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The Effects of Racial Incidents on Satisfaction with Military Life: Evidence from the Armed Forces Equal Opportunity Survey

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ABSTRACT

This study examines the extent to which perceptions of the quality of race relations, racial incidents, and the handling of such incidents influence reported levels of satisfaction with military service using data from the *Armed Forces Equal Opportunity Survey*, released in November 1999. Racial incidents have a negative effect on satisfaction, but the effect is moderated if victims are satisfied with reporting and investigative processes. Unease in dealing with members of other groups and pressure to socialize with members of one's own racial/ethnic group adversely affects the equal opportunity climate in ways difficult to ameliorate through training activities. Efforts to diversify workplace demographics have modest positive effects. Confidence in a supervisor's fairness and commitment to creating a positive EO climate has a significant positive influence on satisfaction. In contrast to the summary information contained in the survey, racial/ethnic minorities generally express greater levels of satisfaction than Whites.

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Introduction

Media stories following the November 23, 1999 release of the report, "Armed Forces Equal Opportunity Survey" (Scarville, et al., 1999) generally highlighted two findings: (1) less positive perceptions of the quality of the equal opportunity (EO) climate expressed by Blacks than Whites; and (2) perceptions by all groups that opportunities and the EO climate are better in the military than in the civilian community. The focus on comparative perceptions of Blacks and Whites reflects a continuing concern dating back at least to the period during which military units were racially segregated, as well as the lingering influence of major racial conflicts during the early 1970s. In contrast, the interest in comparisons between the military and civilian sector is of more recent origin and reflects, in part, the perception that the military has done a better job of managing race relations than civilian institutions, as well as the fact that some researchers argue that "the armed forces of the United States has moved away from an organizational format that is predominantly institutional to one that is more occupational" (Moskos, 1988; p. 15). As a result of this transformation, it is suggested that "in recent decades, the members of the armed forces have felt increasing conflict between internal pressures toward institutional integration and societal trends that push toward identification with like occupational groups in the larger society" (Moskos and Wood, 1988; p. 4).

This analysis examines the extent to which perceptions of the quality of race relations, racial incidents, and the handling of such incidents influence reported levels of satisfaction with military service using data from the "Armed Forces Equal Opportunity Survey" (Scarville et al., 1999). The measures of satisfaction examined here focus primarily on the occupational dimensions of military service. Background information describing the management of race relations, trends in race relations, and the relationship between race relations and organizational outcomes, including job satisfaction in the Armed Forces, is provided in the next section. The analytical model used in this investigation is developed in the third section, followed by the presentation of results and the discussion of the implications of the study's findings.

Race Relations and Diversity Management in the Armed Forces

The Human Goals Charter established by the Department of Defense (DoD) states, in part, "Our nation was founded on the principle that the individual has infinite dignity and worth." The organization's diversity management objective is "To make military and civilian service in the Department of Defense a model of equal opportunity for all..." and "To create an environment that values diversity and fosters mutual respect and cooperation among all persons..." (Department of Defense, 1998).

Dansby and Landis (1996, 206-7) summarize five elements of the military's approach to promoting EO and managing diversity as follows:

- (a) a focus on *behavioral change* and *compliance* with stated policy;
- (b) an emphasis on EO and intercultural understanding as *military readiness issues*;
- (c) an understanding that *equal opportunity is a commander's responsibility* and that the *DEOMI graduate's function is to advise and assist the commander* in carrying out this responsibility;
- (d) a belief that *education and training* can bring about the desired behavioral changes; and
- (e) reliance on *affirmative action plans* as a method for ensuring equity and diversity.

The evolution of this approach has not been without its difficulties. By the time the Korean War ignited in 1950, military integration was universal in policy although limited in practice. This was the first war fought by the United States reflecting the influence of the Civil Rights movement and constituted an important experiment in race relations. Ansell (1990) notes that the success of this experiment was documented by researchers who concluded that African, Hispanic, Asian Americans, and other minorities performed better in non-segregated units and that unit readiness and performance of Army units were considerably enhanced by integration. That same year the DoD announced that the Army had disbanded all segregated (i.e., all-Negro) units.

One of the most difficult periods in the management of race relations occurred in the early 1970s toward the end of the Vietnam War. During this period racial instability in the Armed Forces was manifested, in part, as racial violence at many military installations both stateside and abroad. General Creighton Abrahams, commander of US troops in Vietnam, identified poor race relations as a major problem plaguing combat effectiveness. As racial turbulence spread throughout the Armed Services during the 1970s, Pentagon officials took a more aggressive stance on race relations and equal opportunity matters. The Inter-service Task Force on Education in Race Relations, known as the *Theus Committee* (named for Air Force Brigadier General Lucius Theus) was created in January 1970 to examine the causes of and possible remedies for corrosive race relations in the military. The committee's recommendations initiated a Department of Defense (DoD) directive, and in 1971 the Defense Race Relations Institute (DRRI) was established at Patrick Air Force Base, Florida. Under the DoD Directive 1322.11, DRRI's mission was to prepare instructors to teach race relations at the base level to all Armed Services personnel, collect research data on programs, and conduct classes throughout the Armed Services. Earlier "instructional efforts" had sometimes triggered hostile confrontations when led by inadequately trained, overzealous leaders, and the DRRI program was viewed as a way to develop skilled and perceptive race relations facilitators (see Dansby & Landis, 1991).

Following development of the first seven-week course, the Institute continued to evolve to meet requirements of commanders in managing diversity, equal opportunity, and related issues. To reflect its growing and demanding mission, the Institute's name was changed to the *Defense Equal Opportunity Management Institute* (DEOMI) on July 27, 1979 and eventually expanded its core curriculum to sixteen weeks (see Dansby & Landis, 1991).

Evaluation of the effectiveness of the training provided by DEOMI and training provided directly by the Services to their own members poses many methodological hurdles. Evidence reviewed by Day (1983) indicates that training varies in effectiveness (based on numerous criteria such as whether it was implemented seriously or just as a "paper-and-pencil" exercise). Despite these caveats the available evidence suggests that the overall program has improved the race relations climate in the Services (Day, 1983). Hope (1979) summarizes a number of studies concerning the effectiveness of the DEOMI training as measured by several approaches, including attitude change: cognitive change and the opinions of the faculty, graduates, and commanders the graduates served. All sources indicated positive impact of the training, both personally and organizationally. Johnson (1995, 1996) finds similar positive results through surveys of commanders and supervisors of DEOMI graduates.

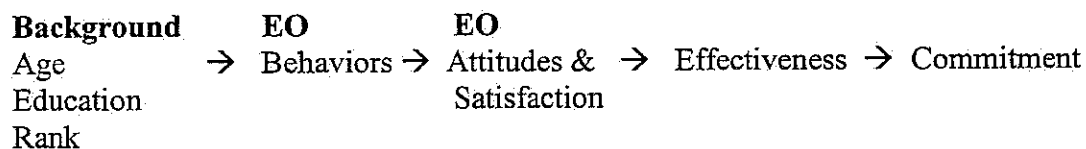
Specific training programs constitute a subset of broader efforts to foster positive human relations in support of strengthening unit effectiveness. Various instruments, including the Military Equal Opportunity Climate Survey (MEOCS), the Navy Equal Opportunity/Sexual Harassment Survey (NEOSH), and the Marine Corps Equal Opportunity Survey (MCEOS) are used to assess the EO climate on an ongoing basis. The analysis of MEOCS data indicates that although most demographic subgroups rate the EO climate as "average" or better for their organizations, the perceptions vary by group. In general, the most favorable climate ratings are from majority men, and the least favorable are from minority women (Dansby, 1994; Moskos & Butler, 1996). More specifically, the most favorable ratings are from majority officer men and the least favorable are from minority officer women (Dansby, 1994). Results from the Senior Leader Equal Opportunity Climate Survey (Dansby, 1996), a version of MEOCS developed for the general/admiral/Senior Executive Service level, and from the standard MEOCS indicate that high ranking White men have the most favorable ratings of all. Similar patterns have been found from the analysis of results from the other surveys.

The influence of the occupational model of the military, mentioned previously, is evident in the design of these instruments. To illustrate, the MEOCS includes not only modules that examine EO issues, but also modules focusing on organizational effectiveness (OE) issues, one of which is overall job satisfaction. This OE information has been used to examine a variety of issues including the relationship between EO climate and Total Quality Management (TQM) (Knouse, 1994, 1996b), group cohesiveness and performance (Niebuhr, Knouse, Dansby, & Niebuhr, 1996), career commitment (Landis, Dansby, & Faley, 1994), demographic representation within the organization (Dansby & Landis, in process; Stewart 1999), organizational characteristics (Tallarigo & Landis, 1995), and acceptance of diversity (Niebuhr, 1994). Several of

these studies are of special interest to this investigation. Niebuhr, Knouse, and Dansby (1994) report that perceptions of racism and sexism within a work group correlate negatively with group cohesiveness and performance. Respondents' race had a significant effect on perceptions of group cohesion and performance, but a similar pattern did not occur for gender, suggesting that the effects of racial/ethnic and gender diversity may be asymmetrical in military organizations. Knouse's (1994) analysis of three military units recognized for successful TQM programs reveals that an individual survey item measuring perceived quality of work group output was correlated with the work group effectiveness, commitment, satisfaction, and positive EO behaviors scales. In a subsequent study, a total quality (TQ) scale comprised of three work group effectiveness items was found to be correlated with work group effectiveness, leader cohesion, job satisfaction, group cohesion, organizational trust, and overall EEO climate (Knouse, 1996a). In a somewhat related study, Knouse (1994) reports that the degree of demographic diversity was correlated with the total quality (TQ) scale he devised. For minorities, a linkage was also discovered between perceptions of "minority power" and the perceptions of the quality of workgroup output item for minorities. Stewart (1999) concludes that, in general, higher levels of representation of minority group members are associated with smaller differences between majority and minority group members in the assessment of organizational performance.

These studies of the relationship between EO and OE in the military follow the precedent established in most studies examining civilian workplace data in which the work environment is examined in isolation from other social influences. The implicit assumption in such research is that job satisfaction is determined solely by forces internal to the workplace. The manner in which this idea has been incorporated into research on factors influencing OE outcomes in the military is illustrated by the model developed by Landis, Dansby, and Faley (1994), depicted below in Figure 1. The only non-work related effects on EO behaviors examined are personal attributes and standard demographic indicators, i.e. age, education, and rank.

Figure 1



Recent research suggests the need for a more comprehensive model. The examination of the spillover between work life and personal life by Bond, Galinsky, & Swanberg (1997, 131) reveals that "job performance is affected by many things, including spillover from problems that employees have in their personal lives." The authors also insist that "spillover from jobs into workers' personal lives can create or exacerbate problems off the job that, in turn, spill over into work and diminish productivity" (Bond, Galinsky, & Swanberg, 1997; 131). The potential spillovers between work life and personal life are particularly pronounced in the military where

specific problems include long and unpredictable duty hours and shift work. In addition, in the military the demarcations between work life and personal life are further eroded when personnel reside in family housing and use facilities at the installation rather than civilian facilities to satisfy critical needs (Segal, 1999).

There is evidence that tensions related to racial discrimination and racial conflict can produce stress that generates similar types of spillover effects. Pierce (1980) suggests "minorities suffer daily and varied forms of disrespect that results in persistent mundane levels of stress that subsequently inures them against the impacts of life-course or exotic level stress" (Spencer, 1990; 126). Applying this hypothesis to the realm of child and adolescent development, Spencer (1990, 125) finds that responses of Black children to the Atlanta child murders that occurred between 1979 and 1981 were consistent with Pierce's hypothesis and that "the daily *life experiences* of minorities are more stressful than generally acknowledged." Spencer (1990) asserts that low socioeconomic status operates in conjunction with the caste-like status of Blacks to constitute an important source of what she describes as "unchanging or mundane stress. She finds that that extreme or acute level of environmental stress had less of an effect on the behavior of subjects than ongoing, mundane, or daily levels of *socioeconomic or caste status*-related stress (Spencer, 1990). While extrapolation of the type of relationship between mundane and exotic stress found by Spencer to adults is not straightforward, her conclusions, in combination with Pierce's (1980) findings and the spillover model discussed previously, indicate a need to examine systematically the extent to which racial incidents, occurring either in the workplace or in other venues, influence levels of job-related satisfaction.

Some interactions with civilian residents of local communities may reflect differences in institutional cultures in addition to having a racial/ethnic conflict dimension. As noted by Segal (1999, p. 252), "lifestyle constraints imposed on service members and their families by the organization sets them apart from civilian society and impedes the development of strong ties in the civilian community." There is no question that military personnel do experience both job-related and non-related racial incidents. Approximately 67% of respondents experienced a DoD-related incident within the last 12 months, while 65% experienced an incident in the local community, and 23% reported that family members other than themselves had experienced some type of incident (Scarville, et al., 1999; p. 41).

Some models of the relationship between the EO climate and job-related satisfaction in the military, in fact, allow for some types of non-work related effects. As an example, the Landis-Fischer Model of EO Climate, depicted in Figure 2 below (Dansby & Landis, 1991), treats occupational satisfaction as the outcome of the complex interaction of various influences, emphasizing the effects of the EO climate. Two of the non-work related influences affecting satisfaction are past experiences and environment/personal factors. If EO behaviors are broadly construed, some non-work related stimulus events are partially accounted for in the model. However, the model only allows for the possibility that stimulus events affect the EO climate through the command response. In cases where a stimulus response occurs outside the work setting

and/or is not reported, there may be an effect on satisfaction that is not mediated by a command response because the command structure, per se, is not directly involved. Given the concern in this investigation about spillover effects between work life and family life it is necessary to modify the model to incorporate this possibility more explicitly. Just as important, the model does not include a channel by which policies and training influence the EO climate. Policies and training are likely to affect the probability of negative EO behaviors occurring, the nature of the command response, perceptions of behaviors, and characteristics of the work environment.

The modifications undertaken to the basic model are described below.

Analytical Framework

As noted previously, the Landis-Fischer Model of EO Climate (Dansby & Landis, 1991) is modified in this investigation to enable a more comprehensive examination of the effects of the EO climate on job-related satisfaction. The modified framework is depicted below in Figure 3. The major modification to the model is specific delineation of the role of policies and training in shaping the EO climate. The revised model incorporates both what might be described as the “macro” policy/training context established by overall DoD and service-specific policies, procedures, and programs, and the “micro” policy/training experience of the individual. The macro effect is assumed to condition the probability of negative EO behaviors, the nature of command responses to those events, and various characteristics of the environment in which personnel interact, including protocols governing work organization. This macro context includes the organizational vision, procedures for reporting inappropriate behavior, monitoring mechanisms, guidelines regarding the frequency and content of EO training, and other policy/training components. The micro effect refers to policies and training actually received by an individual and the effects of this training on individual behavior, expectations, and perceptions. A second modification involves inclusion of a direct linkage between stimulus events and the environment in which individuals interact. As suggested previously, such a linkage is necessary to account for situations in which the command structure is not directly involved. The third modification involves treating the environment and personal factors separately to allow a more detailed examination of the effects of both types of influences.

This modified model is used to analyze responses to the “Armed Forces Equal Opportunity Survey” (Scarville et al., 1999). The database, operationalization of the model, and estimation techniques are described below.

FIGURE 2

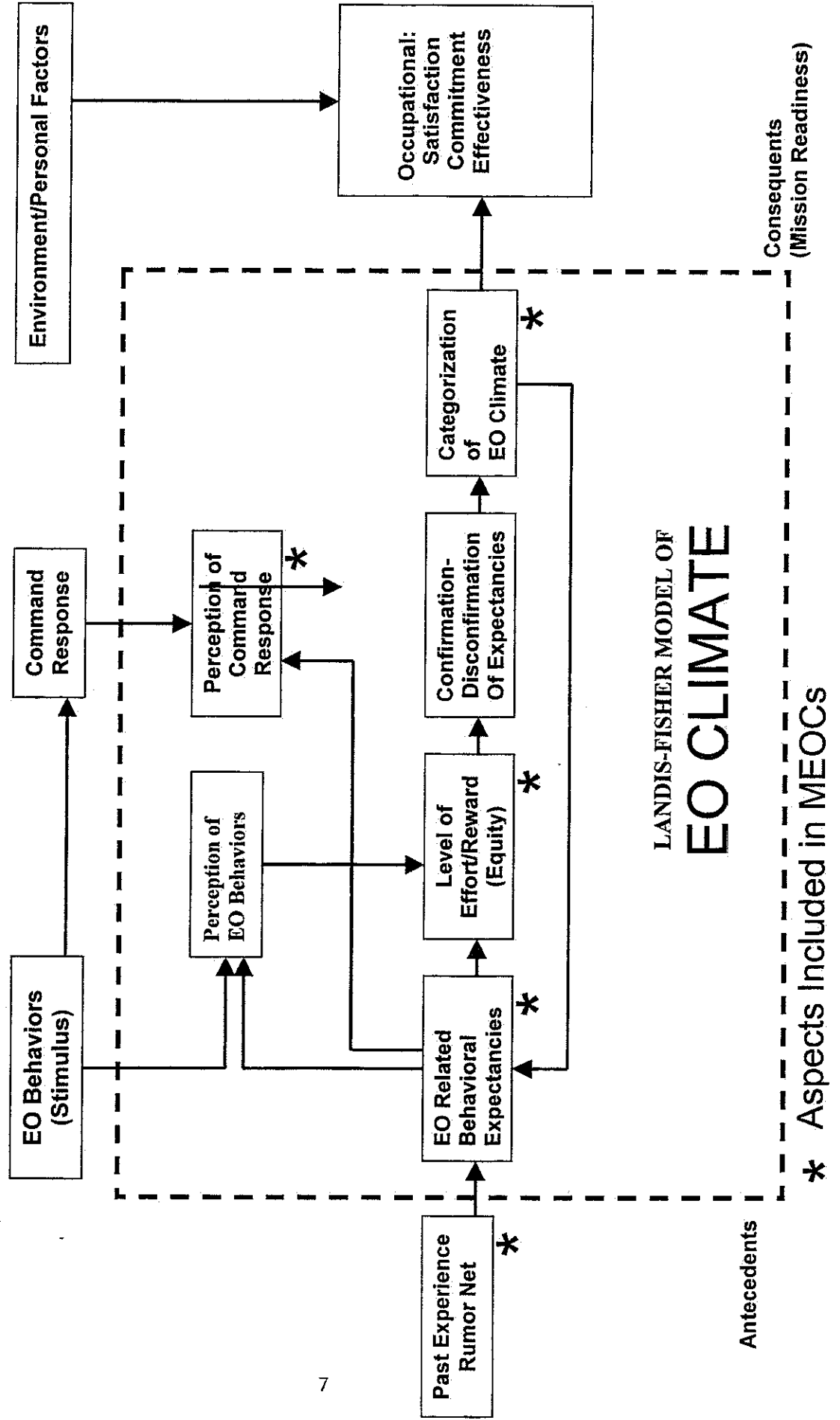
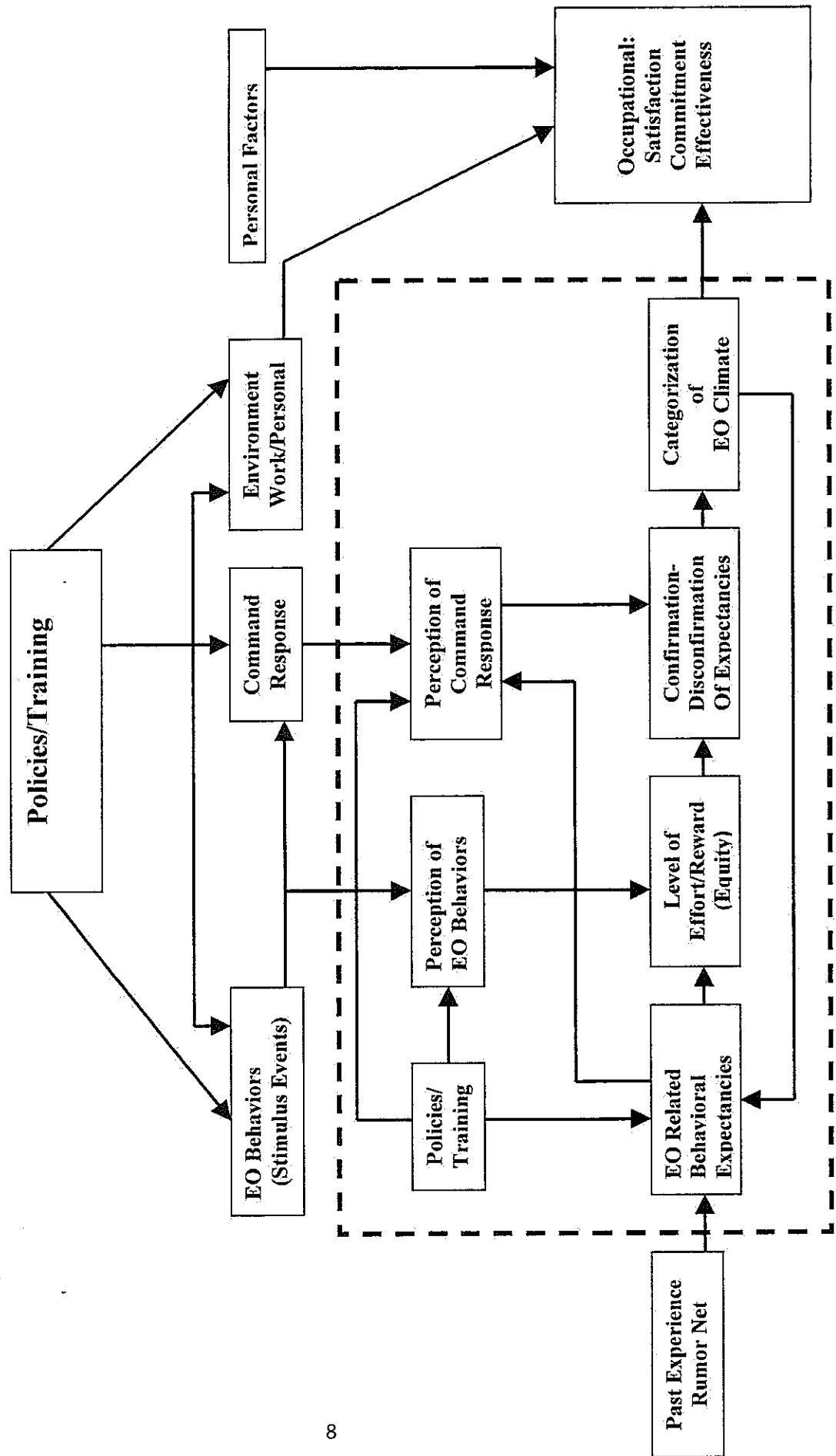


FIGURE 3



Data and Empirical Model

The data examined in this analysis were generated from the "Armed Forces Equal Opportunity Survey," conducted between September 1996 and February 1997, administered by the Defense Manpower Data Center (DMDC). The survey instrument was originally mailed to 76,754 members of the Army, Navy, Marine Corps, Air Force, and Coast Guard, selected by random sampling. The response rate was 53% (Scarville et. al, 1999; p. iii). "The survey was developed for the purpose of providing a better understanding of service members' perceptions and experiences related to fair treatment and equal opportunity" (Scarville et. al, 199; p. iii). Service members were asked about their overall racial/ethnic interactions that had occurred in the 12-month period prior to filling out the survey (Scarville et. al, 1999; p. iii). "The survey also contained items on members' perceptions of official EO actions (e.g. satisfaction with the outcome of the complaint, actions taken in response to the complaint)" (Scarville et. al, 1999).

The responses to selected questions regarding satisfaction with various aspects of job-related and non-job related dimensions of the military constitute the dependent variables in this investigation. In particular, responses to the following items are used to construct dependent variables:

1. "How satisfied are you with . . . your job as a whole?" (JOBSAT)
2. "How satisfied are you with . . . the kind of work you do?" (WORKSAT)
3. "How satisfied are you with . . . your opportunities for promotion?" (SATPROM)
4. "How satisfied are you with . . . the relationship you have with your co-workers?" (SATCOWORK)
5. How much do you agree with the statement, "I will get the assignments I need to be competitive for promotions?" (GETASSIGN)
6. How much do you agree with the statement, "My Service's evaluation/selection system is effective in promoting its best members?" (PROMBEST)
7. How much do you agree with the statement, "If I stay in the Service, I will be promoted as high as my ability and effort warrant?" (ABIL/EFF)
8. How much do you agree with the statement, "I am proud to tell others that I am a member of my Service?" (PRIDE)
9. How much do you agree with the statement, "Being a member of my Service inspires me to do the best job I can?" (BESTJOB)

The definitions of each dependent variable are provided in the appendix. Each variable, with the exception of PRIDE, focuses specifically on some dimension of the work environment and constitute the operational counterparts to the Satisfaction, Commitment, Effectiveness construct in Figure 3.

The definition of each independent variable is also provided in the appendix. The environment construct in Figure 3 is meant to encompass both the work environment and the personal environment. Three sets of variables are used to capture specific types of influences of the work environment on perceived satisfaction. The first set focuses specifically on support provided to accomplish tasks. SKILLS measures a respondent's

perception of the extent to which her/his work makes use of her/his skills. **JOBINFO** measures the extent to which a respondent perceives that the information necessary to do her/his job is provided. **UNDERSTAND** is a measure of the respondent's perception of extent to which her/his supervisor tells the respondent when the supervisor does not understand what the respondent says. The coefficients of all three of these variables should be positive, i.e. greater comfort with one's skills, information provided about the job, and support from one's supervisor should all increase satisfaction.

The second set of environmental indicators consists of dummy variables for each service except the Army, which serves as the reference group (**NAVY**, **MARINES**, **AIR FORCE**, and **COAST GUARD**). These dummy variables are proxies for service-specific cultural protocols and approaches to duty performance. In addition, these variables are indicators of service-specific EO climate characteristics. The results obtained from the **MEOCS** indicate consistent differences across services in respondents' perception of both the EO climate and organizational effectiveness.

The third set of work environment indicators focuses on the selected demographic characteristics of respondents' work unit. **SUPSMRCE** is included to indicate whether the respondent and her/his supervisor belong to the same racial/ethnic group. **OWNRACE** is an indicator of whether the respondent works in a setting where there are few workers belonging to her/his racial/ethnic group. **MINWORKERS** is a similar indicator of whether the respondent's work environment is one in which there are few co-workers who belong to racial/ethnic minority groups. The prediction of the signs of the coefficients of these variables is not straightforward. At one level, being a distinct minority in the work setting could well increase the level of discomfort. More generally, there is ongoing disagreement regarding the effects of increasing demographic diversity on organizational effectiveness. As a consequence, the expected signs of the coefficients cannot be specified a priori.

The personal environment indicators focus on friendships and perceptions of pressures to socialize with only members of a respondent's own racial/ethnic group. **CLOSEFRIEND** is an indicator of whether the respondent reported having a close friend who is a member of another racial group. One effect of having a close friend belonging to another racial/ethnic group may be to reduce unease at working in a multi-racial setting. At the same time, such familiarity might also heighten sensitivity to negative aspects of the work environment emanating from racial tensions. Consequently the sign of the coefficient cannot be predicted a priori. **UNEASE** is the extent to which the respondent reported being uneasy being around persons belonging to different racial groups and **PRESSURE** is the extent to which the respondent reported feeling pressure not to socialize with members of other racial groups. The signs of both coefficients should be negative, i.e. the degree of satisfaction with the work environment will be reduced in both cases.

The personal factors construct in Figure 3 is designed to include both basic demographic descriptors and attributes correlated with respondents' occupational status. The basic demographic characteristics are race/ethnicity (**BLACK**, **HISP**, **NATAM**,

ASIAN [Whites constitute the reference group]), gender (FEMALE), marital status (MARRIED), and having a spouse belonging to another racial/ethnic group (INTERRACE). In the executive summary of the *Armed Forces Equal Opportunity Survey* it is indicated that "White members, who comprise the majority population in the military, are more positive than minority members about racial/ethnic issues in the military" (Scarville et al., 1999; p. iv). This statement suggests that the coefficients of BLACK, HISP, NATAM, and ASIAN should be negative. Given the fact that the military remains very much a male culture, it would be reasonable to expect that the sign of FEMALE will also be negative. The expected sign of MARRIED is indeterminate primarily because the military has made major attempts to become more "family friendly." However, the sign of INTERRACE is expected to be negative, given the traditional negative reaction to interracial marriages. The occupational status attributes are educational attainment (SOMECOL, COLDEG [individuals with no college education constitute the reference group]), rank/paygrade (PAYGRAD2, PAYGRAD3, PAYGRAD4 [persons whose rank correspond to paygrade 1 constitute the reference group]), and years of service (YEARS). To the extent that individuals with advanced degrees feel less challenged by the highly structured military culture they will express less satisfaction than less-educated counterparts, with the expectation that the coefficients of SOMECOL and COLDEG will be negative. Rank structure reflects success in obtaining promotions and pay increases thus it is reasonable to expect that the coefficients of PAYGRAD2, PAYGRAD3, and PAYGRAD4 will be positive and increase in magnitude with the coefficient of PAYGRAD2 being the smallest. Although there are competing dynamics affecting the influence of length of service on satisfaction, the coefficient should be biased toward being positive because the most dissatisfied persons will have already left the military.

An attempt is made to capture two dimensions of the potential effect of training on perceived satisfaction levels – outcomes of previous training received and recent participation in training activities. The first dimension is proxied by self-reported indicators of facility in cross-cultural interaction. COMPETENT is the extent to which the respondent reported feeling competent interacting with persons belonging to different racial groups. KNOWRACISM is the extent to which respondent reported knowing and understanding racist words, symbols, and actions. There are two possible effects associated with these factors. First, greater knowledge should increase the personal comfort level and increase satisfaction. On the other hand, greater knowledge may heighten sensitivity to negative dimensions of the work environment and lead to less satisfaction. The relative strength of these two effects cannot be predicted a priori. The same is true for the various measures of recent training received. The indicators of recent training received are CULTAWTR, an indicator of whether the respondent reported having received cross-cultural awareness training during the last year, and RACETHTR, an indicator of whether the respondent reported having training on race/ethnic topics during the last year. These are the measures of the micro-training experiences of individuals. We are also interested in secondary effects, i.e. interactions among various influences and several interactive variables are included to measure these effect, i.e. COMPAWARE, KNOWAWARE, KNOWRCETHTR, AWAFFRND, and RCETHFRND. The signs of the coefficients of the interactive variables cannot be

predicted for the same reasons as cited for the inability to predict the direct effects of training.

The EO Behaviors/Stimulus Events construct is operationalized by two variables indicating respondents' actual exposure to racial/ethnic incidents. ANYINCIDENT is an indicator of whether the respondent or her/his family has experienced any type of racial/ethnic incident during the last 12 months. INCLASTYR is an indicator of whether the respondent identified a particularly bothersome incident that occurred during the 12 preceding months. Consistent with the overview presented in the previous section, the relevant incidents in both cases may be related to work activities, other dimensions of military life, or personal life not related directly to military service. It is anticipated that the coefficients of both variables will be negative.

The final component of the model is the Command Response construct. Here we are concerned with respondents' degree of satisfaction with the handling of volatile incidents and perceptions of the quality of day-to-day management of the EO climate. Three variables are included to examine the effect of incident handling on satisfaction. REPMSTBTH is an indicator of whether a respondent who experienced a particularly troublesome incident within the last 12 months reported it to either military or civilian authorities. This variable allows an assessment of differences between the effects of incidents mediated through the command structure and those not involving formal interventions. It is anticipated that the sign of the coefficient will be negative because it is hypothesized that the likelihood of reporting more severe incidents is greater than for less severe incidents. SATPROCESS is an indicator of the degree to which a respondent who experienced a particularly troublesome racial/ethnic incident within the last 12 months and reported it was satisfied with the various processes associated with the investigation. SATOUTCOME is a parallel indicator of the extent to which the respondent was satisfied with the outcome of the process. These variables provide an evaluation of the perceived quality of the command response. Both coefficients should have positive signs. Perceptions of the day-to-day management of the EO climate is indicated by two variables measuring respondent's perception of whether her/his supervisor is making honest and reasonable efforts to stop racial/ethnic harassment and discrimination. SUPGOODEFF indicates if a respondent indicated that her/his supervisor is making such an effort. SUPEFFDK indicates if a respondent indicated that she/he was not sure if her/his supervisor was making such an effort. The sign of SUPGOODEFF should be positive and the sign of SUPEFFDK is indeterminate. In both cases the effect is compared to cases where respondents indicate that their supervisor is not making honest and reasonable efforts to stop racial harassment and discrimination. These variables provide an indication of how supervisors moderate the mundane stress related to potential racial conflict experienced by individuals.

Weighted multiple regression analysis is used to examine the influences of the various independent variables on each of the dependent variables. The data were pre-weighted by DMDC to mirror Service demographics. The model is structured such that unmarried White male Army members in paygrades E1- E3, with a high school education

constitute the reference group. Approximately 1.7% of the sample population simultaneously satisfies all six of these criteria.

Results

The results of the investigation are presented in Table 1. The model components in Figure 3 are used as an organizing rubric for the discussion. The greatest overall explanatory power is exhibited in the analysis of the most global work satisfaction measures – overall job satisfaction (JOBSAT) and satisfaction with type of work (WORKSAT). The respective values of R^2 are .367 and .348. None of the other R^2 values are above .200.

A. Environment

Given that all but one of the dependent variables focuses on some dimension of job satisfaction, per se, satisfaction with job-related skills and information should be the most important determinants of reported satisfaction levels. The results in Table 1 are consistent with this expectation. In most cases, the beta values for SKILLS and JOBINFO are significantly larger than those of any of the other variables. The effects are especially large for the two global work satisfaction measures, JOBSAT and WORKSAT. The beta values for UNDERSTAND are not as large, but are sizable for the job related measures. All coefficients of SKILLS, JOBINFO, and UNDERSTAND have the predicted positive signs.

There are differences across Services, although the overall contribution to the explanation of observed variation is generally small. Navy personnel are less satisfied than the Army reference group on five of the nine measures. Marine Corps respondents express the highest levels of satisfaction, except in the SATCOWORK regression. Army members (the reference group) express the highest level of satisfaction with co-workers, as indicated by the negative coefficients for each of the service dummy variables. The largest effects for this set of variables occurs in the GETASSIGN, PROMBEST, and BESTJOB regressions. In these regressions, with the exception of BESTJOB, Army personnel typically have the least positive assessments. AIRFORCE personnel are the least confident they will get the assignments necessary to be competitive for promotion.

Workplace demographics and the comparability of the racial classifications of respondents and supervisors have only small effects on expressed levels of satisfaction. In all estimations except that for SATCOWORK, respondents express less satisfaction if they work in settings where racial/ethnic minorities were uncommon, but the beta values are relatively small. There is no consistent pattern for the coefficients of OWNRACE and SUPSMRCE and the beta values are small. The largest effect occurs for OWNRACE (negative) in the SATCOWORK regression.

B. Personal Factors

Consistent with the hypothesis that competing factors influence the effect of close friendships with individuals belonging to another racial/ethnic group, there is no consistent pattern for the signs of the coefficients of CLOSEFRND. The largest effects (positive) occur in the PRIDE and BESTJOB regressions. The results for UNEASE and PRESSURE are much more robust. All coefficients for UNEASE have negative signs except in the SATPROM regression and all coefficients of PRESSURE are negative, as expected. In most cases the beta values are relatively large.

The results for the racial/ethnic demographic descriptors are inconsistent with the predictions as well as the summary information contained in the *Armed Forces Equal Opportunity Survey*. Blacks, Hispanics, and Native Americans/Alaskan Natives consistently report higher levels of satisfaction than Whites. Asian American/Pacific Islanders exhibit higher levels of satisfaction than Whites on most measures, although the coefficient of ASIAN is negative in the analysis of JOBSAT and WORKSAT. These findings are consistent with the fact that retention rates among racial/ethnic minority groups tend to be higher than for Whites. The largest differences between racial/ethnic minorities and Whites occur for SATPROM, GETASSIGN, PROMBEST, ABIL/EFF and BESTJOB. The findings for these satisfaction indicators suggest possible disillusionment among Whites regarding opportunities for advancement. Blacks express less satisfaction than Whites only in the WORKSAT, SATCOWORK, and PRIDE regressions and the relative influence is small.

The prediction regarding gender differences was not confirmed. There is no consistent pattern of differences in satisfaction between males and females. Females are less satisfied with the job and with the type of work they do, but are slightly more inclined to express pride and indicate motivation to do the best job possible. The strongest overall effect occurs in the SATCOWORK regression, where females express greater dissatisfaction than males. Overall, gender exhibits less explanatory power than race/ethnicity.

There is also little consistency in the results for the variable MARRIED, although married respondents are slightly more positive than unmarried counterparts on the more global measures, i.e. JOBSAT, WORKSAT, PRIDE, and BESTJOB. Marital status does not account for a major portion of the overall variation. As predicted, respondents in interracial marriages express lower levels of satisfaction, ceteris paribus, on all but one measure. However, the overall proportion of the total variation explained is small.

As anticipated, respondents who had completed some college or had a college degree express lower levels of satisfaction on most measures, with the latter group generally expressing greater dissatisfaction. However, both groups are more likely than high school graduates to express confidence that they would get the assignments necessary to be competitive for promotion and college graduates are more satisfied with their relationships with co-workers than either of the other two groups. Overall, the

effects are small, but are relatively more important in the ABIL/EFF, PRIDE, and BESTJOB regressions.

Almost without exception, as predicted individuals in higher paygrades express greater satisfaction than the reference group, and generally the degree of satisfaction increased with paygrade. The exceptions are for the PROMBEST and ABIL/EFF regressions where the coefficients of PAYGRAD2 are negative. This suggests a possible retention problem in the enlisted ranks. The influence of PAYGRADE is relatively large compared to the other factors. Conversely, the influence of years of service is mixed and the overall explanatory power is generally greater in cases where individuals with more years of service express lower levels of satisfaction.

C. Training Effects

The results for COMPETENT and KNOWRACISM are mixed and higher perceived levels of cross-cultural competence and knowledge of racist words and symbols are more likely to be associated with lower rather than higher levels of satisfaction. Participation in either cultural awareness training (CULTAWTR) or training addressing racial/ethnic issues (RACETHTR) is also associated with lower rather than higher levels of satisfaction. These results suggest that diversity-related training targeted at all personnel may not be particularly effective in enhancing overall satisfaction with military life. Additional evidence emerges from the analysis of the various interactive effects.

In general, cultural awareness training coupled with either higher levels of either perceived cross-cultural competence (COMPAWARE) or knowledge of racist language and symbols (KNOWAWARE) is associated with higher levels of reported satisfaction. The reverse is generally true for racial/ethnic training in combination with either higher levels of either perceived cross-cultural competence (COMPRCETHTR) or knowledge of racist language and symbols (KNOWRCETHTR). The effect of having a close friend of another race in combination with training is mixed for both cultural awareness training (AWARFRND) and race/ethnic training (RCETHFRND). In general then, cultural awareness training, both independently, and in combination with other influences has a stronger influence on satisfaction than general training about race/ethnic issues. In both cases, however, the net effects are negative raising questions about the efficacy of existing training designs. Social relationships with members of other racial/ethnic groups, even in combination with training, do not generally lead to enhanced satisfaction. The most consistent positive effects of training occur for SATCOWORK, but even here there are some conflicting findings. It appears that the effects that the model attempts to capture are very complex and multi-collinearity problems limit the capability of generating conclusive results.

D. EO Behaviors/Stimulus Events

As anticipated, the results indicate that for most of the satisfaction measures, experiencing any incident during the past year and reporting a particularly bothersome

incident both have a negative influence. However, the beta values are not exceptionally large in most cases and the beta values for ANYINCIDENT tend to be larger than for INCLASTYR. These results suggest that mundane stress related to day-to-day tensions is more significant than exotic or episodic stress resulting from specific incidents in influencing overall perceptions of satisfaction. These findings are consistent with the results reported by Pierce (1980) and Spencer (1990), discussed previously.

E. Command Response Effects

Having reported an incident to either military or civilian authorities is associated with lower levels of satisfaction in all regressions, as expected. The signs of all coefficients of SATPROCESS are positive, and have reasonably large beta values. This finding suggests that the investigative process is reasonably structured. However, the results are mixed for SATOUTCOME. This suggests that satisfaction with the outcomes of an investigation do not translate directly into enhanced levels of satisfaction. Although the beta values for SATOUTCOME are relatively small, there appear to be effects associated with experiencing a particularly bothersome incident that are not resolved through the command response, per se. These findings provide support for the treatment of the effects of incidents on satisfaction in Figure 3.

Perceptions of supervisors' day-to-day management of diversity issues have a very important influence on reported satisfaction levels as evidenced by the large size of the beta values of SUPGOODEFF. As anticipated, all of the coefficients are positive. In all but three cases not knowing if a supervisor makes honest and reasonable efforts to stop racial/ethnic harassment was associated with greater satisfaction than in cases where supervisors were perceived as not making such efforts. These findings underscore the importance of focusing on training supervisors to manage day-to-day race/ethnic relations effectively.

Discussion and Implications

The information generated by the "Armed Forces Equal Opportunity Survey" (Scarville, et al., 1999) illustrates the importance of the various efforts undertaken by the DoD to foster positive inter-racial and inter-ethnic relations. The results of this study indicate that racial incidents reduce levels of satisfaction and adversely impact organizational performance. There is a need to provide greater encouragement to members to report incidents and to monitor the disposition of complaints. The potentially negative effects of incidents on satisfaction are moderated significantly if individuals are satisfied with the investigative procedures. Consequently, it is important to review existing investigative procedures and trends in the disposition of complaints through post-disposition interviews.

While the management of incidents is important, it is equally important to focus expanded attention on the management of diversity and/or the EO climate on a day-to-day basis. The results of this study underscore the need to examine organizational performance in the military in a broader context than has typically been the case. In

particular, spillovers between work activities and personal lives that affect job performance are especially pronounced in the military and some of the spillovers are associated with tensions originating from discomfort in associating with members of other racial/ethnic groups. Workplace-related and non-workplace related racial tensions continue to constitute a significant problem because the barriers to reducing their effects are difficult to overcome. The findings of this study indicate that unease with dealing with members of other groups and pressure to socialize with members of one's own racial/ethnic group can generate negative outcomes that are difficult to ameliorate through training targeted at all personnel. There may be a need to reexamine existing training designs. In this study, cultural awareness training was found to have a greater influence than general training focusing on race/ethnic topics.

Efforts to diversify the work environment have modest positive effects on overall satisfaction. However, confidence in a supervisor's fairness and commitment to creating a positive EO climate has a greater effect on satisfaction levels. The race or ethnicity of the supervisor does not appear to be a significant factor affecting the potential efficacy of a supervisor in promoting a positive EO climate. DoD should intensify its efforts and target supervisors as the key actors for attainment of the military's Human Goals Charter objectives.

The finding that racial/ethnic minorities express greater levels of satisfaction than Whites when all relevant factors are examined should be disseminated widely to counter the initial media reports about the *Armed Forces Equal Opportunity Survey* that focused on the raw summary data. The results presented here can, in fact, be used to support ongoing efforts to diversify the composition of the Services.

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TABLE 1
Regression Results

Variable	JOBSAT			WORKSAT			SATPROM			SATCOWORK			GETASSIGN		
	Coeff.	SE	Beta	Coeff.	SE	Beta	Coeff.	SE	Beta	Coeff.	SE	Beta	Coeff.	SE	Beta
SKILLS	.350	.001	.366	.455	.001	.446	.130	.001	.116	.072	.001	.097	.131	.001	.134
JOBINFO	.259	.001	.229	.190	.001	.157	.230	.001	.175	.161	.001	.181	.212	.001	.185
UNDERSTAND	.024	.001	.030	*	*	*	.046	.001	.049	.048	.001	.075	.053	.001	.063
NAVY	-.021	.002	-.008	.024	.002	.009	-.038	.003	-.013	-.030	.002	-.015	.248	.002	.098
MARINES	.057	.003	.016	.061	.003	.016	.145	.004	.034	-.005	.003	-.002	.287	.003	.078
AIRFORCE	.011	.002	.006	.035	.002	.013	.133	.003	.045	*	*	*	-.107	.002	-.042
CGUARD	.025	.006	.003	.038	.006	.005	-.082	.007	-.010	-.040	.005	-.007	.235	.006	.032
SUPSMRCE	-.020	.002	-.009	.004	.002	.002	-.019	.003	-.007	-.006	.002	-.003	*	*	*
OWNRACE	.020	.003	.006	.015	.003	.004	-.145	.004	-.037	-.146	.003	-.056	-.057	.003	-.017
MINWORKERS	-.013	.002	-.004	-.043	.003	-.013	-.016	.003	-.004	.005	.002	.002	-.017	.003	-.005
CLOSEFRND	-.040	.004	-.014	*	*	*	*	*	*	.110	.004	.047	.035	.005	.012
UNEASE	-.065	.001	-.047	-.046	.001	-.031	.008	.001	.005	-.064	.001	-.059	-.008	.001	-.005
PRESSURE	-.019	.001	-.011	-.009	.002	-.005	-.089	.002	-.043	-.062	.001	-.045	-.091	.002	-.051
BLACK	.077	.002	.027	-.005	.003	-.002	.093	.003	.028	-.064	.002	-.028	.047	.003	.016
HISP	.106	.003	.027	.059	.004	.014	.179	.004	.040	.019	.003	.006	.095	.004	.024
NATAM	.119	.005	.019	*	*	*	.316	.007	.043	.047	.004	.009	.222	.006	.035
ASIAN	-.059	.008	-.005	-.092	.009	-.008	.217	.011	.017	.131	.007	.015	.137	.010	.012
FEMALE	-.043	.002	-.013	-.056	.003	-.016	.054	.003	.014	-.127	.002	-.050	-.084	.003	-.025
MARRIED	.029	.002	.012	.058	.002	.024	-.056	.003	-.021	.006	.002	.003	-.033	.002	-.014
INTERRACE	-.061	.003	-.018	-.034	.003	-.009	.014	.004	.003	.024	.002	.009	-.049	.003	-.014

TABLE 1 (cont.)
Regression Results

Variable	JOBSAT			WORKSAT			SATPROM			SATCOWORK			GETASSIGN		
	Coeff.	SE	Beta	Coeff.	SE	Beta	Coeff.	SE	Beta	Coeff.	SE	Beta	Coeff.	SE	Beta
SOMECOL	-.035	.002	-.016	-.035	.002	-.015	-.020	.003	-.008	-.039	.002	-.022	.023	.002	.010
COLDEG	-.096	.004	-.035	-.115	.004	-.040	-.089	.005	-.028	.017	.003	.008	.044	.004	.016
PAYGRAD2	.146	.003	.065	.120	.003	.050	.301	.003	.116	.072	.002	.041	.151	.003	.067
PAYGRAD3	.252	.004	.069	.250	.005	.064	.757	.006	.177	.084	.004	.029	.432	.005	.117
PAYGRAD4	.242	.005	.057	.211	.006	.047	.790	.007	.159	.103	.005	.031	.379	.006	.088
YEARS	.016	.001	.014	.021	.001	.018	-.204	.002	-.159	.022	.001	.025	-.054	.001	-.048
COMPETENT	-.013	.002	-.016	.030	.002	.034	.012	.003	.013	.030	.002	.046	-.011	.002	-.014
KNOWRACISM	-.026	.001	-.028	-.021	.001	-.022	.029	.002	.027	.008	.001	.011	-.023	.002	-.025
CULTA/TR	-.136	.008	-.060	-.138	.009	-.058	*	*	*	-.102	.007	-.058	.108	.009	.047
RACETHTR	-.031	.009	-.012	.029	.010	.010	.192	.012	.063	.091	.008	.044	-.045	.010	-.017
COMPAWARE	.012	.001	.033	-.008	.002	-.021	*	*	*	.014	.001	.047	.011	.002	.028
KNOWAWARE	.025	.002	.044	.030	.002	.050	.027	.002	.041	.024	.001	.054	.012	.002	.022
COMPRCETHTR	-.011	.002	-.019	-.014	.002	-.024	.008	.002	.012	-.024	.001	-.055	-.019	.002	-.033
KNOWRCETHTR	*	*	*	-.006	.002	-.009	-.055	.002	-.076	-.011	.002	-.023	.010	.002	.016
AWARFRND	.053	.005	.024	.079	.005	.034	*	*	*	.014	.004	.008	-.123	.006	-.054
RCETHFRND	.119	.006	.051	.079	.006	.032	*	*	*	.044	.005	.024	.092	.006	.039

TABLE 1 (cont.)
Regression Results

[illegible]

TABLE 1 (cont.)
Regression Results

Variable	PROMBEST			ABIL/EFF			PRIDE			BESTJOB		
	Coeff.	SE	Beta	Coeff.	SE	Beta	Coeff.	SE	Beta	Coeff.	SE	Beta
SKILLS	.059	.001	.059	.079	.001	.073	.107	.001	.129	.126	.001	.143
JOBINFO	.202	.001	.172	.237	.001	.186	.151	.001	.154	.137	.001	.132
UNDERSTAND	.038	.001	.045	.007	.001	.007	.002	.001	.029	.015	.001	.021
NAVY	.176	.003	.068	.144	.003	.051	.170	.002	.078	.203	.002	.089
MARINES	.180	.004	.048	.073	.004	.018	.315	.003	.100	.220	.003	.066
AIRFORCE	.086	.003	.033	.086	.003	.030	.005	.002	.002	.081	.002	.035
CGUARD	.153	.007	.020	.157	.007	.019	.073	.005	.011	.194	.006	.029
SUPSMRCE	-.032	.002	-.014	.008	.003	.003	*	*	*	-.015	.002	-.007
OWNRACE	-.042	.003	-.012	-.097	.004	-.026	-.045	.003	-.016	.028	.003	.009
MINWORKERS	-.017	.003	-.005	-.071	.003	-.020	-.011	.002	-.004	-.045	.003	-.015
CLOSEFRND	-.039	.010	-.017	*	*	*	.156	.004	.060	.198	.004	.072
UNEASE	-.023	.001	-.016	-.003	.001	-.002	-.058	.001	-.048	-.073	.001	-.057
PRESSURE	-.078	.002	-.043	-.080	.002	-.040	-.071	.001	-.046	-.064	.001	-.040
BLACK	.194	.003	.065	.151	.003	.047	-.101	.002	-.029	.035	.003	.014
HISP	.309	.004	.077	.247	.004	.057	.113	.003	.034	.240	.003	.068
NATAM	.479	.006	.074	.357	.007	.051	.138	.005	.025	.243	.005	.042
ASIAN	.230	.010	.020	.252	.011	.020	*	*	*	.093	.009	.009
FEMALE	.043	.003	.013	.041	.003	.011	.055	.002	.020	.045	.003	.015
MARRIED	-.077	.002	-.032	-.045	.003	-.017	.101	.002	.050	.106	.002	.050
INTERRACE	-.085	.003	-.023	-.017	.004	-.004	-.047	.003	-.015	-.097	.003	-.030

TABLE 1 (cont.)
Regression Results

Variable	PROMBEST			ABIL/EFF			PRIDE			BESTJOB		
	Coeff.	SE	Beta	Coeff.	SE	Beta	Coeff.	SE	Beta	Coeff.	SE	Beta
SOMECOL	-.073	.002	-.031	-.091	.003	-.037	-.057	.002	-.029	-.071	.002	-.035
COLDEG	-.018	.004	-.007	-.199	.005	-.065	-.164	.004	-.069	-.161	.004	-.065
PAYGRAD2	-.083	.003	-.036	-.069	.003	-.028	.125	.003	.065	.124	.003	.061
PAYGRAD3	.192	.005	.051	.058	.006	.014	.371	.004	.117	.289	.004	.086
PAYGRAD4	.322	.006	.073	.095	.007	.020	.264	.005	.072	.177	.006	.045
YEARS	*	*	*	-.150	.002	-.121	.042	.001	.044	.071	.001	.070
COMPETENT	-.097	.002	-.114	-.058	.003	-.063	*	*	*	-.030	.002	-.040
KNOWRACISM	-.034	.002	-.035	-.014	.002	-.014	*	*	*	.006	.001	.007
CULTAWTR	-.039	.010	-.017	-.071	.011	-.028	-.031	.008	-.016	-.068	.008	-.033
RACETHTR	-.069	.011	-.025	.139	.012	.047	.030	.009	.013	.108	.009	.045
COMPAWARE	.041	.002	.106	.031	.002	.072	.018	.001	.055	.028	.001	.082
KNOWAWARE	*	*	*	.010	.002	.016	.010	.002	.019	.012	.002	.022
COMPRCETHTR	-.004	.002	-.007	-.011	.002	-.018	-.004	.002	-.009	-.018	.002	-.036
KNOWRCETHTR	.005	.002	.008	-.017	.002	-.024	.010	.002	.019	.012	.002	.022
AWARFRND	-.018	.006	-.008	-.027	.007	-.010	-.059	.005	-.030	*	*	*
RCETHFRND	.053	.007	.022	.029	.007	.011	*	*	*	-.055	.006	-.026

TABLE 1 (cont.)
Regression Results

[illegible]

APPENDIX – VARIABLE NAMES AND DEFINITIONS

VARIABLE	DEFINITION
DEPENDENT	
JOBSAT	Overall satisfaction with job (1 – 5)
WORKSAT	Satisfaction with kind of work (1 – 5)
SATPROM	Satisfaction with opportunities for promotion (1 – 5)
SATCOWORK	Satisfaction with relationships with co-workers (1 – 5)
GETASSIGN	Degree of agreement with the statement “I will get the assignments I need to be competitive for promotions” (1 – 5)
PROMBEST	Degree of agreement with the statement “My Service’s evaluation/selection system is effective in promoting its best members (1 – 5)
ABIL/EFF	Degree of agreement with the statement “If I stay in the Service, I will be promoted as high as my ability and effort warrant” (1 – 5)
PRIDE	Degree of agreement with the statement “I am proud to tell others that I am a member of my Service” (1 – 5)
BESTJOB	Degree of agreement with the statement “being a member of my Service inspires me to do the best job I can” (1 – 5)

APPENDIX – VARIABLE NAMES AND DEFINITIONS (cont.)

VARIABLE	DEFINITION
INDEPENDENT	
SKILLS	Respondent's perception of extent to which work makes use of skills (1-5)
JOBINFO	Respondent's perception of extent to which information necessary to do job is provided (1-5)
UNDERSTAND	Perception of extent to which supervisor indicates when she/he does not understand what the respondent says (1-5)
NAVY	Dummy Variable: Value =1 if respondent is in the Navy, 0 otherwise
MARINES	Dummy Variable: Value =1 if respondent is in the Marines, 0 otherwise
AIRFORCE	Dummy Variable: Value =1 if respondent is in the Air Force, 0 otherwise
CGUARD	Dummy Variable: Value =1 if respondent is in the Coast Guard, 0 otherwise
SUPSMRCE	Dummy Variable: Value =1 if respondent and supervisor belong to different racial groups, 0 otherwise
OWNRACE	Dummy Variable: Value =1 if respondent reported working in a setting where members of their racial group is uncommon, 0 otherwise
MINWORKERS	Dummy Variable: Value =1 if respondent reported working in a setting where members of minority group are uncommon, 0 otherwise
CLOSEFRND	Dummy Variable: Value =1 if respondent reported having a close friend who is a member of another racial group, 0 otherwise
UNEASE	Extent to which respondent reported being uneasy being around persons belonging to different racial groups (1 – 5)
PRESSURE	Extent to which respondent reported feeling pressure not to socialize with members of other racial groups (1 – 5)
BLACK	Dummy Variable: Value = 1 if respondent is Black; 0 otherwise
HISP	Dummy Variable: Value =1 if respondent is Hispanic, 0 otherwise
NATAM	Dummy Variable: Value =1 if respondent is Native American, 0 otherwise
ASIAN	Dummy Variable: Value =1 if respondent is Asian, 0 otherwise
FEMALE	Dummy Variable: Value =1 if respondent is female, 0 otherwise
MARRIED	Dummy Variable: Value =1 if respondent is married, 0 otherwise
INTERRACE	Dummy Variable: Value =1 if respondent is married and spouse has a different racial classification, 0 otherwise
SOMECOL	Dummy Variable: Value =1 if respondent has some college education, 0 otherwise
COLDEG	Dummy Variable: Value =1 if respondent has a college degree, 0 otherwise
PAYGRAD2	Dummy Variable: Value =1 if respondent's paygrade is E5-E9, 0 otherwise
PAYGRAD3	Dummy Variable: Value =1 if respondent's paygrade is WO1-WO5 or O1-O3, 0 otherwise
PAYGRAD4	Dummy Variable: Value =1 if respondent's paygrade is O4-O6, 0 otherwise
YEARS	Coded value indicating years of service (1 – 4)

APPENDIX – VARIABLE NAMES AND DEFINITIONS (cont.)

VARIABLE	DEFINITION
INDEPENDENT	
COMPETENT	Extent to which respondent reported feeling competent interacting with persons belonging to different racial groups (1 – 5)
KNOWRACISM	Extent to which respondent reported knowing and understanding racist words, symbols, and actions
CLOSEFRND	Dummy Variable: Value =1 if respondent reported having a close friend who is a member of another racial group, 0 otherwise
CULTAWTR	Dummy Variable: Value =1 if respondent reported having received cross-cultural awareness training during the last year, 0 otherwise
RACETHTR	Dummy Variable: Value =1 if respondent reported having training on race/ethnic topics during the last year, 0 otherwise
COMPAWARE	COMPETENT x CULTAWTR (0 – 5)
KNOWAWARE	KNOWRACISM x CULTAWTR (0 – 5)
COMPRCETHTR	COMPETENT x RACETHTR (0 – 5)
KNOWRCETHTR	KNOWRACISM x RACETHTR (0 – 5)
AWARFRND	CULTAWTR x CLOSEFRND (0 – 1)
RCETHFRND	RACETHTR x CLOSEFRND (0 – 1)
ANYINCIDENT	Dummy Variable: Value =1 if respondent reported having experienced (or their families) a racial incident of any kind during the past year, 0 otherwise
INCLASTYR	Dummy Variable: Value =1 if respondent provided information about a particularly troublesome racial incident of any kind experienced during the past year (or their families), 0 otherwise
REPMSTBTH	Dummy Variable: Value =1 if INCLASTYR =1 & respondent formally reported the incident through military or civilian channels, 0 otherwise
SATPROCESS	Dummy Variable: Value =1 if REPMSTBTH = 1 & respondent reported being satisfied with the complaint process, 0 otherwise
SATOUTCOME	Dummy Variable: Value =1 if REPMSTBTH = 1 & respondent reported being satisfied with the outcome, 0 otherwise
SUPGOODEFF	Dummy Variable: Value =1 if respondent reported that his/her supervisor makes honest & reasonable efforts to stop racial/ethnic harassment & discrimination, 0 otherwise
SUPEFFDK	Dummy Variable: Value =1 if respondent reported that he/she did not know if his/her supervisor makes honest & reasonable efforts to stop racial/ethnic harassment & discrimination, 0 otherwise

