transferred to Another TPU
4. Transferred to IRR
5. In USAR; Not at Drill
6. Unknown to Unit

Survey ID	Name Last, First	Date	Disposition Code
320974-0	FARMER SUSAN CAROL		
320975-6	JAFFRE MARK ROBERT		

1990 SURVEY OF USAR TPU SOLDIERS

MONTHLY SURVEY RETURN FORM

MUSARC CODE: 21      TPU UPC: VZY9E

0399 AR BN 02 2/399 CO E AUG  
SCOTTSVILLE USARC  
N 3RD STREET  
SCOTTSVILLE, KY 421640000

MONTH OF ADMINISTRATION: \_\_\_\_\_

NUMBER OF SURVEYS RETURNED: \_\_\_\_\_