

DEFENSE EQUAL OPPORTUNITY MANAGEMENT INSTITUTE

DIRECTORATE OF RESEARCH

THE AUTOMATED MEOCS ANALYSIS SYSTEM (AMAS)

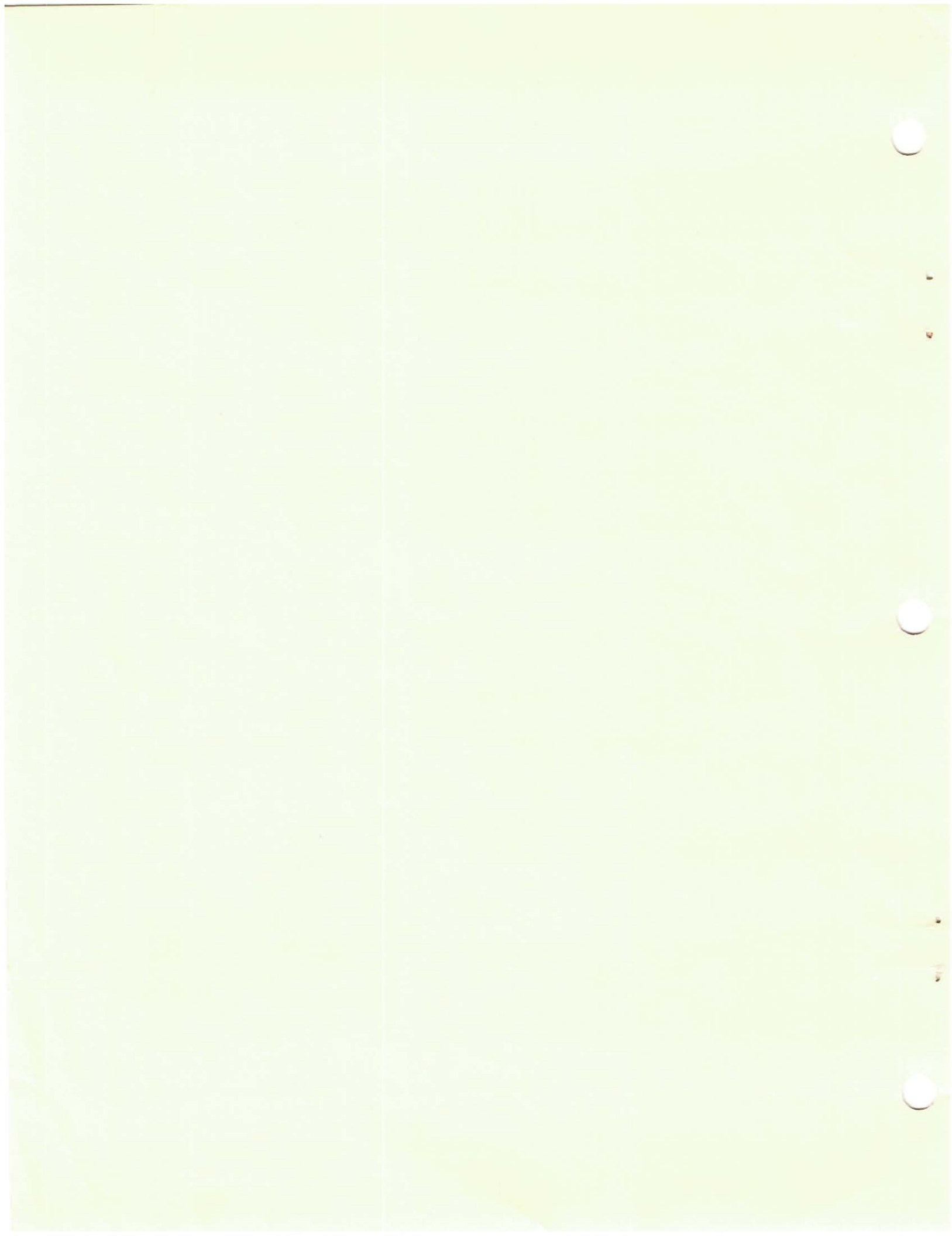
by

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The opinions expressed in this report are those of the author and should not be construed to represent the official position of DEOMI, the military services, or the Department of Defense.

AMAS Addendum/Correction

Please make the following ADDITIONS to your AMAS handbook.

Page 11 (p. 12 in Programmer's Edition):

Another special run program has been created. It is called NOWNOJRO.RUN and may be used to run analyses for units with no women and no junior officers.

Page 4 (p. 5 in Programmer's Edition):

If you stop an SPSS run using CTRL-C, the *.LIS file will already have some results in it. Since the results accumulate to the *.LIS file, when you reanalyze the data, you will be adding the results to the end of the *.LIS file that already has information in it. This can make the file so large you cannot read it into the EDIT program in order to check for significant differences. You should use one of the following options to correct this problem.

OPTION 1 (Recommended): When you use CTRL-C to stop the run, press CTRL, ALT, and DEL (together) to reboot the computer. Use the menu to get the DOS prompt. Change to the \SPSS\LIST directory and delete the *.LIS file(s) FOR THE UNIT YOU ARE RUNNING (only). Then return to the \SPSS directory and start the whole process again using the DOMECS or DOMECS2 command, as appropriate. When you get into SPSS, load the appropriate special *.RUN (e.g., NOWOMEN.RUN) file to analyze the data. This option is the cleanest and least likely to result in other problems with the run. It also takes the least time for most units (because it assures no irrelevant reports are printed and it halves the time needed for the CLEANLIS program to run).

OPTION 2: After stopping the run with CTRL-C, follow the original instructions in the AMAS manual to load the correct special *.RUN file into SPSS. Do the search and replace, etc., and run the file using F10. When the EDIT program starts, you will not be able to load the *.LIS file; therefore, you should press ESC, then ALT and F to get the file menu. Press X to exit the program. MEOCSPR3 (or MEOCSPRO) will start. Unfortunately, you can't let it continue because you don't know the results of the t tests. The cover page will start to print and you will be prompted on-screen for information. If you are doing a DOMECS run, you can press CTRL and C to stop MEOCSPR3 at this point. If you are doing a DOMECS2 run, you'll need to answer the first two prompts, THEN press CTRL and C to stop the program. In either case, press ENTER when MEOCSPR3 (MEOCSPRO) stops and you will be taken back to the menu screen. Go back to the DOS prompt, change to the \SPSS\LIST directory, and use the

command BROWSE *.LIS to examine the *.LIS file for the unit you are running. (BROWSE will allow much bigger files than EDIT.) Use END to get to the bottom of the file (it may be slow getting there). Then use PGUP and PGDN to review the tests. Once you have all your data, press ESC to exit BROWSE. Change to the \SPSS directory and enter MEOCSPR3 or MEOCSPRO as appropriate. The executive summary will begin to print, and you may respond to the prompts as appropriate.

Please make the following CORRECTION on page 4 (p. 5 of the Programmer's Edition): In the paragraph that discusses stopping the run with CTRL and C, the command to get to the edit level in SPSS is ALT and E rather than CTRL and E.

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THE AUTOMATED MEOCS ANALYSIS SYSTEM (AMAS)

M. R. Dansby, PhD

Introduction

The Automated MEOCS Analysis System (AMAS) is designed to process Military Equal Opportunity Climate Survey (MEOCS) data and produce a formatted report for return to commanders. AMAS coordinates the output from several programs to produce an integrated feedback package that is easily understood and useful to the commander. The system is user-friendly, quickly learned, and requires minimal input from the operator. For those who have some familiarity with MEOCS and computer operation, the only instructions required may be those in the step-by-step instruction card (appendix A), the overview flow diagram (Appendix C), or the detailed flow diagram (Appendix D). In order to gain a fuller understanding of how AMAS works--and what to do when something goes wrong--the operator should read this entire manual. In addition, a quick review of the files used by AMAS (described in appendix B) may help the operator understand how and why AMAS works.

AMAS was developed by the author while serving as a Summer Faculty Researcher at the Defense Equal Opportunity Management Institute (DEOMI) during 1992. The research was conducted under auspices of the U. S. Navy/American Society for Engineering Education summer faculty program.

The following instructions assume a normal MEOCS analysis where the unit can be identified with a name of 16 characters or less and where all standard within unit comparisons (minority/majority, men/women, officers/enlisted, junior/senior enlisted, and junior/senior officers) are appropriate. If the unit name or abbreviation must be longer than 16 characters, or if any of the comparisons has no respondents (or only a few) in EITHER group, see the section of this manual entitled "Special Cases."

Starting AMAS

Data Preparation

In order to run AMAS, the MEOCS data must be contained in an ASCII file. This is accomplished by scanning the answer sheets into a file, performing quality control checks and error corrections, and saving the file as an ASCII (text only) file. The convention at DEOMI is to name the data file with an abbreviated unit identifier and the .TXT extension. For example, the 345th Combat Support Group data file might be named 345CSG.TXT. IT IS CRITICAL THAT THIS FILE BE IN

ASCII FORMAT. If the file is edited by a word processor, be sure the word processor is capable of producing pure ASCII files. For example, if WordStar is used, the file must be opened and edited in nondocument mode. The DOS EDIT program edits and produces files in ASCII format. It is the recommended program for working with MEOCS files.

Beginning the Run

Once the data file has been prepared, it will ordinarily be transported on a floppy diskette to the computer where MEOCS is to be analyzed. The key program for analyzing the data is SPSS/PC (Statistical Package for the Social Sciences/Personal Computer). This program must be available on the computer where the data are to be run. SPSS/PC must be located in a directory named \SPSS, and the \SPSS directory must have subdirectories named \SPSS\LIST and \SPSS\OUTFILE. In addition, several programs created by the author must be available, as described in the following paragraphs.

The diskette containing the data for the MEOCS run should be placed in one of the computer's floppy drives. The operator should then be sure the computer is at the DOS prompt (e.g., typically something like C:\> or C:\SPSS>). At this point, the operator enters the command DOMEOCS (in either capital or lowercase letters). This starts the DOMEOCS.BAT batch file, which is the "master control program" for AMAS. In order to run, DOMEOCS.BAT must be located somewhere in the current path (see the DOS manual for an explanation of the PATH procedure). Usually, this means it is located in the root directory (C:\, D:\) of the hard drive or in the \BIN or \DOS directories. Once activated, DOMEOCS takes control of the computer and chains all the programs needed to run AMAS together. All programs will run in the proper sequence to produce a report for the current data.

IMPORTANT: If for any reason AMAS is interrupted during a run (e.g., machine error, printer out of paper, power outage or fluctuation), it is easier and safer to start from the beginning UNLESS ALL the initial SPSS printouts (through the demographic item frequency analyses) have been completed. If the program is interrupted AFTER the initial printouts, the operator may complete the run by entering MEOCSPR3 while in the \SPSS directory.

Once the program has started, it will automatically take the operator to the \SPSS directory and start the SPSS/PC program. For the remainder of these instructions, we will assume the point of view of the operator; all instructions are directed to the operator. Before you begin the data run, be sure the printer has plenty of paper, is connected, turned on, and set for 10 pitch. The top of the paper should be about 1/2" above the printhead, and the printer should be in

IBM-graphics mode. (The printer mode may be set according to the instructions in the printer manual; it usually has already been set.)

Primary Data Analysis

SPSS/PC will conduct the statistical analysis of the data using an SPSS command file named CENSUS2.RUN. By convention at DEOMI, all SPSS command files (the text files that tell SPSS how to analyze the data) have the .RUN extension. In order to load the CENSUS2.RUN file into the SPSS program, it should be available in the \SPSS directory. (Although it may be loaded from any location, these instructions assume it is in the \SPSS directory.)

When SPSS starts it will be in the menu mode. Hold down the ALT key and press E to get into the edit mode. From the edit mode, press F3, then ENTER, to produce the prompt that calls for the file you want to edit. At the prompt, type CENSUS2.RUN and press ENTER. The CENSUS2.RUN file will be loaded into the editor, and the cursor will be at the end of the file.

At this point, you must edit CENSUS2.RUN to give it the name of the data file for the current unit's data. First, use the up arrow key to move up to the TITLE line. Replace the information between the single quotation marks with the proper information for the unit you are analyzing. When you have done this, hold down CTRL and press HOME to get to the top of the file. Now, press F5 to start the search and replace procedure. Type O (the letter) to let the program know you want to do a forward find and replace. You will be prompted for the "old string." Type the unit identifier from the OUTFILE line (just above the FINISH command) and press ENTER. (The unit identifier is from one to eight--commonly five or six--characters long and appears just before the ".sys" in the OUTFILE line.)

Be careful to type the old unit identifier EXACTLY as it appears; this is the part of the file that will be deleted and replaced with the identifier for the new unit's data. You will be prompted for the "new string." Type in the unit identifier as it appears on the new data file (e.g., 345CSG). DO NOT type in the .TXT extension; use only the one to eight characters that identify the unit. Press ENTER and you will be prompted as to how you want the deletions/insertions to be accomplished. Type A to indicate you want all occurrences changed. The proper deletions/ insertions will be made.

Before going any further, press F9 to get to the file save prompt. Press ENTER to indicate you want to save the whole file. Type in the NEW UNIT identifier (e.g., 345CSG),

a period, and RUN (e.g., 345CSG.RUN) and press ENTER to save the run file for the current MEOCS analysis.

Hold down CTRL and press HOME to get to the beginning of the CENSUS2.RUN file. Press F10, then ENTER to run the analysis. The CENSUS2.RUN command file will automatically produce all the statistics, tables, etc., needed for the report. The output will be in either printed or computer file format. The printed output will be a one page report containing the demographic breakout for the unit.

WHEN THIS REPORT PRINTS OUT, EXAMINE IT RIGHT AWAY TO DETERMINE THAT YOU HAVE NO SUBGROUP COMPARISONS (e.g., minority/majority, women/men, etc.) WHERE THERE ARE NO PEOPLE IN EITHER SUBGROUP. If you have an empty subgroup, stop the SPSS run right away by holding down CTRL and pressing C. Your run will be interrupted and you will be brought back to the SPSS menu mode. Hold down CTRL and press E to get into the edit mode. Press F3 and ENTER to get the prompt for a new file to edit. Type the name of the special .RUN file that is appropriate for the comparisons needed for the current unit (see the "Special Cases" section of this manual). When the file loads, go back to the search and replace procedure as described previously.

The SPSS output includes a series of data files called MEANS.1, MEANS.2, . . . through MEANS.11, which are directed to the \SPSS directory. The MEANS files collect the SPSS analysis output needed for the automated executive summary. They are produced automatically and ARE OVERWRITTEN each time AMAS is run. If special cases are run (e.g., units with no women, etc.), some of the MEANS files may not be produced. Therefore, for these groups, the MEANS files in question will reflect data for the last unit run before the current unit. For a normal run, all MEANS files will be output and all previous MEANS files will be overwritten. Be aware that the MEANS files contain the data for the most recent unit run only.

If you interrupt AMAS before the SPSS run is complete, you may not have the correct data for your report. If you interrupt after the SPSS run is complete and find you want to print the report later, you should save all the MEANS files on a floppy disk and restore them to the \SPSS directory before you continue the AMAS manually. Appendix B tells you which programs you will need to run to continue AMAS manually. The interrupt procedure should be attempted only by a knowledgeable operator. Rather than print the wrong data for a unit, it is better to start the interrupted run from the beginning.

Another computer file output by SPSS is the datafile.LIS file, where "datafile" is the unit identifier entered in the

search and replace procedure and .LIS is the extension automatically inserted by CENSUS2.RUN. For example, the output for an SPSS run of the 345CSG.TXT data file will be named 345CSG.LIS. The listing file is directed to the \SPSS\LIST directory. The CLEANLIS.EXE program (described below) will use datafile.LIS to produce the formatted statistical reports for the MEOCS feedback package. Unlike the MEANS files, this file is uniquely identified and is not overwritten each time the program is run. Consequently, to free up space on the hard disk, the datafile.LIS (as well as the datafil2.LIS and datafile.SYS files described later) may have to be moved to floppy disks or some other storage medium periodically. Alternatively, if after a period of time you believe you will not need the .LIS files for further reports or reference, they may be purged from the computer.

The last output file from the SPSS run is datafile.SYS. This is the SPSS system file for the run. It is saved so the knowledgeable operator can rerun an analysis (or do further analysis, such as time 1 and time 2 comparisons) without having to enter all the raw data and compute all the variables again. This can save considerable time in the SPSS run. Again, only knowledgeable operators should attempt to use the .SYS files.

When the run is complete, SPSS should automatically close itself and return to DOS where the DOMECS program will chain to the next program, CLEANLIS. If for any reason SPSS does not close itself after the run, simply press the F10 key and type E to exit SPSS. You will see an unusual prompt (SPSS/PC:). Type EXIT and press ENTER. You will be moved to the \SPSS\LIST directory and the CLEANLIS program will start automatically.

Formatting and Printing the Primary Statistical Reports

The next program in the AMAS sequence is CLEANLIS.EXE. It is a compiled BASIC program that cleans up the SPSS datafile.LIS file, formats it for printing, and prints out statistical reports that will be included in the feedback package. A great deal of extraneous material is removed from datafile.LIS reports during this process. CLEANLIS prints only the required reports. It expects the datafile.LIS data to appear in a prescribed order, which is automatically generated by CENSUS2.RUN.

Because CLEANLIS is specific to the AMAS .RUN programs, NO MODIFICATIONS TO THE .RUN PROGRAMS (such as CENSUS2.RUN and NOWOMEN.RUN) SHOULD BE MADE unless they are made at the end of the .RUN file. Including additional procedures before the end of the analyses needed by AMAS could confuse CLEANLIS and result in incomplete or unuseable printouts. It is strongly recommended that the .RUN programs not be modified

(except for inserting unit information as described in this manual) by anyone other than a highly knowledgeable operator. Even knowledgeable operators should proceed with great caution before making modifications, no matter how minor. Be sure an unmodified copy of the .RUN program is safely stored on another disk before attempting any modifications.

During processing, CLEANLIS will take data from datafile.LIS, modify it, and save it as a file named datafil2.LIS (for example, 345CSG2.LIS). The datafil2.LIS file is stored in the \SPSS\LIST directory. This is the file from which the actual reports are printed.

CLEANLIS will automatically set the printer on 17 pitch and advance to the next clean page. Once it completes the printout, the DOMECS master control program will start the EDIT program. EDIT is used to scan through the datafile.LIS file to identify statistically significant differences in subgroup comparisons.

Identifying Statistically Significant Differences

When the EDIT program starts, you will see a screen with information about the program. Press the ESC key to remove the screen. Hold down the ALT key and press F to get to the file menu. Press O (the letter, not the number) to bring up the open (file) menu. Type in the name of the datafile.LIS file (including the extension) for the current run (e.g., 345CSG.LIS) and press ENTER. After a few moments, the file will appear on the screen.

When the file has loaded, hold down CTRL and press END to get to the end of it. Use PGUP to move to the first of the t test results. Have your significant differences matrix form available so you can record the significant differences as you scan through the file. Use PGDN and PGUP (as necessary) to scroll through the t tests looking for significant differences.

How do you identify significant differences? SPSS reports two t tests: one is for a Pooled Variance Estimate and the other is for a Separate Variance Estimate. As you look at the t test results for a specific factor, look first at the F value on the far left and its associated 2-tail probability. If the 2-tail probability is .100 or smaller, use the Separate Variance Estimate t test; if it is larger than .100, use the Pooled Variance Estimate. Once you have determined which t test to use, look at the 2-tail probability for the test. If the 2-tail probability is .100 or smaller, the t test is significant; otherwise, it is nonsignificant. Note on your matrix whether the test is significant or not. (A note to the statistically aware: At DEOMI we do not correct the probability level for the total

number of comparisons when evaluating t tests. We believe it is potentially more damaging to report too few statistical differences than to report too many. Better to work on improving the climate where it is not truly needed than to neglect an area that needs attention. Correcting for the number of comparisons makes the test too conservative, is burdensome for the operator, and confusing to commanders who read the report.)

When you have gathered all the information you need on the t tests, hold down ALT and press F to get to the file menu. Press X to exit EDIT. Upon exiting EDIT, the DOMECS program will start MEOCSPR3.EXE.

Creating the Executive Summary

The key product of AMAS is the executive summary. It provides a comprehensive overview of results in a readily understood and quickly assimilated format. MEOCSPR3.EXE is a compiled BASIC program that creates the executive summary based on information gleaned from the SPSS output.

Once MEOCSPR3 starts, a cover page will be printed. You will be prompted for the unit name. Your response will be printed on the cover page and sprinkled throughout the executive summary to personalize it to the unit and aid in identification. The unit name may be no longer than 16 characters (actually, it may be longer, but if it is over 18 characters it will disrupt the format of the report, so 16 characters is the suggested maximum). The program provides a guide to help you ensure you don't go beyond 16 characters. The guide looks like this:

```
          1111111
        1234567890123456
```

As you start to type the unit name, the first letter will appear under the 1. Do not type past the 16 (or 18--two characters past the guide--if you must). Type the unit name (or abbreviation) in all capital letters. This makes it stand out more in the report.

Remember, what you type here will appear throughout the report. Be sure it is accurate and correctly spelled. Often, the letter from the unit requesting the MEOCS will have a proper unit designation in the return address. If you are not sure, call the project officer and determine what is an acceptable unit name. Many commanders would be offended if you used an incorrect or misspelled unit identifier. (If your name were Daisy, would you want it spelled Dazey?)

The next prompt in MEOCSPR3 asks if this is a normal MEOCS run. This means a run for which all subgroup

comparisons are appropriate (i.e., minority/majority, men/women, etc.). Respond Y if it is a normal run, N otherwise. If you answer N, you will be prompted for the specific comparisons you want included in the report. Respond Y for each you want or N if you don't want the comparison. BE CAREFUL WHEN RESPONDING TO THIS SERIES OF PROMPTS. Remember that the MEANS files (from which comparison data are automatically drawn) are overwritten each time AMAS is run. CONSEQUENTLY, IF THE CURRENT UNIT DOESN'T HAVE DATA FOR A COMPARISON, THE DATA FROM THE PREVIOUS UNIT ARE STILL ON THE COMPUTER. This means that MEOCSPR3 can always find data to print comparisons. However, some of the data may not be appropriate for the current unit. If you answer the prompts in this series correctly, you preclude any problems with incorrect data being printed.

Remember, if in the SPSS run (discussed previously) you have subgroup comparisons where one group has no respondents, the normal CENSUS2.RUN will crash before the data reports are complete. You should have used one of the special case .RUN files (see "Special Cases"). This is why you should double-check your knowledge of the unit's demographics by reviewing the demographic summary that SPSS prints as its first output. Again, if the demographic summary shows no respondents in any subgroup, you must cancel the run and start again using the proper "special case" .RUN file.

If there is at least one person in each subgroup, SPSS will run okay. However, that doesn't mean you should include all comparisons in the executive summary. For example, if you have only one or a few people in a category, say senior officers, it makes it much easier to attribute their views to the individual. This mitigates against the confidentiality that is promised respondents. If the boat's captain and executive officer are the only two senior officers responding, it becomes obvious what their views are if you report the senior officer averages. In such cases, you should indicate you don't want the "normal" run and exclude inappropriate comparisons as you are prompted.

At other times you may have enough data (say four or five respondents) to run the comparison, but the comparison may not be legitimate because respondents (either inadvertently or by design) marked incorrect demographic data on the response sheet. Sometimes you can catch these errors before the report is printed. For example, if the unit provided (prior to the survey) demographic data that show no women, you should exclude the women/men comparison, EVEN THOUGH SEVERAL RESPONDENTS CODED THEMSELVES AS WOMEN. Perhaps a phone call to the project officer will clarify whether a comparison is legitimate. The call may be prompted by your knowledge that certain types of units don't have women in them, or senior officers, etc. Be careful of any comparisons that could not possibly be accurate (e.g.,

officers/enlisted, junior/senior officers, etc.). You can greatly enhance the acceptance of the report if you eliminate such "impossible" comparisons. If you include them, the commander might be tempted to discount all the results as being "inaccurate" or "from another unit."

The problem of (intentional or unintentional) miscoding of demographic information is addressed in the introductory material for the MEOCS executive summary. However, precluding inappropriate comparisons increases the commander's trust in the report and the entire MEOCS process. In reality, for a large unit, a small percentage (say 5%) of miscodings has no significant effect on the large group's (say men's) averages, but it can have a major effect on the small group's (say women's) averages. Thus, eliminating the comparison with the small (inaccurately coded) group enhances the validity of the results and is worth the extra effort it may sometimes require.

The next MEOCSRPR3 prompt asks if you want to enter data manually. Normally, you should answer N. If you answer Y, you will be asked for all the means for the overall unit factor scores and for the appropriate subgroup means. Why would you ever want to use manual data entry if AMAS automatically enters data from the current run? There are several occasions where you might use manual data entry. For example, when you need to replace a lost or incorrect executive summary. You may start MEOCSRPR3 as a stand-alone program by typing MEOCSRPR3 and pressing ENTER while at the DOS prompt in the \SPSS directory. You may now enter data manually from a previous AMAS report (using a .LIS file or other source for the data) and produce a new copy of the report. This will be especially useful if you require a new report after AMAS has been run for a different unit. You may also want to enter data manually if you are creating a "dummy" report (perhaps for instructional purposes--e.g., the DEOMI Sandy Beach Exercise). In another case, you may need to enter data manually if, after the fact, you learn that some comparisons you included in the original report (see previous discussion) should be excluded.

In any case, the manual data entry option provides a degree of flexibility that may save time (if you would otherwise have to reprocess a large data file) or rescue you from a lost data set (when you still have the .LIS information from the original run). As is true in most cases where flexibility is allowed, caution must be observed. If you are not careful, you may enter incorrect data. Again, only knowledgeable operators should use this option.

The manual data entry option will request means for all standard subgroup comparisons. If a comparison is not appropriate for the unit, just type a comma (,) and press ENTER for each factor in that comparison.

Once the data entry prompts have been answered and data have been entered automatically or manually, you will be asked for the results of the t tests. As each comparison is presented, answer with a Y or N to indicate whether the comparison is statistically significant or not. The response option requires that you type Y or N and press ENTER. This allows you to correct your response before pressing ENTER, should you make a mistake. If you inadvertently answer Y when you mean N (or vice-versa) and press ENTER before you recognize your mistake, you will need to stop the program and start MEOCSPR3 again. Do this by holding down CTRL and pressing C. Then press any key to get out of MEOCSPR3. Use the menu or DOS commands to get back to the \SPSS directory, type MEOCSPR3, and press ENTER. The program will start again and you can correct your error(s).

When all t test results have been entered, you will be prompted for the name of the database you want the data compared to. Type in the initials of the appropriate service (USA, USAF, USCG, USMC, or USN) and press ENTER. It is important that you use all capital letters; this abbreviation will be used in the report to designate the service.

The database comparison files are located in the \SPSS directory. They include OVERALL.NRM, USA.NRM, USAF.NRM, USCG.NRM, USMC.NRM, and USN.NRM. Periodically, these files should be updated to reflect the current averages in the DEOMI database (or, where available, results from normative studies based on probability samples). To update the norms, open the appropriate file using an ASCII editor (e.g., DOS's EDIT program or WordStar in the nondocument mode) and type over the old numbers with the new numbers. DO NOT CHANGE ANY OF THE PUNCTUATION, LOCATIONS, ETC. OF THE INFORMATION IN THE FILE. A one-for-one replacement using the same data digit locations is all that is required. Be sure to save the new norms back to the \SPSS directory.

Once the norms have been identified, MEOCSPR3 continues the printout of the executive summary. First, it will print two files that provide overview and introductory information. These two files are located in the \SPSS directory and are called TEXT.MEO and TEXTA.MEO. These files may be edited with any ASCII text editor, as required. Be sure to watch margins (automatic word-wrap will not be on) and page length (assumed to be infinite) when you make changes.

After the introductory pages are printed, MEOCSPR3 prints the overall unit summary. To allow for insertion of the unit demographic summary printout from SPSS, a page number is skipped between the last introductory page and the overall summary page. The printout is continuous, however, to save paper. Once you separate the pages, simply insert the demographic summary in the appropriate place.

After the overall summary is printed, bar graphs and numeric summaries for the overall and subgroup comparisons will be printed. Based on your input, any subgroup comparison that is statistically significant will be labeled as a "Statistically Reliable Difference."

After the report is completed, AMAS returns you to the menu screen (if the AMAS run has not been interrupted). All that remains to be done is to assemble the feedback report, package it, and mail it to the unit commander. Appendix E contains a sample of the final feedback package.

Special Cases

Sometimes, the normal AMAS run may not be appropriate for a unit. For example, if the unit has no women, the subgroup comparisons between women and men will be impossible. If you try to run AMAS, it will run amuck during the SPSS portion if there are any subgroups that do not have at least one respondent. For such cases, several special .RUN files have been developed. They are located in the \SPSS directory and include the following:

PROGRAM	USED WHEN
-----	-----
NOENLIST.RUN	The unit has no enlisted personnel.
NOMINOR.RUN	The unit has no minority personnel.
NOOFFICR.RUN	The unit has no officers.
NOWOMEN.RUN	The unit has no women.
NOWONOOF.RUN	The unit has no women and no officers.

These .RUN programs should be substituted for the CENSUS2.RUN program, as appropriate, in the SPSS portion of the AMAS run. If the programs above do not meet the special needs of the unit, a knowledgeable operator can modify a copy of the CENSUS2.RUN program to run the data appropriately. First, a copy of CENSUS2.RUN should be made under a different file name that is descriptive of the special run. For example, if you have a unit with no enlisted personnel and no women, you might start by copying CENSUS2.RUN to a file named NOENNOWO.RUN. Do this by going to the DOS prompt in the \SPSS directory, typing COPY CENSUS2.RUN NOENNOWO.RUN, and pressing ENTER. Now you can edit the NOENNOWO.RUN file to make it appropriate for the unit.

To edit the file, go to every SPSS REPORT procedure that asks for an inappropriate set of data (e.g., officer/enlisted, women/men, junior/senior enlisted) and either eliminate the program lines associated with each REPORT or place an asterisk in front of each line. The editing can be accomplished using the SPSS editor, the DOS EDIT command, or any ASCII text editor. Save the edited file back to the

\SPSS directory and use it for the SPSS portion of the AMAS run.

If you conduct a special case run, be sure to answer the AMAS prompts correctly indicating which comparisons are appropriate (see discussion in the previous section).

Another special case might be a unit that cannot be named adequately in 16 characters or less. For such units, an alternate version of AMAS is available. This version does not personalize the executive summary with the unit's name; rather it uses "YOUR UNIT" for the unit name (except for the cover page, which simply omits the unit name line). To run this special version, go to the DOS prompt, type DOMECS2, and press ENTER. The program will automatically run the special version, and you will be prompted accordingly.

Conclusion

We hope AMAS lives up to its name and "you love" it. It is designed to provide a simple, high-quality approach to high-volume organizational survey processing and feedback. If you have any comments concerning how well AMAS meets this goal, please contact the author at (407) 777-3476.

Appendix A

AUTOMATED MEOCS (AMAS) ABBREVIATED INSTRUCTIONS

1. Have data file (*.txt) for the unit ready. SET THE PRINTER on 10 cpi and have the paper 1/2" above the print head.
2. Have computer at dos prompt (C:\>, etc.).
3. Enter DOMECS in either caps or lower case.
4. When SPSS starts, hold down ALT and press E.
5. Press F3 and press ENTER in response to the prompt.
6. Type CENSUS2.RUN and press ENTER. Use the up arrow key to move to the TITLE line and replace the information between the single quotation marks with the proper information for the current unit. Hold down CTRL and press HOME to get to the beginning of the file
7. Use the F5 key to do a search and replace; do a forward search and replace to replace all old unit file names with new unit file names.
8. Hold down CTRL and press HOME to get to the first line of the file.
9. Press F9 to get the save file option; press ENTER; type in the name of the NEW data run file (e.g., ASWW.RUN) and press ENTER to save it.
10. Press F10 and then ENTER to run the analysis.
11. Exit SPSS after the analysis has run.
12. The MEOCS CLEANLIS program will start automatically.
13. At the prompt, enter the name of the file to be cleaned and printed, without the path or extension (e.g., ASWW).
14. Do something else while the report prints out. This report will include all the SPSS output that you need for the feedback package.
15. The EDIT program will start automatically.
16. Press ESC to remove the message screen.
17. Hold down ALT and press F to get to the file menu.
18. Press O to open a file.

19. Type in the name of the unit listing file (e.g., ASWW.LIS, or something similar) and press enter.
20. Have your matrix form ready to record significant differences.
21. Press CTRL and END to get to the end of the file.
22. Use PGUP to scroll through the file to get to the beginning of the t tests.
23. Make a note of all the significant t tests on the form as you use PGDN and PGUP to scroll through the tests.
24. When done, hold down ALT and press F to get to the files menu. Press X to exit.
25. When you exit the EDIT program, the MEOCSPR3 program will start automatically.
26. You will be asked for the unit name. It should be entered in all capital letters and should be no more than 16 characters long. The program will give you a guide to show when you reach 16 characters. Be sure to enter the correct name or unit abbreviation--this will show up throughout the printout just as you have typed it.
27. You will be asked if this is a normal MEOCS run (i.e., all comparisons are appropriate). Answer Y for yes unless there are no data (or only a couple of cases) for some of the usual comparisons (e.g., there are no women in the unit, etc.).
28. The program will ask if you want to enter data manually. At the prompt, enter N. (The only time you would enter Y is if for some reason you have a printout with the data for a unit and you want to run a MEOCS report manually by entering the factor scores.)
29. You will be asked for the results of the t tests. As you are prompted, refer to your matrix of significant differences and enter Y or N to indicate whether the comparison is statistically significant or not.
30. After entering the results of all the t tests, you will be prompted for the database to compare to. ENTER THE DATABASE NAME IN ALL CAPS (e.g., USN for Navy).
31. The program will run the report automatically. After the report is done, you will be returned to the menu screen.

Appendix B

AUTOMATED MEOCS (AMASD) FILES AND THEIR LOCATIONS

The automated MEOCS programs must have files in specific locations and with specific formats in order to work together properly. The following describes the files and programs and indicates where they must be located.

FILE OR PROGRAM	REQUIRED LOCATION
DOMEOCS.BAT This is a batch file program that gives a few instructions and integrates the other programs. It changes to the appropriate directories and causes the other programs to chain together automatically.	SOMEWHERE IN THE CURRENT PATH; USUALLY \BIN OR \DOS ON THE CURRENT DRIVE
SPSSPC.COM (and its associated files and programs) The commercial program SPSS conducts the primary data analyses using the CENSUS2.RUN SPSS command file.	IN THE \SPSS DIRECTORY OF THE CURRENT DRIVE
CENSUS2.RUN This is the SPSS command program that conducts the main analyses of the data. You must load it into the SPSS command editor before you can run it.	IN THE \SPSS DIRECTORY OF THE CURRENT DRIVE (OR IN THE \SPSS\RUN DIRECTORY IF THE OPERATOR KNOWS HOW TO ACCESS IT FROM THERE)
datafile.TXT The data for the run. It will not have the literal name "datafile.TXT"; It is in this format, however. For example, it may be called ASWW.TXT, 43CSS.TXT, or something similar. It contains the raw data that have been scanned into a computer file.	IN THE A: OR B: DRIVE, DEPENDING ON THE COMPUTER; MAY BE LOCATED ANYWHERE, SO LONG AS YOU TELL CENSUS2.RUN WHERE TO FIND THE DATA
datafile.LIS This is an output file from the SPSS run. It	IN THE \SPSS\LIST DIRECTORY OF THE CURRENT DRIVE

contains the results of the data run. It is automatically directed to the \SPSS\LIST directory. The "datafile" part is replaced by the name used in the .TXT file (e.g., it will be ASWW.LIS, 43CSS.LIS, etc.).

MEANS.1 THROUGH MEANS.11

These are report files output by the SPSS run and used by MEOCSPR3.EXE to create the executive summary comparisons. Since the names are generic and the same for every MEOCS run, the operator must be sure that no other MEOCS is run by SPSS before the summary report is printed. The MEANS files are overwritten each time a MEOCS analysis is conducted; they are automatically directed to the \SPSS directory. You may copy them to a floppy disk if you want to interrupt a MEOCS run after the SPSS program has run and before the executive summary is printed. When you are ready to print the report, recopy the files to the \SPSS directory and run the MEOCSPR3.EXE program (described below). It is highly recommended that only knowledgeable operators use the interrupted run procedure.

IN THE \SPSS DIRECTORY OF
THE CURRENT DRIVE

OVERALL.NRM, USA.NRM, USAF.NRM, USCG.NRM, USN.NRM, USMC.NRM

These are the database norms from the DEOMI database and may be edited and updated as the norms change. Use any ASCII text editor (e.g., DOS's EDIT program) to edit them as ASCII files.

IN THE \SPSS DIRECTORY OF
THE CURRENT DRIVE (OR IN
THE CURRENT DIRECTORY
WHEN MEOCSPR3.EXE IS RUN

CLEANLIS.EXE

This program takes input from the datafile.LIS file, cleans it up (to strip out extraneous material) and prints it out in neat format. As an intermediate step, it creates a file called datafil2.LIS (e.g., literal name might be ASWW2.LIS or 43CSS2.LIS) which contains the essential information from datafile.LIS. (After the run, datafile.LIS or datafil2.LIS may be erased to conserve disk space.) When CLEANLIS.EXE requests the file name of the file to be cleaned up, enter "datafile" without the .LIS extension (e.g., ASWW or 43CSS).

IN THE \SPSS\LIST
DIRECTORY OF THE CURRENT
DRIVE

datafil2.LIS

The temporary work file output by CLEANLIS.EXE as explained above.

IN THE \SPSS\LIST
DIRECTORY OF THE CURRENT
DRIVE

TEXT.MEO & TEXTA.MEO

These are text files that contain the introductory and explanatory material for the first two pages of the MEOCS executive summary. They may be edited using any ASCII file editor (see EDIT.COM below).

IN THE \SPSS DIRECTORY
OF THE CURRENT DRIVE

EDIT.COM, EDIT.HLP, QBASIC.EXE

The files needed to run the DOS editor. The EDIT program is used to review the datafile.LIS file and find significant t tests. It may also be used to edit ASCII text files such as the *.NRM files and TEXT*.MEO files.

IN THE CURRENT PATH
(E.G., IN \BIN OR \DOS)

MEOCSPR3.EXE

This program creates and prints the executive

IN THE \SPSS DIRECTORY OF
THE CURRENT DRIVE

summary with all its comparisons and bar graphs. It uses two text files (TEXT.MEO and TEXTA.MEO) which may be edited with an ASCII editor as needed. The text files are printed as pages 1 and 2 of the executive summary. Data for the comparisons are drawn from the MEANS.* and *.NRM files (described above), which must be available in the current directory.

MEOINS.CRD

Instructions for conducting the MEOCS analysis.

IN THE \SPSS DIRECTORY OF THE CURRENT DRIVE

MEOFILES.PRN

A summary description of the files used in the automated MEOCS process.

IN THE \SPSS DIRECTORY OF THE CURRENT DRIVE

PRN2FILE.COM

A utility that allows you to redirect output to a file rather than the printer. At the DOS prompt, enter PRN2FILE <path and file name> (don't type the < or >; they mean you insert a path and file name after the PRN2FILE command). When you are ready to have the output go to the printer again, just get to the DOS prompt and enter PRN2FILE without any file name. Example: to redirect output to a file named OUTPUT.PRN in the \SPSS directory of the current drive, enter

IN THE CURRENT PATH

PRN2FILE \SPSS\OUTPUT.PRN

To allow the output to go back to the printer, enter

PRN2FILE

The program accumulates output, so if you "print" several things, they will all be on the output file. You might run an entire MEOCS using the automated programs, save the output in a PRN2FILE file, and print it out later using the DOS PRINT command.

DOMEOCS2.BAT

This file runs an alternate version of the MEOCS. It is used when you don't want the unit name printed in the executive summary. For example, you may want to use DOMEOCS2 if you cannot give an adequate name to the unit in 16 characters (a requirement for the regular MEOCS run).

IN THE CURRENT PATH

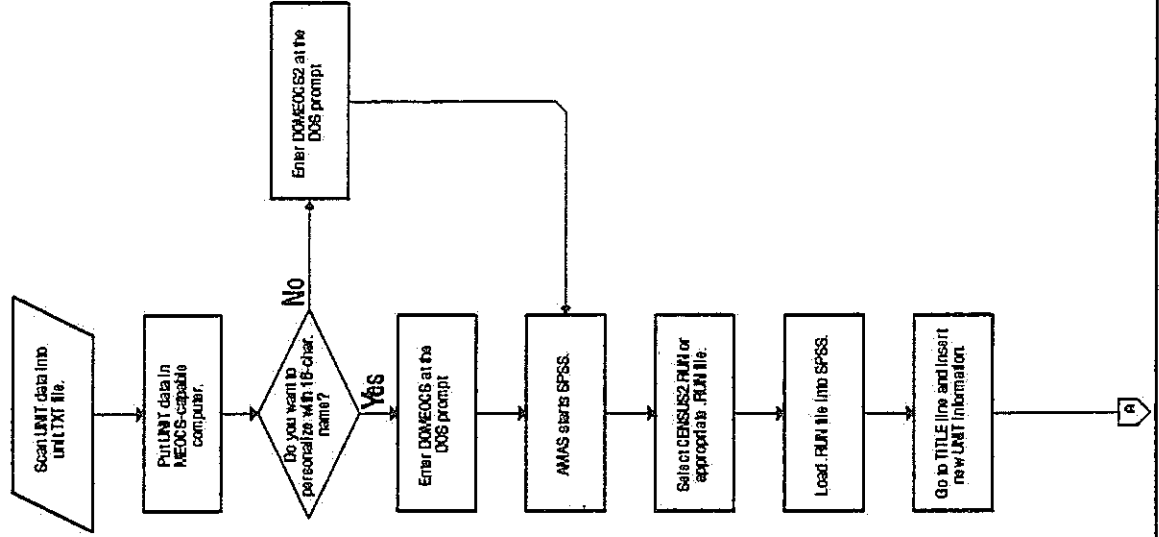
MEOCSPRO.EXE

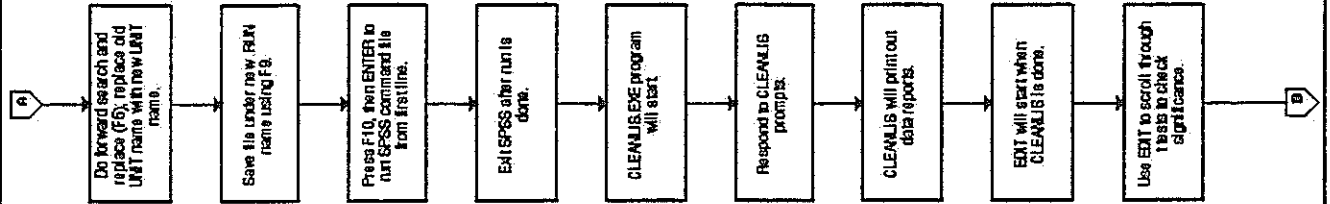
An alternate version of MEOCSPR3.EXE. This is used by DOMEOCS2 to print an executive summary without the unit name. The unit is identified as "YOUR UNIT" throughout the printout.

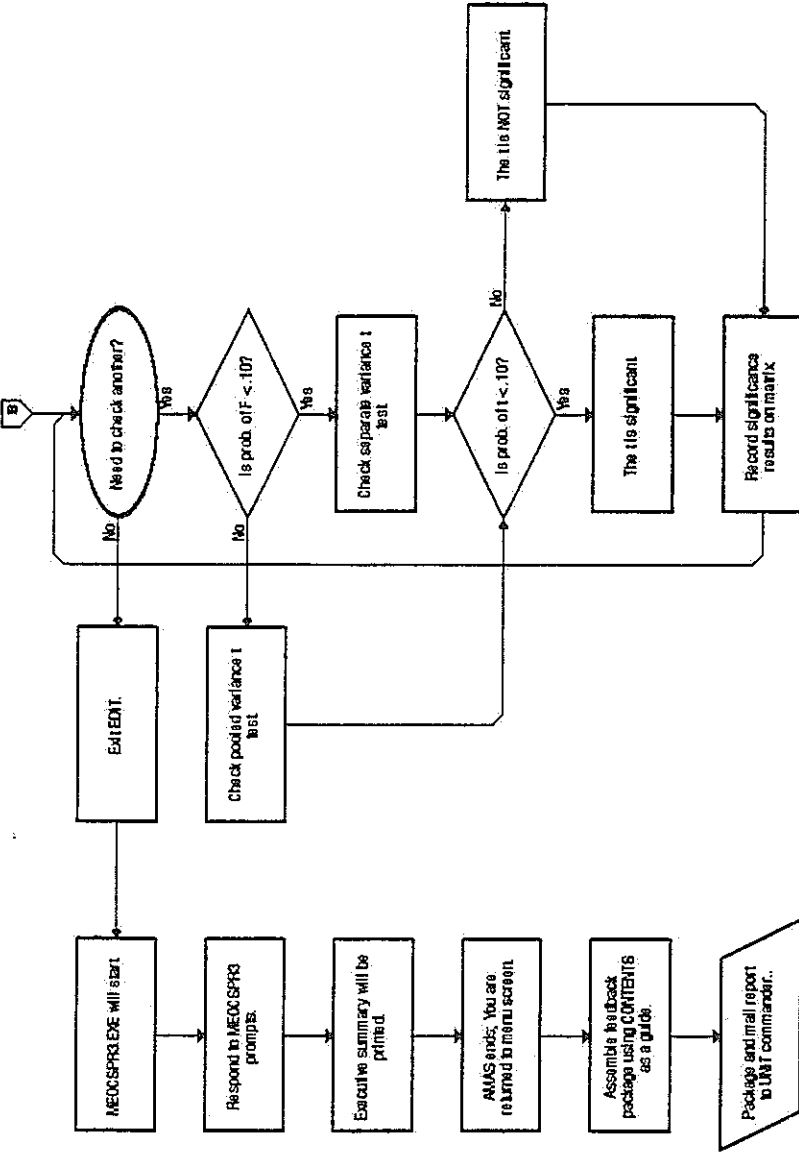
IN THE \SPSS DIRECTORY OF
THE CURRENT DRIVE

Appendix C: Processing MEOCS: Overview

Processing MEOCS: Overview

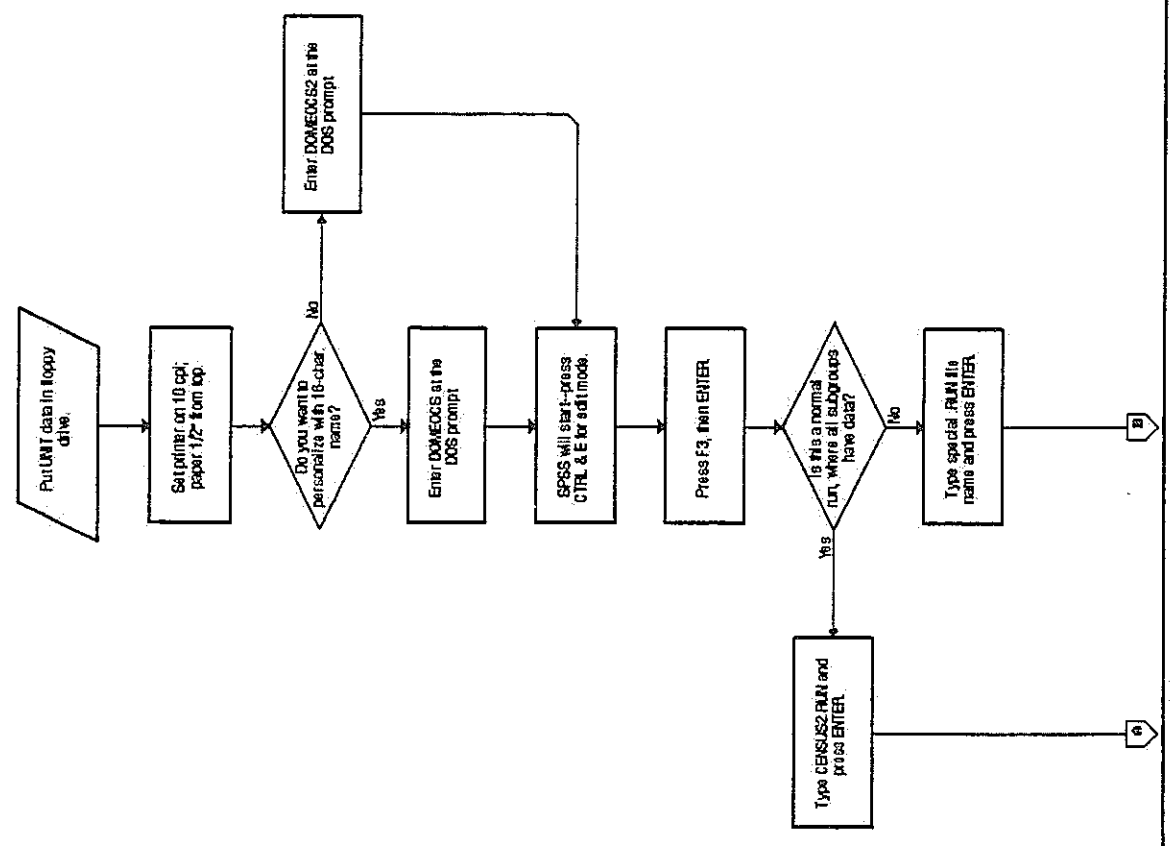


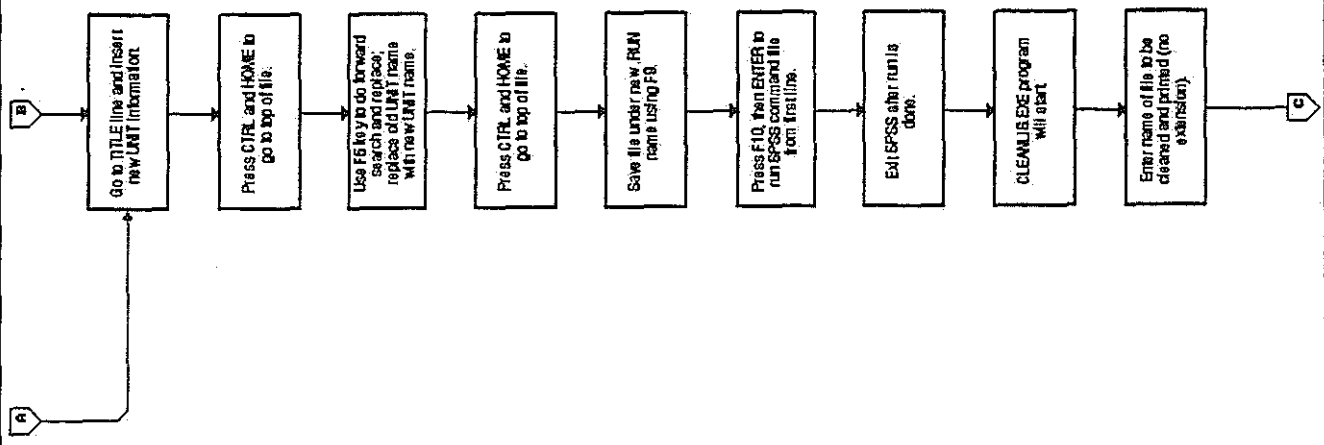


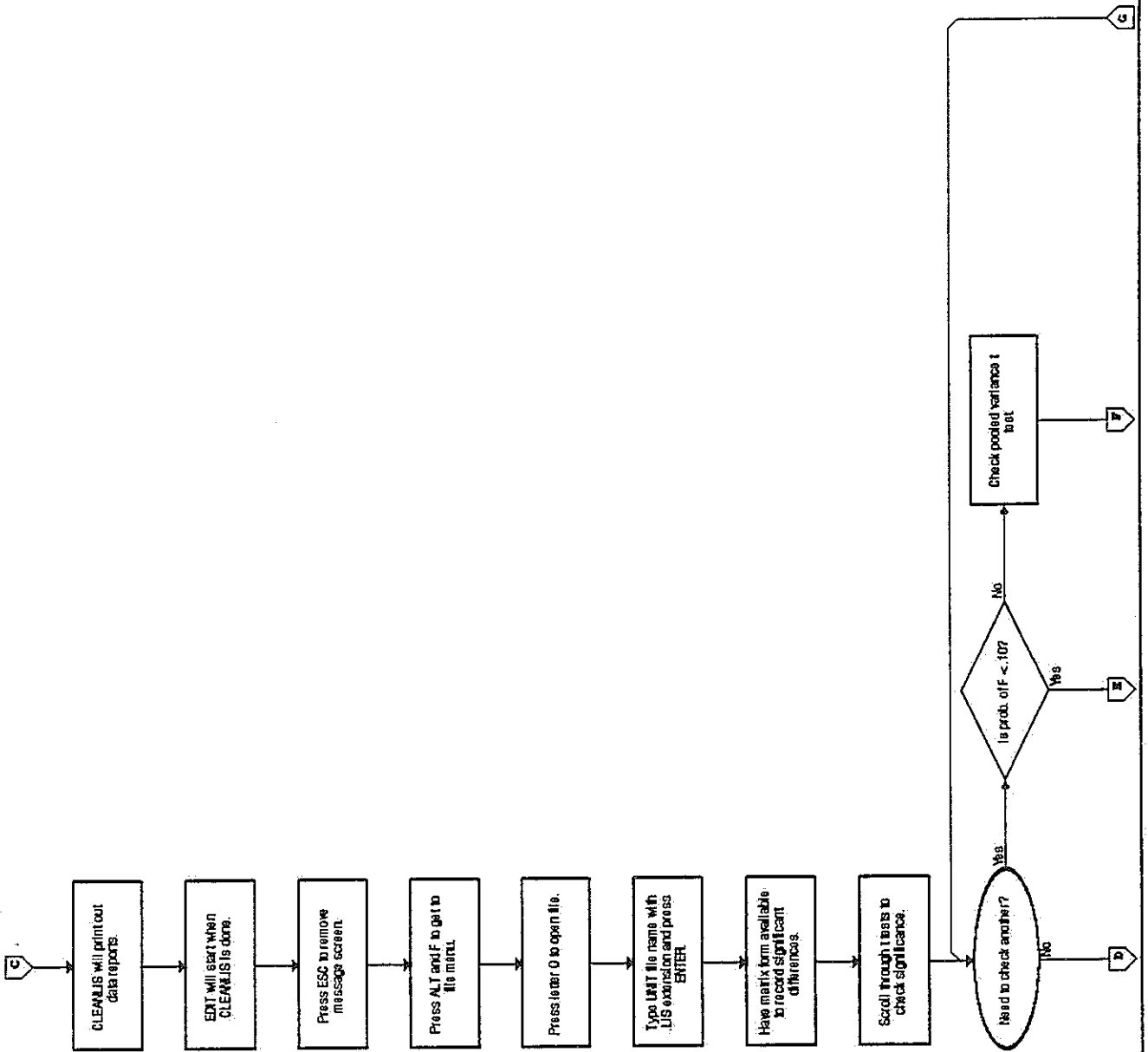


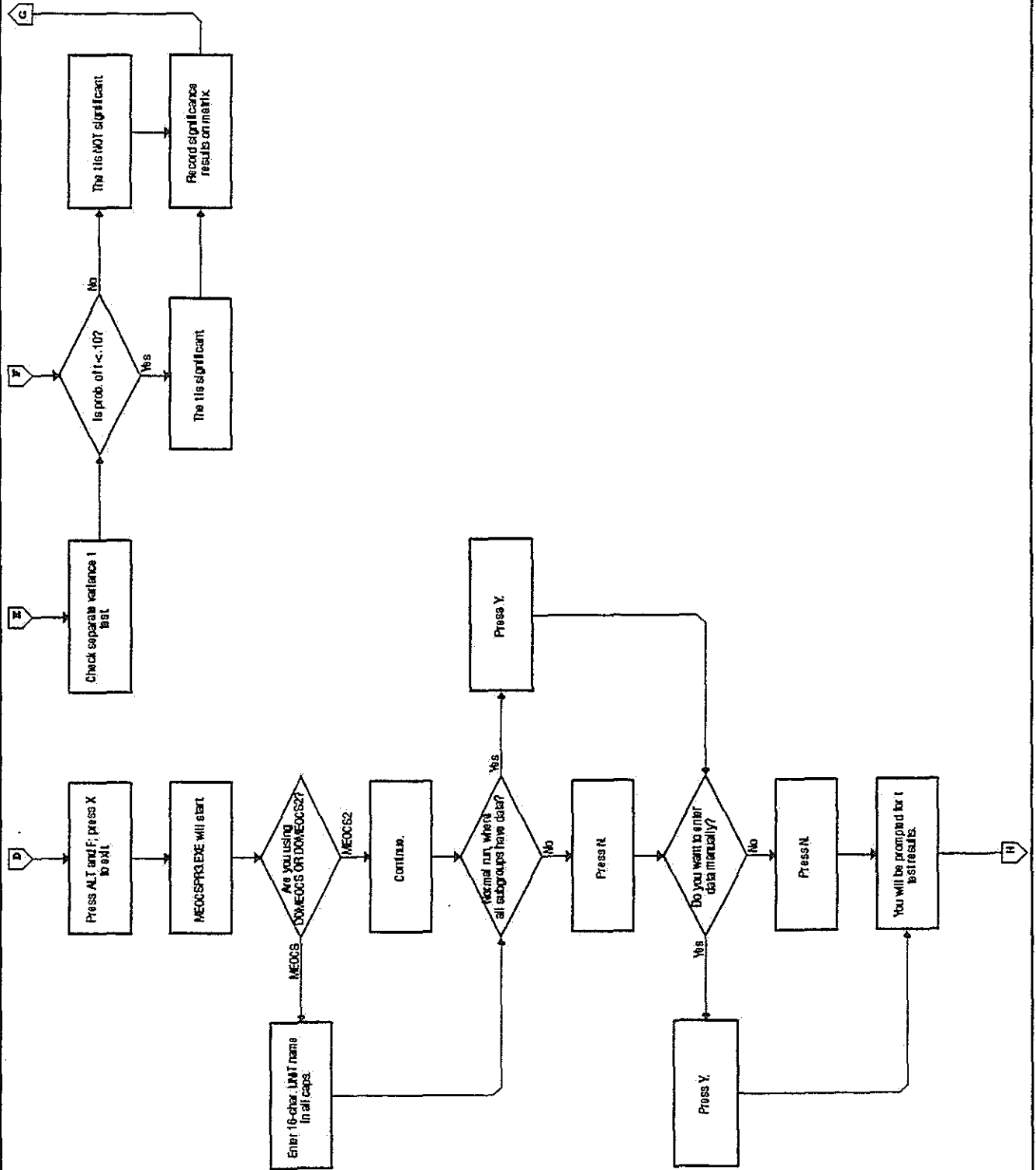
Appendix D: Generating a MEOCS Feedback Report with AMAS

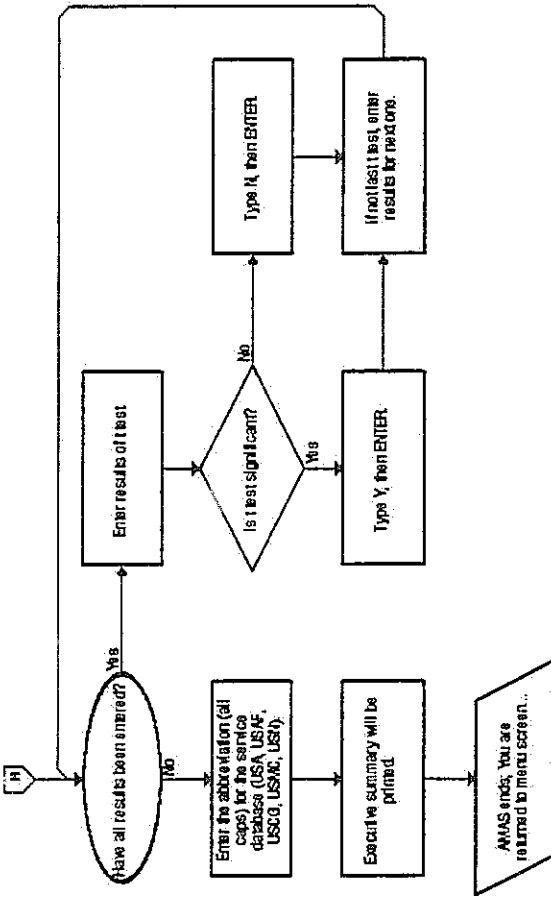
Generating a MEOCS Feedback Report with AMAS



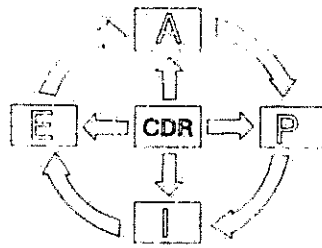




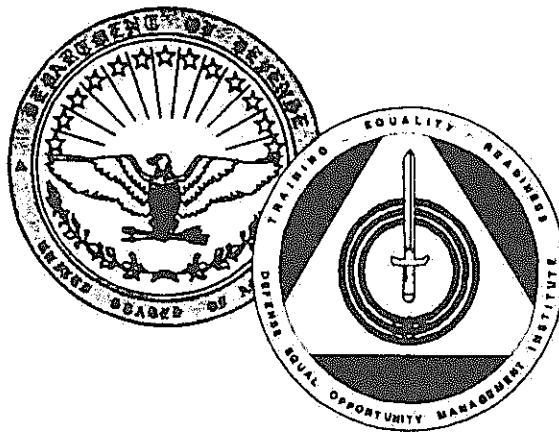




Appendix E: Sample Feedback Package



MILITARY EQUAL OPPORTUNITY CLIMATE SURVEY



Defense Equal Opportunity Management Institute
Patrick AFB, FL

INDEX

TAB

- A EXECUTIVE SUMMARY
- B INFORMATION PAPER (MEOCS)
- C CONCEPTUAL SUMMARY OF FACTORS
- D COMMANDER'S MEMO & COPY OF MEOCS
- E VALID OBSERVATIONS DATA
- F SUMMARY OF FACTOR SCORES
- G FREQUENCIES OF RESPONSES
- H ORGANIZATIONAL ASSESSMENT MODEL

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1000000

1000000

1000000

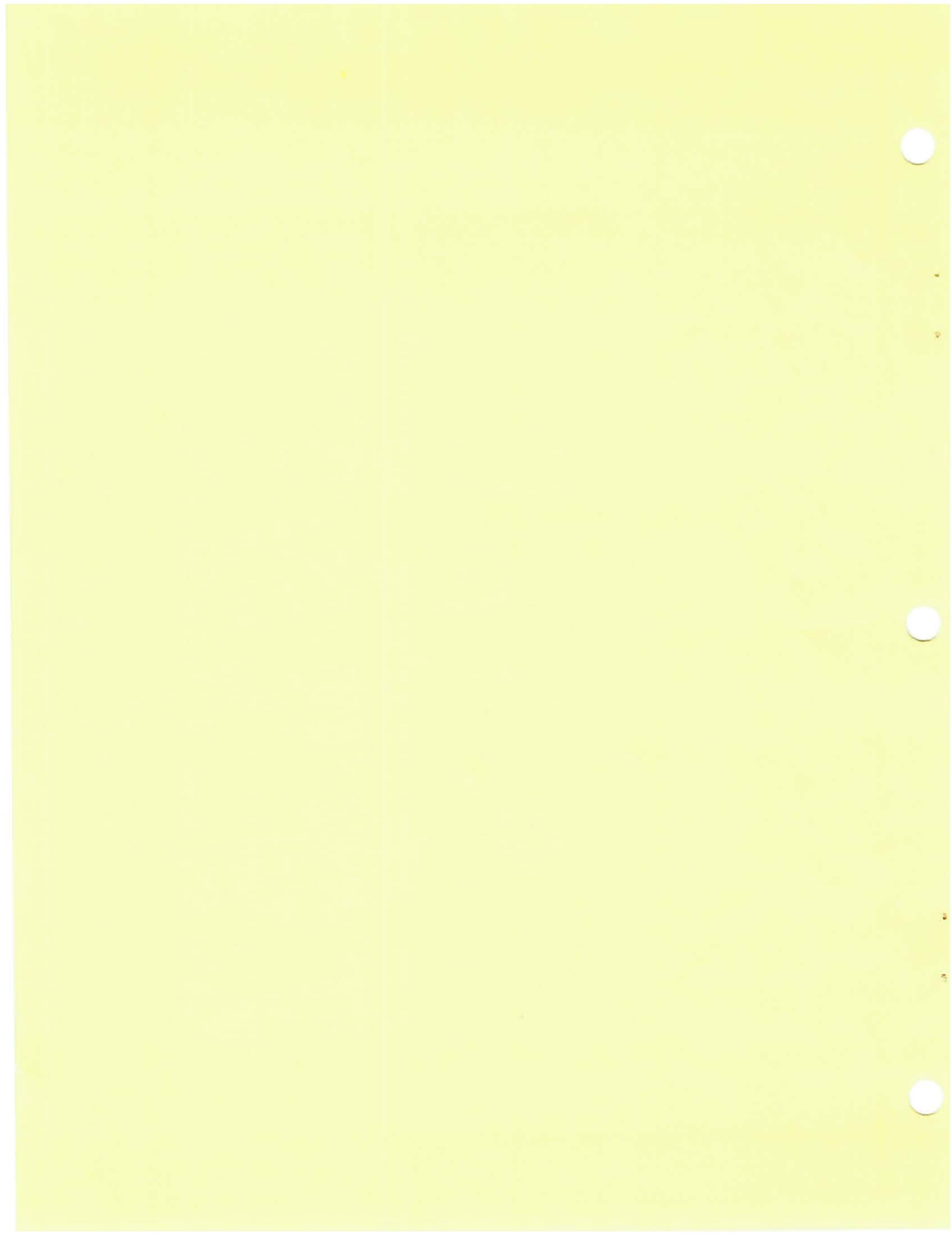
1000000

1000000

1000000

1000000

TAB A
EXECUTIVE SUMMARY



```

EEEEEEEE      000000      CCCCCC      SSSSSSS
E              0        0          C          S
EEEEEE        0        0          C          SSSSSSS
E              0        0          C          S
EEEEEEEE      000000      CCCCCC      SSSSSSS

```

EXECUTIVE SUMMARY

FOR

SAMPLE UNIT

```

#####
#                                     #
#   MEOCS INTRODUCTION               #
#                                     #
#####

```

We are pleased to return this report on your recent Military Equal Opportunity Climate Survey (MEOCS). The report contains numerous tabs and considerable detail, some of which may be of little interest to some commanders (for example, the detailed statistics in the tabs). We include all the information so that those who want it will have it. You may wish to review the tabs to see what is of most interest to you. We recommend that you read the following executive summary first; it provides the most important results in what we hope is an easily comprehended format. For most, the executive summary is all that is needed to have a complete picture of the equal opportunity and organizational climates in your unit.

One of the first questions that many commanders ask is "Who responded to the survey?" On the next page, we provide a report on how many people from your unit responded, and the report is broken out by the same categories for which we later provide comparisons within your unit. All our reports are based on what the respondents coded on their answer sheets. Sometimes, either accidentally or by design, people will code incorrect demographic information. We have no way of telling whether the person coded the wrong information. The comparisons we normally provide include minority group members versus majority group members, men versus women, officers versus enlisted members, junior enlisted (through E-5) versus senior enlisted, and junior officers (through O-3) versus senior officers. If your unit does not receive information on all the standard comparisons it may be because a category has too few respondents. The breakouts in the report are for all respondents; therefore, the groups will overlap. In other words, the number of minority group members includes men and women, officers and enlisted, etc. Similarly, the number of men includes both minority and majority, officers and enlisted, etc.

The included comparisons are important. In some units with a large representation of white men, the overall unit equal opportunity (EO) climate may be rated high, yet there may be significant problems. For the majority group members, there is "no problem"; however, minority group members or women may see things entirely differently. A big difference in perceptions of EO climate between men and women, for example, may indicate a need to implement actions to improve the climate for women in the unit. (We include a tab with suggested actions and resources later in the report.)

You are to be commended for your proactive stance in EO and organizational climate concerns. We trust the MEOCS report will provide you with the information you need to make sure the climate in your organization is the most productive it can be for all members of the unit.

```
#####
#                                     #
# MEOCS FACTOR SCORES #
#                                     #
#####
```

Before you review your MEOCS results, we should explain that scale scores range from 1 to 5. The logical midpoint of the scale is at 3. All factors are scored such that a higher score indicates a better equal opportunity (EO) climate. On the first five (primary MEOCS) factors, a 3 indicates a perception there is a moderate chance there is a problem in the unit. For example, if the score is 3 on Sexual Harassment and Discrimination, respondents generally agree sexual harassment occurs moderately often in the unit. A score of 5 indicates almost no chance at all there is a problem, and a score of 1 indicates a very high chance there is a problem.

For the remaining factors (beginning with Commitment), a score of 3 means "neutral" or "average," and higher scores indicate more favorable perceptions. For example, a score of 4 on Job Satisfaction means the respondents are generally satisfied with their jobs; a score of 4 on the Overall EO Climate indicates most respondents see the overall climate as "good."

As a help in interpreting the scores for your unit, we provide the following table, which shows the average factor scores from our database for your service, all services, and your unit. The table is followed by a factor-by-factor graphical summary of the same information. After the overall summary comes a similar graphical presentation of specific subgroup comparisons (e.g., minority versus majority members, women versus men, etc.) within your unit. These comparisons may help you determine where action is indicated to improve the climate. We provide a note on each comparison that is considered statistically reliable (significant). If a comparison is statistically reliable, it means that if we surveyed your unit again under similar conditions we would see a similar difference between these groups at least 90% of the time. In other words, we are fairly confident the difference is not a fluke due to random factors.

The statistical test used to determine statistical significance (the t test) takes into account the number of people in each group, the amount of agreement among group members, and the absolute size of the average difference between groups. In a unit with large numbers of respondents in each group, a small average difference may be considered reliable. In a small unit, large differences between groups may not meet the criteria for significance if there is much disagreement within the groups. The statistical test is just an aid for decision making; the commander should make the final determination as to whether a difference is really meaningful, whether statistically reliable with 90% confidence or not.

We now continue with the results for your unit.

MAJMIN MINORITY VS MAJORITY

MINORITY 84
MAJORITY 111

Valid cases 195 Missing cases 6

DEM112 SEX

WOMEN 53
MEN 131

Valid cases 184 Missing cases 17

OFFENL OFFICER VS ENLISTED

OFFICER 10
ENLISTED 183

Valid cases 193 Missing cases 8

JRSREN1 JUNIOR OR SENIOR ENLISTED

JUNIOR ENLISTED 128
SENIOR ENLISTED 56
NOT ENLISTED 14

Valid cases 198 Missing cases 3

JRSROFF JUNIOR OR SENIOR OFFICER

JUNIOR OFFICER 3
SENIOR OFFICER 2
NOT AN OFFICER 192

Valid cases 197 Missing cases 4

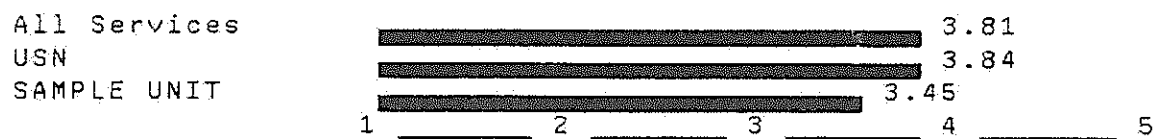
```
#####
#
#   OVERALL UNIT SUMMARY   #
#
#####
```

(Higher is Better)

UNIT: SAMPLE UNIT	ALL SERVICES	YOUR SERVICE	YOUR UNIT
SEXUAL HARASSMENT	3.81	3.84	3.45
YOUR UNIT'S score implies: Moderate to small chance of occurring			
DIFFERENTIAL COMMAND BEHAVIOR	4.31	4.36	4.12
YOUR UNIT'S score implies: Small chance of occurring			
POSITIVE EO BEHAVIORS	3.77	3.83	3.57
YOUR UNIT'S score implies: Moderate to fairly high chance of occurring			
RACIST/SEXIST BEHAVIORS	3.70	3.72	2.97
YOUR UNIT'S score implies: Moderate chance of occurring			
MEOCs "REVERSE" DISCRIMINATION	4.10	4.15	3.73
YOUR UNIT'S score implies: Moderate to small chance of occurring			
COMMITMENT	3.35	3.40	2.79
YOUR UNIT'S score implies: Neutral rating			
WORK GROUP EFFECTIVENESS	4.00	4.06	3.71
YOUR UNIT'S score implies: Somewhat positive rating			
JOB SATISFACTION	3.77	3.85	3.52
YOUR UNIT'S score implies: Moderate to small satisfaction			
MRAPS1 - DISCRIMINATION TOWARD MINORITIES	3.80	3.84	3.63
YOUR UNIT'S score implies: Somewhat positive rating			
MRAPS2 - "REVERSE" DISCRIMINATION	3.42	3.44	2.95
YOUR UNIT'S score implies: Neutral rating			
MRAPS3 - RACIAL SEPARATISM	4.31	4.36	3.90
YOUR UNIT'S score implies: Fairly positive rating			
OVERALL EO CLIMATE	3.48	3.51	2.86
YOUR UNIT'S score implies: Average			

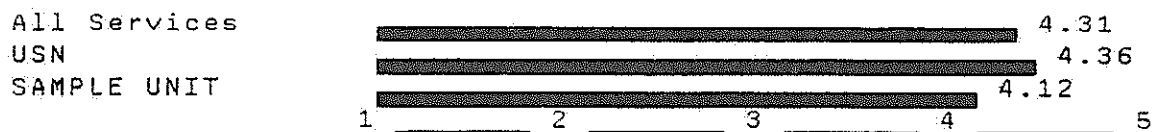
##<<<< Overall Unit Summary: SAMPLE UNIT >>>>##

SEXUAL HARASSMENT



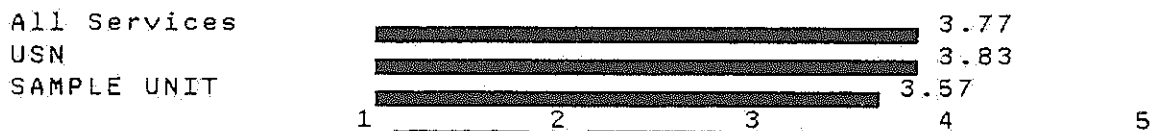
HIGHER IS BETTER

DIFFERENTIAL COMMAND BEHAVIOR



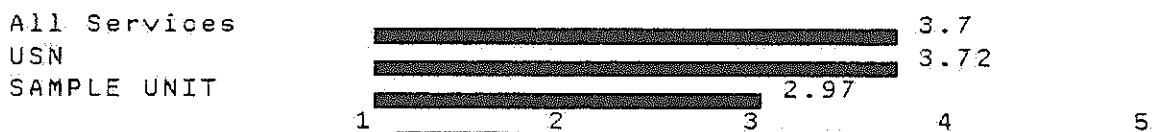
HIGHER IS BETTER

POSITIVE EO BEHAVIORS



HIGHER IS BETTER

RACIST/SEXIST BEHAVIORS



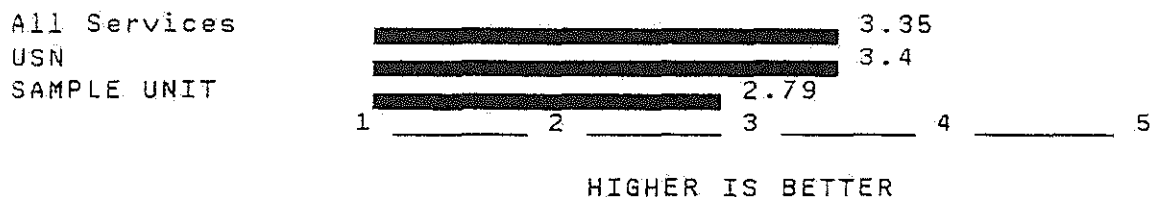
HIGHER IS BETTER

MEOCs "REVERSE" DISCRIMINATION



HIGHER IS BETTER

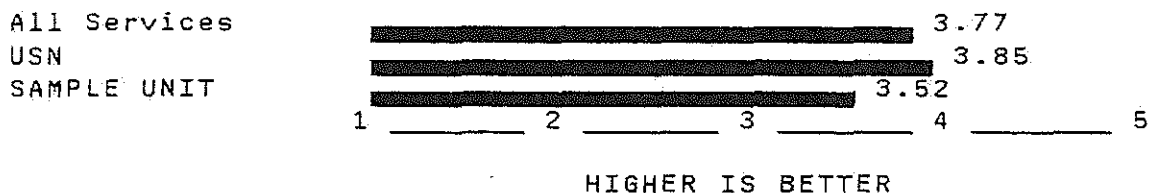
COMMITMENT



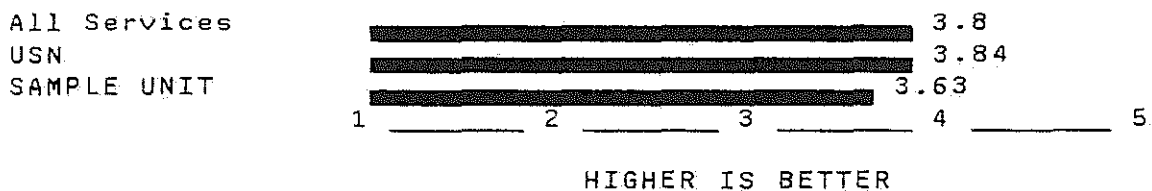
WORK GROUP EFFECTIVENESS



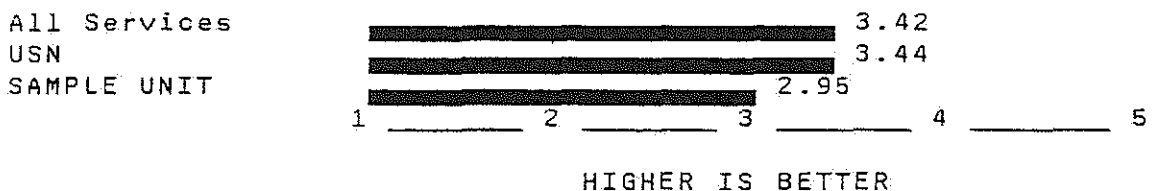
JOB SATISFACTION



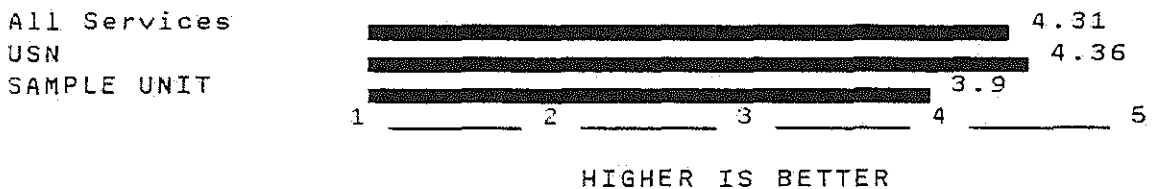
MRAPS1 - DISCRIMINATION TOWARD MINORITIES



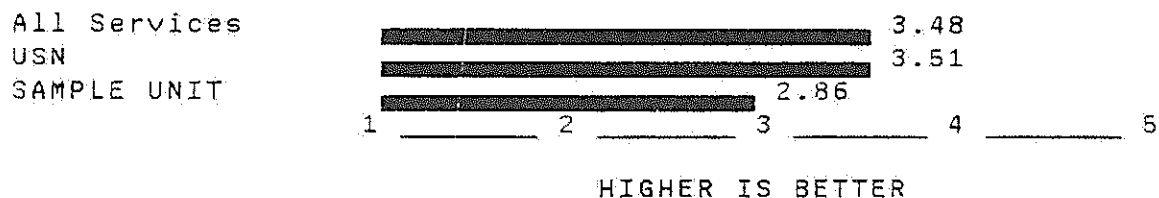
MRAPS2 - "REVERSE" DISCRIMINATION



MRAPS3 - RACIAL SEPARATISM



OVERALL EO CLIMATE



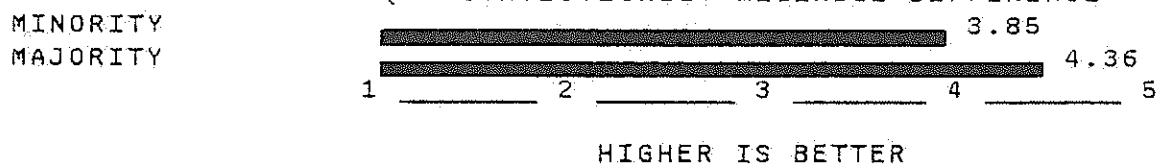
##<<< SAMPLE UNIT: Minority Versus Majority >>>##

SEXUAL HARASSMENT



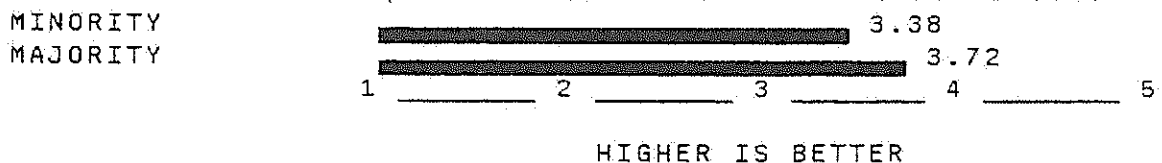
DIFFERENTIAL COMMAND BEHAVIOR

(***)STATISTICALLY RELIABLE DIFFERENCE(***)

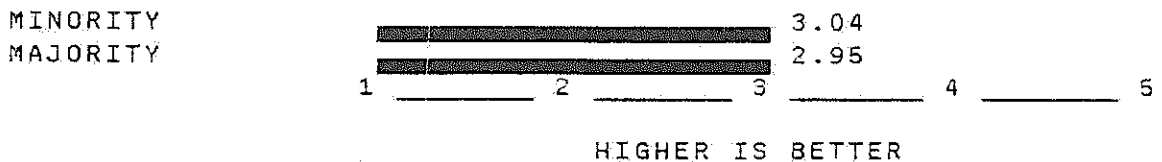


POSITIVE EO BEHAVIORS

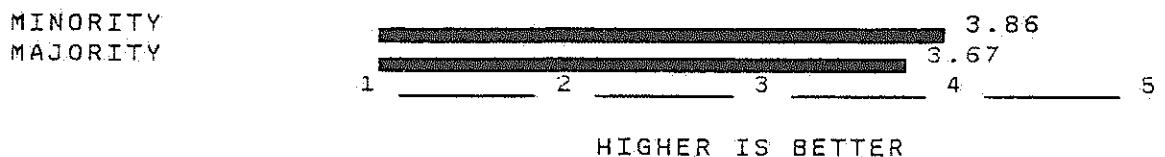
(***)STATISTICALLY RELIABLE DIFFERENCE(***)



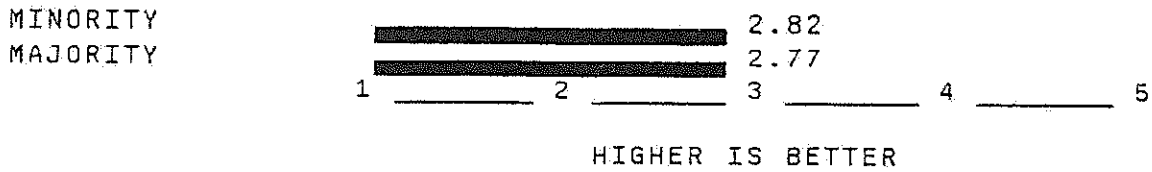
RACIST/SEXIST BEHAVIORS



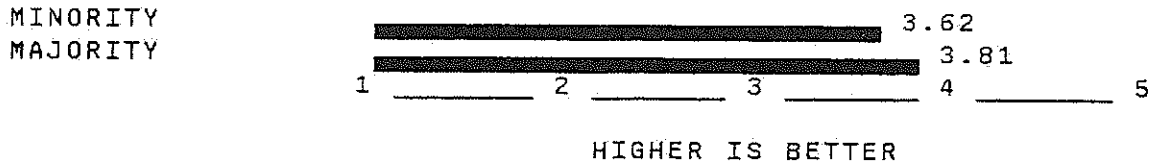
MEOCS "REVERSE" DISCRIMINATION



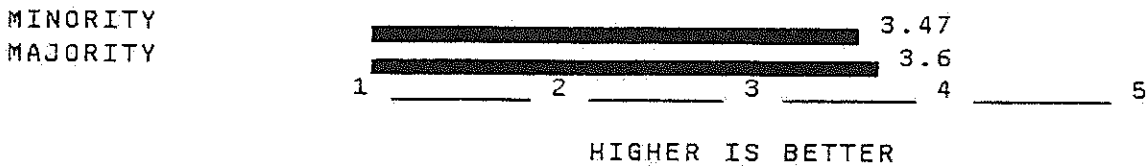
COMMITMENT



WORK GROUP EFFECTIVENESS

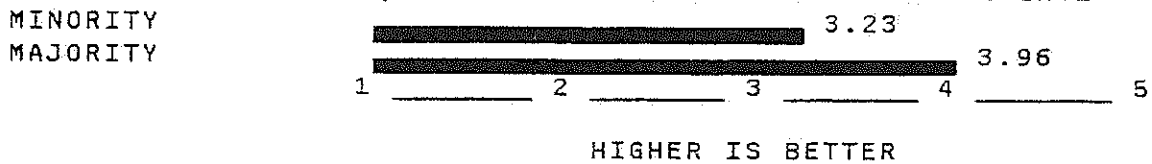


JOB SATISFACTION



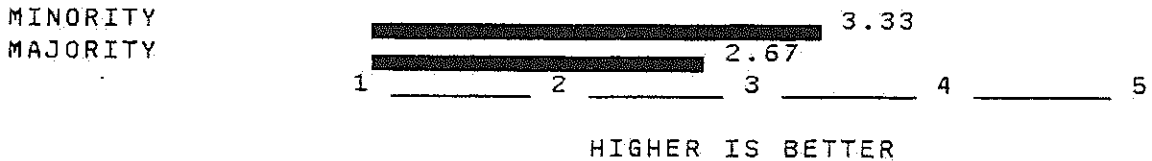
MRAPS1 - DISCRIMINATION TOWARD MINORITIES

(***)STATISTICALLY RELIABLE DIFFERENCE(***)

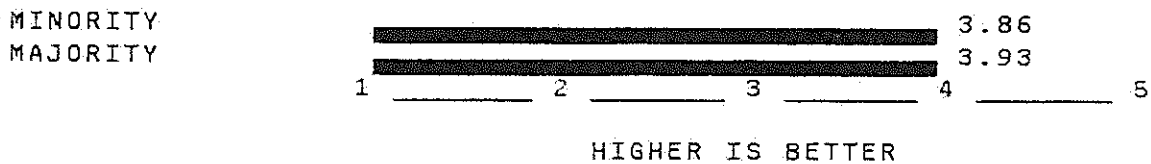


MRAPS2 - "REVERSE" DISCRIMINATION

(***)STATISTICALLY RELIABLE DIFFERENCE(***)



MRAPS3 - RACIAL SEPARATISM

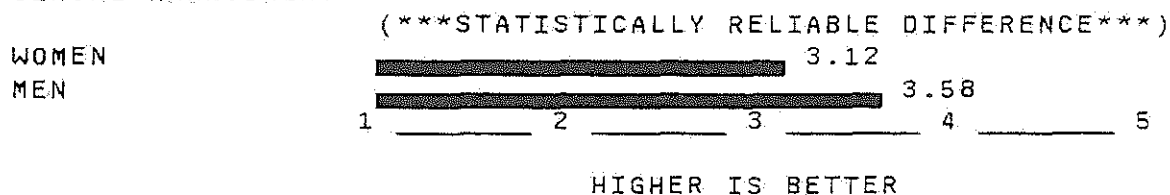


OVERALL EO CLIMATE

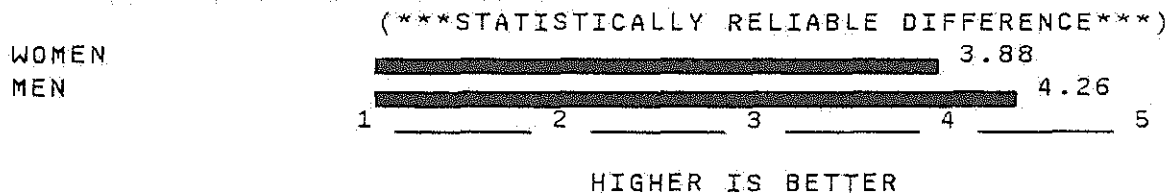


##<<< SAMPLE UNIT: Women Versus Men >>>##

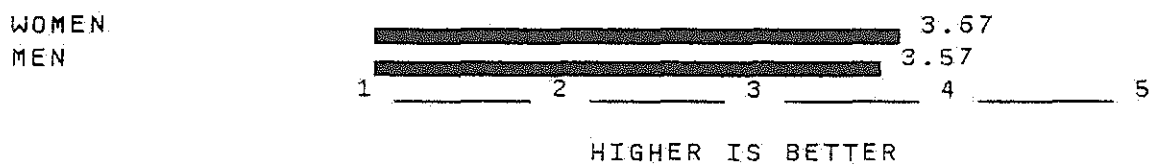
SEXUAL HARASSMENT



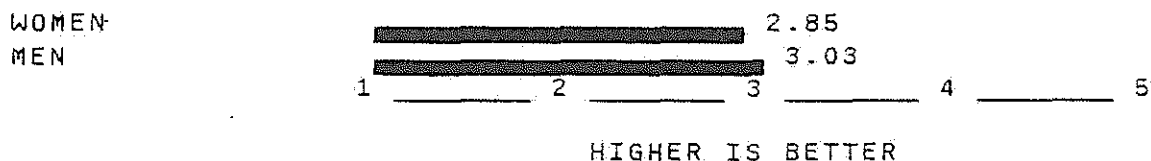
DIFFERENTIAL COMMAND BEHAVIOR



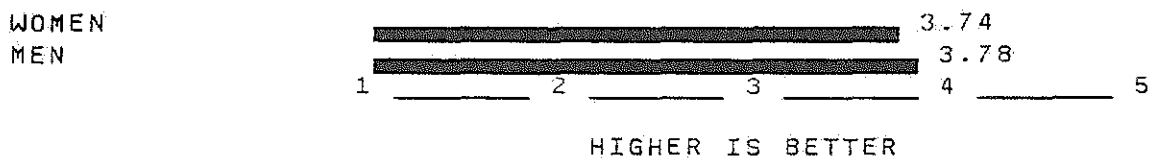
POSITIVE EO BEHAVIORS



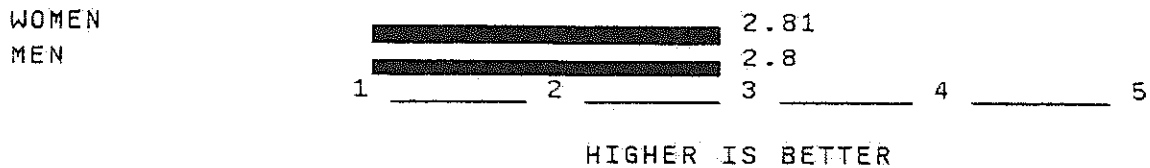
RACIST/SEXIST BEHAVIORS



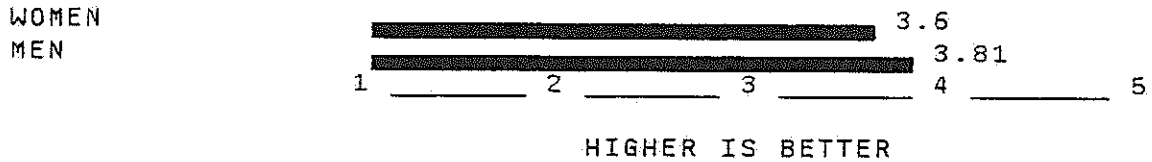
MEOCS "REVERSE" DISCRIMINATION



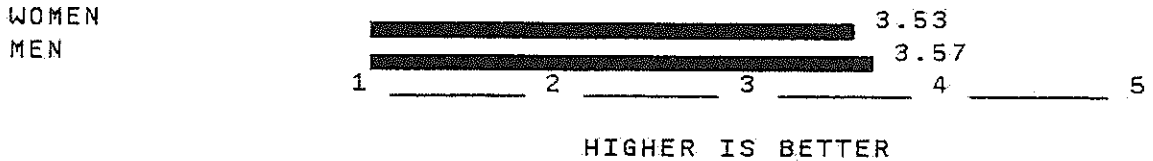
COMMITMENT



WORK GROUP EFFECTIVENESS

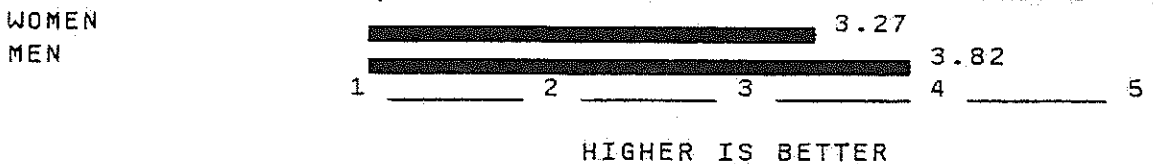


JOB SATISFACTION

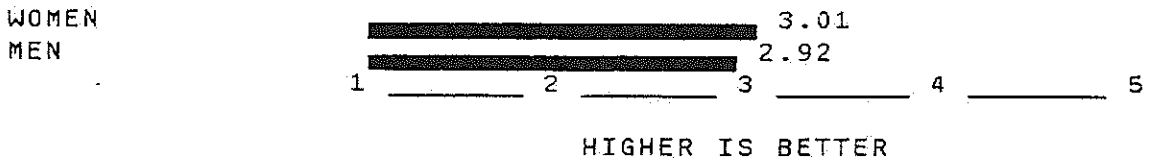


MRAPS1 - DISCRIMINATION TOWARD MINORITIES

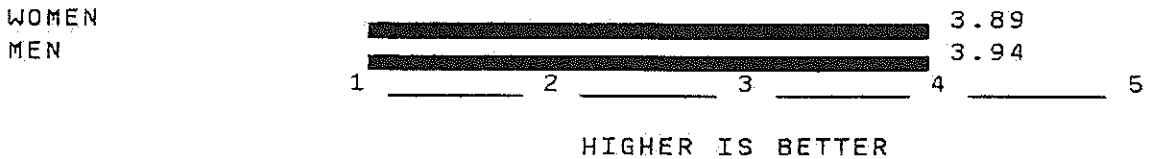
(***STATISTICALLY RELIABLE DIFFERENCE***)



MRAPS2 - "REVERSE" DISCRIMINATION



MRAPS3 - RACIAL SEPARATISM



OVERALL EO CLIMATE

(***STATISTICALLY RELIABLE DIFFERENCE***)

WOMEN

2.61

MEN

2.97

1 2 3 4 5

HIGHER IS BETTER

##<<< SAMPLE UNIT: Officers Versus Enlisted >>>##

SEXUAL HARASSMENT

OFFICERS

3.55

ENLISTED

3.44

1 2 3 4 5

HIGHER IS BETTER

DIFFERENTIAL COMMAND BEHAVIOR

OFFICERS

3.99

ENLISTED

4.15

1 2 3 4 5

HIGHER IS BETTER

POSITIVE EO BEHAVIORS

OFFICERS

3.8

ENLISTED

3.58

1 2 3 4 5

HIGHER IS BETTER

RACIST/SEXIST BEHAVIORS

(***STATISTICALLY RELIABLE DIFFERENCE***)

OFFICERS

3.59

ENLISTED

2.95

1 2 3 4 5

HIGHER IS BETTER

MEOCs "REVERSE" DISCRIMINATION

OFFICERS

3.52

ENLISTED

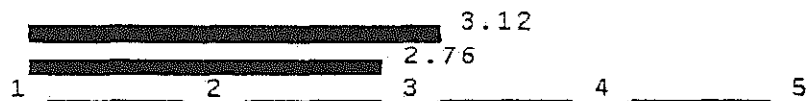
3.74

1 2 3 4 5

HIGHER IS BETTER

COMMITMENT

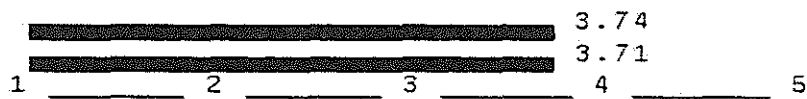
OFFICERS
ENLISTED



HIGHER IS BETTER

WORK GROUP EFFECTIVENESS

OFFICERS
ENLISTED

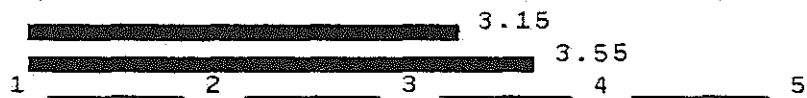


HIGHER IS BETTER

JOB SATISFACTION

(***)STATISTICALLY RELIABLE DIFFERENCE(***)

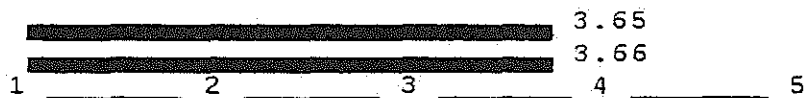
OFFICERS
ENLISTED



HIGHER IS BETTER

MRAPS1 - DISCRIMINATION TOWARD MINORITIES

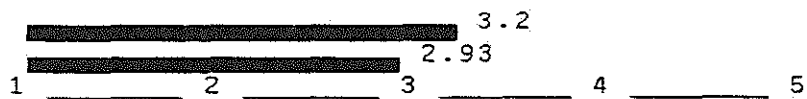
OFFICERS
ENLISTED



HIGHER IS BETTER

MRAPS2 - "REVERSE" DISCRIMINATION

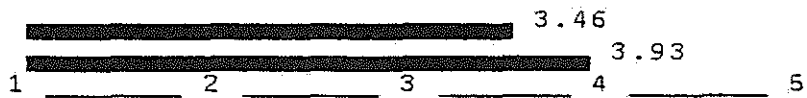
OFFICERS
ENLISTED



HIGHER IS BETTER

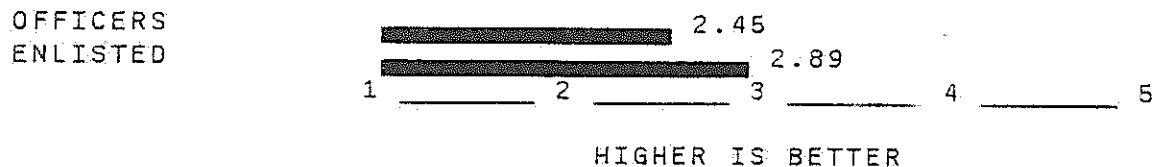
MRAPS3 - RACIAL SEPARATISM

OFFICERS
ENLISTED



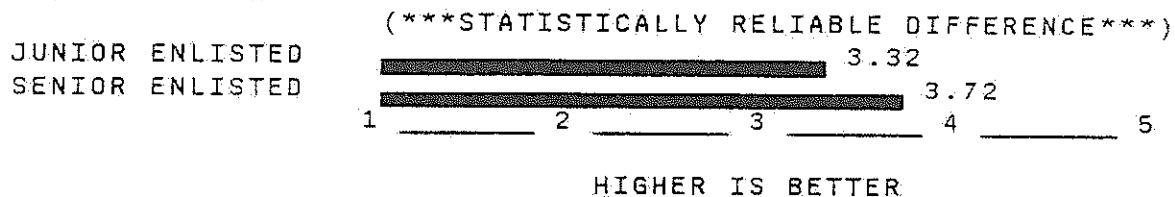
HIGHER IS BETTER

OVERALL EO CLIMATE

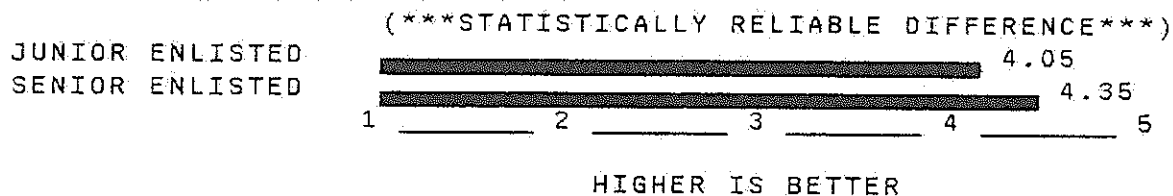


##<<<< SAMPLE UNIT: Junior Enlisted Versus Senior Enlisted >>>>##

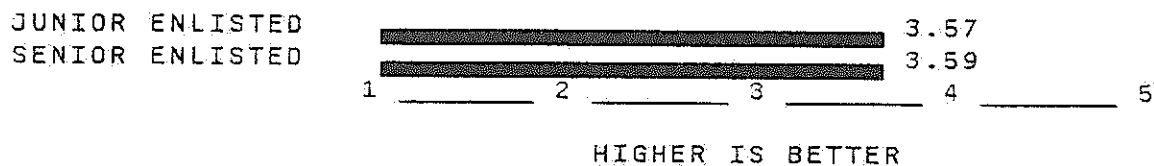
SEXUAL HARASSMENT



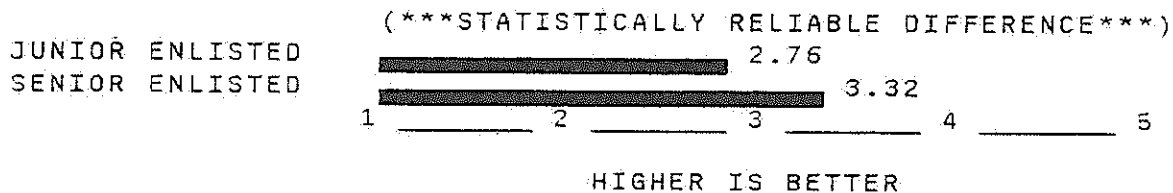
DIFFERENTIAL COMMAND BEHAVIOR



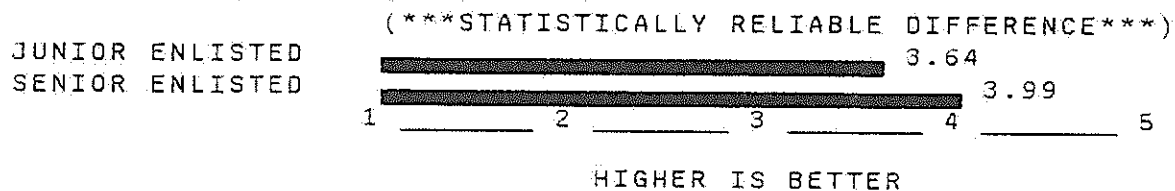
POSITIVE EO BEHAVIORS



RACIST/SEXIST BEHAVIORS

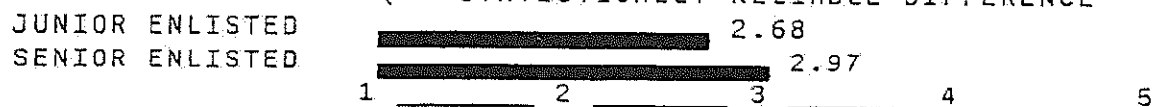


MEOCS "REVERSE" DISCRIMINATION



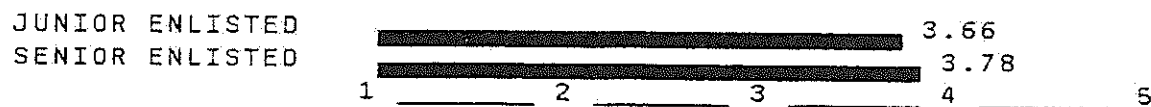
COMMITMENT

(***)STATISTICALLY RELIABLE DIFFERENCE(***)



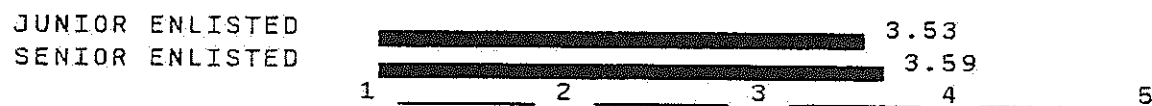
HIGHER IS BETTER

WORK GROUP EFFECTIVENESS



HIGHER IS BETTER

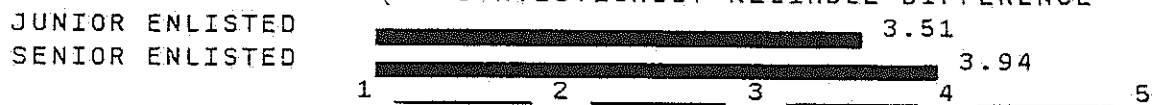
JOB SATISFACTION



HIGHER IS BETTER

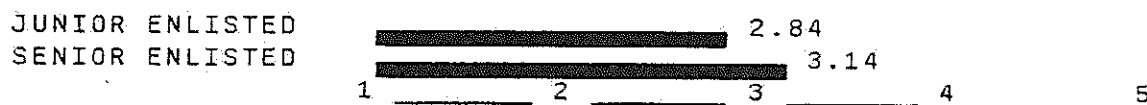
MRAPS1 - DISCRIMINATION TOWARD MINORITIES

(***)STATISTICALLY RELIABLE DIFFERENCE(***)



HIGHER IS BETTER

MRAPS2 - "REVERSE" DISCRIMINATION



HIGHER IS BETTER

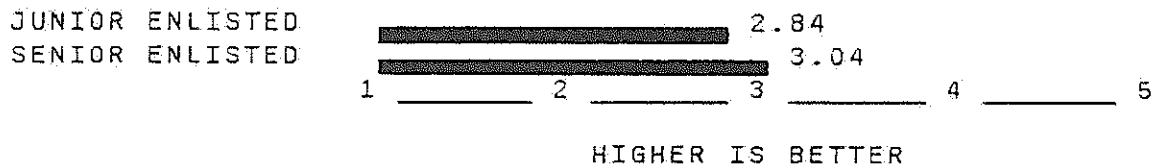
MRAPS3 - RACIAL SEPARATISM

(***)STATISTICALLY RELIABLE DIFFERENCE(***)



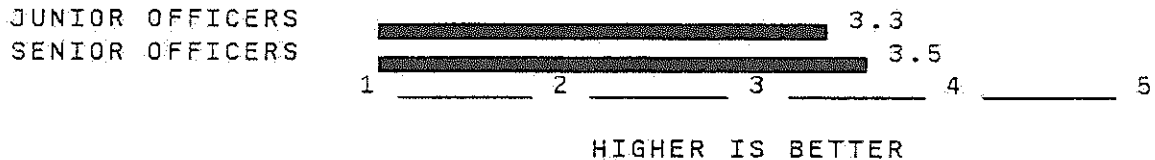
HIGHER IS BETTER

OVERALL EO CLIMATE

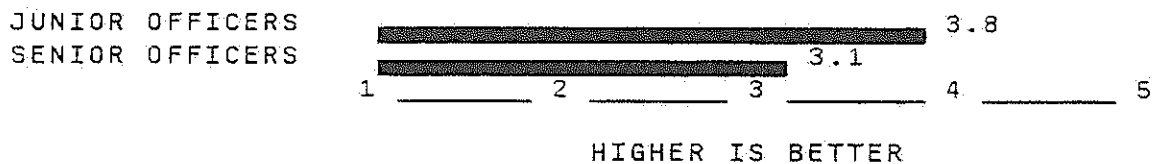


##<<< SAMPLE UNIT: Junior Officers Versus Senior Officers >>>##

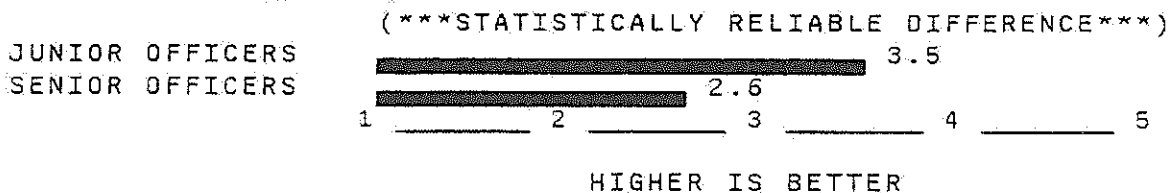
SEXUAL HARASSMENT



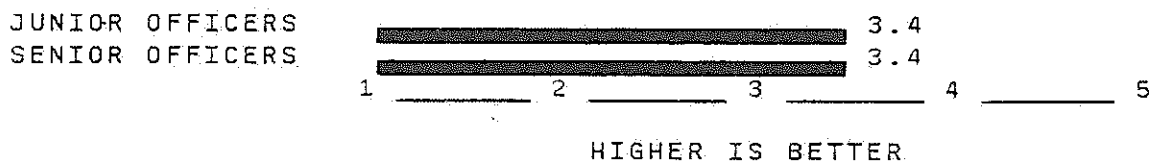
DIFFERENTIAL COMMAND BEHAVIOR



POSITIVE EO BEHAVIORS



RACIST/SEXIST BEHAVIORS



MEOCs "REVERSE" DISCRIMINATION



COMMITMENT

(***)STATISTICALLY RELIABLE DIFFERENCE(***)

JUNIOR OFFICERS

3.06

SENIOR OFFICERS

3.08

1 _____ 2 _____ 3 _____ 4 _____ 5

HIGHER IS BETTER

WORK GROUP EFFECTIVENESS

JUNIOR OFFICERS

3.47

SENIOR OFFICERS

4.19

1 _____ 2 _____ 3 _____ 4 _____ 5

HIGHER IS BETTER

JOB SATISFACTION

JUNIOR OFFICERS

3.22

SENIOR OFFICERS

2.67

1 _____ 2 _____ 3 _____ 4 _____ 5

HIGHER IS BETTER

MRAPS1 - DISCRIMINATION TOWARD MINORITIES

JUNIOR OFFICERS

3.58

SENIOR OFFICERS

3.94

1 _____ 2 _____ 3 _____ 4 _____ 5

HIGHER IS BETTER

MRAPS2 - "REVERSE" DISCRIMINATION

JUNIOR OFFICERS

3.25

SENIOR OFFICERS

3

1 _____ 2 _____ 3 _____ 4 _____ 5

HIGHER IS BETTER

MRAPS3 - RACIAL SEPARATISM

JUNIOR OFFICERS

4.1

SENIOR OFFICERS

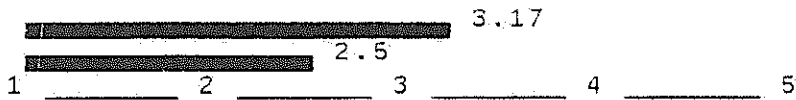
2.8

1 _____ 2 _____ 3 _____ 4 _____ 5

HIGHER IS BETTER

OVERALL EO CLIMATE

JUNIOR OFFICERS
SENIOR OFFICERS



HIGHER IS BETTER

SUGGESTED ACTIONS AND RESOURCES

The following suggestions and recommended resources are provided to assist you in planning action programs to deal with any concerns you identify from the survey results. The material is organized by survey factor and includes all factors, whether your unit scored low or high. We suggest you review your scores on each factor, including the various contrasts presented in the executive summary, and determine which factors, if any, you may want to address in your action plan. Your EO advisor is an obvious source of assistance in this process. At your request, DEOMI may also provide further help.

The scores in our report provide measures of people's attitudes; they do not tell you WHY the respondents hold those attitudes. The "whys" must be gathered through other sources, such as interviews, records reviews, and direct observations. We recommend your action plan include such activities.

Should you decide to take action, we recommend you request another MEOCS administration in 6-8 months to determine whether your actions have been effective.

SEXUAL HARASSMENT AND DISCRIMINATION

This factor measures perceptions of how extensively sexual harassment and discrimination against women occur in the unit. A higher score means the reporting group perceives fewer instances of sexual harassment and discrimination (i.e., a more favorable condition). Sexual harassment and discrimination items in the survey generally relate to behaviors such as comments made about women and discounting women's contributions, rather than behaviors such as demanding sexual favors before giving a benefit, etc.

ACTIONS/SUGGESTIONS

Investigate cases of sexual harassment.

In any environment in which men and women work together, unplanned remarks and action based on customary sex stereotypes may occur. These unthinking actions may make someone feel uncomfortable. "Sex role static" results in miscommunication; someone feels out of place, even if not the target of such actions. The effective leaders will monitor the environment to ensure that "sex role static" is not resulting in lowered morale.

Post notice of policy concerning sexual harassment. Include the definition on sexual harassment in your policy statement and assure that you have appropriate training programs for military and civilian personnel.

Incorporate guidelines concerning sexual harassment in command affirmative action plans and equal opportunity guidelines which sets quantifiable, good faith goals and time tables and maintains equal opportunity. Document will include background, objectives, actions steps, goals, proponents, and time tables necessary to assure success.

Provide, and publicize a workable mechanism for prompt reporting of complaints.

Include discussions of sexual harassment and discrimination in leadership and management training seminars for supervisors and into equal opportunity briefings for all assigned personnel.

REFERENCES

Secretary of Defense Memorandum, "DoD Definition of Sexual Harassment," July 20, 1988.

Army Reg. 600-20, Interim Change No. 1, dated 13 September 1989.

DoD Directive 1350.2, "The Department of Defense Military Equal Opportunity Program," December 23, 1988.

U.S. Coast Guard Military Civil Rights Manual, Chapter 4.

Adde, Nick. An Active-Duty Woman's Guide to Sexual Harassment. Army Times, October 5, 1987.

U.S. Navy Equal Opportunity Manual, Section IV.

U.S. Air Force Regulation 30-2, Chapter 6.

Secretary of Defense Memorandum, "Responsibility for Maintaining a Work Force Free of Sexual Harassment," September 2, 1988.

RECOMMENDED READINGS

Baxter, Ralph H. Sexual Harassment in the Work Place: A guide to the Law. New York: Executive Enterprise Publications Co., 1985.

Fuller, Mary M. Sexual Harassment At Work: How to Recognize and Deal With It. Annapolis, MD: What Would Happen If, Inc., 1979.

McCaghy, M. Dawn. Sexual Harassment: A Guide to Resources. Boston, MA: G.K. Hall, 1985.

United States Merit Systems Protection Board. Sexual Harassment in the Federal Government: An Update. Washington DC. U.S. Merit Systems Protection Board, 1988.

Burns, Michael. Sex Discrimination Against Women, Harvard Civil Rights - Civil Liberties Review, 1983.

DIFFERENTIAL COMMAND BEHAVIOR

This factor measures perceptions of differential treatment for minorities (such as denial of opportunities for schools, etc.). A higher score means less perceived discrimination.

ACTIONS/SUGGESTIONS

Equal Opportunity Climate is the expectation by individuals that they will have equal access to opportunities, responsibilities, and rewards within an organization. It is also the expectation that these opportunities, responsibilities, and rewards will be accorded on the basis of a person's abilities, efforts, and contributions; and not on race, color, sex, religion, or national origin (Landis & Fisher, 1987). A low score indicates unit members perceive that differential command behaviors would operate to the disadvantage of minority members. Some possible actions include:

- a. Monitor unit administration for trends that indicate possible unfairness, inequality, or apathy in such areas as promotions, training, duty rosters, duty positions and assignments, and the administration of UCMJ actions.
- b. Establish a continuing system of examining and evaluating recurring incidents.
- c. Utilize an open door policy to receive comments from unit members in order to stop rumors and detect those attitudes that are conducive to potential problems.
- d. Check if subordinates are "blocking the door" to convince you that no one has a problem.
- e. Analyze performance indicators, such as:
 - (1) AWOLs/UAs (reasons behind it?).
 - (2) Articles 15, courts martial (causes).
 - (3) School selection (patterns).
 - (4) Promotion selection (patterns).
 - (5) Reenlistment (patterns).

REFERENCES

Landis, D., & Fisher, G. (1987). Construction and preliminary validation of an instrument to measure equal opportunity climate (Contract No. F49620-85-c-0013). Air Force Office of Scientific Research.

Army Reg. 600-20, Interim Change No. 1, dated 13 September 1989.

U.S. Navy Equal Opportunity Manual, Section III.

U.S. Air Force Regulation 30-2, Chapter 6.

U.S. Coast Guard Military Civil Rights Manual, Chapter 3.

Department of the Army Affirmative Action Plan.

Department of Defense Directive 1350.2, "The Department of Defense Military Equal Opportunity Program," December 23, 1988.

DoD Instruction 1350.3, "Affirmative Action Planning and Assessment Process," February 29, 1988.

RECOMMENDED READINGS

Feagin, Joe R., Racial & Ethnic Relations. Prentice-Hall Inc. Englewood Cliffs, N.J. 1978

Feagin, Joe R., Institutional Discrimination, A Topological and Policy Analysis.

Spicher, C. R., Equal Opportunity and Treatment: Perceptions of United States Air Force Military Men and Women. Maxwell Air Force Base, AL: Air Command and Staff College, 1980.

POSITIVE EO BEHAVIOR

How well do majority members and minority members get along?
How well integrated are women and minorities in unit functions?
A higher score on this factor means interactions are perceived more favorably.

ACTIONS/SUGGESTIONS

Shared experiences are a common ground for communication, whereas unshared experiences are not. Wide divergence in age, (e.g., between junior enlisted; senior enlisted; and officers), cultural background, religious preference, and gender compositions of the unit is a leadership challenge in the formation of positive EO behavior. Since virtually all military units vary widely in one or more of the above factors, efforts should be made to identify those which detract from unit cohesion. Courses of action to increase Positive EO Behavior include:

- a. Establish consistent policy and actions that clearly demonstrate equality for all personnel.
- b. Encourage full participation by all members in all unit activities, especially vigorous and demanding training.

- c. Use of formal and informal "get together" where experiences can be shared.
- d. Helping members understand and appreciate differences. This can be accomplished by using resources available within the unit or at base, post, or installation level such as Community Services, Equal Opportunity Office, Health Office Activity, and the unit chaplain.
- e. It is extremely important for a member to be honored for individual excellence while still a member of the unit, as well as for the unit to share in the achievement of one of its members. Get the word out on success.
- f. It is important that you let the members of your unit know their responses to your survey are being considered by those who make the decisions that run the organization. The chain of command can further disseminate to the "rank and file" the fact that issues were identified and offer a flavor for the general attitude that seems to be pervasive in the organization. It is essential, however, that unit members hear directly from the boss that he or she is aware of their perceptions.

REFERENCES

Department of the Army Pamphlet 350-2.

Army Reg. 600-20, Interim Change No. 1, dated 13 September 1989.

U.S. Navy Equal Opportunity Manual, Section III.

U.S. Air Force Regulation 30-2, Chapter 6.

U.S. Coast Guard Military Civil Rights Manual, Chapter 3.

RECOMMENDED READINGS

Blubaugh, Jon A. and Pennington, Dorothy L. Crossing Differences...Interracial Communication. Columbus, OH: Merrill Publishing Co., 1976.

Pedersen, Paul. A handbook for Developing Multiculture Awareness. American Association for Counseling and Development, 1988.

Brislin, Richard W. Cross-Cultural Encounters. Pergamon Press Inc., 1981.

RACIST/SEXIST BEHAVIORS

This factor taps perceptions of traditional overt racist or sexist behaviors. Examples might be name calling and telling

racist or sexist jokes. A higher score on this factor indicates fewer of these behaviors are occurring.

ACTIONS/SUGGESTIONS

Conduct interpersonal communications exercises to emphasize active listening and feedback.

Offer interpersonal feedback on observed behaviors to maintain open channels of communications.

Utilize an open door policy to receive comments from unit members in order to stop rumors and detect those attitudes that are conducive to potential problems.

Make active efforts to communicate with unit personnel and visit dining facilities, dayrooms, places of work, and community facilities alone, before, during and after duty hours.

Recognize possible indicators of unrest.

- a. Negative polarization off-post and on the installation.
- b. Impatience in understanding some minority soldiers' difficulties with English language usage.
- c. Use of epithets and display of offensive symbols.
- d. Increased use of offensive language, both orally and written on latrine walls, etc.
- e. Reluctance to discuss group differences in mixed company.
- f. "Cutting in" at dining facility lines with aid of members of own group.
- g. Poor discipline.

REFERENCES

- Army Reg. 600-20, Interim Change No. 1, dated 13 September 1989.
- U.S. Coast Guard Military Civil Rights Manual, Chapter 3.
- U.S. Air Force Regulation 30-2, Chapter 6.
- U.S. Navy Equal Opportunity Manual, Section 3.

RECOMMENDED READINGS

Alport, Gordon W. The Nature of Prejudice. Anchor Books Edition, 1958.

Bar-Tal, Daniel. Stereotyping and Prejudice: Changing Conceptions. Springer Verlag, 1989.

Cherry, Robert. Discrimination: Its Economic Impact. Lexington Books, 1989.

Meier, Kenneth J. Race, Class, and Education. Madison, WI; University of Wisconsin Press, 1989.

Rowan, Carl T. Breaking Barriers. Boston, MA: Little, Brown, 1991.

Zatarain, Michael. David Duke: Evolution of a Klansman. Gretna, LA: Pelican Publishing Co., 1990.

Council on Interracial Books for Children. Fact sheet on Institutional Sexism, January, 1982.

Williams, Christine, L. Gender Differences at Work, University of California Press, 1989.

Helgesen, Sally. The Female Advantage, Women's Way of Leadership, Doubleday, 1990.

PERCEIVED "REVERSE" DISCRIMINATION

Measures the extent to which group believes minorities and women receive preferential treatment. A higher score means less "reverse" discrimination is perceived.

ACTIONS/SUGGESTIONS

Assign jobs in an equitable manner.

Ensure an awareness and understanding of affirmative action plans (AAP) and objectives to include involvement. Unit commanders, key supervisors, and staff personnel must be familiar with the entire AAP process.

Gather and analyze demographic data to determine possible imbalances in racial, ethnic, or gender composition. For example, look at any trends that may indicate that certain groups are consistently recommended for lower or higher decorations than other groups.

Communicate decisions; once decisions have been made, disseminate to those who need to know about them. Ensure command decisions are reflected in policy issuances.

Encourage after-work recreational activities.

REFERENCES

Department of Defense Directive 1350.2, "The Department of Defense Military Equal Opportunity Program," December 23, 1988.

Department of Defense Directive 1350.3, "Affirmative Action Planning and Assessment Process," February 29, 1988.

Department of the Army Pamphlet 600-26.

Army Reg. 600-20, Interim Change No. 1, dated 13 September 1989.

U.S. Air Force Regulation 35-29.

U.S. Air Force Regulation 30-2, Chapter 6.

U.S. Coast Guard Military Civil Rights Manual, Chapter 6.

U.S. Navy Equal Opportunity Manual.

RECOMMENDED READING

Sargent, A. G., Affirmative Action: Total System Change. University of Michigan Business Review, 1978.

O'Neil, Robert M. Discriminating Against Discrimination. Indiana University Press, 1975.

Fullinwider, Robert K., The Reverse Discrimination Controversy. Rowman and Littlefield, 1980.

COMMITMENT

This factor measures commitment to the Service and the organization. A higher score means more commitment and a higher likelihood of staying in the Service.

ACTIONS/SUGGESTIONS

Team Building is a process of developing and maintaining a group of people who are working toward a common goal. Team building usually focuses on one or more of the following objectives: (1) clarifying role expectations and obligations of team members; (2) improving superior-subordinate or peer relationships; (3) improving problem-solving, decision making, resource utilization, or planning activities; (4) reducing conflict; and improving organizational climate.

Make active efforts to communicate with unit personnel and visit dining facilities, places of work, and community facilities alone, before, during and after duty hours to check areas that are conducive to potential problems.

Every organization promotes a set of values that guide people in their work. This can be done consciously, as in cases where specific values are promoted in policy statement, or unconsciously, by values conveyed through the actions and examples of top leaders and other key members in face-to-face contact and also through group pressure and influence.

Friends can influence an individual in a positive or negative manner. This knowledge can be used by leaders to increase unit cohesion. For example, aim at the leader of an interest group and get him/her aboard. Chances are that others will follow. Also keep good working groups together. Do not split them up unless absolutely necessary.

Conduct unit activities. Unit activities are those events which involve total membership. They can take place during duty or non-duty hours. Common interest in an activity builds unit identification and is the chief integrating factor.

Pick a few important areas and demonstrate your commitment through visible personal involvement.

REFERENCES

- Department of the Army Pamphlet 350-2.
- Army Reg. 600-20, Interim Change No. 1, dated 13 September 1989.
- U.S. Navy Equal Opportunity Manual.
- U.S. Air Force Regulation 30-2, Chapter 6.
- U.S. Coast Guard Military Civil Rights Manual.

RECOMMENDED READINGS

- Buchanan, B. Building Organizational Commitment: The socialization of managers in work organizations. Administrative Science Quarterly, 19, 533-546, 1974.
- Pergamon-Brassey's. The Military More Than Just a Job? Pergamon-Brassey's International Defense Publishers, Inc., 1988.
- Tarkenton, F. How to motivate people. New York: Harper & Row. pp. 196-200, 1986.

PERCEIVED WORK GROUP EFFECTIVENESS

This is a measure of the perceived degree to which the unit is productive and effective. A higher score means the group perceives the unit as more effective.

ACTIONS/SUGGESTIONS

Transactional Analysis - is a process that helps people change to be more effective on the job and can also help organizations to change. The process involves several exercises that help identify organizational scripts and games that people may be playing. The results help point the way toward change. For information regarding transactional analysis training programs for organizations, write:

Transactional Analysis Management Institute, Inc.
724 Ironbark Court
Orinda, CA 94563

An analysis of work methods and processes may be appropriate in order to pinpoint common causes for delay. One potential cause may be that members of one work unit are waiting for materials or information from another work unit before they can proceed. Another potential cause could be that equipment is frequently "down" for repair.

A low score indicates that work group members are not satisfied with the quality of their work. Define goals, objectives and performance indicators for improving quality. Reward people for achieving goals and objectives. Periodically evaluate your results.

A low score indicates that work group members may be displeased with the quality or timeliness of work being produced. You may need to investigate ways to speed up work processes of deadlines without adversely affecting the quality of work.

REFERENCES

Department of the Army Pamphlet 350-2.

Army Reg. 600-20, Interim Change No. 1, dated 13 September 1989.

U.S. Naval Equal Opportunity Manual.

U.S. Air Force Regulation 30-2, Chapter 6.

U.S. Coast Guard Military Civil Rights Manual.

RECOMMENDING READINGS

Walton, M. The Deming Management Method. New York: Putnam Publishing Group, 1986.

Fournies, F.F. Coaching for Improved Work Performance. New York: Van Nostrand Reinhold Co., 1978.

Waddell, W.C. Overcoming Murphy's law. New York: AMACOM. pp. 205 - 236.

JOB SATISFACTION

The Job Satisfaction score relates to level of satisfaction with the job, helping others to improve skills, job security, and family pride in member's job.

ACTIONS/SUGGESTIONS

Motivation underlies every person's performance. Motivation is affected by quality of leadership, job fulfillment, personal recognition, and the overall support present in the working environment. Here are some things to consider to improve job satisfaction.

Resolve complaints.

Assign jobs in an equitable manner.

Recognize top performance.

 picture in newsletter

 special job title

 note of thanks

 parking space

 special badge/insignia

 special privileges

 prizes, trophies, certificates

Make sure appropriate training is available for advancement.

Re-examine work loads and re-assign people if necessary.

REFERENCES

Department of the Army Pamphlet 350-2.

Army Reg. 600-20, Interim Change No. 1, dated 13 September 1989.

U.S. Naval Equal Opportunity Manual.

U.S. Air Force Regulation 30-2, Chapter 6.

U.S. Coast Guard Military Civil Rights Manual.

RECOMMENDED READINGS

Tarkenton, F. How to Motivate People. New York: Harper & Row.

Pergamon-Brassey's. The Military More Than Just a Job?
Pergamon-Brassey's International Defense Publishers, Inc., 1988.

Moch, M. K. Racial differences in job satisfaction. Journal of Applied Psychology, 65 (3), 299-306, 1980.

MRAPS 1--DISCRIMINATION AGAINST MINORITIES

This score indicates how much respondents believe that minority members are discriminated against in the military service.

ACTIONS/SUGGESTIONS

The Department of Defense presently defines racism as: any attitude, action or institutional structure, which subordinates and subjugates a person or group of people because of race (color). The components of racism is prejudice and discrimination. prejudice may be defined as a feeling or thought, favorable or unfavorable, toward a person or thing, prior to, or not based on actual experience. Discrimination may be defined as acting toward someone or something with partiality or prejudice. It may be neutral by itself, but often is the basis for various types of oppression. Here are some assessment tools available to the commander to monitor and improve the environment.

Post notice of policy concerning racism. Include the definition of racism in your policy statement and assure that you have appropriate training programs for military and civilian personnel.

Provide, and publicize a workable mechanism for prompt reporting of complaints.

Include discussions of discrimination and prejudice in leadership and management training seminars for supervisors and into equal opportunity briefings for all assigned personnel.

Investigate cases of discrimination.

Establish a continuing system of examining and evaluating recurring incidents.

Make active efforts to communicate with unit personnel and visit dining facilities, dayrooms, places of work, and community facilities alone, before, during and after duty hours.

Offer interpersonal feedback on observed behaviors to maintain open channels of communications.

REFERENCES

Army Reg. 600-20, Interim Change No. 1, dated 13 September 1989.
U.S. Coast Guard Military Civil Rights Manual, Chapter 3.
U.S. Air Force Regulation 30-2, Chapter 6.
U.S. Navy Equal Opportunity Manual, Section 3.
Lauren, Paul G. Power and Prejudice, 1988.
Rowan, Carl T. Breaking Barriers, 1991.

RECOMMENDED READINGS

Alport, Gordon W. The nature of Prejudice. Anchor Books Edition, 1958.
Bar-Tal, Daniel, Stereotyping and Prejudice: Changing Conceptions. Springer Verlag, 1989.
Feagin, Joe R., Racial & Ethnic Relations. Prentice-Hall Inc. Englewood Cliffs, N.J. 1978.
Rowan, Carl T. Breaking Barriers. Boston MA: Little, Brown, 1991.

MRAPS 2--"REVERSE" DISCRIMINATION

This factor is similar to the concept measured on the primary MEOCS factor, but measured from a slightly different perspective. This measure relates more to the service in general. A higher score means less perceived "reverse" discrimination.

ACTIONS/SUGGESTIONS

Ensure an awareness and understanding of affirmative action plans (AAP) and objectives to include involvement. Unit commanders, key supervisors, and staff personnel must be familiar with the entire AAP process.

Gather and analyze demographic data to determine possible imbalances in racial, ethnic, or gender composition. For example, look at any trends that may indicate that certain groups are consistently recommended for lower or higher decorations than other groups.

Communicate decisions; once decisions have been made, disseminate to those who need to know about them. Ensure command decision are reflected in policy issuances.

Encourage after-work recreational activities.

REFERENCES

Department of Defense Directive 1350.2, "The Department of Defense Military Equal Opportunity Program," December 23, 1988.

Department of Defense Directive 1350.3, "Affirmative Action Planning and Assessment Process," February 29, 1988.

Department of the Army Pamphlet 600-26.

Army Reg. 600-20, Interim Change No. 1, dated 13 September 1989.

U.S. Air Force Regulation 35-29.

U.S. Air Force Regulation 30-2, Chapter 6.

U.S. Coast Guard Military Civil Rights Manual, Chapter 6.

U.S. Navy Equal Opportunity Manual.

RECOMMENDED READING

Sargent, A. G., Affirmative Action, Total System Change. University of Michigan Business Review, 1978.

O'Neil, Robert M., Discriminating Against Discrimination. Indiana University Press, 1975.

Fullinwider, Robert K., The Reverse Discrimination Controversy. Rowman and Littlefield, 1980.

MRAPS 3-- ATTITUDES TOWARD RACIAL SEPARATISM

This factor measures how much respondents believe the races should remain separate. A higher score means there is less desire for racial separatism.

ACTIONS/SUGGESTIONS

Harmonious relations is a pattern of agreeable association among all personnel within an organizational setting, free of tension or unnecessary professional conflict. A low score indicates unit members perceive that there are policies or practices which have the intent or effect of imposing the social

separation of minority and non minority groups. Some possible actions include:

- a. Use of formal and informal "get togethers" where experiences can be shared.
- b. Helping members understand and appreciate differences. This can be accomplished by using resources available within the unit or at base, post, or installation level such as Community Services, Equal Opportunity Office, Health Office, and unit chaplain.
- c. Encourage full participation by all members in all unit activities, especially vigorous and demanding training.
- d. Devise methods to foster understanding among unit officers and enlisted members from all ethnic backgrounds.
- e. Recognize possible indicators of negative polarization off-post and on the installation.
- f. Conduct Ethnic Observances.

REFERENCES

Army Reg. 600-20, Interim Change No. 1, dated 13 September 1989.
U.S. Coast Guard Military Civil Rights Manual.
U.S. Air Force Regulation 30-2.
U.S. Navy Equal Opportunity Manual.

RECOMMENDED READING

Pettigrew, Thomas F. Racially Separate or Together. McGraw-Hill 1971.

Hiett, R. L., McBride, R. S., Fiman, B. G., Thomas, J.A., O'Mara, F.E., & Sevilla, E. The Racial Attitudes and Perceptions Survey (Technical paper 338). Alexandria, VA: U.S. Army Research Institute for the Behavioral and Social Sciences. 1978.

Pedersen, Paul. A Handbook for Developing Multiculture Awareness. American Assoc. for Counseling and Development, 1988.

OVERALL EQUAL OPPORTUNITY CLIMATE

This is a combined measure of how the respondent views EO as a whole and how he or she perceives others view the EO climate. Overall Equal Opportunity Climate is measured on a scale from "very Poor" (1) to "very good" (5). The numerical ratings for

the EO climate are not directly comparable to the MEOCS ratings. A higher score means a more favorable view of EO climate.

ACTIONS/SUGGESTIONS

It is important that you let the members of your unit know their responses to your survey are being considered by those who make the decisions that run the organization. The chain of command can further disseminate to the "rank and file" the fact that issues were identified and offer a flavor for the general attitude that seems to be pervasive in the organization. It is essential, however, that unit members hear directly from the boss that he or she is aware of their perceptions. Let them know that you heard both the good comments AND the not so good.

Conduct clarification/communication sessions to discuss issues raised in the survey and from other sources of information. These sessions will allow different perspectives to be clarified. For example, men and women; minority and majority members; and officers and enlisted members. The results of these sessions are disseminated to every member of the command so that all understand and work with a common purpose.

The Department of Defense mandates ongoing training in leadership (equal opportunity) issues at all levels of the professional military education system as well as at unit level. The mistake to avoid here is to delegate this responsibility to a special office instead of charging your leadership or training department with it as you do with all your other training requirements. This does not mean that "subject matter experts" are not included in the coordination process related to developing and delivering this training. It simply means the training is an integral part of the unit's total training package.

Devise methods to foster understanding among unit officers and enlisted members from all ethnic backgrounds.

Utilize an open door policy to receive comments from unit members in order to stop rumors and detect those attitudes that are conducive to potential problems.

REFERENCES

Army Reg. 600-20, Interim Change No. 1, dated 13 September 1989.

U.S. Coast Guard Military Civil Rights Manual.

U.S. Navy Equal Opportunity Manual.

U.S. Air Force Regulation 30-2, Chapter 6.

OPNAVINST 5354.1C/5354.3B.

U.S. Air Force Regulation 30-13/35-29.

Department of Defense Directive 1100.15/5120.36.

RECOMMENDED READINGS

Johnson, William B. and Packer, Arnold H. Work Force 2000. Hudson Institute, 1987.

Melia, Jinx and Lyttle, Pauline. Why Jenny Can't Read. Operational Politics, Inc., 1986.

Kitano, Harry H. L. Race Relations. Prentice-Hall Inc. Englewood Cliffs, N.J.

Binkin, Martin and Bach, Shirley J. Women and The Military. Brookings Institution Washington DC, 1977.

TAB B
INFORMATION PAPER (MEOCS)

INFORMATION PAPER
ON
THE MILITARY EQUAL OPPORTUNITY CLIMATE SURVEY (MEOCS)

At the direction of the Defense Equal Opportunity Council (DEOC), the Defense Equal Opportunity Management Institute (DEOMI) developed MEOCS as a tool for military commanders to assess the equal opportunity climate of their organizations. This survey measures the attitudinal climate (i.e., people's feelings and beliefs) rather than numbers of incidents or complaints.

The survey measures the perceptions of unit members in relation to five primary factors. Those factors are sexual harassment and discrimination, differential behaviors toward women and minorities, positive equal opportunity behaviors, overt racist/sexist behaviors, and concerns related to "reverse discrimination" (preferential treatment of minorities and women).

In addition to these primary factors, the survey measures job satisfaction, opinions of unit productivity or effectiveness, identification with (or loyalty to) the Service, and personal experience of the respondent with instances of discrimination.

Once the responses are collected, they are returned to DEOMI for analysis using statistical programs and validated assessment techniques. Those who respond are guaranteed confidentiality, so no one in the unit knows who said what on the survey. Additionally, the assessment report is sent only to the commander who requested the survey.

The assessment package is comprised of the statistical analysis of the results as well as a narrative interpretation of the responses. At the commander's request (and subject to his or her funding) a face-to-face briefing of the results will be arranged in addition to the written package that is provided. While this is the preferred method for providing the commander the assessment, we recognize that not all units or activities have the resources to fund this. In those cases, only the written assessment will be forwarded to the commander.

In conjunction with the assessment report, DEOMI will provide (upon request) people qualified to assist the commander and his or her designated project officer(s) in determining courses of action the commander deems appropriate based upon the results of the survey. This assistance is tailored to the needs of the unit and is designed to close the loop where the commander assesses his or her organization, determines courses of action to remedy identified shortcomings and build on strengths, and then implements those actions. The final step in this process is for follow on evaluation to ensure plans made and actions taken were on target. A re-evaluation is recommended approximately 6 months from the briefing of the initial MEOCS results. We recommend this evaluation include a second administration of the MEOCS; but again, this determination is made by the commander.

TAB C

CONCEPTUAL SUMMARY OF FACTORS

CONCEPTUAL SUMMARY OF MILITARY EQUAL OPPORTUNITY CLIMATE SURVEY FACTORS

The results of the Military Equal Opportunity Climate Survey (MEOCS) are reported in terms of factor scores rather than as responses to individual survey items. There are several reasons for this practice, including the following:

1) Factors are combinations of survey items that have been shown by statistical analysis to be measuring the same psychological dimension. Because factor scores are based on a number of items, they are more reliable and stable than individual items.

2) Factor scores summarize the results in a shorter, more coherent, more interpretable presentation. It is generally easier for people to attach meaning to the results from a few factors than from a large number of individual items.

3) Factor scores may be computed so that all scores read in the same direction, regardless of the direction of the initial item. For example, on MEOCS factors, a higher factor score means a perception that something is better, regardless of the wording of the original items. This allows commanders and others who see the results to more quickly assimilate the meaning of the scores.

The MEOCS package has several sections, with their related factors. The first section contains the primary MEOCS factors, which are measures of perceived likelihood of Sexual Harassment and Discrimination, Differential Command Behaviors Toward Minorities, Positive Equal Opportunity Behaviors, Racist/Sexist Behaviors, and Perceived "Reverse" Discrimination. (Note: The Defense Equal Opportunity Management Institute does not make a distinction between so-called "reverse" discrimination and any other type; discrimination is discrimination. However, since some people believe that "reverse" discrimination exists--that women and minorities receive preferential treatment--the survey taps that perception. The pervasiveness of this perception is an important aspect of equal opportunity climate.) The next section of the survey looks at organizational factors--Commitment to the Service and Organization, Perceived Work Group Effectiveness, and Job Satisfaction. Following these factors are items from the Modified Racial Attitudes and Perceptions Survey (MRAPS), a survey developed by Army researchers in the mid-1970's. These MRAPS items are used to construct three factors--Discrimination Against Minorities, "Reverse" Discrimination, and Attitudes Toward Racial Separatism. These factors provide a different approach to measuring EO climate and allow a cross-check and fuller analysis of the MEOCS primary factors. The final section of MEOCS contains demographic information and questions about the respondent's experience with discrimination. It also contains measures of the General Equal Opportunity Climate.

On the survey, factor scores range from a minimum of 1 to a maximum of 5. A score of 3 is the midpoint of the scale. On the five primary MEOCS factors, a 3 corresponds to a "moderate amount"; on the Organizational Factors, Modified Racial Attitudes and Perceptions Factors, and General Equal Opportunity Score, a score of 3 means "neutral" or "average." The higher the score, the more favorable for equal opportunity the climate is perceived to be.

When MEOCS results are reported, a number of comparisons are made between relevant subgroups. For example, males and females, minorities and nonminorities, and officers and enlisted are compared. A statistical analysis of these comparisons reveals whether the differences in scores are "real" differences, or whether they might be due to sampling error and chance fluctuations. The report contains a summary of which differences are "real" (statistically significant). If differences are not statistically significant, the two groups should be considered to have equal scores.

The following summary describes each of the 12 reported factors.

PRIMARY MEOCS FACTORS

Sexual Harassment and Discrimination. Measures perceptions of how extensively sexual harassment and discrimination against women occur in the unit. A higher score means the reporting group perceives fewer instances of sexual harassment and discrimination (i.e., a more favorable condition).

Differential Command Behavior. Measures perceptions of differential treatment for minorities (such as denial of opportunities for schools, etc.). A higher score means less perceived discrimination.

Positive EO Behaviors. How well do majority members and minority members get along? How well integrated are women and minorities in unit functions? A higher score on this factor means interactions are perceived more favorably.

Racist/Sexist Behaviors. This factor taps perceptions of traditional overt racist or sexist behaviors. Examples might be name calling and telling racist or sexist jokes. A higher score indicates fewer of these behaviors are occurring.

Perceived "Reverse" Discrimination. Measures the extent to which the group believes minorities and women receive preferential treatment. A higher score means less "reverse" discrimination is perceived.

GENERAL EQUAL OPPORTUNITY CLIMATE

General Equal Opportunity Climate is a combined measure of how the respondent views EO in the unit as a whole and how he or she perceives others view the EO climate. A higher score means a more favorable view.

ORGANIZATIONAL FACTORS

Commitment. Measures commitment to the Service and the organization. A higher score means more commitment and a higher likelihood of staying in the Service.

Perceived Work Group Effectiveness. Measures the perceived degree to which the unit is productive and effective. A higher score means the group perceives the unit as more effective.

Job Satisfaction. Indicates level of satisfaction with the job. A higher score means greater satisfaction.

MODIFIED RACIAL ATTITUDES AND PERCEPTIONS SURVEY FACTORS

MRAPS1--Discrimination Against Minorities. How much are minorities discriminated against in the unit? A higher score means less discrimination.

MRAPS2--"Reverse" Discrimination. Similar to the concept measured on the primary MEOCS factor, but measured from a slightly different perspective. A higher score means less preferential treatment for women and minorities is perceived.

MRAPS3--Attitudes Toward Racial Separatism. Measures how much respondents believe the races should remain separate. A higher score means there is less desire for racial separatism.

TAB D

COMMANDER'S MEMO & COPY OF MEOCS

MILITARY EQUAL OPPORTUNITY CLIMATE SURVEY (MEOCS) NAVY VERSION

PRIVACY ACT STATEMENT

In accordance with DoD Directive 5400.11, the following information about this survey is provided:

- a. Authority: 10 USC, 131.
- b. Principal Purpose: The survey is being conducted to assess your organization from an equal opportunity and motivational perspective.
- c. Routine Uses: Information provided by respondents will be treated confidentially. The averaged data will be used for identifying strengths and weaknesses in the unit, research, and development purposes. Averaged results will be provided to the commander requesting the survey and will be accumulated to a database of results from all organizations surveyed in your Service.
- d. Participation: Response to this survey is voluntary. Failure to participate will lessen the ability of your commander to identify concerns and will hamper efforts by DoD to track trends in equal opportunity and organizational issues. Your response is needed to ensure the validity of the survey. We appreciate your participation.

This survey was constructed by the Center for Applied Research and Evaluation, University of Mississippi under Contract F08806-89-C-007 from Defense Equal Opportunity Management Institute, Patrick Air Force Base, FL 32925-6685. For further information, see Landis, D. (1990), *Military Equal Opportunity Climate Survey: Reliability, Construct Validity, and Preliminary Field Test* (Available from DTIC)

MILITARY EQUAL OPPORTUNITY CLIMATE SURVEY (MEOCS)

THIS SURVEY IS AUTHORIZED BY YOUR COMMAND TO MEASURE THE EQUAL OPPORTUNITY CLIMATE. WE NEED TO GAUGE THE POTENTIAL FREQUENCY OF CERTAIN KINDS OF ACTIONS. WE HAVE GATHERED THE LIST OF ACTIONS FROM SERVICE PEOPLE ON ACTIVE DUTY LIKE YOURSELVES. IN PART I OF THE SURVEY, WE ASK THAT YOU ESTIMATE THE CHANCES THAT THE ACTION OCCURRED DURING THE PAST 30 DAYS AT YOUR DUTY LOCATION (BASE, POST, SHIP, ETC.).

Use the following scale to make your judgments:

- 1 = There is a *very high chance* that the action occurred.
- 2 = There is a *reasonably high chance* that the action occurred.
- 3 = There is a *moderate chance* that the action occurred.
- 4 = There is a *small chance* that the action occurred.
- 5 = There is *almost no chance* that the action occurred.

EXAMPLE: IF, IN YOUR OPINION, THERE IS A VERY HIGH CHANCE THAT "AN ENLISTED MALE GAVE A 'WOLF WHISTLE' TO AN ENLISTED FEMALE," YOU WOULD ASSIGN A "1" TO THAT ACTION.

REMEMBER: YOU NEED NOT HAVE PERSONALLY SEEN OR EXPERIENCED THE ACTIONS. WE ONLY WANT YOUR OPINION ON THE CHANCES THAT THE ACTIONS MIGHT HAVE OCCURRED AT YOUR LOCATION IN THE PAST 30 DAYS.

MORE INSTRUCTIONS ON NEXT PAGE

Military Equal Opportunity Climate Survey (NAVY VERSION)

FOR THE PURPOSES OF THIS SURVEY, "MINORITY" INCLUDES MALES OR FEMALES OF THE FOLLOWING RACIAL/ETHNIC GROUPS:

BLACK (NOT OF HISPANIC ORIGIN)
HISPANIC
ASIAN-AMERICAN OR PACIFIC ISLANDERS
NATIVE AMERICAN/ALASKAN NATIVE

"MAJORITY" OR "WHITE" INCLUDES MALES AND FEMALES NOT IN THE GROUPS LISTED ABOVE.

BY "COMMANDER" OR "COMMANDING OFFICER," WE MEAN ANY PERSON IN A POSITION OF COMMAND, AT ANY LEVEL IN THE ORGANIZATION.

AGAIN, PLEASE RATE EACH ACTION, EVEN IF YOU HAVE NOT PERSONALLY EXPERIENCED IT.

USE A #2 PENCIL TO RATE EACH ACTION ON THE RESPONSE SHEET PROVIDED, AND REMEMBER:

THERE ARE NO RIGHT OR WRONG ANSWERS.

BEFORE BEGINNING THE SURVEY, COMPLETE THE BLOCKS DESIGNATED "LOCATION CODE" AND "SERVICE CODE" ON YOUR COMPUTER RESPONSE SHEET. THE INSTRUCTIONS FOR COMPLETING THE LOCATION/SERVICE CODES ARE IN A SEPARATE SHEET DISTRIBUTED WITH YOUR SURVEY BOOKLET.

PART I

Use the following scale to make your judgments:

- 1 = There is a *very high chance* that the action occurred.
- 2 = There is a *reasonably high chance* that the action occurred.
- 3 = There is a *moderate chance* that the action occurred.
- 4 = There is a *small chance* that the action occurred.
- 5 = There is *almost no chance* that the action occurred.

At your duty location during the past 30 days:

- | | |
|---|--|
| <p>1. Unit special events (athletic programs, picnics, etc.) were attended by both majority and minority personnel.</p> <p>2. The spouses of White and minority personnel were seen going out together to socialize.</p> <p>3. A White military member told several jokes about Blacks and other minorities.</p> <p>4. The commanding officer did not appoint a qualified White as chief of staff, but instead appointed a less qualified minority.</p> <p>5. Majority and minority officers were seen socializing together at off-duty locations.</p> <p>6. A senior petty officer made demeaning comments about minority personnel.</p> <p>7. Majority and minority enlisted personnel were seen socializing together at off-duty locations.</p> <p>8. A race relations survey was taken, but no groups other than Blacks and Whites were used.</p> <p>9. At an intramural athletic event, a White military person in the audience yelled a racial slur at a member of the other team.</p> <p>10. A White officer frequently reprimanded a minority enlisted person but rarely reprimanded a White enlisted person.</p> <p>11. A commander invited a newly arrived Black male officer to lunch to make him feel welcome, but did not invite a White</p> | <p>male officer to lunch who had joined his staff a few weeks earlier.</p> <p>12. A group of Black and White service people were overheard using the term "spic."</p> <p>13. Graffiti written on the restroom/head walls "put down" minorities and women.</p> <p>14. A new minority person joined the unit and quickly developed close White friends from within the unit.</p> <p>15. A minority enlisted man made off-color remarks about a minority enlisted woman.</p> <p>16. A minority person was reprimanded by a commanding officer for dating a same ranked White person of the opposite sex (who is not in their chain-of-command).</p> <p>17. A minority enlisted man was selected for a prestigious assignment over a White enlisted man who was equally, if not slightly better, qualified.</p> <p>18. A White commanding officer did not recommend promotion for a qualified minority subordinate.</p> <p>19. When the commanding officer held staff meetings, females and minorities, as well as White males, were asked to contribute suggestions to solve problems.</p> <p>20. A majority military person complained that there was too much interracial dating at this duty location.</p> <p>21. The commanding officer always gave the less desirable temporary duty locations to men.</p> |
|---|--|

Military Equal Opportunity Climate Survey (NAVY VERSION)

- 1 = There is a very high chance that the action occurred.
2 = There is a reasonably high chance that the action occurred.
3 = There is a moderate chance that the action occurred.
4 = There is a small chance that the action occurred.
5 = There is almost no chance that the action occurred.

22. A Black enlisted woman was given the Military Member (e.g., Soldier, Sailor, Marine, etc.) of the Month Award even though she had slightly fewer points than her nearest competitor, a White enlisted man.
23. A minority enlisted person was assigned less desirable living quarters than a White.
24. The term "dyke," referring to a particular female military member, was overheard in the mess/dining facility.
25. The commanding officer changed the duty roster when he or she discovered that two Blacks were assigned to guard duty on the same shift.
26. Minorities and Whites sat at separate tables in the mess/dining facility.
27. All equal opportunity staff were either females or minorities.
28. A commanding officer giving a lecture took more time when answering questions from Whites than when answering questions from minorities.
29. Majority and minority enlisted personnel were seen socializing together.
30. When reprimanding a Black enlisted person, the White noncommissioned officer used terms such as "boy."
31. Women officers above the grade of lieutenant had both males and females as subordinates.
32. A male officer touched a female officer, but never touched male co-workers.
33. A White and a minority enlisted person turned in similar pieces of equipment with similar problems. The minority person was given a new issue; the other equipment was sent to maintenance for repair.
34. A reenlistment speech to a minority enlisted person focused on the lack of opportunity elsewhere; to a White enlisted, it focused on promotion.
35. White personnel joined minority friends at the same table in the mess hall/dining facility.
36. When a female officer was promoted, a male officer made the comment, "I wonder who she slept with to get promoted so fast."
37. A commanding officer gave the same punishment to minority and White enlisted persons for the same offense.
38. A qualified minority lieutenant was denied the opportunity for professional military education by his/her commanding officer. A White lieutenant with the same qualifications was given the opportunity.
39. When a female complained of sexual harassment to her superior, he told her, "You're being too sensitive."
40. Offensive racial/ethnic names were frequently heard.
41. The only female in a work group was expected to provide housekeeping supplies, such as needle and thread, aspirin, etc., in her desk.
42. Racial/ethnic jokes were frequently heard.
43. A female was asked to take notes and provide refreshments at staff meetings (such duties were not part of her job assignment).
44. A commanding officer gave a minority subordinate a more severe nonjudicial punishment for a minor infraction. A White who committed the same offense was given a less severe penalty.

Part I (Continued)

- 1 = There is a *very high chance* that the action occurred.
- 2 = There is a *reasonably high chance* that the action occurred.
- 3 = There is a *moderate chance* that the action occurred.
- 4 = There is a *small chance* that the action occurred.
- 5 = There is *almost no chance* that the action occurred.

45. A better qualified male officer was not picked for a good temporary duty assignment because the commanding officer said it would look better for equal opportunity to have a female officer on this temporary duty.

46. An officer referred to women subordinates by their first names in public while using ranks for the male subordinates.

47. The commanding officer assigned an attractive female to show visiting male officials around because, "We need someone nice looking to show them around."

48. A military woman who complained of sexual harassment was transferred to another unit.

49. A male enlisted person stated, "Our unit worked together better before the woman was assigned to us."

50. At off-duty social activities, minorities and Whites were seen socializing in the same group.

PART II

In this part of the survey, assume that you have completed your entire tour of duty at the location where you are now stationed, and the job characteristics were about the same for the entire tour. Answer the following questions regarding how you would feel about the Navy. Use the following scale:

- 1 = *totally agree* with the statement
- 2 = *moderately agree* with the statement
- 3 = *neither agree nor disagree* with the statement
- 4 = *moderately disagree* with the statement
- 5 = *totally disagree* with the statement

51. I would accept almost any type of job assignment in order to stay in the Navy.

52. I find that my values and the Navy's values are very similar.

53. I am proud to tell others that I am part of the Navy.

54. I could just as well be working for a civilian organization as long as the type of work was similar.

55. I feel very little loyalty to the Navy.

56. The Navy really inspires the very best in me in the way of job performance.

57. It would take very little change in my present circumstances to cause me to leave the Navy.

58. I am extremely glad that I chose to join the Navy over other Services that I was considering.

59. There's not too much to be gained by sticking with the Navy to retirement.

60. Often, I find it difficult to agree with the Navy's policies on important matters relating to its people.

61. For me, the Navy is the best of all possible organizations for which to work.

62. Deciding to join the Navy was a definite mistake on my part.

PART III

Please respond to the following items regarding the effectiveness of your work group (all persons who report to the same supervisor that you do) using the scale below:

- 1 = *totally agree* with the statement
- 2 = *moderately agree* with the statement
- 3 = *neither agree nor disagree* with the statement
- 4 = *moderately disagree* with the statement
- 5 = *totally disagree* with the statement

63. The amount of output of my work group is very high.

64. The quality of output of my work group is very high.

65. When high priority work arises, such as short suspenses, crash programs, and schedule changes, the people in my work group do an outstanding job in handling these situations.

66. My work group always gets maximum output from available resources (e.g., personnel and materials).

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

PART IV

The questions in Part IV are used to determine how satisfied you are with some specific job-related issues. Indicate your degree of satisfaction or dissatisfaction by choosing the most appropriate phrase:

- 1 = *very satisfied*
- 2 = *moderately satisfied*
- 3 = *neither dissatisfied nor satisfied*
- 4 = *somewhat dissatisfied*
- 5 = *very dissatisfied*

Level of satisfaction with:

68. The chance to help people and improve their welfare through the performance of my job.

69. My amount of effort compared to the effort of my co-workers.

70. The recognition and pride my family has in the work I do.

71. My job security.

72. The chance to acquire valuable skills in my job that prepare me for future opportunities.

73. My job as a whole.

PART V

In this section, we are asking for your opinions about certain issues. On your answer sheet, mark your response to each of these statements, as follows:

- 1 = *totally agree* with the statement
- 2 = *moderately agree* with the statement
- 3 = *neither agree nor disagree* with the statement
- 4 = *moderately disagree* with the statement
- 5 = *totally disagree* with the statement

74. Minorities and women were better off before this equal opportunity business got started.

75. More severe punishments are given out to minority as compared to majority offenders for the same types of offenses.

76. Whites in charge of minority supervisors doubt the minorities' abilities.

77. Minorities get more extra work details than Whites.

78. I understand the feelings of people of other races better since I joined the military service.

Military Equal Opportunity Climate Survey (NAVY VERSION)

79. The military service is fully committed to the principle of fair treatment for all its members.

80. After duty hours military people should stick together in groups made up of their race only (e.g., Blacks only with Blacks and Whites only with Whites).

81. White males act as though stereotypes about minorities and women are true (for example, "Blacks are lazy").

82. Trying to bring about the integration of women and minorities is more trouble than it's worth.

83. If the race problem can be solved anywhere, it can be solved in the military service.

84. White males have a better chance than minorities and women to get the best training opportunities.

85. Whites assume that minorities commit every crime that occurs, such as thefts in living quarters.

86. White males do not show proper respect for minorities and women with higher rank.

87. Minorities and Whites would be better off if they lived and worked only with people of their own races.

88. I dislike the idea of having a supervisor of a race different from mine.

89. White males are not willing to accept criticism from minorities and women.

90. Whites get away with breaking rules that result in punishment for minorities.

91. Some minorities and women get promoted just because they are minorities and women.

92. Power in the hands of minorities is a dangerous thing.

93. Minorities and women frequently cry "prejudice" rather than accept responsibility for personal faults.

94. I wouldn't like to have a supervisor of the opposite sex.

95. The military service provides a good career opportunity for minorities and women.

96. Minorities and women get away with breaking rules that White males are punished for.

97. There should be more close friendships between minorities and Whites in the military service.

98. At this duty location, I have personally felt discriminated against because of my race.

99. Minorities don't take advantage of the educational opportunities that are available to them.

100. Many minorities act as if they are superior to Whites.

PART VI

In this last section, please tell us some things about yourself. This information will be used for statistical analysis only.

101. I have personally experienced an incident of discrimination (racial, sexual, or sexual harassment) directed at me from military sources (including civilians employed by the military).

1 = YES 2 = NO

102. I filed a complaint (or request mast) on the incident.

1 = YES 2 = NO 6 = N/A

103. I was satisfied with the disposition of the complaint that I filed.

1 = YES 2 = NO 6 = N/A

104. I have personally experienced an incident of discrimination (racial, sexual, or sexual harassment) from non-military sources.

1 = YES 2 = NO

105. I filed a complaint on the incident.

1 = YES 2 = NO 6 = N/A

Military Equal Opportunity Climate Survey (NAVY VERSION)

106. I was satisfied with the disposition of the complaint that I filed.

1 = YES 2 = NO 6 = N/A

107. The highest level of education I have completed is

- 1 = less than graduating from high school.
- 2 = high school graduate or G.E.D.
- 3 = some college.
- 4 = college degree.
- 5 = advanced college work or degree.

108. Before I joined the service, the approximate percentage of my close personal friends who were of my same racial/ethnic group was

- 1 = 25 percent or less.
- 2 = more than 25 but less than 50 percent.
- 3 = more than 50 but less than 75 percent.
- 4 = more than 75 but less than 100 percent.
- 5 = 100 percent.

109. Currently, I have at least one close personal friend (a person with whom I would feel comfortable discussing very personal problems) who is of a different racial/ethnic group than myself.

1 = YES 2 = NO

110. Most people would rate the equal opportunity climate at this duty location as

- 1 = very poor.
- 2 = poor.
- 3 = about average.
- 4 = good.
- 5 = very good.

111. I personally would rate the equal opportunity climate at this duty location as

- 1 = very poor.
- 2 = poor.
- 3 = about average.
- 4 = good.
- 5 = very good.

112. I am

1 = female. 2 = male.

113. My racial/ethnic group is

- 1 = American Indian or Alaskan Native.
- 2 = Asian or Pacific Islander.
- 3 = Black (not of Hispanic origin).
- 4 = Hispanic.
- 5 = White (not of Hispanic origin).
- 6 = Other.

114. My military status is

- 1 = officer.
- 2 = warrant officer.
- 3 = enlisted.

115. If enlisted, what pay grade?

- 1 = E1 - E3
- 2 = E4 - E5
- 3 = E6
- 4 = E7
- 5 = E8 - E9
- 6 = NOT AN ENLISTED PERSON

116. If warrant officer, what pay grade?

- 1 = W1
- 2 = W2
- 3 = W3
- 4 = W4
- 6 = NOT A WARRANT OFFICER

117. If officer, what pay grade?

- 1 = O1-O2
- 2 = O3
- 3 = O4
- 4 = O5
- 5 = O6 or above
- 6 = NOT AN OFFICER

118. My age is

- 1 = under 20 years.
- 2 = 20 - 25.
- 3 = 26 - 30.
- 4 = 31 - 40.
- 5 = 41 - 50.
- 6 = 51 or over.

119. My branch of Service is

- 1 = Air Force.
- 2 = Army.
- 3 = Navy.
- 4 = Marine Corps.
- 5 = Coast Guard.

WAIT . . . HAVE YOU CODED YOUR LOCATION AND SERVICE CODES (PAGE 2)? IF NOT, PLEASE DO SO NOW. THANK YOU AGAIN FOR YOUR HELP.

TAB E

VALID OBSERVATIONS DATA

VALID OBSERVATIONS LISTING

The following computer listing gives the average (mean) ratings (and other statistical data) for all individual items and factor scores on the survey. The "N" column shows how many individual responses the computer was able to read, or compute in the case of factor scores, for each item. The N will vary based on missing data.

The survey items start with MEOCS1, the item numbered 1 in the booklet, and go through DEM119, the item numbered 119 in the booklet. The primary MEOCS items are MEOCS1 through MEOCS50, numbered 1-50 in the booklet; items 51 through 62 are the commitment items (COM51-COM62); items 63-67 (EFF63-EFF67) are the perceived workgroup effectiveness items; items 68-73 are the job satisfaction items (SAT68-SAT73); the modified RAPS items are numbered 74-100 (RAPS74-RAPS100); and the demographic items (DEM101-DEM119) are numbered 101-119 in the survey booklet. The factor scores are also computed and explained at Tab G.

To see the average response to survey item 100, for example, you would look up RAPS100 in the printout; to see the average response to item 102, a demographic item, you would look up DEM102. Note, however, that it makes more sense to look at a tabulation of each response choice for the demographic items. We have provided another set of computer printouts (Tab H) that gives such frequency distributions for the demographic items. Since these are primarily yes-no items, the frequency charts make it easy to see how many answered "yes" and how many answered "no."

Number of Valid Observations (Listwise) = .00

Variable	Mean	Std Dev	Minimum	Maximum	N Label
CASE	104.00	59.54	1	207	200
ID1	5.99	.08	5	6	174
ID2	4.99	.08	4	5	174
ID3	5.98	.30	2	6	174
ID4	3.00	.	3	3	1
ID5	7.00	.	7	7	1
ID6	2.99	.17	1	4	174
ID7	1.03	.34	1	5	174
NEOCS1	2.03	1.04	1	5	201
NEOCS2	2.83	1.19	1	5	196
NEOCS3	2.44	1.28	1	5	198
NEOCS4	3.75	1.28	1	5	194
NEOCS5	2.97	1.25	1	5	196
NEOCS6	3.03	1.31	1	5	197
NEOCS7	2.28	1.30	1	5	196
NEOCS8	3.86	1.34	1	5	197
NEOCS9	3.90	1.22	1	5	197
NEOCS10	3.91	1.18	1	5	196
NEOCS11	4.16	1.06	1	5	196
NEOCS12	3.68	1.25	1	5	198
NEOCS13	2.77	1.52	1	5	198
NEOCS14	2.74	1.23	1	5	199
NEOCS15	2.99	1.26	1	5	196
NEOCS16	4.08	1.15	1	5	195
NEOCS17	3.42	1.35	1	5	197
NEOCS18	4.16	1.10	1	5	195
NEOCS19	2.11	1.27	1	5	194
NEOCS20	3.38	1.35	1	5	196
NEOCS21	3.73	1.27	1	5	196
NEOCS22	3.54	1.31	1	5	195
NEOCS23	4.26	1.03	1	5	199
NEOCS24	2.07	1.28	1	5	199
NEOCS25	4.38	.93	1	5	198
NEOCS26	2.25	1.32	1	5	199
NEOCS27	3.62	1.27	1	5	196
NEOCS28	4.36	.92	1	5	197
NEOCS29	2.36	1.25	1	5	201
NEOCS30	4.01	1.20	1	5	197
NEOCS31	1.98	1.31	1	5	200
NEOCS32	3.43	1.23	1	5	198
NEOCS33	3.84	1.18	1	5	197
NEOCS34	3.99	1.11	1	5	199
NEOCS35	2.76	1.27	1	5	198
NEOCS36	3.09	1.36	1	5	198
NEOCS37	2.40	1.41	1	5	200
NEOCS38	4.08	.99	1	5	197
NEOCS39	3.39	1.37	1	5	198
NEOCS40	2.71	1.35	1	5	199
NEOCS41	3.71	1.25	1	5	198
NEOCS42	2.76	1.38	1	5	199
NEOCS43	3.63	1.21	1	5	198
NEOCS44	3.99	1.22	1	5	198
NEOCS45	3.65	1.23	1	5	196

Number of Valid Observations (Listwise) = .00

Variable	Mean	Std Dev	Minimum	Maximum	N	Label
ME0CS46	3.49	1.17	1	5	196	
ME0CS47	3.67	1.29	1	5	199	
ME0CS48	3.62	1.26	1	5	197	
ME0CS49	2.87	1.40	1	5	197	
ME0CS50	2.68	1.30	1	5	197	
CON51	4.00	1.27	1	5	201	
CON52	3.61	1.32	1	5	201	
CON53	2.68	1.39	1	5	199	
CON54	2.36	1.27	1	5	198	
CON55	3.45	1.36	1	5	200	
CON56	3.52	1.29	1	5	199	
CON57	2.79	1.37	1	5	199	
CON58	2.66	1.41	1	5	198	
CON59	2.96	1.41	1	5	199	
CON60	2.44	1.30	1	5	201	
CON61	3.59	1.31	1	5	200	
CON62	3.46	1.40	1	5	200	
EFF63	2.13	1.14	1	5	199	
EFF64	2.17	1.13	1	5	197	
EFF65	2.20	1.12	1	5	197	
EFF66	2.72	1.26	1	5	198	
EFF67	2.21	1.18	1	5	199	
SAT68	2.51	1.03	1	5	196	
SAT69	2.51	1.09	1	5	197	
SAT70	2.29	1.22	1	5	198	
SAT71	2.46	1.19	1	5	198	
SAT72	2.44	1.32	1	5	199	
SAT73	2.78	1.27	1	5	198	
RAPS74	3.77	1.25	1	5	198	
RAPS75	3.82	1.31	1	5	199	
RAPS76	3.56	1.26	1	5	198	
RAPS77	3.91	1.22	1	5	198	
RAPS78	2.91	1.37	1	5	199	
RAPS79	3.14	1.42	1	5	199	
RAPS80	4.10	1.26	1	5	201	
RAPS81	2.98	1.35	1	5	198	
RAPS82	3.52	1.32	1	5	199	
RAPS83	3.31	1.41	1	5	200	
RAPS84	3.77	1.29	1	5	201	
RAPS85	3.34	1.40	1	5	200	
RAPS86	3.54	1.19	1	5	200	
RAPS87	4.00	1.23	1	5	198	
RAPS88	4.17	1.16	1	5	200	
RAPS89	3.35	1.35	1	5	201	
RAPS90	4.07	1.14	1	5	201	
RAPS91	3.04	1.49	1	5	200	
RAPS92	3.75	1.38	1	5	196	
RAPS93	2.48	1.33	1	5	200	
RAPS94	3.79	1.21	1	5	200	
RAPS95	2.31	1.14	1	5	200	
RAPS96	3.39	1.43	1	5	200	
RAPS97	2.49	1.17	1	5	198	
RAPS98	3.14	1.47	1	5	200	

Number of Valid Observations (Listwise) = .00

Variable	Mean	Std Dev	Minimum	Maximum	N	Label
RAPS99	3.31	1.13	1	5	197	
RAPS100	2.90	1.47	1	5	199	
DEM101	1.56	.50	1	2	191	MIL DISCRIMINATION AGAINST RESPONDENT
DEM102	3.63	2.10	1	6	175	FILED MIL COMPLAINT?
DEM103	4.85	1.91	1	6	166	SATISFIED MIL RESPONSE?
DEM104	1.77	.78	1	6	188	CIV DISCRIMINATION AGAINST RESPONDENT
DEM105	4.07	2.08	1	6	169	FILED CIV COMPLAINT?
DEM106	5.21	1.66	1	6	155	SATISFIED CIV RESPONSE?
DEM107	2.61	.66	1	5	200	EDUCATION LEVEL
DEM108	3.44	1.33	1	5	198	% SAME RACE FRIENDS BEFORE MILITARY
DEM109	1.37	.48	1	2	190	HAS A CLOSE FRIEND OF ANOTHER RACE?
DEM110	2.85	.89	1	5	198	WOULD SAY EO CLIMATE
DEM111	2.89	.91	1	5	197	I SAY EO CLIMATE
DEM112	1.71	.45	1	2	184	SEX
DEM113	4.18	1.25	1	6	195	RACIAL-ETHNIC GROUP
DEM114	2.92	.35	1	3	193	MILITARY STATUS
DEM115	2.39	1.16	1	6	198	ENLISTED PAY GRADE
DEM116	5.74	.93	1	6	196	WARRANT OFFICER PAY GRADE
DEM117	5.74	.90	2	6	193	OFFICER PAY GRADE
DEM118	2.71	.90	1	5	198	AGE
DEM119	2.96	.19	2	3	193	BRANCH OF SERVICE
MSEXHAR	3.45	.82	1.20	5.00	191	SEXUAL HARASSMENT & DISCRIMINATION
MDIFC08E	4.12	.70	2.10	5.00	184	DIFFERENTIAL CND BEH
MPOSBEH	3.57	.75	1.40	5.00	186	POSITIVE EO BEHAVIORS
MRACESEX	2.97	.84	1.20	4.80	185	RACISM/SEXISM
MREVOISC	3.73	.82	1.29	5.00	182	PERCEIVED REV DISCR - MEOCS
CONMIT	2.79	.77	1.00	4.67	189	ORGANIZATIONAL COMMITMENT
EFFECT	3.71	.93	1.00	5.00	195	PERCEIVED MISSION EFFECTIVENESS
JOB SAT	3.52	.78	1.17	5.00	193	JOB SATISFACTION
RDISCRIN	3.63	.89	1.38	5.00	194	DISCR TOWARD MIN - RAPS
RREVDISC	2.95	1.10	1.00	5.00	199	REVERSE DISCR - RAPS
RSEPAR	3.90	.94	1.00	5.00	192	RACIAL SEPARATISM - RAPS
CLIMATE	2.86	.83	1.00	5.00	196	OVERALL EO CLIMATE
MAJMIN	1.57	.50	1.00	2.00	195	MINORITY VS MAJORITY
OFFENL	1.95	.22	1.00	2.00	193	OFFICER VS ENLISTED
JRSRENH	1.64	1.29	1.00	6.00	198	JUNIOR OR SENIOR ENLISTED
JRSROFF	5.88	.73	1.00	6.00	197	JUNIOR OR SENIOR OFFICER
COMPLAIN	3.77	2.08	1.00	6.00	141	FILED A MIL OR CIV COMPLAINT
VICTIM	1.48	.50	1.00	2.00	182	EXPERIENCED MIL OR CIV DISCR

TAB F
SUMMARY OF FACTOR SCORES

SUMMARY OF FACTOR SCORES

The following printouts provide statistical data on the factor scores for the survey. After presenting the results on all factors for all valid responses, the charts give similar data for each group in every comparison summarized in the graphs and chart of significant differences. The groups are labeled on the charts. When you see a group identified by a period (.) it means the computer was unable to put those responses in either of the two groups being compared. The responses from these individuals are identified by the period (.).

SUMMARY OF NEOCS FACTOR SCORES

SEXUAL HARASSMENT & DISCRIMINATION	DIFFERENTIAL CMD BEH	POSITIVE EQ BEHAVIORS	RACISM/SEXISM	PERCEIVED REV DISCR - NEOCS
Mean				
3.45	4.12	3.57	2.97	3.73
Mode				
3.00	4.00	3.00	3.00	4.00
StdDev				
.82	.70	.75	.84	.82
Minimum				
1.20	2.10	1.40	1.20	1.29
Maximum				
5.00	5.00	5.00	4.80	5.00
> 3.00000				
68.6%	90.8%	78.5%	48.6%	79.7%
< 3.00000				
24.1%	7.6%	19.9%	48.1%	16.5%
N				
191	184	186	185	182

POSSIBLE SCORES ARE 1 TO 5; HIGHER IS MORE FAVORABLE.

SUMMARY OF ORGANIZATIONAL FACTOR SCORES

ORGANIZATIONAL COMMITMENT	PERCEIVED MISSION EFFECTIVENESS	JOB SATISFACTION
Mean		
2.79	3.71	3.52
Mode		
2.00	4.00	3.00
StdDev		
.77	.93	.78
Minimum		
1.00	1.00	1.17
Maximum		
4.67	5.00	5.00
> 3.00000		
36.0%	74.9%	71.0%
< 3.00000		
59.3%	20.5%	21.2%
N		
189	195	193

POSSIBLE SCORES ARE 1 TO 5; HIGHER IS MORE FAVORABLE.

SUMMARY OF RAPS FACTOR SCORES AND OVERALL CLIMATE

DISCR TOWARD MIN - RAPS	REVERSE DISCR - RAPS	RACIAL SEPARATISM - RAPS	OVERALL EO CLIMATE
Mean			
3.63	2.95	3.90	2.86
Mode			
4.00	3.00	4.00	3.00
StdDev			
.89	1.10	.94	.83
Minimum			
1.38	1.00	1.00	1.00
Maximum			
5.00	5.00	5.00	5.00
) 3.00000			
71.6%	41.2%	78.6%	25.5%
(3.00000			
25.3%	46.2%	15.6%	31.5%
N			
194	199	192	196

POSSIBLE SCORES ARE 1 TO 5; HIGHER IS MORE FAVORABLE.

SUMMARY OF FACTOR SCORES, BY GROUP

MINORITY VS MAJORITY	SEXUAL HARASSMENT & DISCRIMINATION	DIFFERENTIAL CND BEH	POSITIVE EQ BEHAVIORS	RACISM/SEXISM
Mean	3.04	3.35	3.26	2.28
Mode	3.00	3.00	2.00	2.00
StdDev	.66	.80	.90	.52
Minimum	2.10	2.60	2.40	1.70
Maximum	3.90	4.70	4.70	3.10
> 3.0000	60.0%	66.7%	60.0%	20.0%
< 3.0000	40.0%	33.3%	40.0%	80.0%
N	5	6	5	5
MINORITY				
Mean	3.43	3.85	3.38	3.04
Mode	3.00	3.00	3.00	2.00
StdDev	.77	.72	.77	.82
Minimum	1.20	2.10	1.60	1.20
Maximum	5.00	5.00	5.00	4.80
> 3.0000	67.1%	85.1%	67.5%	50.0%
< 3.0000	24.4%	12.2%	29.9%	47.4%
N	82	74	77	76
MAJORITY				
Mean	3.48	4.36	3.72	2.95
Mode	3.00	4.00	3.00	3.00
StdDev	.86	.57	.69	.86
Minimum	1.20	2.70	1.40	1.30
Maximum	5.00	5.00	4.90	4.80
> 3.0000	70.2%	96.2%	87.5%	49.0%
< 3.0000	23.1%	2.9%	11.5%	47.1%
N	104	104	104	104

HIGHER IS BETTER.

SUMMARY OF FACTOR SCORES, BY GROUP

MINORITY VS MAJORITY	PERCEIVED REV DISCR - NEGOS	ORGANIZATIONAL COMMITMENT	PERCEIVED MISSION EFFECTIVENESS	JOB SATISFACTION
Mean	3.17	2.57	3.23	2.37
Mode	3.00	2.00	2.00	1.00
StdDev	.98	.73	1.30	1.25
Minimum	1.71	1.33	1.80	1.17
Maximum	4.14	3.17	4.80	4.00
> 3.0000	60.0%	40.0%	50.0%	40.0%
< 3.0000	40.0%	60.0%	50.0%	60.0%
N	5	5	6	5
MINORITY				
Mean	3.86	2.82	3.62	3.47
Mode	4.00	2.00	4.00	3.00
StdDev	.77	.72	.99	.73
Minimum	1.29	1.42	1.00	2.00
Maximum	5.00	4.33	5.00	5.00
> 3.0000	82.2%	39.7%	72.0%	67.9%
< 3.0000	12.3%	57.7%	22.0%	22.2%
N	73	78	82	81
MAJORITY				
Mean	3.67	2.77	3.81	3.60
Mode	3.00	2.00	4.00	3.00
StdDev	.83	.81	.86	.75
Minimum	1.29	1.00	1.40	1.67
Maximum	5.00	4.67	5.00	5.00
> 3.0000	78.8%	33.0%	78.5%	74.8%
< 3.0000	18.3%	60.4%	17.8%	18.7%
N	104	106	107	107

HIGHER IS BETTER.

SUMMARY OF FACTOR SCORES AND OVERALL CLIMATE, BY GROUP

MINORITY VS MAJORITY	DISCR TOWARD MIN - RAPS	REVERSE DISCR - RAPS	RACIAL SEPARATISM - RAPS	OVERALL EO CLIMATE
----------------------------	----------------------------------	----------------------------	--------------------------------	--------------------------

Mean	3.23	3.05	4.10	3.38
Mode	2.00	2.00	3.00	3.00
StdDev	.62	.72	.74	.85
Minimum	2.50	2.25	3.40	2.50
Maximum	4.00	4.00	5.00	4.50
> 3.0000	50.0%	40.0%	100.0%	50.0%
< 3.0000	50.0%	40.0%	0.0	25.0%
N	6	5	4	4

MINORITY

Mean	3.23	3.33	3.86	2.75
Mode	2.00	3.00	3.00	3.00
StdDev	.96	1.06	.83	.92
Minimum	1.38	1.00	1.80	1.00
Maximum	5.00	5.00	5.00	5.00
> 3.0000	51.9%	54.8%	78.8%	22.9%
< 3.0000	43.2%	31.0%	15.0%	37.3%
N	81	84	80	83

MAJORITY

Mean	3.96	2.67	3.93	2.93
Mode	4.00	2.00	4.00	3.00
StdDev	.71	1.06	1.02	.75
Minimum	1.88	1.00	1.00	1.00
Maximum	5.00	5.00	5.00	4.50
> 3.0000	87.9%	30.9%	77.8%	26.6%
< 3.0000	10.3%	58.2%	16.7%	27.5%
N	107	110	108	109

HIGHER IS BETTER.

SUMMARY OF FACTOR SCORES, BY GROUP

SEX	SEXUAL HARASSMENT & DISCRIMINATION	DIFFERENTIAL CND BEH	POSITIVE EO BEHAVIORS	RACISM/SEXISM
Mean	3.10	3.47	3.26	2.38
Mode	3.00	3.00	2.00	2.00
StdDe	.69	.81	.90	.59
Minim	2.10	2.60	2.40	1.70
Maxim	3.90	4.70	4.70	3.10
> 3.0	60.0%	66.7%	60.0%	20.0%
< 3.0	40.0%	33.3%	40.0%	80.0%
N	5	6	5	5
WOMEN				
Mean	3.12	3.88	3.67	2.85
Mode	3.00	3.00	3.00	3.00
StdDe	.84	.69	.68	.82
Minim	1.20	2.50	2.10	1.40
Maxim	5.00	5.00	4.90	4.40
> 3.0	52.0%	85.4%	81.6%	45.8%
< 3.0	38.0%	12.5%	16.3%	52.1%
N	50	48	49	48
MEN				
Mean	3.58	4.26	3.57	3.03
Mode	3.00	4.00	3.00	2.00
StdDe	.79	.66	.77	.86
Minim	1.20	2.10	1.40	1.20
Maxim	5.00	5.00	5.00	4.80
> 3.0	75.2%	94.2%	78.9%	49.6%
< 3.0	18.4%	4.1%	19.5%	46.3%
N	125	121	123	121
.				
Mean	3.56	4.04	3.26	3.15
Mode	3.00	4.00	3.00	3.00
StdDe	.69	.65	.55	.81
Minim	2.30	2.60	2.10	1.40
Maxim	4.40	4.60	3.90	4.30
> 3.0	72.7%	88.9%	66.7%	63.6%
< 3.0	18.2%	11.1%	33.3%	36.4%
N	11	9	9	11

HIGHER IS BETTER.

SUMMARY OF FACTOR SCORES, BY GROUP

SEX	PERCEIVED REV DISCR - NEOCS	ORGANIZATIONAL COMMITMENT	PERCEIVED MISSION EFFECTIVENESS	JOB SATISFACTION
Mean	3.17	2.45	3.43	2.30
Mode	3.00	2.00	4.00	1.00
StdDe	.98	.78	1.38	1.19
Minim	1.71	1.33	1.80	1.17
Maxim	4.14	3.17	4.80	4.00
> 3.0	60.0%	40.0%	50.0%	20.0%
< 3.0	40.0%	60.0%	50.0%	80.0%
N	5	5	6	5
WOMEN				
Mean	3.74	2.81	3.60	3.53
Mode	3.00	2.00	3.00	3.00
StdDe	.76	.72	.84	.72
Minim	1.57	1.50	1.40	2.00
Maxim	4.86	4.33	5.00	5.00
> 3.0	79.6%	38.0%	73.6%	75.0%
< 3.0	14.3%	56.0%	18.9%	17.3%
N	49	50	53	52
MEN				
Mean	3.78	2.80	3.81	3.57
Mode	4.00	2.00	4.00	3.00
StdDe	.82	.81	.94	.76
Minim	1.29	1.00	1.40	1.67
Maxim	5.00	4.67	5.00	5.00
> 3.0	82.0%	34.7%	77.0%	72.8%
< 3.0	14.8%	60.5%	19.0%	21.6%
N	122	124	126	125
Mean	3.24	2.68	3.24	3.36
Mode	2.00	2.00	3.00	3.00
StdDe	.91	.63	.90	.70
Minim	2.43	1.67	1.00	2.33
Maxim	4.29	3.33	4.00	5.00
> 3.0	50.0%	40.0%	70.0%	54.5%
< 3.0	50.0%	60.0%	30.0%	18.2%
N	6	10	10	11

HIGHER IS BETTER.

SUMMARY OF FACTOR SCORES AND OVERALL CLIMATE, BY GROUP

SEX	DISCR TOWARD MIN - RAPS	REVERSE DISCR - RAPS	RACIAL SEPARATISM - RAPS	OVERALL EO CLIMATE
Mean	3.06	3.20	4.04	3.13
Mode	2.00	3.00	3.00	2.00
StdDe	.70	.57	.65	.95
Minim	2.38	2.50	3.40	2.50
Maxim	4.00	4.00	5.00	4.50
> 3.0	33.3%	40.0%	100.0%	25.0%
< 3.0	66.7%	20.0%	0.0	50.0%
N	6	5	5	4

WOMEN

Mean	3.27	3.01	3.89	2.61
Mode	3.00	3.00	4.00	3.00
StdDe	.87	.92	.95	.80
Minim	1.38	1.00	1.80	1.00
Maxim	5.00	5.00	5.00	4.50
> 3.0	57.7%	43.4%	76.5%	11.3%
< 3.0	36.5%	45.3%	17.6%	45.3%
N	52	53	51	53

MEN

Mean	3.82	2.93	3.94	2.97
Mode	4.00	2.00	4.00	3.00
StdDe	.86	1.19	.95	.83
Minim	1.50	1.00	1.00	1.00
Maxim	5.00	5.00	5.00	5.00
> 3.0	80.0%	40.8%	80.0%	32.6%
< 3.0	18.4%	49.2%	14.4%	24.8%
N	125	130	125	129

Mean	3.59	2.91	3.45	2.70
Mode	3.00	3.00	3.00	3.00
StdDe	.92	1.07	.84	.71
Minim	2.13	1.00	2.20	1.50
Maxim	4.75	4.25	5.00	4.00
> 3.0	63.6%	36.4%	63.6%	10.0%
< 3.0	27.3%	27.3%	27.3%	40.0%
N	11	11	11	10

HIGHER IS BETTER.

SUMMARY OF FACTOR SCORES, BY GROUP

OFFICER VS ENLISTED	SEXUAL HARASSMENT & DISCRIMINATION	DIFFERENTIAL CND BEH	POSITIVE EO BEHAVIORS	RACISM/SEXISM
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Mean	3.46	3.58	3.11	2.53
Mode	3.00	2.00	3.00	2.00
StdDev	.64	.93	.63	.64
Minimum	2.70	2.60	2.10	1.70
Maximum	4.30	4.70	3.90	3.40
> 3.0000	71.4%	66.7%	71.4%	28.6%
< 3.0000	28.6%	33.3%	28.6%	71.4%
N	7	6	7	7

OFFICER

Mean	3.55	3.99	3.80	3.59
Mode	3.00	3.00	3.00	3.00
StdDev	.88	.81	.68	.58
Minimum	2.30	2.60	2.90	2.80
Maximum	5.00	5.00	4.80	4.80
> 3.0000	60.0%	87.5%	88.9%	90.0%
< 3.0000	30.0%	12.5%	11.1%	10.0%
N	10	8	9	10

ENLISTED

Mean	3.44	4.15	3.58	2.95
Mode	3.00	4.00	3.00	2.00
StdDev	.82	.68	.75	.85
Minimum	1.20	2.10	1.40	1.20
Maximum	5.00	5.00	5.00	4.80
> 3.0000	69.0%	91.8%	78.2%	47.0%
< 3.0000	23.6%	6.5%	20.0%	49.4%
N	174	170	170	168

HIGHER IS BETTER.

SUMMARY OF FACTOR SCORES, BY GROUP

OFFICER VS ENLISTED	PERCEIVED REV DISCR - MEQCS	ORGANIZATIONAL COMMITMENT	PERCEIVED MISSION EFFECTIVENESS	JOB SATISFACTION
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Mean	3.73	2.89	3.60	3.17
Mode	3.00	2.00	4.00	3.00
StdDev	.62	.21	.99	.62
Minimum	2.71	2.58	2.20	2.00
Maximum	4.43	3.17	4.80	4.00
> 3.0000	85.7%	37.5%	71.4%	57.1%
< 3.0000	14.3%	62.5%	28.6%	14.3%
N	7	8	7	7

OFFICER

Mean	3.52	3.12	3.74	3.15
Mode	4.00	3.00	3.00	3.00
StdDev	1.24	.82	.65	.65
Minimum	1.57	1.67	2.80	2.33
Maximum	5.00	4.67	5.00	4.33
> 3.0000	62.5%	55.6%	80.0%	50.0%
< 3.0000	37.5%	44.4%	10.0%	40.0%
N	8	9	10	10

ENLISTED

Mean	3.74	2.76	3.71	3.55
Mode	4.00	2.00	4.00	3.00
StdDev	.80	.78	.95	.79
Minimum	1.29	1.00	1.00	1.17
Maximum	5.00	4.67	5.00	5.00
> 3.0000	80.2%	34.9%	74.7%	72.7%
< 3.0000	15.6%	59.9%	20.8%	20.5%
N	167	172	178	176

HIGHER IS BETTER.

SUMMARY OF FACTOR SCORES AND OVERALL CLIMATE, BY GROUP

OFFICER VS ENLISTED	DISCR TOWARD MIN - RAPS	REVERSE DISCR - RAPS	RACIAL SEPARATISM - RAPS	OVERALL EO CLIMATE
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Mean	3.13	3.14	3.93	2.92
Mode	2.00	2.00	3.00	3.00
StdDev	.54	.70	.33	.80
Minimum	2.50	2.25	3.60	2.00
Maximum	3.88	4.00	4.40	4.00
> 3.0000	50.0%	42.9%	100.0%	33.3%
< 3.0000	50.0%	42.9%	0.0	33.3%
N	8	7	6	6

OFFICER

Mean	3.65	3.20	3.46	2.45
Mode	4.00	3.00	2.00	3.00
StdDev	1.05	1.07	1.21	.80
Minimum	2.13	1.75	1.80	1.00
Maximum	5.00	5.00	5.00	3.00
> 3.0000	60.0%	40.0%	50.0%	0.0
< 3.0000	30.0%	30.0%	40.0%	40.0%
N	10	10	10	10

ENLISTED

Mean	3.66	2.93	3.93	2.89
Mode	4.00	3.00	4.00	3.00
StdDev	.89	1.12	.93	.83
Minimum	1.38	1.00	1.00	1.00
Maximum	5.00	5.00	5.00	5.00
> 3.0000	73.3%	41.2%	79.5%	26.7%
< 3.0000	23.9%	47.3%	14.8%	31.1%
N	176	182	176	180

HIGHER IS BETTER.

SUMMARY OF FACTOR SCORES, BY GROUP

JUNIOR OR SENIOR ENLISTED	SEXUAL HARASSMENT & DISCRIMINATION	DIFFERENTIAL CND BEH	POSITIVE EO BEHAVIORS	RACISM/SEXISM
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Mean	3.30	3.33	2.85	1.90
Mode	3.00	2.00	2.00	1.00
StdDev	.56	1.18	.64	.28
Minimum	2.80	2.60	2.40	1.70
Maximum	3.90	4.70	3.30	2.10
> 3.00000	66.7%	33.3%	50.0%	0.0
< 3.00000	33.3%	66.7%	50.0%	100.0%
N	3	3	2	2

JUNIOR ENLISTED

Mean	3.32	4.05	3.57	2.76
Mode	3.00	4.00	3.00	2.00
StdDev	.82	.68	.76	.81
Minimum	1.20	2.10	1.40	1.20
Maximum	5.00	5.00	5.00	4.50
> 3.00000	66.4%	90.7%	79.0%	36.2%
< 3.00000	28.7%	7.6%	20.2%	60.3%
N	122	118	119	116

SENIOR ENLISTED

Mean	3.72	4.35	3.59	3.32
Mode	3.00	4.00	3.00	3.00
StdDev	.78	.64	.70	.77
Minimum	1.80	2.70	1.70	1.50
Maximum	5.00	5.00	4.70	4.80
> 3.00000	73.1%	94.1%	79.2%	67.9%
< 3.00000	13.5%	3.9%	18.9%	28.3%
N	52	51	53	53

NOT ENLISTED

Mean	3.58	4.11	3.60	3.52
Mode	3.00	4.00	3.00	3.00
StdDev	.75	.74	.78	.65
Minimum	2.30	2.60	2.10	2.40
Maximum	5.00	5.00	4.80	4.80
> 3.00000	71.4%	91.7%	75.0%	85.7%
< 3.00000	21.4%	8.3%	16.7%	14.3%
N	14	12	12	14

HIGHER IS BETTER.

SUMMARY OF FACTOR SCORES, BY GROUP

JUNIOR OR SENIOR ENLISTED	PERCEIVED REV DISCR - MECS	ORGANIZATIONAL COMMITMENT	PERCEIVED MISSION EFFECTIVENESS	JOB SATISFACTION
Mean	3.57	2.97	3.93	3.00
Mode	2.00	3.00	4.00	2.00
StdDev	.76	.27	1.50	1.41
Minimum	2.71	2.67	2.20	2.00
Maximum	4.14	3.17	4.80	4.00
> 3.00000	66.7%	66.7%	66.7%	50.0%
< 3.00000	33.3%	33.3%	33.3%	50.0%
N	3	3	3	2
JUNIOR ENLISTED				
Mean	3.64	2.68	3.66	3.53
Mode	3.00	2.00	4.00	3.00
StdDev	.82	.78	.96	.74
Minimum	1.29	1.00	1.00	1.33
Maximum	5.00	4.58	5.00	5.00
> 3.00000	77.1%	28.7%	73.6%	74.2%
< 3.00000	17.8%	65.6%	22.4%	19.4%
N	118	122	125	124
SENIOR ENLISTED				
Mean	3.99	2.97	3.78	3.59
Mode	4.00	3.00	4.00	3.00
StdDev	.71	.74	.91	.87
Minimum	2.00	1.08	1.40	1.17
Maximum	5.00	4.67	5.00	5.00
> 3.00000	88.0%	49.0%	77.4%	71.7%
< 3.00000	10.0%	47.1%	17.0%	20.8%
N	50	51	53	53
NOT ENLISTED				
Mean	3.65	3.01	3.81	3.14
Mode	4.00	2.00	4.00	3.00
StdDev	1.12	.73	.71	.57
Minimum	1.57	1.67	2.80	2.33
Maximum	5.00	4.67	5.00	4.33
> 3.00000	72.7%	46.2%	78.6%	42.9%
< 3.00000	27.3%	53.8%	14.3%	35.7%
N	11	13	14	14

HIGHER IS BETTER.

SUMMARY OF FACTOR SCORES, BY GROUP

JUNIOR OR SENIOR ENLISTED	DISCR TOWARD MIN - RAPS	REVERSE DISCR - RAPS	RACIAL SEPARATISM - RAPS	OVERALL EO CLIMATE
Mean	3.04	3.25	4.00	3.00
Mode	2.00	2.00	3.00	3.00
StdDev	.73	1.06	.57	.
Minimum	2.50	2.50	3.60	3.00
Maximum	3.88	4.00	4.40	3.00
> 3.00000	33.3%	50.0%	100.0%	0.0
< 3.00000	66.7%	50.0%	0.0	0.0
N	3	2	2	1

JUNIOR ENLISTED

Mean	3.51	2.84	3.78	2.84
Mode	4.00	3.00	4.00	3.00
StdDev	.89	1.05	.90	.79
Minimum	1.38	1.00	1.00	1.00
Maximum	5.00	5.00	5.00	5.00
> 3.00000	68.3%	37.0%	75.2%	24.0%
< 3.00000	27.6%	50.4%	16.5%	32.8%
N	123	127	121	125

SENIOR ENLISTED

Mean	3.94	3.14	4.23	3.04
Mode	4.00	3.00	4.00	3.00
StdDev	.83	1.19	.93	.88
Minimum	1.50	1.00	1.00	1.00
Maximum	5.00	5.00	5.00	4.50
> 3.00000	83.3%	50.0%	89.1%	35.7%
< 3.00000	16.7%	41.1%	10.9%	26.8%
N	54	56	55	56

NOT ENLISTED

Mean	3.69	3.25	3.64	2.39
Mode	4.00	3.00	3.00	3.00
StdDev	.96	1.19	1.10	.81
Minimum	2.13	1.25	1.80	1.00
Maximum	5.00	5.00	5.00	3.00
> 3.00000	64.3%	42.9%	64.3%	0.0
< 3.00000	28.6%	28.6%	28.6%	42.9%
N	14	14	14	14

HIGHER IS BETTER.

SUMMARY OF FACTOR SCORES, BY GROUP

JUNIOR OR SENIOR OFFICER	SEXUAL HARASSMENT & DISCRIMINATION	DIFFERENTIAL CND BEH	POSITIVE EO BEHAVIORS	RACISM/SEXISM
Mean	3.43	3.48	2.85	2.33
Mode	3.00	2.00	2.00	1.00
StdDev	.52	1.01	.64	.78
Minimum	2.80	2.60	2.40	1.70
Maximum	3.90	4.70	3.30	3.20
> 3.00000	75.0%	50.0%	50.0%	33.3%
< 3.00000	25.0%	50.0%	50.0%	66.7%
N	4	4	2	3
JUNIOR OFFICER				
Mean	3.30	3.80	3.50	3.40
Mode	2.00	3.00	3.00	2.00
StdDev	1.05	.70	.20	.92
Minimum	2.30	3.10	3.30	2.40
Maximum	4.40	4.50	3.70	4.20
> 3.00000	66.7%	100.0%	100.0%	66.7%
< 3.00000	33.3%	0.0	0.0	33.3%
N	3	3	3	3
SENIOR OFFICER				
Mean	3.50	3.10	2.60	3.40
Mode	2.00	3.00	2.00	3.00
StdDev	1.13	.	.71	0.00
Minimum	2.70	3.10	2.10	3.40
Maximum	4.30	3.10	3.10	3.40
> 3.00000	50.0%	100.0%	50.0%	100.0%
< 3.00000	50.0%	0.0	50.0%	0.0
N	2	1	2	2
NOT AN OFFICER				
Mean	3.45	4.15	3.59	2.97
Mode	3.00	4.00	3.00	3.00
StdDev	.82	.69	.75	.84
Minimum	1.20	2.10	1.40	1.20
Maximum	5.00	5.00	5.00	4.80
> 3.00000	68.7%	91.5%	78.8%	48.0%
< 3.00000	23.6%	6.8%	19.6%	48.6%
N	182	176	179	177

HIGHER IS BETTER.

SUMMARY OF FACTOR SCORES, BY GROUP

JUNIOR OR SENIOR OFFICER	PERCEIVED REV DISCR - MEQCS	ORGANIZATIONAL COMMITMENT	PERCEIVED MISSION EFFECTIVENESS	JOB SATISFACTION
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Mean	3.61	2.65	3.80	2.78
Mode	3.00	3.00	4.00	2.00
StdDev	.62	.69	1.25	1.07
Minimum	2.71	1.67	2.20	2.00
Maximum	4.14	3.17	4.80	4.00
> 3.00000	75.0%	50.0%	75.0%	33.3%
< 3.00000	25.0%	50.0%	25.0%	66.7%
N	4	4	4	3

JUNIOR OFFICER

Mean	3.33	3.06	3.47	3.22
Mode	2.00	3.00	3.00	3.00
StdDev	.86	.41	.46	.19
Minimum	2.43	2.58	3.20	3.00
Maximum	4.14	3.33	4.00	3.33
> 3.00000	66.7%	66.7%	100.0%	66.7%
< 3.00000	33.3%	33.3%	0.0	0.0
N	3	3	3	3

SENIOR OFFICER

Mean	.	3.08	4.20	2.67
Mode	.	3.00	4.00	2.00
StdDev	.	.	.	.47
Minimum	.	3.08	4.20	2.33
Maximum	.	3.08	4.20	3.00
> 3.00000	.	100.0%	100.0%	0.0
< 3.00000	.	0.0	0.0	50.0%
N	0	1	1	2

NOT AN OFFICER

Mean	3.74	2.78	3.71	3.54
Mode	4.00	2.00	4.00	3.00
StdDev	.82	.78	.94	.77
Minimum	1.29	1.00	1.00	1.17
Maximum	5.00	4.67	5.00	5.00
> 3.00000	80.0%	34.8%	74.3%	72.4%
< 3.00000	16.0%	60.2%	20.9%	20.5%
N	175	181	187	185

HIGHER IS BETTER.

SUMMARY OF FACTOR SCORES, BY GROUP

JUNIOR OR SENIOR OFFICER	DISCR TOWARD MIN - RAPS	REVERSE DISCR - RAPS	RACIAL SEPARATISM - RAPS	OVERALL EO CLIMATE
Mean	3.03	3.17	3.67	2.25
Mode	2.00	2.00	3.00	1.00
StdDev	.60	.76	.70	1.06
Minimum	2.50	2.50	3.00	1.50
Maximum	3.88	4.00	4.40	3.00
> 3.00000	25.0%	33.3%	66.7%	0.0
< 3.00000	50.0%	33.3%	0.0	50.0%
N	4	3	3	2

JUNIOR OFFICER

Mean	3.58	3.25	4.10	3.17
Mode	2.00	2.00	3.00	3.00
StdDev	1.08	.90	.42	.29
Minimum	2.63	2.25	3.80	3.00
Maximum	4.75	4.00	4.40	3.50
> 3.00000	66.7%	66.7%	100.0%	33.3%
< 3.00000	33.3%	33.3%	0.0	0.0
N	3	3	2	3

SENIOR OFFICER

Mean	3.94	3.00	2.80	2.50
Mode	3.00	2.00	1.00	1.00
StdDev	.09	1.41	1.41	2.12
Minimum	3.88	2.00	1.80	1.00
Maximum	4.00	4.00	3.80	4.00
> 3.00000	100.0%	50.0%	50.0%	50.0%
< 3.00000	0.0	50.0%	50.0%	50.0%
N	2	2	2	2

NOT AN OFFICER

Mean	3.64	2.95	3.92	2.87
Mode	4.00	3.00	4.00	3.00
StdDev	.90	1.11	.94	.82
Minimum	1.38	1.00	1.00	1.00
Maximum	5.00	5.00	5.00	5.00
> 3.00000	72.4%	40.8%	78.9%	25.4%
< 3.00000	24.9%	46.6%	15.7%	31.7%
N	185	191	185	189

HIGHER IS BETTER.

SUMMARY OF FACTOR SCORES, BY GROUP

EXPERIENCED MIL OR CIV DISCR	SEXUAL HARASSMENT & DISCRIMINATION	DIFFERENTIAL CND BEH	POSITIVE EO BEHAVIORS	RACISM/SEXISM
Mean	3.41	3.67	3.08	3.09
Mode	2.00	3.00	3.00	3.00
StdDev	.90	.76	.78	.74
Minimum	2.10	2.60	1.40	1.70
Maximum	4.60	5.00	4.70	4.30
> 3.000	58.8%	80.0%	61.1%	64.7%
< 3.000	35.3%	20.0%	38.9%	35.3%
N	17	15	18	17
YES				
Mean	3.21	4.03	3.53	2.78
Mode	3.00	4.00	3.00	2.00
StdDev	.78	.70	.72	.81
Minimum	1.20	2.10	1.60	1.20
Maximum	5.00	5.00	5.00	4.50
> 3.000	59.6%	89.7%	75.6%	37.9%
< 3.000	33.7%	8.0%	22.1%	57.5%
N	89	87	86	87
NO				
Mean	3.70	4.30	3.72	3.15
Mode	3.00	4.00	4.00	3.00
StdDev	.77	.63	.72	.86
Minimum	1.80	2.50	1.60	1.40
Maximum	5.00	5.00	4.90	4.80
> 3.000	80.0%	93.9%	85.4%	56.8%
< 3.000	11.8%	4.9%	13.4%	40.7%
N	85	82	82	81

HIGHER IS BETTER.

SUMMARY OF FACTOR SCORES, BY GROUP

EXPERIENCED MIL OR CIV DISCR	PERCEIVED REV DISCR - MECS	ORGANIZATIONAL COMMITMENT	PERCEIVED MISSION EFFECTIVENESS	JOB SATISFACTION
Mean	3.66	2.68	3.41	3.13
Mode	4.00	2.00	3.00	3.00
StdDev	.74	.59	.86	.93
Minimum	2.43	1.67	1.80	1.17
Maximum	4.57	3.42	4.80	5.00
> 3.000	76.9%	40.0%	70.6%	47.1%
< 3.000	23.1%	60.0%	29.4%	35.3%
N	13	15	17	17
YES				
Mean	3.62	2.67	3.69	3.44
Mode	3.00	2.00	4.00	3.00
StdDev	.86	.80	.95	.74
Minimum	1.29	1.00	1.40	1.67
Maximum	5.00	4.50	5.00	5.00
> 3.000	75.6%	32.6%	72.5%	69.7%
< 3.000	18.9%	66.3%	20.9%	24.7%
N	90	92	91	89
NO				
Mean	3.88	2.93	3.79	3.66
Mode	4.00	2.00	4.00	3.00
StdDev	.76	.76	.92	.76
Minimum	1.57	1.33	1.00	1.33
Maximum	5.00	4.67	5.00	5.00
> 3.000	84.8%	39.0%	78.2%	77.0%
< 3.000	12.7%	51.2%	18.4%	14.9%
N	79	82	87	87

HIGHER IS BETTER.

SUMMARY OF FACTOR SCORES, BY GROUP

EXPERIENCED MIL OR CIV DISCR	DISCR TOWARD MIN - RAPS	REVERSE DISCR - RAPS	RACIAL SEPARATISM - RAPS	OVERALL EO CLIMATE
Mean	3.26	2.97	3.31	2.85
Mode	2.00	3.00	3.00	3.00
StdDev	.91	.90	.90	.93
Minimum	1.88	1.00	1.80	1.00
Maximum	4.88	4.50	5.00	4.50
> 3.000	50.0%	38.9%	56.3%	35.3%
< 3.000	44.4%	27.8%	31.3%	35.3%
N	18	18	16	17
YES				
Mean	3.41	2.79	3.92	2.59
Mode	3.00	1.00	4.00	3.00
StdDev	.98	1.18	.95	.88
Minimum	1.38	1.00	1.00	1.00
Maximum	5.00	5.00	5.00	5.00
> 3.000	62.9%	36.6%	82.0%	16.1%
< 3.000	33.7%	52.7%	15.7%	45.2%
N	89	93	89	93
NO				
Mean	3.93	3.13	3.99	3.16
Mode	4.00	2.00	4.00	3.00
StdDev	.70	1.03	.90	.63
Minimum	2.00	1.00	1.00	2.00
Maximum	5.00	5.00	5.00	4.50
> 3.000	85.1%	46.6%	79.3%	33.7%
< 3.000	12.6%	43.2%	12.6%	16.3%
N	87	88	87	86

HIGHER IS BETTER.

SUMMARY OF FACTOR SCORES, BY GROUP

FILED A MIL OR CIV COMPLAINT	SEXUAL HARASSMENT & DISCRIMINATION	DIFFERENTIAL CMD BEH	POSITIVE EO BEHAVIORS	RACISM/SEXISM
Mean	3.46	3.93	3.36	2.96
Mode	3.00	4.00	3.00	2.00
StdDev	.88	.80	.75	.84
Minimu	1.80	2.10	1.40	1.20
Maximu	5.00	5.00	4.80	4.80
> 3.00	63.8%	81.5%	71.9%	46.3%
< 3.00	25.9%	16.7%	28.1%	50.0%
N	58	54	57	54
YES				
Mean	3.43	3.89	3.05	2.96
Mode	3.00	3.00	2.00	2.00
StdDev	.36	.73	.54	.95
Minimu	3.00	2.50	2.40	1.50
Maximu	4.00	4.90	4.00	4.40
> 3.00	75.0%	88.9%	50.0%	44.4%
< 3.00	0.0	11.1%	50.0%	55.6%
N	8	9	8	9
NO				
Mean	3.17	4.07	3.56	2.80
Mode	3.00	4.00	3.00	2.00
StdDev	.83	.65	.73	.78
Minimu	1.20	2.50	1.60	1.30
Maximu	4.60	5.00	5.00	4.50
> 3.00	54.8%	91.7%	80.3%	41.0%
< 3.00	40.3%	6.7%	18.0%	54.1%
N	62	60	61	61
N/A				
Mean	3.72	4.38	3.85	3.16
Mode	3.00	4.00	4.00	3.00
StdDev	.70	.56	.69	.86
Minimu	2.00	3.00	1.60	1.40
Maximu	5.00	5.00	4.90	4.50
> 3.00	85.7%	98.4%	86.7%	59.0%
< 3.00	9.5%	0.0	10.0%	39.3%
N	63	61	60	61

HIGHER IS BETTER.

SUMMARY OF FACTOR SCORES, BY GROUP

FILED A NIL OR CIV COMPLAINT	PERCEIVED REV DISCR - NEOCS	ORGANIZATIONAL COMMITMENT	PERCEIVED MISSION EFFECTIVENESS	JOB SATISFACTION
Mean	3.71	2.75	3.75	3.49
Mode	3.00	2.00	4.00	3.00
StdDev	.73	.80	.92	.83
Minimum	1.29	1.08	1.40	1.17
Maximum	5.00	4.67	5.00	5.00
> 3.00	80.8%	34.0%	77.2%	69.6%
< 3.00	15.4%	62.3%	21.1%	21.4%
N	52	53	57	56
YES				
Mean	3.95	2.84	3.04	3.61
Mode	4.00	2.00	3.00	3.00
StdDev	.65	.50	.75	.83
Minimum	2.86	1.83	2.00	2.00
Maximum	4.86	3.58	4.60	5.00
> 3.00	88.9%	40.0%	50.0%	88.9%
< 3.00	11.1%	60.0%	40.0%	11.1%
N	9	10	10	9
NO				
Mean	3.65	2.78	3.78	3.47
Mode	3.00	2.00	4.00	3.00
StdDev	.87	.82	.91	.77
Minimum	1.29	1.00	1.40	1.67
Maximum	5.00	4.50	5.00	5.00
> 3.00	76.6%	38.5%	75.0%	68.8%
< 3.00	17.2%	60.0%	15.6%	25.0%
N	64	65	64	64
N/A				
Mean	3.81	2.82	3.71	3.57
Mode	4.00	2.00	4.00	3.00
StdDev	.86	.74	.96	.75
Minimum	1.57	1.33	1.00	1.33
Maximum	5.00	4.58	5.00	5.00
> 3.00	80.7%	34.4%	76.6%	71.9%
< 3.00	17.5%	55.7%	21.9%	18.8%
N	57	61	64	64

HIGHER IS BETTER.

SUMMARY OF FACTOR SCORES AND OVERALL CLIMATE, BY GROUP

FILED A MIL OR CIV COMPLAINT	DISCR TOWARD MIN - RAPS	REVERSE DISCR - RAPS	RACIAL SEPARATISM - RAPS	OVERALL EQ CLIMATE
Mean	3.58	2.87	3.62	3.03
Mode	4.00	2.00	3.00	3.00
StdDev	.90	1.05	.97	.86
Minimu	1.63	1.00	1.80	1.00
Maximu	4.88	5.00	5.00	4.50
> 3.00	65.5%	37.3%	68.4%	34.5%
< 3.00	29.3%	52.5%	21.1%	24.1%
N	58	59	57	58
YES				
Mean	3.00	3.40	3.94	2.70
Mode	2.00	2.00	3.00	3.00
StdDev	1.03	.88	.76	.79
Minimu	1.50	2.25	2.60	1.00
Maximu	4.50	5.00	5.00	3.50
> 3.00	40.0%	60.0%	90.0%	10.0%
< 3.00	60.0%	30.0%	10.0%	20.0%
N	10	10	10	10
NO				
Mean	3.41	2.88	3.95	2.62
Mode	3.00	2.00	4.00	3.00
StdDev	.95	1.18	1.04	.87
Minimu	1.38	1.00	1.00	1.00
Maximu	5.00	5.00	5.00	5.00
> 3.00	64.5%	38.5%	78.7%	16.9%
< 3.00	33.9%	50.8%	18.0%	44.6%
N	62	65	61	65
N/A				
Mean	3.99	3.04	4.10	2.99
Mode	4.00	3.00	4.00	3.00
StdDev	.66	1.10	.88	.72
Minimu	2.38	1.00	1.00	1.00
Maximu	5.00	5.00	5.00	4.00
> 3.00	89.1%	44.6%	85.9%	28.6%
< 3.00	7.8%	38.5%	9.4%	27.0%
N	64	65	64	63

HIGHER IS BETTER.

TAB G

FREQUENCIES OF RESPONSES

FREQUENCIES OF RESPONSES

These charts show the demographic items (identified with the prefix DEM) tabulated by number of responses for each choice. The "Valid Percent" column shows the percentage of respondents selecting each choice as a percentage of all non-missing cases. The "Percent" column indicates the percentage of people selecting that response based on the total number of cases (i.e., those who answered the question plus those who did not).

DEM101 MIL DISCRIMINATION AGAINST RESPONDENT

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
YES	1	84	41.8	44.0	44.0
NO	2	107	53.2	56.0	100.0
	4	4	2.0	Missing	
	9	6	3.0	Missing	
Total		201	100.0	100.0	

YES 84
NO 107

Valid cases 191 Missing cases 10

DEM102 FILED MIL COMPLAINT?

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
YES	1	19	9.5	10.9	10.9
NO	2	80	39.8	45.7	56.6
N/A	6	76	37.8	43.4	100.0
	3	1.5	Missing		
	9	23	11.4	Missing	
Total		201	100.0	100.0	

YES 19
NO 80
N/A 76

Valid cases 175 Missing cases 26

DEN103 SATISFIED MIL RESPONSE?

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
YES	1	11	5.5	6.6	6.6
NO	2	34	16.9	20.5	27.1
N/A	6	121	60.2	72.9	100.0
	.	3	1.5	Missing	
	9	32	15.9	Missing	
Total		201	100.0	100.0	

YES 11
 NO 34
 N/A 121

Valid cases 166 Missing cases 35

DEN104 CIV DISCRIMINATION AGAINST RESPONDENT

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
YES	1	60	29.9	31.9	31.9
NO	2	124	61.7	66.0	97.9
	6	4	2.0	2.1	100.0
	.	2	1.0	Missing	
	9	11	5.5	Missing	
Total		201	100.0	100.0	

YES 60
 NO 124
 6 4

Valid cases 188 Missing cases 13

DEM105 FILED CIV COMPLAINT?

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
YES	1	10	5.0	5.9	5.9
NO	2	69	34.3	40.8	46.7
N/A	6	90	44.8	53.3	100.0
	.	4	2.0	Missing	
	9	28	13.9	Missing	
Total		201	100.0	100.0	



Valid cases 169 Missing cases 32

DEM106 SATISFIED CIV RESPONSE?

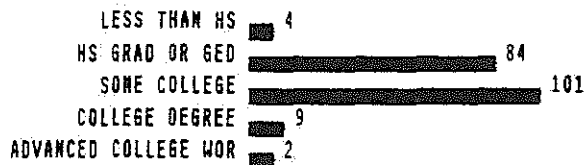
Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
YES	1	6	3.0	3.9	3.9
NO	2	23	11.4	14.8	18.7
N/A	6	126	62.7	81.3	100.0
	.	2	1.0	Missing	
	9	44	21.9	Missing	
Total		201	100.0	100.0	



Valid cases 155 Missing cases 46

DEM107 EDUCATION LEVEL

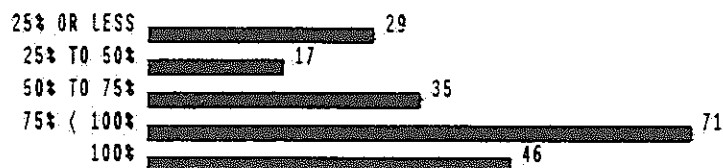
Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
LESS THAN HS	1	4	2.0	2.0	2.0
HS GRAD OR GED	2	84	41.8	42.0	44.0
SOME COLLEGE	3	101	50.2	50.5	94.5
COLLEGE DEGREE	4	9	4.5	4.5	99.0
ADVANCED COLLEGE WOR	5	2	1.0	1.0	100.0
	.	1	.5	Missing	
Total		201	100.0	100.0	



Valid cases 200 Missing cases 1

DEN108 % SAME RACE FRIENDS BEFORE MILITARY

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
25% OR LESS	1	29	14.4	14.6	14.6
25% TO 50%	2	17	8.5	8.6	23.2
50% TO 75%	3	35	17.4	17.7	40.9
75% < 100%	4	71	35.3	35.9	76.8
100%	5	46	22.9	23.2	100.0
	.	3	1.5	Missing	
Total		201	100.0	100.0	



Valid cases 198 Missing cases 3

DEN109 HAS A CLOSE FRIEND OF ANOTHER RACE?

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
YES	1	120	59.7	63.2	63.2
NO	2	70	34.8	36.8	100.0
	.	3	1.5	Missing	
	9	8	4.0	Missing	
Total		201	100.0	100.0	

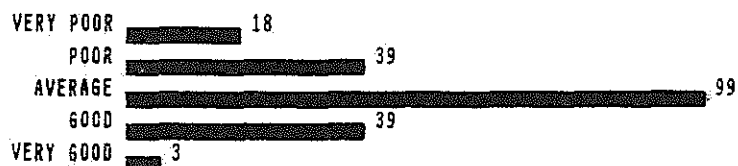


Valid cases 190 Missing cases 11

DEH110 MOST SAY EO CLIMATE

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
VERY POOR	1	18	9.0	9.1	9.1
POOR	2	39	19.4	19.7	28.8
AVERAGE	3	99	49.3	50.0	78.8
GOOD	4	39	19.4	19.7	98.5
VERY GOOD	5	3	1.5	1.5	100.0
	.	3	1.5	Missing	

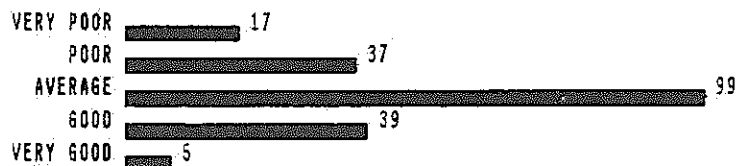
Total		201	100.0	100.0	



Valid cases 198 Missing cases 3

DEN111 I SAY EO CLIMATE

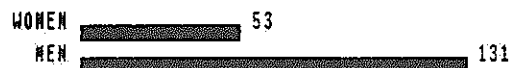
Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
VERY POOR	1	17	8.5	8.6	8.6
POOR	2	37	18.4	18.8	27.4
AVERAGE	3	99	49.3	50.3	77.7
GOOD	4	39	19.4	19.8	97.5
VERY GOOD	5	5	2.5	2.5	100.0
		4	2.0	Missing	
Total		201	100.0	100.0	



Valid cases 197 Missing cases 4

DEN112 SEX

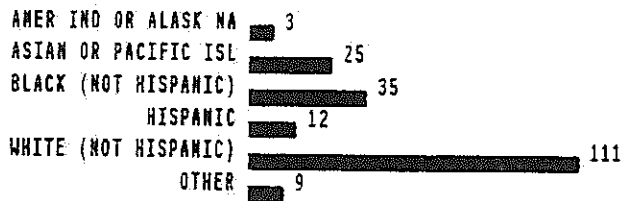
Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
WOMEN	1	53	26.4	28.8	28.8
MEN	2	131	65.2	71.2	100.0
		6	3.0	Missing	
	9	11	5.5	Missing	
Total		201	100.0	100.0	



Valid cases 184 Missing cases 17

DEN113 RACIAL-ETHNIC GROUP

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
AMER IND OR ALASK NA	1	3	1.5	1.5	1.5
ASIAN OR PACIFIC ISL	2	25	12.4	12.8	14.4
BLACK (NOT HISPANIC)	3	35	17.4	17.9	32.3
HISPANIC	4	12	6.0	6.2	38.5
WHITE (NOT HISPANIC)	5	111	55.2	56.9	95.4
OTHER	6	9	4.5	4.6	100.0
	.	6	3.0	Missing	
Total		201	100.0	100.0	



Valid cases 195 Missing cases 6

DEM14 MILITARY STATUS

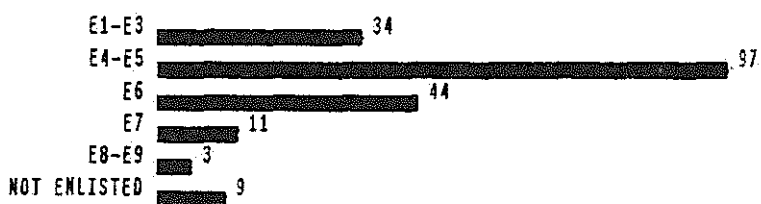
Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
OFFICER	1	5	2.5	2.6	2.6
WARRANT OFFICER	2	5	2.5	2.6	5.2
ENLISTED	3	183	91.0	94.8	100.0
	.	5	2.5	Missing	
	9	3	1.5	Missing	
Total		201	100.0	100.0	



Valid cases 193 Missing cases 8

DEN115 ENLISTED PAY GRADE

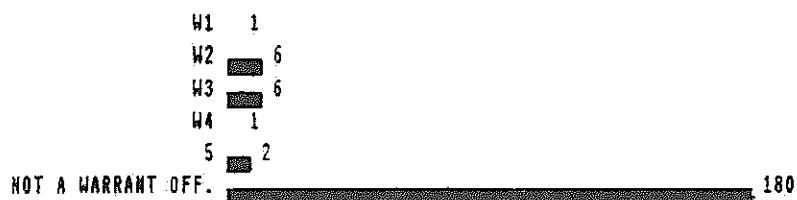
Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
E1-E3	1	34	16.9	17.2	17.2
E4-E5	2	97	48.3	49.0	66.2
E6	3	44	21.9	22.2	88.4
E7	4	11	5.5	5.6	93.9
E8-E9	5	3	1.5	1.5	95.5
NOT ENLISTED	6	9	4.5	4.5	100.0
	.	3	1.5	Missing	
Total		201	100.0	100.0	



Valid cases 198 Missing cases 3

DEN116 WARRANT OFFICER PAY GRADE

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
W1	1	1	.5	.5	.5
W2	2	5	3.0	3.1	3.6
W3	3	6	3.0	3.1	6.6
W4	4	1	.5	.5	7.1
	5	2	1.0	1.0	8.2
NOT A WARRANT OFF.	6	180	89.6	91.8	100.0
	.	5	2.5	Missing	
Total		201	100.0	100.0	



Valid cases 196 Missing cases 5

DEN117 OFFICER PAY GRADE

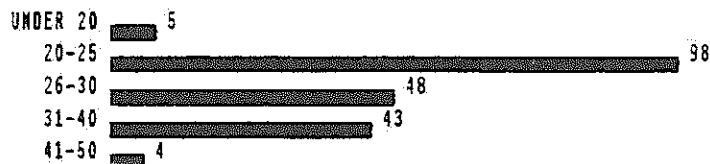
Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
03	2	8	4.0	4.1	4.1
04	3	2	1.0	1.0	5.2
05	4	6	3.0	3.1	8.3
NOT AN OFFICER	6	177	88.1	91.7	100.0
	.	8	4.0	Missing	
Total		201	100.0	100.0	



Valid cases 193 Missing cases 8

DEN118 AGE

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
UNDER 20	1	5	2.5	2.5	2.5
20-25	2	98	48.8	49.5	52.0
26-30	3	48	23.9	24.2	76.3
31-40	4	43	21.4	21.7	98.0
41-50	5	4	2.0	2.0	100.0
	.	3	1.5	Missing	
Total		201	100.0	100.0	



Valid cases 198 Missing cases 3

DEN119 BRANCH OF SERVICE

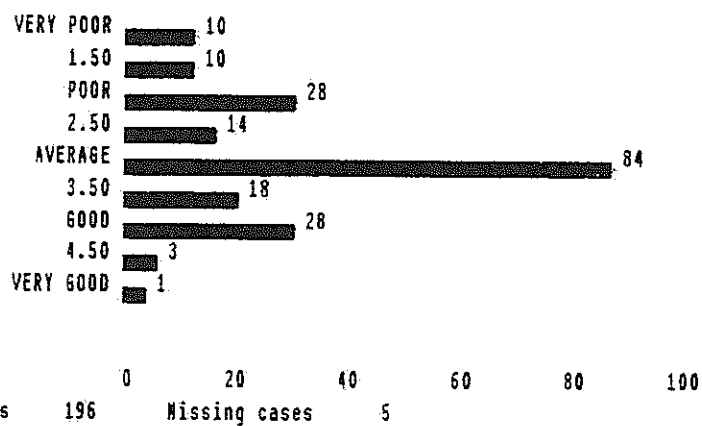
Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
ARMY	2	7	3.5	3.6	3.6
NAVY	3	186	92.5	96.4	100.0
	.	8	4.0	Missing	
Total		201	100.0	100.0	



Valid cases 193 Missing cases 8

CLIMATE OVERALL EQ CLIMATE

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
VERY POOR	1.00	10	5.0	5.1	5.1
	1.50	10	5.0	5.1	10.2
POOR	2.00	28	13.9	14.3	24.5
	2.50	14	7.0	7.1	31.6
AVERAGE	3.00	84	41.8	42.9	74.5
	3.50	18	9.0	9.2	83.7
GOOD	4.00	28	13.9	14.3	98.0
	4.50	3	1.5	1.5	99.5
VERY GOOD	5.00	1	.5	.5	100.0
	.	5	2.5	Missing	
Total		201	100.0	100.0	



TAB H

ORGANIZATIONAL ASSESSMENT MODEL

ORGANIZATIONAL ASSESSMENT MODEL

This model is provided for the commander's use in further assessing his or her organization. It guides one through examining aspects of the communications and decision-making processes by isolating the components of these processes.

ACQUIRE INFORMATION: From where does the commander/chain of command gather the information needed to make decisions, conduct business, or merely stay "on top of things"? Look both at external and internal sources of information. Are some relied heavily upon, others ignored, etc.? Is there too much information being collected; too little? Is it timely, current, reliable, and pertinent?

COMMUNICATE INFORMATION: Once gathered, is the information shared with those who need it to conduct business or make decisions? Is "bad" news communicated as readily as "good" news? (What we don't know CAN hurt us!) Is the extraneous filtered without losing the important pieces?

DECISION MAKING: How are decisions made - who makes them, with whose input, using what methods? Are measures taken to ensure they are "bought into" by those they will affect?

COMMUNICATE DECISIONS: How are decisions, once made, disseminated to those who need to know about them? Are command decisions reflected in policy issuances?

EXECUTE DECISIONS: Once decisions have been made and guidance issued, either the mission is accomplished or it is not. When it is not, are there contingency plans in place and are they enacted?

EVALUATION: No process is complete until it is evaluated in its entirety and results measured against intended (or predicted) outcomes. This step loops to the beginning as the information gathered in the process evaluation is used to make new decisions related to mission accomplishment. Evaluation efforts actually occur at each step along the way, but are examined here as a separate component.

