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# Report on Survey Implementation

Research Triangle Institute, Caliber Associates, and  
Human Resources Research Organization

for

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13. ABSTRACT (Maximum 200 words) This report describes the development and implementation of the Army Family Research Program (AFRP) survey of soldiers and spouses conducted in 1989-1990. Survey data were collected from an Army-wide probability sample of soldiers and spouses. Data were provided by 11,035 soldiers and 3,277 spouses from 528 active component Army units at 34 geographical locations in the United States and overseas. The survey collected data on soldier and spouse background, the unit environment, soldier and spouse work, relationship and commitment to the Army, Army and career plans, spouse and family, children and child care, community, and programs and services. Data from the survey have been used in analyses of soldier retention, soldier and unit readiness, relocation adjustment, unit demands, family separation, Army community support, young single soldiers, Army family patterns, and other topics. This report describes the survey design and methodological development, sampling instrument development, data collection, and data entry. Questionnaires and other materials are included as appendixes.			
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## FOREWORD

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The Army Family Research Program (AFRP) began in November 1986 as a 5-year integrated research project mandated by the Chief of Staff of the Army's White Paper, 1983: The Army Family and subsequent The Army Family Action Plans (1984-1991).

The object of the research was to support the Chief of Staff, Family Action Plans, and the U.S. Army Community and Family Support Center (CFSC) through research products that would (1) determine the demographic characteristics of Army families, (2) identify motivators and detractors to soldier retention, (3) improve soldier and family sense of community and adaptation to Army life, and (4) improve operational readiness.

An Army-wide survey of soldiers and spouses was carried out as a basis for analysis to address the research objectives. This report describes the development of the survey, including the overall objectives and design, sample design, and instrument development; the implementation of the survey in the field; and data processing. The survey data files have been used for analyses of readiness, retention, family needs and adaptation, Army community, and programs.

The research was conducted by the Leadership and Organizational Change Technical Area (LOCTA) of the U.S. Army Research Institute for the Behavioral and Social Sciences (ARI). It is responsive to the ARI-CFSC Letter of Agreement dated 18 December 1986, "Sponsorship of ARI Army Family Research."

The survey plans and operations were briefed to the AFRP Scientific Advisory Committee and the Office of the Deputy Chief of Staff for Personnel (ODCSPER) military review panel. Results of analyses of data from the survey have been briefed to staff of CFSC, ARI, the Chaplains, and others concerned with family programs and policies and the relationship between families and soldier readiness and retention.

## ACKNOWLEDGMENTS

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A number of people made major contributions to the development and implementation of the Army Family Research Program Survey (AFRP). U.S. Army Research Institute for the Behavioral and Social Sciences (ARI) staff who played key roles in the development and implementation of the survey include D. Bruce Bell, Paul A. Gade, Mel Kimmel, and Martha L. Teplitzky. Drs. Gade and Bell, the ARI CORs during the period of survey development and implementation, also provided valuable advice and leadership throughout the process. Other Army personnel who contributed to the survey development include Morris Peterson, Richard Fafara, Paul Furukawa, George Gallagher, and Emily Cato. Research Triangle Staff include Vincent Iannacchione and Jenny Milne (sampling), Barbara Moser, Margo Brinkley, Lisa LaVange, Tim J. Gabel, and Lance Tastet (data processing), Nicholas A. Holt, Lanny Piper, and Ella Akin (survey operations), Nileen Hunt (editing), Barri Braddy, and Richard A. Kulka (instrument development), Brenda Hair and staff of the Data Preparation Department (data preparation), Alvin M. Cruze, Elizabeth O. Martinez, and Janet D. Griffith (coordination and supervision of survey development and implementation), and Nita J. Blake (secretarial support and report preparation). Dennis Orthner of the University of North Carolina at Chapel Hill led the development of the survey instruments. Staff of Caliber Associates who participated in instrument development, pretests, and survey implementation include David Blankinship, Harriet Perrine, Barbara Janofsky, Judy Barokas, and Gerald C. Croan. Staff of Human Resources Research Organization, especially Robert Sadacca and Kathy Stawarski, developed the readiness measurement procedures and instruments and implemented procedures for collection of readiness data in the field. Stuart Rakoff of Decision Science Consortium participated in the development of retention and other measures of retention. Data entry, using optical scanning techniques, was carried out by CTB-McGraw Hill.

Finally, we acknowledge the contribution of the Army soldiers, units, and installations that participated in the Army Family Research Program (AFRP) survey. Their willingness to participate and the thoughtful responses they provided were crucial to the success of this effort.

# REPORT ON SURVEY IMPLEMENTATION

## EXECUTIVE SUMMARY

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### Requirement:

The Army's 1983 White Paper on the Army Family and subsequent Army Family Action Plans mandated research on Army families. This research, undertaken through the Army Family Research Program (AFRP), was designed to support the Chief of Staff, U.S. Army Community and Family Support Center (CFSC) and other users by providing research to support family policy and program decisions. Central to the AFRP was an Army-wide survey of soldiers and spouses that provided data for use in analyses on the relationship between family factors and retention, readiness, and Army community. This report documents the development and implementation of the AFRP survey.

### Procedure:

The AFRP survey collected data from a worldwide sample of soldiers and spouses in 1989-90. The survey collected data on soldier and spouse background, the unit environment, soldiers' and spouses' work, relationship and commitment to the Army, Army and career plans, spouse and family, children and child care, community, and programs and services. Survey data were collected from an Army-wide probability sample of soldiers and spouses. These data have been used in analyses of soldier and unit readiness, retention, unit demands, relocation adjustment, family separation, community support, young single soldiers, Army family patterns, and other topics.

Design and implementation of the survey was undertaken in a series of stages. Survey development included specification of the overall conceptual model and survey design, including the collection of data from different levels and sources (soldier, spouse, supervisor, unit); sample design and selection; development of instruments to measure individual and unit readiness, soldier and spouse Army commitment, individual, family and unit characteristics, Army-civilian life comparisons, and other factors hypothesized to affect Army and family outcomes; pretesting; Army review; and development of the survey control system. Data collection for soldier and unit data included activities prior to survey administration (including troop support requests, briefings, and other preparation at installations; processing of disposition forms; and preparation and shipping of materials for administration in the field); administration at installations, in group and individual administrations, and special procedures for data collection in USAREUR, Panama, and other sites. Spouse data collection included

obtaining spouse addresses from soldiers and mailing questionnaires and following up to maximize spouse response. Data entry steps included data receipt and manual editing, optical scanning, and editing to produce analysis files.

The report details the procedures followed in each stage of design and implementation of the survey. Appendixes provide additional information and materials, including copies of the data collection instruments used.

#### Findings:

Usable data were provided by 11,035 soldiers and 5,327 spouses from 528 active component Army units at 34 geographic locations in the United States and overseas. The response rate for eligible soldiers was 77 percent (84 percent of soldiers available at the time of survey) and for spouses was 53 percent. Data from the survey have been used in analyses of soldier retention, soldier and unit readiness, relocation adjustment, unit demands, family separation, Army community support, young single soldiers, Army family patterns, and other topics.

#### Utilization of Findings:

Analysis files, with accompanying codebooks and other documentation, were prepared for use by the U.S. Army Research Institute for the Behavioral and Social Sciences (ARI) and other researchers. These files have been used for analyses under the AFRP. Findings from the analyses have been briefed to ARI, CFSC, and other Army personnel. These data describe the Army and its families, examine the relationship of families to key Army outcomes, and provide a baseline for analysis of change associated with Operations Desert Shield and Desert Storm, the downsizing of the force, and other changes in Army experience, structure, and family life.



# REPORT ON SURVEY IMPLEMENTATION

## CONTENTS

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	Page
INTRODUCTION . . . . .	1
Project and Survey Objectives . . . . .	1
SURVEY DESIGN/METHODOLOGY DEVELOPMENT . . . . .	3
Survey Objectives and Overall Design . . . . .	3
Levels and Sources of Information . . . . .	7
Readiness Measurement . . . . .	8
Modes of Data Collection . . . . .	10
Army Review Process . . . . .	14
SAMPLING . . . . .	15
Overview of Sample Design . . . . .	15
Survey Population . . . . .	16
Sampling Frames . . . . .	19
Sample Allocation and Selection . . . . .	23
QUESTIONNAIRE DEVELOPMENT . . . . .	33
Soldier and Spouse Questionnaires . . . . .	33
Individual Readiness Scales (IRR) . . . . .	35
Unit Readiness Rating Scales (URR) . . . . .	42
Unit Status Summary . . . . .	47
Survey of Family Services . . . . .	50
Installation and Community Characteristics Inventory . . . . .	51
PRETESTS . . . . .	53
SURVEY CONTROL SYSTEM . . . . .	55

CONTENTS (Continued)

	Page
DATA COLLECTION: SOLDIER SURVEY .....	58
Activities Prior to Survey Administration .....	59
Variation in Survey Administration Procedures .....	78
Follow-Up .....	85
Results .....	87
Data Collection: Spouse Survey .....	87
Data Collection: Installation-Level Data .....	94
Results of Installation-Level Surveys .....	101
DATA ENTRY .....	102
Data Receipt .....	102
Manual Editing .....	103
Control Sheet Processing .....	104
Data Entry .....	104
Opscan Processing .....	105
Analysis File .....	105
REFERENCES .....	106
APPENDIX A. READINESS MEASURES .....	A-1
B. QUESTIONNAIRES .....	B-1
C. COMPOSITE SIZE MEASURES .....	C-1
D. SELECTION OF PRIMARY AND ALTERNATE FIRST STAGE SAMPLING UNIT .....	D-1
E. IPO MANUAL .....	E-1

**LIST OF TABLES**

<b>Table</b>	1. Summary of Sample Design . . . . .	17
	2. Unit Sampling Frame . . . . .	24
	3. Distribution of Soldiers Assigned to Eligible Units by Paygrade Group, Marital Status, and Sex . . . . .	25
	4. AFRP Sample Allocation by Geographic Region and Type of Unit . . . . .	28
	5. AFRP Sample Allocation by Demographic Category . . . . .	29
	6. Participation Summary of AFRP Units and Soldiers . . . . .	31
	7. Individual Critical Incidents 21 Dimensions . . . . .	38
	8. Summary of Evaluations of Initial Unit Readiness Scales . . . . .	44
	9. Sites and Dates of Data Collection . . . . .	80
	10. Spouse Mailout Schedule . . . . .	93
	11. Spouse Survey Results . . . . .	95

**LIST OF FIGURES**

<b>Figure</b>	1. Army Family Research Program theoretical model . . . . .	5
	2. Model of constructs and hypotheses . . . . .	6

CONTENTS (Continued)

---

		Page
Figure	3. Distribution of first-stage sampling units in Germany .....	21
	4. Cumulative percentage distribution of UICs and persons .....	22
	5. Disposition form for unit .....	61
	6. Unit summary sheet .....	68
	7. Team leader responsibilities during data collection week .....	71
	8. Installation project officer's responsibilities during data collection week .....	72
	9. Installation participation summary sheet .....	76
	10. Letter for spouses from General Jaco .....	89
	11. Letter for nonresponse follow-up mailings .....	90
	12. Korean nonresponse follow-up letter .....	91
	13. Cover letter for survey of family services .....	96
	14. Tracking sheet for survey of family services .....	98

# Introduction

## REPORT ON SURVEY IMPLEMENTATION

The Army Family Research Program (AFRP) began in November 1986 as a 5-year integrated research project that was mandated by the Chief of Staff of the Army's White Paper, 1983: The Army Family and subsequent The Army Family Action Plans (1984-1991).

The research is being conducted by the Leadership and Organizational Change Technical Area (LOCTA) of the U.S. Army Research Institute for the Behavioral and Social Sciences (ARI) under Task 2302C02 of ARI's 6.3 (Advanced Development) program. It is responsive to the ARI-Community and Family Support Center (CFSC) Letter of Agreement dated 18 December 1986, "Sponsorship of ARI Army Family Research."

The AFRP is designed to help meet Army needs by examining the role of family factors in retention, readiness, and sense of community among Army members. Central to this project, which is being carried out in several phases, is the survey of soldiers and spouses. In the first phase, the civilian and military literature was reviewed, and a conceptual model of the interrelationships among retention, readiness, family adaptation, and other factors was developed. During this phase, new analyses were conducted using several major data sets, including the 1985 Department of Defense (DoD) Surveys of Officers and Enlisted Personnel and Military Spouses and the Army's Annual Survey of Army Families (1987). The literature reviews, conceptual development, and analyses were designed to serve as the basis for the survey design, instrumentation, and analysis, which constitute the later phases of project work.

This survey and its analyses are designed to

- Provide answers to key Army policy/program questions that could not be answered by prior research;
- Resolve conflicting conclusions of prior research through the use of a comprehensive conceptual model and a multilevel probability sampling strategy; and
- Develop new information needed for policy and program development, implementation, and assessment.

This information will be presented in the form of a series of products for key user audiences who will assist the Army in the utilization of findings.

This report describes development of the survey design/methodology; sampling methods that were used for the survey; questionnaire development for the soldier and spouse, and installation and service provider instruments; and development of the readiness ratings and instrument. Following this description of the survey design and instrument development, the report details the pretest and later data collection activities performed both in the continental United States (CONUS) and outside the continental United States (OCONUS). The report also describes how the instruments were moved through data processing, covering receipt and eventing, control sheet processing, keying, editing, and computer data entry/opscan processing. Throughout the report careful attention is paid to any special problems that occurred and their resolution. In sum, this report provides a complete description of the survey implementation process for the Army Family Research Program.

Other reports related to the survey development, implementation, and data files include

- The Army Family Research Program: The Research Plan,
- The Army Family Research Program: Sampling Plan for the Core Research Effort,
- Army Family Research Program Analysis Plan,
- Sampling Weights for the AFRP Core Research Effort,
- Analyzing and Adjusting for Nonresponse to the AFRP Spouse Survey,
- 1989 AFRP Soldier and Family Survey--Soldier Data File Codebook,
- Spouse Survey Codebook, and
- Soldier Survey Data Book.

# Survey Design/Methodology Development

## Survey Objectives and Overall Design

The specific objectives of the AFRP field survey were to

- Measure the relative contributions of family and other factors to the retention of high-performing soldiers, soldier performance, and unit readiness;
- Examine the consequences of Army work conditions for family stress and adaptation and, in turn, the impact of family stress and adaptation on soldier and unit readiness;
- Determine the family, unit, and other factors that are most important for the retention of high-performing soldiers in the early career stages;
- Measure the relative and combined effects of unit and installation leadership practices on Army family adaptation, commitment to Army life, and retention decisions;
- Determine the relationships of family factors, individual soldier performance, and unit-level factors to unit readiness; and
- Determine the programs, practices, and policies that are most important for the adaptation, readiness, and retention of soldiers in different Army family situations.

## Conceptual Model

The conceptual model for the research specifically treats soldier and unit readiness and the retention of high-performing soldiers as the outcomes of primary interest to the Army. Its development drew on research and theory from a range of fields, including military sociology, family and labor economics, industrial and organizational psychology, and family research in sociology and other disciplines. The model gives a guiding set of assumptions and propositions and provides the basis for generating research hypotheses that can be tested empirically with data collected in the survey.

The model for the survey is drawn from several theoretical perspectives, primarily social exchange theory and general systems theory. In the model, these perspectives are specifically focused on the relationship between Army family variables and the outcomes of the performance/readiness of soldiers and units and the retention of soldiers, with special focus on the retention of high-performing soldiers. The model

depicts decision making and behavior at the level of the individual soldier and family, as these take place within the larger Army, unit, and family system.

The exchange theory perspective focuses on the kinds of negotiations or trade-offs made (explicitly or implicitly) between individuals (e.g., soldiers and spouses) and between individuals and the organizations within which they function (e.g., the unit, installation, or larger Army). This perspective takes into account both the comparisons that are made (for instance, between opportunities for soldiers, spouses, and families in the Army and the civilian world) and the effects of both rewards and costs that are tangible (for instance, pay and benefits, work hours) and those that are less tangible (such as sense of pride or cohesion in unit and Army life).

The perspective from systems theory focuses the research both on the interaction between levels within the Army (soldier, unit, installation, Army) and on the means through which adaptations are achieved within and between these levels. Both systems theory and exchange perspectives treat soldiers and families as having goals and expectations which they seek to achieve within the Army organization. Behavior and expectations, values, and goals of soldiers and spouses, for themselves, their children, and their family, enter into the model and are seen as having consequences for the family, unit, and Army.

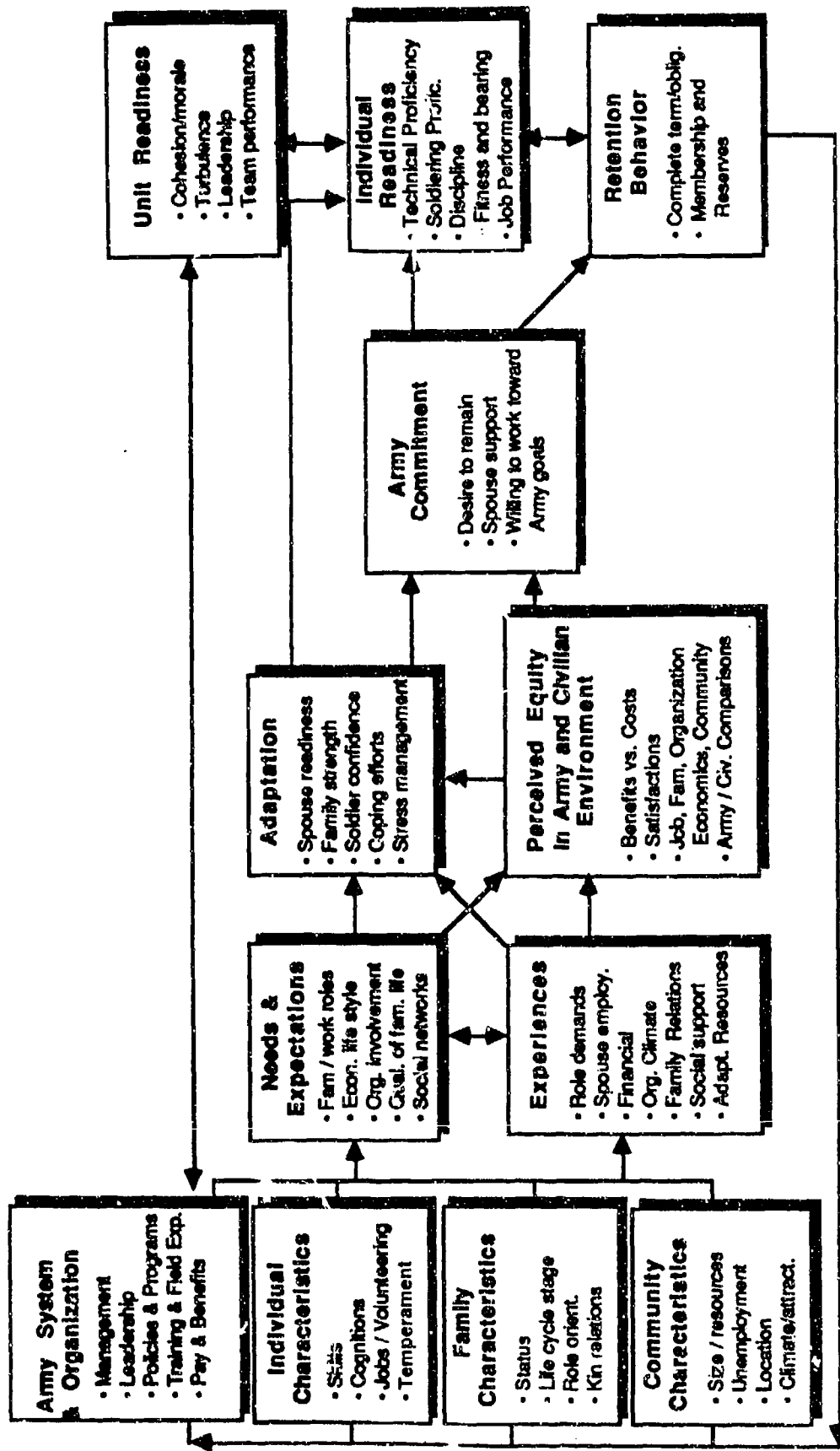
The conceptual model and the research approach take as a central focus the relationship between the family and the soldier's work as a member of the Army, examining the impact of work factors (e.g., predictability and hours of work, perceived value of work) on the family and, in turn, the impact of family variables (e.g., couple commitment to Army life, number and ages of children, spouse employment) on the soldier's work performance and readiness. Similarly, work experience, Army policies and programs, and other factors are related to soldier retention, both directly and through their effects on soldier and family life experience in the Army.

The conceptual model is shown schematically in Figure 1. Data for the model are collected for several levels (soldier, spouse, family, unit, installation, and Army).

Survey items, including items taken from prior research and new items developed for this survey, were designed to collect data on the particular variables and constructs in the model. The fact that data are collected for each of the key elements of the overall model makes it possible to design and implement integrated analyses based on conceptually comprehensive models that can be specified and tested within the framework of the survey. These analyses will make it possible to do such things as: assess the relative importance of different Army programs and practices for readiness, retention, and family adaptation; test the separate and combined effects of unit, installation, and other factors on readiness and other outcomes; and determine how the experiences of Army work and life affect families in different Army career and family life stages (e.g., single soldiers, dual-military couples, young soldiers and their spouses and children).

The survey constructs are shown schematically in Figure 2.

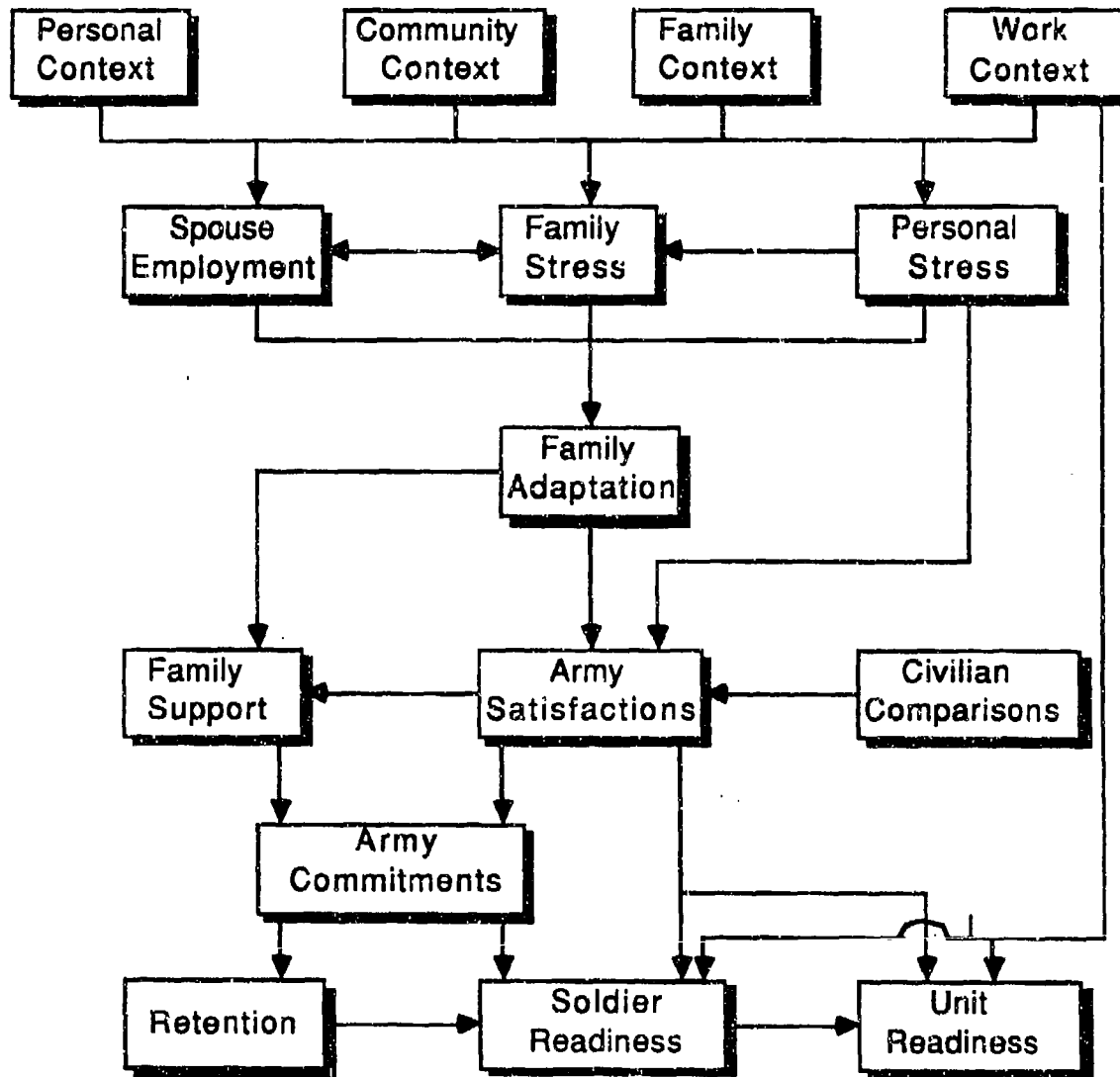




**Member-Spouse Interaction**

Figure 1. Army Family Research Program Theoretical Model

## Army Family Research Program



**Figure 2. Model of Constructs and Hypotheses**

## Levels and Sources of Information

Data were collected and linked for soldiers, families, units, and installations. The data collected, by level and source, are described here.

### Individual and Family-Level Data

Data on soldiers and spouses, and the sources from which they were obtained, are

- Soldier performance and readiness: (a) supervisor ratings of soldier readiness and performance, obtained from first- and second-line supervisors; (b) personnel file and other records data, obtained from the Army's Enlisted Master File and Officer Master File (EMF/OMF) and from soldier self-report for personnel records information not available from the master files; (c) soldier self-report of performance (e.g., time missed from work; and (d) soldier self-assessment of performance and readiness (e.g., readiness to perform wartime job under different wartime conditions);
- Soldier background/characteristics: (a) soldier self-report, and (b) the EMF/OMF;
- Soldier retention: (a) soldier retention plans and reasons for the retention decision are obtained from the soldier, and (b) retention behavior is obtained from the EMF/OMF at a later time;
- Soldier experience of Army life and work, family characteristics, family life experiences, perceptions of Army and civilian life alternatives, and other experience, behavior, and attitude data: self-report;
- Spouse experience, aspirations, Army life and career commitment, and other data on the spouses of soldiers in the survey sample: spouse self-report; and
- Couple and family data, including descriptive data collected directly from one or both members of the couple, and data from each member that will be used to create couple variables (e.g., agreement or disagreement on retention plans, couple communication, and couple/family effects of unit leadership practices): soldier and spouse self-report.

### Unit-Level Data

Unit-level data are collected from three main sources:

- Unit readiness is measured by: (a) the unit status summary completed by the unit commander, (b) unit readiness ratings completed by soldiers in the survey sample and by the commander at the next level above the unit, and (c) aggregates of individual readiness data for soldiers in the unit.

- Unit leadership data are obtained from: (a) the reports of soldiers in the unit about the work environment, the treatment of soldiers by leaders, unit leadership practices, and soldiers' evaluation of leaders' performance and their support for soldiers and families; (b) the reports of soldiers' spouses on their experience of the soldier's work demands and their perceptions of leadership support for families; and (c) the evaluation of unit leaders' performance by their supervisors.
- Unit programs and services are measured by data from: (a) the unit commander; and (b) reports from soldiers and their spouses.

### Installation-Level Data

Data are collected from several sources:

- Installation and community characteristics (location, population, cost of living, and other characteristics) are obtained from: (a) Army records and (b) the project's installation point of contact;
- Program quality and effectiveness is measured by: (a) evaluations of major programs by service providers at the installation, and (b) data from soldiers and spouses on program importance, needs, and effectiveness.

These data are linked at the individual/family, unit, and installation level in order to: (a) examine the effects of installation, unit, and individual/family factors on individual and family outcomes; and (b) provide aggregated unit- and installation-level measures for use in analyses at those levels.

### Readiness Measurement

The readiness of units and individuals to perform their wartime missions has always been of paramount concern to the Army during peacetime. However, readiness is not easy to measure. Many different factors influence degree of readiness. The Army currently does not have an operational set of reliable, comprehensive, and valid measures of readiness that can be used to diagnose the relative strengths and weaknesses of units and individuals.

The Unit Status Report, the Army's current instrument for measuring unit readiness, does not include measures of experience, morale, leadership, or other factors indicative of whether units would successfully complete their missions. Furthermore, the Unit Status Report does not measure individual readiness.

Neither does the Army have normative data that would allow comparison of the relative readiness of different types of units and individuals and the determination of readiness trends over time. The impact of improved practices toward families, policy

changes, corrective unit-level actions, personnel turnover, and the like could be assessed through noting changes in readiness levels within and across units and individuals.

The readiness measures collected for the AFRP core survey are directed primarily at producing a set of readiness measures that can be used both by the Army to improve its measurement of readiness and by AFRP researchers to identify the personnel, environmental, family, and other factors that most impact readiness.

A literature review initiated the development of the readiness measures for the AFRP. The review focused on previous research involving indicators of individual and unit readiness, spouse preparedness, and family and military environment factors related to readiness. An initial list of individual and unit readiness dimensions was constructed upon completion of the literature review.

Two sets of workshops were then conducted to further refine the initial list of dimensions. The first series of workshops used a critical incident methodology in which officers and noncommissioned officers (NCOs) from both combat and support units were asked to generate critical behavioral incidents based upon their experience in the Army. The originator of each incident generated indicated the degree of individual or unit readiness exemplified by the incident on a nine-point scale. AFRP scientists analyzed and classified the incidents and generated a list of readiness dimensions for individuals and another set of dimensions for units. Drafts of behaviorally anchored rating scales were constructed for each of the dimensions.

In the second set of workshops, the officer and NCO participants were asked to test and evaluate the draft individual and unit readiness scales. The participants were asked which dimensions, when combined into a composite index, would produce the best overall measures of unit readiness and the readiness of individual officers, NCOs, and junior enlisted personnel. They were also asked which dimensions were most difficult to use in rating individuals and units and the sources of those difficulties. The participants were then asked to identify types of individuals or units for which one or more of the dimensions would be inappropriate to use in measuring their readiness.

Upon completion of the workshops, a master working list was developed of readiness variables for which measurement instruments would be developed. The rationale underlying the selection of each variable involved three criteria: (a) it appeared reasonable to believe that high (or low) scores on the variable would be indicative of the probability that an individual or unit would successfully complete its wartime mission; (b) the variable would be a valid indicator of readiness for most if not all types of individuals or units; and (c) the variable could be measured reliably and relatively easily.

AFRP scientists then determined the preferred measurement methodology for each variable. Draft instruments were developed and field-tested. On the basis of the field test results, the draft readiness measures were further refined. Finally, the instruments were reviewed by Army readiness proponents who declared them to be valid measures of individual and unit readiness. The final measures consist of

1. Readiness Rating Scales. Two sets of behaviorally anchored rating scales to be completed by soldiers and supervisors--one to evaluate individual readiness and another to evaluate unit readiness. The individual measures were to be completed by first- and second-line supervisors of the soldiers in the core survey sample. The unit readiness measures were to be completed by the sampled soldiers and their supervisors.
2. An assessment of the soldier's job performance relative to that of other soldiers in the unit. This assessment was completed by the unit commander for each sampled soldier.
3. A series of self-report questions presented in the Soldier Questionnaire that were designed to collect information on individual readiness. The questions query the respondent (the sampled soldier) on objectively verifiable performance information such as number of awards received, Skill Qualification Test scores, and adverse disciplinary actions.
4. A series of readiness self-rating scales on which the soldiers indicate their own perceived readiness.
5. A measure of the relative promotion rate of the individual soldiers derived from Army records. Soldiers' average times within grade are compared to those of other soldiers in the same grade.
6. An unclassified version of the Unit Status Report (USR), which measures equipment availability and maintenance, personnel availability, performance, and requirements. Like the operational USR, the unclassified version (Unit Status Summary) is completed by the commander of the sampled unit.
7. The average of the individual overall readiness scores of unit personnel in the sample. These averages are computed separately for four groups of soldiers within the unit: junior enlisted personnel, noncommissioned officers, officers (not including the unit commander), and the unit commander. Here, the readiness of the unit is assumed to depend in part on the combined readiness of the individuals making up the units.

These final measures are shown in Appendix A.

### Modes of Data Collection

The Army Family Research Program collected data from a sample of soldiers, their spouses, the soldiers' first- and second-line supervisors, unit commanders, and directors of family services available at an installation or community. Questionnaires and other forms used to collect the data were the Soldier Questionnaire, Individual Readiness

Rating (IRR) questionnaire, Unit Readiness Rating (URR) questionnaire, Unit Information Form (UIF), Spouse Questionnaire, Survey of Family Services (SFS) form, and the Installation and Community Characteristics Inventory (ICCI) form (Appendix B).

After the sampling process identified the sampled installations, the sampled units within those installations, and the sampled soldiers within the units, lists of the sampled soldiers by unit were generated. The sample of soldiers for each site was drawn from Army personnel records approximately 85 days before data collection was scheduled for the site. Eight separate draws from the Army personnel files were made from December 1988 through March 1989, based on the agreed-upon schedule for data collection.

The early selection of soldiers was required for the readiness rating component of the survey. The 85-day period was designed so the disposition forms (DFs) listing all soldiers, by unit, for a site could be prepared and taken to the installation at the 60-day briefing. At this briefing (or by mail if no briefing was required), the DFs were distributed to a designated person in each unit who was responsible for checking the list for accuracy and for designating each soldier's first- and second-line supervisors. These completed lists were then returned and used to assign soldiers to supervisors who would then complete readiness rating questions for each assigned soldier. This assignment process prevented overburdening any one supervisor by limiting the number of soldiers rated to eight.

The completed lists for each unit and the associated supervisor rating assignments were used to determine which questionnaires each soldier and supervisor were to receive and to make up the individual packets of material for field administration. Soldiers who were not identified as supervisor for any other sampled soldier received only the Soldier Questionnaire. In addition to questions about the soldier and his Army experiences, the Soldier Questionnaire contained a section of questions called the Unit Readiness Rating component. Soldiers who were identified as the supervisor of only one or more sampled soldiers were given the Individual Readiness Rating Questionnaire to rate each assigned soldier and the Unit Readiness Rating Questionnaire. Soldiers who were selected in the base sample and who also were identified as supervisors of other sampled soldiers received both the Soldier Questionnaire to complete and copies of the Individual Readiness Rating Questionnaire to fill out for soldiers they supervise. The Unit Commander always received the Unit Information Form. If selected as a sampled soldier and/or identified as the supervisor of any sampled soldiers, the Unit Commander could also receive the Soldier Questionnaire and/or the Individual Readiness Rating Questionnaire.

For the soldier survey, trained data collection teams travelled to the sampled soldiers' installations and administered the questionnaire(s) in group sessions. These same teams administered questionnaires simultaneously to the soldiers' designated supervisors and the Unit Commanders. While the survey team was at the installation, the soldier designated as project liaison for the survey completed the ICCI and obtained completed SFS forms from the appropriate service directors. This data collection design was used most of the time; however, complications occasionally required deviation from this model. These complications are described in the following paragraphs.

Complications arose during the data collection period that required alterations to the basic data collection design:

- Soldiers who could not attend the sessions had their questionnaire packets delivered to them to be completed. These packets were usually returned before the survey team left the installation.
- The duties of the Medical Activity (MEDDAC) and Dental Activity (DENTAC) units required special arrangements--the completion of the questionnaires became the responsibility of a designated member of the unit. This person delivered the questionnaires to be completed, collected them, and returned them to the survey team. Special written instructions were prepared explaining the purpose of the survey and how to fill out the questionnaire.
- For security reasons, data collection was delayed for the Panama site. A coup attempt and change of command delayed all data collection activity. Therefore the actual data collection took place 4 months after the original schedule. Approximately half of the original selected sample were still available. Because of the delays already encountered, the decision was made to send the questionnaires to the remaining soldiers in the sample rather than redraw the sample. The Point of Contact (POC) routed the questionnaire packets and returned them to AFRP staff.
- Data collection in Europe was different because the units were spread out over several different geographic areas. Therefore units were dealt with individually and, because the survey team was not in any one location for very long, more individual questionnaire packets had to be routed to soldiers than was necessary for the U.S.-based units.

For U.S. Army-Europe (USAREUR), Panama, and several CONUS sites, the scheduled data collection was delayed because of Army schedule conflicts. The major results of the relatively long time between sample selection and field data collection in these locations were

- Substantial numbers of soldiers were no longer eligible for the survey because they had been reassigned to another unit or installation or had left the Army. (The ineligibility of soldiers who were reassigned resulted from two factors: (a) the Troop Support Request (TSR) process required by Forces Command (FORSCOM) meant that soldiers who were assigned to a unit or installation for which a TSR had been approved could not be followed; and (b) the design requirement that units and soldiers within units be analyzable meant that soldiers would not be followed, even in cases where the TSRs would have allowed this.) Approximately 28% of soldiers were excluded because they were no longer eligible at the time of data collection. (Of these, 72% had been reassigned, 24% had separated from the Army, and the remainder were ineligible for other reasons.) As a result, the proportion of the Army actually represented by the sample was smaller than originally planned.



- Soldiers who had recently moved to an installation were not included in the sample. Although this was part of the original design because of the requirement to obtain supervisor listings for the readiness measures, the length of time soldiers had been at their current locations was greater for a number of sites because of Army-imposed delays.
- The total data collection period was longer than originally planned and data thus refer to a longer time period. The soldier data collection period ranged from February 1989 through December 1989; spouse data collection went from May 1989 through May 1990, though most spouse instruments were completed by March 1990.

The spouse survey was strictly a mail survey. Soldiers who completed the Soldier Questionnaire and were married were asked to provide the names and mailing addresses of their spouses. This information was used to prepare a Spouse Questionnaire and mailing envelope. The questionnaire was then mailed to the spouses for them to complete and return by mail. Up to four mailings were made to each spouse if the first attempt to obtain a completed questionnaire failed.

Spouse Questionnaires were mailed only to those spouses identified by soldiers who completed the Soldier Questionnaire and filled in the last page of the questionnaire reporting their spouses' names and mailing addresses. Spouse addresses were obtained from the soldier rather than from the unit for two reasons: (a) the requirement for the units to provide supervisor listings was deemed too burdensome, and (b) the delay from sample selection to data collection meant that more current spouse addresses would be available from soldiers. Checks of soldier questionnaires from early survey sites indicated that approximately 10% to 15% of married soldiers did not provide a spouse address. Although it would have been desirable to obtain addresses for the other spouses, other means could not be used, both because of the further delays that would be incurred and because of the implicit promise to soldiers that spouses would be contacted only on the basis of the soldier's providing the address. Early in the analysis period, comparisons between soldiers whose spouses did and did not respond (including spouses for which no questionnaire could be distributed) will be carried out to assess the possible bias involved.

Spouse Questionnaires were mailed at approximately 6-week intervals from May 1989 until May 1990. No spouse received more than four mailings of the questionnaire. The four mailings were conducted over consecutive 6-week mailouts.

The on-site collection of soldier questionnaire data, supervisor ratings of soldiers in the sample (the IRRs), and installation and unit data was completed in December 1989, and all instruments were received by late January 1990. The soldier-provided spouse names and addresses were used to mail questionnaires to spouses, with subsequent mail follow-up of nonresponding spouses. The receipt of spouse questionnaires ended in late May 1990.

## Army Review Process

Throughout the project, ARI, CFSC as project sponsor, and the project team have been strongly committed to ensuring that the results provided to the Army are useful in the short term and enhance the knowledge base on which Army programs and policies must draw to ensure that they best meet the needs of Army families and contribute to readiness and retention.

ARI and CFSC have provided input on Army needs throughout the project, and key users in Office of the Deputy Chief of Staff for Personnel (ODCSPER), Office of the Departmental Chief for Operations (ODCOPS), and other Army offices have been consulted periodically. The AFRP research team has provided input for briefings for senior Army staff on the need for and status of Army family research. ARI established a Scientific Advisory Committee to advise on research issues and methods. This advisory group met three times with the research team and ARI and CFSC personnel to discuss issues, methods, and analysis. A two-volume report describing the instruments, sampling plan, and field procedures for the AFRP survey was submitted for review; this report was approved in February 1989 by an ODCSPER Military Survey Review Panel convened by the U.S. Army Soldier Support Center.

## Sampling

The research objectives of the AFRP require the ability to relate characteristics and attitudes of soldiers and their family members to characteristics of the Army at both the unit and installation level. For example, outcomes for individuals such as family well-being and soldier readiness must be related to characteristics and outcomes of units, such as unit readiness, leadership attitudes, and unit mission. As a consequence, the sampling design must include provisions for representing the units of the Army and individuals from those units as well as their spouses if they are married. To support these research objectives, the probability samples of persons and units must be capable of producing unbiased estimates of soldier characteristics, characteristics of soldiers' spouses and families, and characteristics of Army units.

This report documents the sampling activities used for the core research effort of the AFRP. The report expands and elaborates on the sampling design presented in the program's research plan (Barokas & Croan, 1988). Specifically, data that were obtained for the construction of the first-, second-, and third-stage sampling frames are described and summary tabulations of relevant data are provided. Also presented are details of the sampling frames, stratum allocations, and sample selection procedures. More information on this AFRP sampling is presented in

- The Army Family Research Program: Sampling Plan for the Core Research Effort,
- Analyzing and Adjusting for Nonresponse to the AFRP Spouse Survey, and
- Sampling Weights for the AFRP Core Research Effort.

### Overview of Sample Design

The purpose of the sample design is to produce samples of Army personnel and Army units that can be used to make inferences to a predetermined survey population of Army personnel and Army units with acceptable levels of accuracy and cost. The only statistically valid way to obtain such samples is to make random selections from a predetermined probability structure that assigns a nonzero probability of selection to every member of the survey population. The sample that was specified by the AFRP sample design is wholly motivated by this requirement.

The AFRP sample design employed a sampling technique known as multi-stage cluster sampling to achieve desired cost savings without negating the inferential capability of the sample. Details of this commonly used statistical procedure are available in any elementary text on survey sampling (e.g., Kish, 1965). Three stages of sample selection were specified by the sample design: installations, units within

selected installations, and soldiers (and their spouses) from selected units. Stratification was used at each stage to control the distribution of the samples with respect to organizational and demographic characteristics. These included region of the world at the first stage, unit function at the second stage, and demographic categories defined by paygrade, sex, and marital status at the third stage.

Active-duty Army units, personnel, and spouses of personnel were the primary analytic units planned for the AFRP. However, the distribution of Army personnel in hundreds of locations worldwide necessitated some sort of control in the geographic distribution of the sample. Otherwise, the costs associated with on-site data collection at randomly selected locations would have severely restricted the number of units and persons that could be surveyed.

To avoid this situation, a sample of geographic locations, each containing one or more Army installations, was drawn with the requirement that the subsequent selection of units be confined to these locations. Further, the selection of soldiers and their spouses was confined to selected units. Approximately equal-sized samples of soldiers were drawn from each unit to facilitate the estimation of unit-specific attributes.

The first-stage sample of geographic locations was selected in September 1988, with probabilities proportional to a composite size measure based on weighted counts of eligible soldiers assigned to an eligible location. Composite size measures, described in Appendix C, were used to attain, in expectation, the desired second- and third-stage sample allocations for the various subpopulations of interest. Within selected locations, the second-stage sample of units was selected in November 1988, with probabilities proportional to the composite number of persons assigned to eligible units. The third-stage sample of soldiers and their spouses was selected between December 1988 and March 1989, with approximately equal probabilities within each third-stage stratum. Because of their importance to the unit-level analyses, the commanders of all selected units were also included in the sample. At each stage, the sample selection probabilities were assigned to sampling units to yield an approximately self-weighting (i.e., equal probability) sample of soldiers and spouses within categories defined by the intersection of unit function and demographic category. The sample design, summarized in Table 1, is described in the following sections.

### Survey Population

Because of the three-stage, hierarchical nature of the sample design, the AFRP survey population is defined in terms of eligible locations at the first stage, eligible units located at eligible locations at the second stage, and eligible soldiers assigned to eligible units and spouses of eligible soldiers at the third stage. Specifically,

- A location was eligible for the survey if at least 1,000 active-duty Army personnel were stationed there or within 50 miles of it in May 1988.

**Table 1**

**Summary of Sample Design**

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**First stage**

<b>Sampling units:</b>	<b>Posts/installations/sites</b>
<b>Stratification:</b>	<b>Geographic region</b>
<b>Allocation to strata:</b>	<b>Proportional to composite number of persons</b>
<b>Type of selection:</b>	<b>PPS<sup>a</sup> to composite number of persons</b>
<b>Sample size:</b>	<b>43 selections from 34 geographic locations<sup>b</sup></b>

**Second stage**

<b>Sampling units:</b>	<b>Army organizational units</b>
<b>Stratification:</b>	<b>Unit function</b>
<b>Allocation to strata:</b>	<b>Oversample deployable units</b>
<b>Type of selection:</b>	<b>PPS<sup>a</sup> to composite number of persons</b>
<b>Sample size:</b>	<b>542 eligible units, 528 participating units<sup>c</sup></b>

**Third stage**

<b>Sampling units:</b>	<b>Soldiers and spouses of soldiers</b>
<b>Stratification:</b>	<b>Paygrade group, sex, and marital status</b>
<b>Allocation to strata:</b>	<b>Oversample officers, marrieds, and females</b>
<b>Type of selection:</b>	<b>Simple random sample</b>
<b>Sample size:</b>	<b>20,033 soldiers from participating units and spouses of married soldiers</b>

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<sup>a</sup> Probability proportional to size.

<sup>b</sup> Multiple first-stage selections were made at large installations

<sup>c</sup> A unit was considered participating if at least one completed Soldier Questionnaire was provided from the unit.

- A unit was eligible if, at the time of data collection, it was located at an eligible location, was unclassified, had more than 20 active-duty Army personnel assigned to it in October 1988, and was not a transition point (i.e., pipeline) or separation unit, a medical holding or confinement unit, or a unit composed entirely of trainees or students.
- A soldier was eligible if he/she was
  1. On active duty and assigned to an eligible unit at the time of sample selection (February 1989 to March 1989) and was still assigned to the same unit at data collection (February 1989 to October 1989),
  2. In paygrade level E2 through O6 at the time of sample selection and data collection, and
  3. Not AWOL, hospitalized, incarcerated, or detached from his or her unit at data collection.
- A spouse was eligible if, at the time of data collection, he or she was married to an eligible soldier.

The survey's eligibility requirements were determined by (a) the research objectives of the survey, (b) the survey's access to Army personnel, and (c) the resources available to the survey. Specifically, the survey was restricted to persons assigned to operational units in order to support the planned unit-level analyses. The additional requirement that eligible units have more than 20 soldiers was necessary to ensure that the unit sample would yield the desired number of soldiers and spouses.

The decision to exclude Army personnel who were stationed more than 50 miles from an installation with 1,000 or more soldiers was necessary to control data collection costs. Although it affected about 5% of all Army personnel, the decision was made with the knowledge that the extent of Army family services available to these persons is likely to be quite different than that available to their eligible counterparts.

The requirement that a soldier be assigned to the same unit between sample selection and data collection was necessary because the Army required that installations be notified of personnel selection for the survey at least 60 days prior to data collection. In addition, the Army did not authorize following soldiers beyond the units participating in the survey. Soldiers and spouses who were undergoing or just completing a Permanent Change of Station (PCS) were most affected by this requirement. Army-imposed delays in the start of data collection in Panama, Germany, and several CONUS installations lengthened the time between sample selection and data collection for sample members stationed at these locations. As a result, a greater than expected number of soldiers were excluded from the survey population because of reassignment or separation.

Members of the AFRP survey population necessarily have a positive probability of selection into the sample. Clearly, the survey population does not include all active-duty installations, units, soldiers or their spouses. The nature of Army operations and

limited survey resources preclude a survey that is truly representative of the entire active-duty Army. However, the AFRP survey population does include the majority of soldiers and their spouses in the vast majority of situations in which they are likely to find themselves during their Army careers. The extent of the survey population and the sampling frames that were used to enumerate it are presented in the discussion on Sample Allocation and Selection.

## Sampling Frames

### First-Stage Sampling Frame

The three-stage nature of the sampling design required that three aspects of Army operational units be delineated: (a) their distribution by geographic location, (b) their size and function, and (c) the demographic characteristics of the persons assigned to them. After an in-depth examination of Army data sources, it was concluded that data from the Officer and Enlisted Personnel Master Files, maintained by the Total Army Personnel Command (PERSCOM) would provide the requisite information.

In May 1988, a data file was created by PERSCOM from the personnel master files that identified the unit, Army Location Code (ARLOC), major command, and deployable status of all active duty, nonclassified operational units in the Army. In addition, counts of the number of persons assigned to these units by paygrade, sex, and marital status were obtained. The file accounted for 770,911 active-duty Army personnel in paygrades E2 through O6 stationed in 1,150 locations throughout the world. These data were used to construct the first-stage sampling frame that is described below.

The first-stage sampling frame comprised first-stage sampling units (FSUs) that were defined as (a) a single geographic site (i.e., an ARLOC) where Army personnel were located, or (b) a combination of geographic sites. In general, each FSU was required to have at least one site (called a nucleus site) that contained at least 1,000 soldiers on active duty. There were two reasons for this requirement: it ensured a cost-effective size for data collection, and it increased the likelihood that Army family support services were provided within the area encompassed by the FSU.

Many FSUs also contained one or more non-nucleus sites (called satellite sites) that were located within 50 miles of the nucleus site. The association of nearby satellite sites (e.g., recruiting stations) with a nucleus site was desirable because personnel at the satellite sites were likely to use the Army family support services provided by the nucleus site. This approach also was used in areas that contained several large installations in proximity to one another (e.g., Washington, DC, and Hawaii).

The many nearby installations or kaserns in Germany (62 separate ARLOCs in Germany each contained 1,000 or more active-duty personnel) raised concerns that restricting the sample to a dozen or so small kaserns would not capture enough of the variability among locations to allow meaningful analysis. To avoid this, many kaserns were combined into larger FSUs on the basis of major command status (e.g., V or VII

Corps) as well as geographic proximity. Major command was included as a determining factor because of command responsibility for many family support services. The 19 FSUs that were defined in Germany are shown in Figure 3.

A total of 121 ARLOCs on the May 1988 EMF/OMF contained 1,000 or more eligible persons and were declared nucleus sites. Persons stationed at nucleus sites accounted for 670,692 (87%) of all persons in paygrades E2 through O6. Persons stationed at 343 satellite ARLOCs accounted for 61,673 (8%) of the total. The remaining 38,546 (5%) persons were more than 50 miles from a nucleus site and were excluded from the survey population.

In addition to the United States, FSUs were located in W. Germany, Berlin, Belgium, Italy, S. Korea, Japan, and Panama. To ensure representation from each geographic region of the world, each FSU was assigned to one of three first-stage strata: (1) United States (including Alaska and Hawaii); (2) Europe; and (3) S. Korea, Japan, and Panama. Details of the first-stage stratum allocations are provided in the discussion of Pretests.

### Second-Stage Sampling Frame

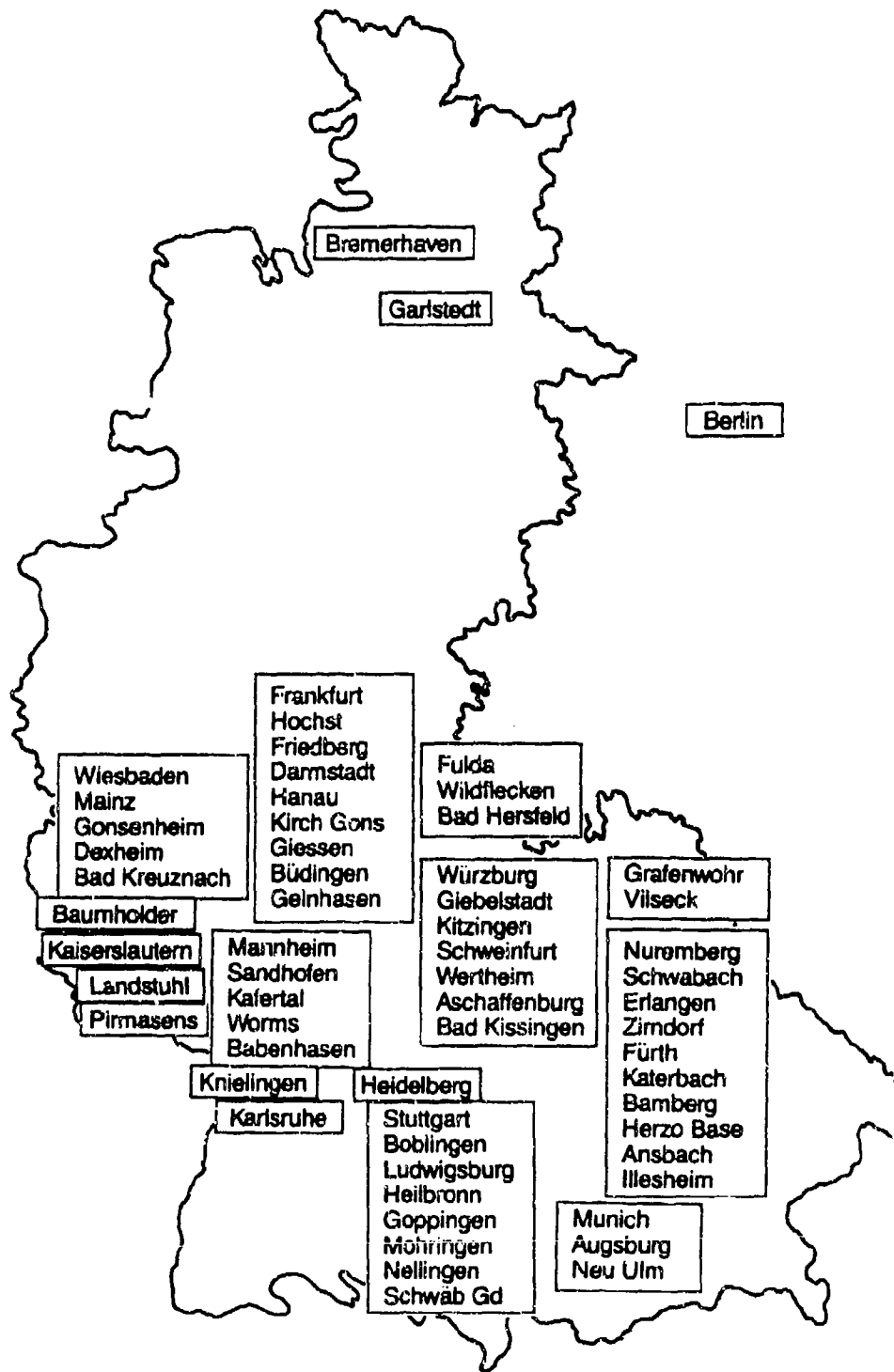
The second-stage sampling frame comprised all Army units located at selected FSUs. The frame was constructed from the universe of non-classified units, as identified by the Unit Identification Code (UIC). This universe was re-enumerated by PERSCOM in October 1988 to account for changes in the population that occurred since the May 1988 enumeration.

An examination of the characteristics of UICs revealed an enormous diversity with respect to size, type, and organizational level. UICs ranged in size from 1 person to just over 5,000 persons. On the large end of this spectrum, every UIC with more than 1,000 persons was found to be either a transition point or replacement UIC. These "pipeline" UICs are composed exclusively of persons undergoing a PCS (permanent change of station) and exist solely for administrative purposes. Such UICs were considered "nonoperational," at least for survey purposes, because they could not be included in the survey's unit-level analyses. Other examples of nonoperational UICs included medical holding, confinement, separation, and UICs comprised exclusively of trainees.

A design study, described in detail below, was used to determine that a sample of 480 units and approximately 18,000 soldiers would be needed to support the analytic objectives of the survey. To attain such a sample size, an average of 38 persons would have to be drawn from each unit. As can be seen in Figure 4, more than 40 percent of all eligible units have less than 38 persons assigned to them. Thus, even if units were selected with probabilities proportional to their size, the resulting third-stage sample size would have been far less than desired unless widely varying within-unit sample sizes were used. Even then, the unequal weighting induced by varying the within-unit sample sizes would have caused the effective sample sizes to be less than adequate.

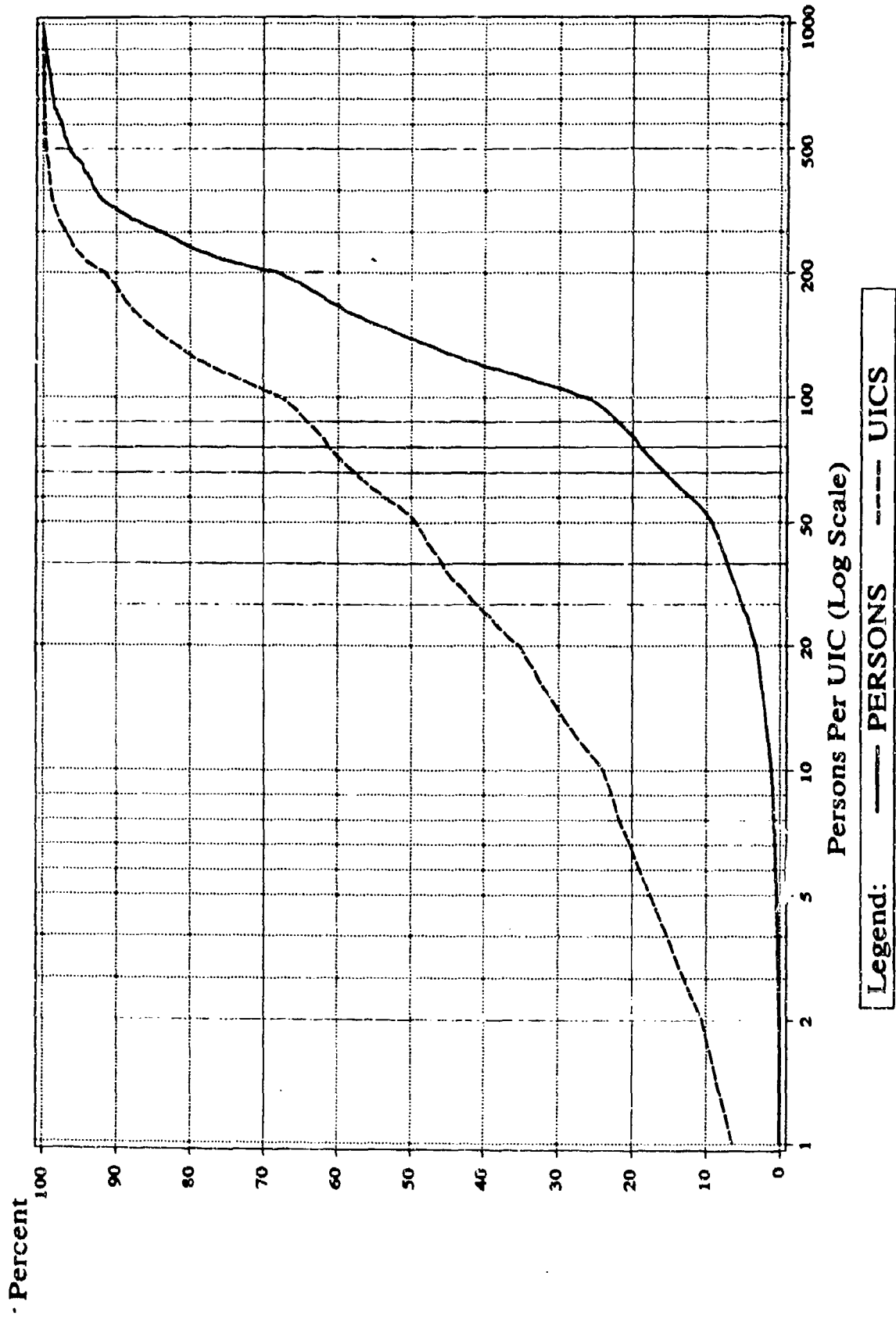
The resulting sampling strategy was a compromise between retaining as many eligible UICs and persons as possible and restricting the sample to UICs that were





Each box corresponds to a first-stage sampling unit. The sites shown are places where 1,000 or more eligible persons were stationed in May, 1988. Other eligible persons located within 50 miles of these sites are associated with the closest site. Persons located more than 50 miles from any of the sites shown are excluded from the survey population.

**Figure 3. Distribution of First-Stage Sampling Units in Germany**



†Persons in paygrades E2 through O6 stationed at or within 50 miles of a nucleus site, and not assigned to classified, separation, transfer, or replacement UICs.

**Figure 4. Cumulative Percentage Distribution of UICs and Persons\***

large enough to support the desired third-stage sample sizes. After evaluating various minimum UIC sizes, it was decided that UICs with 20 or fewer persons would be excluded from the survey population. With this strategy, many UICs were still too small to allow samples of 38 persons to be drawn from them. To compensate for the shortfall, larger sample sizes were drawn from the larger UICs. The amount of unequal weighting induced by the differential in unit sample sizes was marginal.

The effect of excluding UICs with 20 or fewer persons is summarized in Table 2 along with the other exclusions made to the universe of UICs. The exclusion resulted in a 28% reduction in the number of UICs in the target population and reduced the number of persons eligible for the survey by only 3.1%. To allay concerns that the systematic exclusion of small UICs might inadvertently preclude analyses of certain types of units, a listing of all UICs with 20 or fewer persons was made and reviewed by ARI. Although some types of units were disproportionately affected by the exclusion (e.g., 11.2% of Training and Doctrine Command (TRADOC) personnel), the decision was made, with the concurrence of ARI, that the gains in data collection efficiency outweighed the marginal loss in inferential capability.

Two second-stage strata were defined in terms of unit deployability as per the Modified Table of Organization and Equipment (MTOE) and the Table of Distribution and Allowances (TDA). Because of the importance of unit readiness to the survey's analytic objectives, deployable units were sampled at a higher rate than their occurrence in the population.

### Third-Stage Sampling Frame

The third-stage sampling frame consisted of individuals assigned to selected units. To account for personnel changes that occurred between the selection of the second- and third-stage samples, data files containing the name, rank, sex, and marital status of persons assigned to selected units were provided by PERSCOM 3 months prior to scheduled data collection. The long lead time was needed to process and select the third-stage sample in time for the required 60-day briefing of selected units.

A total of 20 third-stage strata were formed on the basis of paygrade group, sex, and marital status. The distribution of the target population by paygrade, sex, and marital status is shown in Table 3.

## Sample Allocation and Selection

### Sample Allocation

The purpose of the first-stage sample was to restrict the geographic distribution of the sample and thus control data collection costs. However, cost was not the only consideration because the size of the first-stage sample also affects the bias and precision of survey estimates. For example, the availability of Army family services

Table 2

Unit Sampling Frame

Type of unit	UICs		Persons	
		(%)		(%)
Total units and personnel provided by PERSCOM <sup>a</sup>	11,103		765,914	
Ineligible units:				
Nonoperational UICs <sup>b</sup>	330	(2.9)	52,120	(6.8)
UICs with missing or unusable data	755	(6.8)	3,304	(0.4)
UICs outside 50-mile radius of nucleus site <sup>c</sup>	1,557	(14.0)	36,821	(4.8)
UICs with 20 or fewer persons <sup>d</sup>	<u>2,978</u>	<u>(26.8)</u>	<u>22,177</u>	<u>(2.9)</u>
Total ineligible	5,620	(50.6)	114,422	(14.9)
Sampling frame	5,483	(49.4)	651,492	(85.1)

Source: October 1988 Officer and Enlisted Personnel Master Files.

<sup>a</sup> Active-duty Army personnel in paygrades E2 through O6 not assigned to classified units.

<sup>b</sup> Nonoperational UICs include transfer point, replacement, separation, medical holding, confinement, and UICs comprised exclusively of trainees.

<sup>c</sup> A nucleus site is defined as an installation, post, or location where 1,000 or more active-duty Army personnel were stationed in May 1988.

<sup>d</sup> UICs inside 50-mile radius of nucleus sites.

Table 3

## Distribution of Soldiers Assigned to Eligible Units by Paygrade Group, Marital Status, and Sex

Paygrade group	Marital status	Males		Females		Total	
		Persons	(%)	Persons	(%)	Persons	(%)
E2-E4	Married	96,990	(15)	15,651	(2)	112,641	(17)
	Not married	<u>185,498</u>	<u>(29)</u>	<u>24,029</u>	<u>(4)</u>	<u>209,527</u>	<u>(32)</u>
		282,488	(44)	39,680	(6)	322,168	(49)
E5-E9	Married	184,343	(28)	13,383	(2)	197,726	(30)
	Not married	<u>35,892</u>	<u>(6)</u>	<u>7,507</u>	<u>(1)</u>	<u>43,399</u>	<u>(7)</u>
		220,235	(34)	20,890	(3)	241,125	(37)
W1-W4	Married	11,309	(2)	178	(0+)	11,487	(2)
	Not married	<u>1,429</u>	<u>(0+)</u>	<u>143</u>	<u>(0+)</u>	<u>1,572</u>	<u>(0+)</u>
		12,738	(2)	321	(0+)	13,059	(2)
O1-03	Married	27,866	(4)	3,811	(1)	31,677	(5)
	Not married	<u>13,684</u>	<u>(2)</u>	<u>3,911</u>	<u>(1)</u>	<u>17,595</u>	<u>(3)</u>
		41,550	(6)	7,722	(1)	49,272	(8)
O4-06	Married	21,977	(3)	1,261	(0+)	23,233	(4)
	Not married	<u>1,768</u>	<u>(0+)</u>	<u>862</u>	<u>(0+)</u>	<u>2,630</u>	<u>(0+)</u>
		23,745	(4)	2,123	(0+)	25,868	(4)
All	Married	342,485	(53)	34,284	(5)	376,769	(58)
	Not married	<u>238,271</u>	<u>(37)</u>	<u>36,452</u>	<u>(6)</u>	<u>274,723</u>	<u>(42)</u>
		580,756	(89)	70,736	(11)	651,492	(100)

Source: October 1988 Officer and Enlisted Personnel Master Files.

varies from installation to installation. Thus, a sample that is too geographically restrictive may fail to capture this important source of variation. In addition, the number of FSUs determines the degrees of freedom that are available for estimating variances. As a result, the reliability of the proposed complex modeling activities are directly affected by the first-stage sample size.

After careful consideration of these factors, a sample of 40 first-stage selections was determined to be the minimum number needed to support the analytic requirements of a survey of this scope. Multiple selections were necessary at the largest installations to maintain a proportional allocation of the sample. As a result, the 40 first-stage selections corresponded to 30 distinct FSUs.

Because most of the data analyses for the core study take place at the unit and individual level, the second- and third-stage sample allocations were designed to meet the minimum precision requirements established for both levels of analysis. The third-stage sample allocations were based on the univariate and multivariate statistical analyses planned for the survey. Univariate sample size requirements were evaluated with the standard error of an estimated proportion, and the statistical power associated with estimating the parameters of a multiple regression model was used to determine multivariate sample size requirements for each of the following major subpopulations: males, females, marrieds, not marrieds, E2-E4s, E5-E9s, O1-O3s, and O4-O6s. Details of the precision requirements are presented in the Appendix of the AFRP Research Plan (Barokas & Croan, 1988).

At the individual level, the results of the power analysis indicated that an effective sample size (i.e., a sample size adjusted for nonresponse and unequal weighting) of at least 1,400 persons was needed for each major subpopulation to detect moderate-sized regression parameters with a statistical power of 0.80. As a result, females and officers were oversampled to achieve this allocation. In addition, the sample was constrained to be 70% married to support the analyses planned for the spouse survey.

At the unit level, unit readiness is an important outcome analyzed in the research effort. And, because of their mission, deployable (i.e., MTOE) units will be the focus of this analysis. Thus, the minimum precision requirement at the unit level was described in terms of the number of MTOE units allocated. A power analysis by the readiness research area leader indicated that a second-stage sample of at least 350 MTOE units would be needed to detect multiple regression parameters that increase the  $R^2$  value by 0.01 or more with a statistical power of about 0.60.

Sizable demographic differences between MTOE and TDA units were found to exist for each major subpopulation of interest. For example, officers, females, and marrieds each comprised 20%, 15%, and 83% of the personnel assigned to TDA units compared with 8%, 9%, and 64% of the personnel assigned to MTOE units. As a result, the maximum effective sample size for the proposed third-stage sample allocation occurred with a second-stage sample allocation of 300 MTOE and 180 TDA units, well below that required for the unit readiness analysis. To mitigate these differences, an evaluation was made to determine if a disproportionate allocation of 350 MTOE units would cause the effective sample sizes of one or more of the major subpopulations to be less than 1,400 persons. The results of the evaluation indicated that a second-stage allocation of

350 MTOE units and 130 TDA units and a third-stage allocation of 17,945 soldiers satisfied the minimum precision requirements for both the unit-level and person-level analyses. Larger MTOE allocations resulted in unacceptable precision levels for females and field-grade officers and caused substantial reductions in the effective sizes of the other subpopulations. The distribution of the survey population and the final sample allocation of participating units and persons in each first- and second-stage stratum combination is shown in Table 4.

Military personnel were classified into 20 third-stage strata determined by the intersection of sex, marital status (i.e., married, not married) and paygrade group (i.e., E2-E4, E5-E9, W1-W4, O1-O3, and O4-O6). To meet the analytic requirements of the survey, the third-stage sample comprises greater proportions of officers, marrieds, and females than exist in the survey population. The final allocation of sample persons across these strata is shown in Table 5.

### Sample Selection Procedures

Stratification was used at each stage of selection to control the distribution of the sample with respect to important geographic, organizational, and demographic characteristics. In addition, the probabilities used to select the first- and second-stage samples were made proportional to composite size measures to ensure that the desired second- and third-stage sample allocations were achieved, in expectation.

Composite size measures are weighted counts of the number of eligible persons assigned to an installation or unit where the weights reflect the desired sampling rate for each subpopulation. As a result, married persons contributed more to the composite size measure than unmarried persons, officers more than enlisted, females more than males, and persons assigned to MTOE units more than those in TDA units. Computational details of the composite size measures used to select FSUs and units are presented in Appendix C.

Because FSUs and units varied considerably with respect to numbers of personnel (and hence composite size measures), the first- and second-stage samples were chosen with minimum replacement (Chromy, 1979). The minimum replacement procedure is equivalent to without-replacement probability proportion to size (PPS) selection if none of the expected selection frequencies exceed unity; i.e., if there are no self-representing sampling units. Otherwise, the procedure achieves the required frequencies over repeated samples and, at any specific drawing of the sample, comes within one sampling unit of the expected allocation. The minimum replacement method is superior to either with- or without-replacement schemes in that it controls the number of selections assigned to a sampling unit so that the actual allocation and the proportional-to-size allocation differ by less than 1 and, at the same time, include self-representing sampling units with their required frequencies.

At the first stage, 40 primary selections were made. In addition, 10 alternate selections were made in the event that higher priority activities precluded participation by an originally selected FSU. The selection of primary and alternate FSUs was made

Table 4

## AFRP Sample Allocation by Geographic Region and Type of Unit

Stratum	Survey populations <sup>a</sup>		Sample	
	Persons	Units	Persons	Units <sup>b</sup>
	(%)	(%)	(%)	(%)
<u>CONUS, Alaska, Hawaii</u>				
MTOE Units	263,547 (40)	2,202 (40)	7,638 (38)	206 (39)
TDA Units	<u>147,346 (23)</u>	<u>1,282 (23)</u>	<u>4,202 (21)</u>	<u>102 (19)</u>
	410,893 (63)	3,484 (63)	11,840 (59)	308 (58)
<u>Europe</u>				
MTOE Units	191,502 (29)	1,534 (28)	6,202 (31)	170 (32)
TDA Units	<u>13,035 (2)</u>	<u>139 (3)</u>	<u>675 (3)</u>	<u>14 (3)</u>
	204,537 (31)	1,673 (31)	6,877 (34)	184 (35)
<u>Japan, Korea, Panama</u>				
MTOE Units	32,095 (5)	272 (5)	1,091 (5)	30 (6)
TDA Units	<u>3,967 (1)</u>	<u>54 (1)</u>	<u>225 (1)</u>	<u>6 (1)</u>
	36,062 (6)	326 (6)	1,316 (7)	36 (7)
<u>Overall</u>				
MTOE Units	487,144 (75)	4,008 (73)	14,931 (75)	406 (77)
TDA Units	<u>164,348 (25)</u>	<u>1,475 (27)</u>	<u>5,102 (25)</u>	<u>122 (23)</u>
	651,492 (100)	5,483 (100)	20,033 (100)	528 (100)

<sup>a</sup> Source: October 1988 Officer and Enlisted Personnel Master Files.

<sup>b</sup> Participating units.



Table 5

## AFRP Sample Allocation by Demographic Category

Paygrade group	Marital status	Sex		Total			
		Male	Female				
		(%)	(%)	(%)			
E2-E4	Married	4,141	(21)	650	(3)	4,791	(24)
	Not married	<u>3,201</u>	<u>(16)</u>	<u>565</u>	<u>(3)</u>	<u>8,537</u>	<u>(19)</u>
		7,342	(37)	1,215	(6)	8,557	(43)
E5-E9	Married	3,761	(19)	507	(3)	4,268	(21)
	Not married	<u>915</u>	<u>(5)</u>	<u>170</u>	<u>(1)</u>	<u>1,085</u>	<u>(5)</u>
		4,676	(23)	677	(3)	5,353	(27)
W1-W4	Married	300	(2)	19	(0+)	319	(2)
	Not married	<u>67</u>	<u>(0+)</u>	<u>15</u>	<u>(0+)</u>	<u>82</u>	<u>(0+)</u>
		367	(2)	34	(0+)	401	(2)
01-03	Married	2,263	(11)	308	(2)	2,571	(13)
	Not married	<u>631</u>	<u>(3)</u>	<u>82</u>	<u>(0+)</u>	<u>713</u>	<u>(4)</u>
		2,894	(14)	390	(2)	3,284	(16)
04-06	Married	2,082	(10)	110	(1)	2,192	(11)
	Not married	<u>173</u>	<u>(1)</u>	<u>73</u>	<u>(0+)</u>	<u>246</u>	<u>(1)</u>
		2,255	(11)	183	(1)	2,438	(12)
ALL	Married	12,547	(63)	1,599	(8)	14,141	(71)
	Not married	<u>4,987</u>	<u>(25)</u>	<u>905</u>	<u>(5)</u>	<u>5,892</u>	<u>(30)</u>
	Total	17,534	(88)	2,499	(13)	20,033	(100)

with the requirements that (a) the expected selection frequency of each FSU be proportional to its composite size measure, and (b) that each self-representing FSU appear in the primary sample. Computational details of the selection procedure used to satisfy these requirements are presented in Appendix D.

During data collection, scheduling conflicts resulted in the replacement of three original selections with three alternate selections. In addition, an alternate FSU in Korea and both alternates in Germany were added to the primary sample. The FSU in Korea was added to the sample at the request of U.S. Army, Korea, to provide a more comprehensive idea of the impact of Army family services on soldiers and their families stationed in Korea. The FSUs in Germany were added to the sample in anticipation of response problems in Germany due to a 6-month lag between sample selection and data collection. These additional FSUs increased the first-stage sample size to 43 selections from 34 locations.

The original second-stage sample comprised 480 primary units and 91 alternate units selected from the 40 first-stage selections. When the first-stage sample was increased to 43 selections, however, the second-stage sample size was increased to 515 primary units and 97 alternate units. Except for FSUs that were selected more than once, 12 primary units and three alternate units were selected from each selected FSU whenever possible. FSUs that were selected two or three times had 30 or 45 units selected from them, respectively. To compensate for FSUs with fewer than 12 units, the number of units allocated to other FSUs was increased to maintain the overall sample size.

### Eligibility and Participation of Units and Soldiers

Initially, the unit replacement strategy called for the activation of an alternate unit whenever a primary unit was found to be ineligible or unavailable for the survey. However, this strategy was changed soon after data collection began, primarily because of the requirement to task units several weeks in advance of data collection. To satisfy this requirement and still maintain a viable set of alternates, it was necessary to schedule alternate units for data collection until the participation status of all units could be determined. The negative implications of cancelling an alternate unit after the tasking of selected individuals, the marginal difference in data collection costs, and a higher than expected ineligibility rate led to the inclusion of all alternate units in the survey.

A total of 70 of the 612 primary and alternate units selected for the survey were considered ineligible for reasons shown in Table 6. Ultimately, 528 eligible units provided at least one completed Soldier Questionnaire and were considered participating. Of the 14 eligible but nonparticipating units, 7 were deployed at the time of data collection and were considered eligible but unavailable for the survey. Because these units were undergoing normal operational activities, it is reasonable to assume that the data provided by their responding counterparts are representative of them as well. Thus, a nonresponse adjustment procedure was used to compensate for their nonparticipation. Personnel assigned to ineligible units are not included in the population of inference.

Table 6

## Participation Summary of AFRP Units and Soldiers

Participation status	Count	Percent	
		Within groups	Across groups
<b>Units</b>			
<b>Ineligible</b>			
All trainees	25	35.7	
Unit moved	16	22.9	
Less than 21 persons assigned	15	21.4	
Dispersed personnel	7	10.0	
Medical holding unit	3	4.3	
Unit disbanded/reorganized	2	2.9	
Confinement unit	<u>2</u>	<u>2.9</u>	
	70	100.0	11.4
<b>Eligible</b>			
Deployed/priority duty	7	1.3	
Did not provide a Sold Ques	7	1.3	
Participated <sup>a</sup>	<u>528</u>	<u>97.4</u>	
	542	100.0	88.6
<b>Total selected</b>	<b>612</b>		<b>100.0</b>
<b>Soldiers in participating units</b>			
<b>Ineligible</b>			
Reassigned	4,066	71.8	
Separated	1,309	23.5	
Confined/AWOL/DFR/Chap 8	129	2.3	
Medical holding	62	1.1	
Rank out-of-range	72	1.3	
Detached from unit	<u>24</u>	<u>0.1</u>	
	5,662	100.0	28.3
<b>Eligible</b>			
Did not participate <sup>b</sup>	1,174	8.2	
Sold Ques only	1,376	9.6	
IRR only	2,162	15.0	
Sold Ques and IRR	<u>9,659</u>	<u>67.2</u>	
	14,371	100.0	71.7
<b>Total selected</b>	<b>20,033</b>		<b>100.0</b>

<sup>a</sup> A unit was considered participating if at least one usable Soldier Questionnaire was provided.

<sup>b</sup> Includes soldiers who were on temporary duty (TDY), leave, or were sick during data collection.

The eligibility status of each selected soldier was maintained on the survey's control system. In general, a soldier was assumed to be eligible unless specifically classified as ineligible during the rater assignment process or during data collection. Eligible soldiers who were on temporary duty (TDY), leave, or sick during data collection retained their eligibility. Persons in these situations were treated differently from prisoners, for example, because TDY, leave, and minor illness are normal situations that soldiers experience. Hence, it is reasonable to assume that the data provided by their responding counterparts are representative of them as well.

Details of the nonresponse adjustment procedures that were used to compensate for the nonparticipation of eligible units and personnel are described in

- Sampling Weights for the AFRP Core Research Effort,
- Analyzing and Adjusting for Nonresponse to the AFRP Spouse Survey.

# Questionnaire Development

## Soldier and Spouse Questionnaires

The AFRP survey used a set of instruments to collect data on soldiers, spouses, units, and installations. This section describes the development of the questionnaires and other instruments. These instruments are

- Soldier questionnaire;
- Spouse questionnaire;
- Individual Readiness Rating (IRR);
- Unit Readiness Rating (URR);
- Unit Information Form (UIF), including the Unit Status Summary (USS) and other Unit-Level Information;
- Survey of Family Services (SFS); and
- Installation and Community Characteristics Inventory (ICCI).

Copies of these instruments are included in Appendix B.

Structured questionnaires were designed to be completed by Army active duty personnel and the spouses of married soldiers. The purpose of these questionnaires was to provide consistent, accurate information to the survey on AFRP relevant indicators and measures that could be completed only by respondents themselves and were not available from other data sources.

### Characteristics of the Questionnaires

The final soldier questionnaire contains 449 items. Data are provided on the personal background of the respondents, work and unit characteristics, individual and unit performance, Army attitudes and values, personal and family relationships, Army commitments and retention intentions, parental experience and roles, community activities, and use of and attitudes toward Army support programs and services. The mean completion time of the questionnaire is approximately 76 minutes with less time required of single soldiers and more time required of married soldiers, especially those with children. The soldier questionnaire was designed to be group or individually administered with instructions and a privacy statement incorporated in the form. The

questionnaire was administered in a 28-page booklet that could be optically scanned via trans-optic technology.

The spouse survey was designed to provide complementary and comparable information to the soldier survey. The final version of the questionnaire required approximately 40 minutes for spouses to complete. The spouse survey was to be administered to persons married to active duty personnel who participated in the soldier survey. The spouse survey included 337 items, including data on personal and family background, current and past employment experience, relocation and separation experience, personal and family attitudes and values, Army family adaptations, family and parenthood experiences, community experiences, and the use of Army support services and programs. Some of the questions are parallel to those in the soldier survey; others specifically address the concerns of spouses. Much more information is collected from spouses about employment experiences and relocation and separation experiences. The spouse survey was prepared in a 20-page booklet designed to be optically scanned and included a set of instructions and a privacy statement.

### Development of Questionnaires

An initial pool of potential indicators was produced by each of the AFRP research teams. These indicators included individual items and scales based on extensive literature reviews conducted in the areas of family adaptation, soldier retention, soldier performance and readiness, spouse employment, and community support programs and services. The literature reviews were designed to suggest constructs and measures that represented key independent, dependent, and intervening variables that should be included in an extensive survey of military personnel and families. This activity was augmented by interviews with program administrators, Army leaders and researchers, as well as focus group interviews with Army personnel and families. These early questionnaires included both open- and close-ended questions designed to represent the key concepts and constructs suggested in the early phase of the investigation.

In addition to reviews of previous military and civilian research, ongoing research in a number of related areas was also reviewed. A number of project staff had direct working knowledge of closely related projects, including project A, the Army Family Action Plan (AFAP) evaluation and Army Community Services/Youth Activities (ACS/YA) assessment, The Annual Survey of Army Family (ASAF) analysis, as well as information on other related research being conducted by the Walter Reed Army Institute for Research (WRAIR) and RAND Corporation. The AFRP questionnaires were designed to build on and complement past Army survey research. Project staff reviewed and conducted analyses on a number of related surveys to assess items, factors, and constructs for use in predicting Army outcomes, especially the outcomes of retention, readiness, and family adaptation. Surveys reviewed included: the 1987 ASAF Spouse Survey, the 1985 DOD Survey of Officer and Enlisted Personnel and Military Spouses, the 1986 DOD Survey of Reserve Components, the Soldier Support Center (SSC) Surveys of Army Personnel, the RAND Survey of Family Programs and Readiness, the 1985 Families in Green Survey, the One Thousand Army Families in Europe Survey, and the Current Population Survey. Each of these data bases was examined for relevant and comparable items and scales.

The soldier and spouse survey also benefited from the development of related surveys conducted in coordination with the AFRP effort. This was done to provide early analysis for the soldier and spouse surveys and to assist in their development. These surveys included: the 1986 U.S. Army in Europe Personal Opinion Survey (UPOS), the AIT Graduate Survey and Longitudinal Validation (LV) Study, the augmentation of the 1985 DOD Survey Army file with retention outcomes and other information from the soldier personnel file, and the TPU Attritee Research Project (TARP) Survey. Results of these surveys contributed to the AFRP survey.

Preliminary field work to further develop the survey measures and indicators took place at a number of locations. Field work included early site visits, with focus groups, workshops, program staff and leader interviews and other activities carried out at Fts. Jackson, Drum, Ord, and Knox and in several USAREUR sites. Sections of this survey were also pretested at Fts. Benning, Polk, Bragg, Stewart, and USAREUR sites. The survey instruments and field procedures were pilot-tested at Fort Jackson prior to the full set of pretests described later in this report.

The initial version of the pretest questionnaire that was introduced to the soldiers contained over 1,000 items and the spouse version contained over 700 items. These preliminary questionnaires took approximately 4 hours for the soldiers and 2 hours for the spouses to complete. Data from these early pretests were reduced and computer-analyzed to determine areas of item and scale overlap and potential means of reducing the item pool to improve questionnaire efficiency, reliability, and respondent burden.

Prior to final approval of the Army, the questionnaire was reviewed by several key advisory panels, including: the AFRP Scientific Advisory Committee, ARI staff, staff from the Soldier and Family Support Center, the ODCSPER Military Survey Review Panel, and staff from WRAIR and RAND. Several changes suggested by the review panels were incorporated into the final version of the soldier and spouse questionnaires.

## Individual Readiness Scales (IRR)

### Measurement Objectives

The individual readiness ratings scales developed by the AFRP were designed to allow the supervisors of the soldiers sampled in the core survey to rate the soldiers on a number of aspects or dimensions of readiness. The dimensions of individual readiness assessed through the rating scales were determined for the most part through the use of information and judgments collected from experienced Army field grade officers and NCOs. The heavy reliance on their judgments helped ensure that the scales would measure aspects of performance that were considered by Army personnel to be most relevant to individual readiness.

Besides relevance, there were several other measurement objectives that guided the instrument developmental process. Each scale needed to be easily understood and used by raters and applicable to as wide a range of Army personnel as possible. The

objective was to obtain comparable readiness ratings for individuals from different units and jobs and to capture both inter- and intra-individual differences with the separate scales.

Considering the scales as a set, we wanted the scales to measure the important different aspects of individual readiness. However, we did not want to place an undue burden on raters by having them assess individuals on too many scales. Finally, we wanted ratings on the separate scales to be combinable into an overall comprehensive measure of individual readiness having high reliability.

### Developmental Steps

Literature Review. A review of family/readiness literature was conducted to identify dimensions or aspects of individual readiness that should be measured and to find existing Army measures that could be used as indexes of individual readiness. Based on the literature review as well as interviews with knowledgeable officers and NCOs, a set of 30 existing indicators or measures that could be used in developing indexes of individual readiness were identified. An initial set of eight dimensions hypothesized to underlie these individual readiness measures was then articulated.

Critical Incident Workshops. After the identification of the initial set of readiness dimensions, a series of eight workshops was held in USAREUR and Ft. Campbell, KY, with Army officers and NCOs from Combat Arms or Combat Service/Service Support units.

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

Altogether, workshop participants wrote over 400 incidents concerning the readiness of individual soldiers. After writing the incidents, the participants were given the preliminary list of eight individual readiness dimensions and were asked to comment on them in a group discussion.

Content Analyses of the Individual Critical Incidents. The critical incidents from the first four workshops were numbered and independently reviewed by each of three researchers. Based on this review and the participants' comments in the group



discussions concerning the preliminary sets of readiness dimensions, each researcher generated a set of categories that he or she believed best represented a mutually exclusive and exhaustive list of dimensions of readiness. Once the dimensions were generated, the three researchers met to present their categories and discuss their rationales. Discussion proceeded until one set of mutually agreed upon individual readiness dimensions was developed.

Following the generation of a common categorization scheme, each researcher independently categorized each of the critical incidents from the workshops. Then the three researchers met again as a group to review categories that were associated with low inter-rater agreement. The group discussed reasons for disagreement, confusion, or lack of clarity and the categories were revised to address these problems. Revisions included combining categories that appeared too closely related and adding further specification to categories that lacked clarity. The incidents were then reclassified into a set of 21 dimensions (see Table 7).

The dimensions under which the most critical incidents fell were job discipline and integrity, safety, job technical knowledge/skill, effort and initiative, individual deployability (personal/family), and individual deployability (Army task/mission). The dimension, individual deployability (personal/family), was essentially the same category as one obtained from the earlier literature review and interviews. It assesses whether the soldier has any personal or family problems that would interfere with effective, immediate deployment. Individual deployability (Army task/mission) was a new dimension that emerged from the content analysis of the critical incidents. It assesses whether deployment would be delayed because the soldier's equipment and gear may not be present or operational or because the whereabouts of the soldier may not be known.

Other dimensions that emerged from the content analysis of the critical incidents and from the discussions with the workshop participants were safety, vigilance and security, knowledge of battlefield tactics, relationships with civilians in host country, relationships with other units, and maintaining the training status of subordinates and the deployability of the unit. Although some of these dimensions were exemplified only by a few critical incidents or were brought up by only one or two workshop participants, the decision was made to include them anyway in the new, expanded list of dimensions. Their inclusion helped ensure that when participants were asked in later workshops to evaluate the dimensions, they would have a comprehensive list with which to work.

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

Table 7  
Individual Critical Incidents 21 Dimensions

Soldier of Readiness Dimension	No. of Times Selected		No. of Comments Received	
	Officers/ROCs	Jr. Enlisted	Rating	Difficulty Nonapplicability
1. Cooperation/Teamwork/Espirit' de Corps	91	102	3	2
2. Effort and Initiative	71	97	5	0
3. General Soldiering Skills	79	104	10	5
4. Improvement of Job Expertise	35	68	11	3
5. Individual Deployability (Army Task/Mission)	66	87	8	2
6. Individual Deployability (Personal/Family)	57	76	24	7
7. Job Discipline and Integrity	69	94	8	1
8. Job Technical Knowledge/Skill	96	95	6	1
9. Performance Under Pressure and Adverse Conditions	62	86	14	5
10. Personal Discipline	65	91	12	1
11. Physical Fitness and Health Maintenance	92	100	9	3
12. Relationship with Civilians in Host Country	6	8	42	21
13. Safety	35	53	4	3
14. Vigilance, Physical Security, and Handling Classified Materials	45	45	16	6
15. Care and Concern for Subordinates	97		6	3
16. Care and Concern for Subordinates' Families	57		10	6
17. Knowledge of Battlefield Tactics	67		23	22
18. Leadership	106		6	3
19. Maintaining Training Status of Subordinates	47		1	3
20. Relationships with Other Units	18		10	10
21. Assuring Unit Deployability	63		8	9
Total	1,344	1,106	236	116

Scale Tryouts. A second series of workshops was held to try out the scales and to obtain the reactions of officers and NCOs to them. The workshops were attended by officers and NCOs from Combat and Combat Support/Combat Service Support units.

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

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

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

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

Results of the Analysis of Individual Readiness Data. Table 7 lists the number of times the workshop participants selected each of the individual soldier dimensions for inclusion in their list of 12 dimensions for measuring officer and NCO readiness. The five dimensions selected most often were leadership, care and concern for subordinates, job technical knowledge/skill, physical fitness and health maintenance, and

cooperation/teamwork/esprit de corps. Comparatively few comments were received concerning difficulties experienced in rating soldiers on these dimensions. Likewise, few comments were received concerning the nonapplicability of these dimensions to certain types of soldiers (see Table 7).

The five dimensions selected least often were relationship with civilians in host country; relationships with other units; self-improvement of job expertise; safety; and vigilance, physical security, and handling classified materials. The dimensions relationship with civilians in host country and relationships with other units both received relatively high numbers of comments concerning difficulties experienced in rating soldiers and nonapplicability to certain types of soldiers. Most of the difficulties in rating soldiers on these two dimensions apparently stemmed from there being little opportunity to observe the behavior involved.

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

Parallel analyses were run on the data for nonsupervisory enlisted personnel. Table 7 gives the number of times the workshop participants selected each of the 14 individual soldier dimensions for inclusion in their list of 10 dimensions for measuring nonsupervisory readiness. The five dimensions selected most often were general soldiering skills, cooperation/teamwork/esprit de corps, physical fitness and health maintenance, job technical knowledge/skill, and effort and initiative. Three of these dimensions, cooperation/teamwork/esprit de corps, physical fitness and health maintenance, and job technical knowledge/skill were among the five selected most often for the officer and NCO composite readiness measure.

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

Scale Deletions and Revisions. Several scale deletions were made based upon the results obtained from the second series of workshops. Foremost among these changes was the deletion of scales that were less frequently selected by the participants when they identified the best subsets of scales for use in forming overall composite measures of readiness. Scales were also dropped that had more than average numbers of

comments concerning rating difficulty and nonapplicability for different types of soldiers.

Sixteen rating scales remained after the first deletions. A second series of evaluation workshops was then held in which the participants essentially followed the same procedures to evaluate the reduced set of readiness scales used in evaluating the initial set of 21 scales. On the basis of the results obtained from these later workshops, further scale deletions and revisions in scale content were made. Of the remaining 12 scales, eight scales (the first eight listed below) were deemed applicable to all soldiers, and four of the scales were deemed applicable to officers and NCOs serving in a supervisory capacity. The 12 individual readiness rating scales were

- Cooperation/Teamwork/Esprit de Corps,
- Effort and Initiative,
- General Soldiering Skills,
- Individual Deployability (Army Task/Mission),
- Individual Deployability (Personal/Family),
- Job Discipline,
- Job Technical Knowledge/Skills,
- Performance Under Pressure and Adverse Conditions,
- Care and Concern for Subordinates,
- Care and Concern for Subordinates' Families,
- Leadership of Subordinates, and
- Maintaining Training Status of Subordinates.

#### Administration of Individual Readiness Rating Scales

The individual readiness scales were administered to groups of raters by members of the core survey data collection teams. Before making their ratings, the raters were given a brief overview of the AFRP. They were also given a short training course that emphasized avoiding the types of errors that raters sometimes make. The confidentiality of the ratings and their restricted use for research purposes were also emphasized.

Before making the ratings, the raters indicated how familiar they were with each ratee's job performance and whether they were the ratee's first- or second-line supervisor or did not supervise the ratee at all. Finally, the rater recorded the numbers

of enlisted personnel and officers within the unit for whom they were the first- and second-line supervisor.

A number of raters were unable to attend the group rating sessions at their installation. These raters were given packets containing the AFRP background materials, the rater instructions, and the individual rating scales to complete when they could.

The amount of time required to complete the ratings varied, of course, with the number of ratees the rater was asked to rate. No rater was asked to rate more than 15 raters overall and no more than 8 ratees in a given UIC. Most raters completed their ratings in one-half hour or less.

## Unit Readiness Rating Scales (URR)

### Measurement Objectives

Although formulated on the unit level, the measurement objectives of the URR Scales within the context of the AFRP were highly similar to those of the individual rating scales. That is, the scales were designed to capture comprehensively the major dimensions of unit readiness. The scales were also designed to be easy to understand and to use and not to place undue burden on the raters assessing the units by requesting ratings on a large number of different dimensions. However, the scales had to apply to widely different kinds of units and to be able to capture inter- and intra-unit differences in readiness. In addition, the ratings of a given unit had to be combined into a reliable index of overall readiness.

Finally, as in the case of the individual readiness rating scales, the particular unit readiness scales adopted were to be determined mostly through information and judgments collected from experienced Army personnel.

### Development Steps

The development of the URR scales paralleled the development of the IRR scales. In general, the same workshop participants (officers and NCOs) who provided the judgments used in the development of the individual scales also provided the judgments and information used in the development of the unit scales.

Literature Review. The review of the family/readiness literature as well as interviews with knowledgeable officers and NCOs led to the identification of a set of 34 indicators of unit readiness. An initial set of nine dimensions hypothesized to underlie these unit readiness measures was then articulated.

Critical Incident Workshops. After the participants in the eight workshops held in USAREUR and Ft. Campbell, KY, had written individual readiness critical incidents

and had taken a break, they were given directions on how to write unit readiness incidents. They were told to describe concisely the incident as it happened and then to indicate what they inferred from the incident about the unit's readiness. They were also to describe the circumstances leading up to the incident and to use a seven-point scale to indicate the unit readiness level demonstrated by the incident. Altogether, the officers and NCOs attending the workshops wrote over 350 unit readiness incidents.

Content Analyses of the Unit Critical Incidents. The same procedures used in the content analyses of the individual critical incidents were used in the content analyses of the unit incidents. The incidents obtained in the first four workshops were reviewed independently by three researchers. After discussions, a set of categories that represented the dimensions of unit readiness were developed. The critical incidents were then classified independently and categories associated with low agreement were discussed and revised. The incidents were then reclassified into the set of 18 unit readiness dimensions shown in Table 8. The comprehensiveness of the dimensions was checked by examining the incidents collected at the second set of four workshops. As in the case of individual readiness, this process resulted in relatively minor changes in the unit dimension definitions, but no new additional dimensions seemed to be required.

The unit readiness dimensions under which the most critical incidents fell were unit leadership, mission performance, cohesion and teamwork, and training program. Among the new dimensions that emerged from the critical incident content analysis were care and concern for soldiers and families, cooperation/coordination with other units, physical fitness program, and physical security/vigilance. Some of the new dimensions essentially represented subdivisions of the preliminary dimensions, e.g., the equipment dimension was subdivided into unit weapons, vehicles, ammunition, supplies, materials, and other equipment.

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

Scale Construction. Seven-point rating scales were constructed for the 18 unit readiness dimensions. Summary behavior-based statements describing high, medium, and low levels of unit readiness were written for each dimension. These statements took into account the critical incident descriptions written by the workshop participants and the level of unit readiness ascribed to the incidents by the participants.

Scale Tryouts. During the same workshops in which the initial set of individual readiness scales were evaluated, the initial set of 18 unit readiness scales were also evaluated. The workshop participants went through the same general procedure used

**Table 8**  
**Summary of Evaluations of Initial Unit Readiness Scales**

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



in the evaluation of the individual scales. The participants were asked to select three units (either platoons or companies) that they felt most qualified to rate. After completing their ratings, the participants were each asked to choose the 12 dimensions that would produce the best measure of unit readiness when combined into an overall composite index. They were asked to describe any additional dimensions of unit readiness that they felt were omitted from the list.

The participants were next asked which rating scales gave them the most difficulty when they rated the units and what the source of the difficulty was. On another form they then indicated for which types of units, if any, some of the dimensions were inappropriate or nonapplicable and might best be dropped when forming a unit readiness composite.

Results of the Analysis of Unit Readiness Data. Because the workshop participants followed the same general procedures in making their unit readiness ratings and scale evaluations as they did for individual readiness, similar analyses were performed on both data sets. Table 8 shows the number of times the participants selected each of the 18 unit dimensions for inclusion in their list of 12 dimensions that, taken together, would, in their opinion, provide the most comprehensive measure of overall unit readiness. The five dimensions selected most frequently were leadership, mission performance, cohesion and teamwork, unit weapons, and care and concern for soldiers. Of these, only the dimension unit weapons had a substantial number of comments concerning rating difficulty and nonapplicability. Some of the participants indicated that many noncombat support units, particularly Table of Distribution and Allowance (TDA) units, would not have weapons. Others felt it would be difficult for most raters to observe the condition of an entire company's weapons, and that there were more objective means than ratings to get at this factor.

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

Scale Deletions and Revisions. Four unit readiness scales were deleted based on the results obtained from the second series of workshops: cooperation/coordination with other units, emergent leadership, high echelon support, and physical security/vigilance. In general, these scales had more than average numbers of comments concerning rating

difficulty and nonapplicability for different types of units. For the unit readiness scales involving unit weapons and vehicles/transportation, a response option was added allowing the rater to indicate that the dimensions were not applicable, if the unit being rated lacked weapons and/or vehicles.

After making these and some additional minor changes in scale wording, the revised set of scales was evaluated in the second series of evaluation workshops. As mentioned earlier, the participants in these later workshops followed essentially the same procedures to evaluate the reduced set of readiness scales that were followed in evaluating the initial set of 18 scales. On the basis of the results obtained from these workshops, further scale deletions and revisions in scale content were made. The 12 unit readiness scales that remained after all changes were: cohesion and teamwork; meeting standards; supplies, materials, and equipment (not including vehicles and weapons); care and concern for families; care and concern for soldiers; leadership; mission performance; personnel capabilities for mission accomplishment; personnel deployability; training program; unit weapons; and vehicles/transportation (including aircraft and armor).

The number of unit readiness dimensions was allowed to become larger than might be used ultimately by the AFRP to measure readiness to avoid prejudgments on the relative importance or amount of redundancy of the separate dimensions. As in the case of the individual readiness dimensions, the intention was to have Army officers and NCOs evaluate the dimensions and to use empirical rating data in further refining the dimensions.

### Administration of Unit Readiness Rating Scales

The unit readiness scales were administered to the soldiers in the core survey sample at the same time they completed the soldier questionnaire. In fact, the unit scales were embedded in the body of the questionnaire.

The first- and second-line supervisors of the sampled soldiers were also asked to complete the unit scales for their subordinates' units. First- and second-line supervisors who were not part of the core sample completed the unit ratings during the same session that they completed the individual readiness ratings using a booklet containing both sets of scales.

The raters were asked to provide the most accurate and objective ratings they could give. They were cautioned to base their ratings on how ready the unit is in each area most of the time and not on isolated or unusual events. They were further asked to rate the unit on each readiness dimension separately and to avoid giving the unit the same rating on all dimensions, unless it was really merited.

In general, the unit ratings did not take long to complete--approximately 15 minutes. Some of the raters (those who supervised sampled soldiers from more than one unit) were asked to rate more than one unit. Their time to complete the ratings for all units was, of course, somewhat longer.

## Unit Status Summary

### Measurement Objectives

The objective of the Unit Status Summary was to obtain a relatively objective measure of unit readiness that would not be classified when aggregated across units. The measure was designed to complement the more subjective ratings on 12 dimensions of unit readiness provided by personnel within the unit and from higher level units. For the measure to be acceptable for these purposes, it had to meet the following criteria:

1. Specifically at the unit level. For example, any battalion-level measures used must include specific company-level information; platoon-level measures must be aggregative to the company level.
2. Available for all company-sized units. The measure need not be identical in all companies but must be unarguably parallel.
3. Acceptable to Army personnel as reflective of military readiness.
4. Based on numeric data or observable events rather than on subjective impressions.

### Development Steps

The following paragraphs describe the considerations and procedures that guided the construction of the Unit Status Summary.

Discussions with company commanders, battalion staff personnel, and general staff personnel revealed that the measures deemed by project staff to have the most promise (greatest amount of information in fewest number of measures, most parallel across units) included

- Unit Status Reports (USR),
- Training Exercises,
- Alerts/Emergency Deployment Readiness Exercises (EDREs), and
- General Inspections.

Unit Status Reports. Guidance for the preparation and submission of USRs is established by Army Regulation 220-1, Unit Readiness Reporting (DA, 1986). The USRs are standard Army-wide and are to be completed by designated Modified Table of Organization and Equipment (MTOE) and Tables of Distribution and Allowances (TDA) units. The reports "determine a unit's status by comparing selected personnel, equipment, and training factors to wartime requirements and by obtaining the

commander's overall assessment of the unit" (DA, 1986, p. 3). Companies provide feeder information to their parent battalions, and ratings are submitted at battalion level.

Ratings on the USR are given on five-point scales in five areas: assigned strength, Military Occupational Specialty (MOS) qualified, equipment on hand, equipment mission capable, and training readiness. All but training readiness should be based on objective statistical data. Training readiness is the battalion commander's judgment of how long it would take to train the battalion on Mission Essential Task List (METL) tasks. Additionally, the battalion commander can adjust the overall rating to better reflect reality (e.g., to reflect impact of experience, morale, and leadership).

Thus, the USRs seemed to be the most promising single source of information and met all four of the criteria listed above. However, three difficulties with use of the USRs were found. First, AR 220-1 (DA, 1986, p. 3) offers the following cautionary note:

Unit Status Reports are not designed to measure all aspects of a unit's readiness; therefore, they cannot be used in isolation to assess unit readiness or the broader aspect of Army readiness. However, these reports do provide an indication of the extent to which a unit can perform as designed.

Used in conjunction with subjective measures obtained by means of the unit readiness ratings, however, it appeared that the USRs would provide strong confirmatory information or explanatory background.

The second difficulty concerned the level of aggregation. USRs are prepared from company-level data that are submitted to battalion-level commands; USRs are then submitted to division or installation commanders. Thus, the USRs do not, in their final form, contain identifiable company-level ratings or data. However, company commanders would be able to provide the needed information, just as they do for the higher commands.

The third area of concern eventually proved insurmountable. USRs, when completed, are classified Confidential, as are all of the summary data and each of the ratings entered on the DA Form 2715-R. This precluded use of the USR as a measure of readiness, even though it appeared to be the most promising source of information. It also precluded access to company-level feeder data, since those data could conceivably be used to replicate a classified report.

The approach chosen, therefore, was to obtain readiness ratings (as opposed to readiness data) in the five areas covered by the USR: personnel available, personnel MOS-trained, personnel turnover, mission-capable status of equipment, and METL proficiency. Ratings were to be provided by unit commanders and were to reflect the unit's status over a 6-month period (3 months for turnover). Asking for ratings over a long period of time and asking for gross judgments rather than numeric data allowed useful information to be obtained without compromising confidential information.

The five areas for which ratings were requested were defined as follows:

- Average personnel available rating--based on a comparison of available personnel and required personnel, over the past 6 months.
- Average personnel MOS-trained rating--based on a comparison of available MOS-trained personnel and required MOS-trained personnel, over the past 6 months.
- Average personnel turnover rating--an indicator of unit turmoil based on the number of personnel reassigned, discharged, or separated during the past 3 months.
- Average equipment mission capable rating--based on a comparison of the combined effect of fill and maintenance shortfalls on the status of selected equipment to wartime requirements, over the past 6 months.
- Average METL proficiency rating--based on a comparison of the number of METL tasks the unit is able to perform in full as well as those tasks the unit can perform in part to the total number of METL tasks, over the past 6 months.

The rating categories had accompanying detailed notes that were very similar to the instructions from AR 220-1 used in completing the DA Form 2715-R. Thus the quality of the information provided was ensured to be consistent with what might have been obtained through access to USRs over a 6-month period.

Training Exercises. "Training exercises" are those training experiences that involve most (if not all) of the unit personnel. These include field training exercises (FTX) of 72 hours or longer, command post exercises (CPX) of 24 hours or longer, and Army Readiness Training and Evaluation Program (ARTEP) exercises. For FTX and CPX, external evaluations often are not formalized; the exercise is conceived and executed as a training experience rather than an evaluated event. But simply participating in such exercises as well as the evaluation results when available were expected to provide valuable information concerning the mission readiness of the units. Of the four areas covered on the Unit Information Form, this is the least widely applicable, as many types of units do not conduct unit-wide training exercises, nor do all units have published ARTEP standards for evaluation.

For FTX and CPX, the Unit Status Summary asks for the number of days of participation over the past 12 months. For ARTEP, the questionnaire asks for the number performed with external evaluation, the most recent external evaluation, and a rating of the evaluation results.

Alerts/Emergency Deployment Readiness Exercises. Although readiness exercises will vary in scope, intensity, and focus of evaluation, all installations will have some sort of announced or unannounced readiness alerts. As with training exercises, both the experience of participation and the results of external evaluation should be informative with regard to mission readiness status.

The questionnaire asks for the number of such alerts over the past 12 months, the date of the most recent alert, and a rating of the evaluation results.

**General Inspections.** For this category, a variety of different inspection programs were indicated, including Annual General Inspections, Command Inspections, Command Maintenance Inspections, Communication Security Inspections, and Nuclear Technical Validation Inspections. Because the terminology, area of concern, scope, and intensity of inspection programs differ across types of units and installations, the inclusion list was purposely broad to accommodate the variability.

The Unit Status Summary asks for the number of externally conducted general inspections in which the unit participated during the previous 12 months, the date of the most recent general inspection, and a rating of the external evaluation results.

### **Administration of the Unit Status Summary**

The Unit Status Summary was administered in the core survey in a booklet, the Unit Information Form, which also called for other information about the unit and its activities and practices. The booklet also contained a list of soldiers in the unit who were included in the sample, with instructions for assessing their job performance. Detailed instructions for completing the Unit Status Summary were also provided in the booklet.

The booklet was distributed to the commanding officers of the units in the sample by members of the core survey data collection team.

### **Survey of Family Services**

The Survey of Family Services (SFS) provided information on the availability and quality of locally available military family programs and services. The SFS consisted of seven items covering the need for, and the availability and quality of, 18 programs and services (see Appendix B).

The SFS was developed in consultation with experts in assessing military family community services and is similar to instrumentation used in previous research efforts (e.g., Croan & Orthner, 1987). The survey was field-tested and revised prior to becoming part of the AFRP core data collection effort.

At each installation, the SFS package was hand-delivered to each director or head of a family program or service. The SFS was prefaced with

- A statement of confidentiality,
- A letter explaining the purpose of the research and soliciting the service provider's assistance, and

- Instructions for completing the survey.

Each director or head of a family program or service was asked to complete the survey and return it to Research Triangle Institute (RTI) in a pre-addressed, postage paid envelope. The SFS required less than 15 minutes to complete.

### Installation and Community Characteristics Inventory

The Installation and Community Characteristics Inventory (ICCI) asked for installation and community data to be used in conjunction with information collected from soldiers and their spouses. Two versions of this form were developed: one for use within the continental United States, Alaska, and Hawaii and another for use in Europe and Korea (see Appendix B). Both versions of the ICCI asked very similar questions; however, some items were reworded to be appropriate to the locale. For example, in Europe and Korea items requesting distances were given in miles and kilometers.

The ICCI had 24 items that requested identifying information and general personnel statistics for each location. These statistics included

- Number and types of units assigned,
- Tenure of the Commanding General and other senior installation staff,
- Number of soldiers in MTOE and TDA units,
- Number of trainees and reservists,
- Number of Department of the Army Civilians,
- Number of command- and non-command-sponsored families living in the area,
- Information on child care (e.g., number of spaces, number of providers, number on waiting list), and
- Number of retirees living in the area.

The ICCI also requested assessments on the availability of jobs for Army spouses and the availability of recreational activities in the area.

The ICCI was developed to meet the information needs specified in the community and installation portion of the theoretical model that guided all research and development in the AFRP. The survey was field-tested and revised prior to becoming part of the AFRP core data collection effort.

The inventory was completed by each installation's Installation Project Office (IPO). Because of the variety and scope of the information requested in the ICCI, the

IPO typically obtained the required information from several different sources. For example, troop strength was obtained from Operations, or tenure of the Commanding General was obtained from the Commanding General's secretary. The IPO typically completed the inventory over the course of a few days because of this need to coordinate information requests.

The ICCI was part of the total survey shipment to the installation. During the core data collection, the field team leader met with the IPO to discuss the ICCI and answer any related questions. After completing the inventory, the IPO mailed it to RTI in a pre-addressed, postage paid envelope.



## Pretests

The project team conducted two levels of pretesting. The more repeated and intensive level was the pretesting of the Soldier Questionnaire and the Spouse Questionnaire. An additional level was added to one pretest for testing the procedures that had been designed to identify and administer the survey to a sample of soldiers. Drafts of the Soldier and Spouse Questionnaires were prepared and pretests were conducted to refine the instruments before the data collection. Pretests for the Soldier Questionnaire were conducted with officers and enlisted personnel and pretests for the Spouse Questionnaire were conducted with spouses of officers and enlisted personnel. Formal troop support requests to conduct the pretests were made through ARI, indicating the installations, dates of the pretests, soldiers needed by rank, and facility requirements. Requests for participation of spouses for the installations were included in the troop support requests although the spouses were actually recruited through the Army Community Service office at each installation because the Army could not task (order) spouses to participate. Therefore, except for the field test at Fort Jackson and the pretest in USAREUR, the spouses recruited for the pretests did not necessarily have to be married to the soldiers who participated in the pretests.

The pretests began in February 1988 and were conducted at six installations in CONUS and four installations in USAREUR.

The first pretest was conducted at Fort Polk in February 1988. A draft Soldier Questionnaire was administered to 64 soldiers and 46 spouses at Fort Polk. The data from this installation were keyed and included responses from 26 soldiers in E1-E4 ranks, 28 in E5-E9 ranks, and 10 with ranks W1-06. Responses from Army spouses at Fort Polk included 12 spouses of soldiers ranked E1-E4, 11 spouses of soldiers in E5-E9 ranks, and 23 spouses of soldier with ranks W1-06.

The second pretest was conducted at Fort Bragg in March 1988. Fifty-eight soldiers and eighty spouses were pretested at Fort Bragg. The data from this installation were keyed and included responses from 26 soldiers in ranks E1-E4, 21 soldiers in ranks E5-E9, and 11 soldiers in ranks W1-06. In addition, responses from Army spouses included 20 spouses of soldiers in E1-E4; 32 spouses of soldiers in ranks E5-E9; and 28 spouses of soldiers in ranks W1-06.

The third pretest was conducted at Fort Benning in April 1988 where 132 soldiers were pretested on the Soldier Questionnaire. There was no Spouse Questionnaire pretest at Fort Benning because the questionnaire design staff thought the Spouse Questionnaire would not require much additional work. Also, the data were not keyed from this site because it was more important to make the changes needed for a new version of the Soldier Questionnaire for the next pretest, which was also in April. Because the data were not keyed, the distribution of soldiers among the ranks is not available.

The fourth pretest was conducted at Fort Stewart in April 1988; 130 soldiers were pretested on the Soldier Questionnaire. Again, no Spouse Questionnaire was pretested because the emphasis was on developing the Soldier Questionnaire. The data were not keyed from this site either.

The fifth pretest was conducted in USAREUR in May 1988. Pretesting was conducted in five units with approximately 30 soldiers participating per unit. Pretesting of the revised Spouse Questionnaire was conducted in four locations in USAREUR with approximately 60 spouses participating.

The sixth pretest and field test was conducted at Fort Jackson in October 1988. For the 194 soldiers scheduled for the field test, 150 Soldier Questionnaires were completed. This provided a test of the survey field procedures as well as a pretest of the revised Soldier Questionnaire. A limited pretest of the Spouse Questionnaire by mail was conducted following the Fort Jackson field test. A total of 104 spouses were identified by the participating soldiers. The first wave mailout was sent on November 16, 1988. Postcard reminders were sent to nonresponding spouses on November 29, 1988, and again on December 16, 1988. Twenty-four spouses responded to the first mailing, fourteen to the first reminder and two to the second reminder, producing an overall response rate of 38.5% for this limited pretest.

The seventh pretest was conducted at Fort Eustis in January 1989. Twenty-one soldiers were administered the revised Soldier Questionnaire and 18 spouses were administered the revised Spouse Questionnaire. Participants included: six soldiers and five spouses in E4, seven soldiers and five spouses in E5-E9, four soldiers and two spouses in W1-W2, and four soldiers and four spouses in O1-O3. After participants completed the questionnaire, they were taken back through the instrument page-by-page and item-by-item to identify any problems they encountered and obtain any suggestions they might have to improve the items or the questionnaire in general.

The questionnaires were revised following each pretest. Some questionnaires contained item-by-item feedback and written notations from the respondents. In addition, the data from some installations were keyed and analyzed to check the frequency distribution on questionnaire items, to examine the interrelation between items (for scale construction and to reduce redundancy), and to validate the relationships of variables in the model to the key outcome measures. The major changes made to the questionnaires resulting from the analysis and the pretests were to reduce the length of the questionnaire and to reword items for clarification.

## Survey Control System

A computerized survey control system was developed for the AFRP study. The main purpose of this system was to monitor the outflow and inflow of the various survey documents, thus ensuring that materials were prepared for and sent to every sample member. In addition, the control system also recorded the participation status of sample members for later use by project staff in developing survey weights and creating survey analysis files.

The control system was actually a set of four computer files. A soldier-level file kept track of soldier questionnaires, Individual Readiness Rating forms, and Unit Readiness Rating forms. A unit-level file kept track of Unit Information forms. A site-level file kept track of Survey Provider forms and Installation and Community Characteristics Inventory forms. Finally, a spouse-level file monitored the mailing and receipt of spouse questionnaires. In each case, the control system file consisted of one record per entity, either an individual, a unit, or a location. Each record was structured as an ID number and a series of "event" variables. These event variables recorded all survey actions for each entity and were defined to reflect each possible survey action. In the case of the soldier-level file, certain individuals received multiple forms (i.e., soldier questionnaire and IRR). These individuals had only one record in the control system, but had multiple sets of event variables within that single record.

All of the control system files used the same set of event codes except for the spouse control file. The event codes used for the soldier-level, unit-level, and site-level control systems were

- 000 - document sent to the field,
- 100 - document returned - complete,
- 150 - document returned - blank,
- 200 - document passed manual edit,
- 300 - document failed manual edit,
- 400 - document sent to data entry,
- 500 - document returned from data entry, and
- 600 - document completed machine edit stage.

A separate set of codes was needed for the spouse system for two reasons. First, because up to three follow-up questionnaires were sent to nonresponding spouses, a "wave" digit was added to the spouse event codes to identify the mailout number for a particular spouse. Second, there were several event codes that were applicable only to a

mail survey, such as "change-of-address" and "returned by post office." The AFRP spouse survey events were

- WC00- spouse questionnaire sent out,
- W100- spouse questionnaire returned complete,
- W110- spouse questionnaire returned - refusal,
- W120- spouse questionnaire returned by post office as undeliverable,
- W135- spouse questionnaire returned - soldier no longer in the Army,
- W140- spouse questionnaire returned - no longer married,
- W160- spouse questionnaire returned - language barrier,
- W170- spouse questionnaire returned - spouse unavailable,
- W180- address correction received from post office,
- W200- spouse questionnaire passed manual edit,
- W300- spouse questionnaire failed manual edit,
- W400- spouse questionnaire sent to data entry,
- W500- spouse questionnaire returned from data entry, and
- W 00- spouse questionnaire completed machine edit stage.

W (wave digit) ranged from 1 to 4 depending on the mailout number.

The AFRP control system logic was based on the assumption that events could occur only in a certain sequence. For instance, a form could not be returned if it had not first been sent out. A form could not be sent to data entry if it had not first passed manual edit. A form could not be edited if it had not been returned complete. These "sequence rules" allowed the control system to flag error conditions when they arose and generate error reports. The control system determined that an error had occurred whenever a sequence rule was violated.

Because forms went to the field on a flow basis over a period of time, records were loaded into the control system on a flow basis as well. Whenever new forms went to the field, new records were added to the control system. As forms returned from the field, or as they went through editing and keying stages, they were "evented" by survey support staff. A barcode reader was used to scan each ID number into a computer file, along with the appropriate event code for that stage. The events were then accumulated for weekly updates to the control system. The weekly update compared all

new events to an ID's current status. If any of the new events violated the "sequence rules," an error report was generated that displayed the ID number and the type of violation. The file could not be updated until all event errors had been corrected. The actual update consisted of storing the new events codes into the appropriate variables in the control system file. Once the update was complete, a status report was generated summarizing the number of documents in the system within each event category.

## Data Collection: Soldier Survey

The soldier survey was designed to collect data from a large, cross-sectional probability sample of approximately 18,000 Army soldiers (and their spouses). It was designed to be administered in groups at Army installations using survey teams working with a specially designated soldier at each installation called the Installation Project Officer.

The data collection for the soldier survey began in February 1989. RTI coordinated the data collection in collaboration with Caliber Associates and HumRRO. A data collection task leader from RTI's Center for Survey Research directed the survey effort.

Survey teams of two to four persons were sent to the installations to conduct group survey administration sessions. At most installations, a survey team from Caliber Associates conducted the administrations. The two-member survey team was assisted when necessary by one or two field interviewers hired by RTI. For each installation, one person from Caliber Associates was designated the Team Leader. At most installations, only one survey team was required, but at some installations a larger sample or scheduling of the group sessions necessitated two survey teams.

The basic model for the soldier survey was

- Notify installation of their selection for the survey,
- Have installation designate the IPO,
- Schedule dates for survey and 60-day briefings,
- Conduct 60-day briefing,
- Deliver disposition forms identifying the base sample of soldiers for completion,
- Return completed DF's for processing,
- Prepare and ship survey packets for eligible soldiers to the IPO,
- Have IPO complete preparations for survey administration,
- Have survey team arrive at the installation and administer the survey with help of the IPO, and
- Return data to RTI for processing and analysis.

RTI hired a retired U.S. Army Lieutenant Colonel familiar with Army policy and procedures to be the communication link between the research staff and the Army and to expedite the scheduling of each installation for data collection.

This soldier survey model was followed in all the CONUS installations. For Forces Command (FORSCOM) installations, the data collection took place during umbrella week (the week when the Army allows researchers to come on post and carry out research). A different model was required for the data collection in USAREUR. Also, because of a high state of alert in Panama, the 60-day briefing was not conducted and no data collection teams were sent to Panama.

### Activities Prior to Survey Administration

#### Installation Notification and IPO Designation

Approvals for the survey were required from the Army Chief of Staff and theater Commander in Chief (CINC). ARI and project staff prepared project briefings to secure approval from Command headquarters. ARI then conducted a briefing for each of the following major commands (MACOMS):

- Training and Doctrine Command (TRADOC),
- Forces Command (FORSCOM),
- Southern Command (SOUTHCOM),
- Western Command (WESTCOM),
- Supreme Headquarters, Allied Powers Europe (SHAPE),
- U.S. Army-Europe (USAREUR), and
- Eighth Army.

As part of the briefing, ARI prepared a formal request to Command Support to conduct the survey at the scheduled time. RTI prepared the research support requests and forwarded them to ARI. The research support requests were forwarded under General Officer's signature to the various MACOMS.

The installations were notified by MACOM of their participation through a troop support request. Upon receipt of the tasking to participate in the survey, the installations were required to contact ARI with an initial Point of Contact. The Point of Contact coordinated the process of designating an Installation Project Officer (IPO). The IPO's role was to be the main contact for the survey at the installation and to orchestrate all arrangements for the administration of the surveys at the installation. The initial Point of Contact provided ARI with the name of the IPO.

## 60-Day Briefing

The 60-day briefing was scheduled approximately 60 days before the start of data collection at the installation. The main purpose of the briefing was to meet with the IPO and explain the purpose of the survey and to describe the IPO's duties and responsibilities prior to and during the survey administration week. The IPO was given an Installation Project Officer's Manual (see Appendix E) explaining IPO duties, which was reviewed thoroughly at the briefing. The agenda for the 60-day briefing included the following topics:

- Background and purpose of the survey,
- Overview of data collection at the installation and the IPO's role,
- Detailed explanation of the IPO's responsibilities and duties using the IPO Manual,
- Description of the physical facility needs for the survey administration, and
- Schedule for each major task under the IPO's responsibilities.

The briefing was usually completed in 1 day. Generally only the IPO attended the briefing, but some installations requested that other personnel, such as the Chief of Staff, also attend.

The retired Army consultant scheduled the survey administration with the IPO. The 60-day briefings were also scheduled with the IPO by working back approximately 60 days from the scheduled survey administration. FORSCOM installations were scheduled for data collection during umbrella weeks and the other installations were scheduled at the convenience of both the installation and the survey teams.

The retired Army consultant conducted all 60-day briefings in CONUS and Korea except for two, which the RTI data collection task leader conducted. Because two installations in CONUS changed IPOs after the 60-day briefings, repeat 60-day briefings had to be conducted at each of these installations. Also, one installation in CONUS had three different 60-day briefings.

## Disposition Form

A major objective of this research was to assess the readiness of the Army soldiers to perform their required wartime duties. The design implemented for collecting these data was to identify supervisors of the sampled soldiers and have them evaluate the soldiers on various scales. To obtain the names of the first- and second-line supervisors of the sampled soldiers, RTI created disposition forms for each unit (see Figure 5). The DF listed the name of each sampled soldier with spaces for writing the supervisor's name, rank, and social security number.



# Example 1

## DISPOSITION FORM

For use of this form, see AR 340-15. The proponent agency is TAGO.

REFERENCE OR OFFICE SYMBOL

SUBJECT

TO

FROM

DATE

COM 1

THESE ARE NOT REAL NAMES OR SOCIAL SECURITY NUMBERS

ARLOC: FT BRAGG

UIC: AASCO

Unit: AR SQ 01 Air Reco [PRIMARY]

Rank Name/Social Security #

Supervisor  
Rank Name/Social Security #

Unit Commander:

_____	_____	SSN _____	(1st Line)
CPT	Bodine, Jethro T. 111-11-1111	SSN _____	(1st Line)
		SSN _____	(2nd Line)
1LT	Hoss, Robert S. 381-19-4205	SSN _____	(1st Line)
		SSN _____	(2nd Line)
CW4	Johnson, Thomas E. 532-52-5701	SSN _____	(1st Line)
		SSN _____	(2nd Line)
CW2	Thompson, Art 507-88-2121	SSN _____	(1st Line)
		SSN _____	(2nd Line)
CW2	Wilson, G.P. 891-67-1243	SSN _____	(1st Line)
		SSN _____	(2nd Line)

Figure 5. Disposition Form for Unit

The first-line supervisor was defined as the person who directly supervised the soldier in the place where the soldier worked (or did his or her job). The second-line supervisor also needed to know the soldier's on-the-job performance well enough to make the same readiness evaluations. The person who assigned the supervisors to each sampled soldier on the DF was the unit's designated point of contact (POC). The DF also asked for the name of the Unit Commander. The supervisors' names were processed so that they would receive the Individual Readiness Rating Scales. The Unit Commanders names were processed so that they would receive the Unit Information Form.

The DFs for all sampled units at the installation were given to the IPO at the 60-day briefing (or, if requested by the installation, at another time). The IPO was responsible for

- Getting the disposition forms to the units' POCs,
- Ensuring the proper and timely completion of the DFs by the unit POCs, and
- Shipping the completed disposition forms to the designated AFRP project staff (HumRRO).

Attached to the DFs was a unit POC checklist with instructions on completing the forms and definitions of the first- and second-line supervisors.

The unit POC was responsible for providing complete information on the DF for every sampled soldier listed including

- Deleting soldiers on the list who had permanently left the unit and specifying the reason (PCS, estimated time of separation [ETS], Dead, Deserted, Permanently Reassigned),
- Identifying the Unit Commander,
- Identifying the Unit Commander's first-line supervisor,
- Identifying each sampled soldier's first- and second-line supervisors, and
- Identifying someone who could evaluate a soldier's performance and rate the soldier if the soldier did not have a supervisor.

### IPO Survey Preparation Activities

Besides ensuring that disposition forms were completed by the units, the IPO was responsible for other activities in preparation for the survey administration. The 1989 Installation Project Officers' Manual details all the IPO tasks and responsibilities. Stage 2 in the Manual lists the preparation responsibilities of the IPO including

- Reserving and equipping the rooms for the administration of the surveys,

- Scheduling the units to each reserved room,
- Scheduling survey administration times for required supervisory personnel, and
- Receiving and temporarily storing boxes containing the questionnaires and survey materials before the survey administration date.

### Processing Disposition Forms (HumRRO)

The DFs were to arrive at HumRRO no later than 20 working days prior to the survey administration date.

HumRRO was responsible for sending a copy of the completed DF to RTI so that RTI could begin processing the cross-off information (soldiers who were not going to be available for the survey) while HumRRO prepared the rating assignments of the soldiers for the computer file. After processing the rating assignments, HumRRO sent the ratings file to RTI. RTI then processed the rating assignment information with the cross-off information to generate the soldier identification labels, administration control forms, and other materials necessary for preparing packets of appropriate survey materials for each soldier.

HumRRO followed a series of procedures to process DF information and assign raters to rates in preparation for data collection. The following broad tasks were performed:

- Receive preliminary information from RTI,
- Create subdirectory on personal computer for each installation,
- Receive DFs from field,
- Obtain missing or inaccurate information,
- Begin data entry,
- Perform quality control checks, and
- Prepare output file for RTI.

Each of these tasks is discussed in the following paragraphs.

Receive Preliminary Information From RTI. In preparation for data processing, HumRRO received UIC rosters from RTI for each installation sampled. UIC rosters were transmitted from the RTI VAX computer system. Each of the rosters was downloaded onto a floppy disk and printed from a personal computer. The floppy disk version of the UIC roster was then incorporated into the data processing program. The hardcopy of the UIC roster was filed for use in verification of data received on the DFs.

In addition, throughout the data collection process, HumRRO periodically received a listing of the status of UICs from RTI. This listing was used to verify the completeness of data received from the installations; i.e., the installation had processed and returned DFs for all UICs in the sample (including alternates). A list of IPO phone numbers was used to contact installations in the event of missing or incomplete information.

Create Subdirectory on Personal Computer for Each Installation. Separate subdirectories were created on the personal computer for each installation. The Clipper/dBASEIII program created by HumRRO personnel to input DF data was loaded on the subdirectory. The computer program automated the assignment of raters to ratees. Additionally, the program assigned RTIDs to out-of-UIC raters and was used to convert the UIC rosters (ASCII file) into a dBASEIII file in preparation for data entry. The final output of the program was an ASCII file that could be uploaded and transmitted to RTI using the RTI VAX system.

The Clipper/dBASEIII program required entry of social security numbers (SSNs) only for in-sample/in-UIC personnel. Because the program used the UIC roster, there was no need to enter additional information (unless the rater was out of UIC and/or out of sample). Out-of-UIC and/or out-of-sample personnel or inaccurate SSNs required entry of the raters' names.

Receive DFs From Field. DFs were usually received by HumRRO from the installations through Federal Express or Express Mail. Because of time constraints or other logistical problems, some DFs were transmitted by FAX, courier, or regular mail. As DFs were received from installations their receipt was recorded to determine whether the full complement of sampled UICs had returned their DFs from a given installation.

DFs received by HumRRO were photocopied and the copy was sent to RTI through Federal Express, FAX, or regular mail (depending on time constraints). An additional photocopy of the DFs was created and distributed to HumRRO staff responsible for identifying cross-UIC raters, limiting the number of ratees per rater, and acting as an additional quality control mechanism prior to HumRRO's providing RTI with a final version of the assignment file.

Obtain Missing or Inaccurate Information. HumRRO, in consultation with RTI, reviewed DFs for missing information. Depending on how much information was missing, time constraints, and the specific circumstances at the installation, a decision was made on how to deal with the missing information. In the majority of cases the IPO was contacted by either HumRRO or RTI. Where appropriate, the IPO was asked to obtain the missing data. Missing information was usually provided to HumRRO by telephone; however, in rare circumstances, it was mailed, air-expressed, or FAXed to HumRRO.

Begin Data Entry. Data entry involved a series of steps that began with entering the SSNs of the raters for each of the soldiers listed on the DFs. When an SSN was entered, the Clipper/dBASEIII program was designed to search through the UIC roster for that number. If it found an SSN that matched, the name of the soldier with that

SSN appeared on the screen. If the name matched the name on the DF, the data entry person verified that it was correct and the program stored the data as the rater for the ratee. If the name did not match, or no matching SSN was found on the DF, the computer registered a nonmatch and the data entry person was required to enter the name and rank listed on the DF. After all DFs from the installation were entered, the data entry person ran a report on nonmatching SSNs. The computer generated a listing of ratees with the rater who was identified as nonmatching. The data entry person then went through several procedures to attempt to find the reason for the nonmatch, including going back to the DF to verify correct entry of the SSN and examining the UIC roster (hardcopy) to determine if the SSN was recorded incorrectly on the DF. If no corrections appeared warranted, the rater was identified on the computer as out of UIC and was assigned an RTIID. Following the completion of this process, the nonmatching SSN report was again generated to verify that all cases were handled appropriately. Any rater/ratee pairs that required further corrections were processed as necessary. This procedure was repeated until the nonmatching SSN report indicated all cases had been handled appropriately.

After all data had been entered appropriately on the computer, a report was generated indicating the assignment of raters to ratees. This preliminary assignment report included the following preliminary output: UIC code, rank (e.g., COL, LTC), name (last, first, middle), SSN, for the rater a count of the number of ratees, and for each of the ratees whether the rater was the first- or second-line supervisor.

Perform Quality Control Checks. Following the generation of the preliminary assignment report, a series of quality control procedures were performed. HumRRO personnel verified the assignment report printout against each of the original DF entries. Any errors were noted and corrected on the appropriate dBASEIII file. Most often these errors were due to incorrect SSNs that were not identified earlier in the process, thus resulting in one soldier receiving multiple RTIIDs.

The preliminary assignment report for a given installation was also examined to ensure that no rater was assigned more than eight ratees in a given UIC. If a rater had been assigned more than eight ratees, the number of ratees was reduced to eight by following three principles:

1. Eliminate ratees for whom the rater was the second-line supervisor before eliminating any ratees for whom the rater was the first-line supervisor;
2. Eliminate lower ranked ratees before eliminating higher ranked ratees; and
3. In cases of ties in supervisory/rank status, eliminate ratees randomly.

Raters who were assigned ratees in more than one UIC were also identified. If the total number of ratees for a given cross-UIC rater was greater than 15, the number of ratees was reduced to 15, following the same three principles.

A last check was made to ensure that similarly sounding but differently spelled or numbered rater names were not, in fact, the same person. This was done by reading the raters' names out loud and checking for repetitions among the first digits of their SSNs.

Following the completion of this review, excess ratees per rater were deleted from the file and other corrections made as indicated. Following these corrections, and prior to sending a final file to RTI, HumRRO personnel generated a report of the assignment of extra RTIDs to the out-of-UIC and/or out-of-sample soldiers. The hardcopy of the UIC roster was used to verify that each of the individuals assigned an extra RTID were out of UIC and/or out of sample. Any necessary corrections were made. Again, corrections at this point in the process were generally a result of incorrect SSNs often associated with incorrect/inconsistent spelling of the name or incorrect/inconsistent rank.

Prepare Output File for RTI. Following the completion of the HumRRO quality control procedures, the Clipper/dBASEIII program was used to convert the preliminary assignment report to an ASCII file to be transmitted to RTI. In addition, HumRRO personnel coordinated with RTI personnel to ensure continued quality control through the transition of responsibility for the file from HumRRO to RTI. The following information was uploaded on the RTI VAX computer and transmitted to RTI:

- HumRRO output file,
- Cross-UIC rater file,
- Additional information file.

Each of these files is described here.

HumRRO Output File. The HumRRO output file contained the following information on each soldier: a code indicating whether the individual was a rater or ratee, RTIID, rank (e.g., COL, MAJ), name (last, first, middle), and SSN of each soldier. The file was arranged with one soldier per line. If the soldier was listed as a rater, each of the soldiers following him/her in the file were the ratees assigned to that soldier, until another rater was listed.

Cross-UIC Rater File. A separate file was provided to RTI that included the name and RTIIDs of cross-UIC raters. Because RTIID codes were UIC dependent, each time an individual appeared as a rater in a new UIC, he or she was assigned a new RTIID. For example, if an individual was assigned as a rater in three UICs, he or she would have three RTIIDs.

Additional Information File. Any additional information that HumRRO thought would be helpful to RTI in processing the uploaded assignment file was also transmitted at this time. Information included in this file included the names of the first and last soldier listed in the uploaded file to ensure proper transmittal of the file. If the extra RTIIDs were not assigned in sequential order because of corrections throughout the data entry process, the RTIIDs that were out of sequence were identified for RTI.

## Preparing and Shipping Survey Materials

After receipt of the file of soldiers and their rating assignments for an installation, RTI prepared all the materials necessary for the soldier survey administrations and shipped the materials to the appropriate IPO. Using the computer file sent from HumRRO, a computer programmer generated barcode labels for each questionnaire, name labels for the questionnaire packets, control sheets to be sent to each unit, and unit summary sheets to be used in packing the questionnaire packets. These materials were taken to RTI's Data Preparation Department for labeling, packing, and shipping. A barcode label, which had only the soldier's identification number printed on it, was placed on each questionnaire the soldier was to complete. A name label was generated and placed on the outside of an envelope containing the soldier's barcode-labeled questionnaires. The materials had to be prepared carefully because each soldier did not receive an identical set of survey questionnaires and the questionnaires did not have the soldiers' names on them.

The following questionnaires were used for the soldier survey:

- Soldier Questionnaire,
- Unit Readiness Rating Scales,
- Individual Readiness Rating Scales, and
- Unit Information Form.

Each soldier received one of several combinations of instruments in a personalized packet. The particular combination of instruments included was determined by how the soldier was listed on the completed disposition form. The packets were prepared as follows:

- Packet 1 (for soldiers who were selected in the sample and not designated as the supervisor of any other sampled soldier) contained the Soldier Questionnaire that included the Unit Readiness Rating Scales.
- Packet 2 (for soldiers who were both in the sample and listed as a supervisor of another sampled soldier) contained the Soldier Questionnaire and the Individual Readiness Rating Scales.
- Packet 3 (for soldiers who were not selected in the base sample but were listed as the supervisor of at least one sampled soldier) contained the Individual Readiness Rating Scales and the Unit Readiness Rating Scales.
- Packet 4 (for the Unit Commander) contained the Unit Information Form.

Because the soldiers received a combination of questionnaires, a Unit Summary Sheet (see Figure 6) was used to put the packets together and to check the packets when completed. The Unit Summary Sheet was organized by installation, unit, and alphabetically by soldier's name. Each unit's survey materials were boxed individually

# Example 6

Control Sheet for Unit: EN BN CG B at: FT RILEY

Control Codes:	04 - TDY	07 - Hospitalized	10 - Reassigned to another unit
01 - PCS	05 - Priority Duty	08 - Incarcerated/Court Martial	11 - Other Reason, Specify
02 - ETS	06 - Leave	09 - AWOL/Deserted	12 - No Reason Given
0570200014 CPT POTTER JEREMY	111-11-1111	00 01 02 03 04 05 06 07 08 09 10 11 12	
0570200022 1LT SMITH WILLIAM	222-22-2222	00 01 02 03 04 05 06 07 08 09 10 11 12	
0570200030 2LT ROUSON GARY LEE	333-33-2222	00 01 02 03 04 05 06 07 08 09 10 11 12	
0570200055 2LT MACINTYRE JOHN	444-44-4444	00 01 02 03 04 05 06 07 08 09 10 11 12	
0570200184 SSG HONEYCUTT BILLIE JOE	555-55-5555	00 01 02 03 04 05 06 07 08 09 10 11 12	
0570200182 SSG BURNS RICHARD LAWRENCE	666-66-6666	00 01 02 03 04 05 06 07 08 09 10 11 12	
0570200170 SSG O'REILLY JAMES T	777-77-7777	00 01 02 03 04 05 06 07 08 09 10 11 12	
0570200337 3GT LILLINGTON MARY LOUISE	888-88-8888	00 01 02 03 04 05 06 07 08 09 10 11 12	
0570200346 SGT BINGHAMTON CHARLES	999-99-9999	00 01 02 03 04 05 06 07 08 09 10 11 12	
0570200352 SGT GALLA JAMET ELMOR	000-00-0000	00 01 02 03 04 05 06 07 08 09 10 11 12	
0570200380 SGT HARRISON TIMOTHY JAMES	111-12-1111	00 01 02 03 04 05 06 07 08 09 10 11 12	

Internal Use: 05702

Figure 6. Unit Summary Sheet



with the soldiers' packets arranged alphabetically by soldier name. Quality control was maintained by checking the contents of each unit's box against the Unit Summary Sheet. In addition, control sheets for each unit, to be used to record participation and eligibility codes, were packed in each unit's box. (See discussion of Group Administration for a detailed description of control sheets.)

An additional box, containing the installation-level instruments (the Survey of Family Services and Installation and Community Characteristics Inventory forms), return envelopes and mailing labels, and supplies needed by the survey team, was packed and shipped with the unit boxes to each installation.

Two days after the materials were shipped, RTI contacted the IPO by telephone to verify that all materials were received.

Other Survey Preparation Activities. Other survey preparation activities conducted by RTI included

- Assigning and coordinating field interviewers,
- Contacting the IPO on progress of preparation activities, and
- Sending site information packet to Team Leader.

Additional activities completed by the Survey Team Leader were

- Coordinating the transportation and lodging for the survey team,
- Contacting and training the field interviewers, and
- Contacting the IPO approximately 1 week before data collection to introduce himself or herself and to confirm the administration timing.

It was often necessary to schedule more than two survey administration sessions concurrently. And at times, individual administration sessions had so many soldiers that assistance was needed to run the sessions. For these situations, RTI hired experienced field interviewers to assist the survey team. The role of the field interviewer was to administer the survey in group sessions and assist the survey data collection team. A survey specialist at RTI coordinated the field interviewers with the survey data collection team and supervised the field interviewers. The Team Leader was in charge of training the field interviewers after they arrived at the data collection site and before the sessions began.

Approximately 1 month before the scheduled data collection, RTI contacted the IPO to discuss the progress of all preparation tasks, to answer questions, and to identify any problems that may have occurred. The completed DFs would have been received at RTI by this time and any problems associated with them would have been resolved. Also at this time, because the unit did not always use the unit descriptor on the sampling frame data files, alternative unit descriptors were obtained from the IPO if they had not been obtained at the 60-day briefing. Alternative unit descriptors were used in helping the

soldiers identify their unit when arriving for the group sessions. The IPO was informed of the names of the survey team members and dates of their arrival. In addition, directions to the installation and information on the need for passes to enter the installations were obtained.

RTI sent a site information packet to the Team Leader approximately 10 days before the data collection. This packet contained

- Directions to the installation and other information such as the need for passes;
- Schedule of the number of units and locations, units to be routed, and other unit information such as alternative unit names and problems anticipated;
- Names and telephone numbers of the assisting field interviewers; and
- Number of boxes shipped and date of the shipment.

The Team Leader coordinated the air and ground transportation and lodging for the data collection team. The Team Leader contacted the IPO approximately 1 week before the data collection to discuss the scheduling of the units and to schedule a Monday morning meeting. Next, the Team Leaders telephoned the field interviewers to introduce themselves and confirm the place and time for the Monday morning meeting.

### Survey Administration Week

The survey team generally arrived at the installation on Monday morning of the scheduled survey week. The survey team met with the IPO as soon as they arrived. The purpose of the meeting was to introduce one another since the survey team and the IPO usually would not have met prior to this meeting, to review the preparation of both the IPO and the survey team, to review all aspects of the survey administration and each person's associated responsibilities, to orient the survey team to the physical layout of the installation and the survey administration area, and to review with the IPO his or her other survey responsibilities during the entire week.

Each survey team had a designated Team Leader. The specific responsibilities of the Team Leader are shown in Figure 7. The other key person during survey administration week was the IPO. The specific responsibilities of the IPO are listed in Figure 8.

The first survey administration session generally was scheduled for Monday afternoon. Units were scheduled for either a morning session or an afternoon session for the remainder of the week.

Group Administration. The soldier survey was designed to be administered in group sessions at the installations. The Installation Project Officer scheduled all the sampled soldiers from a unit to attend a group session at a certain time, date, and place. Each session required 3 hours because each soldier spent an average of 2 hours

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**Meet with IPO and field team Monday morning to**

- **Introduce the data collection team**
- **Review data collection locations by unit and by day and obtain general description/location of the data collection sites.**

**Review data collection procedures for**

- **Single- and multiple- unit administrations**
- **Route single-case and whole-unit distributions**
- **Route MEDPAC and DENTAC units**
- **Schedule nonresponse follow-up procedures**
- **Route procedures and schedule the Survey of Family Services forms.**

**Schedule completion of the Installation and Community Characteristics Inventory form with the IPO.**

**Check survey materials sent from RTI.**

**Assign data collectors to specific units to conduct session administrations.**

**Conduct session administrations.**

**Route surveys to units.**

**Ensure procedures are followed for maintenance of confidentiality for all completed questionnaires.**

**Mail survey materials to RTI at the end of the survey administration week**

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**Figure 7. Team Leader Responsibilities During Data Collection Week**

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Meet with the AFRP survey administration team on Monday morning.

Make sure the reserved rooms are properly prepared each day.

Identify and distribute packets of questionnaires to directors of family services.

Complete Installation and Community Characteristics Inventory with the Survey Team Leader.

Determine reasons for "no-shows."

Adjust the survey administration schedule as needed.

Complete, route, and collect various forms.

---

**Figure 8. Installation Project Officer's Responsibilities During Data Collection Week**

completing the survey (soldiers completing only the ratings took an average of only 30 minutes). Whenever possible, all sampled soldiers from a unit were scheduled for the same time slot. According to the IPO's scheduling, the group administration might have been for a single unit or multiple units during the time slot.

For installations that had MEDDAC or DENTAC units sampled, a different schedule and administration of the survey was required. A member of the survey team went to the MEDDAC/DENTAC units and administered the survey to the sampled personnel. Whenever possible, administration was in group sessions, but most of the time, the questionnaire packets for the MEDDAC/DENTAC units were left with the unit POC who distributed the packets to the soldiers for completion.

The Team Leader assigned a session leader for each of the group sessions. The session leader was responsible for

- Making introductory comments and giving instructions for completing the survey instruments,
- Monitoring the administration,
- Answering questions during the administration,
- Completing the control sheets,
- Working with the unit POC to determine the status of "no shows,"
- Routing questionnaires to the units when scheduled units were unable to attend their session,
- Routing individual questionnaire packets or rescheduling soldiers who were unable to attend their scheduled session,
- Ensuring confidentiality of all completed questionnaires,
- Performing session closeouts,
- Returning completed questionnaires and the corresponding control sheet to the Survey Team Leader.

In the group sessions, a member of the survey team distributed the individual questionnaire packets and entered a participation/eligibility code on the control sheet for each soldier. The unit's Point of Contact (or whoever was in charge of the unit) assisted with the distribution and participation coding.

The control sheets were used to record the status of each soldier's participation and reasons for nonparticipation for use in determining survey distribution, calculating response rates, and computing analysis weights. Every soldier listed on the control form was to be accounted for. The following codes were used to report the status of each soldier:

- 00 = Participated;
- 01 = PCS;
- 02 = ETS;
- 03 = Deceased;
- 04 = TDY;
- 05 = Priority Duty;
- 06 = Leave;
- 07 = Hospitalized;
- 08 = Incarcerated/Court Martial;
- 09 = AWOL/Deserted;
- 10 = Reassigned to another unit;
- 11 = Other reason, specify;
- 12 = No reason given;
- 13 = Refused;
- 14 = Pending.

There were also fragmented unit administrations to which the soldiers came individually (for example military police [MP] units could not schedule everyone to come in at the same time). It was more difficult to complete the control sheets and to determine the status of "no-shows" in the fragmented unit administrations because the unit POC did not usually attend every session to which soldiers from his or her unit were assigned.

When all the soldiers for a scheduled administration had arrived, the questionnaire packets were distributed, and the soldiers were seated. The survey team member in charge of the session gave an oral introduction to the project, followed by the statement of confidentiality and instructions for completing and returning the questionnaires. If a soldier arrived late, the instructions and confidentiality statements were given individually. After each soldier completed the appropriate questionnaire(s), it was put back in the packet envelope by the soldier and sealed with a confidentiality strip provided in the packet. The soldiers then handed their envelopes to a member of the survey team. The survey team members then packed the envelopes into the unit's box and readied it for mailing. The boxes of completed questionnaires were kept together in

a secure place until they were all mailed to RTI at the end of the survey administration week.

In addition to packing the unit's box at the end of each group session, members of the survey team completed an Installation Participation Summary Sheet (see Figure 9) that documented the total number of soldiers in the unit who participated. The Installation Participation Summary Sheet was given to the Team Leader for use at the end of the data collection week to calculate the total number of soldiers at the installation who participated in the survey.

Routed Units. For various reasons (e.g., having a special assignment off-base, training exercises in the field, or MEDDAC and DENTAC assignments), some units were unable to attend a scheduled group session. For these special cases, it was necessary to route the entire unit's questionnaire packets to the unit's POC for distribution to the soldiers. The Team Leader delivered the unit's materials to the Unit Point of Contact and briefed him or her on distributing the questionnaires, completing the control sheets (including how all soldiers must be accounted for), and the confidentiality/security of the questionnaires. Written instructions specific to each questionnaire were attached to the questionnaire packets. If possible, the survey materials were returned to the Team Leader by the end of the survey administration week for mailing to RTI. If the questionnaires could not be completed during the survey administration week, arrangements were made for the unit's Point of Contact to return them to the Installation Project Officer for mailing to RTI.

Individual Soldier Routing. Some soldiers were unable to attend the scheduled group administration sessions and their questionnaire packets had to be individually routed. Appropriate written instructions were attached to the questionnaire packets and given to the Unit Point of Contact (or whomever was responsible for the routing). Each individually routed package was documented on the control sheet identifying who was responsible for the routing process and, whenever possible, additional information such as the date the package was expected to be returned. If the questionnaire packet could not be returned by the end of the survey administration week, the Point of Contact was instructed to return the questionnaire packet to the IPO for mailing to RTI. The Survey Team Leader gave the IPO postage-paid return envelopes and instructed the IPO on mailing the packets to RTI.

Returning Completed Questionnaires. After completed questionnaires were received or legitimate nonresponse codes assigned for each soldier in a unit, the unit's box was packed with the completed questionnaire packets, unused questionnaire packets, and the control sheet. The box was sealed and labeled with a pre-addressed label provided in the supply box. The boxes were mailed to RTI via first class mail in CONUS and U.S. Postal Express Mail in OCONUS at the end of the survey administration week. For those boxes or individual packets that could not be returned by the end of the survey administration week, the Survey Team Leader instructed the IPO on mailing the materials to RTI. For whole-unit routing, the unit's box was mailed when all the questionnaires had been completed or a code for each soldier received. For single-soldier routing, the Survey Team Leader left postage-paid return envelopes for the IPO to use for mailing.

DATE: \_\_\_\_\_

PREPARER: \_\_\_\_\_

<u>RTIUC #</u>	<u>TOTAL EXPECTED</u>	<u>COMPLETED (00)</u>	<u>ACCOUNTED FOR (01 - 12)</u>	<u>ROUTED</u>
01	_____	_____	_____	_____
02	_____	_____	_____	_____
03	_____	_____	_____	_____
04	_____	_____	_____	_____
05	_____	_____	_____	_____
06	_____	_____	_____	_____
07	_____	_____	_____	_____
08	_____	_____	_____	_____
09	_____	_____	_____	_____
10	_____	_____	_____	_____
11	_____	_____	_____	_____
12	_____	_____	_____	_____
13	_____	_____	_____	_____
14	_____	_____	_____	_____
15	_____	_____	_____	_____
16	_____	_____	_____	_____
17	_____	_____	_____	_____
18	_____	_____	_____	_____
19	_____	_____	_____	_____
20	_____	_____	_____	_____
21	_____	_____	_____	_____
22	_____	_____	_____	_____

**Figure 9. Installation Participation Summary Sheet**



<u>RTJUIC #</u>	<u>TOTAL EXPECTED</u>	<u>COMPLETED (00)</u>	<u>ACCOUNTED FOR (01 - 12)</u>	<u>ROUTED</u>
23	_____	_____	_____	_____
24	_____	_____	_____	_____
25	_____	_____	_____	_____
26	_____	_____	_____	_____
27	_____	_____	_____	_____
28	_____	_____	_____	_____
29	_____	_____	_____	_____
30	_____	_____	_____	_____

**Figure 9 (Continued)**

So that voluntary participation, confidentiality, and privacy could be maintained, the soldier survey packets were not checked in the field before their return to RTI. However, the control sheets were checked at the unit level at the end of the administration session for the unit, and, if completed during the survey administration week, checked again by the Survey Team Leader before being sealed and mailed.

### Debriefings

At the end of the survey week, some installations requested a debriefing. The purpose of the debriefing was to inform the installation on how well the survey had gone, including the number of soldiers who participated at the installation and the arrangements made for the completion and return of the questionnaires of nonparticipating soldiers. The number of participating soldiers was calculated by summing appropriate information from the Installation Participation Summary Sheet for each unit. The Survey Team Leader was in charge of conducting, or assigning another team member to conduct, the debriefing. Many of the debriefings were conducted for the IPO, but, like the 60-day briefings, other personnel, such as the Chief of Staff, may have requested a debriefing. Nine installations in CONUS requested debriefings.

### Variation in Survey Administration Procedures

Conditions at some study sites required variation in the field administration procedures. These sites and the variation in procedures are described in this section.

#### Fort Bragg

Data collection was conducted at Fort Bragg, the first survey site, on February 27 to March 3, 1989. The sample at Fort Bragg consisted of 1,314 soldiers in 27 units. The Fort Bragg FSU also contained soldiers from Fort Picket. One unit at Fort Picket was selected and data collection for this unit was conducted on March 6, 1989. Because of the timing of final revisions and approval of the instruments, the Soldier Questionnaires used at Fort Bragg and Fort Picket were not in opscan format. Data collection procedures were not pretested before Fort Bragg because of delays in the finalization of instrumentation and procedures. These delays resulted in some experimentation with the data collection protocol at Fort Bragg. It was discovered, for example, that several units and senior officers at Fort Bragg could not attend the scheduled sessions. The field procedures were changed so that the Survey Team Leader could route survey materials (via the unit POC) to some units and senior officers. Hand-out instructions for distributing the survey materials were developed. Also, since soldiers would not be in sessions to hear the oral instructions, written instructions were developed. Procedures were also developed to ensure return of the instruments and to protect confidentiality/privacy (adhesive strips with the word "CONFIDENTIAL" printed on them were used to seal the questionnaire packets).

The control sheets were also changed after Fort Bragg to include raters and unit commanders and to alphabetize the names. A decision was made to alphabetize the questionnaire packets by soldier name when packing the unit boxes for shipping. The control sheets and boxes had been arranged in order of soldier rank within unit at Fort Bragg. Alphabetizing and including all participating soldiers helped facilitate finding the soldier's name and packet upon arrival at the group session. The control sheets were also changed to record whether each soldier attended the group session or if the soldier's questionnaire packet was routed. Another change to the control sheets was made beginning with the third data collection site. This change suppressed the printing of the names of sampled soldiers who were no longer in the unit as identified on the completed disposition forms.

It was also discovered that the unit descriptor obtained from the Army file was not always what the unit called itself. Beginning with the third site, the unit descriptors were updated from information obtained either at the 60-day briefing or by follow-up contact to the IPO at those sites previously briefed.

At Fort Bragg's request, the 60-day briefing was held only 33 days before the data collection date. The RTI Data Collection Task Leader and the consultant conducted this briefing together. The short period of time from briefing to data collection was not sufficient to allow routine completion of all preparation activities. In particular, some units' disposition forms were not received on schedule. This delay caused a delay in processing some of the completed disposition forms and preparing subsequent materials for the survey administration. Therefore, some units at Fort Bragg were scheduled late in the data collection week and the survey materials from these units were hand-carried by project staff to the survey administration site.

## CONUS

Once the field procedures were established at Fort Bragg, they were implemented for all the CONUS (including Hawaii and Alaska) sites. The Data Collection Task Leader in RTI's Center for Survey Research was in charge of data collection at Fort Bragg. After Fort Bragg, the Task Leader at RTI conducted a training session at the offices of the subcontractor in charge of the data collection activities, Caliber Associates. For the rest of the CONUS sites, a Caliber Team Leader was in charge of the data collection.

The opscan version of the Soldier Questionnaire became available beginning with the Fort Gordon and Fort Stewart sites on March 27, 1989. Therefore, the first three sites used a non-opscan version of the Soldier Questionnaire. Table 9 lists the sites and dates of the data collection.

For the 12 Metropolitan District of Washington (MDW) FSU, five were located at the Pentagon and the other seven were at different locations. The data collection protocol was changed so that each unit POC was briefed separately, and the unit's survey materials box was delivered to each unit POC. The briefings were conducted in April and May 1989 and the survey materials were delivered by the Caliber Team

Table 9

## Sites and Dates of Data Collection

Installation	Date of survey administration	Number of UICs
<b>Pre-opscan Instrument Sites:</b>		
Fort Bragg	February 27 - March 3, 1989	27
Fort Riley	March 20-24, 1989	27
Fort Drum	March 20-24, 1989	14
<b>Opscan Instrument Sites:</b>		
Fort Gordon	March 27-31, 1989	7
Fort Stewart	March 27-31, 1989	14
Fort Sill	April 3-7, 1989	13
Fort Knox	April 3-7, 1989	11
Fort Lee	April 24-28, 1989	9
Fort Story	April 24-28, 1989	8
Fort Devens	May 1-5, 1989	10
Fort Benning	May 8-12, 1989	10
Fort Carson	May 15-19, 1989	27
Hawaii	May 22-26, 1989	12
Fort Sam Houston	May 22-26, 1989	8
Fort Leonard Wood	May 29 - June 2, 1989	9
MDW	June 1989	12
Fort Campbell	June 5-9, 1989	14
Fort Wainwright	June 12-16, 1989	12
Fort Hood	June 26-30, 1989	26
Fort Lewis	August 14-18, 1989	28
Fort Ord	October 23-27, 1989	14
<b>OCONUS Sites and Dates:</b>		
Korea	April 10-21, 1989	24
SHAPE	May 8-12, 1989	5
Panama	October 1989	13
USAREUR	July 17 - November 30, 1989	183

Leader during June 1989. No group survey administration sessions were conducted in MDW.

Because of miscommunications with the Ft. Lewis IPO, some disposition forms from Fort Lewis were not returned on schedule. This caused the data collection to be conducted during two different dates, June 19-23, 1989, and August 14-18, 1989.

The data collection at Fort Ord was delayed from the scheduled data collection date of June 5-9, 1989. Fort Ord had requested that they not participate in the survey because so many battalions were deployed. FORSCOM directed Fort Ord to participate and the data collection took place October 23-27, 1989.

### Korea

Camp Casey in Korea was selected as part of the sample. The U.S. Army, Korea (8th Army), requested that data also be collected in the Seoul FSU so that estimates could be made specific to Korea.

The two-person survey team for Korea consisted of a person on leave from Caliber and living in Asia and a survey specialist from RTI. They were assisted by four people (two per installation) hired locally. The data collection periods for the two installations in Korea were scheduled back to back: for the Camp Casey FSU, April 10-14, 1989, and for the Seoul FSU, April 17-21, 1989.

### Panama

The data collection for Panama was originally scheduled for May 22-26, 1989, and all the survey materials were shipped on May 10, 1989. Because of security concerns for the upcoming elections, travel to Panama was cancelled between May 1 and May 20, 1989. The survey team from Caliber planned to travel on May 21, 1989, but on Friday, May 12, 1989, SouthCom disapproved the country clearance for the survey team to travel to Panama. The data collection was postponed indefinitely.

Because of security concerns, Panama had an accelerated PCS, ETS schedule for the summer to move families out of the country. The Panama command agreed to help RTI establish the number of sampled soldiers remaining in the country. In July, the IPO was recontacted for an update of the number of sampled soldiers remaining in the country and in their original unit. A decision was made to go ahead with the data collection in Panama since the update estimated that only about 19 percent of the soldiers had PCSed out of the units.

Beginning in August, there was a change of command accompanied by a major reorganization of soldiers in Panama. In addition, the IPO was on vacation all of August. Panama preferred to wait until after the reorganization to begin the data collection.

Following the reorganization, the IPO determined that only 50 percent of the sampled soldiers remaining in the country were in their original units. The decision was made to proceed with the original sample because it was very late in the data collection schedule and because it would have taken an additional 2 to 3 months or more to reselect the sample and complete all the preliminary activities before data collection could begin.

Data collection occurred during late September and October of 1989. No survey team was sent to Panama. The IPO was in charge of the data collection and routed the survey materials to the units.

## USAREUR

One-hundred eighty-five units were selected to represent the U.S. Army in Europe (USAREUR). These units were organized into nine FSUs, all of which were located in West Germany. During the sample selection process, FSUs were formed to include units within 50 miles of the nine central sites (Frankfurt, Grafenwoehr, Heidelberg, Kaiserslautern, Mannheim, Nuremberg, Stuttgart, Wiesbaden, and Wuerzburg). This was done to minimize travel costs and difficulties for the data collectors. Because the physical organization of the troops in Germany is much different from that in CONUS, the data collection procedures were adjusted. For the most part, troops in CONUS are concentrated in large numbers at designated Army installations. In Germany, the troops are much more dispersed. Thus, instead of working to schedule a week's worth (12 to 15 units) of survey administrations through a single individual (the IPO), in Germany this work was done with single units or with small groupings of units located at the same facility. A HumRRO employee living in Germany coordinated the USAREUR data collection effort with ARI and RTI staff.

USAREUR has very specific procedures for soliciting support for, staffing, and conducting research in the theater. These procedures were followed throughout the Army Family Research Program. In August 1988, the Army Research Institute's Scientific Coordination Office (ARI-SCO) submitted the Research Support Request (RSR) to the Assistant Deputy Chief of Staff for Operations for Training (ADCSOPS-T) who is the designated approval authority for all tests and/or other evaluations in USAREUR. The ADCSOPS-T sent the request to Headquarters, USAREUR and Seventh Army, Assistant Deputy Chief of Staff for Personnel (ADCSPER), as the functional area proponent, tasking him to conduct a comprehensive review of the request and to provide a feasibility assessment and concurrence/nonconcurrence not later than 20 September 1988. The ADCSPER concurred, and the ADCSOPS-T assigned the Community and Family Support Division as the USAREUR proponent to coordinate the project with ARI. As with all such efforts, the ADCSOPS-T requested that every effort be made to protect USAREUR's primary mission of maintaining combat readiness.

The chief of the Community and Family Support Division (CFSD) met with ARI and with an off-site HumRRO employee working in Europe to discuss the RSR and coordinate and plan for its implementation with RTI. USAREUR regulations require that all requests for troop support be tasked through the chain of command beginning

with USAREUR Headquarters. RTI and ARI personnel developed a draft tasking message which they submitted to the CFSD in December 1988 with the expectation that it would be completed, signed, and distributed within a few weeks to a month. This did not occur because (1) it took until 30 March for the CFSD to submit the tasker to Chief of Staff (CofS) for signature and (2) although the request had been approved, several Headquarters personnel had reservations about the project. As a result, a decision memorandum was needed to secure the approval of the Commander-in-Chief of USAREUR. The CINC gave his approval on 11 May after reviewing previously submitted documents, the project instruments, and the USAREUR-related outcomes and benefits. The Chief of Staff signed the tasker (see Table 9), which was sent to the major subordinate commands (MSCs) on 15 May 1989.

Taskers were sent through two chains of command: tactical/unit and community. The units in the sample were, in turn, tasked by their MSCs to support the data collection. Unit commanders were asked (a) to designate a unit POC to attend a coordination meeting, annotate the rosters in accordance with the unit POC guidelines, and work with ARI/RTI throughout the project; and (b) to ensure attendance of designated soldiers and their first- and second-line supervisors. Community commanders were asked (a) to establish survey sites, (b) to appoint a survey site POC for each survey site to work throughout the project with ARI/RTI, (c) to task family service administrators to complete the Family Service Questionnaire, and (d) to complete the Installation and Community Characteristics Inventory.

The plan was to hold coordination meetings for each survey site with the survey site POC and the unit POCs during early June to collect the annotated rosters, brief the POCs on the project and their responsibilities, and schedule the data collection activities. Some meetings were held during this period, but it took more than 6 weeks to coordinate with all of the sites because of the time it took for the tasker to reach the units and communities and for them to respond. In some cases, coordination and collection of the annotated rosters was done unit by unit.

The ARI-SCO requested and received rosters of sample soldiers in the form of computer printouts (not DFs). One copy was sent with the tasker through channels to the units and one copy was retained as an office copy. As the annotated rosters were received, they were verified and edited as needed. When the rosters were received directly from the unit POC, needed additions or changes were made on the spot or while the AFRP representative waited on site. In other situations, modifications were made as a result of telephone conversations. This follow-up technique was problematic in that many personnel were reluctant to--in fact, would not--divulge social security numbers over the phone as this is against regulations. The completed rosters were forwarded to RTI so that soldier- and unit-specific materials could be generated. In most cases, RTI sent the boxes containing the unit-designated materials directly to the survey site POC for all of the units at that survey site. The survey site POC was responsible for their safekeeping until data collection.

Two USAREUR project staff members were trained in May by a CONUS-based staff member during data collection activities with units in Belgium. They, in turn, trained four other data collectors. Most of the data collection was done by four of these six people who usually worked alone at a site. An attempt was made to survey two

units per day at a given site. When more than two units were scheduled at the same site on a given day, two data collectors went to the site. Data collectors lived in various locations throughout Germany and were assigned to sites closest to their homes whenever possible.

The survey site POC was responsible for securing the facilities for the data collection and coordinating with the units to ensure their attendance. An AFRP representative usually called to confirm the unit's participation a day or two before the scheduled data collection date. The survey administration sessions were generally conducted with one unit at a time. In some instances when a large room was available and the units to be surveyed agreed to joint administration, two units were surveyed simultaneously. Soldiers in the sample and their first- and second-line supervisors were surveyed at the same time and place. Unit POCs were responsible for routing materials to soldiers who did not attend the group session. They also provided information about the status of soldiers who were no longer with the unit and/or were unavailable for surveying. If a large number of soldiers did not attend, the AFRP representative usually made arrangements to pick up the completed data personally to enhance the likelihood of further responses. When only a few surveys were outstanding, the POC was given reply envelopes so that surveys subsequently completed could be mailed directly to RTI.

Materials completed during group administrations were reviewed and verified by the AFRP data collector, packaged with the relevant paper work, and sent via U.S. mail to RTI.

AFRP personnel followed up on units by telephone. Unit POCs were to send copies of roster updates to the ARI-SCO so that the USAREUR staff could keep track of the completion rates.

Survey site POCs distributed the Survey of Family Services form within their communities and/or subcommunities. The nature of the questions made this difficult in some locations since the questionnaire was not developed with the community-subcommunity structure of USAREUR in mind. In accordance with AFRP procedures, these personnel were responsible for mailing completed questionnaires directly to RTI. Survey site POCs also were to facilitate the completion of the installation and Community Characteristics Inventory. Some survey site POCs could complete this themselves; most had to locate someone to complete at least sections of this form. These forms were to have been returned to the AFRP staff member at the time of the unit survey administration. This happened at only a few sites; some POCs mailed the form directly to RTI, others had to be prompted to send them, and some never completed the form at all.

The initial tasker called for all data to be collected by 16 September. A major USAREUR-wide training exercise did not permit this to happen. Some units could not schedule data collection until late September and into October. Several units did not complete until November and December because of lost materials, changes in personnel, or other delaying factors.



## Follow-Up

Using the response information from the survey control system for the Soldier Questionnaire and the Individual Readiness Rating Scales, a list of units with less than an 80% response rate was generated for follow-up.

The main purpose of the follow-up was to attempt to locate questionnaires that had been completed but for some reason not returned to RTI. It was thought that, in some cases, a lack of communication between the survey team and the IPO or between the IPO and his or her subordinates may have resulted in a box of completed questionnaire packets being misplaced or forgotten before it was returned to RTI.

A second objective was to prompt soldiers who still had the questionnaires to complete them and return them to their unit's Point of Contact. The goal was to try and get back forms that had been given to the soldiers and to avoid regenerating and shipping more packets. The IPO was told the number of soldiers from a low responding unit who had been selected and the number who had not responded. Because participation in the survey was voluntary, the names of soldiers who had not responded was not provided to the IPO. The status of an individual soldier's participation could not be revealed to an IPO or any superior for fear that it might adversely affect the confidence in our pledge of confidentiality as well as the voluntary nature of this survey and future surveys of Army personnel.

As completed questionnaires continued to be received, the list of units with less than an 80% response rate was updated. In addition, as data collection at installations was completed, units with less than an 80% response rate from those installations were added to the listing. There were 50 units at 17 installations in the first listing (which included all installations not in USAREUR and Panama). Four units were removed from the listing as more questionnaires arrived during the follow-up.

After the initial list was generated, RTI reviewed the control sheet for each unit on the list to determine if there was an obvious reason for high nonparticipation, such as a unit being deployed. The Caliber Team Leader, who conducted the data collection at the installation, also reviewed the listing in an attempt to recall any reasons or circumstances that might account for a unit not participating. Any useful information discovered in the review of the control sheets that might account for a unit not participating was noted. The name of the person responsible for routing the questionnaires was also recorded and used in the follow-up calls to the IPO.

Following these reviews, the annotated lists and other follow-up materials were shipped to the retired Army consultant who telephoned the Installation Project Officer and conducted the follow-up. During the telephone call to each IPO, he stressed that the purpose of the follow-up was to get forms that may not have been forwarded to RTI and to prompt soldiers who still had the questionnaires to complete them. The IPO was not asked to follow-up with individual soldiers.

During the telephone contact, the consultant

- Told the IPO which units were included in the follow-up,
- Described a package that RTI would send to them,
- Discussed what actions the IPO should take, and
- Documented the findings and actions.

The package sent to the IPO contained

- A letter from the Director of the Project explaining the contents of the package;
- A list identifying each unit with a less than 80% completion rate, the number of eligible soldiers and raters selected from the unit, the number of Soldier Questionnaires not returned, the number of Individual Readiness Rating forms not returned;
- An example of the packet given to each eligible soldier containing questionnaires (as a reminder of what the packet for this survey looked like);
- Pre-addressed, postage-paid return envelopes to return any completed questionnaire packets located during this effort.

The IPO was instructed to

- Contact the unit Point of Contact for each unit on the list and request him or her to look for the outstanding packets and, if all outstanding packets are not found, then to make a general announcement to the unit asking soldiers to return any remaining packets (including those that soldiers may not have completed).
- Forward all packets found to RTI in the postage-paid return envelopes provided.
- Be available, if necessary, for follow-up telephone contacts by a member of the project team.

After completing this contact with the IPO, the consultant telephoned RTI to report completion of the contact and to confirm the IPO's mailing address. RTI then mailed the appropriate follow-up materials to the IPO. The consultant was instructed to follow-up with the IPO 1 week after the initial contact to check on receipt of the materials mailed from RTI and to obtain a report of the progress made to locate and return the missing questionnaires. The consultant continued regular telephone contact with the IPOs until he was convinced each one had done everything he/she could do to locate any missing questionnaires.

Although many of the IPOs contacted said it was probably too late to find missing questionnaires or that specific names of soldiers whose questionnaires were missing were needed to conduct the follow-up, one unit in CONUS that had lost its box of questionnaire packets volunteered to participate if RTI regenerated and shipped the questionnaire packets. RTI regenerated and shipped the questionnaire packets to this unit and 17 packets were returned completed to RTI. In addition, one IPO in CONUS reported the unit POCs were able to find and forward a number of completed questionnaires.

## Results

Data collection results for the soldier survey are shown in Table 6. Results show, for the soldier, the total number sampled and the number eligible and, for the eligibles, the number of respondents and response rates. Eligibles included soldiers who, at the time of data collection, were still on active duty, assigned to the same unit, in pay grades E2-O6, and not AWOL, confined, hospitalized, or detached from their units. Those who were on temporary duty, on leave, or sick were considered unavailable but not ineligible and thus are counted as survey nonrespondents.

Calculated from Table 6, 77% (11,035/14,371) of eligible soldiers provided a usable questionnaire. If unavailable soldiers are excluded from the calculation, 84% of those available provided a usable questionnaire. IRR data (from one or both supervisors) were provided for 88% of soldiers for whom soldier questionnaire data are available.

## Data Collection: Spouse Survey

### Overview

Information from spouses of Army personnel selected for the AFRP survey was sought as part of the research design to study behaviors, attitudes, and perceptions about the family and community life in the Army as well as retention and readiness. The AFRP spouse survey was designed to obtain data for (1) developing and testing the study model; (2) formulating, implementing, and assessing Army family policies and programs; and (3) identifying subpopulations to be followed up in the project's substudies. The data collected from the spouse survey were linked to the soldier data.

On the basis of prior military spouse surveys and the AFRP pretests, a self-administered, mailout/mail-back questionnaire was developed. Unlike soldiers in the sample, spouses could not be tasked to attend survey administration sessions. A procedure was developed to place a locator form in the Soldier Questionnaire where the sampled soldier entered his or her spouse's name and address information so the Spouse Questionnaire could be mailed directly to the spouse.

Another field procedure that was developed to check whether married soldiers were providing the necessary information on the spouse locator forms had to be abandoned.

The checking was to be done when the soldier handed in his or her questionnaire at the group sessions. Because many soldiers were unable to attend a group administration session and procedures were developed to use confidentiality strips to seal the completed questionnaires in an envelope, the procedure for checking spouse locator information could not be implemented. This resulted in fewer spouses being identified than was expected.

The procedure of using a spouse locator form in the soldier's questionnaire was pretested and a full-scale spouse pretest mailout was conducted following the Fort Jackson pretest. This pretest produced an overall response rate of 38.5%. Nonresponding spouses in the pretest were sent up to two postcard reminders. To help achieve an acceptable response rate for the full spouse survey, plans were made to use postcard reminders and an intensive telephone follow-up. Because of budget constraints, however, the postcard reminder mailing and telephone follow-up of nonresponding spouses were canceled. Instead, additional mailings of letters and the questionnaire were used for nonrespondents.

Because of the mail administration and prior experience showing that acceptable response rates were difficult to obtain, the expected response rate for the spouse survey (with no postcard or telephone reminder) was set at approximately 50%.

A Korean version of the Spouse Questionnaire was developed to obtain data from Korean-speaking spouses of soldiers stationed in Korea. Because a large number of soldiers stationed in Korea were sampled, it was decided a Korean version would help to alleviate a possible nonresponse bias due to non-English-reading spouses. A Korean graduate student at Kansas State University was hired to translate and prepare a Korean version of the Spouse Questionnaire. All spouses of soldiers residing in Korea were sent a Korean version in addition to the English version of the questionnaire.

Letters for both the initial and follow-up mailings were developed and sent with the questionnaires. An initial introductory letter signed by General Jaco, the Commanding General of the U.S. Army Community and Family Support Center, was enclosed in the first mailing (see Figure 10). A follow-up letter signed by the Project Director at RTI was enclosed for all the nonresponse follow-up mailings (see Figure 11). For the Korean questionnaires, translated letters were mailed with the questionnaires (Figure 12). In addition, a one-page summary in both English and Korean explained that all spouses of soldiers residing in Korea received both an English and Korean version of the questionnaire. A postage-paid return envelope was also included in every mailout for use in returning the completed questionnaire.

Some refusals to participate were received from spouses by mail or telephone. A special conversion letter along with another questionnaire was sent to all refusals judged not to be hostile. This letter was signed by the RTI Project Director.

### Processing the Spouse Locator Form

Each married soldier was asked to complete the spouse locator form on the last page of the Soldier Questionnaire giving his or her spouse's name and current address.



DEPARTMENT OF THE ARMY  
U.S. ARMY COMMUNITY AND FAMILY SUPPORT CENTER  
ALEXANDRIA, VA 22331-05



20 April 1989

REPLY TO  
ATTENTION OF

Office of the Commander

Dear Army Spouse:

Let me introduce myself. I am General Tom Jaco, the Commanding General of U.S. Army Community and Family Support Center, the primary command concerned with policies and programs for Army families and the sponsor of Army family research. My wife and I have been an Army family for over two decades.

You will find a survey enclosed that I hope you will take the time to complete. This research, called the Army Family Research Program, is important to you as an Army spouse because maintaining the Army's support for family life is best done when the Army knows how important family programs are to you. Your husband/wife has already participated in a related survey--in fact, we got your name and address from him/her--and the Army needs your views, too.


This research is an Armywide effort being conducted under our sponsorship by the Army Research Institute and carried out by civilian contractors from Research Triangle Institute, Caliber Associates, and Human Resources Research Organization. The survey is designed to address issues surfaced by Army family members through the Army Family Action Plan.

Your participation is voluntary, and the information you give us is entirely confidential. Your answers will be combined with those of other spouses and soldiers to prepare reports to Army leaders, program managers, and service providers.

If you have any questions, feel free to call Ella Akin or Nick Holt toll-free at Research Triangle Institute: 1-800-334-8571. Research Triangle is a not-for-profit research company under contract to assist in Army family research.

I certainly hope you will participate.

Sincerely,



Neal T. Jaco  
Brigadier General, U.S. Army  
Commanding

Enclosures  
as stated

Figure 10. Letter for Spouses from General Jaco

Dear Army Spouse:

The Army needs your help! You are a key part of a survey being conducted on Army families because as a spouse of an active duty soldier, you have firsthand knowledge of and experience with Army life and programs.

A few weeks ago, General Jaco, the Commanding General of the U.S. Army Community and Family Support Center, asked to you to complete a questionnaire. If you have already completed and returned the questionnaire, please do not complete and return a second copy of the questionnaire. Thank you for your participation and interest.

If you have not yet completed and returned a questionnaire, I want to encourage you to do so as soon as possible. This survey is designed to address issues surfaced by Army family members through the Army Family Action Plan. By participating, you can assist policy makers and program managers in designing future policies to strengthen family programs and support for Army families. I hope you will take this opportunity to give your views and describe your experiences of Army life.

For your convenience, a duplicate questionnaire is enclosed. After completing it, please return it in the enclosed business reply envelope. If you have any questions or concerns, please call Ella Akin or Nick Holt, toll-free, at 1-800-334-8571.

Thank you for your support.

Sincerely yours,



Janet D. Griffith, Ph.D.  
Director  
Army Family Research Project

JG/njb  
Enclosure

Post Office Box 12194

Research Triangle Park, North Carolina 27709 2194

Telephone 919-541-6000

**Figure 11. Letter for Nonresponse Follow-Up Mailings**

# RESEARCH TRIANGLE INSTITUTE

미 육군 가족분께

안녕하십니까?

미 육군이 부인의 도움을 절실히 필요로 하기에 이 편지를 올립니다. 부인께서는 현역 미 육군의 가족이시기에 미육군들과 그 가족들의 생활에 대해서 잘하시고 군내의 여러가지 지원 프로그램도 경험하셨을 줄 믿습니다. 그러하기에 부인께서는 군 가족연구에 관한 설문대상자로서 빠져서는 안되는 중요한 일원인 것 입니다.

몇주 전에 U.S. Army Community and Family Support Center 에 Commanding General로 계시는 Jaco 장군께서 부인께 부디 이 설문에 응해주십사 하는 부탁의 편지를 드린 줄로 믿습니다. 부인께서 이미 이 설문에 답하셔서 저희에게 우편으로 발송해 주셨다면, 먼저 감사를 드립니다. 지금 동봉한 설문서를 다시 답하실 필요가 없으니, 동봉한 봉투에 넣어서 그대로 발송해 주시면 대단히 감사하겠습니다.

만일 이 설문에 아직 응하지 않으셨다면, 빠른 시일내에 이 설문에 답해주시기를 부탁드립니다. 이 설문서는 Army Family Action Plan을 통해서 군가족 여러분들이 제기한 문제점과 의견사항들을 다루고 있습니다. 이 설문서를 통해서 부인의 군가족 생활의 경험과 의견들을 전해 주시는 것이, 앞으로의 군가족 복지향상을 위한 정책과 지원 프로그램들을 세우는데 얼마나 큰 도움이 되는 줄 모릅니다.

이 편지와 함께 설문서를 다시 한번 동봉합니다. 이 설문서를 꼭 답하셔서 동봉한 Business Reply 봉투에 넣어서 부쳐 주시기를 부탁드립니다. 만일 의문사항이 있으시면, 1-800-334-8571 (Toll-Free) 전화번호로 거셔서, Ella Akin 이나 Nick Holt 를 찾아서 문의해주시요.

이 설문서를 통한 부인의 도움에 심심한 감사를 올립니다.

Director  
Army Family Research Project  
Janet D. Griffith, Ph.D.      올림

Post Office Box 12194

Research Triangle Park, North Carolina 27709-2194

Telephone 919-541-6000

Figure 12. Korean Nonresponse Follow-Up Letter

This form was detached from the Soldier Questionnaire upon its receipt at RTI. The spouse locator form was edited and the information keyed along with the corresponding soldier's ID number, which was used to link the spouse and soldier data. This information was then used to generate address labels for the mailing envelopes and barcode ID labels for the questionnaires.

### Mailing the Spouse Questionnaire

Spouse Questionnaires were mailed and traced as groups to improve efficiency. Spouse locator information was accumulated for processing as the Soldier Questionnaires were returned until the first group was mailed May 6, 1989. This group was thereafter designated Group 1. Mailings were scheduled for every 6 weeks. The 6-week interval was established because experience in similar mail surveys had shown that the vast majority of forms are returned in the fourth or fifth week.

After the first mailing, a new "group" was defined at each 6-week mailing as those spouses associated with the spouse locator forms that had been received since the previous mailing. This pattern of defining a new "group" each 6 weeks continued for 8 months after the first mailing.

The first mailing of a group was designated as Wave 1. Therefore, the first mailout was Group 1, Wave 1. If the questionnaire was not received after 6 weeks, a follow-up mailing was conducted and designated as Wave 2. A total of three successive follow-up mailings were conducted at 6-week intervals (Waves 2-4) for nonrespondents. Therefore, 6 weeks after the first mailing, Group 1 nonrespondents were mailed a second questionnaire and were designated Group 1, Wave 2. At the same time a new group of spouses, Group 2, were mailed their initial questionnaires and they were designated Group 2, Wave 1. Table 10 lists the dates mailed, number of questionnaires sent, and response rates.

Due to special circumstances, one installation requested a group session for spouses. The spouses were part of an annual gathering of recruiters who were part of the sample; 17 Spouse Questionnaires were received from the group session and were included in Group 1.

### Handling Undeliverables

If a questionnaire was undeliverable by the Post Office, an address correction was requested. All address corrections received from the Post Office were keyed and used to replace the old address so that the next mailing would reflect the new address. A total of 6,321 spouses were sent questionnaires of which 462 (7.31%) were decl. red undeliverable with no address correction available by the Post Office. A total of 619 address corrections for all Waves were received.



Table 10

## Spouse Mailout Schedule

Initial date mailed	Group/Wave	Number mailed <sup>a</sup>	Number returned	Response rate (%)	Final response rate (%)
May 6-10, 1989	Group1/Wave1	1,417	406	28.7	53.3
	Wave2	994	187	13.2	
	Wave3	783	112	7.9	
	Wave4	648	50	3.5	
June 13-20, 1989	Group2/Wave1	1,164	319	27.4	54.2
	Wave2	816	181	15.5	
	Wave3	611	74	6.4	
	Wave4	522	57	4.9	
July 25-31, 1989	Group3/Wave1	1,183	364	30.8	52.2
	Wave2	795	127	10.7	
	Wave3	644	90	7.6	
	Wave4	542	37	3.1	
Sept. 13, 1989	Group4/Wave1	169	33	19.6	62.7
	Wave2	129	23	13.6	
	Wave3	104	8	4.7	
	Wave4	93	42	24.9	
Oct. 25-26, 1989	Group5/Wave1	1,339	360	26.9	52.5
	Wave2	937	85	6.4	
	Wave3	844	200	14.9	
	Wave4	601	58	4.3	
Dec. 5-8, 1989	Group6/Wave1	927	125	13.5	52.0
	Wave2	778	219	23.6	
	Wave3	529	51	9.6	
	Wave4	429	54	5.8	
Jan. 10-31, 1989	Group7/Wave1	122	21	17.2	41.0
	Wave2	99	17	31.2	
	Wave3	77	12	9.8	
	Wave4	b	b	b	

<sup>a</sup> Undeliverables without an address correction were not remailed.

<sup>b</sup> Wave 4 for Group 7 was not conducted due to the small expected return.

### Spouse Response Rates

The target response rate for the spouse survey was 50%. The overall response rate for all groups was 53.5%. The response rate was 53.3% for Group 1, 54.2% for Group 2, 52.2% for Group 3, 62.7% for Group 4, 52.5% for Group 5, 52.0% for Group 6, and 41.0% for Group 7. It should be noted here that Group 7 received only two follow-up mailings instead of three. Table 11 gives detailed information on responses and other survey results for the full spouse sample.

### Data Collection: Installation-Level Data

Two survey instruments were used to collect data about the installation and were not part of the soldier survey. One instrument, the Installation and Community Characteristics Inventory was designed to obtain a profile of the installation (e.g., the number and types of units at the installation). One ICCI form was distributed for each installation. The second instrument, the Survey of Family Services Form, was designed to gather information from program directors of family services available at the installation.

#### Installation and Community Characteristics Inventory

The IPO was responsible for gathering the information necessary to complete the ICCI prior to the survey administration week. The ICCI was explained to the IPO by the Survey Team Leader during the Monday morning meeting of the survey administration week. The Survey Team Leader scheduled a time for completing the ICCI with the IPO during the week.

The ICCI was mailed to RTI by the Team Leader in CONUS and by the Data Collection Supervisor in USAREUR. If the form was not completed during the data collection week, it was mailed back directly to RTI by the IPO completing the questionnaire.

#### Survey of Family Services Form

The SFS Form was designed to gather information from program directors of family services located at the installation. The IPO was responsible for identifying the program directors and distributing a packet containing the form, a letter of explanation from the Project Director (see Figure 13), and a postage-paid return envelope to each program director during the SFS administration week. Up to 18 SFS forms were distributed, according to whether or not the program/service was available at the installation. The IPO was given a tracking sheet (see Figure 14) on which to record the distribution of the forms. Program directors were asked to mail completed forms directly to RTI.

Table 11

Spouse Survey Results

	Number	Percent
Spouses mailed a questionnaire	6,123	100.00
Completed questionnaires received	3,277	53.52
Questionnaire not returned	2,390	39.03
Questionnaire returned incomplete	5	0.08
Refusal	10	0.16
Undeliverable	431	7.31
Soldier no longer in Army	10	0.16

RESEARCH TRIANGLE INSTITUTE

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THE ARMY FAMILY RESEARCH PROGRAM

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Janet D. Griffith  
Project Director

Dear Service Provider:

The Army is currently conducting a worldwide survey of soldiers and families. This research is being conducted for the Army Research Institute under the sponsorship of the Army Community and Family Support Center. It is being carried out by civilian contractors from Research Triangle Institute, Caliber Associates, and Human Resources Research Organization. This Army Family Research Program (AFRP) is designed to address major research issues in the Army Family Action Plan. The research will assist policy makers and program managers to design future policies which strengthen family programs and support for Army families and contribute to readiness and retention.

A key part of the family survey is the appraisal of community programs and services by professional service providers at each installation. You were selected to complete this portion of the survey of family services as the Director or Deputy Director of a community service agency at this installation. Your answers will be combined with those of other service directors from this installation. The combined information you and others provide in the availability, referral to, and strengths and problems of the different programs of Army installations worldwide will be used to help measure the effects of family programs and services on Army families' adaptation to Army life, their commitment to the Army, and soldier readiness and retention.

The information you provide will be kept confidential and will be used only for research purposes. The identification code on the instrument identifies only the installation, not the program or individual who provides information. Please seal the instrument in the enclosed business reply envelope and mail it back to Research Triangle Institute. Your participation is voluntary. You may skip any questions to which you object, but please answer questions fully and honestly.

This questionnaire will be held as confidential in accordance with Public Law 93-573, which is called the Privacy Act of 1974. Authority to conduct this research is contained in ten United States Code Sections 137 and 2358, which authorize retention of military personnel and research to accomplish this objective.

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P.O. Box 12194      Research Triangle Park, NC 27709      Phone: 919-541-6636

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Figure 13. Cover Letter for Survey of Family Services

Thank you for your participation in this research project. If you have any questions, the installation POC can give you the name and telephone number for the contractor team leader who is directing data collection at this installation or you can call:

Dr. Nick Holt - Toll-free outside North Carolina 1-800-334-8571  
Inside North Carolina 919-541-6068

Ms. Ella Akin - Toll-free outside North Carolina 1-800-334-8571  
Inside North Carolina 919-541-6089

Sincerely yours,



Janet D. Griffith, Ph.D.

JDG/njb

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P.O. Box 12194      Research Triangle Park, NC 27709      Phone: 919-541-6636

---

**Figure 13 (Continued)**

# Example 5

FOR OFFICE USE

RFSU: \_ \_ \_ \_

## IPO Tracking Sheet for Service Provider Instrument

Installation: \_\_\_\_\_ POC: \_\_\_\_\_

	Exists	Distributed
Army Community Services	_____	_____
Army Education Center	_____	_____
Army Emergency Relief	_____	_____
Child Development Services	_____	_____
Community Life (Mayor's) Office	_____	_____
Dental Activity (DENTAC)	_____	_____
Family Life Center (Chaplains)	_____	_____
Family Member Employment Assistance Program	_____	_____
Financial Planning Assistance	_____	_____
Housing Office	_____	_____
Judge Advocate General (JAG)	_____	_____
Medical Activity (MEDDAC)	_____	_____
Mental Health Services	_____	_____
Post Chaplain	_____	_____
Recreational Services	_____	_____
Schools On-Post (DODDS or Section 6)	_____	_____
Transportation Office	_____	_____
Youth Activities	_____	_____

For each program check the:

Exists column if the program/service is currently available at the installation.

Distributed column when the "Survey of Family Services ..." is distributed to the Director/Chief of the service.

Figure 14. Tracking Sheet for Survey of Family Services

IPO Tracking Sheet for Distribution of Service Provider Instruments

Installation: \_\_\_\_\_ POC: \_\_\_\_\_

	Exists		Distributed
	Yes	No	
Army Community Services	1	2	_____
Army Education Center	1	2	_____
Army Emergency Relief	1	2	_____
Child Development Services	1	2	_____
Community Life (Mayor's) Office	1	2	_____
Dental Activity (DENTAC)	1	2	_____
Family Life Center (Chaplains)	1	2	_____
Family Member Employment Assistance Program	1	2	_____
Financial Planning Assistance	1	2	_____
Housing Office	1	2	_____
Judge Advocate General (JAG)	1	2	_____
Medical Activity (MEDDAC)	1	2	_____
Mental Health Services	1	2	_____
Recreational Services On-Post	1	2	_____
Schools On-Post (DODDS or Section 6)	1	2	_____
Transportation Office	1	2	_____
Youth Activities	1	2	_____

Exists column: if the program/service is currently available at the installation, circle "yes;" if it does not exist circle "no."

Dist. column: enter the date when you distributed the "Survey of Family Services ..." to the Director/Chief of the service.

Note: Business reply envelopes will be included in all survey packets for direct return of forms to Research Triangle Institute.

Figure 14 (Continued)

The following programs/services were candidates to receive the SFS Form:

- Army Community Services (ACS),
- Army Education Center,
- Army Emergency Relief (AER),
- Child Development Services (CDS),
- Community Life (Mayor's) Office,
- Dental Activity (DENTAC),
- Family Life Center (Chaplains),
- Family Member Employment Assistance Program,
- Financial Planning Assistance,
- Housing Referral Office (Off-post),
- Government Housing Office,
- Judge Advocate General (JAG),
- Medical Activity (MEDDAC),
- Mental Health Services,
- Recreational Service On-Post,
- Schools On-Post (DODDS or Section 6),
- Transportation Office, and
- Youth Services.

The other survey instruments completed by Army personnel at the installations are

- Unit Information Form - by unit commanders
- Individual Readiness Rating - by supervisors of soldiers in sample (raters included both persons in sample and persons from outside the sample)
- Unit Readiness Rating - by all sample members and all raters.



## Results of Installation-Level Surveys

The numbers of eligible units and installations for which data are available from the ICCI, SFS, UIF, and URR are

- Installations/sites
  - ICCI - 38% of installations/sites
  - SFS - 33 of 34 FSUs have five or more SFSs completed (793 SFSs were completed for these locations)

For both the ICCIs and SFSs, a number of the sites that did not provide data are actually smaller places with services available from larger sites for which data are available. These can be grouped with the larger sites for analyses. Also, for installation-level data, some of the ICCI information is available from other Army sources.

- Units (UICs)
  - UIF - 71% of the 528 participating units
  - URR - An exact response rate has not been calculated since URRs were completed both by survey respondents and nonsample raters. However, since all soldiers and raters for every unit were sent a URR, we have at least one URR for every unit in the sample (a total of 19,347 URRs were received).

These figures clearly indicate that there will be problems with missing data, especially in analyses that use data from more than one source.

## Data Entry

Data collected as part of the survey consisted of both data keyed from hardcopy and optically scanned data. Installation- and unit-level forms were keyed and Soldier and Spouse Questionnaires were optically scanned. The first step necessary in constructing the survey database consisted of verifying the receipt of all forms associated with each sampled installation, unit, and soldier (including spouse data if appropriate). An automatic monitoring system was used to track the disposition of each sample member during the data collection phase. Data received in-house were checked against the monitoring system to ensure that all information was in for each respondent.

Project staff developed edit specifications for correction of errors in both the keyed and optically scanned data. Marginal frequencies and cross-tabulations were produced for the data files to assist in this step. The editing program produced reports documenting the records for which an edit failed. These were reviewed and a decision made as to whether the data items in question should be corrected. This procedure was repeated until all records passed the edit.

The survey materials were mailed back to RTI in a variety of ways. Each of the instruments required different preparation and processing when returned to RTI, but all instruments were submitted to receipt eventing, manual editing, and data entry.

As discussed in this section, RTI completed the following activities upon receipt of the survey materials:

- Receipt and eventing,
- Control sheet processing,
- Keying the spouse locator form,
- Editing, and
- Computer data entry/opscan processing.

## Data Receipt

When completed questionnaires were received at RTI they were logged as received and edited by trained editors; then the data were converted to a computer-readable form. Soldier Questionnaire and Spouse Questionnaire responses were converted to computer-readable form by optical scanning of the questionnaires. Thus, manual edits of these documents prior to data entry were limited to a check of the identification information, checks for stray marks, and checks for adequate darkening of answer bubbles. The IRR, URR, UIF, ICCL, and SFS forms were all converted to computer-

readable form by means of programmed controlled data entry keying. This required more detailed editing than was needed for the optical scan forms.

All of the survey instruments, with the exception of the Spouse Questionnaire, were received and unpacked in the Data Services Department at RTI. Soldier survey questionnaire packets were most frequently received in boxes containing packets from one or more units. Because the soldier questionnaire packets contained multiple questionnaires, the questionnaires were opened and sorted by type (i.e., Soldier Questionnaire, Individual Readiness Rating Scales, Unit Readiness Rating Scales, and the Unit Information Form). In addition, the Installation and Community Characteristics Inventory and the Survey of Family Services Form were opened and sorted when received. Also, because participation/eligibility information was sometimes written on the soldier questionnaire packets when routed, this information was compared to the participation/eligibility codes recorded on the control sheets. When additional soldier packets arrived, the control sheets were updated with the updated participation/eligibility codes.

All of the instruments were barcode evented when received using the barcode entry system. The instruments were batched in groups of 25 by type of instrument, using a batch header sheet listing the ID numbers of the forms in the batch, batch number, and count. The batch header sheet was important to locate a particular questionnaire for problem resolution. Training for the different receipt and barcode eventing took place prior to beginning receipt processing.

### Manual Editing

After the questionnaires were received at RTI and entered into the control system, the instruments were edited by editors in RTI's Data Services Department. Edit specifications were developed for each individual data collection instrument. Editors and their supervisors attended training sessions specifically designed for each form and conducted by survey specialists assigned to the project.

Problems identified during the editing were documented on a problem sheet, and the instrument was given to a survey specialist for review and resolution. Respondents were not called back to resolve problems; problems were resolved by appropriate project staff as necessary.

When the questionnaires first began arriving at RTI, some quick edits and tallies were performed prior to the editing process. The quick edits and tallies were done to get rough numbers on survey procedures. One quick edit was done on the Soldier Questionnaire to determine if married soldiers provided the spouse locator information. This was done by checking the question on marital status in the Soldier Questionnaire against the spouse locator form. Another quick edit was done on the Individual Readiness Rating form to compare the number of soldiers who were supposed to be rated with the number of soldiers who were rated. The quick edits were discontinued after May 3, 1989, because stable estimates were obtained by that time.

The opscan instruments (the Soldier Questionnaire and the Spouse Questionnaire) were edited by checking that the answers marked were dark enough to be readable by the scanner, that there were no stray marks in the questionnaire booklet, and that the pages were not torn or mutilated. All other instruments, the non-opscan Soldier Questionnaire (used at the first sites), the Individual Readiness Ratings, the Unit Readiness Ratings, the Unit Information form, the Survey of Family Services form, and the Installation and Community Characteristics Inventory, had more extensive content editing performed.

Quality control of the editing was conducted by the editing supervisor. For at least the initial two batches, every form was checked until the editor had an error-free batch. If the editor did not have an error-free batch after two batches, retraining for problem areas was conducted and additional quality control checking was done until a batch was error-free. Once the check found no errors, quality control was performed on 10% of the remaining forms.

### Control Sheet Processing

The control sheets were checked and compared with participation/eligibility information that may have been recorded in or on the soldier's packet and a code for the method of administration entered, i.e., group session, routed, or nonparticipation. After the checking, the control sheet was sent to a project survey specialist to check and edit. A second copy was kept in Data Services to be used for updating as additional packets were received. A data clerk keyed the ID numbers and corresponding participation codes from the control sheets. These data were merged into the control system by a computer programmer. As additional soldier packets were received, changes were indicated on the copy and sent to be edited and keyed and the system updated.

### Data Entry

After all manual editing had been completed, data entry was conducted (with the exception of the opscan Soldier and Spouse Questionnaires) by RTI's Data Entry Department. A programmed, controlled key-to-disk system was used to convert the data into a computer-readable form. This system required the development of a computer program that was custom-designed for each instrument. The program guided the keyer through the instrument and checked for proper response ranges and consistency. The keyers were trained by the computer programmer who developed the program for the instrument. Codebooks were developed describing each variable. Each keyed instrument was totally verified by a different keyer.

Before analysis files were developed, machine editing and error resolution was conducted. Edit programs were developed for each instrument by the computer programmers. Problems identified by the machine editing prompted the review of the hardcopy data. Corrections identified by this review were then made to the data file.

For the opscan forms, the Data Entry Department keyed the RTIID and questionnaire lithocode into a link file before sending the forms to CTB McGraw-Hill in Durham, NC, to be read by a computer scanner. This lithocode was the only unique identifier contained in the computer file generated from the optical scanning process. This link file was compared against the control system to verify that all opscan forms that had been received were being sent to CTB McGraw-Hill.

### Opscan Processing

The opscan Soldier and Spouse Questionnaires were delivered to CTB McGraw-Hill in Durham and read by a computer scanner. The opscan Soldier and Spouse Questionnaires were stapled back together by CTB McGraw-Hill, picked up by RTI, and the RTI Data Services Department rebatched the questionnaires. For confidentiality purposes, the questionnaires were stored in a locked storage area in the Center for Survey Research at RTI. CTB McGraw-Hill delivered a tape of the data to RTI. This file was then compared against the link file to verify that all forms had been read by the opscan reader.

### Analysis File

Documentation for the data files can be found in

- Army Family Research Program Analysis Plan,
- 1989 AFRP Soldier and Family Survey--Soldier Data File Codebook,
- Soldier Survey Data Book, and
- Spouse Survey Codebook.

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# Appendix A

## Readiness Measures

### Individual Measures

#### 1. Readiness Ratings (Completed by Supervisors)

- Cooperation/Teamwork/Esprit de Corps
- Effort and initiative
- General soldier skills
- Individual deployability (Army task/mission)
- Individual deployability (personal/family)
- Job discipline
- Job technical knowledge/skills
- Performance under pressure and adverse conditions
- \* Care and concern for subordinates
- \* Care and concern for subordinates' families
- \* Leadership of subordinates
- \* Maintaining training status of subordinates

#### 2. Unit commander's ratings of each sampled soldier.

#### 3. Self-Report Performance Questions in the Soldier Questionnaire.

##### Question No.

- 38 Time taken off duty for personal reasons last month.
- 44 Last physical readiness test score.
- \*\*46 Most recent Skill Questionnaire Test score.
- \*\*\*47/48 Most recent ER/EER evaluation.
- \*\*\*\*49 Most recent OER evaluation
- \*\*\*\*50 Position in senior rater mass
- 51 Articles 15 in past two years.
- 52 FLAG actions in past two years.
- 54 Letters of Appreciation, etc., in past two years
- 55 Certificates of Appreciation, etc., in past two years.
- 56 Awards and decorations received in the military.

- \* Obtained for officers and NCOs only.
- \*\* Obtained from enlisted personnel only.
- \*\*\* Obtained from NCOs only.
- \*\*\*\* Obtained from officers only.

4. Self-Ratings of Readiness in the Soldier Questionnaire

Question No.

- 41 Preparedness for wartime job.
- 42 Preparedness for conflict using:
  - a. Nuclear weapons
  - b. Biological agents
  - c. Chemical agents
  - d. Conventional weapons
- 43 Comparison of job performance with that of other soldiers.

5. Promotion Rate in Comparison to Other Soldiers in Same Grade

Unit Measures

1. Readiness Ratings (completed by sampled soldiers and their supervisors).

- Cohesion and teamwork
- Meeting standards
- Supplies, materials, and equipment (not including vehicles and weapons)
- Care and concern for families
- Care and concern for soldiers
- Leadership
- Mission performance
- Personnel capabilities for mission accomplishment
- Personnel deployability
- Training program
- Unit weapons
- Vehicles/transportation (including aircraft and armor)

2. Unit Status Summary (completed by unit commander)

- Average personnel available past 6 months
- Average MOS-trained personnel in past 6 months
- Average personnel turnover past 3 months
- Average equipment mission-capable past 6 months
- Average METL proficiency past 6 months
- Days participation in FTX past 12 months
- Days participation in CPX past 12 months
- Number of ARTEP external evaluations past 12 months
- Recency of last ARTEP external evaluation
- Results of last ARTEP external evaluation



Number of deployment/readiness exercises past 12 months  
Recency of last deployment/readiness exercise  
Results of last deployment exercise  
Number of external general inspections past 12 months  
Recency of last external general inspection  
Results of last external general inspection

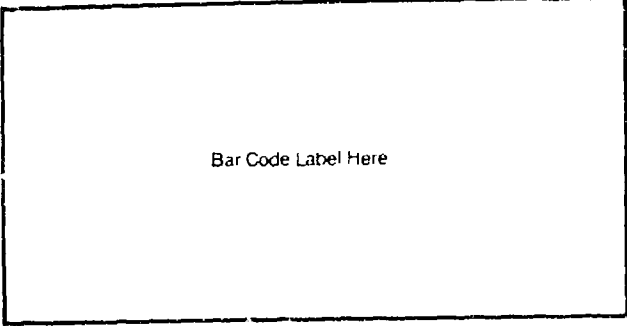
3. Average of Sampled Soldiers' Overall Individual Readiness Scores

Enlisted personnel (E1 to E4)  
NCOs  
Officers (not including unit commander)  
Unit commander

APPENDIX B: QUESTIONNAIRES

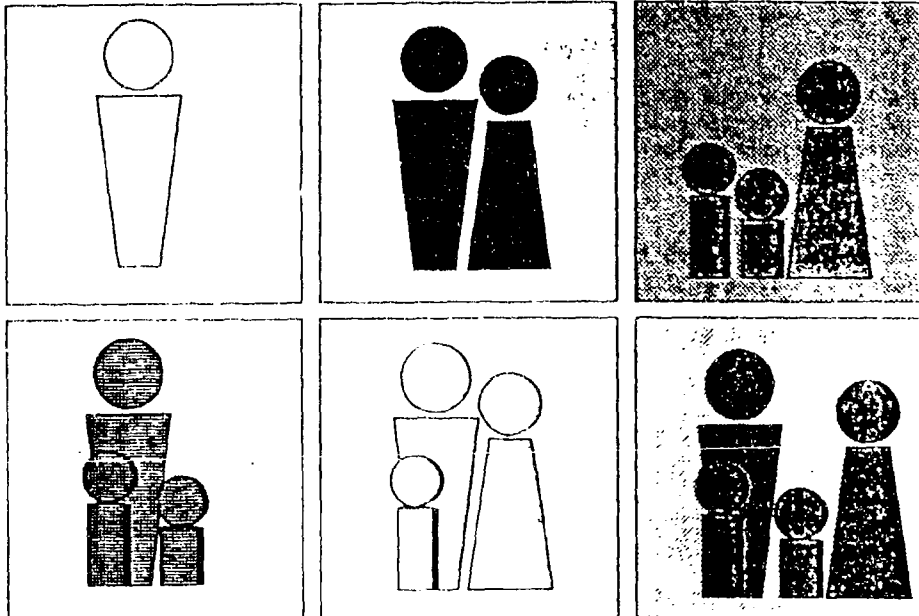
SURVEY APPROVAL AUTHORITY: U.S. ARMY SOLDIER SUPPORT CENTER  
SURVEY CONTROL NUMBER: ATNC-AO-39-10A RCS MILPC-3

Army Family Research Program



# 1989 Army Soldier and Family Survey

## SOLDIER SURVEY



07018

80083

# 1989 SOLDIER QUESTIONNAIRE

## INTRODUCTION

**Who are we?** We are conducting this research for the Army Research Institute under the sponsorship of the Army Community and Family Support Center. We are civilian contractors - Research Triangle Institute, Caliber Associates, and Human Resources Research Organization.

**Why is this research being done?** The survey addresses major issues in the Army Family Action Plan. It will help Army leaders design future policies and programs for soldiers and Army families. These policies and programs include support services, leadership training, and relocation help. Because this research is about soldiers and families, we will be sending questionnaires to spouses of married soldiers in the sample. Also, we may re-contact you at a later date for follow-up research.

**What are the questions about?** They are mainly about your military experience, your work, the Army, your community, and the moves you have made. Some questions ask about your family and friends, your career plans, and the preparedness of you and your unit to perform its mission.

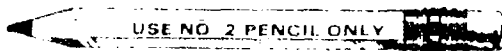
**How were you selected?** We selected you for this world-wide research on Army soldiers and Army families through a scientific sampling procedure.

**Must you participate?** Your participation in this research program is voluntary. You may skip any questions to which you object, but please answer questions honestly. Your answers are very important because you represent many other soldiers like yourself and our research methods will not let us replace you.

## PRIVACY STATEMENT

The data you provide will be kept confidential and will be used for research purposes only. The contractors will not release personally identifiable data collected under this contract to anyone except as necessary to allow future contact for research purposes or to merge data records in ways allowed by law and regulation. Your answers and some personnel data obtained from records will be combined with those from other soldiers and spouses to prepare a report. This questionnaire will be held as confidential in accordance with Public Law 93-573, which is called the Privacy Act of 1974. Authority to conduct this research is contained in 10 United States Code Sections 137 and 2358, which authorize retention of military personnel and research to accomplish this objective.

## MARKING INSTRUCTIONS



CORRECT MARK



INCORRECT MARKS



• ERASE ALL CHANGES CLEANLY AND COMPLETELY

• MAKE NO STRAY MARKS IN THIS BOOK

# YOUR BACKGROUND

1. Are you currently working in your primary military occupation (PMOS) or basic branch?

Yes  No

2. When does your current obligation end (ETS date or end of active duty obligation)?

Does not apply. I have an indefinite obligation

EXAMPLE:

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

3. When you first entered active duty, were you... (MARK ONE)

- Single, never married
- Remarried, was divorced or widowed
- Married for the first time
- Legally separated or filing for divorce
- Divorced
- Widowed

4. When you first entered active duty, did you have any children who were living with you or for whom you were paying child support?

Yes  No

5. While serving on active duty, have you ever been a single parent with your child living with you?

Yes  No

6. How important was each of the following in your decision to enter active duty the first time? (MARK ONE CIRCLE FOR EACH ITEM OR MARK DOES NOT APPLY.)

Does not apply. I was drafted

- a. To develop maturity, discipline or responsibility
- b. To get trained in a skill/profession
- c. To serve my country
- d. To take time out to decide about my life plans
- e. To get money for further education
- f. To gain experience for a civilian job after service
- g. To fulfill ROTC or other educational commitment
- h. Lack of civilian job opportunities
- i. Chance to travel
- j. Military tradition in my family
- k. Security and stability of a job
- l. Retirement benefits

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

7. Which one of the following best describes your career/reenlistment plans when you entered active duty the first time? (MARK ONE)

- I planned to make the military a career
- I wanted to try it and see if I liked it, then decide whether to stay in
- I planned to stay in a short time and then leave
- I was undecided about my career plans when I entered

8. Which one best describes your parents' or guardians' active duty military service? (MARK ONE CIRCLE FOR EACH PERSON)

Now Serving	Served Less Than 8 Years and Left	Served 8 Years Or More and Left or Retired	Never Served	Don't Know
-------------	-----------------------------------	--	--------------	------------

- a. Father or Male Guardian
- b. Mother or Female Guardian

9. Have any of your brothers or sisters ever served on active duty in the U.S. Armed Forces?

- Does not apply. I have no brothers or sisters
- Yes
- No

10. Are you...  Male  Female

11. Are you... (MARK ONE)

- American Indian or Aleut/Eskimo
- Asian or Pacific Islander
- Black
- White

12. Are you of Hispanic background?  Yes  No

13. What is the highest level of education you have completed? (MARK ONE)

- Some high school or less, but no diploma or GED
- High school completed with diploma
- High school completed with GED
- Up to 2 years of college, but no degree
- Associate 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 (MA, MS, MFA)
- Doctorate degree (PhD, DPH)
- Professional degree (MD, DDS, or LLB)

14. What is your present pay grade/rank?

ENLISTED	OFFICER
<input type="radio"/> E1 <input type="radio"/> E6	<input type="radio"/> W1 01
<input type="radio"/> E2 <input type="radio"/> E7	<input type="radio"/> W2 02
<input type="radio"/> E3 <input type="radio"/> E8	<input type="radio"/> W3 03
<input type="radio"/> E4 <input type="radio"/> E9	<input type="radio"/> W4 04
<input type="radio"/> E5	05
	06
	07

15. Have you been selected for promotion to the next pay grade/rank?

Yes  No

# YOUR UNIT ENVIRONMENT

16. How many months have you been in your current unit (that is, your company or other similar unit)?

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

17. Do you usually do your daily Army work with the company or other similar unit to which you are assigned?

- Yes, I work with my assigned unit  
 No, I work someplace else

**THE NEXT QUESTIONS ASK ABOUT WORK AT YOUR CURRENT DUTY ASSIGNMENT.**

- IF YOU WORK WITH YOUR ASSIGNED COMPANY OR OTHER SIMILAR UNIT, ANSWER THESE QUESTIONS FOR YOUR WORK WITH YOUR UNIT.
- IF YOU WORK SOMEPLACE ELSE, ANSWER THESE QUESTIONS FOR THE PLACE WHERE YOU WORK.

18. How often do the following occur at your current duty assignment?

Very Often or Always
Sometimes
Seldom
Very Seldom or Never

- a. Your skills and abilities are needed for getting the job done
- b. Soldiers are encouraged to develop new ways of doing things
- c. At the start of the duty day you do not know when you will leave work at the end of the day
- d. You are kept at work beyond normal duty hours
- e. You get recognition from leaders for the work you do
- f. After you leave work at the end of the duty day, you are called back for an additional detail
- g. You have to cancel leave or important personal/family plans because of your work requirements
- h. Changes in job procedures are introduced with little or no explanation
- i. You are sent to a field training exercise or TDY without adequate prior notification

Very Often or Always
Sometimes
Seldom
Very Seldom or Never

- j. You are assigned work that is not valuable to the Army
- k. Your supervisors' enthusiasm for the Army inspires you to perform the best that you can
- l. Discipline is administered fairly
- m. Soldiers help each other out when they have personal problems
- n. When you or someone you work with has a personal problem your supervisor is willing to listen
- o. When you or someone you work with has a family problem, your supervisor is willing to listen
- p. Your supervisor shows a real interest in the welfare of families
- q. Your supervisor allows soldiers time off for urgent family matters (example, medical care)
- r. Your supervisor allows soldiers time off for non-urgent family matters (example, family activities)

19. To what extent do the following apply to the leaders at your unit or place of duty?

Not At All
Slight Extent
Moderate Extent
Great Extent
Very Great Extent

- a. The leaders of my unit encourage unit-wide family activities
- b. The leaders of my unit know about Army family programs
- c. If war broke out, the leaders of my unit would be concerned about the welfare of their soldiers' families

20. How would you describe the relationships between the officers and enlisted soldiers in your unit or place of duty?

- Very Good
- Good
- So-so
- Bad
- Very Bad

21. How would you describe each of these?

Does not apply, my unit would not be used in a combat situation.  
 Very High  
 High  
 Moderate  
 Low  
 Very Low

- a. What is the level of morale in your unit?
- b. In the event of combat, how would you describe your confidence in your unit members?
- c. How would you describe your unit's readiness for combat?

22. How much do you agree or disagree with the following statements about your unit or place of duty?

Does Not Apply  
 Strongly Agree  
 Agree  
 Can't Say  
 Disagree  
 Strongly Disagree

- a. I am proud of my unit
- b. My closest friendships are with the people I work with
- c. My superiors make a real attempt to treat me as a person
- d. The officers in this unit would lead well in combat
- e. The NCOs in this unit would lead well in combat
- f. The soldiers in this unit have enough skills that I would trust them with my life in combat

### Unit Readiness Rating Scales Instructions

The questions on pages 5-7 are about readiness. This is a summary of the instructions that were read at the beginning of this session (if group administered).

Notice that each of the 12 unit readiness areas is labeled and defined carefully. In rating the readiness of your unit, first read the question for the category to get an idea of what area of unit readiness the scale covers.

A 7-point rating scale ranging from 1 (low readiness) to 7 (high readiness) is provided for each readiness area. For each readiness scale, examples of the kinds of behaviors describe different levels of unit readiness. If the "low" end of the scale best describes your unit's typical readiness, a "1" or "2" would be the correct rating. If the "high" end of the scale most closely matches your unit's typical readiness, a rating of "6" or "7" should be chosen.

As you are completing the ratings:

- Base your ratings on how ready your unit is in each area most of the time. DO NOT base your ratings on isolated or unusual events.
- Rate each area of unit readiness separately. DO NOT fall into the trap of giving your unit the same ratings in all areas.
- Rate only your unit's readiness. Provide us with the most accurate and objective ratings you can give.

For each of the 12 areas, mark the one number that best reflects your unit's readiness.

#### COHESION AND TEAMWORK

23. On a scale of 1 to 7, how ready are your unit's members to work together effectively?

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

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

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

(1)

(2)

(3)

(4)

(5)

(6)

(7)

#### MEETING STANDARDS

24. How ready is your unit to meet inspection standards and follow appropriate operating procedures?

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

Unit enforces and meets most inspection standards, usually follows appropriate operating procedures, conducts certification tests fairly regularly and vigorously

Unit enforces and meets or exceeds all inspection standards, follows appropriate operating procedures at all times, conducts certification tests regularly and vigorously

(1)

(2)

(3)

(4)

(5)

(6)

(7)

**SUPPLIES, MATERIALS, AND EQUIPMENT (NOT INCLUDING VEHICLES AND WEAPONS)**

25. Does your unit have the material (not including vehicles and weapons) necessary for mission accomplishment?

Unit lacks material and operating equipment necessary for mission accomplishment, material would not be available soon enough for use when needed

(1)

(2)

(3)

(4)

(5)

(6)

7

Unit has much of the material and equipment necessary for mission accomplishment, some delays may occur in making material available for use when needed

Unit has all material and operating equipment for mission accomplishment; material is immediately available for use when needed

**CARE AND CONCERN FOR FAMILIES**

26. Does your unit provide care and concern for the families of its personnel?

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

(1)

(2)

(3)

(4)

(5)

(6)

7

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

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

**CARE AND CONCERN FOR SOLDIERS**

27. Does your unit provide care and concern for its soldiers?

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

(1)

(2)

(3)

(4)

(5)

(6)

7

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

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

**LEADERSHIP**

28. How ready are your unit's officers and NCOs to lead the unit?

Leadership of unit sometimes makes poor tactical and personnel decisions, plans and organizes missions poorly, fails to promote unit morale and readiness

(1)

(2)

(3)

(4)

(5)

(6)

7

Leadership of unit generally makes good tactical and personnel decisions, plans and organizes missions well, promotes unit morale and readiness

Leadership of unit consistently makes sound tactical and personnel decisions, plans and organizes missions very effectively, actively and effectively promotes unit morale and readiness

**MISSION PERFORMANCE**

29. How ready is your unit to demonstrate it can perform its mission?

Unit generally performs poorly in military exercises, pays insufficient attention to mission objectives, acts on orders too slowly, is relatively unresponsive to changing conditions

(1)

(2)

(3)

(4)

(5)

(6)

7

Unit generally performs well in military exercises, pays attention to mission objectives, acts on orders fairly quickly, responds fairly promptly to changing conditions

Unit performs extremely well in military exercises, gives priority attention to mission objectives, acts on orders very quickly, responds swiftly to changing conditions

**PERSONNEL CAPABILITIES FOR MISSION ACCOMPLISHMENT**

30. How ready are the soldiers in your unit to accomplish mission tasks?

Unit personnel lack some of the necessary MOS and basic Army skills and knowledge to accomplish mission tasks, serious shortages in numbers and types of personnel exist

(1)

(2)

(3)

(4)

(5)

(6)

7

Unit personnel possess much of the MOS and basic Army skills and knowledge necessary to accomplish mission tasks, not all needed numbers and types of personnel are available

Unit personnel possess all necessary MOS and basic Army skills and knowledge to accomplish mission tasks, all needed numbers and types of personnel are available

31. How ready are the soldiers in your unit to meet an alert?

Too few unit personnel may meet an alert; locations and telephone numbers of too many soldiers may be unknown, personnel alert rosters and other records are not current

Some unit personnel may delay meeting alerts, locations and telephone numbers of some personnel may be unknown, personnel alert rosters and other records are fairly current

All unit personnel are deployable at a moments notice, locations and telephone numbers of all personnel are known, personnel alert rosters and other records are completely current

- (1) (2) (3) (4) (5) (6) (7)

TRAINING PROGRAM

32. How supportive of readiness is your unit's training program?

Unit training program doesn't adequately address the needs of unit personnel, program insufficiently supports unit mission accomplishment

Unit follows a training program that generally addresses the needs of unit personnel, program supports unit mission accomplishment

Unit diligently follows a comprehensive training program that effectively addresses the needs of unit personnel, program helps assure unit mission accomplishment

- (1) (2) (3) (4) (5) (6) (7)

UNIT WEAPONS

33. How ready is your unit to fire its weapons?

Scale does not apply -- unit has no weapons



NA

Unit weapons are not well maintained, serious delays might be experienced in making them available; unit is missing too much of the weaponry needed to accomplish mission objectives

Unit weapons are generally well maintained, minor delays may be experienced in making them available, unit is missing some weaponry needed to accomplish mission objectives

All unit weapons are well maintained, weapons are available for use at a moments notice, unit possesses all weaponry needed to accomplish mission objectives

- (1) (2) (3) (4) (5) (6) (7)

VEHICLES/TRANSPORTATION (INCLUDING AIRCRAFT AND ARMOR)

34. How ready are the vehicles in your unit to help accomplish its mission?

Scale does not apply -- unit has no vehicles



NA

Unit vehicles are poorly maintained, not enough vehicles are "ready to roll"; unit lacks the vehicles needed to accomplish its mission effectively

Most unit vehicles are well maintained and "ready to roll", unit has most of the vehicles needed to accomplish its mission effectively

All unit vehicles are very well maintained and "ready to roll", unit has all vehicles needed to accomplish its mission effectively

- (1) (2) (3) (4) (5) (6) (7)

YOUR WORK

35. During a typical week, about how many hours do you work in your Army job (not including PT)?

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

36. During a typical week, about how many hours a week do you spend in organized PT?

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

37. On a typical work day, at what time do you:

a. start your duty day? (If you have PT before work, report the time you start PT)

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

b. end your duty day (include PT)?

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



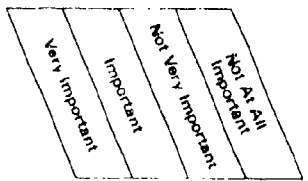
38. In the last month, how much time did you take off from duty for the following reasons? (Please count time when you were sick, arrived late, or left early, but do NOT include pass or leave time.)

	Does Not Apply	Did Not Take Off Any Time	If Less Than One Day How Many Hours?					If One Day or More How Many Days?		
			1	2	3	4-5	6-7	1	2	3+
a Problem with transportation to duty location (for example, car wouldn't start or bus was late)		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
b My health (for example, sick call or doctor/dentist appointment)		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
c Taking care of child(ren) because regular care was not available	<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"/>	
d Other care of child(ren) (for example, sick child or visit to school)	<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"/>	
e To help spouse (for example, take spouse to doctor appointment)	<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"/>	
f To take care of personal or family business (for example, financial matters or housing problems)		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
g Other personal or family reasons		<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. Which of the following best describes how you feel when you compare what you give to the Army, with what you get in return. (MARK ONE)

- I am getting a much better deal than the Army is
- I am getting a somewhat better deal than the Army is
- I am getting a slightly better deal than the Army is
- We are getting an equally good deal
- The Army is getting a slightly better deal than I am
- The Army is getting a somewhat better deal than I am
- The Army is getting a much better deal than I am

40. How important is each of the following to you personally? (MARK ONE FOR EACH ITEM.)



- a Exhibiting excellent military bearing and appearance
- b Being an excellent all-around soldier
- c Being an outstanding leader
- d Being disciplined and courageous in battle

41. If we were to go to war today, how well prepared are you to perform the tasks in your wartime job? (If you aren't sure, give your best estimate.)

- Very well prepared
- Well prepared
- Neither well nor poorly prepared
- Poorly prepared
- Very poorly prepared

DA FORM 4-75

42. How well prepared are you to do your assigned tasks in a conflict in which the enemy uses the following weapons? (If you aren't sure, give your best estimate.) (MARK ONE CIRCLE FOR EACH ITEM.)

Very Well Prepared	Well Prepared	Neither Well Nor Poorly Prepared	Poorly Prepared	Very Poorly Prepared
--------------------	---------------	----------------------------------	-----------------	----------------------

- a. Nuclear weapons
- b. Biological agents
- c. Chemical agents
- d. Conventional weapons

43. Compared to other soldiers in your same pay grade in your unit or place of duty, how would you rate your own job performance?

Much Better Than Most	About Average			Much Worse Than Most		
(1)	(2)	(3)	(4)	(5)	(6)	(7)

44. What was your last Physical Readiness Test Score?

(Scoring range from 0-300.)

Don't know score

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

IF ENLISTED, CONTINUE.  
IF OFFICER, SKIP TO QUESTION 49.

45. Have you ever taken a Skill Qualification Test (SQT)?

Not applicable

Yes       No

→ 46. What was your most recent SQT score?

Don't know score

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

IF PAY GRADES E5-3, CONTINUE.  
IF PAY GRADES E1-4 SKIP TO QUESTION 51.

47. What is the senior rater overall potential box check on your most recent NCO-ER?

1	2	3	4	5
(1)	(2)	(3)	(4)	(5)
Successful			Fair	Poor

Does not apply. I have not been rated under the NCO-ER system or I have not yet received a copy of my official rating

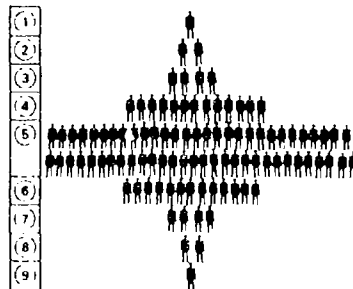
→ 48. If you have not received an evaluation under the NCO-ER system, what is your score on your most recent EER?

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

Does not apply. I have not been rated under the EER system

SKIP TO QUESTION 51

49. What is the senior rater potential evaluation box check of your most recent OER? (MARK ONE CODE)



Does not apply. I have not been rated

50. Was your last rating in, above, or below the center of mass for your senior rater?

- Above center of mass
- In center of mass
- Below center of mass
- Don't know

51. How many Articles 15 have you received in the past two years? (MARK ONE)

- 0
- 1
- 2
- 3
- 4 or more

52. How many FLAG Actions (that is, suspension of a favorable personnel action) have you received in the past two years? (MARK ONE)

- 0
- 1
- 2
- 3
- 4 or more

53. Have you ever received a reduction in grade?

- Does not apply
- Yes
- No

The next two questions ask about the number of Letters and/or Certificates of Appreciation, Commendation, or Achievement you have received in the past 2 years. DO NOT count letters or certificates received for the following.

- Completion of AIT or officer basic and advanced training
- Completion of any additional training courses
- Completion of Head Start
- Announcement of a promotion
- Announcement of an award or decoration

54. How many Letters of Appreciation, Commendation, or Achievement have you received in the past 2 years? (MARK ONE)

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

55. How many Certificates of Appreciation, Commendation, or Achievement have you received in the past 2 years? (MARK ONE)

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

56. How many awards and decorations have you received during all your time in the military? (Include all badges and medals, and count ones where you have received more than one of the same type.)

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

57. Do you have . . .

- |   | Yes                   | No                    |
|---|-----------------------|-----------------------|
| a. a current written will?  | <input type="radio"/> | <input type="radio"/> |
| b. a current driver's license?  | <input type="radio"/> | <input type="radio"/> |
| c. a car available to you whenever you need one?                          | <input type="radio"/> | <input type="radio"/> |
| d. adequate transportation to your unit in case of emergency or an alert? | <input type="radio"/> | <input type="radio"/> |

58. Did you work for pay at a second job (or jobs) during off-duty hours (including self-employed) at any time during 1988?

- Yes
- No → SKIP TO QUESTION 62

59. How many weeks did you work at your second job(s) in 1988?

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

60. In a typical work week in 1988, how many hours did you work at your second job(s)?

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

61. How much did you earn from your second job(s) in 1988 (before taxes and other deductions)? (Give your best estimate.)

\$

0	0	0	0	0	.00
1	1	1	1	1	
2	2	2	2	2	
3	3	3	3	3	
4	4	4	4	4	
5	5	5	5	5	
6	6	6	6	6	
7	7	7	7	7	
8	8	8	8	8	
9	9	9	9	9	

62. Are you currently working for pay at a second job during off-duty hours?

- Yes
- No

63. If yes: In a typical week now, how many hours do you work at your second job(s) in off-duty hours?

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

64. In 1988, did you (and your spouse, if you are married) receive any money from the following sources:

- interest on savings accounts or bonds,
- dividends,
- net rental income, or
- net capital gains from property or stocks?

- Yes
- No

65. If yes, what was the total income you (and your spouse, if married) received from all these sources in 1988? (Give your best estimate.)

\$ 

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

 .00

66. As of today, what is your best estimate of the total amount of money you owe? **INCLUDE** car and personal loans, credit card balances, and home equity loans. **DO NOT INCLUDE** any home mortgage on your residence.

- None
- \$1 - \$999
- \$1,000 - \$1,999
- \$2,000 - \$4,999
- \$5,000 - \$9,999
- \$10,000 - \$14,999
- \$15,000 - \$19,999
- \$20,000 - \$29,999
- \$30,000 or more

67. In the last 12 months, how many months, if any, have you not had enough money to pay your bills?

- None
- 1-2 months
- 3-4 months
- 5-6 months
- 7-8 months
- 9-12 months

## YOU AND THE ARMY

The next questions give you a chance to tell how you feel about yourself and your life in the Army.

68. Listed below are some aspects of work, personal/family, and community life. Please indicate how good or bad they are for you at this location.

Very Good
Good
Neither Good Nor Bad
Bad
Very Bad
Does Not Apply
Don't Know

### Work

- a Your opportunities for advancement
- b Your pay
- c Your retirement benefits
- d Type of work you do
- e Your treatment by supervisors
- f Opportunities to make use of your abilities
- g Your job security
- h Your work rules and regulations
- i Your working hours and schedule

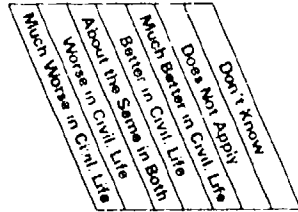
### Personal/Family

- j Personal freedom
- k Opportunities for excitement/adventure
- l Opportunity to serve country
- m Time for personal/family life
- n Job/career opportunities for your spouse
- o Your spouse's job satisfaction
- p Your spouse's overall satisfaction
- q Quality of place for children to grow up

### Community

- r Quality of schools for children
- s Quality of medical care for family members
- t Programs and services for families
- u Quality of community you live in
- v Opportunity to make good friends

69. How much better or worse do you think these aspects would be for you in civilian life than they are for you in the Army?



**Work**

- a Your opportunities for advancement
- b Your pay
- c Your retirement benefits
- d Type of work you do
- e Your treatment by supervisors
- f Opportunities to make use of your abilities
- g Your job security
- h Your work rules and regulations
- i Your working hours and schedule

**Personal/Family**

- j Personal freedom
- k Opportunity for excitement/adventure
- l Opportunity to serve country
- m Time for personal/family life
- n Job/career opportunities for your spouse
- o Your spouse's job satisfaction
- p Your spouse's overall satisfaction
- q Quality of place for children to grow up

**Community**

- r Quality of schools for children
- s Quality of medical care for family members
- t Programs and services for families
- u Quality of community you live in
- v Opportunity to make good friends

70. Please select the 3 factors from the list in Question 69 that are most critical to your decision about staying in or leaving the Army at the end of your current obligation

• Mark the letter of the first most important factor

a b c d e f g h i j k  
l m n o p q r s t u v

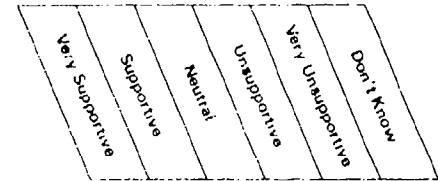
• Mark the letter of the second most important factor

a b c d e f g h i j k  
l m n o p q r s t u v

• Mark the letter of the third most important factor

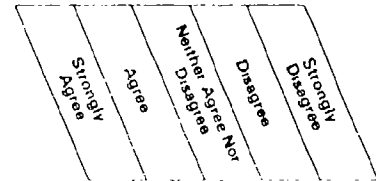
a b c d e f g h i j k  
l m n o p q r s t u v

71. How supportive of Army families are the following leaders at your current location? (MARK ONE CIRCLE FOR EACH ITEM.)



- a Officers in high post/installation positions
- b Officers at my place of duty
- c NCOs at my place of duty

72. How much do you agree or disagree with the following statements? (MARK ONE CIRCLE FOR EACH ITEM.)



**The Army Experience**

- a I feel no commitment to the Army
- b My values and the Army's values are similar
- c There's not much to be gained by staying in the Army until retirement
- d For me, the Army is the best organization to work for
- e Deciding to join the Army was a mistake on my part
- f I can fulfill my personal goals and plans if I stay in the Army until retirement
- g The Army is responsive to family needs
- h The Army requires me to participate in too many activities that are not part of my job

**Personal Expectations**

- |   |                       |                       |                                   |                       |                          |
|---|-----------------------|-----------------------|-----------------------------------|-----------------------|--------------------------|
|   | <i>Strongly Agree</i> | <i>Agree</i>          | <i>Neither Agree Nor Disagree</i> | <i>Disagree</i>       | <i>Strongly Disagree</i> |
| i. The spouse of a soldier ought to feel as much a part of the Army community as the soldier  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>             | <input type="radio"/> | <input type="radio"/>    |
| j. If an Army spouse can have a good job/career while the soldier is in the Army, the soldier will be more likely to remain in the Army | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>             | <input type="radio"/> | <input type="radio"/>    |
| k. A man should expect his family to adjust to the demands of his job   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>             | <input type="radio"/> | <input type="radio"/>    |
| l. Both a husband and wife should share equally in the responsibilities of child care   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>             | <input type="radio"/> | <input type="radio"/>    |
| m. A woman should be able to make long range plans for her career in the same way that a husband does for his                           | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>             | <input type="radio"/> | <input type="radio"/>    |
| n. The husband should be the head of the family   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>             | <input type="radio"/> | <input type="radio"/>    |
| o. If I suddenly became rich (due to an inheritance, lottery winning, etc.), I would continue my Army career until retirement           | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>             | <input type="radio"/> | <input type="radio"/>    |

73. Overall, how satisfied are you with the Army as a way of life?

- Very satisfied  
 Somewhat satisfied  
 Neither satisfied nor dissatisfied  
 Somewhat dissatisfied  
 Very dissatisfied

74. For each of the feelings listed below, indicate how often in the past month you have had the feeling.

- |                       |                        |                         |                            |                       |                       |                       |
|-----------------------|------------------------|-------------------------|----------------------------|-----------------------|-----------------------|-----------------------|
|                       | <i>All of the Time</i> | <i>Most of the Time</i> | <i>More often Than Not</i> | <i>Occasionally</i>   | <i>Rarely</i>         | <i>Never</i>          |
| Secure                | <input type="radio"/>  | <input type="radio"/>   | <input type="radio"/>      | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Isolated              | <input type="radio"/>  | <input type="radio"/>   | <input type="radio"/>      | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Pleased with yourself | <input type="radio"/>  | <input type="radio"/>   | <input type="radio"/>      | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Lonely                | <input type="radio"/>  | <input type="radio"/>   | <input type="radio"/>      | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Afraid                | <input type="radio"/>  | <input type="radio"/>   | <input type="radio"/>      | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Hopeful               | <input type="radio"/>  | <input type="radio"/>   | <input type="radio"/>      | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

75. How frequently do you come home at the end of your duty day feeling... (MARK ONE)

- |   |                         |                               |                          |                          |                           |                       |
|---|-------------------------|-------------------------------|--------------------------|--------------------------|---------------------------|-----------------------|
|   | <i>Almost Every Day</i> | <i>About 2-3 Times a Week</i> | <i>About Once a Week</i> | <i>2-3 Times a Month</i> | <i>About Once a Month</i> | <i>Almost Never</i>   |
| a. too tired to enjoy doing things?                     | <input type="radio"/>   | <input type="radio"/>         | <input type="radio"/>    | <input type="radio"/>    | <input type="radio"/>     | <input type="radio"/> |
| b. charged up by having accomplished something at work? | <input type="radio"/>   | <input type="radio"/>         | <input type="radio"/>    | <input type="radio"/>    | <input type="radio"/>     | <input type="radio"/> |
| c. in a good mood and ready to have fun with others?    | <input type="radio"/>   | <input type="radio"/>         | <input type="radio"/>    | <input type="radio"/>    | <input type="radio"/>     | <input type="radio"/> |
| d. in such a bad mood that I am difficult to be around? | <input type="radio"/>   | <input type="radio"/>         | <input type="radio"/>    | <input type="radio"/>    | <input type="radio"/>     | <input type="radio"/> |

76. How do you feel about each of the following statements?

- |   |                       |                       |                                   |                       |                          |
|---|-----------------------|-----------------------|-----------------------------------|-----------------------|--------------------------|
|   | <i>Strongly Agree</i> | <i>Agree</i>          | <i>Neither Agree Nor Disagree</i> | <i>Disagree</i>       | <i>Strongly Disagree</i> |
| a. Good luck is more important than hard work for success                   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>             | <input type="radio"/> | <input type="radio"/>    |
| b. Every time I try to get ahead, something or somebody stops me            | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>             | <input type="radio"/> | <input type="radio"/>    |
| c. Planning makes a person unhappy, since plans hardly ever work out anyway | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>             | <input type="radio"/> | <input type="radio"/>    |
| d. What happens to me is my own doing                                       | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>             | <input type="radio"/> | <input type="radio"/>    |
| e. When I make plans, I am almost certain I can make them work              | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>             | <input type="radio"/> | <input type="radio"/>    |

77. At the present time, how demanding are your work and family responsibilities?

- |                            |                             |                            |                       |
|----------------------------|-----------------------------|----------------------------|-----------------------|
|                            | <i>Not At All Demanding</i> | <i>Extremely Demanding</i> | <i>Does Not Apply</i> |
| a. Work responsibilities   | (1) (2) (3) (4) (5) (6) (7) | <input type="radio"/>      | <input type="radio"/> |
| b. Family responsibilities | (1) (2) (3) (4) (5) (6) (7) | <input type="radio"/>      | <input type="radio"/> |

78. At the present time, how successful are you at dealing with your work and family responsibilities?

- |                            |                              |                             |                       |
|----------------------------|------------------------------|-----------------------------|-----------------------|
|                            | <i>Not At All Successful</i> | <i>Extremely Successful</i> | <i>Does Not Apply</i> |
| a. Work responsibilities   | (1) (2) (3) (4) (5) (6) (7)  | <input type="radio"/>       | <input type="radio"/> |
| b. Family responsibilities | (1) (2) (3) (4) (5) (6) (7)  | <input type="radio"/>       | <input type="radio"/> |

# YOUR ARMY PLANS

The following questions ask about your plans to remain in or leave the Army:

79. If you are married, which best describes how you decided or will decide to stay in or leave the Army at the end of your current obligation? (MARK ONE)

- Does not apply. I am not married
- Make (made) the decision by myself without considering my spouse's opinion
- Make (made) the decision by myself but consider (considered) my spouse's opinion
- Talk(ed) it over with my spouse and we make (made) the decision together
- Talk(ed) it over with my spouse and largely decide (decided) to do what my spouse wants

80. How would you feel if you stayed in the Army at the end of your current obligation?

- Extremely good
- Quite good
- Slightly good
- Neither good or bad
- Slightly bad
- Quite bad
- Extremely bad

81. During the last year, how many civilian jobs have you actually applied for in case you leave the Army?

- None
- One
- Two
- Three or more

82. Are you currently seeking any information about civilian jobs for yourself in case you leave the Army?

- Yes
- No

83. What do other people close to you think about your staying in or leaving the Army at the end of your current obligation? (Please indicate what you think these people want you to do.)

	Strongly Wants Me To Stay	Somewhat Wants Me To Stay	Is Neutral or Has No Opinion	Somewhat Wants Me To Leave	Strongly Wants Me To Leave	I Don't Know What He/She Thinks About This	Does Not Apply
a. Your spouse/girlfriend/boyfriend	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
b. Your children	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
c. Your parents	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
d. Your friends	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Your co-workers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Your first line supervisor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Your commanding officer	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

84. How likely are you to stay in the Army at the end of your current obligation?

- Does not apply. I will retire when current obligation ends
- Does not apply. I plan to leave the Army
- (0 in 10) No chance
- (1 in 10) Very slight possibility
- (2 in 10) Slight possibility
- (3 in 10) Some possibility
- (4 in 10) Fair possibility
- (5 in 10) Fairly good possibility
- (6 in 10) Good possibility
- (7 in 10) Probable
- (8 in 10) Very probable
- (9 in 10) Almost sure
- (10 in 10) Certain

85. How would you feel if you left the Army at the end of your current obligation?

- Extremely good
- Quite good
- Slightly good
- Neither good or bad
- Slightly bad
- Quite bad
- Extremely bad

86. When you eventually leave the Army, do you plan to join the Reserves or National Guard?

- Does not apply. I am not eligible to join
- Definitely will join
- Probably will join
- Don't know/not sure
- Probably will not join
- Definitely will not join

87. When you finally leave the Army, how many years of active duty service do you expect to have completed? Do not count time in the Guard or Reserves. (ENTER NUMBER OR MARK DON'T KNOW)

YEARS
0
1
2
3
4
5
6
7
8
9

Don't know

## YOUR RELATIONSHIPS

88. At your current location, is there a friend, neighbor, or relative (besides your spouse, if you are married) outside your home who will:

	Yes, Always	Yes, Sometimes	No	Does Not Apply
--	-------------	----------------	----	----------------

- a Listen to you when you need to talk
- b Go with you to do something enjoyable.
- c Help with your daily chores if you are sick
- d Take care of your child(ren) in an emergency
- e Lend you household tools or equipment
- f Make a short-term loan of \$25.00-\$50.00
- g Provide transportation when you need it

89. To what extent can you count on the following people for help with a personal or family problem?

	Very Great Extent	Great Extent	Moderate Extent	Slight Extent	Not At All
--	-------------------	--------------	-----------------	---------------	------------

- a A leader at your place of duty
- b Someone else you work with
- c A neighbor or friend who is in the Army
- d A neighbor or friend who is not in the Army
- e Staff of an Army service agency (example, ACS or Chaplain)
- f Parents or other close relatives (not your spouse or children)

90. Do you have any close relatives (other than ones who live with you) who live within a two hour drive of your current location?

- Yes
- No



91. If you were ever married, how old were you when you first got married?

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

Does not apply. I have never been married.

92. What is your current marital status? (MARK ONE)

- Married for the first time
- Remarried, was divorced or widowed
- Single and never married
- Legally separated or filing for divorce
- Divorced
- Widowed

SKIP TO QUESTION 99

CONTINUE

93. Are you now engaged or significantly involved in a relationship with someone? In other words, is there an important girlfriend/boyfriend in your life right now?

- Yes
- No → SKIP TO CHECKPOINT ON PAGE 20

94. Has your girlfriend/boyfriend ever served on active duty in the U.S. Armed Forces?

- Yes, is currently on active duty
- Yes, was on active duty
- No

95. How supportive is your girlfriend/boyfriend of your being in the Army now?

- Very supportive
- Fairly supportive
- Mixed or Neutral
- Fairly unsupportive
- Very unsupportive
- Don't know

96. How supportive is your girlfriend/boyfriend of your making a career of the Army?

- Very supportive
- Fairly supportive
- Mixed or Neutral
- Fairly unsupportive
- Very unsupportive
- Don't know

97. Does your girlfriend/boyfriend now live within a two-hour drive of your current location?

- Yes
- No

98. How often have you discussed marriage with your girlfriend/boyfriend?

- Very seldom or never
- Seldom
- Sometimes
- Often
- Very often

THE NEXT QUESTIONS ARE FOR PEOPLE WHO ARE CURRENTLY MARRIED (INCLUDING LEGALLY SEPARATED AND FILING FOR DIVORCE). IF YOU ARE NOT MARRIED, SKIP TO CHECKPOINT ON PAGE 20.

## YOUR SPOUSE

99. How long have you been married to your current spouse?

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

I have been married less than 1 year

100. Where was your spouse born?

- Outside the United States to non-U.S. citizen parents
- Outside the U.S. with one or both parents U.S. citizens in the U.S. (including Puerto Rico or Guam)

101. Is your spouse... (MARK ONE)

- Asian or Pacific Islander
- American Indian or Aleut/Eskimo
- Black
- White

102. Is your spouse of Hispanic background?

- Yes
- No

103. Was English the first language your spouse learned to speak?

- Yes
- No

104. Is your spouse currently serving on active duty in the U.S. Armed Forces?

- No, my spouse is not on active duty in the U.S. Armed Forces → SKIP TO QUESTION 111
- Yes, on active duty in the Army
- Yes, on active duty in another branch of service

105. What is your spouse's present pay grade/rank?

ENLISTED

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

OFFICER

- W1  O1
- W2  O2
- W3  O3
- W4  O4
- O5
- O6
- O7+

106. Are you and your military spouse currently on a joint domicile assignment?

- Yes
- No, we did not request it
- No, but we requested it

107. Have you ever had to take an assignment you did not want so that you could be stationed with your spouse?

- Yes
- No

108. Has your spouse ever had to take an assignment that he/she did not want so you could be stationed together?

- Yes
- No

109. How much do you agree with this statement? If I had to choose, my career is more important than my spouse's?

- Strongly Disagree
- Disagree
- Can't Say
- Agree
- Strongly Agree

110. If future assignments require long separations from your spouse, what will you and your spouse do?

- Accept them
- I will leave the military
- My spouse will leave the military
- We will both leave the military
- Does not apply, I already plan to leave the military
- Does not apply, my spouse already plans to leave the military
- Does not apply, we both already plan to leave the military

111. Is your spouse currently working in a paid civilian job, including self-employed?

- Does not apply, my spouse is on active duty
- Yes, full-time (35 hours or more a week)
- Yes, part-time (less than 35 hours a week)
- No, but my spouse is currently looking for work
- No, my spouse is not looking but would like to work
- No, my spouse does not want to work now

SKIP TO QUESTION 114

112. To what extent does your spouse's current paid job(s) interfere with your Army job?

- Very great extent
- Great extent
- Moderate extent
- Slight extent
- Not at all

113. To what extent does your Army job interfere with your spouse's current paid job(s)?

- Very great extent
- Great extent
- Moderate extent
- Slight extent
- Not at all

114. If you had a choice, what would you prefer your spouse to be doing at the present time?

- Not working for pay
- Serving on active duty
- Working full-time in a civilian job but not a career
- Working part-time in a civilian job but not a career
- Working full-time in a civilian career
- Working part-time in a civilian career

115. If you had a choice, what would you prefer your spouse to be doing five years from now?

- Not working for pay
- Serving on active duty
- Working full-time in a civilian job but not a career
- Working part-time in a civilian job but not a career
- Working full-time in a civilian career
- Working part-time in a civilian career

**IF YOUR SPOUSE IS NOT LIVING WITH YOU,  
SKIP TO QUESTION 126.**

116. Following are some reasons why some people want their spouses to work in paid employment. How important is each of these reasons to you? (Answer even if your spouse does not have a paid job at the present time.) (MARK ONE CIRCLE FOR EACH ITEM.)

Does not apply. I do not want my spouse to work

Extremely Important	Very Important	Somewhat Important	Not Very Important	Not at all Important
---------------------	----------------	--------------------	--------------------	----------------------

- a. Need the money for basic family expenses ...
- b. To have money to buy extras now ...
- c. To save money for the future ...
- d. To develop work skills and experience ...
- e. To feel good about himself/herself ...
- f. To meet people/get out of the house ...
- g. To have a career ...
- h. To contribute to society ...

117. Is your spouse now living with you at the same geographic location?

- Yes → SKIP TO QUESTION 120
- No

118. Why isn't your spouse living with you? (MARK ALL THAT APPLY)

- I am on an unaccompanied tour
- My spouse is in the military and assigned elsewhere
- My spouse will soon join me
- My spouse did not want to leave her/his civilian job
- My spouse wanted to continue her/his education
- We didn't want to disrupt our child(ren)'s schooling
- My spouse didn't want to live here
- We are having marital problems
- Other reason

119. As of today, how many months have you been living at your current location without your spouse?

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

120. As of today, how many months have you and your spouse been together at your current location?

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

121. Approximately how many nights over the last 6 months were you away from home on overnight Army duty?

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

122. Have you and your spouse experienced any extended separations (of one month or longer) because of military duties in the past twelve months?

- Yes
- No → SKIP TO QUESTION 126

123. How long was your last extended separation?

- 1-2 months
- 3-4 months
- 5-6 months
- 7-12 months
- 13 or more months

124. How long has it been since you returned from your last separation?

- Within the last 2 weeks
- 2-3 weeks ago
- 1-3 months ago
- 4-6 months ago
- 7-12 months ago
- 13-24 months ago

125. To what extent did you experience the following with your last separation?

Very Great Extent	Great Extent	Moderate Extent	Slight Extent	Not At All
-------------------	--------------	-----------------	---------------	------------

- a My spouse became more independent
- b I am proud of the way my spouse handled things when I was away
- c It took my spouse and me time to adapt to each other again after my return

126. Here is a list of feelings or worries some soldiers have about their family (their spouse, children) when they are away on Army assignment, TDY, or deployment. How often do you worry about each of the following when you are away?

Very Seldom or Never	Seldom	Sometimes	Often	Very Often or Always	Does Not Apply
----------------------	--------	-----------	-------	----------------------	----------------

- a Your family's safety
- b Your family's ability to get car or household repairs done
- c Your family having enough money to meet expenses, pay bills, etc
- d Your child(ren)'s health and well being
- e Your family's safety in the event of war

127. How much of a problem would your spouse have coping if you had to go away on an Army assignment, such as TDY or deployment, for...

Very Serious Problem Coping	Serious Problem Coping	Moderate Problem Coping	Slight Problem Coping	No Problem Coping
-----------------------------	------------------------	-------------------------	-----------------------	-------------------

- Less than 2 Weeks
- 2 Weeks to a Month
- Several Months
- Six Months

128. Most couples have disagreements from time to time. How often do you and your spouse have disagreements about...

More Than Once a Week	Weekly	Less Than Once a Month	Monthly	Never	Does Not Apply
-----------------------	--------	------------------------	---------	-------	----------------

- a spending money?
- b giving enough affection to each other?
- c time spent together?
- d the children?
- e division of household chores?

129. For each of the following questions, mark one code.

- |   | Yes                   | No                    | Don't know            |
|---|-----------------------|-----------------------|-----------------------|
| a Does your spouse have power of attorney in case you are away?   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| b Do you and your spouse have a joint checking account?   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| c Does your spouse have the equivalent of 2 weeks of your pay on hand or in savings in case of emergency? | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

130. Do you agree or disagree with each of the following statements?

Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
----------------	-------	----------------------------	----------	-------------------

- a My spouse and I consider ourselves to be a team working for Army goals
- b My spouse understands the demands of my Army job
- c My spouse does a great deal to further my career
- d My spouse is willing to make changes to help me advance in the Army
- e If a spouse goes to someone in the soldier's chain of command for help with a problem it could hurt the soldier's military career
- f If a spouse goes to military service providers (ACS, Chaplains, etc.) for help with a problem it could hurt the soldier's military career

Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
----------------	-------	----------------------------	----------	-------------------

- g. My spouse is someone I can really talk with about things that are important to me
- h. I keep my spouse well informed about the unit's work activities
- i. When family needs conflict with Army needs, the family should come first
- j. My family life has to be going well before I can work well
- k. At home, I am so tired or pre-occupied about work that I don't have much time or energy left for my family

131. The questions below are about your thoughts and activities concerning your marriage in the last twelve months.

- |  |                       |                       |
|--|-----------------------|-----------------------|
| In the last twelve months, did you...                      | Yes                   | No                    |
| a. think your marriage might be in trouble?                | <input type="radio"/> | <input type="radio"/> |
| b. seriously think about getting a divorce or separation?  | <input type="radio"/> | <input type="radio"/> |
| c. seriously discuss the issue of a divorce or separation? | <input type="radio"/> | <input type="radio"/> |
| d. actually file for divorce or separation?                | <input type="radio"/> | <input type="radio"/> |

132. On a scale from 1 to 7, where 1 means very unhappy and 7 means very happy, how would you describe your marriage, overall? (MARK ONE NUMBER.)

Very Unhappy	(1)	(2)	(3)	(4)	(5)	(6)	(7)	Very Happy
--------------	-----	-----	-----	-----	-----	-----	-----	------------

133. How supportive is your spouse of your being in the Army now?

- Very supportive
- Fairly supportive
- Mixed or Neutral
- Fairly unsupportive
- Very unsupportive
- Don't know

134. How supportive is your spouse of your making a career of the Army?

- Very supportive
- Fairly supportive
- Mixed or Neutral
- Fairly unsupportive
- Very unsupportive
- Don't know

## YOUR CHILDREN

### CHECKPOINT:

DEPENDENT CHILDREN ARE UNMARRIED CHILDREN WHO DEPEND ON YOU FOR OVER HALF THEIR SUPPORT. THIS INCLUDES ADOPTED CHILDREN AND STEPCHILDREN. A DEPENDENT CHILD MUST ALSO BE IN ONE OF THE FOLLOWING CATEGORIES:

- NOT YET 21 YEARS OLD,
- ATTENDS COLLEGE AND NOT YET 23 YEARS OLD, OR
- HAS MENTAL OR PHYSICAL HANDICAP AND IS ANY AGE

135. As defined above, how many dependent children do you have?

- None →
- One
- Two
- Three
- Four
- Five
- Six or more

• IF YOU ARE MARRIED, LEGALLY SEPARATED, OR FILING FOR DIVORCE, SKIP TO QUESTION 146  
 • IF YOU NEVER MARRIED, OR YOU ARE DIVORCED OR WIDOWED SKIP TO QUESTION 150

136. How many dependent children are now living with you?

- None → SKIP TO QUESTION 146
- One
- Two
- Three
- Four
- Five
- Six or more

137. What were the ages of the dependent children living with you on their last birthdays? WRITE IN THE AGE OF EACH OF YOUR CHILDREN IN THE BOXES BELOW AND MARK THE NUMBERS, BEGINNING WITH THE AGE OF YOUR YOUNGEST CHILD. THERE IS SPACE TO LIST FIVE CHILDREN. IF YOU HAVE MORE THAN FIVE CHILDREN IN YOUR HOUSEHOLD, GIVE THE AGES OF THE FOUR YOUNGEST AND THE OLDEST. IF LESS THAN ONE YEAR OLD, WRITE IN 00 FOR THAT CHILD.

(Example for child 2 years old)

	Youngest Child	Second Youngest Child	Third Youngest Child	Fourth Youngest Child	Oldest Child
02	00	00	00	00	00
1	1	1	1	1	1
2	2	2	2	2	2
3	3	3	3	3	3
4	4	4	4	4	4
5	5	5	5	5	5
6	6	6	6	6	6
7	7	7	7	7	7
8	8	8	8	8	8
9	9	9	9	9	9

138. Are you/is your spouse currently pregnant?

- Yes  
 No

139. The following statements refer to your dependent child(ren). If you have more than one child living with you, think of all your children and answer YES if the statement is true for any of your children.

I have a child living with me who has...

a a serious behavior problem (hyperactive, chronic fighting, trouble with the law, etc.)

- Yes  
 No

b a serious problem with school (learning disability, disciplinary problem, etc.)

- Yes  
 No

c a serious medical problem (asthma, diabetes, etc.)

- Yes  
 No

140. During the last six months, how satisfied have you been with each of the following:

Very Satisfied	Satisfied	Neither Satisfied nor Dissatisfied	Dissatisfied	Very Dissatisfied
----------------	-----------	---------------------------------------	--------------	-------------------

- a Amount of time you spend with your child(ren)?
- b Your ability to meet your child(ren)'s emotional needs?
- c Your ability to meet your children's educational/learning needs?
- d The overall quality of time you spend with your child(ren)?

141. Do you have any child(ren) 5 years old or younger who live with you?

- Yes  
 No → SKIP TO QUESTION 146

142. Do you ever need child care for your youngest child 5 years old or younger because you (or your spouse) are not available?

- Yes  
 No → SKIP TO QUESTION 146

PLEASE ANSWER THE FOLLOWING QUESTIONS ABOUT YOUR CHILD CARE ARRANGEMENTS FOR YOUR YOUNGEST CHILD UNDER 6 YEARS OLD.

143. Where is your youngest or only child under 6 years old usually cared for when you (and your spouse) are not available? (MARK ONE)

- Army child care center  
 Civilian child care center off-post  
 Army preschool program/nursery school  
 Non-Army preschool program/nursery school  
 Kindergarten  
 Caregiver in your home  
 Family child care home (licensed) sponsored by the Army  
 Caregiver in another home (6 children or less) not (licensed) sponsored by the Army  
 Small group child care home (more than 6 children) not (licensed) sponsored by the Army  
 Special needs child day care  
 Older brother or sister  
 Grandparent or other relative  
 Babysitting cooperative and/or friends  
 Child takes care of self at home

144. In a typical week, how many hours does your youngest or only child under 6 years old use this arrangement?

None

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

145. All things considered, how would you rate your child care arrangement(s) for your youngest child?

- Excellent  
 Very Good  
 Good  
 Fair  
 Poor

# YOUR FAMILY

146. The items below relate to your family, meaning you, your spouse and/or children. (PLEASE MARK THE NUMBER THAT BEST REFLECTS YOUR ANSWER.)

a. When we have to get things done that depend on cooperation of all members of the family, I feel

There is Almost No Chance That Things Will Get Done						Things Will Always Get Done
(1)	(2)	(3)	(4)	(5)	(6)	(7)

b. When my family faces a tough problem, I feel that

There is No Hope Of Solving The Problem						We Will Solve The Whole Problem
(1)	(2)	(3)	(4)	(5)	(6)	(7)

c. When my family is going through a rough period, we tend to

Feel Sure That Things Will Get Better						Become Discouraged And Doubt If Things Will Ever Get Better
(1)	(2)	(3)	(4)	(5)	(6)	(7)

147. In general, how well has your family adjusted to the demands of being an "Army family?"

Extremely Well		Neither			Extremely Hardly	
(1)	(2)	(3)	(4)	(5)	(6)	(7)

148. How has each of the following Army policies affected your family at your current location?

	Very Helpful	Somewhat Helpful	No Effect	Somewhat Harmful	Very Harmful	Don't Know
--	--------------	------------------	-----------	------------------	--------------	------------

**Policies Concerning:**

a. Family support during deployment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. On-post housing assignment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Permanent Change of Station (PCS)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Military child care priority	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Family violence and abuse	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Emergency financial assistance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Referral to off-post civilian medical services	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. Military spouse priority for federal jobs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

149. In the last month, how often have your Army responsibilities created the following problems for you or your family? (MARK ONE CIRCLE FOR EACH ITEM.)

	Very Seldom or Never	Seldom	Sometimes	Often	Very Often or Always	Does Not Apply
--	----------------------	--------	-----------	-------	----------------------	----------------

a. Problem meeting child care needs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Problem getting housework done	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Problem taking care of family needs (such as doctor visits, or sick child)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Lack of free time to spend with your family	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Being unable to attend events with family members	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

# YOUR COMMUNITY

150. How many months have you been at your current location?

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

151. In all your time on active duty, how many times have you moved to a new location because of a permanent change of station (PCS)? (Do not count a change of assignment at the same location.)

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

152. Where was your last assignment before moving to your current location?

- CONUS (but not Hawaii or Alaska)
- Europe
- Korea
- Hawaii
- Alaska
- Other

153. Prior to your last PCS move, what was your preference about moving?

- Wanted to move at that time to my current location
- Wanted to move to my current location, but not at that time
- Wanted to move at that time but not to my current location
- Did not want to move at that time and did not want to move to my current location

154. Did the Army give you information about your new location before you moved here?

- Yes, this was furnished without requesting it
- Yes, but it had to be requested
- No

155. Were you given written information or a briefing by the Army about your current location after you arrived here?

- Yes, this was furnished without requesting it
- Yes, but it had to be requested
- No

156. Think about your move to your current location. How serious a problem were each of the following:

	Serious Problem	Somewhat of a Problem	Slight Problem	Not a Problem	Does Not Apply
--	-----------------	-----------------------	----------------	---------------	----------------

- a. Moving and setting up a new household
- b. Costs incurred during move
- c. Children adjusting to new environment
- d. Spouse adjusting to new environment
- e. Your adjusting to new environment
- f. Your spouse's finding employment at new location
- g. Finding permanent housing

157. On your PCS move to your current location, how many months did you have to wait (or have you been waiting) to get into permanent housing?

- No wait, we moved directly into permanent housing
- Less than 1 month
- 1-2 months
- 3-4 months
- 5-6 months
- 7 or more months

158. Since you moved to your current location, how many different places have you lived for a week or more? (Include where you currently live plus stays in transient quarters, motels, with friends or family, or other locations.)

NO OF PLACES	
0	0
1	1
2	2
3	
4	
5	
6	
7	
8	
9	



159. Where do you currently live? (MARK ONE)

- On-post
- Off-post government housing
- Off-post, own
- Off-post, renting
- Other

160. How satisfied or dissatisfied are you with your current housing?

- Very satisfied
- Satisfied
- Neither satisfied nor dissatisfied
- Dissatisfied
- Very dissatisfied

161. All things being equal (no differences in costs and quality of housing on post and off post), where would you like to live?

- Greatly prefer on post
- Prefer on post
- No preference
- Prefer off post
- Greatly prefer off post

162. How many minutes does it usually take you to get from where you live to your place of duty?

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

163. Is there a working telephone where you live?

- Yes
- No

164. This next question has two parts. First, how useful is it (or would it be) for the Army to provide the following programs and services at your current location? Then, tell us whether you have ever used these services and programs at your current location.

	How Useful for Army to Provide			Have Used Service/Program	
	Very Useful	Somewhat Useful	Not Useful	Yes	No
<b>Financial Information and Assistance</b>					
a. Budget counseling .....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
b. Financial class on preparing for PCS .....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
c. Emergency loan services .....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
<b>Family Member Employment Assistance</b>					
d. Spouse employment referrals .....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
e. Spouse career planning .....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
f. Spouse employment skills training .....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
<b>Relocation Assistance</b>					
g. Community orientation .....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
h. Premove information .....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
i. Sponsorship assistance .....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
j. Lending closet .....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
k. Relocation counseling .....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
<b>Community Service Assistance</b>					
l. Directory of community services and programs .....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
m. Services for families living off-post .....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
n. Services for families separated from soldier .....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
o. Information and referral services .....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
p. Libraries .....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
q. Housing location referrals .....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
r. Legal services .....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
s. Recreation services .....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>

	How Useful for Army to Provide			Have Used Service/Program	
	Very Useful	Somewhat Useful	Not Useful	Yes	No
<b>Emergency Assistance</b>					
t Crisis hot line	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
u Emergency food	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
v Emergency home furnishings	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
w Emergency long distance phone calls	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>Other Assistance</b>					
x Drug and alcohol treatment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
y Individual counseling	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
z Marriage and family therapy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
aa Services for handicapped family members	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
bb Child daycare - drop-in	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
cc Child daycare - full-day	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
dd Child abuse services	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
ee Spouse abuse services	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
ff Youth recreation programs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
gg Youth employment programs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
hh Services for foreign born spouses	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
ii Programs for spouses during TDY's/deployments/mobilizations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>Assistance To Singles</b>					
jj Premarriage counseling	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
kk Single parent support groups	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
ll Social/recreation programs for singles	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
mm Special child care services for single parents	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

If you would like to make any comments concerning the Army and Army life, please write them below and on the next page.

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## FOR ALL SOLDIERS

Please enter below the name and address of someone who will always know how to get in touch with you. We hope to get more in depth information from some of the respondents in the future.

Someone (other than your spouse) who will always know your address.

NAME: \_\_\_\_\_

ADDRESS: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

PHONE: (     ) \_\_\_\_\_

=====

## FOR MARRIED SOLDIERS

Also because Army spouses' views on family issues are very important for this survey, we would like to include your spouse in this survey. We need you to give us your spouse's name, address, and phone number. We will mail your spouse a questionnaire directly to his or her home address.

### PLEASE PRINT

Spouse's Name: \_\_\_\_\_  
(Last Name) (Spouse's First) (MI)

Street Address: \_\_\_\_\_

City: \_\_\_\_\_ State: \_\_\_\_\_ Zip Code: \_\_\_\_\_

Home Phone Number: (     ) \_\_\_\_\_

Spouse's Work Phone Number: (     ) \_\_\_\_\_

Please check here if your spouse is on active duty.

Please hand this form in with your completed questionnaire.

THANK YOU FOR COMPLETING THIS SURVEY

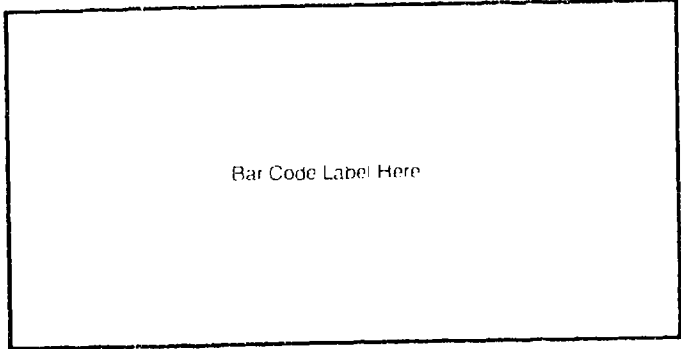
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PAGE 28

BR 30 NCS 10 9 8 7 6 5 4 3 2 1

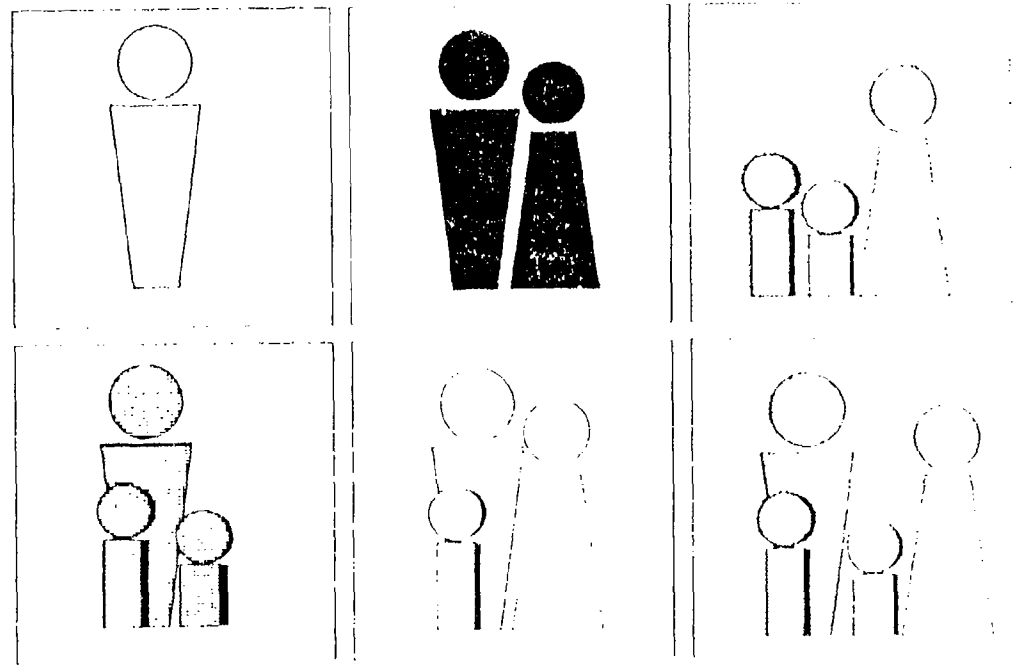
B-28

Army Family Research Program



# 1989 Army Soldier and Family Survey

## SPOUSE SURVEY



05184

# 1989 SPOUSE QUESTIONNAIRE

## INTRODUCTION

**Who are we?** We are conducting this research for the Army Research Institute under the sponsorship of the Army Community and Family Support Center. We are civilian contractors — Research Triangle Institute, Caliber Associates and Human Resources Research Organization.

**Why is this research being done?** The survey addresses major issues in the Army Family Action Plan. It will help Army leaders design future policies and programs for soldiers and Army families. The policies and programs include support services, leadership training and relocation help.

**What are the questions about?** They are mainly about your Army life, your work, and the moves you have made. Some questions ask about your finances, your family and friends, and the chances of your spouse staying in the Army. Because of the nature of this study, we may want to talk to you again later.

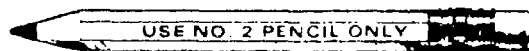
**How were you selected?** We selected you and your spouse for this world-wide research of Army soldiers and Army families through a scientific sampling procedure. You represent many other spouses like yourself. We know that some of you receiving the survey may be on active duty as well. If so, please respond as the spouse of a service member, except those questions that apply to your active duty experiences.

**Must you participate?** Your participation in this research program is voluntary. Please answer the questions honestly. But you don't have to answer any questions you don't like. We need your answers because you represent thousands of other Army spouses like yourself. Our scientific methods will not let us replace you.

## PRIVACY STATEMENT

The data you provide will be kept confidential and will be used for research purposes only. Your answers and some personnel data obtained from records will be combined with those from other soldiers and spouses to prepare a report. This questionnaire will be held as confidential in accordance with Public Law 93-573, which is called the Privacy Act of 1974. Authority to conduct this research is contained in 10 United States Code Sections 137 and 2358, which authorize retention of military personnel and research to accomplish this objective.

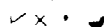
## MARKING INSTRUCTIONS



CORRECT MARK



INCORRECT MARKS



• ERASE ALL CHANGES CLEANLY AND COMPLETELY

• MAKE NO STRAY MARKS IN THIS BOOK

# YOUR BACKGROUND

1. Are you ...

- Male
- Female

2. When were you born?

EXAMPLE:

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

3. What is the highest level of education you have completed? (MARK ONE)

- Some high school or less, but no diploma or GED
- High school completed with diploma
- High school completed with GED
- Up to 2 years of college, but no degree
- Associate 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 (MA, MS, MFA)
- Doctorate degree (Ph D., DPH)
- Professional degree (MD, DDS or LLB)

4. Which one best describes your parents' or guardians' active duty military service? (MARK ONE CIRCLE FOR EACH PERSON)

- |                              |             |                                   |  |              |            |
|------------------------------|-------------|-----------------------------------|--|--------------|------------|
|                              | Now Serving | Served Less Than 8 Years and Left | Served 8 Years Or More and Left or Retired | Never Served | Don't Know |
| a. Father or Male Guardian   |             |                                   |  |              |            |
| b. Mother or Female Guardian |             |                                   |  |              |            |

5. What is your current marital status? (MARK ONE)

- Married for the first time
- Remarried, was divorced or widowed
- Legally separated or filing for divorce
- Divorced | SKIP TO QUESTION 97
- Widowed | ON PAGE 17

6. If remarried, were you previously married to a member of the Armed Forces?

- Yes
- No

7. Have you ever served in the U.S. Armed Forces — either on active duty, in the National Guard, or in the Reserves?

- Yes
- No → GO TO QUESTION 15 ON PAGE 4

8. Are you currently on active duty in the Armed Forces, or in the Guard/Reserve?

- Yes, on active duty
- Yes, in the Guard/Reserve | SKIP TO QUESTION 15
- No → ON PAGE 4

9. How likely are you to stay in the Army at the end of your current obligation?

- Does not apply, I will retire when my current obligation ends
- Does not apply, I plan to leave the service

- (0 in 10) No chance
- (1 in 10) Very slight possibility
- (2 in 10) Slight possibility
- (3 in 10) Some possibility
- (4 in 10) Fair possibility
- (5 in 10) Fairly good possibility
- (6 in 10) Good possibility
- (7 in 10) Probable
- (8 in 10) Very probable
- (9 in 10) Almost sure
- (10 in 10) Certain

10. Which of the following best describes how you decided or will make the decision to stay in or leave the military at the end of your current obligation? (MARK ONE)

- Make (made) the decision completely by myself without considering my spouse's opinion
- Make (made) the decision by myself but consider (considered) my spouse's opinion
- Talk(ed) it over with my spouse and we make (made) the decision together
- Talk(ed) it over with my spouse and largely decide (decided) to do what my spouse wants

11. Have you had to take an assignment you did not want so that you could be stationed with your spouse?

- Yes
- No

12. Has your spouse had to take an assignment that he/she did not want so you could be stationed together?

- Yes
- No



13. How much do you agree with this statement? If I had to choose, my career is more important than my spouse's?

- Strongly Disagree
- Disagree
- Can't Say
- Agree
- Strongly Agree

14. If future assignments require long separations from your spouse, what will you and your spouse do? (MARK ONE)

- Accept them
- I will leave the military
- My spouse will leave the military
- We will both leave the military

- NA Does not apply. I already plan to leave the military
- NA Does not apply. we both already plan to leave the military
- NA Does not apply. my spouse already plans to leave the military

**IF ON ACTIVE DUTY  
SKIP TO QUESTION 23 ON PAGE 5**

### YOUR EMPLOYMENT

15. Which of the following best describes your current situation? (MARK ALL THAT APPLY)

- Working for pay (including self-employed)
- Unpaid worker (in family-run business or in exchange for services)
- Unemployed and have looked for work within the past 4 weeks
- Not employed and have not looked for work within the past 4 weeks
- Laid off from a job
- In school
- Keeping house/homemaker
- Unable to work due to long-term illness
- Doing volunteer work
- Retired

**IF NOT CURRENTLY WORKING FOR PAY,  
SKIP TO QUESTION 32 ON PAGE 6.**

NOTE: IF YOU CURRENTLY WORK AT MORE THAN ONE PAID JOB, PLEASE GIVE ANSWERS DESCRIBING YOUR MAIN JOB — THE ONE AT WHICH YOU WORK THE MOST HOURS PER WEEK

16. Which one of the following best describes your current main paid job? (MARK ONE)

- Army and Air Force Exchange Service (AAFES)
- Civilian job (not Federal)
- Self-employed
- Career Federal Civil Service or Wage-Grade job (include career conditional)
- Other job for Federal government (example: temporary hire, over-hire, personal services contracts)

17. What Federal government agency do you work for?

- Department of the Army
- Navy, Air Force or Department of Defense
- Other Federal agency

18. What kind of work do you do in your current paid job? (For example: Registered nurse, personnel manager, supervisor of order department, gasoline engine assembler, grinder operator.)

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19. What are your most important activities or duties? (For example: Patient care, directing hiring policies, supervising order clerks, assembling engines, operating grinding mill.)

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20. Which one of the following best describes the kind of work you do in your current paid job?

- School Teacher, such as elementary or secondary
- Child Care, including Army child development services or other day care worker, babysitter
- Clerical, such as secretary, typist, file clerk, bank teller, bookkeeper, ticket agent
- Sales, such as salesperson, advertising or insurance agent, real estate broker, cashier
- Professional, such as social worker, accountant, computer programmer, artist, registered nurse, engineer, librarian, writer
- Professional, such as dentist, physician, lawyer, scientist, college teacher
- Manager, Administrator, such as sales manager, office manager, school administrator, buyer, restaurant manager, government official
- Technical, such as draftsman, medical or dental technician, computer operator
- Service, such as barber, beautician, practical nurse, private household worker, janitor, waiter, waitress, food service worker, security guard, building cleaner
- Laborer, such as construction worker, car washer, farm laborer
- Craftsman, such as baker, automobile mechanic, machinist, painter, plumber, telephone installer, carpenter
- Operative, such as assembler, sewing machine operator, hand work, welder, taxicab, bus, or truck driver

21. How much do you earn at your main paid job before deductions? Include any overtime or tips usually received.

RECORD ACTUAL AMOUNT, THEN MARK ONE CODE FOR RATE.

\$						.00
0	0	0	0	0		
1	1	1	1	1		
2	2	2	2	2		
3	3	3	3	3		
4	4	4	4	4		
5	5	5	5	5		
6	6	6	6	6		
7	7	7	7	7		
8	8	8	8	8		
9	9	9	9	9		

PER: HOUR  
DAY  
WEEK  
TWO WEEKS  
MONTH  
YEAR

DON'T KNOW

22. How did you find your current job at this location? (MARK ONE. IF MORE THAN ONE WAY, MARK THE MOST IMPORTANT ONE.)

- Army Family Member Employment Assistance Program or Employment Resource Center (FMEAP or ERC)
- "One-stop" employment center on-post
- Civilian Personnel Office (CPO)
- State employment service (or other public-funded civilian employment service)
- Private civilian employment agency
- Answered an ad in the newspaper
- Did volunteer work
- Contacted the employer directly
- Through information from an Army friend
- Through information from a civilian friend
- Other source:

23. During a typical week, about how many hours do you work in your current paid job(s)?

HOURS
0
1
2
3
4
5
6
7
8
9

FOR THE NEXT TWO QUESTIONS, GIVE US THE TIME YOU START AND END YOUR WORK IF YOU HAVE A PAID JOB AND THE WORK IS DONE IN YOUR HOME (EXAMPLE, CHILD CARE). GIVE THE TIME YOU START AND END THIS JOB. IF YOU HAVE A PAID JOB OUTSIDE YOUR HOME BUT YOU ALSO BRING WORK HOME (EXAMPLE, TEACHER, SERVICE MEMBER) GIVE ONLY THE TIME YOU START AND END YOUR WORK OUTSIDE YOUR HOME.

24. On a typical work day, at what time do you start work?

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

AM

PM

25. On a typical work day, at what time do you leave work?

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

AM

PM

26. In a typical work week, what days of the week do you work at your paid job(s)? [NOTE: If you have a paid job outside your home, but bring work home (for example, teacher) include only the days that you go to your job outside your home.]

- Weekdays only
- Weekends only
- Both weekdays and weekends

27. On a typical work day, how many minutes does it take you to get from home to your main paid job?

MINUTES
0
1
2
3
4
5
6
7
8
9

28. How good or bad are the following aspects of your current main paid job?

Very Good	Good	Neither Good nor Bad	Bad	Very Bad	Don't Know
-----------	------	----------------------	-----	----------	------------

- a Your opportunities for advancement
- b Your pay
- c Your retirement benefits
- d Type of work you do
- e Other benefits (such as medical/dental)
- f Opportunities to make use of your abilities
- g Job security
- h Working hours and schedule
- i Location of job
- j Opportunity to work with people you like
- k Opportunity to progress in a career

29. How much better or worse do you think these same aspects would be for you if your spouse were in civilian life?

Much Worse in Civil Life	Worse in Civil Life	About the Same in Both	Better in Civil Life	Much Better in Civil Life	Don't Know
--------------------------	---------------------	------------------------	----------------------	---------------------------	------------

- a Your opportunities for advancement
- b Your pay
- c Your retirement benefits
- d Type of work you do
- e Other benefits (such as medical/dental)
- f Opportunities to make use of your abilities
- g Job security
- h Working hours and schedule
- i Location of job
- j Opportunity to work with people you like
- k Opportunity to progress in a career

30. To what extent does your current paid job(s) interfere with your spouse's Army job?

- Very great extent
- Great extent
- Moderate extent
- Slight extent
- Not at all

31. To what extent does your spouse's Army job interfere with your current paid job(s)?

- Very great extent
- Great extent
- Moderate extent
- Slight extent
- Not at all

32. Have you ever encountered any of the following problems in looking for a job at your current location? (MARK ONE ON EACH LINE.)

NA Does not apply. I have never looked for a paid job at my current location.

Yes No Does Not Apply

- a Lack of jobs that use my training, experience or skills
- b Lack of transportation to get to available jobs
- c Child care not available
- d Quality of child care not acceptable
- e Child care too expensive
- f Child care hours not convenient
- g My spouse not wanting me to work
- h Employers not liking to hire Army spouses
- i Army leadership not supporting spouse employment
- j No jobs available in an acceptable salary range
- k Lack of necessary skills, training or experience
- l Too many family responsibilities
- m Available jobs too far away
- n Too difficult to work because of my spouse's work demands

NA  
NA  
NA  
NA

33. For each of the years listed below, please indicate how much you worked in paid employment (either full-time or part-time, including self-employed) (MARK ONE FOR EACH YEAR)

Did not work in paid employment at all      Worked in paid employment less than six months      Worked in paid employment six months or more

- a 1975
- b 1980
- c 1987
- d 1988

34. How many weeks did you work in paid employment (including self-employed) in 1988?

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

NA Does not apply: I did not work in 1988 → SKIP TO QUESTION 37

35. In a typical work week in 1988, how many hours did you work?

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

36. Altogether in 1988, what was the total amount that you earned from your job or your own business before taxes and other deductions? (Give your best estimate.)

\$					.00
0	0	0	0	0	
1	1	1	1	1	
2	2	2	2	2	
3	3	3	3	3	
4	4	4	4	4	
5	5	5	5	5	
6	6	6	6	6	
7	7	7	7	7	
8	8	8	8	8	
9	9	9	9	9	

37. If you had a choice, what would you prefer to be doing at the present time?

- Not working for pay
- Serving on active duty
- Working full-time in a civilian job but not a career
- Working part-time in a civilian job but not a career
- Working full-time in a civilian career
- Working part-time in a civilian career

38. If you had a choice, what would you prefer to be doing five years from now?

- Not working for pay
- Serving on active duty
- Working full-time in a civilian job but not a career
- Working part-time in a civilian job but not a career
- Working full-time in a civilian career
- Working part-time in a civilian career

39. How good or bad do you think your chances are to have the kind of job/career you want 5 years from now if your spouse is in the Army?

- NA Does not apply: my spouse will not be in the Army
- NA Does not apply: I do not want to have a job 5 years from now

- Very good
- Good
- Neither good nor bad
- Bad
- Very bad

40. How much better or worse do you think your chances are to have the kind of job/career you want 5 years from now if your spouse is in a civilian job?

- NA Does not apply: I do not want to have a job 5 years from now

- Much worse in civilian life
- Worse in civilian life
- About the same in both
- Better in civilian life
- Much better in civilian life

41. Following are some reasons why some people want to work in paid employment. How important is each of these reasons to you? (Answer even if you do not have a paid job at the present time) (MARK ONE CIRCLE ON EACH LINE)

- NA Does not apply: I do not want to work

Extremely Important	Very Important	Somewhat Important	Not Very Important	Not at all Important
---------------------	----------------	--------------------	--------------------	----------------------

- a. Need the money for basic family expenses
- b. To have money to buy extra things
- c. To have money for the future
- d. To have work shoes and equipment
- e. To have something to report
- f. To have the opportunity of advancement
- g. To have a career
- h. To have a job to do

42. Approximately how many hours per week do you provide volunteer services to organizations:

None      1-4 Hours      5-8 Hours      9-16 Hours      More Than 16 Hours

- a. On-Post
- b. Off-Post



43. If you provide volunteer services, what are the main reasons? (MARK ALL THAT APPLY.)

- To contribute to the community
- To meet people/get out of the house
- To gain experience for future jobs
- To fulfill a sense of duty or obligation
- To support activities used by my children
- To become more influential
- To respond to expectations of others
- To learn more about an organization
- To have a sense of achievement
- To help my spouse's career

### ARMY PLANS

The next questions are about decisions your spouse and you may be making about staying in or leaving the Army

44. At the present time, do you want your spouse to stay in the Army or leave the Army at the end of his/her current obligation?

- Strongly want spouse to stay
- Somewhat want spouse to stay
- Neutral
- Somewhat want spouse to leave the Army
- Strongly want spouse to leave the Army

45. How would you feel if your spouse stayed in the Army at the end of his/her current obligation?

- Extremely good
- Quite good
- Slightly good
- Neither good or bad
- Slightly bad
- Quite bad
- Extremely bad

46. How supportive are you of your spouse being in the Army now?

- Very supportive
- Fairly supportive
- Mixed or neutral
- Fairly unsupportive
- Very unsupportive

47. How supportive are you of your spouse making a career of the Army?

- Very supportive
- Fairly supportive
- Mixed or neutral
- Fairly unsupportive
- Very unsupportive

48. How would you feel if you: spouse left the Army at the end of his/her current obligation?

- Extremely good
- Quite good
- Slightly good
- Neither good or bad
- Slightly bad
- Quite bad
- Extremely bad

### RELOCATIONS AND SEPARATIONS

49. How many months have you been at your current location?

MONTHS

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

50. Since you married your current spouse, how many times have you moved to a new location because your spouse had a permanent change of station (PCS) move?

PCS MOVES

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

- No. Did not marry. Have not made PCS move
- SKIP TO QUESTION 58 ON PAGE 9.**

51. Did the Army give you or your spouse information about your new location before you moved here?

- Yes - This was formally advised/requested
- Yes - but it had to be requested
- No

IF YOU ARE CURRENTLY LIVING AT A DIFFERENT LOCATION FROM YOUR SPOUSE, SKIP TO QUESTION 64 ON PAGE 10

52. Were you given written information or a briefing by the Army about your current location after you arrived here?

- Yes, this was furnished without requesting it.
- Yes, but it had to be requested
- No

53. Before your spouse's last PCS move, what was your preference about moving to your spouse's assigned location?

- Wanted to move at that time to that location
- Wanted to move to that location, but not at that time
- Wanted to move at that time, but not to that location
- Did not want to move at that time and did not want to move to that location

54. Think about your move to your current location. How serious a problem were each of the following:

Very Serious Problem	Serious Problem	Somewhat of a Problem	Slight Problem	Not a Problem	Not Applicable	Don't Know
----------------------	-----------------	-----------------------	----------------	---------------	----------------	------------

- a. Moving and setting up a new household.....
- b. Costs incurred during move.....
- c. Children adjusting to new environment..... NA
- d. Your spouse adjusting to new environment.....
- e. Your adjusting to new environment.....
- f. Your finding employment at new location..... NA
- g. Finding permanent housing.....

55. Listed below are people who often help after a move to a new location. Please indicate if they helped you when you moved to your current location. (MARK ONE FOR EACH LINE.)

Provided Help  
Yes No

- a. Assigned sponsor.....
- b. Leader(s) of your spouse's unit.....
- c. Someone else in your spouse's unit.....
- d. Spouse of a leader of your husband/wife's unit.....
- e. Spouse of someone else in your husband/wife's unit.....
- f. Your husband/wife.....
- g. Someone from Army Community Service (ACS).....
- h. A neighbor or friend.....

56. On your last PCS move to your current location, how many months did you have to wait (or have you been waiting) to get into permanent housing?

- No wait, we moved directly into permanent housing
- Less than 1 month
- 1-2 months
- 3-4 months
- 5-6 months
- 7 or more months

57. Since you moved to your current location, how many different places have you lived for a week or more? (Include where you currently live plus stays in transient quarters, motels, with friends or family, or other locations.)

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

58. How satisfied or dissatisfied are you with your current housing?

- Very satisfied
- Satisfied
- Neither satisfied nor dissatisfied
- Dissatisfied
- Very dissatisfied

59. Have you and your spouse experienced any extended separations (of one month or longer) because of military duties in the past twelve months?

- Yes
- No → SKIP TO QUESTION 64 ON PAGE 10

60. How long has it been since your spouse returned from the last separation?

- Within the last 2 weeks
- 2-3 weeks ago
- 1-3 months ago
- 4-6 months ago
- 7-12 months ago
- 13-24 months ago

61. To what extent did you experience the following with your last separation:

Very Great Extent	Great Extent	Moderate Extent	Slight Extent	Not At All	Does Not Apply
-------------------	--------------	-----------------	---------------	------------	----------------

- a. I became more independent ....
- b. I had problems with the children. ....
- c. I had trouble making decisions alone. ....
- d. My spouse is proud of the way I handled things when he/she was away. ....
- e. It took my spouse and me time to adapt to each other again after his/her return. ....

62. Which of the following 3 statements best describes your experience with this separation? (MARK ONE)

- I did better during this separation than I am doing now that my spouse is home.
- I did as well during this separation as I am doing now that my spouse is home.
- I did worse during this separation than I am doing now that my spouse is home.

63. Overall, how would you say you handled this separation experience?

- Very poorly
- Somewhat poorly
- Undecided
- Somewhat well
- Very well

64. How much of a problem would you have coping if your spouse went away on Army assignment, such as TDY or deployment, for ...

Very Serious Problem Coping	Serious Problem Coping	Moderate Problem Coping	Slight Problem Coping	No Problem Coping
-----------------------------	------------------------	-------------------------	-----------------------	-------------------

- Less than 2 Weeks .....
- 2 Weeks to a Month .....
- Several Months .....
- Six Months .....

65. Here is a list of feelings or worries some spouses have when their husband/wife is away on Army assignment, TDY, or deployment. Please indicate how often you experienced each of the following when your spouse is away.

Very Seldom or Never	Seldom	Sometimes	Often	Very Often or Always
----------------------	--------	-----------	-------	----------------------

- a. Concern over your ability to cope with stress .....
- b. Difficulty maintaining a positive attitude. ....
- c. Worry about your own safety .....
- d. Loneliness .....
- e. Fear that your spouse will be involved in combat .....

66. For each of the following questions, mark one circle.

- |   | Yes                   | No                    | Don't Know            |
|---|-----------------------|-----------------------|-----------------------|
| a. Do you have power of attorney in case your spouse is away? .....   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| b. Do you and your spouse have a joint checking account? .....  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| c. Do you have the equivalent of 2 weeks of your spouse's pay on hand or in savings in case of emergency? ..... | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

# YOUR FAMILY IN THE ARMY

The next question gives you a chance to tell how you feel about yourself and Army life. If you are a military member, answer the questions as they apply to you as the spouse of a soldier.

67. How much do you agree or disagree with the following statements? (MARK ONE ANSWER FOR EACH STATEMENT).

	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
<b><u>The Army Experience</u></b>					
a. I feel no commitment to the Army .....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. My values and the Army's values are similar .....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Deciding to join the Army was a mistake on my spouse's part. ....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. I can fulfill my personal goals and plans if my spouse stays in the Army until retirement .....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. The Army is responsive to family needs .....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. The Army requires my spouse to participate in too many activities that are not part of his/her job .....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b><u>Personal Expectations</u></b>					
g. The Army requires me to participate in activities that are not important to me .....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. The spouse of a soldier ought to feel as much a part of the Army community as the soldier .....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. If an Army spouse can have a good job/career while the soldier is in the Army, the soldier will be more likely to remain in the Army. ....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
j. A man should expect his family to adjust to the demands of his job .....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
k. Both a husband and wife should share equally in the responsibilities of child care .....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
l. A woman should be able to make long range plans for her career in the same way that a husband does for his .....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
m. The husband should be the head of the family .....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

68. To what extent do the following apply to the leaders at your spouse's place of duty?

	Very Great Extent	Great Extent	Moderate Extent	Slight Extent	Not At All
a. The leaders of my spouse's unit encourage unit-wide family activities .....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. The leaders of my spouse's unit know about Army family programs .....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. If war broke out, the leaders of my spouse's unit would be concerned about the welfare of their soldiers' families .....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

69. Do you agree or disagree with each of the following statements?

	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
a. My spouse and I consider ourselves to be a team working for Army goals .....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. I understand the demands of my spouse's Army job .....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. I do a great deal to further my spouse's career .....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

QUESTION 69 CONTINUED ON NEXT PAGE



QUESTION 69 CONTINUED:

	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
d. I am willing to make changes to help my spouse advance in the Army .....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. If a spouse goes to someone in the soldier's chain of command for help with a problem, it could hurt the soldier's military career .....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. If a spouse goes to military service providers (ACS, Chaplains, etc.) for help with a problem, it could hurt the soldier's military career .....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. My spouse is someone I can really talk with about things that are important to me .....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. When family needs conflict with Army needs, the family should come first .....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

70. Listed below are some aspects of work, personal/family, and community life. Please indicate how good or bad they are for you and your family at this location.

	Very Good	Good	Neither Good Nor Bad	Bad	Very Bad	Does Not Apply	Don't Know
<b>Work</b>							
a. Your spouse's opportunities for advancement .....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Your spouse's pay .....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Your spouse's retirement benefits .....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Your spouse's treatment by supervisors .....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Your spouse's opportunities to make use of his/her abilities .....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Personal/Family</b>							
f. Your personal freedom .....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Your time for personal/family life .....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. Your spouse's time for personal/ family life .....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. Job/career opportunities for you .....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	NA	<input type="radio"/>
j. Your overall satisfaction .....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
k. Quality of place for children to grow up .....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Community</b>							
l. Quality of schools for children .....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
m. Quality of medical care for family members .....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
n. Programs and services for families .....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
o. Quality of community you live in .....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
p. Opportunity to make good friends .....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

71. How much better or worse do you think these same aspects would be for you if your husband/wife were in civilian life?

	Much Worse in Civil Life	Worse in Civil Life	About the Same in Both	Better in Civil Life	Much Better in Civil Life	Does Not Apply	Don't Know
<b>Work</b>							
a. Your spouse's opportunities for advancement .....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Your spouse's pay .....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Your spouse's retirement benefits .....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Your spouse's treatment by supervisors .....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Your spouse's opportunities to make use of his/her abilities .....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Personal/Family</b>							
f. Your personal freedom .....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Your time for personal/family life .....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. Your spouse's time for personal/ family life .....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. Job/career opportunities for you .....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	NA	<input type="radio"/>
j. Your overall satisfaction .....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
k. Quality of place for children to grow up .....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Community</b>							
l. Quality of schools for children .....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
m. Quality of medical care for family members .....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
n. Programs and services for families .....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
o. Quality of community you live in .....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
p. Opportunity to make good friends .....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

72. Overall, how satisfied are you with the Army as a way of life?

- Very satisfied
- Somewhat satisfied
- Neither satisfied nor dissatisfied
- Somewhat dissatisfied
- Very dissatisfied

73. At the present time, how demanding are your family and work responsibilities?

	Not At All Demanding							Extremely Demanding	Does Not Apply
a Family responsibilities	1	2	3	4	5	6	7		
b Work responsibilities	1	2	3	4	5	6	7	NA	

74. At the present time, how successful are you at dealing with your family and work responsibilities?

	Not At All Successful							Extremely Successful	Does Not Apply
a Family responsibilities	1	2	3	4	5	6	7		
b Work responsibilities	1	2	3	4	5	6	7	NA	

75. Is your spouse now living with you at the same geographic location?

- Yes
- No → SKIP TO QUESTION 81 ON PAGE 14

76. How often do the following occur at your spouse's current duty assignment?

Very Often or Always	Often	Sometimes	Seldom	Very Seldom or Never
----------------------	-------	-----------	--------	----------------------

- a. At the start of the duty day you do not know when your spouse will leave work at the end of the day
- b. Your spouse is kept at work beyond normal duty hours
- c. You have to cancel important personal/family plans because of your spouse's work schedule
- d. Your spouse is assigned work that is not valuable to the Army
- e. Your spouse's supervisor shows a real interest in the welfare of families

77. In the last month, how often have your spouse's Army responsibilities created the following problems for you or your family? (MARK ONE CIRCLE FOR EACH ITEM.)

Very Seldom or Never	Seldom	Sometimes	Often	Very Often or Always	Does Not Apply
----------------------	--------	-----------	-------	----------------------	----------------

- a. Problem meeting child care needs
- b. Problem getting housework done
- c. Problem taking care of family health needs (such as doctor visits or sick child)
- d. Lack of free time for your spouse to spend with family
- e. Your spouse being unable to attend events with family members

78. How frequently does your spouse come home at the end of his/her duty day feeling ... (MARK ONE)

Almost Every Day	About 2-3 Times a Week	About Once a Week	About 2-3 Times a Month	Almost Never
------------------	------------------------	-------------------	-------------------------	--------------

- a. too tired to enjoy doing things?
- b. charged up by having accomplished something at work?
- c. in a good mood and ready to have fun with others?
- d. in such a bad mood that he/she is difficult to be around?

79. Do you agree or disagree with each of the following statements?

Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
----------------	-------	----------------------------	----------	-------------------

- a My spouse keeps me well informed about his/her unit's work activities
- b My spouse's family life has to be going well before he/she can work well
- c At home, my spouse is so tired or pre-occupied about work that he/she doesn't have much time or energy left for his/her family

80. When it comes to spouse events in my husband's/wife's unit:

- I never want to attend
- I rarely want to attend
- I sometimes want to attend
- I often want to attend
- I always want to attend

### YOUR RELATIONSHIPS

People often look to others for companionship, assistance, or other types of support.

81. At your current location, is there a friend, neighbor or relative (besides your spouse) outside your home who will ...

Yes, Always	Yes, Sometimes	No	Does not Apply
-------------	----------------	----	----------------

- 1 Listen to you when you need to talk
- 2 Go with you to do something enjoyable
- 3 Help with your daily chores if you are sick
- 4 Take care of your child(ren) in an emergency
- 5 Lend you household tools or equipment
- 6 Make a short-term loan of \$25.00-\$50.00
- 7 Provide transportation when you need it

82. To what extent can you count on the following people for help with a personal or family problem?

Very Great Extent	Great Extent	Moderate Extent	Slight Extent	Not At all	Does Not Apply
-------------------	--------------	-----------------	---------------	------------	----------------

- a A leader at your spouse's place of duty
- b Someone else your spouse works with
- c Spouse of a leader of your husband's/wife's place of duty
- d Spouse of someone else your husband/wife works with
- e A neighbor or friend who is an Army spouse
- f A neighbor or friend who is not an Army spouse
- g A co-worker of yours
- h Staff of an Army service agency (example, ACS or Chaplain)
- i Parents or other close relatives (not your spouse or children)

83. Do you have any close relatives (other than ones who live with you) who live within a two-hour drive of your current location?

- Yes
- No

### YOUR MARRIAGE AND FAMILY

84. On a scale from 1 to 7, where 1 means very unhappy and 7 means very happy, how would you describe your marriage overall? (MARK ONE NUMBER.)

Very Unhappy	1	2	3	4	5	6	7	Very Happy
--------------	---	---	---	---	---	---	---	------------

85. The questions below are about your thoughts and activities concerning your marriage in the last twelve months

In the last twelve months, did you...

- a think your marriage might be in trouble?
  - b seriously think about getting a divorce or separation?
  - c seriously discuss the issue of a divorce or separation?
  - d actually file for divorce or separation?
- Yes No

86. Most couples have disagreements from time to time. How often do you and your spouse have disagreements about...

Every Day	More Than Once a Week	Weekly	Monthly	Less Than Once a Month	Never	Does Not Apply
-----------	-----------------------	--------	---------	------------------------	-------	----------------

- a spending money?
- b giving enough affection to each other?
- c time spent together?
- d the children?
- e division of household chores?

87. The items below relate to your family, meaning you, your spouse and/or children. (PLEASE MARK THE NUMBER THAT BEST REFLECTS YOUR ANSWER.)

- a When we have to get things done that depend on cooperation of all members of the family, I feel

There is Almost No Chance That Things Will Get Done	Things Will Always Get Done
1	7

- b When my family faces a tough problem, I feel that

There is No Hope Of Solving The Problem	We Will Solve The Whole Problem
1	7

- c When my family is going through a rough period, we tend to

Feel Sure That Things Will Get Better	Become Discouraged And Doubt If Things Will Ever Get Better
1	7

88. For each of the feelings listed below, indicate how often in the past month you have had the feeling.

All of the Time	Most of the Time	More often Than Not	Occasionally	Rarely	Never
-----------------	------------------	---------------------	--------------	--------	-------

- Secure
- Isolated
- Pleased with yourself
- Lonely
- Afraid
- Hopeful

## YOUR CHILDREN

89. How many children do you and your spouse expect to have in the next five years (in addition to any children you may already have)?

- None
- One
- Two
- Three or more

### CHECKPOINT.

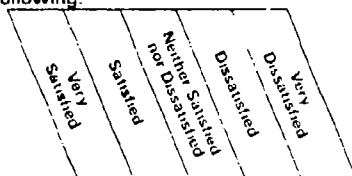
DEPENDENT CHILDREN ARE UNMARRIED CHILDREN WHO DEPEND ON YOU FOR OVER HALF THEIR SUPPORT THIS INCLUDES ADOPTED CHILDREN AND STEPCHILDREN A DEPENDENT CHILD MUST ALSO BE IN ONE OF THE FOLLOWING CATEGORIES:

- NOT YET 21 YEARS OLD,
- ATTENDS COLLEGE AND NOT YET 23 YEARS OLD, OR
- HAS MENTAL OR PHYSICAL HANDICAP AND IS ANY AGE

90. As defined above, how many dependent children are now living with you?

- None → SKIP TO QUESTION 96 ON PAGE 16
- One
- Two
- Three
- Four
- Five
- Six or more

91. During the last six months, how satisfied have you been with each of the following:



- a Amount of time you spend with your child(ren)?
- b Your ability to meet your children's emotional needs?
- c Your ability to meet your children's educational/learning needs?
- d The overall quality of time you spend with your children?

92. Do you have any child(ren) 5 years old or younger who live with you?

- Yes → CONTINUE
- No → SKIP TO QUESTION 96

PLEASE ANSWER THE FOLLOWING QUESTIONS ABOUT YOUR CHILD CARE ARRANGEMENTS FOR YOUR YOUNGEST CHILD UNDER 6 YEARS OLD.

93. Where is your youngest or only child under 6 years old usually cared for when you (and your spouse) are not available? (MARK ONE)

- Army child care center
- Civilian child care center off-post
- Army preschool program/nursery school
- Non-Army preschool program/nursery school
- Kindergarten
- Caregiver in your home
- Family child care home licensed by the Army
- Caregiver in another home (6 children or less) not licensed by the Army
- Small group child care home (more than 6 children) not licensed by the Army
- Special needs child day care
- Older brother or sister
- Grandparent or other relative
- Babysitting cooperative and/or friends
- Child takes care of self at home

94. In a typical week, how many hours does your youngest or only child 5 years old or younger use this arrangement?

NONE

HOURS

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

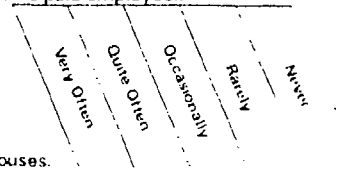
95. All things considered, how would you rate your child care arrangement(s) for your youngest child?

NA Does not apply. I do not use any child care services.

- Excellent
- Very Good
- Good
- Fair
- Poor

## YOU AND YOUR COMMUNITY

96. How often during the last year did you help other Army spouses in the following ways: (Please do not include help that you provided as a paid employee.)



I have helped other Army spouses.

- a with child care or other day-to-day family responsibilities when their husband/wife was away
- b with child care or other responsibilities in an emergency
- c learn the ropes when they moved to your installation
- d meet people at the installation
- e learn how to get Army services (example: medical care, ACS services, etc.)
- f learn how to get needed services in the local civilian community (example: medical care, school services, etc.)

97. This next question has two parts. First, how useful is it (or would it be) for the Army to provide the following programs and services at your current location? Then, tell us whether you have ever used these services and programs at your current location.

	How Useful for Army to Provide			Have Used Service/Program	
	Very Useful	Somewhat Useful	Not Useful	Yes	No
<b><u>Financial Information and Assistance</u></b>					
a				→	
b				→	
c				→	
<b><u>Family Member Employment Assistance</u></b>					
d				→	
e				→	
f				→	
<b><u>Relocation Assistance</u></b>					
g				→	
h				→	
i				→	
j				→	
k				→	
<b><u>Community Service Assistance</u></b>					
l				→	
m				→	
n				→	
o				→	
p				→	
q				→	
r				→	
s				→	
<b><u>Emergency Assistance</u></b>					
t				→	
u				→	
v				→	
w				→	
<b><u>Other Assistance</u></b>					
x				→	
y				→	
z				→	
aa				→	
bb				→	
cc				→	
dd				→	
ee				→	
ff				→	
gg				→	
hh				→	
ii				→	

QUESTION 97 CONTINUED ON NEXT PAGE

Question 97 continued

	How Useful for Army to Provide			Have Used Service/Program	
	Very Useful	Somewhat Useful	Not Useful	Yes	No
<u>Assistance To Singles</u>					
jj	Pre-marriage counseling			→	
kk	Single parent support groups			→	
ll	Social/recreation programs for singles			→	
mm	Special child care services for single parents			→	





COMMENTS

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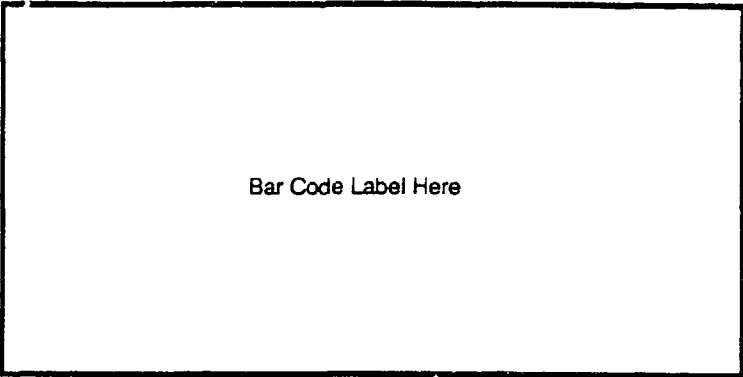
THANK YOU VERY MUCH FOR YOUR COOPERATION!

*[Faint handwritten notes]*

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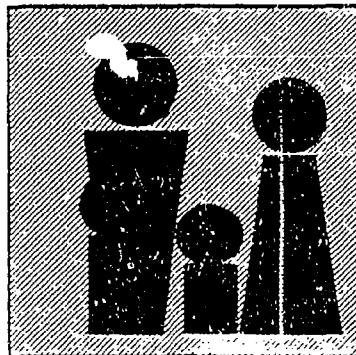
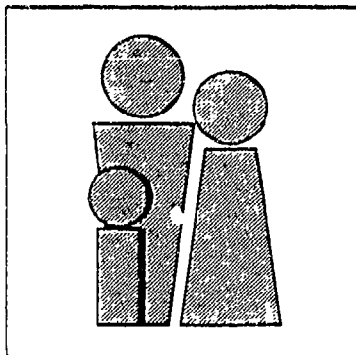
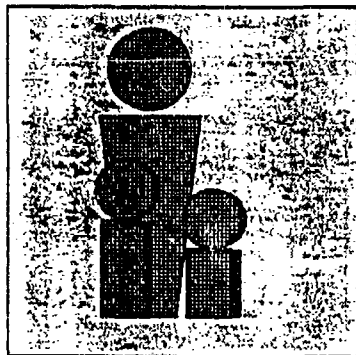
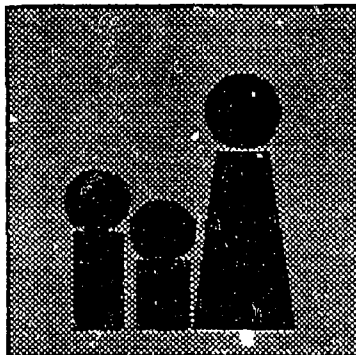
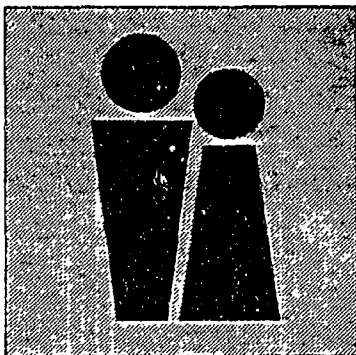
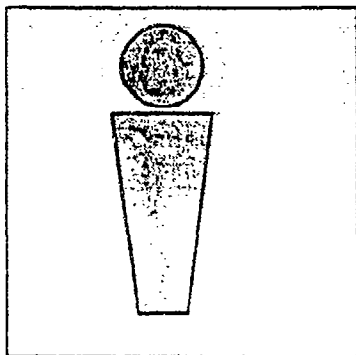
PLEASE DO NOT WRITE IN THIS AREA

Army Family Research Program



# 1989 Army Soldier and Family Survey

## INDIVIDUAL READINESS RATING SCALES AND UNIT READINESS RATING SCALES



This booklet includes both Individual Readiness Rating Scales and a Unit Readiness Rating Scale.

Directions for completing each scale are given with that scale.

### CONFIDENTIALITY

This research is being conducted by Research Triangle Institute, Caliber and Human Resource Research Organization under contract with the U.S. Army Research Institute for the Behavioral and Social Sciences (ARI). A major objective of the research is to assess the effects of family and other factors on soldier and unit readiness. The attached instruments ask you to rate the readiness of one or more soldiers you supervise and the units to which these soldiers are assigned. The soldiers and units were selected as part of a probability sample in the U.S. Army.

Your participation is voluntary but the information you provide is very important because it is a key measure of readiness. The information you provide will be held as confidential in accordance with Public Law 93-573, which is called the Privacy Act of 1974. The completed rating forms will be seen only by staff of the civilian contractors. The contractors will not release personally identifiable data collected under this contract to anyone in the Army or other agencies, except as necessary to allow future contact for research purposes or to merge data records in ways allowed by law and regulation. The information you provide and some personnel data obtained from records will be combined with survey data from soldiers and spouses to prepare a report.

Authority to conduct this research is contained in 10 United States Code Sections 137 and 2358, which authorize retention of military personnel and research to accomplish this objective.

# INDIVIDUAL READINESS RATING SCALES

## Instructions

Individual rating scales will be used to assess the readiness of individual soldiers participating in the Army Family Research Program. Twelve areas of individual readiness have been labeled and defined on the following pages. We would like you to use these scales to rate one or more soldiers that have been identified as individuals that you supervise.

Because many soldiers will be asked to rate more than one individual, cards have been provided to facilitate the rating. The names on the card should be the same as the names in the box on page 4 of the individual readiness rating booklet. For each area of soldier readiness, place your card on the form so that the first name on the card lines up with the first row of numbers, and the second name on the card lines up with the second row of numbers, etc. as in the example below:

### EXAMPLE

#### EFFORT AND INITIATIVE

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

Makes little effort to ensure job gets done; gives up easily when faced with difficult problems; reluctantly accepts responsibility; seldom anticipates problems.

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

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

Names of the soldiers  
you are rating.

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

The process for completing the individual readiness scales is:

- Each area of individual readiness will be rated on a 7-point scale.
- Each scale uses statements over the rating scale that provide examples of the kinds of behavior covered by the scale. The statements also describe different levels of readiness.
- Ratings should be based on how ready the individual is in each area most of the time.
- Each area of individual readiness is a relatively independent or separate area. Your ratings should reflect each individual's own readiness levels in each area accurately.

- Each individual should be rated independently from the other individuals in each area.
- Base your ratings only on readiness, not on unrelated characteristics (for example, personal appearance or rank).

Please try to give us the most accurate and objective ratings you can give. If you have any questions, please ask the session leader.

Thank you for your cooperation.

**SOLDIERS TO BE RATED**

The soldier(s) you have been assigned to rate are listed in the box below. For each soldier you are assigned to rate, circle one number to indicate:

- your position relative to this soldier, and
- how familiar you are with this soldier's job performance.

Name of Soldier You Are Rating	Your Position Relative To This Soldier			How Familiar Are You With This Soldier's Job Performance?			
	1st Line Suprvsr	2nd Line Suprvsr	Not Soldier's Suprvsr	Very Familiar	Moderately Familiar	Not Very Familiar	Not At All Familiar
LABEL GOES HERE (3)	1	2	3	1	2	3	4
	1	2	3	1	2	3	4
	1	2	3	1	2	3	4
	1	2	3	1	2	3	4
	1	2	3	1	2	3	4
	1	2	3	1	2	3	4
	1	2	3	1	2	3	4
	1	2	3	1	2	3	4
	1	2	3	1	2	3	4

Please indicate the total number of enlisted personnel and officers within this unit for whom you are the . . .

Enlisted  
Personnel      Officers

first line supervisor? \_\_\_\_\_

second line supervisor? \_\_\_\_\_

**MARKING INSTRUCTIONS**

Read each rating scale carefully. Make a circle around one number that best reflects each soldier's readiness. Please do this for each of the 12 categories, rating all soldiers in the first category, then all soldiers in the second category, and so on.

**COOPERATION/TEAMWORK/ESPRIT' DE CORPS**

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

<p>Seldom promotes cooperation and teamwork; seldom assists others in performance of their tasks; is not very flexible about the work methods of others.</p>	<p>Generally cooperates with other soldiers; will usually assist others so jobs get done in timely manner; generally supports cooperation and teamwork.</p>	<p>Is a team player; whenever necessary, assists others in performing tasks; actively promotes cooperation and teamwork; coordinates own performance with that of others.</p>
--	---	---

Names of the soldiers  
You are rating.

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

**EFFORT AND INITIATIVE**

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

<p>Makes little effort to ensure job gets done; gives up easily when faced with difficult problems; reluctantly accepts responsibility; seldom anticipates problems.</p>	<p>Puts in effort and keeps trying when its very important to complete assignments; overcomes most obstacles; accepts responsibility when given it; anticipates potential problems.</p>	<p>Often volunteers to work extra hours; pushes hard to overcome all obstacles; readily assumes responsibility when necessary; identifies and attends to potential problems.</p>
--	---	--

Names of the soldiers  
You are rating.

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

**GENERAL SOLDIERING SKILLS**

**How ready is each soldier to perform general soldiering tasks?**

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

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

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

Names of the soldiers you are rating.

1.	1	2	3	4	5	6	7
2.	1	2	3	4	5	6	7
3.	1	2	3	4	5	6	7
4.	1	2	3	4	5	6	7
5.	1	2	3	4	5	6	7
6.	1	2	3	4	5	6	7
7.	1	2	3	4	5	6	7
8.	1	2	3	4	5	6	7

**INDIVIDUAL DEPLOYABILITY (ARMY TASK/MISSION)**

**From an Army task/mission viewpoint, how ready is each soldier to be deployed?**

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

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

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

Names of the soldiers you are rating.

1.	1	2	3	4	5	6	7
2.	1	2	3	4	5	6	7
3.	1	2	3	4	5	6	7
4.	1	2	3	4	5	6	7
5.	1	2	3	4	5	6	7
6.	1	2	3	4	5	6	7
7.	1	2	3	4	5	6	7
8.	1	2	3	4	5	6	7



**INDIVIDUAL DEPLOYABILITY (PERSONAL/FAMILY)**

**From the viewpoint of personal/family problems, how ready is each soldier to be deployed?**

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

Deployment could be less effective because some personal or family-related problems are not under control or have not been adequately solved.

Gives no indication that would not be ready to be deployed effectively; apparently all personal or family-related problems are under control or have been solved.

Names of the soldiers  
you are rating.

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

**JOB DISCIPLINE**

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

Often does not complete jobs on time; frequently allows personal needs to interfere with job accomplishment; sometimes doesn't follow orders.

Completes most jobs on time, but sometimes allows personal needs to interfere with job accomplishments; generally follows orders.

Always maintains punctual work schedule; completes jobs on time, despite personal needs; follows orders carefully and quickly.

Names of the soldiers  
you are rating.

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

**JOB TECHNICAL KNOWLEDGE/SKILLS**

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

Names of the soldiers you are rating.	Does not display the knowledge/ skills required to perform many job assignments and tasks.	1	2	3	4	5	6	7	Displays the knowledge/skills to perform all job assignments and tasks properly.
1. _____		1	2	3	4	5	6	7	
2. _____		1	2	3	4	5	6	7	
3. _____		1	2	3	4	5	6	7	
4. _____		1	2	3	4	5	6	7	
5. _____		1	2	3	4	5	6	7	
6. _____		1	2	3	4	5	6	7	
7. _____		1	2	3	4	5	6	7	
8. _____		1	2	3	4	5	6	7	

**PERFORMANCE UNDER PRESSURE AND ADVERSE CONDITIONS**

**How ready is each soldier to perform effectively under pressure?**

Names of the soldiers you are rating.	Loses composure under stressful, dangerous, or adverse conditions; tends to make unsound decisions and perform job duties ineffectually under pressure or stress.	1	2	3	4	5	6	7	Maintains composure under stressful, dangerous, or adverse conditions; is able to make sound decisions and perform job duties effectively under pressure or stress.
1. _____		1	2	3	4	5	6	7	
2. _____		1	2	3	4	5	6	7	
3. _____		1	2	3	4	5	6	7	
4. _____		1	2	3	4	5	6	7	
5. _____		1	2	3	4	5	6	7	
6. _____		1	2	3	4	5	6	7	
7. _____		1	2	3	4	5	6	7	
8. _____		1	2	3	4	5	6	7	

NOTE: ONLY COMPLETE THE REMAINING FOUR SCALES FOR SOLDIERS WHO ARE SUPERVISORS.

**CARE AND CONCERN FOR SUBORDINATES**

**How ready is each supervisor to show concern for subordinates?**

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

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

Goes out of way to provide subordinates with needed emotional support; ensures that newly arrived soldiers are quickly oriented; actively promotes well-being of troops.

Names of the soldiers you are rating.

1.	1	2	3	4	5	6	7
2.	1	2	3	4	5	6	7
3.	1	2	3	4	5	6	7
4.	1	2	3	4	5	6	7
5.	1	2	3	4	5	6	7
6.	1	2	3	4	5	6	7
7.	1	2	3	4	5	6	7
8.	1	2	3	4	5	6	7

**CARE AND CONCERN FOR SUBORDINATES' FAMILIES**

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

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

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

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

Names of the soldiers you are rating.

1.	1	2	3	4	5	6	7
2.	1	2	3	4	5	6	7
3.	1	2	3	4	5	6	7
4.	1	2	3	4	5	6	7
5.	1	2	3	4	5	6	7
6.	1	2	3	4	5	6	7
7.	1	2	3	4	5	6	7
8.	1	2	3	4	5	6	7

## LEADERSHIP OF SUBORDINATES

### How ready is each supervisor to provide unit leadership?

<p>Organizes and executes missions poorly; promotes unit moral ineffectually; seldom provides subordinates needed guidance; makes many poor personnel decisions; not respected by subordinates.</p>	<p>Adequately organizes and executes missions; generally promotes unit moral; often provides subordinates with needed guidance; often makes good personnel decisions; is looked up to by some soldiers.</p>	<p>Organizes and executes missions very well; actively promotes unit moral; provides subordinates with job guidance as needed; consistently makes good personnel decisions; serves as a role model for all soldiers.</p>
<p>Names of the soldiers you are rating.</p> <p>1. _____</p> <p>2. _____</p> <p>3. _____</p> <p>4. _____</p> <p>5. _____</p> <p>6. _____</p> <p>7. _____</p> <p>8. _____</p>	<p>1 2 3 4 5</p> <p>3 3 3 3 3 3 3 3</p> <p>2 2 2 2 2 2 2 2</p> <p>3 3 3 3 3 3 3 3</p> <p>4 4 4 4 4 4 4 4</p> <p>5 5 5 5 5 5 5 5</p>	<p>6 6 6 6 6 6 6 6</p> <p>7 7 7 7 7 7 7 7</p> <p>7 7 7 7 7 7 7 7</p>

## MAINTAINING TRAINING STATUS OF SUBORDINATES

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

<p>Is indifferent to subordinates' training needs; makes little effort to provide useful training or to steer subordinates to available training resources.</p>	<p>Generally helps subordinates identify their training needs and obtain remedial training; provides moderately well-organized and clear training to subordinates.</p>	<p>Makes sure subordinates get all necessary training; provides training in a constructive, comprehensive manner; provides encouragement and guidance to subordinates in need of remedial training.</p>
<p>Names of the soldiers you are rating.</p> <p>1. _____</p> <p>2. _____</p> <p>3. _____</p> <p>4. _____</p> <p>5. _____</p> <p>6. _____</p> <p>7. _____</p> <p>8. _____</p>	<p>1 2 3 4 5</p> <p>3 3 3 3 3 3 3 3</p> <p>4 4 4 4 4 4 4 4</p> <p>5 5 5 5 5 5 5 5</p>	<p>6 6 6 6 6 6 6 6</p> <p>7 7 7 7 7 7 7 7</p> <p>7 7 7 7 7 7 7 7</p>

## Unit Readiness Rating Scales Instructions

The scales on the next pages are about unit readiness. This is a summary of the instructions that were read at the beginning of this session (if group administered).

Notice that each of the 12 unit readiness areas is labeled and defined carefully. In rating the readiness of the unit, first read the question for the category to get an idea of what area of unit readiness the scale covers.

A 7-point rating scale ranging from 1 (low readiness) to 7 (high readiness) is provided for each readiness area. For each readiness scale, examples of the kinds of behaviors describe different levels of unit readiness. If the "low" end of the scale best describes your unit's typical readiness, a "1" or "2" would be the correct rating. If the "high" end of the scale most closely matches the unit's typical readiness, a rating of "6" or "7" should be chosen.

As you are completing the ratings:

- Base your ratings on how ready the unit is in each area most of the time. DO NOT base your ratings on isolated or unusual events.
- Rate each area of unit readiness separately. DO NOT fall into the trap of giving the unit the same ratings in all areas.
- Rate only the unit's readiness. Provide us with the most accurate and objective ratings you can give.

For each of the 12 areas, circle the one number that best reflects the unit's readiness.

The unit you are rating is the unit to which the soldiers you rated are assigned. This unit is:

LABEL
-------

### COHESION AND TEAMWORK

1. On a scale of 1 to 7, how ready are the unit's members to work together effectively?

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

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

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

1 2 3 4 5 6 7

### MEETING STANDARDS

2. How ready is the unit to meet inspection standards and follow appropriate operating procedures?

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

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

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

1 2 3 4 5 6 7

### SUPPLIES, MATERIALS, AND EQUIPMENT (NOT INCLUDING VEHICLES AND WEAPONS)

3. Does the unit have the material (not including vehicles and weapons) necessary for mission accomplishment?

Unit lacks material and operating equipment necessary for mission accomplishment; material would not be available soon enough for use when needed.

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

Unit has all material and operating equipment for mission accomplishment; material is immediately available for use when needed.

1 2 3 4 5 6 7

CARE AND CONCERN FOR FAMILIES

4. Does the unit provide care and concern for the families of its personnel?

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

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

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

1 2 3 4 5 6 7

CARE AND CONCERN FOR SOLDIERS

5. Does the unit provide care and concern for its soldiers?

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

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

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

1 2 3 4 5 6 7

LEADERSHIP

6. How ready are the unit's officers and NCOs to lead the unit?

Leadership of unit sometimes makes poor tactical and personnel decisions; plans and organizes missions poorly, fails to promote unit morale and readiness.

Leadership of unit generally makes good tactical and personnel decisions; plans and organizes missions well; promotes unit morale and readiness.

Leadership of unit consistently makes sound tactical and personnel decisions; plans and organizes missions very effectively; actively and effectively promotes unit morale and readiness.

1 2 3 4 5 6 7

### MISSION PERFORMANCE

#### 7. How ready is the unit to demonstrate it can perform its mission?

Unit generally performs poorly in military exercises; pays insufficient attention to mission objectives; acts on orders too slowly; is relatively unresponsive to changing conditions.

Unit generally performs well in military exercises; pays attention to mission objectives; acts on orders fairly quickly; responds fairly promptly to changing conditions.

Unit performs extremely well in military exercises; gives priority attention to mission objectives; acts on orders very quickly; responds swiftly to changing conditions.

---

1                      2                      3                      4                      5                      6                      7

### PERSONNEL CAPABILITIES FOR MISSION ACCOMPLISHMENT

#### 8. How ready are the soldiers in the unit to accomplish mission tasks?

Unit personnel lack some of the necessary MOS and basic Army skills and knowledge to accomplish mission tasks; serious shortages in numbers and types of personnel exist.

Unit personnel possess much of the MOS and basic Army skills and knowledge necessary to accomplish mission tasks; not all needed numbers and types of personnel are available.

Unit personnel possess all necessary MOS and basic Army skills and knowledge to accomplish mission tasks; all needed numbers and types of personnel are available.

---

1                      2                      3                      4                      5                      6                      7

### PERSONNEL DEPLOYABILITY

#### 9. How ready are the soldiers in the unit to meet an alert?

Too few unit personnel may meet an alert; locations and telephone numbers of too many soldiers may be unknown; personnel alert rosters and other records are not current.

Some unit personnel may delay meeting alerts; locations and telephone numbers of some personnel may be unknown; personnel alert rosters and other records are fairly current.

All unit personnel are deployable at a moment's notice; locations and telephone numbers of all personnel are known; personnel alert rosters and other records are completely current.

---

1                      2                      3                      4                      5                      6                      7



TRAINING PROGRAM

10. How supportive of readiness is the unit's training program?

Unit training program doesn't adequately address the needs of unit personnel; program insufficiently supports unit mission accomplishment.

Unit follows a training program that generally addresses the needs of unit personnel; program supports unit mission accomplishment.

Unit diligently follows a comprehensive training program that effectively addresses the needs of unit personnel; program helps assure unit mission accomplishment.

1                      2                      3                      4                      5                      6                      7

UNIT WEAPONS

11. How ready is the unit to fire its weapons?

Scale does not apply - unit has no weapons.

Unit weapons are not well maintained; serious delays might be experienced in making them available; unit is missing too much of the weaponry needed to accomplish mission objectives.

Unit weapons are generally well maintained; minor delays may be experienced in making them available; unit is missing some weaponry needed to accomplish mission objectives.

All unit weapons are well maintained; weapons are available for use at a moments notice; unit possesses all weaponry needed to accomplish mission objectives.

0                      1                      2                      3                      4                      5                      6                      7

VEHICLES/TRANSPORTATION (INCLUDING AIRCRAFT AND ARMOR)

12. How ready are the vehicles in the unit to help accomplish its mission?

Scale does not apply - unit has no vehicles.

Unit vehicles are poorly maintained; not enough vehicles are "ready to roll"; unit lacks the vehicles needed to accomplish its mission effectively.

Most unit vehicles are well maintained and "ready to roll"; unit has most of the vehicles needed to accomplish its mission effectively.

All unit vehicles are very well maintained and "ready to roll"; unit has all vehicles needed to accomplish its mission effectively.

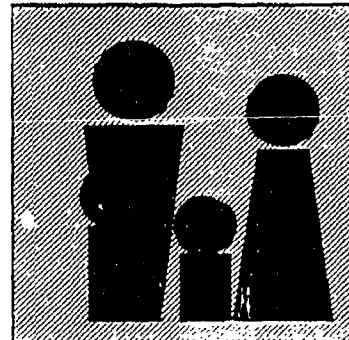
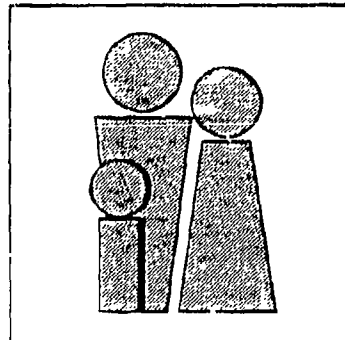
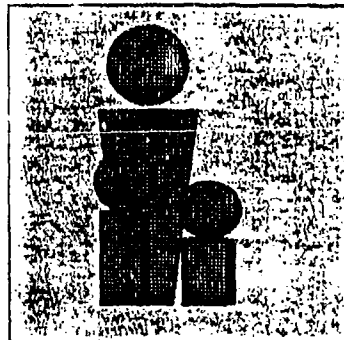
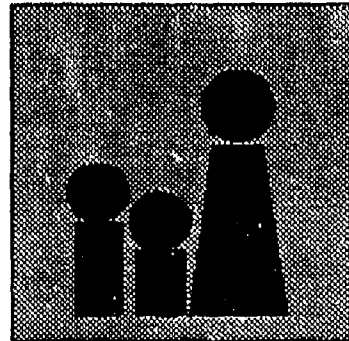
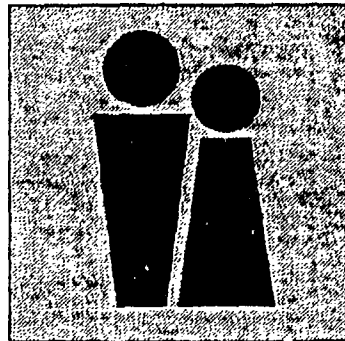
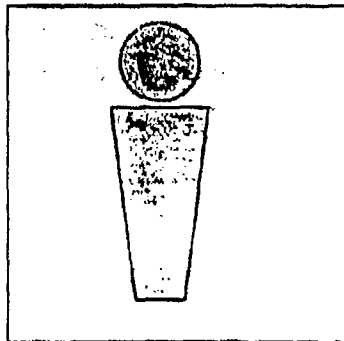
0                      1                      2                      3                      4                      5                      6                      7

Army Family Research Program



# 1989 Army Soldier and Family Survey

## INDIVIDUAL READINESS RATING SCALES



# INDIVIDUAL READINESS RATING SCALES

## Instructions

Individual rating scales will be used to assess the readiness of individual soldiers participating in the Army Family Research Program. Twelve areas of individual readiness have been labeled and defined on the following pages. We would like you to use these scales to rate one or more soldiers that have been identified as individuals that you supervise.

Because many soldiers will be asked to rate more than one individual, cards have been provided to facilitate the rating. The names on the card should be the same as the names in the box on page 3 of the individual readiness rating booklet. For each area of soldier readiness, place your card on the form so that the first name on the card lines up with the first row of numbers, and the second name on the card lines up with the second row of numbers, etc. as in the example below:

### EXAMPLE

#### EFFORT AND INITIATIVE

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

Makes little effort to ensure job gets done; gives up easily when faced with difficult problems; reluctantly accepts responsibility; seldom anticipates problems.

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

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

Name of the soldiers  
you are rating.

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

The process for completing the individual readiness scales is:

- Each area of individual readiness will be rated on a 7-point scale.
- Each scale uses statements over the rating scale that provide examples of the kinds of behavior covered by the scale. The statements also describe different levels of readiness.
- Ratings should be based on how ready the individual is in each area most of the time.
- Each area of individual readiness is a relatively independent or separate area. Your ratings should reflect each individual's own readiness levels in each area accurately.

- Each individual should be rated independently from the other individuals in each area.
- Base your ratings only on readiness, not on unrelated characteristics (for example, personal appearance or rank).

Please try to give us the most accurate and objective ratings you can give. If you have any questions, please ask the session leader.

Thank you for your cooperation.

### CONFIDENTIALITY

This research is being conducted by Research Triangle Institute, Caliber and Human Resource Research Organization under contract with the U.S. Army Research Institute for the Behavioral and Social Sciences (ARI). A major objective of the research is to assess the effects of family and other factors on soldier and unit readiness. The attached instrument asks you to rate the readiness of one or more soldiers you supervise. These soldiers were selected as part of a probability sample of soldiers in the U.S. Army.

Your participation is voluntary but the information you provide is very important because it is a key measure of readiness. The information you provide will be held as confidential in accordance with Public Law 93-573, which is called the Privacy Act of 1974. The completed rating forms will be seen only by staff of the civilian contractors. The contractors will not release personally identifiable data collected under this contract to anyone in the Army or other agencies, except as necessary to allow future contact for research purposes or to merge data records in ways allowed by law and regulation. The information you provide and some personnel data obtained from records will be combined with survey data from soldiers and spouses to prepare a report.

Authority to conduct this research is contained in 10 United States Code Sections 137 and 2358, which authorize retention of military personnel and research to accomplish this objective.

**SOLDIERS TO BE RATED**

The soldiers(s) you have been assigned to rate are listed in the box below. For each soldier you are assigned to rate, circle one number to indicate:

- your position relative to this soldier, and
- how familiar you are with this soldier's job performance.

Name of Soldier You Are Rating	Your Position Relative To This Soldier			How Familiar Are You With This Soldier's Job Performance?				Not At All Familiar
	1st Line Suprvsr	2nd Line Suprvsr	Not Soldier's Suprvsr	Very Familiar	Moderately Familiar	Not Very Familiar	Not At All Familiar	
LABEL GOES HERE (3)	1	2	3	1	2	3	4	
	1	2	3	1	2	3	4	
	1	2	3	1	2	3	4	
	1	2	3	1	2	3	4	
	1	2	3	1	2	3	4	
	1	2	3	1	2	3	4	
	1	2	3	1	2	3	4	
	1	2	3	1	2	3	4	
	1	2	3	1	2	3	4	

Please indicate the total number of enlisted personnel and officers within this unit for whom you are the . . .

Enlisted Personnel \_\_\_\_\_  
Officers \_\_\_\_\_

first line supervisor? \_\_\_\_\_

second line supervisor? \_\_\_\_\_

**MARKING INSTRUCTIONS**

Read each rating scale carefully. Make a circle around one number that best reflects each soldier's readiness. Please do this for each of the 12 categories, rating all soldiers in the first category, then all soldiers in the second category, and so on.

**COOPERATION/TEAMWORK/ESPRIT' DE CORPS**

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

<p>Seldom promotes cooperation and teamwork; seldom assists others in performance of their tasks; is not very flexible about the work methods of others.</p>	<p>Generally cooperates with other soldiers; will usually assist others so jobs get done in timely manner; generally supports cooperation and teamwork.</p>	<p>Is a team player; whenever necessary, assists others in performing tasks; actively promotes cooperation and teamwork; coordinates own performance with that of others.</p>
--	---	---

Names of the soldiers you are rating.

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

**EFFORT AND INITIATIVE**

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

<p>Makes little effort to ensure job gets done; Gives up easily when faced with difficult problems; reluctantly accepts responsibility; seldom anticipates problems.</p>	<p>Puts in effort and keeps trying when its very important to complete assignments; overcomes most obstacles; accepts responsibility when given it; anticipates potential problems.</p>	<p>Often volunteers to work extra hours; pushes hard to overcome all obstacles; readily assumes responsibility when necessary; identifies and attends to potential problems.</p>
--	---	--

Names of the soldiers you are rating.

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

**GENERAL SOLDIERING SKILLS**

**How ready is each soldier to perform general soldiering tasks?**

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

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

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

Names of the soldiers  
you are rating.

1.	1	2	3	4	5	6	7
2.	1	2	3	4	5	6	7
3.	1	2	3	4	5	6	7
4.	1	2	3	4	5	6	7
5.	1	2	3	4	5	6	7
6.	1	2	3	4	5	6	7
7.	1	2	3	4	5	6	7
8.	1	2	3	4	5	6	7

**INDIVIDUAL DEPLOYABILITY (ARMY TASK/MISSION)**

**From an Army task/mission viewpoint, how ready is each soldier to be deployed?**

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

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

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

Names of the soldiers  
you are rating.

1.	1	2	3	4	5	6	7
2.	1	2	3	4	5	6	7
3.	1	2	3	4	5	6	7
4.	1	2	3	4	5	6	7
5.	1	2	3	4	5	6	7
6.	1	2	3	4	5	6	7
7.	1	2	3	4	5	6	7
8.	1	2	3	4	5	6	7

**INDIVIDUAL DEPLOYABILITY (PERSONAL/FAMILY)**

**From the viewpoint of personal/family problems, how ready is each soldier to be deployed?**

	Is not likely to be ready to be deployed effectively since many personal or family-related problems are not under control or have not been solved.	Deployment could be less effective because some personal or family-related problems are not under control or have not been adequately solved.	Gives no indication that would not be ready to be deployed effectively; apparently all personal or family-related problems are under control or have been solved.
1.	1	3	5
2.	1	3	5
3.	1	3	5
4.	1	3	5
5.	1	3	5
6.	1	3	5
7.	1	3	5
8.	1	3	5

**JOB DISCIPLINE**

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

	Often does not complete jobs on time; frequently allows personal needs to interfere with job accomplishment; sometimes doesn't follow orders.	Completes most jobs on time, but sometimes allows personal needs to interfere with job accomplishments; generally follows orders.	Always maintains punctual work schedule; completes jobs on time, despite personal needs; follows orders carefully and quickly.
1.	1	3	5
2.	1	3	5
3.	1	3	5
4.	1	3	5
5.	1	3	5
6.	1	3	5
7.	1	3	5
8.	1	3	5



**JOB TECHNICAL KNOWLEDGE/SKILLS**

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

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

Displays the knowledge/skills required to perform most job assignments and tasks properly.

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

Names of the soldiers  
You are rating.

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

**PERFORMANCE UNDER PRESSURE AND ADVERSE CONDITIONS**

**How ready is each soldier to perform effectively under pressure?**

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

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

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

Names of the soldiers  
You are rating.

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

NOTE: ONLY COMPLETE THE REMAINING FOUR SCALES FOR SOLDIERS WHO ARE SUPERVISORS.

CARE AND CONCERN FOR SUBORDINATES

How ready is each supervisor to show concern for subordinates?

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

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

Does out of way to provide subordinates with needed emotional support; ensures that newly arrived soldiers are quickly oriented; actively promotes well-being of troops.

Names of the soldiers  
You are rating.

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

CARE AND CONCERN FOR SUBORDINATES' FAMILIES

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

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

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

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

Names of the soldiers  
You are rating.

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

### LEADERSHIP OF SUBORDINATES

How ready is each supervisor to provide unit leadership?

Organizes and executes missions poorly; promotes unit moral ineffectually; seldom provides subordinates needed guidance; makes many poor personnel decisions; not respected by subordinates.

Adequately organizes and executes missions; generally promotes unit moral; often provides subordinates with needed guidance; often makes good personnel decisions; is looked up to by some soldiers.

Organizes and executes missions very well; actively promotes unit moral; provides subordinates with job guidance as needed; consistently makes good personnel decisions; serves as a role model for all soldiers.

Names of the soldiers  
you are rating.

1.	1	2	3	4	5	6	7
2.	1	2	3	4	5	6	7
3.	1	2	3	4	5	6	7
4.	1	2	3	4	5	6	7
5.	1	2	3	4	5	6	7
6.	1	2	3	4	5	6	7
7.	1	2	3	4	5	6	7
8.	1	2	3	4	5	6	7

9

B-74

### MAINTAINING TRAINING STATUS OF SUBORDINATES

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

Is indifferent to subordinates' training needs; makes little effort to provide useful training or to steer subordinates to available training resources.

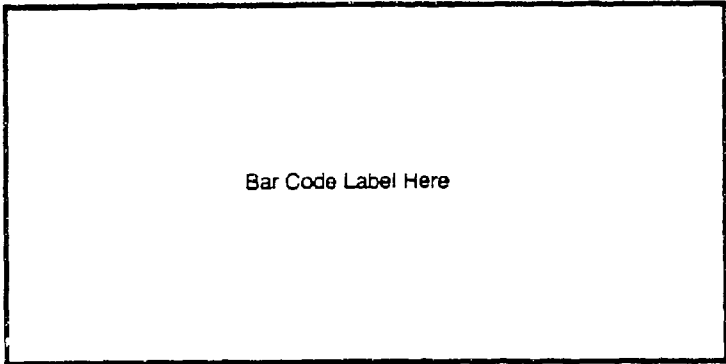
Generally helps subordinates identify their training needs and obtain remedial training; provides moderately well-organized and clear training to subordinates.

Makes sure subordinates get all necessary training; provides training in a constructive, comprehensive manner; provides encouragement and guidance to subordinates in need of remedial training.

Names of the soldiers  
you are rating.

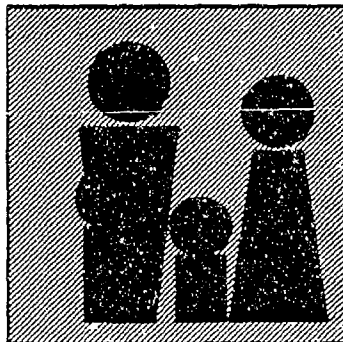
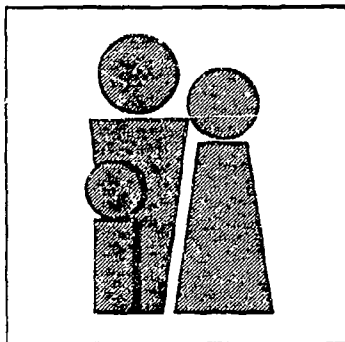
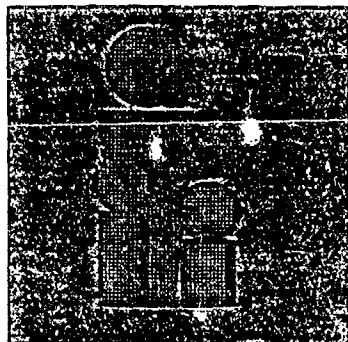
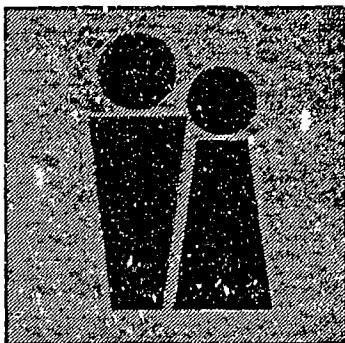
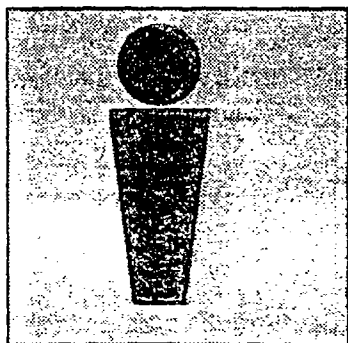
1.	1	2	3	4	5	6	7
2.	1	2	3	4	5	6	7
3.	1	2	3	4	5	6	7
4.	1	2	3	4	5	6	7
5.	1	2	3	4	5	6	7
6.	1	2	3	4	5	6	7
7.	1	2	3	4	5	6	7
8.	1	2	3	4	5	6	7

Army Family Research Program



# 1989 Army Soldier and Family Survey

## UNIT INFORMATION FORM



## UNIT INFORMATION FORM

### A. Instructions

This Unit Information Form is in four parts:

1. Unit Status Summary
2. Unit Activities and Practices
3. Other Unit Information
4. Soldier Job Performance

We need the information on your unit for all four parts of this form. Complete the form by \_\_\_\_\_ and send it back to the Installation Project Officer (IPO) in the envelope provided. The IPO will give the envelope, unopened, to the project team leader, who will take it back to the contractor project office for analysis.

You can have other unit personnel assist in filling out the form if needed, but please be sure the form gets back to you in time to return to the IPO.

The four parts of the form are described in more detail below.

### B. Parts of Form

#### 1. Unit Status Summary

This asks for information related to the readiness status of your unit. A copy of the instructions, which is based on the instructions for completing the Unit Status Report, is attached at the back.

#### 2. Unit Activities and Practices

This asks about activities and practices your unit may have for soldiers and families, and about how important you think these activities and practices are to soldiers.

#### 3. Other Unit Information

This asks for some additional information describing your unit, its manpower, and its work.

#### 4. Soldier job Performance

This lists the soldiers in your unit who are included in the sample for this survey. For each soldier, please circle the number that best describes the command's assessment of the soldier's job performance.

### C. Team Leader

If you have questions or need additional information, please contact the project team leader:

Team Leader: \_\_\_\_\_

Contact at:

Day time: \_\_\_\_\_

Evening: \_\_\_\_\_

or, call Nick Holt or Ella Akin at Research Triangle Institute  
(1-800-334-8571).

Thank you for your participation in this project.

### CONFIDENTIALITY

This research is being conducted by Research Triangle Institute, Caliber and Human Resource Research Organization under contract with the U.S. Army Research Institute for the Behavioral and Social Sciences (ARI). A major objective of the research is to assess the effects of family, unit, and other factors on soldier and unit readiness. This form asks for information on soldier and unit readiness, unit practices, and other information needed for the research. The soldiers and units were selected as part of a probability sample in the U.S. Army.

Your participation is voluntary but the information you provide is very important. The information you provide will be held as confidential in accordance with Public Law 93-573, which is called the Privacy Act of 1974. The completed forms will be seen only by staff of the civilian contractors. The contractors will not release personally identifiable data collected under this contract to anyone in the Army or other agencies, except as necessary to allow future contact for research purposes or to merge data records in ways allowed by law and regulation. The information you provide and some personnel data obtained from records will be combined with survey data from soldiers and spouses to prepare a report.

Authority to conduct this research is contained in 10 United States Code Sections 137 and 2358, which authorize retention of military personnel and research to accomplish this objective.

UNIT INFORMATION FORM

Part 1. UNIT STATUS SUMMARY

UNIT: \_\_\_\_\_ DATE: \_\_\_\_\_

Please refer to attached instructions to complete this form.

1. Average personnel available over the past 6 months:
  - 01 Consistently far below required.
  - 02 Occasionally far below required.
  - 03 Consistently somewhat below required.
  - 04 Occasionally somewhat below required, but usually at required level.
  - 05 Consistently at required level.
  
2. Average personnel MOS-trained over the past 6 months:
  - 01 Consistently far below required.
  - 02 Occasionally far below required.
  - 03 Consistently somewhat below required.
  - 04 Occasionally somewhat below required, but usually at required level.
  - 05 Consistently at required level.
  
3. Average personnel turnover over the past 3 months:
  - 01 Very high.
  - 02 Fairly high.
  - 03 Moderate.
  - 04 Fairly low.
  - 05 Very low.
  
4. Average equipment mission-capable over the past 6 months:
  - 01 Consistently far below fully capable.
  - 02 Occasionally far below fully capable.
  - 03 Consistently somewhat below fully capable.
  - 04 Occasionally somewhat below fully capable, but usually fully mission-capable.
  - 05 Consistently fully mission-capable

5. Average METL proficiency over the past 6 months:
  - 01 Consistently far below standard.
  - 02 Occasionally far below standard.
  - 03 Consistently somewhat below standard.
  - 04 Occasionally somewhat below standard, but usually at standard.
  - 05 Consistently at or above standard.
  
6. Participation in FTX (12 months): \_\_\_\_\_ Days
  
7. Participation in CPX (12 months): \_\_\_\_\_ Days
  
8. External evaluations to ARTEP standard (12 months): \_\_\_\_\_ Number
  
9. Last external evaluation to ARTEP standard: \_\_\_\_\_ Month/Year
  
10. Results (for this unit) of last external evaluation to ARTEP standard:
  - 01 All tasks performed poorly; all functional areas performed poorly; unit performance far below standard.
  - 02 Most tasks performed poorly; most functional areas performed poorly; unit performance below standard.
  - 03 About half of the tasks performed well; about half of the functional areas performed well; unit performance somewhat below standard.
  - 04 Most tasks performed well; most functional areas performed well; unit performance nearly to standard.
  - 05 All tasks performed well; all functional areas performed well; unit performance at or above standard.
  
11. Deployment or readiness exercises (12 months): \_\_\_\_\_ Number
  
12. Last deployment or readiness exercise: \_\_\_\_\_ Month/Year
  
13. Results (for this unit) of last deployment exercise:
  - 01 All areas unsatisfactory; unit far below standard.
  - 02 Most areas unsatisfactory; unit below standard.
  - 03 About half of the areas satisfactory; unit somewhat below standard.
  - 04 Most areas satisfactory; unit nearly to standard.
  - 05 All areas satisfactory; unit at or above standard.



14. External general inspections (12 months): \_\_\_\_\_ Number

15. Last external general inspection: \_\_\_\_\_ Month/Year

16. Results (for this unit) of last external general inspection:

- 01 All inspected areas found unsatisfactory; unit performance far below standard.
- 02 Most inspected areas found unsatisfactory; unit performance below standard.
- 03 About half of inspected areas found satisfactory; unit performance somewhat below standard.
- 04 Most inspected areas found satisfactory; unit performance nearly to standard.
- 05 All inspected areas found satisfactory; unit performance at or above standard.

17. Comments: (Reference item number. Continue on additional pages as needed.)

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Part 2. UNIT ACTIVITIES AND PRACTICES

Units may use a variety of activities or practices to support soldiers and their families. Using the list below, please indicate (1) which activities or practices are used in your unit, and (2) their level of importance to soldiers in your unit.

<u>Activity/Practice</u>	<u>(1) Does Your Unit..</u>		<u>(2) How Important is the Activity or Practices to Soldiers</u>		
	<u>Yes</u>	<u>No</u>	<u>Not Important</u>	<u>Somewhat Important</u>	<u>Very Important</u>
Have an active Sponsorship Program	01	02	01	02	03
Provide spouse/family orientation to unit/installation	01	02	01	02	03
Publish family newsletter	01	02	01	02	03
Inform families about unit activities and the significance of the mission.	01	02	01	02	03
Introduce spouses to soldiers' "world of work" (e.g., "Go to work with your Army spouse day")	01	02	01	02	03
Have unit activities that involve the whole family	01	02	01	02	03
Have social events for families	01	02	01	02	03
Regulate work hours to minimize unnecessary disruption to family time	01	02	01	02	03
Allow soldiers time off for urgent family matters (e.g., medical care for family members)	01	02	01	02	03
Allow soldiers time off for non-urgent family matters (e.g., family activities)	01	02	01	02	03
Encourage volunteer activities by spouses	01	02	01	02	03
Provide pre-deployment programs or counseling	01	02	01	02	03
Have a Family Support Group (FSG)	01	02	01	02	03
Encourage spouse support networks during separations	01	02	01	02	03

If your unit has other activities or practices to support soldiers and their families, please describe these: \_\_\_\_\_

Part 3. OTHER UNIT INFORMATION

1. If this a COHORT (New Manning System) Unit?

01 Yes

02 No

2. How many members are listed on the Manpower Document for this unit?

\_\_\_\_\_ (number)

3. Of the members listed on the Manpower Document for this unit, how many...

Work with the unit on a customary daily basis? \_\_\_\_\_ (number)

Are permanently or semi-permanently attached to other Work Centers? \_\_\_\_\_ (number)

4. What percentage of the junior enlisted soldiers in this unit live in the unit's barracks?

\_\_\_\_\_ (percentage)

5. How adequate are the unit's work and training facilities?

01 Very Adequate

02 Adequate

03 Neither Adequate nor Inadequate

04 Inadequate

05 Very inadequate

6. If you have any additional notes or comments, please write them here:

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**INSTRUCTIONS**  
Unit Status Summary

(THIS FORM IS TO BE COMPLETED BY THE UNIT COMMANDER.)

The following notes provide information on completing the form.

Item 1: Average personnel available rating

- a. The available personnel rating is based on a comparison of available personnel and required personnel, over the past six months.
- b. Use your unit's MTOE/TDA to determine required strength (cadre column for cadre units; TOE Type B column for Type B units; and MTOE/TDA required column for all other units). For MTOE organizations, additions provided by augmentation TDA for non-TOE missions are excluded from required strength computations.
- c. Available personnel are those personnel assigned to the unit who are available for deployment and/or employment. Personnel will be considered not available for deployment or employment if they are in one of the categories below.
  1. Legal processing precludes moving with or performing assigned duties in the unit (arrest and confinement, pending military or civil court action, under investigation for subversion or disaffection, or under investigation by a military or civil criminal investigating activity).
  2. Absent without leave (AWOL).
  3. Assigned, but has not joined the reporting unit or has departed for their next duty assignment.
  4. Hospitalized, convalescent, requires emergency dental treatment, or temporary profile that precludes satisfactory duty performance in the unit under wartime conditions.
  5. On temporary duty or leave and not able to return within the prescribed response time for unit contingency missions. However, personnel on temporary duty in their wartime area of responsibility will be considered available.
  6. Commander's restriction. For example, commander's determination of nonavailability or unsuitability to perform unit duties (human reliability program, pending separation or compassionate reassignment, etc.).

The remaining restrictions on availability apply to CONUS, Alaska, and Hawaii based units only.

7. Has not completed a minimum of 12 weeks basic or advanced military training or its equivalent (as prescribed by law).
  8. Sole surviving family member, deferred from hostile fire zone, or conscientious objector.
  9. Soldiers with less than 7 days to expiration of term of service on the actual or programmed deployment date and who has not requested extension of reenlistment.
  10. Pregnant soldiers.
  11. Commander's restrictions. For example, soldiers with extreme family problems which, in the opinion of the unit commander, are serious enough to warrant deleting the individual from the deployment strength.
- d. Rate the average available personnel strength, for the six months preceding the date off this form. Indicate your rating using the descriptions in Item 1.

Item 2: Average personnel MOS-trained rating

- a. The available MOS-trained personnel rating is based on a comparison of available MOS-trained personnel and required MOS-trained personnel, over the past six months.
- b. Determine the number of MTOE/TDA personnel spaces required by identity (officer, warrant officer, and enlisted) and by military occupational speciality code (MOSC).
- c. Determine the number of personnel included in the available strength of the unit by identity and MOSC. Match the trained available personnel against requirements. Personnel are to be considered as MOS-trained as follows:
  1. Match officers to officer spaces on a one-for-one basis. Officers may be considered as MOS trained insofar as skill level is concerned when they have completed an officer basic course and the commander feels that they have the minimum skills needed to perform the wartime duties of their assigned position. They must also hold a grade within one grade higher or two grades lower than the required by MTOE/TDA.
  2. Using only the first three characters of the MOSC, consider WO and enlisted soldiers MOS-trained when they can be used in their primary MOSC (PMOSC), secondary MOSC (SMOSC), or an MOSC that can be substituted for the above (AR 611-201).
  3. Personnel who have successfully completed an MOS awarding program (for example, on-the-job training (OJT) or school), but have not been officially awarded the MOS due to administrative delays, will be counted as MOS-trained for these purposes.
  4. Personnel who are overstrength in a specific skill will not be counted as MOS-trained. Any personnel holding a PMOS that is surplus to reporting unit requirements and who have been awarded an SMOSC, AMOSC, or a substitute MOSC that matches a unit required vacancy will be counted against that vacancy as MOS-trained. For example, if a unit requires four cooks and has six MOS-trained cooks in its available strength, count only four against the requirement for cooks. However, if any of the cooks have an SMOSC or AMOSC of truck driver, and if truck driver required vacancies exist, then count the two remaining cooks as available MOS-trained drivers.
- d. Rate the average available MOS-trained personnel strength, for the six months preceding the date of this form. Indicate your rating using the descriptions in Item 2.

Item 3: Average personnel turnover rating

- a. The rating of personnel turnover is an indicator of unit turmoil by comparing the number of personnel reassigned, discharged, or separated during the 3 months preceding the date of this form to the date of this form.
- b. Identify the number of personnel reassigned or discharged from the unit during the preceding 3 months. Do not count transfers within the unit.
- c. Rate the average personnel turnover, for the three months preceding the date of this form. Indicate your rating using the descriptions in Item 3.

Item 4: Average equipment mission capable rating

- a. The rating of average equipment mission capable is based on a comparison of the combined effect of fill and maintenance shortfalls on the status of selected equipment to wartime requirements, over the past six months.

- b. Determine reportable equipment and required quantities. Refer to your unit's MTOE/TDA to determine reportable equipment and required quantities. Reportable equipment is that equipment which:
  1. For MTOE units, is designated on a unit's MTOE as equipment readiness code "A" (ERC-A), primary weapons and equipment, that is also designated as maintenance reportable.
  2. For TDA units, is listed on a unit's TDA and is designated as DA Form 2406, DA Form 3266-1, or DA Form 1352 reportable.
  3. Has a requirement of 1 or greater shown in the MTOE/TDA.
  4. Has not been designated as nonreportable/exempt from reporting.
  5. Is not an aircraft assigned to a nonaviation unit (unless assigned aircraft is designated as a pacing item).
- c. Determine available days/hours.
  1. Fully mission capable data from DA Form 2406, DA Form 3266-1, and/or DA Form 1352 will be used to determine available days/hours.
  2. During peacetime, equipment mission capable will be based on the fully mission capable status of the unit's reportable equipment averaged over a 1-month period. Compute fully mission capable data beginning the 16th day of the month and ending the 15th day of the next month.
  3. Substitute and in-lieu-of equipment will be reported. If a substitute or in-lieu-of item that is not DA Form 2406 reportable is being counted against a required MTOE ERC-A or TDA LIN that is DA Form 2406 reportable, take nonavailable days for this equipment from DD Form 314.
- d. Determine possible days/hours, based on the on-hand quantity of MTOE/TDA required equipment that is maintenance reportable, and the number of days/hours that equipment was on-hand during the period.
- e. Rate the average level of equipment mission capable, for the six months preceding the date of this form. Indicate your rating using the descriptions in Item 4.

Item 5: Average METL proficiency rating

- a. The rating of average METL training proficiency is based on a comparison of the number of METL tasks which the unit is able to perform in full, as well as those tasks which the unit can perform in part, to the total number of METL tasks, over the past six months.
- b. In determining the number of METL tasks which the unit is able to perform in full, as well as those tasks which the unit can perform in part, the following factors should be considered:
  1. Proficiency shown by the unit and organic subelements during recent external evaluations and inspections and training events.
  2. Personnel present for training.
  3. Equipment present for training.
  4. Availability of personnel to meet MOS and special skill requirements.
  5. Leader qualifications.
  6. Results of SQT, CTT, and APRT.
  7. Individual and crew-served weapons proficiency as indicated by attainment of weapons training standards.
  8. The ability to operate in an NBC environment.
  9. Availability of flying hours, training ammunition, simulation devices, and fuel.
  10. Time elapsed and turnover of key personnel since major training events occurred.
  11. Quality of training conducted, and the availability and quality of training areas.

- c. Considering the factors in paragraph b, determine the METL tasks which the unit is able to perform in full, as well as in part. Those METL tasks which the unit can perform to standard without requiring additional training represent the unit's METL proficiency.
- d. Rate the average METL proficiency, for the six months preceding the date of this form. Indicate your rating using the descriptions in Item 5.

Item 6: Participation in FTX (12 months)

- a. In Item 6, record the number of days that the unit has participated in FTXs (duration greater than or equal to 72 hours) for the previous 12 months.

Item 7: Participation in CPX (12 months)

- a. In Item 7, record the number of days that the unit has participated in CPX (duration greater than or equal to 24 hours) for the previous 12 months.

Item 8: External evaluations to ARTEP standard (12 months)

- a. In Item 8, record the number of external evaluations to ARTEP standard in which the unit participated during the previous 12 months. Units that do not have published ARTEP standards should record "NA."

Item 9: Last external evaluation to ARTEP standard (MMYY)

- a. In Item 9, record the date (month and year) of the most recent external evaluation to ARTEP standard in which the unit participated. Units that do not have published ARTEP standards should record "NA."

Item 10: Results (for this unit) of last external evaluation to ARTEP standard

- a. Using the descriptions provided on the form, indicate the results of the last external evaluation in which the unit participated, as they pertain to the unit. Units that do not have published ARTEP standards should leave Item 10 blank.

Item 11: Deployment of readiness exercises (12 months)

- a. In Item 11, record the number of externally evaluated deployment or readiness exercises (EDRES, Alerts, etc.) in which the unit participated during the previous 12 months.

Item 12: Last deployment or readiness exercise (MMYY)

- a. In Item 12, record the date (month and year) of the most recent externally evaluated deployment or readiness exercise in which the unit participated. Units that have never participated in an externally evaluated deployment or readiness exercise should record "NA."

Item 13: Results (for this unit) of last deployment or readiness exercise

- a. Using the descriptions provided on the form, indicate the results of the last externally evaluated deployment or readiness exercise in which the unit participated. Units that have never participated in an externally evaluated deployment or readiness exercise should leave Item 13 blank.

Item 14: External general inspections (12 months)

- a. In Item 14, record the number of externally conducted general inspections (Annual General Inspection, Command Inspections, etc.) in which the unit participated during the previous 12 months.

Item 15: Last general inspection (MMYY)

- a. In Item 15, record the date (month and year) of the most recent externally conducted general inspection in which the unit participated. Units that have never participated in an externally conducted general inspection should record "NA."

Item 16: Results (for this unit) of last general inspection

- a. Using the descriptions provided on the form, indicate the results of the last externally conducted general inspection in which the unit participated. Units that have never participated in an externally evaluated conducted general inspection should leave Item 16 blank.

Item 17: Comments

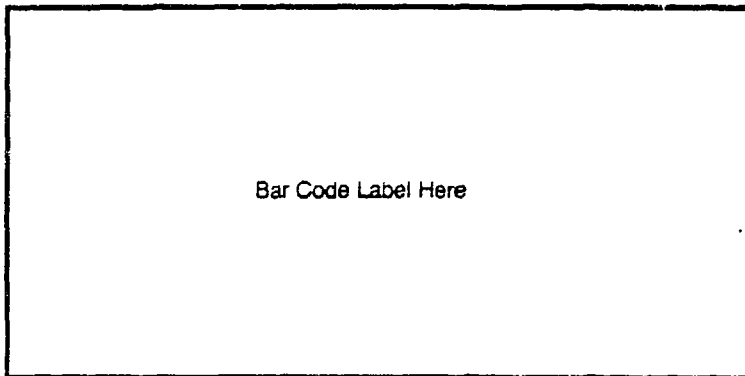
- a. In the space provided, provide explanatory comments regarding information reported in Items 1 through 16. Comments should be referenced to specific item numbers.

Prepared by: \_\_\_\_\_ Signature: \_\_\_\_\_

Position: \_\_\_\_\_ Telephone No. (Comm): \_\_\_\_\_

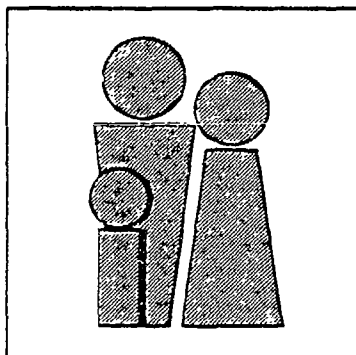
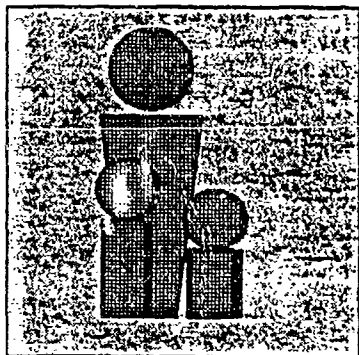
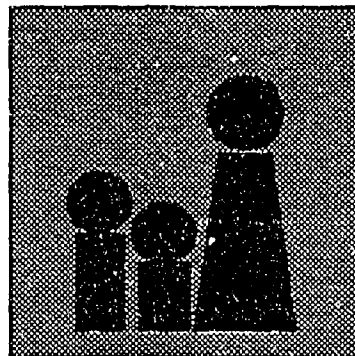
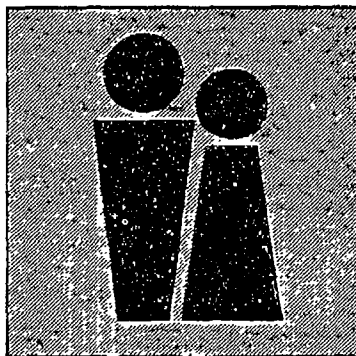
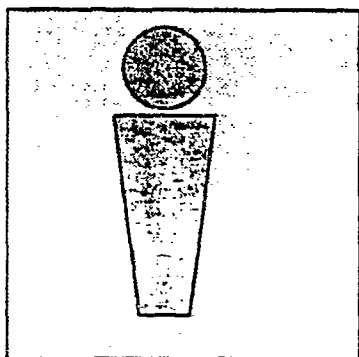


Army Family Research Program



# 1989 Army Soldier and Family Survey

## SURVEY OF FAMILY SERVICES



## CONFIDENTIALITY

This research is being conducted by Research Triangle Institute, Caliber and Human Resource Research Organization under contract with the U.S. Army Research Institute for the Behavioral and Social Sciences (ARI). An important objective of the research is to assess the effects of family programs and other factors on soldier and unit readiness, soldier retention, and family adaptation. The attached instrument asks you for information on family programs at your installation.

Your participation in voluntary but your answers are very important because they provide needed information on programs and services. The information you provide will be held as confidential in accordance with Public Law 93-573, which is called the Privacy Act of 1974. The completed forms will be seen only by staff of the civilian contractors. The contractors will not release personally identifiable data collected under this contract to anyone in the Army or other agencies, except as necessary to allow future contact for research purposes or to merge data records in ways allowed by law and regulation. The information you provide and some personnel data obtained from records will be combined with survey data from soldiers and spouses to prepare a report.

Authority to conduct this research is contained in 10 United States Code Sections 137 and 2358, which authorize retention of military personnel and research to accomplish this objective.

RESEARCH TRIANGLE INSTITUTE

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THE ARMY FAMILY RESEARCH PROGRAM

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Janet D. Griffith  
Project Director

Dear Service Provider:

The Army is currently conducting a worldwide survey of soldiers and families. This research is being conducted for the Army Research Institute under the sponsorship of the Army Community and Family Support Center. It is being carried out by civilian contractors from Research Triangle Institute, Caliber Associates, and Human Resources Research Organization. This Army Family Research Program (AFRP) is designed to address major research issues in the Army Family Action Plan. The research will assist policy makers and program managers to design future policies which strengthen family programs and support for Army families and contribute to readiness and retention.

A key part of the family survey is the appraisal of community programs and services by professional service providers at each installation. You were selected to complete this portion of the survey of family services as the Director or Deputy Director of a community service agency at this installation. Your answers will be combined with those of other service directors from this installation. The combined information you and others provide in the availability, referral to, and strengths and problems of the different programs of Army installations worldwide will be used to help measure the effects of family programs and services on Army families' adaptation to Army life, their commitment to the Army, and soldier readiness and retention.

The information you provide will be kept confidential and will be used only for research purposes. The identification code on the instrument identifies only the installation, not the program or individual who provides information. Please seal the instrument in the enclosed business reply envelope and mail it back to Research Triangle Institute. Your participation is voluntary. You may skip any questions to which you object, but please answer questions fully and honestly.

This questionnaire will be held as confidential in accordance with Public Law 93-573, which is called the Privacy Act of 1974. Authority to conduct this research is contained in ten United States Code Sections 137 and 2358, which authorize retention of military personnel and research to accomplish this objective.

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P.O. Box 12194      Research Triangle Park, NC 27709      Phone: 919-541-6636

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Thank you for your participation in this research project. If you have any questions, the installation POC can give you the name and telephone number for the contractor team leader who is directing data collection at this installation or you can call:

Dr. Nick Holt - Toll-free outside North Carolina 1-800-334-8571  
Inside North Carolina 919-541-6068

Ms. Ella Akin - Toll-free outside North Carolina 1-800-334-8571  
Inside North Carolina 919-541-6089

Sincerely yours,



Janet D. Griffith, Ph.D.

JDG/njb

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P.O. Box 12194      Research Triangle Park, NC 27709      Phone: 919-541-6536

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# SURVEY OF MILITARY FAMILY SERVICES AT FORT BENNING (PART I)

We need your opinions on a number of local family-related services provided by the military. The questionnaire below contains a listing of services across the top with questions and ratings down the side. Some of the ratings ask your level of familiarity with the service, and others ask you to rate different aspects of the service. Please circle the number that best describes the service.

Army Community Service (ACS)  
 Army Education Center  
 Army Emergency Relief (AER)  
 Child Development Services (CDS)  
 Community Life (Major's) Office  
 Dental Activity (DENTAC)  
 Family Life Center (Chaplain's)  
 Family Member Employment Assistance Program  
 Financial Planning Assistance  
 Housing Referral Office (Off-post)  
 Government Housing Office

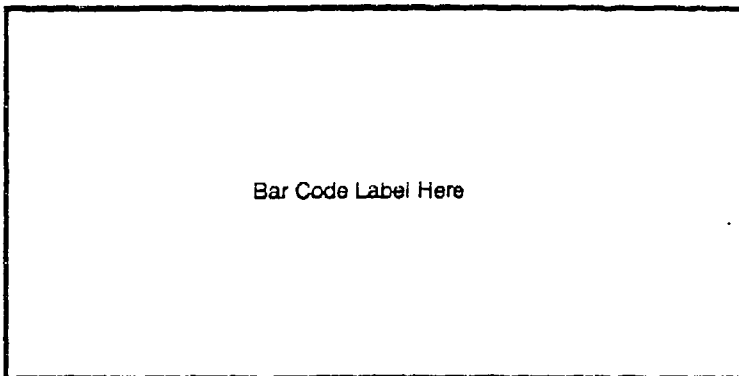
	ACS	AEC	AER	CDS	CL	DENTAC	FLC	FMEAP	FPA	HRA	GHO
<b>1. People assigned here need this service.</b>											
Strongly Agree	1	1	1	1	1	1	1	1	1	1	1
Agree	2	2	2	2	2	2	2	2	2	2	2
No Opinion	3	3	3	3	3	3	3	3	3	3	3
Disagree	4	4	4	4	4	4	4	4	4	4	4
Strongly Disagree	5	5	5	5	5	5	5	5	5	5	5
<b>2. Service is provided by the military at this location or within 1 hour's drive.</b>											
No, service not provided by military within one hour's drive.	2	2	2	2	2	2	2	2	2	2	2
<b>If no, skip to next service</b> →											
Yes, service provided at this location	1	1	1	1	1	1	1	1	1	1	1
Yes, service provided within one hour's drive, but not at this location	3	3	3	3	3	3	3	3	3	3	3
<b>Answer items 3 to 7 for this service AT THE CLOSEST FACILITY ONLY</b>											
<b>3. I have been briefed on this service.</b>											
Yes	1	1	1	1	1	1	1	1	1	1	1
No	2	2	2	2	2	2	2	2	2	2	2
<b>4. I have referred people here to this service.</b>											
Yes	1	1	1	1	1	1	1	1	1	1	1
No	2	2	2	2	2	2	2	2	2	2	2
<b>5. Overall, the service staff is:</b>											
Very Competent	1	1	1	1	1	1	1	1	1	1	1
Competent	2	2	2	2	2	2	2	2	2	2	2
Average	3	3	3	3	3	3	3	3	3	3	3
Incompetent	4	4	4	4	4	4	4	4	4	4	4
Very Incompetent	5	5	5	5	5	5	5	5	5	5	5
<b>6. Overall, how satisfied are you with this service?</b>											
Very Satisfied	1	1	1	1	1	1	1	1	1	1	1
Satisfied	2	2	2	2	2	2	2	2	2	2	2
No Opinion	3	3	3	3	3	3	3	3	3	3	3
Dissatisfied	4	4	4	4	4	4	4	4	4	4	4
Very Dissatisfied	5	5	5	5	5	5	5	5	5	5	5
<b>7. Program's/Service's Problems (Circle if applies)</b>											
Facilities in Poor Repair	1	1	1	1	1	1	1	1	1	1	1
Facilities Too Crowded	1	1	1	1	1	1	1	1	1	1	1
Inconvenient Hours	1	1	1	1	1	1	1	1	1	1	1
Lack of Privacy	1	1	1	1	1	1	1	1	1	1	1
Poor Publicity	1	1	1	1	1	1	1	1	1	1	1
Understaffed	1	1	1	1	1	1	1	1	1	1	1
Waiting Time Too Long	1	1	1	1	1	1	1	1	1	1	1

What is your current Rank or Civil Service Grade? \_\_\_\_\_  
 How long have you been at this post? \_\_\_\_\_yrs. \_\_\_\_\_mos.

Judge Advocate General (JAG)  
 Medical Activity (MEDDAC)  
 Mental Health Services  
 Recreational Services On-post  
 Schools (DODDS or Section 6)  
 Transportation Office  
 Youth Services

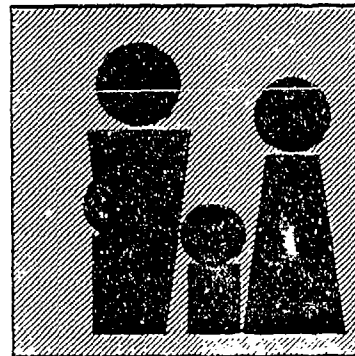
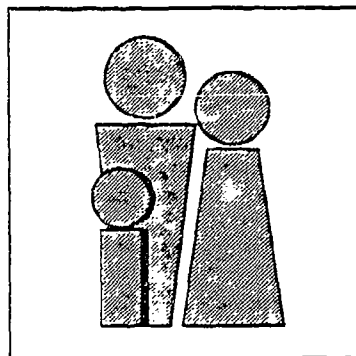
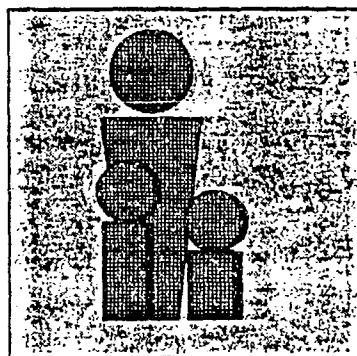
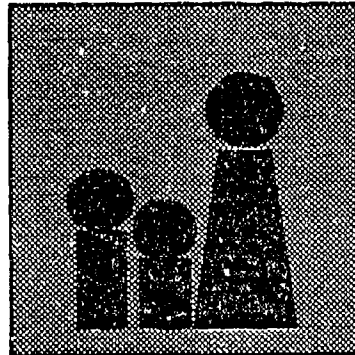
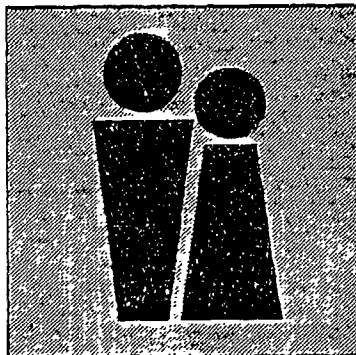
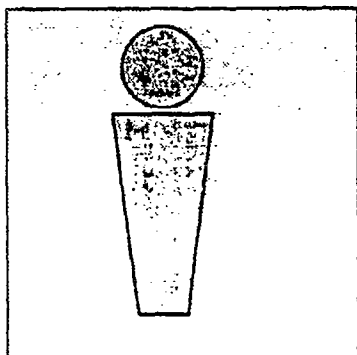
1. People assigned here need this service.							
Strongly Agree	1	1	1	1	1	1	1
Agree	2	2	2	2	2	2	2
No Opinion	3	3	3	3	3	3	3
Disagree	4	4	4	4	4	4	4
Strongly Disagree	5	5	5	5	5	5	5
2. Service is provided by the military at this location or within 1 hour's drive.							
No, service not provided by military within one hour's drive.	2	2	2	2	2	2	2
<div style="border: 1px solid black; padding: 2px; display: inline-block;">                 If no, skip to next service →             </div>							
Yes, service provided at this location	1	1	1	1	1	1	1
Yes, service provided within one hour's drive, but not at this location	3	3	3	3	3	3	3
<div style="border: 1px solid black; padding: 2px; display: inline-block;">                 Answer items 3 to 7 for this service AT THE CLOSEST FACILITY ONLY             </div>							
3. I have been briefed on this service.							
Yes	1	1	1	1	1	1	1
No	2	2	2	2	2	2	2
4. I have referred people here to this service.							
Yes	1	1	1	1	1	1	1
No	2	2	2	2	2	2	2
5. Overall, the service staff is:							
Very Competent	1	1	1	1	1	1	1
Competent	2	2	2	2	2	2	2
Average	3	3	3	3	3	3	3
Incompetent	4	4	4	4	4	4	4
Very Incompetent	5	5	5	5	5	5	5
6. Overall, how satisfied are you with this service?							
Very Satisfied	1	1	1	1	1	1	1
Satisfied	2	2	2	2	2	2	2
No Opinion	3	3	3	3	3	3	3
Dissatisfied	4	4	4	4	4	4	4
Very Dissatisfied	5	5	5	5	5	5	5
7. Program's/Service's Problems (Circle if applies)							
Facilities in Poor Repair	1	1	1	1	1	1	1
Facilities Too Crowded	1	1	1	1	1	1	1
Inconvenient Hours	1	1	1	1	1	1	1
Lack of Privacy	1	1	1	1	1	1	1
Poor Publicity	1	1	1	1	1	1	1
Understaffed	1	1	1	1	1	1	1
Waiting Time Too Long	1	1	1	1	1	1	1

Army Family Research Program



# 1989 Army Soldier and Family Survey

## INSTALLATION AND COMMUNITY CHARACTERISTICS INVENTORY



INSTALLATION & COMMUNITY CHARACTERISTICS INVENTORY

Post/installation: \_\_\_\_\_

City, State (Country), Zip/APO \_\_\_\_\_

Date: \_\_\_\_\_

Completed by: \_\_\_\_\_

IPO assisting: \_\_\_\_\_

INSTALLATION DATA

1. Number and type of units

MTOE: \_\_\_\_\_

TDA: \_\_\_\_\_

2. Tenure of (date of appointment)

CG: \_\_\_\_\_

DCG: \_\_\_\_\_

Command Sergeant Major: \_\_\_\_\_

DPCA: \_\_\_\_\_

Director of ACS: \_\_\_\_\_

Director of Housing: \_\_\_\_\_

Hospital Commander: \_\_\_\_\_

Personnel Census

3. Number of soldiers in MTOE units: \_\_\_\_\_

4. Number of soldiers in TDA units: \_\_\_\_\_

5. Number of trainees (person years): \_\_\_\_\_

6. Number of reservists present for annual training (person years): \_\_\_\_\_

7. Number of reserve centers supported by the installation: \_\_\_\_\_

8. Number of DACs (Americans): \_\_\_\_\_

9. Number of DACs (Foreign Nationals): \_\_\_\_\_



5. Based on your knowledge of the local area, how would you rate:

- Availability of jobs for Army spouses:

01 Very good

02 Good

03 Fair

04 Poor

05 Very poor

- Availability of off-post cultural and recreational activities within a 25 mile radius:

01 Very good

02 Good

03 Fair

04 Poor

05 Very poor

Please list types \_\_\_\_\_

\_\_\_\_\_

6. Number of other military installations within a 25 mile radius

Army \_\_\_\_ Air Force \_\_\_\_ Navy \_\_\_\_ Marine \_\_\_\_

7. Approximate military retiree population in the local community: \_\_\_\_\_

10. Number of command-sponsored dependents: \_\_\_\_\_
11. Number of non-command-sponsored dependents: \_\_\_\_\_
12. Number of on-post family housing units and average waiting period by rank

	<u># of Units</u>	<u>Average Waiting Period (months)</u>		<u># of Units</u>	<u>Average Waiting Period (months)</u>
E1	_____	_____	W1	_____	_____
E2	_____	_____	W2	_____	_____
E3	_____	_____	W3	_____	_____
E4	_____	_____	W4	_____	_____
E5	_____	_____	O1	_____	_____
E6	_____	_____	O2	_____	_____
E7	_____	_____	O3	_____	_____
E8	_____	_____	O4	_____	_____
E9	_____	_____	O5	_____	_____
			O6	_____	_____
			O7+	_____	_____

13. Child Care:

Number of spaces for children in Child Development Service (CDS) Center \_\_\_\_\_

Number of licensed Family Child Care (FCC) providers \_\_\_\_\_

Number on waiting list for CDS/FCC \_\_\_\_\_

14. Active Installation Family Action Plan (FAP)? Yes \_\_\_ No \_\_\_

If Yes, date of most recent version? \_\_\_\_\_

15. Approximate number of family-oriented events (e.g. Family Days, picnics, Christmas parties, etc.) sponsored by the installation for the post community:

per month \_\_\_\_\_

per year \_\_\_\_\_

16. Payday activities policy providing additional free time for soldiers on paydays? Yes \_\_\_ No \_\_\_

17. Family Time Policy. For example, soldiers get off work early one day a week? Yes \_\_\_ No \_\_\_

---

LOCAL COMMUNITY

---

1. Three largest communities within 20 mile radius of post: 1: \_\_\_\_\_  
City, State, Zip

2: \_\_\_\_\_  
City, State, Zip

3: \_\_\_\_\_  
City, State, Zip

2. Populations of communities listed above: 1: \_\_\_\_\_

2: \_\_\_\_\_

3: \_\_\_\_\_

3. Distance (miles) to nearest urban center (50,000 or more population): \_\_\_\_\_

4. Time (minutes by car) to nearest urban center (50,000 or more population): \_\_\_\_\_

---

MILITARY COMMUNITY CHARACTERISTICS INVENTORY

---

Military Community: \_\_\_\_\_

Date: \_\_\_\_\_

Completed by (name &amp; position): \_\_\_\_\_

Survey Site POC assisting: \_\_\_\_\_

---

PERSONNEL DATA

---

1. Number and type of units

MTOE: \_\_\_\_\_

TDA: \_\_\_\_\_

2. Date of Appointment

Community Commander: \_\_\_\_\_

Deputy Community Commander: \_\_\_\_\_

Command Sergeant Major: \_\_\_\_\_

DPCA: \_\_\_\_\_

Director of ACS: \_\_\_\_\_

Director of Housing: \_\_\_\_\_

Hospital Commander: \_\_\_\_\_

3. # of soldiers in MTOE units: \_\_\_\_\_

4. # of soldiers in TDA units: \_\_\_\_\_

5. # of trainees (person years): \_\_\_\_\_

6. # of reservists present for annual  
training (person years): \_\_\_\_\_7. # of reserve centers supported by  
the installation: \_\_\_\_\_8. # of US civilian employees (DACs,  
DOD civilians, NAF, and contractor  
employees): \_\_\_\_\_

9. # of local national and third-country national employees: \_\_\_\_\_
10. # of command sponsored family members: \_\_\_\_\_
11. Best estimate of # of non-command sponsored family members: \_\_\_\_\_
12. Number of on-post family housing units (and off-post leased housing) and average waiting period by rank:

	<u># of Units</u>	<u>Average Waiting Period (months)</u>		<u># of Units</u>	<u>Average Waiting Period (months)</u>
E1	_____	_____	W1	_____	_____
E2	_____	_____	W2	_____	_____
E3	_____	_____	W3	_____	_____
E4	_____	_____	W4	_____	_____
E5	_____	_____	O1	_____	_____
E6	_____	_____	O2	_____	_____
E7	_____	_____	O3	_____	_____
E8	_____	_____	O4	_____	_____
E9	_____	_____	O5	_____	_____
			O6	_____	_____
			O7+	_____	_____

13. Child Care:

Number of spaces for children in Child Development Services (CDS) Center(s) \_\_\_\_\_

Number of licensed Family Child Care (FCC) providers \_\_\_\_\_

Number on waiting list for CDS/FCC \_\_\_\_\_

14. Active Military Community Family Action Plan (FAP)? Yes \_\_\_ No \_\_\_

15. Approximate number of family-oriented events (e.g. Family Days, picnics, Christmas parties, etc.) sponsored by the military community:

per month \_\_\_\_\_

per year \_\_\_\_\_

16. Payday activities policy providing additional free time for soldiers on paydays? Yes \_\_\_ No \_\_\_
17. Family Time Policy. For example, soldiers get off work early one day a week? Yes \_\_\_ No \_\_\_

---

LOCAL GERMAN COMMUNITY

---

1. Three largest German towns/cities within 20 mile/32 km radius of military community:
- 1: \_\_\_\_\_  
Town/City, Postleitzahl
- 2: \_\_\_\_\_  
Town/City, Postleitzahl
- 3: \_\_\_\_\_  
Town/City, Postleitzahl
2. Populations of towns/cities listed above:
- 1: \_\_\_\_\_
- 2: \_\_\_\_\_
- 3: \_\_\_\_\_
3. Distance (miles) to nearest German town/city with 50,000 or more population: \_\_\_\_\_
4. Average time (minutes by car) to nearest German town/city with 50,000 or more population: \_\_\_\_\_
5. Based on your knowledge of the local German community, how would you rate:
- Availability of non-US government jobs in the local German community for Army spouses:
    - 01 Very good
    - 02 Good
    - 03 Fair
    - 04 Poor
    - 05 Very poor

- Availability of off-post (non-US government sponsored) cultural and recreational activities within a 25-mile radius:
  - 01 Very good
  - 02 Good
  - 03 Fair
  - 04 Poor
  - 05 Very poor

Please list types \_\_\_\_\_  
\_\_\_\_\_

6. Number of other military communities within a 25-mile radius:

Army \_\_\_\_ Air Force \_\_\_\_ Navy \_\_\_\_ Marine \_\_\_\_

7. Approximate military retiree population in the military community's area of responsibility: \_\_\_\_\_

## APPENDIX C: COMPOSITE SIZE MEASURES

Composite size measures were used at the first and second-stages of sample selection to insure that the targeted sample sizes were achieved, in expectation, for the subpopulations of interest, (i.e. the third-stage strata). The composite size measures were formulated in the following manner. Let  $c = 1, 2, \dots, 20$  index the subpopulations of interest shown in Exhibit 7, and let  $n_c$  designate the desired sample size for subpopulation  $c$ . Further, define  $N_c(i, j)$  as the number of eligible soldiers in unit  $j$  of FSU  $i$  that belong to subpopulation  $c$ . Now define the following person-level population counts:

$$N_c(i) = \sum_j N_c(i, j), \text{ and,}$$

$$N_c = \sum_i \sum_j N_c(i, j).$$

Thus, the desired sampling rate for members of subpopulation  $c$  is

$$f_c = n_c / N_c.$$

If all units in the population were to be sampled, the sample size of individuals to be selected from subpopulation  $c$  in each unit  $j$  of FSU  $i$  would be

$$n_c(i, j) = f_c \cdot N_c(i, j).$$

This quantity is the basis for the second-stage composite size measure

$$S(i, j) = \sum_c f_c \cdot N_c(i, j),$$

which may be considered the sample size that would be obtained from unit  $j$  of FSU  $i$  if all the SSUs in the population were sampled with the specified sampling rates of  $f_c$  for the individual subpopulations. The population total of this size measure is

$$\begin{aligned} S &= \sum_i \sum_j S(i, j) \\ &= \sum_c f_c \cdot N_c \end{aligned}$$



$$= \sum_c n_c ,$$

which is the total third-stage sample size.

The population totals by type of unit are

$$S(\text{MTOE}) = \sum_i \sum_{j \in \text{MTOE}} S(i,j), \text{ and}$$

$$S(\text{TDA}) = \sum_i \sum_{j \in \text{TDA}} S(i,j) .$$

The proportion of MTOE units in the 480 unit sample was changed by applying the multiplicative factors,  $f(\text{MTOE})$ , to the composite size measure of each MTOE unit, and  $f(\text{TDA})$ , to the composite size measure of each TDA unit.

The second-stage sample allocations to the MTOE and TDA strata were then expressed as

$$n(\text{MTOE}) = \frac{f(\text{MTOE}) \cdot S(\text{MTOE})}{S} \cdot 480,$$

rounded to the nearest integer, and,

$$n(\text{TDA}) = 480 - n(\text{MTOE}).$$

Thus, for a desired allocation of  $n(\text{MTOE})$  units, the multiplicative factors are

$$f(\text{MTOE}) = \frac{n(\text{MTOE}) \cdot S}{S(\text{MTOE}) \cdot 480} , \text{ and}$$

$$f(\text{TDA}) = \frac{n(\text{TDA}) \cdot S}{S(\text{TDA}) \cdot 480} .$$

The adjusted composite size measure assigned to unit  $j$  of FSU  $i$  is

$$S'(i,j) = f(\text{MTOE}) \cdot S(i,j), \text{ if } j \in \text{MTOE},$$

and  $S'(i,j) = f(\text{TDA}) \cdot S(i,j), \text{ if } j \in \text{TDA}.$

Similarly, the adjusted composite measure assigned to an FSU  $i$  is

$$S'(i) = \sum_j S'(i,j).$$

First-stage stratum allocations were made proportional to the sum of the adjusted composite size measures.

An average of 38 eligible soldiers were selected from each selected unit. Each of these samples was allocated to the subpopulations using the adjusted composite size measure assigned to the SSU. The desired allocation to subpopulation  $c$  for unit  $j$  in FSU  $i$  is

$$n_c(i,j) = 38 \cdot f_c \cdot f(\text{MTOE}) \cdot N_c(i,j) / S'(i,j), \text{ if } j \in \text{MTOE},$$

and 
$$n_c(i,j) = 38 \cdot f_c \cdot f(\text{TDA}) \cdot N_c(i,j) / S'(i,j), \text{ if } j \in \text{TDA}.$$

The desired sampling rate, or third-stage selection probability, for each member of subpopulation  $c$  in unit  $j$  of FSU  $i$  is

$$f_c(i,j) = 38 \cdot f_c / S(i,j).$$

The expected sample size for a subpopulation  $c$  for a randomly selected SSU  $j$  within any randomly selected FSU  $i$  can be shown to be

$$E[n_c(i,j)] = f_c \cdot N_c(i,j).$$

Similarly, the expected total sample size for a subpopulation  $c$  is

$$\begin{aligned} E[n_c] &= E[\sum_i \sum_j n_c(i,j)] \\ &= \sum_i \sum_j f_c \cdot N_c(i,j) \\ &= f_c \cdot N_c \end{aligned}$$

Thus, the desired sampled sample size,  $n_c$ , is achieved for subpopulation  $c$  in expectation, or on the average over all possible samples generated by the sample design.

APPENDIX D: SELECTION OF PRIMARY AND ALTERNATE  
FIRST STAGE SAMPLING UNIT

The selection of  $n_p$  primary and  $n_a$  alternate FSUs was made with the requirements that 1) the expected selection frequencies be proportional to the composite size measure, and 2) that each self-representing FSU appear in the primary sample. A three-step selection procedure was used to satisfy these requirements:

- 1) Self-representing FSUs were systematically included in the primary sample  $I_p$  times with the number of selections determined by the integer portion of their expected selection frequency;
- 2) The remaining  $(n_p + n_a - I_p)$  first-stage selections were made by selecting a PPS sample with the fractional portion of each FSU's expected selection frequency (self-representers included) serving as the size measure;
- 3) The remaining  $(n_p - I_p)$  primary selections were randomly designated from the selections made in Step 2.

Because the actual selection frequencies in Steps 2 and 3 can differ from their expected counterparts by at most one, the actual overall selection frequency of a unit selected into the primary sample can differ from its expected value by as much as two.

To prove that this procedure attains the desired result, denote the desired expected selection frequency for FSU  $i$  by

$$E[n_i] = n_p \cdot S'(i) / \sum S'(i),$$

where  $S'(i)$  = the composite size measure assigned to FSU  $i$ .

This can be rewritten as

$$E[n_i] = I_i + F_i,$$

where  $I_i = \text{INT}(E[n_i])$ ,  
and  $F_i = \text{FRAC}(E[n_i])$ .

Also, let

$$I_p = \sum I_i,$$

and

$$F_p = \sum F_i.$$

This implies that

$$n_p = I_p + F_p.$$

Initially,  $I_p$  selections were made by including each FSU  $i$  in the primary sample  $I_i$  times. The expected value of these selections is

$$E[I_i] = I_i.$$

Then,  $n_p + n_a - I_p$  selections were made with probabilities proportional to  $F_i$ . Finally, the  $n_p - I_p$  primary designations were made randomly with equal probabilities. The expected selection frequency for these primary selections is

$$E[F_i] = \frac{(n_p + n_a - I_p) \cdot F_i}{F_p} \cdot \frac{(n_p - I_p)}{(n_p + n_a - I_p)}$$
$$= F_i.$$

Thus, the overall expected selection frequency for an FSU  $i$  is

$$E[n_i] = E[I_i] + E[F_i]$$

$$I_i + F_i.$$

APPENDIX E: IPO MANUAL

Installation Project Officer  
Manual

## Table of Contents

	<u>page</u>
Stage One	5
Stage Two	22
Stage Three	46

## List of Examples

	<u>page</u>
1. List of Sampled Soldiers: Rater Disposition Form	9
2. Unit POC Checklist	12
3. Rater Disposition Form	25
4. Scheduling Shell for Units	29
5. IPO Tracking Sheet	51
6. Control Sheet for Unit	54
7. Installation and Community Characteristics Inventory	56

## List of Worksheets

	<u>page</u>
1. List of Unit POCs	15
2. List of MEDDAC POCs	18
3. Scheduling Shell for Units	32
4. Scheduling Worksheet	35

## Overview

The Army Family Research Program (AFRP) Survey is conducting research on the relationships of family factors, Army family programs, and family-related policies and practices to two key Army outcomes: soldier readiness and soldier retention. The survey is designed to increase the Army's knowledge of these issues and to provide a basis for developing and implementing policies and programs to support Army families and their mission. This survey effort is being carried out by a group of contractors, led by the Research Triangle Institute (RTI) and directed by the Army Research Institute (ARI).

Six surveys are used for this worldwide survey administration effort:

- Soldier/Unit Readiness Rating Survey
- Spouse Survey
- Individual/Unit Readiness Rating Scales
- Unit Information Form
- Survey of Family Services
- Installation and Community Characteristics Inventory

These surveys will be administered at 50 sites throughout the world.

Your job, as the Installation Project Officer (IPO), is to prepare for the survey effort at your site, oversee the administration of the surveys, and follow up after the survey has been taken. This manual is your guide to the administration of this survey effort.

### Order of Events

**90 days** prior to survey administration you were designated as the IPO for this project.

**60 days** prior to survey administration (or at another time, as requested by your installation) you were visited by AFRP personnel and briefed on this survey. You received this manual at that time.

### **Stage One**

At the time of the 60-day briefing, you also received lists of names of sampled soldiers from sampled UICs (units). These are the soldiers who will be tasked to fill out the Soldier/Unit Readiness Surveys. You are responsible for:

- 1) getting these lists to the units
- 2) having the information about each soldier completed by appropriate personnel at each unit
- 3) having the lists returned to you
- 4) shipping the completed lists to the designated AFRP project staff.

The chapter on Stage One explains this procedure in detail.

### **Stage Two**

Following the 60-day briefing and prior to the arrival of the AFRP survey administrators, you will also be responsible for:

- reserving and equipping the rooms for the administration of the surveys
- scheduling the units to each reserved room
- scheduling survey administration times for required supervisory personnel
- receiving and temporarily storing boxes containing survey the survey materials before they are administered to the sampled soldiers

The discussion of Stage Two explains these responsibilities in detail.

### **Stage Three**

During the week of survey administration, you will be responsible for coordinating the activities of the AFRP survey administrators, the selected units, and other survey respondents. This will involve the following activities:

- briefing the AFRP staff on the arrangements that you have made
- describing any problems which may have occurred
- routing forms to program directors and ensuring their return
- working with the AFRP survey administration leader to complete an Installation & Community Characteristics Inventory

2/15/89

page 2



- distributing a Unit Information Form to each of the selected units to be completed and returned to AFRP project staff at the time of survey administration
- providing logistical support for the staff while they are administering the survey
- identifying the reasons for "no-shows"
- rescheduling "no-shows" to their originally assigned survey administration room

After the AFRP survey administrators leave, you will be responsible for resolving any remaining survey-related tasks and tying up any loose ends. The chapter on Stage Three outlines these activities in detail.

### Use of This Manual

This manual is designed to guide you through the many tasks involved in coordinating this survey effort at your location. Please read through the entire manual to become familiar with the tasks we are relying upon you to perform. Then start and complete Stage One.

If you have questions, problems, or concerns, please feel free to contact the following people:

#### Briefing Information: Army Liaison

Mr. Don Rogan - Army Research Institute (ARI) (202) 274-9712  
AUTOVON: 284-9712

Dr. Mel Kimmel - Army Research Institute (ARI) (202) 274-9712  
AUTOVON: 284-9712

#### Rater Disposition Forms

Dr. Cathy Stawarski - Human Resources Research Organization  
(HumRRO)

(703) 549-3611

#### Survey Administration Information

Dr. Nick Holt - Research Triangle Institute (RTI) 1-800-334-8571  
(toll-free outside of NC)  
(919) 541-6068

Ms. Ella Akin - Research Triangle Institute (RTI) 1-800-334-8571  
(toll-free outside of NC)  
(919)-541-6089

## Stage One

**Overview:** During the 60-day briefing, you will receive two copies of by-name unit lists, called:

- "List of Sampled Soldiers: Rater Assignment Worksheet"

The first set is for you to send to the Unit Point of Contact (Unit POC) at each unit. The second set is for you to keep and have available for copying, in case a list is lost during distribution.

Each list contains names of sampled soldiers from sampled units (UICs). Your job is to send each unit's list to the Unit POC.

The Unit POC completes the information about each listed soldier by following the Unit POC Checklist, and returns the lists to you.

You review the retrieved lists for legibility and completeness. Contact the Unit POCs to resolve short-comings. You then photocopy the lists and send the original lists to the designated AFRP staff.

**You must complete Stage One in 10 calendar days.** Please be sure you understand the steps involved in this stage and ask any questions during the 60-day briefing. The following pages explain Stage One activities in detail.

Checklist - Stage One

DAY	TASK	DATE SENT/RETURNED	COM- PLETE
Day: 1	Receive IPO briefing manual. You should also receive: <ul style="list-style-type: none"><li>• Lists of Sampled Soldiers: Rater Assignment Worksheets (2 copies)</li><li>• Unit POC Checklist</li></ul>	_____	_____
Day: 2	Identify Unit POCs and record information on List of Unit POCs (worksheet 1). MEDDAC Unit POCs are pre-identified on worksheet 2.  Attach or type tasking orders onto the Lists of Sampled Soldiers.  Attach a copy of the Unit POC Checklist (provided in the envelope) to each set of tasking orders and List of Sampled Soldiers.  Send the lists, tasking order, and Unit POC Checklists to UICs. File your unused copy.	_____	_____
Day: 4-8	Unit POCs identify status of soldiers on the lists, first and second line supervisors, and the UIC commander.	_____	_____

Day: 9-10 Review each unit's List of Sampled Soldiers for the following: \_\_\_\_\_

- UIC commander identified \_\_\_\_\_
- soldiers lined through only for these reasons: \_\_\_\_\_
  - PCS
  - ETS
  - Dead
  - AWOL/Deserted
  - Assigned to another unit but not PCS
- name, rank, and SSN of UIC commander's first line supervisor identified \_\_\_\_\_
- name, rank, and SSN of first and second line supervisors identified for all sampled soldiers who are not lined through \_\_\_\_\_
- no soldiers whose names are lined through are listed as supervisors \_\_\_\_\_

Photocopy the corrected and completed Lists of Sampled Soldiers. \_\_\_\_\_

Send the ORIGINALS of the Lists of Sampled Soldiers to HumRRO, using the provided express mailer. \_\_\_\_\_  
Keep the copies. \_\_\_\_\_

If you need additional express mailers, call Ella Akin at RTI. \_\_\_\_\_

This manual is known as the Installation Project Officer (IPO) Briefing Manual. It provides step-by-step instructions for fulfilling your responsibilities as the Installation Project Officer. You should also receive the following materials:

- Lists of Sampled Soldiers: Rater Assignment Worksheets.

There is one List of Sampled Soldiers for each sampled UIC. Each list contains the names, ranks, and social security numbers (SSNs) of the soldiers from that unit who were selected to receive Soldier/Unit Readiness Rating surveys. (You receive 2 copies of each list.)

In addition, blanks are provided for the names of each soldier's first line and second line supervisors. Note that only the first line supervisor should be supplied for the unit commander.

These lists are provided on Disposition Forms for your convenience. Example 1 shows what a List of Sampled Soldiers looks like.

- Unit POC Checklist.

The Unit Point of Contact (POC) Checklist describes the steps for completing the List of Sampled Soldiers (shown in example 2, Step 2).



You must identify someone from each unit involved in this survey to serve as Unit Point of Contact (Unit POC). You must complete this step the day after receiving the 60-day briefing materials. Also on Day 2, you must mail or hand-carry to each Unit POC a tasking order written on or attached to their Disposition Forms & a copy of the Unit POC Checklist. To complete this step, accomplish the following activities on Day 2:

- **Identify the Unit POCs.** Appoint one person from each unit involved with this survey to be the Unit POC. We have provided a form for you to maintain a record of the Unit POCs (see worksheet 1). Fill in the List of Unit POCs by providing the name, unit, and phone number of each Unit POC.
- **Task the Units.** Use the space at the top of the first page of each List of Sampled Soldiers to type the tasking order for the UICs. If there is not enough room, type the tasking order on a separate Disposition Form and attach it to the List of Sampled Soldiers. This information will help you complete the tasking orders:
  - The task for the UIC consists of appearing at a time and location that you will arrange and filling out surveys for this survey. Filling out the surveys will take approximately 30 to 90 minutes.
  - You are responsible for providing information about the schedule to RTI or the survey administration leader at a later date (see Stage Two).
  - Although some UICs are designated as "primary" and others as "alternate" UICs (see top line, Example 1), you should task and schedule both kinds of UICs in the same manner.
- **Attach a copy of the Unit POC Checklist.** Attach a copy of the Unit POC Checklist to each tasking order and Sampled Soldier List. Copies are provided in the envelope at the back of this manual.
- **Send the Needed Materials to the Unit POCs.** Send the following materials to each Unit POC:



- the List of Sampled Soldiers for that UIC
- the tasking order
- a copy of the Unit POC Checklist

- Ensure that this step is completed. If you do not task someone to serve as Unit POC at each unit, then you are responsible for performing the activities on the Unit POC Checklist for that unit.

Time Frame Considerations

- The completed and corrected Lists of Sampled Soldiers need to arrive at HumRRO no later than 20 working days prior to the survey administration date. You may need to expedite the completion of the Lists of Sampled Soldiers by:
  - 1) hand-delivering the materials to the Unit POCs
  - 2) providing the Unit POC a shorter suspense date than recommended in the next step

# Example 2

Page 1 of 3

## UNIT POC CHECKLIST

### INSTRUCTIONS

#### STEP 1: DELETE SOLDIERS NO LONGER IN UNIT

Delete the names of the soldiers on the list who have PERMANENTLY left the unit as of the time you receive this Disposition Form and specify the reason. The only reasons for being permanently absent from the unit are: PCS, ETS, DEAD, DESERTED, PERMANENTLY REASSIGNED but not PCS. Delete by marking through the name with a single line so that the name is still legible. Write the reason to the right of the soldier's name.

#### STEP 2: IDENTIFY UNIT COMMANDER

Identify the Unit Commander for the unit named at the top of the Disposition Forms. If the Unit Commander's name appears in the left column of names, CIRCLE the name, rank and SSN for the commander and write "Unit commander" in the margin to the left of the name.

If unit commander's name does NOT appear in the left column of names, then fill in the blank line at the top of the Disposition Form with the name, rank and SSN of the unit commander.

#### STEP 3: IDENTIFY THE UNIT COMMANDER'S FIRST LINE SUPERVISOR

Identify only the first line supervisor for the Unit Commander. Fill in the first line supervisor's name, rank and SSN in the right hand column. If the first line supervisor is not assigned to the unit, write the first line supervisor's daytime phone number immediately under his/her SSN. Note that for the Unit Commander, only the first line supervisor needs to be identified, regardless of whether the commander's name is already in the left hand column or added at the top of the Disposition Form.

#### STEP 4: IDENTIFY SOLDIER'S FIRST AND SECOND LINE SUPERVISORS

Fill in the name, rank and SSN of each soldier's first line supervisor and second line supervisor. The definitions for determining who is considered the first and second line supervisor for the purposes of this research are provided below. If any of the first or second line supervisors are not assigned to the unit listed at the top of the Disposition Form, write the first line supervisor's daytime phone number immediately under his/her SSN.

## Example 2

Page 2 of 3

- \* DO NOT use as a rater, anyone whose name has been lined through in the left hand column.
- \* If there is not at least one supervisor (first line and/or second line supervisor) for a soldier, identify someone who can rate the soldier's performance. The name of at least one person who can rate the soldier MUST be provided.

### Definitions

FIRST  
LINE  
SUPERVISOR

The first line supervisor directly supervises the soldier in the place where the soldier works or does his/her job.

The first line supervisor, therefore, should be able to evaluate how ready the soldier is to perform his/her job under wartime or near wartime conditions.

SECOND  
LINE  
SUPERVISOR

The second line supervisor should also know the soldier's performance on the job well enough to make the readiness evaluations.

- \* The daytime phone number MUST be shown for every rater who is not assigned to the unit indicated at the top of the Disposition Form. The phone number MUST be written just below the SSN of the rater.

## Example 2

Page 3 of 3

The Installation Project Officer and the Army Family Research Team use the phone number as an indicator to direct tasking orders and to correctly prepare research forms. The phone number indicator is essential for the proper preparation of tasking orders and research forms.

- \* DO NOT substitute any names printed in the left column (with the exception of a case when a unit commander's name has been lined through and the new unit commander name is filled in at the top of the Disposition Form).
- \* DO NOT retype the Disposition Forms. Return them to the Installation Project Officer (IPO) with any necessary corrections clearly written in.

The Unit POC has five calendar days to complete the above activities. Upon completion the List of Sampled Soldiers is returned to the IPO.

IPO: \_\_\_\_\_  
(Name) (phone #)

# Worksheet 1

## LIST OF UNIT POC'S

page \_ of \_

(Unit) \_\_\_\_\_ (Name of Unit POC) \_\_\_\_\_ (Phone) \_\_\_\_\_

(Unit) \_\_\_\_\_ (Name of Unit POC) \_\_\_\_\_ (Phone) \_\_\_\_\_

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(Unit) \_\_\_\_\_ (Name of Unit POC) \_\_\_\_\_ (Phone) \_\_\_\_\_

# Worksheet 1

## LIST OF UNIT POC'S

page    of   

(Unit) \_\_\_\_\_ (Name of Unit POC) \_\_\_\_\_ (Phone) \_\_\_\_\_

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# Worksheet 1

## LIST OF UNIT POC'S

page \_ of \_

(Unit) \_\_\_\_\_ (Name of Unit POC) \_\_\_\_\_ (Phone) \_\_\_\_\_

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(Unit) \_\_\_\_\_ (Name of Unit POC) \_\_\_\_\_ (Phone) \_\_\_\_\_

# Worksheet 2

MEDDAC POINT OF CONTACT FOR ARMY FAMILY RESEARCH PROGRAM  
As Identified by Major General Major, Health Services Command

<u>SITE</u>	<u>POC</u>	<u>AUTOVON</u>
Fort Wainwright (MEDDAC) (DENTAC)	1LT Dacost Barrow MAJ Niel A. Boyle SGM Spellman	978-2905/1038 978-5616 978-5616/5001
Fort Bragg (MEDDAC)	MAJ Charles Burden	239-3224/7674
Fort Campbell (MEDDAC)	CPT Alberto deJesus	635-8023 (P.M.) 635-2488 (A.M.)
Fort Carson (MEDDAC) (DENTAC)	SFC Ruth Welch SGT Colleen Curtice	691-7255/7212 691-5056
Fort Devens (MEDDAC)	1LT Karen Boyajian	256-6829
Fort Drum (MEDDAC)	CPT Mike Giovino	341-5112/4681
Fort Gordon (MEDDAC)	COL Fred Eaton	780-6629
Fort Hood (MEDDAC)	LTC Kershner	738-8370
Fort Knox (MEDDAC)	LTC David Wright	464-9638
Fort Lee (MEDDAC)	LTC Fields	687-4063
Fort Lewis (MAMC)	CPT Cockrell	357-6734
Fort Ord (DENTAC)	SGM O'Shea	929-6503/7168
Fort Polk (MEDDAC)	CPT Johnson	863-3272
Fort Riley (MEDDAC) (DENTAC)	CPT Michael L. Wyatt SGT Gregory Rush	856-7121 856-4523
Fort Sill (MEDDAC) Alternate	CPT Roberto Sanchez MAJ Tom Fuller	639-5197/5165 639-2716
Fort Wainwright (MEDDAC)	COL Joseph G. Webb	317-353-5530
Hawaii (TAMC)	SFC David Kurpi (MED CO B) SSG Alexandic (MED CO C)	808-433-6094 808-655-8370
Hawaii (DENTAC)	MAJ Roberts SFC John Waters	808-433-5735 808-433-6904
Panama (DENTAC)	CPT Bryan J. Kazin	282-5321-5202
Fort Benning (MEDDAC)	2LT Digiovanni	784-3580
Fort Leonard Wood (MEDDAC)	Mrs. Nancy Beeler	581-9161/9112



# Worksheet 2

Fort Sam Houston

CPT James L. Rosengren

471-2335

Fort Stewart

LT Sweet

870-6790/6665

WRAMC

LTC Ron Briggs

291-3159

=====  
**Step 3 Wait For the Unit POCs to Return Completed Lists. Days 4-8**  
=====

Each Unit POC has five calendar days to complete and return the Lists of Sampled Soldiers. The Unit POCs are responsible for performing the activities detailed on the Unit POC Checklist. When the Unit POCs have completed the Lists of Sampled Soldiers they will send them back to you. Again, if you do not task someone to act as Unit POC at a unit, you are responsible for completing the list for that unit.

=====  
Step 4      Check, Copy, and Mail Completed Lists.      Days 9-10  
=====

The Unit POCs should return the corrected and completed lists to you by Day 9. You are responsible for checking that the information on the lists is complete. Then, photocopy each list and mail the ORIGINALS to HumRRO. To accomplish Step 5, finish the following tasks by Day 10:

- Check that the lists are complete. Use the Unit POC Checklist guidelines to inspect each list:
  - Make sure that reasons are provided for each name crossed off the lists and that only permissible reasons are used. Permissible reasons include:
    - PCS
    - ETS
    - dead
    - AWOL/deserted
    - assigned to another unit, but not PCS
  - Check that the names of both first and second line supervisors are included for all sampled soldiers except the unit commander.
  - See that the unit commander has been identified.
  - Ensure that no sampled soldiers whose names have been lined through are listed as supervisors.
- Photocopy all of the lists. Be sure that you can read your copies. You will use these copies during Stage Two for tasking the first and second line supervisors to participate in the survey.
- Mail the ORIGINAL Lists of Sampled Soldiers to HumRRO. Use the provided mailer to send all the original worksheets via overnight or 2-day delivery service. The mailer has a pre-addressed mailing label for your convenience. Contact Ella Akin at RTI if you need additional mailers.

## Stage Two

**Overview:** The second stage of your job as the Installation Project Officer consists of several tasks you must accomplish before the AFRP survey administrators arrive. You are responsible for completing the following activities:

- tasking the raters listed on the Lists of Sampled Soldiers: Rater Assignment Worksheets
- locating and reserving two to four rooms for five consecutive days of survey administration
- creating a schedule for soldiers and raters to appear at the reserved rooms and complete the surveys
- informing the Unit POCs about the schedule and revising the schedule for raters, as needed
- completing several key administrative duties that are outlined below

**You must complete Stage Two in the days between the "60-day briefing" and the arrival of the AFRP survey administrators. Please be sure to fulfil all Stage Two responsibilities by the time the AFRP survey administrators arrive.**



=====  
**Step 1      Create Rater Disposition Forms For Tasking      Day 11-15**  
**First and Second Line Supervisors.**  
=====

Look at your copies of the completed Lists of Sample Soldiers: Rater Assignment Worksheets. All first and second line supervisors required for this survey have been listed on these worksheets by the Unit POCs. Because these supervisors will be rating the performance of the soldiers they supervise, we will refer to the first and second line supervisors as "raters."

In this step, you will identify the raters who need to be tasked. Many of the raters are assigned to the sampled units, but some of the raters are not assigned to the sampled units. To complete Step 1, follow these instructions:

- Underline the names of the raters who also appear in the left column.  
Some of the raters whose names were filled in as first or second line supervisors on the Rater Assignment Worksheets may also be listed in the left column of soldiers (see example 3). Scan the Rater Assignment Worksheets and underline the names of raters who appear in both columns.

These supervisors have been tasked with the rest of the soldiers in the left column. Therefore, you do not need to include their names on the Rater Disposition Forms.

- Identify the raters who are assigned to the UICs.  
This process requires two steps:
  - 1) Scan the Rater Assignment Worksheets again. This time, identify the raters who:
    - are not underlined **and**
    - are assigned to the UIC **and**
    - do not have a phone number written under their SSN (raters who are not assigned to the sampled unit will have a daytime phone number written under their SSN.)

Place a check by the names of the raters who meet these three criteria.

- 2) Type onto a blank disposition form the names, ranks, and SSNs of the raters you checked. Create one Rater Disposition Form for each UIC.

# Example 3

**STEP ONE:**  
Occasionally a supervisor listed in the right hand column is also listed in the left column.

When this happens, underline the name of the supervisor. No further tasking is necessary.

**STEP TWO:**  
Place a check next to the name of each first and second line supervisor who is assigned to the unit.

DISPOSITION FORM			
TO	FROM	DATE	CMT 1
ARLOC: FT BRAGG    UIC: AASCO    Unit: AR SQ 01 Air Reco [PRIMARY]			
Rank Name/Social Security #		Supervisor Rank NAME/Social Security #	
Unit Commander:			
	_____	SSN _____	(1st Line)
CPT	Bodine, Jethro T. 111-11-1111	SSN _____	(1st Line)
		SSN _____	(2nd Line)
LT	Hoss, Robert S. 381-19-4205	SSN _____	(1st Line)
		SSN _____	(2nd Line)
CW4	Johnson, Thomas E. 532-52-5701	SSN _____	(1st Line)
		SSN _____	(2nd Line)
CW2	Thompson, Art 507-88-121	LT Hoss, Robert S. SSN 381-19-4205	(1st Line)
		SSN _____	(2nd Line)
CW2	Wilson, G.P. 891-67-1243	SSN _____	(1st Line)
		SSN _____	(2nd Line)

DA FORM 2496

• Identify the raters who are not assigned to the UICs.

- 1) As signified above, some raters will be assigned to units other than the units in the sample. Unit POCs have been instructed to indicate such raters by placing a phone number under the rater's SSN. You may wish to task these raters on separate Disposition Forms.
- 2) When preparing out-of-unit Disposition Forms, you may wish to include the following note:

**Note:** If this time and date is not convenient contact IPO: \_\_\_\_\_ to be rescheduled. (name) (phone)



Survey administration usually begins on a Monday and lasts through Friday. Any exceptions to this schedule would have been outlined during your 60-day briefing. Be sure the rooms you reserve meet the following specifications.

The rooms are:

- located in a central place
- located very near one another
- able to seat up to 75 people (see box below)
- equipped with desks, chairs, adequate light, ventilation, and temperature control

To determine the number of rooms you should reserve, follow these guidelines:

- If 12 - 15 UICs are participating in the survey at your site:

Reserve two rooms for the five consecutive days of survey administration.

- If 24 - 30 UICs are participating in the survey at your site:

Reserve four rooms for the five consecutive days of survey administration.

**There will be 8 time blocks for survey administration:**

Monday afternoon, Tuesday morning, Tuesday afternoon, Wednesday morning, Wednesday afternoon, Thursday morning, Thursday afternoon, and Friday morning.

The number of soldiers and raters participating in the survey varies from one unit to another. The rooms should be able to accommodate the largest group. The number of rooms should accommodate the number of units scheduled during the survey administration week.

=====  
**Step 3      Schedule Survey Administration Sessions.      Day 11-15**  
=====

The survey will be administered during one morning and one afternoon session each day in each of the rooms you have reserved. There are two exceptions:

- Monday: There is no morning session on Monday. Instead, on Monday morning you and the AFRP survey administrators will meet. The following activities will take place on Monday morning:
  - orienting the AFRP survey administrators
  - making last minute briefings
  - setting up rooms for survey administration
  - reviewing arrangements
  - resolving any last minute problems
- Friday: There is no afternoon session on Friday. Instead, Friday is left open for any overflow survey activities and for the AFRP staff to pack.

Each session requires a three-hour block of time. The sessions will be held from 0900-1200 and 1330-1630. Soldiers will take an average of two hours to complete the survey. Soldiers completing only the ratings will take an average of 30 minutes.

The survey will be administered in all rooms at the same time.

Follow this procedure to complete Step 3:

- Allocate each UIC to a room. The AFRP survey administrators have forms prepared for each soldier and rater. These forms are organized by UIC and will be in the room where the UIC is assigned.
- Make adjustments when a UIC has too many soldiers to meet in one room. Soldiers within a single UIC must NEVER be assigned to more than one room. If there are too many soldiers in one UIC to fit in one room at the same time, schedule part of the soldiers from that unit to meet in the same room at a different time or on different days (see example 4).

# Example 4

## SCHEDULING SHELL FOR UNITS (Hypothetical Units A through P)

ROOM: ( A )

	Monday	Tuesday	Wednesday	Thursday	Friday
AM	No Session	UIC A	UIC B	UIC C	UIC D
PM	UIC E	UIC F	UIC G	UIC H	No Session

ROOM: ( B )

	Monday	Tuesday	Wednesday	Thursday	Friday
AM	No Session	UIC I	UIC J	UIC K	UIC L
PM	UIC M	UIC N	UIC O	UIC P	No Session

NOTE: Soldiers and raters attached to Units A through H can only be scheduled to meet in Room A.

Soldiers and raters attached to Units I through P can only be scheduled to meet in Room B.

Because of scheduling difficulties there may be times when a soldier and rater cannot meet at the same time as his/her unit. These soldiers or raters can be scheduled for any other time that is convenient as long as they go to the same room that their unit met in.

FOR EXAMPLE: A soldier from unit A can attend the afternoon session for Unit F because the session is in the same room.

OR: A rater for unit P can attend a morning session for Unit J because the session is in the same room.

You may make an exception to this rule if the classrooms are next to one another in the same building, so that a single station for signing-in and distributing survey packets can be used for both rooms.

• Schedule all sampled soldiers from a UIC for the same time, whenever possible. But it is more important that they take the survey in the same room, than at the same time.

\* Special cases: critical function units and shift work units: Some soldiers require more flexible schedules, in order that the function of the UIC can continue (MPs, trucking, training, medical and special case situations). When this happens, schedule the soldiers for convenient time slots, but always to the same room.

\* Special cases: MEDDAC units: A site that has a MEDDAC unit as one of the sampled units requires a different scheduling procedure. During the week that the survey is administered, the AFRP survey administrators will have a person expressly available to the MEDDAC unit for two days. This person will go to the MEDDAC unit and administer the survey to the sampled personnel. **To schedule a MEDDAC unit, follow these steps:**

- Contact the MEDDAC POC. Notify the unit that the soldiers on the List of Sampled Soldiers are tasked to participate in the AFRP survey. Inform them that someone will administer the survey to them over a convenient two-day period, during the week of survey administration.
- Schedule the two consecutive days. Determine which two days will be the most convenient for the MEDDAC personnel to participate in the survey.
- Notify Nick Holt at RTI. You can call Nick Holt toll-free if you are located outside of North Carolina (1-800-334-8571). His other phone number is (919) 541-6068. He will need to know which days have been requested so he can arrange to have staffing at your MEDDAC site.

- Schedule a room for survey administration.  
For personnel at a single clinic, reserve a room for both days of survey administration. For MEDDAC personnel scattered over several clinic locations, reserve a room in a central location for both days of survey administration.

Use the scheduling shell, provided on worksheet 3, to help you create the schedule.

- Fill out a Scheduling Worksheet (worksheet 4) for each room. Make sure you provide the following information:
  - location and capacity of the room
  - UIC number for each unit assigned to a room
  - date and time of each session
  - number of sampled soldiers who were tasked to attend each session

# Worksheet 3

THE ARMY FAMILY RESEARCH PROGRAM		SCHEDULING SHELL FOR UNITS				
ROOM		MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
0800-1200	NO SESSION					
1300-1700						NO SESSION

THE ARMY FAMILY RESEARCH PROGRAM		SCHEDULING SHELL FOR UNITS				
ROOM		MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
0800-1200	NO SESSION					
1300-1700						NO SESSION

# Worksheet 3

THE ARMY FAMILY RESEARCH PROGRAM

## SCHEDULING SHELL FOR UNITS

ROOM \_\_\_\_\_

DATES:

MONDAY

TUESDAY

WEDNESDAY

THURSDAY

FRIDAY

0800-1200

NO  
SESSION

1300-1700

NO  
SESSION

ROOM \_\_\_\_\_

DATES:

MONDAY

TUESDAY

WEDNESDAY

THURSDAY

FRIDAY

0800-1200

NO  
SESSION

1300-1700

NO  
SESSION

# Worksheet 3

THE ARMY FAMILY RESEARCH PROGRAM

SCHEDULING SHELL FOR UNITS

ROOM \_\_\_\_\_

DATES: _____	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
0800-1200	NO SESSION				
1300-1700					NO SESSION

ROOM \_\_\_\_\_

DATES: _____	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
0800-1200	NO SESSION				
1300-1700					NO SESSION



# Worksheet 4

Army Family Research Program

Page \_\_\_ of \_\_\_

## SCHEDULING WORKSHEET

ROOM: \_\_\_\_\_  
(Location) (Room Number) (Capacity)

Units Assigned to this Room:

_____ (Unit)	_____ (Date)	_____ (Day)	_____ (Time)	_____ (Number)
_____ (Unit)	_____ (Date)	_____ (Day)	_____ (Time)	_____ (Number)
_____ (Unit)	_____ (Date)	_____ (Day)	_____ (Time)	_____ (Number)
_____ (Unit)	_____ (Date)	_____ (Day)	_____ (Time)	_____ (Number)
_____ (Unit)	_____ (Date)	_____ (Day)	_____ (Time)	_____ (Number)
_____ (Unit)	_____ (Date)	_____ (Day)	_____ (Time)	_____ (Number)
_____ (Unit)	_____ (Date)	_____ (Day)	_____ (Time)	_____ (Number)
_____ (Unit)	_____ (Date)	_____ (Day)	_____ (Time)	_____ (Number)
_____ (Unit)	_____ (Date)	_____ (Day)	_____ (Time)	_____ (Number)
_____ (Unit)	_____ (Date)	_____ (Day)	_____ (Time)	_____ (Number)

# Worksheet 4

Army Family Research Program

Page \_\_\_ of \_\_\_

## SCHEDULING WORKSHEET

ROOM: \_\_\_\_\_  
(Location) (Room Number) (Capacity)

Units Assigned to this Room:

_____ (Unit)	_____ (Date)	_____ (Day)	_____ (Time)	_____ (Number)
_____ (Unit)	_____ (Date)	_____ (Day)	_____ (Time)	_____ (Number)
_____ (Unit)	_____ (Date)	_____ (Day)	_____ (Time)	_____ (Number)
_____ (Unit)	_____ (Date)	_____ (Day)	_____ (Time)	_____ (Number)
_____ (Unit)	_____ (Date)	_____ (Day)	_____ (Time)	_____ (Number)
_____ (Unit)	_____ (Date)	_____ (Day)	_____ (Time)	_____ (Number)
_____ (Unit)	_____ (Date)	_____ (Day)	_____ (Time)	_____ (Number)
_____ (Unit)	_____ (Date)	_____ (Day)	_____ (Time)	_____ (Number)
_____ (Unit)	_____ (Date)	_____ (Day)	_____ (Time)	_____ (Number)
_____ (Unit)	_____ (Date)	_____ (Day)	_____ (Time)	_____ (Number)

# Worksheet 4

Army Family Research Program

Page \_\_\_ of \_\_\_

## SCHEDULING WORKSHEET

ROOM: \_\_\_\_\_  
(Location) (Room Number) (Capacity)

Units Assigned to this Room:

(Unit) \_\_\_\_\_ (Date) \_\_\_\_\_ (Day) \_\_\_\_\_ (Time) \_\_\_\_\_ (Number) \_\_\_\_\_

(Unit) \_\_\_\_\_ (Date) \_\_\_\_\_ (Day) \_\_\_\_\_ (Time) \_\_\_\_\_ (Number) \_\_\_\_\_

(Unit) \_\_\_\_\_ (Date) \_\_\_\_\_ (Day) \_\_\_\_\_ (Time) \_\_\_\_\_ (Number) \_\_\_\_\_

(Unit) \_\_\_\_\_ (Date) \_\_\_\_\_ (Day) \_\_\_\_\_ (Time) \_\_\_\_\_ (Number) \_\_\_\_\_

(Unit) \_\_\_\_\_ (Date) \_\_\_\_\_ (Day) \_\_\_\_\_ (Time) \_\_\_\_\_ (Number) \_\_\_\_\_

(Unit) \_\_\_\_\_ (Date) \_\_\_\_\_ (Day) \_\_\_\_\_ (Time) \_\_\_\_\_ (Number) \_\_\_\_\_

(Unit) \_\_\_\_\_ (Date) \_\_\_\_\_ (Day) \_\_\_\_\_ (Time) \_\_\_\_\_ (Number) \_\_\_\_\_

(Unit) \_\_\_\_\_ (Date) \_\_\_\_\_ (Day) \_\_\_\_\_ (Time) \_\_\_\_\_ (Number) \_\_\_\_\_

(Unit) \_\_\_\_\_ (Date) \_\_\_\_\_ (Day) \_\_\_\_\_ (Time) \_\_\_\_\_ (Number) \_\_\_\_\_

(Unit) \_\_\_\_\_ (Date) \_\_\_\_\_ (Day) \_\_\_\_\_ (Time) \_\_\_\_\_ (Number) \_\_\_\_\_

# Worksheet 4

Army Family Research Program

Page \_\_\_ of \_\_\_

## SCHEDULING WORKSHEET

ROOM: \_\_\_\_\_  
(Location) (Room Number) (Capacity)

Units Assigned to this Room:

\_\_\_\_\_  
(Unit) (Date) (Day) (Time) (Number)

\_\_\_\_\_  
(Unit) (Date) (Day) (Time) (Number)

\_\_\_\_\_  
(Unit) (Date) (Day) (Time) (Number)

\_\_\_\_\_  
(Unit) (Date) (Day) (Time) (Number)

\_\_\_\_\_  
(Unit) (Date) (Day) (Time) (Number)

\_\_\_\_\_  
(Unit) (Date) (Day) (Time) (Number)

\_\_\_\_\_  
(Unit) (Date) (Day) (Time) (Number)

\_\_\_\_\_  
(Unit) (Date) (Day) (Time) (Number)

\_\_\_\_\_  
(Unit) (Date) (Day) (Time) (Number)

\_\_\_\_\_  
(Unit) (Date) (Day) (Time) (Number)

=====  
Step 4      Task the Raters According to the Schedule      Day 15-16  
                 for Their UICs  
=====

By this time, you have identified the raters who need to be tasked, created Rater Disposition Forms, reserved the rooms, and designed a schedule for the survey to be administered. Now you must schedule and task the raters whose names appear on the Rater Disposition Forms. To accomplish this step, follow these guidelines:

- Refer to the completed Scheduling Worksheets (worksheet 4). Schedule the supervisors who are being tasked as raters to appear at the same time and in the same room as the UIC for which they will rate soldiers.
- Complete a tasking order at the top of the Rater Disposition Form for each UIC. Be sure to include the date, time, and location where the raters are expected to arrive and participate in the survey. Raters will complete an Individual Readiness Rating Form for the sampled soldier(s) they supervise and a Unit Readiness Rating form for the UIC.
- Remember to state that you can reschedule a rater if the time or date is inconvenient. If a rater cannot meet at the same time as the UIC he or she will be rating, the Unit POC should refer that rater to you. You can reschedule raters to participate at a different time than the UIC for which they are rating soldiers, as long as they appear in the SAME ROOM as the UIC did. To be rescheduled, the rater must notify you at least three days in advance of the scheduled time.
- Accommodate the schedules of 05s and 06s who are only participating as raters. 05 and 06 raters may be unable to attend scheduled survey administration sessions in the classrooms. In this case, the AFRP survey administrators may ask you to deliver survey materials to these individuals on the Monday of survey administration week. The materials must be returned no later than 1200 hours on Thursday of the survey administration week. You may be required to retrieve these materials.

If a rater is tasked to rate more than one sampled UIC and is assigned to one of the sampled UICs, schedule the rater with his or her UIC.

If a rater is tasked to rate more than one sampled UIC and is not assigned to any of the sampled UICs, schedule the rater with any of the UICs he or she is rating.

Notify the AFRP survey administration leader during the Monday morning meeting of the schedule for each multi-UIC rater.

2/15/89

page 40

=====  
**Step 5      Copy and Mail the Rater Disposition Forms.      Day 16-17**  
=====

After you establish a schedule and complete the Rater Disposition Forms, immediately photocopy the forms and mail them to the corresponding Unit POCs. For raters who are not assigned to a unit, mail or hand-deliver the Rater Disposition Forms directly to them.

Complete this step as soon as possible. The schedule for units must be locked in place one week before the AFRF survey administrators arrive.

=====  
Step 6      Notify UICs About the Survey  
             Administration Schedule.  
=====

Day 17-19

- Contact each Unit POC. Inform him or her of the time and place that the tasked soldiers from the UIC are expected to meet. Your copies of the Lists of Sampled Soldiers and raters will assist you in confirming which soldiers are expected at the sessions.



Receive the survey materials. Approximately ten days before the survey administration week begins, you will receive the survey materials. The survey materials will arrive in boxes marked # of # so you will know if you receive all the boxes that were sent. The boxes will be mailed to the direct address that you provided.

- If you do not receive the survey materials ten days before the survey administration week: Call Nick Holt at RTI (1-800-334-8571 outside of NC); (919) 541-6068.
- If you do not receive a complete set of boxes: Call Nick Holt at RTI (1-800-334-8571 outside of NC); (919) 541-6068.

Store the survey materials. You are responsible for storing the survey materials in a secure area before and during the survey administration week.

=====  
Step 8 Provide Logistical Information for  
Survey Clerks (As Needed).  
=====

Day 17-30

The AFRP will hire three to four temporary personnel to act as survey clerks. The clerks will be instructed to contact you for the first day's schedule. You are not responsible for identifying these personnel. However, you may need to provide them with the following information:

You need to tell them the date, time, and location of your Monday morning meeting with the AFRP survey administrators. The clerks are expected to attend this meeting. The AFRP will provide a schedule for the clerks at this time.

The following information may also be useful in your conversations with the survey clerks.

The clerks will be expected to:

- work approximately six non-contiguous hours per day
- arrive 30 minutes before the scheduled morning sessions
- attend your Monday morning meeting with the AFRP survey administrators

The clerks will receive:

- \$5.00 per hour worked, paid in cash at the end of the survey administration week
- no travel reimbursement
- no child care reimbursement

=====  
Step 9 Identify and Replace Ineligible and  
Unavailable UICs With Alternate UICs.  
=====

Day 17-30

At any time a sampled primary UIC is ineligible or unavailable to participate in the survey, you must replace the UIC with an alternate UIC. Use these guidelines to determine when a UIC is ineligible or unavailable.

Examples of ineligible UICs are:

- a UIC with 20 or fewer eligible persons
- a confinement or prisoner UIC
- a UIC for holding medical patients
- a pipeline (transfer or separation) UIC

Examples of unavailable UICs are:

- a UIC that has moved since October 1988
- a UIC that is currently deployed
- a UIC that is on alert status

A UIC is considered only partially available when at least one, but less than half, of the selected persons are available. When a UIC is partially available, we still want the available persons from that unit to participate, but we will also add an alternate UIC.

If, during your 60-day briefing, you can see by these guidelines that any of the primary UICs will be ineligible or unavailable, please inform the AFRP representative.

If, during the period between the 60-day briefing and the survey administration week, you determine that a primary UIC:

- has become ineligible or
- has become unavailable or
- is only partially available

notify Nick Holt at RTI (1-800-334-8571 or (919) 541-6068). He will direct you in activating alternate UICs.

2/15/89

page 45

### Stage Three

Overview: The third stage of your job as IPO includes the following responsibilities:

coordinating the activities of the AFRP survey administrator

identifying and distributing forms to program directors

making sure the reserved rooms are properly prepared each day

following up on "no-shows" and rescheduling as needed

adjusting the survey administration schedule as

delivering the completed Installation and Community Characteristics form

collecting all outstanding forms

You will complete these activities during the survey administration week

2/15/89  
(3. 9/89)

page 46

Checklist - Stage Three

Week of Survey Administration

<u>DAY</u>	<u>TASK</u>	<u>COMPLETE</u>
*	Coordinate the activities of the AFRP survey administrators. This task includes:	
<u>Monday</u>	Attending the Monday morning meeting with the AFRP survey administrators	_____
*	Delivering the completed Installation and Community Characteristics Inventory form to the AFRP team leader.	_____
*	Checking in with the AFRP survey administrators twice daily	_____
*	Making sure survey administrators have necessary equipment	_____
*	Complete IPO tracking sheet.	_____
<u>Thursday</u>	Collect the following forms and deliver them to the AFRP survey administration leader:  Unit Information Form  Survey of Family Services	_____
*	Make sure reserved rooms are properly prepared for each day of the survey administration week.	_____

2/15/89  
(3/9/89)

page 47

\*

Follow up on "no-shows." For all cases where a soldier does not appear on schedule for the survey administration, you must do one of the following activities:

Reschedule the soldier for a later survey administration session, OR

Determine that the soldier is unavailable for participating in the survey.

---

2/15/89  
(3/9/89)

page 48







# Example 5

FOR OFFICE USE

RFSU: \_ \_ \_ \_

## IPO Tracking Sheet for Service Provider Instrument

Installation: \_\_\_\_\_ POC: \_\_\_\_\_

	Exists	Distributed
Army Community Services	_____	_____
Army Education Center	_____	_____
Army Emergency Relief	_____	_____
Child Development Services	_____	_____
Community Life (Mayor's) Office	_____	_____
Dental Activity (DENTAC)	_____	_____
Family Life Center (Chaplains)	_____	_____
Family Member Employment Assistance Program	_____	_____
Financial Planning Assistance	_____	_____
Housing Office	_____	_____
Judge Advocate General (JAG)	_____	_____
Medical Activity (MEDDAC)	_____	_____
Mental Health Services	_____	_____
Post Chaplain	_____	_____
Recreational Services	_____	_____
Schools On-Post (DODDS or Section 6)	_____	_____
Transportation Office	_____	_____
Youth Activities	_____	_____

For each program check the:

Exists column if the program/service is currently available at the installation.

Distributed column when the "Survey of Family Services ..." is distributed to the Director/Chief of the service.

=====  
Step 3      Make Sure the Reserved Rooms Are                      Survey  
              Ready Each Day of the Survey                              Administration  
              Administration Week.    Week  
=====

Check the reserved rooms each day of survey administration.  
The rooms should meet the following requirements:

- doors are unlocked
- desks and chairs are inside
- lighting is adequate
- ventilation, heating, and cooling are suitable

=====  
Step 4      Follow Up On Soldiers Who Do Not      Survey  
             Appear At Their Scheduled Survey      Administration  
             Administration Sessions                      Week  
=====

The survey administrators will prepare a roster of all soldiers and raters in each unit who are expected to participate in the survey. All soldiers and raters will sign in when they appear for the survey administration. When a soldier does not appear at his or her scheduled survey administration session, one of the following outcomes is required:

- \* You reschedule the soldier. One option is that you reschedule the soldier for a later survey administration session. Inform the survey administration leader about the rescheduling. OR
- \* You determine that the soldier is unavailable. If you determine that the soldier will be unavailable for survey administration, indicate the reason by checking the appropriate box on your copy of the roster. Some reasons for unavailability include PCS, ETS, TDY, hospitalized, sick call, and reassigned.

On the last day of the survey administration week, your working copy of the rosters will be reconciled with those of the survey administration leader. He or she will establish a final disposition for each soldier and rater before the survey administration team leaves the installation.

2/15/89  
(3/9/89)

page 53

# Example 6

Control Sheet for Unit: EN BN CC B at: FT RILEY

Control Codes:

- 00 - Participated
- 01 - PCS
- 02 - ETS
- 03 - Deceased
- 04 - TDY
- 05 - Priority Duty
- 06 - Leave
- 07 - Hospitalized
- 08 - Incarcerated/Court Martial
- 09 - AWOL/Deserted
- 10 - Reassigned to another unit
- 11 - Other Reason, Specify
- 12 - No Reason Given

0570200014	CPT POTTER JEREMY	111-11-1111	00	01	02	03	04	05	06	07	08	09	10	11	12
0570200022	1LT SMITH WILLIAM	222-22-2222	00	01	02	03	04	05	06	07	08	09	10	11	12
0570200030	2LT DODSON GARY LEE	333-33-2222	00	01	02	03	04	05	06	07	08	09	10	11	12
0570200056	2LT MACINTYRE JOHN	444-44-4444	00	01	02	03	04	05	06	07	08	09	10	11	12
0570200164	SSG HONEYCUTT BILLIE JOE	555-55-5555	00	01	02	03	04	05	06	07	08	09	10	11	12
0570200182	SSG BURNS RICHARD LAWRENCE	666-66-6666	00	01	02	03	04	05	06	07	08	09	10	11	12
0570200170	SSG O'REILLY JAMES T	777-77-7777	00	01	02	03	04	05	06	07	08	09	10	11	12
0570200337	SGT LILLINGTON MARY LOUISE	888-88-8888	00	01	02	03	04	05	06	07	08	09	10	11	12
0570200345	SGT BINGHAMTON CHARLES	999-99-9999	00	01	02	03	04	05	06	07	08	09	10	11	12
0570200352	SGT GALLA JANET ELINOR	000-00-0000	00	01	02	03	04	05	06	07	08	09	10	11	12
0570200360	SGT HARRISON TIMOTHY JAMES	111-12-1111	00	01	02	03	04	05	06	07	08	09	10	11	12

Internal Use: 06702

=====  
Step 5

Collect All Outstanding Forms

Survey  
Administration  
Week  
=====

Collect surveys and forms. Collect any survey forms still outstanding. The AFRP survey administration leader will then collect forms from you at 1700 hours on Thursday of the survey administration week. You may also be asked to collect the Unit Information Forms to return them to the AFRP survey administration leader.

The Installation and Community Characteristics Inventory.

The Installation and Community Characteristics Inventory provides the AFRP researchers with a profile of your installation. You will receive the form during the 60 day briefing. You are responsible for gathering the information necessary to complete this form during the weeks prior to the survey administration week.

The AFRP survey administration leader will go over the form with you during the Monday morning briefing for the survey administration week. He or she will collect the form from you at that time.

2/15/89  
(3/9/89)

page 55

# Example 7

## INSTALLATION & COMMUNITY CHARACTERISTICS INVENTORY

Post/installation: \_\_\_\_\_

City, State (Country), Zip/APO \_\_\_\_\_

Date: \_\_\_\_\_

Completed by: \_\_\_\_\_

IPO assisting: \_\_\_\_\_

### INSTALLATION DATA

1. Number and type of units

MTOE: \_\_\_\_\_

TDA: \_\_\_\_\_

2. Tenure of (date of appointment)

CG: \_\_\_\_\_

DCG: \_\_\_\_\_

Command Sergeant Major: \_\_\_\_\_

DPCA: \_\_\_\_\_

Director of ACS: \_\_\_\_\_

Director of Housing: \_\_\_\_\_

Hospital Commander: \_\_\_\_\_

### Personnel Census

3. Number of soldiers in MTOE units: \_\_\_\_\_

4. Number of soldiers in TDA units: \_\_\_\_\_

5. Number of trainees (person years): \_\_\_\_\_

6. Number of reservists present for annual training (person years): \_\_\_\_\_

7. Number of reserve centers supported by the installation: \_\_\_\_\_

8. Number of DACs (Americans): \_\_\_\_\_

9. Number of DACs (Foreign Nationals): \_\_\_\_\_

# Example 7

10. Number of command-sponsored dependents: \_\_\_\_\_
11. Number of non-command-sponsored dependents: \_\_\_\_\_
12. Number of on-post family housing units and average waiting period by rank

	# of Units	Average Waiting Period (months)		# of Units	Average Waiting Period (months)
E1	_____	_____	W1	_____	_____
E2	_____	_____	W2	_____	_____
E3	_____	_____	W3	_____	_____
E4	_____	_____	W4	_____	_____
E5	_____	_____	O1	_____	_____
E6	_____	_____	O2	_____	_____
E7	_____	_____	O3	_____	_____
E8	_____	_____	O4	_____	_____
E9	_____	_____	O5	_____	_____
			O6	_____	_____
			O7+	_____	_____

13. Child Care:

Number of spaces for children in Child Development Service (CDS) Center \_\_\_\_\_

Number of licensed Family Child Care (FCC) providers \_\_\_\_\_

Number on waiting list for CDS/FCC \_\_\_\_\_

14. Active Installation Family Action Plan (FAP)? Yes \_\_\_ No \_\_\_

If Yes, date of most recent version? \_\_\_\_\_

15. Approximate number of family-oriented events (e.g. Family Days, picnics, Christmas parties, etc.) sponsored by the installation for the post community:

per month \_\_\_\_\_

per year \_\_\_\_\_

# Example 7

16. Payday activities policy providing additional free time for soldiers on paydays? Yes \_\_\_ No \_\_\_
17. Family Time Policy. For example, soldiers get off work early one day a week? Yes \_\_\_ No \_\_\_

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## LOCAL COMMUNITY

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1. Three largest communities within 20 mile radius of post:
- 1: \_\_\_\_\_ City, State, Zip
- 2: \_\_\_\_\_ City, State, Zip
- 3: \_\_\_\_\_ City, State, Zip
2. Populations of communities listed above:
- 1: \_\_\_\_\_
- 2: \_\_\_\_\_
- 3: \_\_\_\_\_
3. Distance (miles) to nearest urban center (50,000 or more population): \_\_\_\_\_
4. Time (minutes by car) to nearest urban center (50,000 or more population): \_\_\_\_\_



## Example 7

5. Based on your knowledge of the local area, how would you rate:

- Availability of jobs for Army spouses:
  - 01 Very good
  - 02 Good
  - 03 Fair
  - 04 Poor
  - 05 Very poor
  
- Availability of off-post cultural and recreational activities within a 25 mile radius:
  - 01 Very good
  - 02 Good
  - 03 Fair
  - 04 Poor
  - 05 Very poor

Please list types \_\_\_\_\_

\_\_\_\_\_

6. Number of other military installations within a 25 mile radius

Army \_\_\_\_ Air Force \_\_\_\_ Navy \_\_\_\_ Marine \_\_\_\_

7. Approximate military retiree population in the local community: \_\_\_\_\_