

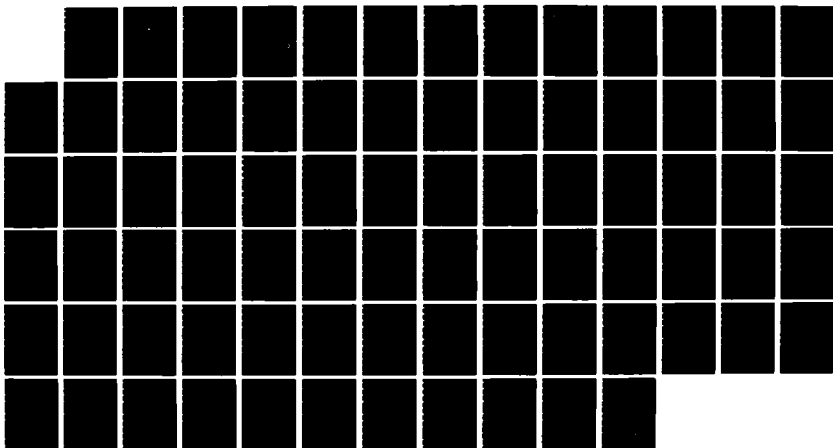
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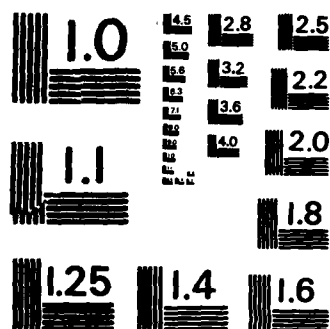
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STUDENT REPORT

JOB ATTITUDES OF USAF ENLISTED
PERSONNEL WITH LESS THAN FOUR
YEARS OF SERVICE

MAJOR LOUIS E. DAVIS

86-0655

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REPORT NUMBER 86-0655

TITLE JOB ATTITUDES OF USAF ENLISTED PERSONNEL WITH LESS
THAN FOUR YEARS OF SERVICE

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Submitted to the faculty in partial fulfillment of
requirements for graduation.

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EXECUTIVE SUMMARY

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REPORT NUMBER 86-0655

AUTHOR(S) MAJOR LOUIS E. DAVIS, USAF

TITLE JOB ATTITUDES OF USAF ENLISTED PERSONNEL WITH LESS THAN FOUR YEARS OF SERVICE

I. Purpose: To compare and analyze the job attitudes of airmen in each of the first four years of service with those of enlisted personnel with more than four years of service. Then, use the results to provide recommendations addressing weaknesses and strengths indicated by the job attitude data so commanders and supervisors can capitalize on strengths and improve weak areas in their organizations.

II. Background: Since the advent of the All Volunteer Force (AVF) in 1973, there has been considerable focus on the retention of first term airmen. Since 1981 the Air Force has enjoyed very favorable retention, primarily attributed to substantial pay raises (1981 and 1982) as well as rising unemployment (1980-1983). Although such economic factors obviously impact retention, there is much evidence to support that job attitudes also impact retention and are influenced by commanders and supervisors. Behavioral literature confirms that human relations plays a critical role in the organization and points out the dependency of job satisfaction on a number of job related factors such as job design, job enrichment, organizational climate and communications. Historically, while most retention analysis has concentrated on economic factors, there are also studies which support a positive relationship between job satisfaction and retention. Given this relationship exists, it is important to determine what influences most affect the behavior of first term airmen. Commanders and supervisors can then concentrate their management efforts towards improving job attitudes, thereby increasing mission productivity and enhancing retention. In 1975, amid growing concern

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about the quality of Air Force life, the Chief of Staff of the Air Force (CSAF) established the Leadership and Management Development Center (LMDC) as the center of leadership and management initiatives. One primary initiative was the formation of traveling teams which perform as management consultants to commanders and supervisors identifying organizational leadership and management strengths and weaknesses. One of the tools used by LMDC in its management consultant role is the Organizational Assessment Package (OAP) which is a survey to record and analyze job attitudes.

III. Procedure & Results: Presently, about 100,000 initial OAP surveys have been administered (FY81-FY85) by LMDC. These survey responses form a cumulative data base which was used to compare and analyze responses from all enlisted respondents divided into five groups--each of the the first four years of service and thereafter. Statistical analyses of the data were then conducted using standard inferential statistics (Analysis of Variance with Newman-Keuls follow-up) at the 95 percent confidence level. Results of the analyses reveal that significant attitudinal differences exist between the five groups in all 21 OAP job attitude factors. Airmen with over four years service reported the most positive attitudes on 13 factors, while those in their first year have the most positive attitudes on seven factors. On 20 OAP factors there are significant attitudinal differences between airmen in their first and fourth year of service--on 18 factors there are also differences between these two groups and those with over four years service. On eight of the OAP factors used to measure the organizational areas of either Work Itself or Job Enrichment, there is an overall positive trend in job attitudes as time in service increases. Work Itself measures the perception of task characteristics, while Job Enrichment measures the degree to which the job is meaningful, challenging and responsible. On the other hand, there is a negative trend in attitudes during the first four years of service for each of the nine factors measuring the organizational areas of Work Group Process and Work Group Output. Work Group Process assesses supervisor effectiveness and work accomplishment, while Work Group Output measures task performance and assesses pride and job satisfaction. However, in both of these areas, attitudes then improve significantly after the fourth year of service. In summary, while career airmen tend to be more satisfied overall, first termers are relatively satisfied with their jobs. As for the demographic analyses, results reveal that a high percentage of first term airmen aren't sure who writes their APR. A large number of all enlisted respondents also report that their supervisors don't hold group meetings, even to solve problems.

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IV. Conclusions:

1. Many first termers are not sure who writes their APR.
2. Many supervisors are not effectively using group meetings to build group cohesiveness and to solve problems.
3. First termers' attitudes towards the task properties and environmental conditions of the job improve with time in service, which reflects a positive trend in satisfaction with job design.
4. First termers find their jobs more interesting, meaningful, challenging, and responsible as time in service increases reflecting effective job enrichment on the part of supervisors as well as increasing levels of responsibility with increased rank and experience.
5. First termers' attitudes towards management and supervision, as well as towards the effectiveness of communications, decline significantly during their first four years of service. Despite the negative trend, attitudes are still relatively positive for first termers.
6. Pride in the job, awareness of advancement and recognition opportunities, perception of group productivity, and job satisfaction decline among first termers between the first and fourth year of service. Again, despite a negative trend, attitudes, particularly towards perceived productivity, are generally positive, except for the perception of advancement and recognition.
7. The assessment of training effectiveness declines during the first four years of service.
8. Most airmen seem to feel their jobs are too repetitious.

V. Recommendations:

1. Develop or enhance programs for improving communications between supervisors, subordinates and throughout the organization--specifically by more use of group meetings.
2. Continue job enrichment efforts which design jobs that are rewarding, challenging and less repetitive.

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3. Increase efforts to improve the effectiveness of training programs following basic training and technical school.

4. Minimize, where possible, hindrances to work performance such as excessive additional duties, details, and inadequate tools or work space.

5. Develop or improve programs which promote awareness of advancement and recognition opportunities, and those which prepare first termers for increased responsibilities.

6. Through PME courses, continue emphasizing the importance of effectively managing human behavior in the organization, particularly stressing the impact of job attitudes in relation to retention.

Chapter One

INTRODUCTION

There has been a continuing focus on the retention of first term airmen since the inception of the All Volunteer Force (AVF) in 1973. Because job attitudes have been shown to impact retention (Edwards, 1978; Faris, 1984; Grace, Holter, & Soderquist, 1976; Patterson, 1977), it's important to look at the job attitudes of airmen during their first four years of service. Historically, most concern has centered on the external or extrinsic factors impacting retention, such as changes in pay, reenlistment bonuses, retirement benefits, civilian wages and unemployment. These factors are, for the most part, beyond the control of the supervisor or leader at the unit level, though they certainly are key factors influencing retention rates. However, commanders and supervisors must recognize what they themselves contribute to the retention process--the quality of leadership and management they bring to the organization. It is they who control the human relations climate which is a determinant, not only of retention, but also of productivity and mission readiness. The present study examines this key human relations climate by looking at the attitudes of young airmen in their first four years of service, on a wide range of job related factors.

Before discussing the attitudes of first term airmen, some background concerning Air Force retention since the advent of the AVF is in order. Between FY 74 - FY 80 first term reenlistment rates ranged between 36% and

41%, then steadily turned upward peaking in FY 83 and FY 84 at 66% and 62%, respectively (Headquarters Air Force Manpower and Personnel Center, 1985). Although first term retention is down slightly (58%) in FY 85, it is still very good following the two highest retention years in Air Force history (Dillon, 1985). Two factors appear to have caused the significant improvement in retention. They are the substantial pay raises in 1981 and 1982, which narrowed the gap between military and civilian wages, and unemployment's steady rise within the U.S. from 1980-1983 (Garamone 1984; Hale, 1985; Hosek & Peterson, 1985; Korb, 1985).

Despite continued success, there is a fear that retention of first term airmen could fall to unacceptable levels due to an improving economy since 1984, and the possibility that the gap may again widen between military and civilian pay (Hosek & Peterson, 1985). However, Lawrence J. Korb, Assistant Secretary of Defense for Manpower, feels that retention success is not only tied to the state of economy, but also related to the quality of life improvements in the Air Force under President Reagan (Korb, 1985; Maze, 1984). Maze (1984) also quoted Korb as saying, "People like to come in because it is a first class outfit, and stay because they are being treated so well" (p. 14). Korb's (1985) assessment not only reveals the impact made by improvements in pay and benefits, but also indicates an improvement in job attitudes. If the latter assumption is true, one might speculate there has been a corollary rise in the quality of leadership provided by our commanders and supervisors. Leadership is that internal factor which can play a significant role in the reenlistment decision--a role which can assume critical importance during periods of economic vitality with a relative decline in military pay and benefits.

In this study, the instrument used to measure job attitudes is the Organizational Assessment Package survey (OAP, Appendix C) administered by the Leadership and Management Development Center (LMDC), Air University, Maxwell Air Force Base, Alabama. According to Mahr (1982), LMDC and the OAP were born out of concerns over the decision to go to an All Volunteer Force. In 1975, the Air Force Chief of Staff, General David C. Jones, became concerned about enhancing the quality of Air Force life to sustain adequate recruiting and retention. As a result he established the Air Force Management Improvement Group (AFMIG) to examine the quality of Air Force life. A subsequent survey by AFMIG revealed that a majority of Air Force members felt the quality of Air Force leadership and management ranged from "average" to "poor." General Jones then established LMDC as the Air Force's center of leadership and management initiatives (Short, 1985). The OAP is one of the tools used by LMDC to record and analyze job attitudes in its management consultant role. It covers a wide range of job related factors, as well as factors relating to supervision, communications and performance (OAP, Appendix C). By using the OAP results, job attitudes of airmen during their first four years of service and thereafter may be examined to see if significant differences exist. Observed differences may suggest policy changes that may improve job attitudes and thereby increase retention. To that end, this research effort pursues four objectives:

1. Conduct a review of previous research on retention of first term airmen and organizational behavior in general, as a background for analyzing the variables used in the OAP.

2. Compare the OAP-measured demographic characteristics and job attitudes among airmen in each of the first four years of service and those

with more than four years of service.

3. Analyze the statistically significant attitudinal differences for the five groups mentioned above.

4. Provide recommendations to commanders, supervisors and the personnel community on how to address weaknesses indicated by the job attitude data and capitalize on strengths in their organizations.

This report addresses each of these four objectives in the following chapters. First, Chapter Two covers the results of the literature review. Next, Chapter Three details the methodology of the OAP instrument by defining the research subjects and showing how the data were collected and statistically analyzed. Chapter Four then presents the demographic and attitudinal comparisons--the results of analysis. Finally, Chapter Five includes a discussion, conclusions and some recommendations.

Chapter Two

LITERATURE REVIEW

The study of human relations in the organization is the study of how people behave in the organization and the effect of that behavior on the organization. Many individuals such as Robert Owen, Henri Fayol, Elton Mayo, and Douglas McGregor have made significant contributions to the development of a behavioral approach to management (Francis & Milbourn, 1980). This has led to a phenomenal growth in recent years in the number of differing approaches to the study of management science and theory. Koontz (1983), in fact, talks about eleven different approaches, all emphasizing the role of human behavior in the organization from a psychological or sociological point of view. Therefore, if one concludes that human relations is a critical element in the organization, it is then important to determine what influences most affect employee behavior. Hunsicker (1983) also states that leaders must understand the internal characteristics of the organization which includes the behavior of the people who work there.

Francis and Milbourn (1980) address the question of why people work. They refer to Maslow's (1954) five-level hierarchy of needs as a basic framework which they feel all managers should recognize and understand. Most behavioral literature discusses the means for satisfying employee needs through the effects of a variety of job related factors such as job design, job enrichment, organizational climate, communications, leadership style,

group interaction and overall job satisfaction (Feldman & Arnold, 1983; Francis & Milbourn, 1980). The Air Force also recognizes the impact of such factors in the organizational environment--all officer and NCO professional military education programs teach their importance to leadership effectiveness and mission accomplishment. Furthermore, the importance of various job factors relative to their effects on job satisfaction and retention can be seen in a number of studies (Edwards, 1978; Patterson, 1977; Peters & Pritchard, 1974).

First, it is important to note that there has not been any extensive research on the relationship between job satisfaction and retention, particularly in recent years. Most retention analyses have concentrated on the material conditions of service, such as pay and benefits, with very little examination of the sociological or psychological factors affecting retention (Godwin, 1984). Godwin concluded that while retention studies should rightfully consider these material conditions as important, analysts should not ignore the relative importance of other factors, such as rewards and recognition. Faris (1984), as well, found that economic factors--pay, benefits and bonuses--have dominated military retention analyses since the inception of the All Volunteer Force, with noneconomic factors often being ignored. However, there appears to be sufficient support to confirm a positive relationship between job satisfaction and retention.

Job satisfaction is important in the era of the All Volunteer Force if we are to sustain desired levels of retention (Grace, Holter & Soderquist, 1976). In 1977 Patterson conducted an extensive analysis of career intent and job satisfaction of first term airmen. His research was done during a period of relatively poor retention, using the Quality of Air Force Life

Survey conducted in May/June 1977 by the Air Force Management Improvement Group. He found that job satisfaction was one of three main variables associated with career intent. In turn, he found that job satisfaction depended primarily on the variables of job challenge and the present use of training and ability. In another study using the Air Force Occupational Attitude Inventory (OAI)--later incorporated into the Organizational Assessment Package (OAP) survey--Edwards (1978) found that job-related factors, such as the work itself and self-improvement opportunities, were major determinants in career decisions. An interesting point, though, is that Edwards (1978) found that relatively more career airmen are satisfied with their jobs than those in their first term. This supports the conclusion of Pritchard and Peters (1974) who, in studying 629 Navy enlisted men, found that extrinsic factors (such as pay) influenced the job satisfaction of first termers more than that of senior people.

Finally, Faris (1984) used multivariate analyses of 1976 Department of Defense Personnel Survey data and found that the typical male who tends to stay in the military service (a) is relatively job-satisfied (i.e., is relatively satisfied with his supervisors, has a say in what happens, is given responsibility, finds his work interesting, has a chance to use his skills, and gets along with his co-workers), (b) is relatively satisfied with military compensation, and (c) finds that the military has a meaningful mission. Therefore, based on the results of this previous research, the Air Force saw the need in 1977 to develop the OAP survey for use in measuring job attitudes and evaluating organizational effectiveness, particularly in light of unfavorable retention rates.

The OAP survey results subsequently provided a necessary data base to

analyze the impact of job attitudes from many perspectives. Dobbs and Runkle (1980) completed an analysis on the morale of first term enlisted personnel using the OAP instrument. Included in their report is a detailed literature review outlining the history of Air Force research dealing with the concepts of morale, attitudes, and job satisfaction and their relationships to productivity and mission accomplishment. Their analysis further examines and evaluates the OAP survey based on earlier Air Force attempts to adequately measure job satisfaction. Dobbs and Runkle (1980) looked at two OAP factors (out of 25) in determining a measure of "morale" for first term airmen: Organizational Communications Climate and General Organizational Climate. Their results indicated that both morale and perceived communications decline significantly during the first four years of enlisted service and then begin to rise. Further analysis of the OAP data base was done by Wilkerson and Short (1983). Their research findings showed that supervisors should concentrate on four essential skills to improve effectiveness. These skills include:

1. Awareness of the "informal" performance standards set by co-workers.
2. Development of better training programs.
3. Improved supervisory feedback to subordinates.
4. Development of future leaders by preparing subordinates to accept increased responsibility.

In these studies, the OAP demonstrates its effectiveness as a tool for measuring and analyzing job attitudes to assist commanders and supervisors at all levels.

Thus, there are many job related factors which can, and do, influence the

job attitudes of Air Force personnel. These factors can be both economic and noneconomic. However, while much research and analysis have focused on the economic determinants of retention, several studies, particularly since the advent of the All Volunteer Force, have concentrated on the noneconomic factors contributing to job satisfaction. Furthermore, these studies go on to point out the importance of job satisfaction in the retention equation.

As pointed out in Chapter One, the Air Force has enjoyed favorable retention for first term airmen since FY 82 with primary credit given to economic factors. Through the OAP survey we can also look at those noneconomic variables related to the job attitudes of first term airmen. The results of the present study should provide commanders and supervisors some meaningful insight into how first term airmen feel about their jobs and the Air Force. The next chapter discusses the methodology used in the analysis of the OAP survey data.

Chapter Three

METHOD

Instrumentation

The Organizational Assessment Package survey (OAP, Appendix C) provided all the data used in this analysis. It was developed jointly by the Air Force Human Resources Laboratory at Brooks Air Force Base, Texas, and the Leadership and Management Development Center (LMDC). LMDC utilizes the survey in carrying out its missions of (a) conducting research on Air Force systemic issues using information in the OAP database, (b) providing leadership and management training, and (c) providing management consultation service to Air Force commanders upon request. The OAP survey is a 109-item questionnaire and a computer-scored response sheet. Sixteen items relate to demographics and 93 are attitudinal items. Responses for most items can range on a scale from 1 to 7--a "1" response generally indicates strong disagreement or dissatisfaction with the item, while a "7" usually indicates strong agreement or satisfaction. The survey items are grouped into modules and then further developed into 21 factors (see Appendix C) for use by LMDC in their management consultation process.

The validity and reliability of the OAP have been confirmed at varying stages of the instrument's development. Hendrix and Halverson (1979a; 1979b) provide a documentation of the factor analysis results during OAP development. Short and Hamilton (1981) assessed each OAP factor and confirmed

their reliability for use by the Air Force in collecting systemic data. Hightower and Short (1982) reconfirmed the validity of the OAP instrument after two years of use in the field. Finally, Short (1985) provides a comprehensive review of the initial development and standardization of the OAP to include a review of the reliability, validity, and factor consistency studies performed to date. Since all data used in the present report were gathered in LMDC management consultation visits, the next section details the data gathering process.

Data Collection

As mentioned earlier, one of the functions of LMDC is management consultation in a role which assists field commanders in identifying and solving leadership and management problems. LMDC performs consultation at a base only upon the request of the organization commander--normally a wing or base commander. One of the key steps in gathering data during the management consultation process is the administration of the OAP survey. The survey is administered entirely by LMDC personnel in group sessions to everyone who is present for duty during the LMDC visit. It is not a random sample, but a census of the entire organization. However, from an Air Force-wide viewpoint, the bases from which data are collected are an "opportunity sample" of the Air Force. Though not selected randomly, a wide range of bases (about 115 on the LMDC data base) have had such census data gatherings. Upon completion of the initial visit, the consultation team returns to LMDC where the survey results are analyzed to determine the client organization's strengths and weaknesses.

About six weeks later, LMDC revisits the client organization to provide the results of their analysis. At this time they provide feedback packages

to all supervisors who had four or more of their people take the OAP survey. All results are treated as strictly confidential between LMDC and the client. In those areas where leadership or management weaknesses surface, LMDC may assist the commander or supervisor in preparing a management action plan to resolve the deficiency. If problems are identified which cut across the organization, or exist in many groups of people, LMDC consultants offer seminars and workshops aimed at correcting the problems.

About four to six months after the second visit to the client organization, LMDC consultants return to administer the OAP survey again, offer further assistance, and perform other follow-up data gathering. After returning to LMDC, the second OAP survey results are analyzed and compared to the results of the initial OAP survey. LMDC then sends a final report to the client commander.

At present, approximately 100,000 initial OAP surveys have been administered from FY81 to FY85 throughout Air Force organizations. The data compiled from these surveys are stored in a cumulative data base maintained by LMDC, and this data file may be used to conduct research on attitudes of particular groups of subjects. A description of subject groups addressed in this report is discussed next.

Subjects

To examine the job attitudes of airmen with less than four years service, the responses from all enlisted respondents to the OAP survey were selected from the OAP data file and divided into five groups. These groups are identified by years of service as shown in Table 1, which also illustrates the sample size of each group. The samples represented by the first four groups (those with less than four years service) can be categorized primarily as

first term airmen, since most airmen reenlist at some point between three and four years of service. Detailed demographic information on the subjects is contained in Tables A-1 to A-18 in Appendix A.

Table 1
Sample Sizes of Comparison Groups

Group	Years of Service	Sample Size
1	Less than 1 yr	4954
2	1 - 2 yrs	8465
3	2 - 3 yrs	8773
4	3 - 4 yrs	7981
5	More than 4 yrs	40169
	Total	<u>70342</u>

Data for the present report have been taken from survey administration at about 70 bases or organizations in nine major commands plus various other direct reporting units or special operating agencies. Having now reviewed the instrumentation used, how the data were collected, and the focus of this research, the next section discusses the procedures used to analyze the data.

Procedures

Two methods of comparison were used. First was an analysis of demographic information, which simply provides the characterization of each sample group without offering any explanation for possible differences between the groups. SPSS^X subprogram "crosstabs" was used to analyze the demographic data. In the second method, comparisons among the job attitudes of the subject groups were made in four areas of organizational functioning (See Appendix C for the factors and items comprising these four areas). The four functional areas include:

1. Work Itself. This area deals with the task properties

(technologies) and environmental conditions of the job. It measures perception of task characteristics.

2. Job Enrichment. Measures the degree to which the job itself is interesting, meaningful, challenging, and responsible.

3. Work Group Process. Assesses the effectiveness of supervisors and the process of accomplishing the work.

4. Work Group Output. Measures task performance, group development, and effects of the work situation on group members; assesses perceptions of quality and quantity of task performance; assesses pride and satisfaction individuals have in their jobs.

In making these comparisons, the analysis of variance (ANOVA) procedure was used to determine any attitudinal differences among sample groups. The level of significance for the ANOVA was $\alpha=.05$ (i.e., the 95% statistical confidence level). Where the ANOVA indicated statistically significant overall differences among groups, the Student-Newman-Keuls test was used to determine which groups were different from each other. Differences between the means identify the direction of the attitudinal differences.

Chapter Four

RESULTS

This chapter presents the results of the statistical analyses conducted on the OAP survey responses in two parts. Shown first are the results of the demographic analysis, followed by a comparative analysis of OAP attitudinal factor scores among the sample groups. As mentioned in Chapter Three, this comparative analysis examines the four areas of organizational functioning.

Demographic Analysis

Tables A-1 through A-18, Appendix A, provide descriptive information about the five sample groups used in this study. As indicated earlier (Table 1, Chapter 3), each group is defined by time in service, with Groups 1-4 representing each of the first four years of enlisted service, primarily comprising first term airmen. Group 5 includes all the enlisted respondents with more than four years in service. Most respondents are male--85% in Groups 1-4 and 91% in Group 5. In Groups 1-4, 92% are under the age of 26, compared to 78% in Group 5 over the age of 25. Between 70-75% of all the respondents are white, 14-17% are black, and about 5% are Hispanic. The percentage who are not married is highest (75%) in Group 1, then declines steadily to a low of 17% in Group 5.

For those who are married, and geographically separated from their

spouses, between 67-76% of the spouses in all groups are either civilian employed or military members themselves. For those married couples not geographically separated, more of the spouses in Group 1 (61%) are not employed at all, compared to 45-49% in Groups 2-5. Educationally, 99% of all respondents have a high school (HS) degree or better, with the level of education increasing with time in service. In fact, 37% in Group 1 possess educational credits above the HS level; this percentage increases steadily each year, reaching 48% for Group 4 and 63% for Group 5. Looking at professional military education (PME), most respondents (79-97%) in Groups 1-3 have not yet completed any PME.

Focusing on the work environment, more than 90% in Groups 1-3 do not supervise anyone, compared to 78% non-supervisors in Group 4. In Group 5, 59% supervise at least one person. Similarly, most respondents (96-98%) in Groups 1-3 also do not write APR appraisals. A higher percentage of respondents (37-46%) in Groups 1-4 aren't sure, or don't know, if their supervisor writes their APR, compared to 23% in Group 5. As for the type of work schedule, Groups 2-4 have fewer working the day shift (51-55%) compared to Group 1 (62%) and Group 5 (65%). Group 1, however, has the higher percentage (20%) working a rotating schedule. In Groups 3-4 (56%) more report that their supervisor never, or only occasionally, holds group meetings compared to Group 1 (42%) and Group 5 (46%). These same two groups (3 and 4) also have the highest percentage (69%) reporting that their supervisor doesn't hold group meetings to solve problems. Finally, concerning career intent, about 32% in Group 1 indicate they will either definitely, or likely, make the Air Force a career, with 34% in Group 4 responding similarly. On the other hand, while 35% in Group 1 respond that they may make the Air Force a

career, only 25% in Group 4 reflect the same response. Not surprisingly, 71% in Group 5 are career oriented (definitely or likely), with another 14% indicating they may serve for a career. Next are the results from an analysis of the OAP attitudinal factor scores.

OAP Attitudinal Analysis

Table B-1, Appendix B, provides the results from comparing the 21 OAP factor scores among the sample groups. As discussed in Chapter Three, these comparisons were made using the one-way analysis of variance procedure and the Student-Newman-Keuls post hoc test. In the table, the OAP factors are grouped into the four areas of organizational functioning mentioned in Chapter Three--Work Itself, Job Enrichment, Work Group Process, and Work Group Output. The table also contains the means and standard deviations of the sample groups for each OAP factor. The means relate to the 7-point response scale discussed earlier with a "1" generally corresponding to a strong negative perception, and a "7" usually indicating a strong positive attitude. For each OAP factor the groups are further categorized into subsets to denote those groups with statistically significant differences at the $\alpha=.05$ (i.e., 95% confidence) level. Subset 1 always includes the group(s) with the lowest mean(s)--subset 4/5 being the highest. Groups within a single subset do not differ at the $\alpha= .05$ level.

There are significant attitudinal differences at the .05 level among groups in all of the 21 OAP factors. When comparing Group 1 (first year of service) to Group 4 (fourth year of service), there are significant differences for all the OAP factors except Job Performance Goals. Between Groups 1, 4, and 5 (over four years of service) there are significant differences in

18 OAP factors. There are also significant differences between Group 5 and all the other groups in 14 OAP factors. These numerous attitudinal differences reflect various trends among the group means. There are eight OAP factors (Table 2) which show an overall positive trend in attitudes as time in service increases, from Group 1 through Group 5. All of these factors fall in the organizational areas of either Work Itself or Job Enrichment.

Table 2
Positive Trends in Group Means

OAP Factors	Gp 1	Gp 4	Gp 5
Job Performance Goals	4.60*	4.63*	4.82
Task Characteristics	4.77	4.85	5.20
Task Autonomy	3.29	3.50	4.15
Skill Variety	4.20	4.29	4.85
Task Identity	4.80	4.92	5.19
Job Feedback	4.49	4.64	4.89
Need for Enrichment	5.14	5.32	5.64
Job Motivation Index	78.04	86.28	113.77

*These are the only groups shown in this table which are not significantly different at the .05 level on a given factor.

Group 5 members have the most positive attitudes in 13 OAP factors--the same eight listed in Table 2 plus Task Significance, Pride, Advancement/Recognition, Perceived Productivity and Job Satisfaction.

There is a negative trend in attitudes during the first four years of service (Groups 1-4) in 12 OAP factors. These 12 factors include all 9 factors which comprise the organizational areas of Work Group Process and Work Group Output. Furthermore, in 11 of 12 OAP factors the negative trend reverses after the fourth year of service, with Group 5 reflecting a more positive response than Group 4 (Table 3). Results for the remaining factor, Desired Repetitive/Easy Tasks, are presented later. Table 3 also indicates

six factors (see asterisks) where Group 1 has more positive attitudes than Group 5, and in all cases there are statistically significant differences between the two groups at the .05 level.

Table 3
Negative Trends (Gps 1-4)/Positive Trends (Gps 4-5)

OAP Factors	Gp 1	Gp 4	Gp 5
Job Training	4.77*	4.25	4.50
Task Significance	5.58	5.48	5.84
Work Support	4.76*	4.42	4.52
Mgt/Supervision	5.13*	4.65	4.93
Supervisory Communications	4.79*	4.25	4.55
Organizational Communications	4.74*	4.12	4.40
Pride	4.77	4.51	5.11
Advancement/Recognition	4.21	3.94	4.47
Perceived Productivity	5.45	5.23	5.56
Job Satisfaction	5.05	4.67	5.07
Gen Org Climate	4.72*	3.97	4.53

* Gp 1 more positive than Gp 5 with statistically significant difference at .05 level.

This now leads to a further presentation of specific attitudinal differences within each of the four areas of organizational functioning.

The Work Itself

In the key area of Work Itself there is a positive trend in attitudes regarding Job Performance Goals, the Task Characteristics, and Task Autonomy. Groups 1 and 5 report that their jobs require less repetition, however, the group means are all above "5," reflecting that all groups perceive that repetition exists to a fairly large extent. Conversely, there is a significant negative trend among all groups concerning the desire for repetitive or easy tasks, with Group 5 indicating the least desire for repetition. Satisfaction with on-the-job and technical training is highest in the first year

of service (Group 1), declines through Group 4, and then increases after the fourth year of service (Group 5). However, job training satisfaction in Group 5 is still below the level of satisfaction expressed during the first two years of service (Groups 1-2).

Job Enrichment

Except for one factor, Task Significance, there is an overall positive trend in attitudes as time in service increases for the factors of Skill Variety, Task Identity, Job Feedback, Need for Enrichment, and Job Motivation Index. Regarding Task Significance, members in their fourth year of service (Group 4) report a less positive feeling about the importance of their job than those in their first year of service. However, the group means for Task Significance are all above "5," with Group 5 feeling the most positive about job importance.

Work Group Process

In the area of Work Group Process (measuring overall supervision and management) members in their first year of service (Group 1) have the most positive perceptions about the factors of Work Support, Management and Supervision, Supervisory Communications Climate, and Organizational Communications Climate. For each of these factors there is a decline in perceptions during the next three years of service (Groups 2-4), followed by a rise in perceptions in the over-4 year group. While perceptions do rise after four years of service, the perceptions of Group 5 are still less positive than those of Group 1.

Work Group Output

Airmen in their first year of service reflect more pride in their jobs, greater awareness of advancement and recognition, higher perceptions of group

productivity, more job satisfaction and better overall feelings about the organizational environment. After the first year of service, these positive views decline over the next three years (Groups 2-4). Then after four years of service, perceptions rise significantly, with Group 5's mean responses exceeding Group 1's in all factors but General Organizational Climate. The next chapter discusses the relevance of these results and posits some conclusions and recommendations.

Chapter Five

DISCUSSION, CONCLUSIONS AND RECOMMENDATIONS

Summary of Results

Demographics

The results in Chapter Four indicate a high percentage of first term airmen are not sure if their supervisor writes their performance appraisal (APR). A large number from all groups also report that their supervisors don't hold group meetings, even to solve problems. As for career intent, 68% in their first year of service have positive career intentions (definite, likely, or maybe), while in the fourth year of service 59% are positive toward a career.

OAP Factors

Significant attitudinal differences exist among groups in all 21 OAP factors, particularly among Groups 1, 4, and 5. Airmen with over four years of service (Group 5) report the most positive attitudes on 13 factors, while those in their first year of service (Group 1) have the most positive attitudes in seven factors. Overall, the job attitudes of all groups are generally positive with group means above "4" on 17 of the OAP factors. Within the organizational areas of Work Itself and Job Enrichment there are notable positive trends in job attitudes for eight OAP factors (Table 2) as time in service increases. On the other hand, there are negative trends in job attitudes during the first four years of service for each of the nine factors

comprising the organizational areas of Work Group Process and Work Group Output. However, in both areas, job attitudes improve significantly after the fourth year of service. Next, a discussion of the results presents some interpretation and insight upon which to base conclusions and recommendations.

Discussion

Demographics

The high percentage of first termers indicating that they aren't sure who writes their APRs is disturbing, since evaluation of performance and potential is a primary means of job feedback, and is certainly related to developing a good supervisory communications climate. This response may in some measure be contributing to the declining perception of supervisory communications during the first four years of service. This could also indicate that some first termers know who their supervisors are, but feel that someone else may be preparing or influencing the preparation of their APRs. Also alarming is the high percentage in all groups reporting that their supervisor seldom holds group meetings, while even more report that group meetings are seldom held to solve problems. No organization or leader should ignore the advantages of developing group cohesiveness and allowing subordinates to participate in decision-making through group interaction (Feldman & Arnold, 1983; Francis & Milbourn, 1980). Finally, the high percentage of positive responses from first termers concerning career intent tends to correlate with the very favorable retention rates of the past few years. In fact, the measurement of job attitudes, particularly intent to serve, has proven to be a good means of predicting later retention behavior (Godwin, 1983).

OAP Attitudinal Analysis

Overall, results in 13 OAP factors show that career airmen tend to be significantly more satisfied with their jobs than those in their first term, a finding which agrees with other studies which have found career airmen to be more satisfied (Edwards, 1978; Peters & Pritchard, 1974). This is certainly not surprising, as one might expect airmen who have decided to make the Air Force a career have more positive perceptions about their jobs. This does not imply that the results indicate first termers are dissatisfied with their jobs. On the contrary, the results point to generally positive job attitudes among first term airmen. First, there are the overall positive trends in attitudes reflected in 8 OAP factors and second, the group means for first termers (Groups 1-4) are all above "4" for 17 factors. Therefore, given that there is a positive relationship between job satisfaction and retention (Edwards, 1978; Faris, 1984; Grace, Holter & Soderquist, 1976; Patterson, 1977) these results provide some basis for crediting job satisfaction with contributing to favorable retention. Next, the following discussion of results by organizational area focuses on some of the trends in attitudes and specific factors which identify strengths or weaknesses requiring management attention.

Work Itself. How jobs are designed is an important determinant of motivation, performance, and job satisfaction (Feldman & Arnold, 1983; Francis & Milbourn, 1980). In this organizational area the results show overall positive trends in attitudes for three OAP factors measuring the effectiveness of job design--Job Performance Goals, Task Characteristics, and Job Autonomy. This seems to indicate a general satisfaction with job design, particularly

first termers as they gain additional experience and increased responsibility with more time in service. However, the significant negative trend in satisfaction among Groups 1-4 with respect to on-the-job and technical training is possible cause for concern. Higher satisfaction with job training for Group 1 probably reflects first term attitudes towards basic and technical school training during their first year of service. This period of training is necessarily more intense and structured than the training environment airmen normally encounter at their first permanent duty station. Therefore, the decline in satisfaction with training for Groups 2-4 may actually be an adjustment in expectations caused by the change in training environments. Nevertheless, job training satisfaction does rise after the fourth year of service (Group 5), but still remains below that for year one, prompting concern that perhaps more emphasis on training is in order, as suggested by Wilkerson and Short (1983). Patterson (1977) also concluded that the effective use of training and ability was one of the main factors associated with job satisfaction. Finally, while the results generally support job satisfaction in the area of Work Itself, the consensus among all groups that jobs are too repetitious suggests continued emphasis on job design, such as through job enrichment, which is discussed next.

Job Enrichment. One approach to redesigning jobs is to make them more rewarding, or satisfying, through job enrichment (Feldman & Arnold, 1983; Francis & Milbourn, 1980). The overall positive trends in attitudes for five of the six OAP factors measuring Job Enrichment reflects that first termers find their jobs more meaningful, challenging, and responsible as time in service increases. The results also indicate a significant and increasing

desire for more job enrichment with more time in service. A desire for enrichment is a prerequisite for job enrichment to be successful in improving job satisfaction (Francis & Milbourn, 1980). In summary, the job enrichment results are encouraging and tend to present further evidence of job satisfaction contributing to a healthy first term retention trend. Just as Patterson (1977) found in his analysis, the challenge of the job is a main determinant of job satisfaction which, in turn, is a major factor highly associated with career intent.

Work Group Process. First termers feel more positive about the Work Group Process and the effectiveness of their supervisors during their first year of service. After that, perceptions decline significantly until after the fourth year of service, and even then attitudes are still less favorable than in year one. It appears that airmen may enter the service, or graduate from basic or technical training, with high expectations as suggested by Dobbs and Runkle (1980), only to encounter relative disillusion over the next three years. The negative trend in attitudes of first termers towards communications climate (supervisory and organizational) is worth noting, particularly when combined with similar declining perceptions of management and supervision. This trend agrees with the analysis of first term airmen's morale by Dobbs and Runkle (1980), who also found a decline in perceived organizational communications climate. However, although the results in this area show a negative trend in attitudes among first termers, the group means are all above "4," reflecting a trend, but not overall negative attitudes. The results are nonetheless significant and suggest an area where perhaps management should direct attention to improve communications climate and

supervisory management. Wilkerson and Short (1983) pointed out the importance of job feedback from supervisors in relation to improving both morale and career intent. Others have also stated that a healthy communications environment can improve job attitudes and group productivity (Feldman & Arnold, 1983; Francis & Milbourn, 1980) while, in turn, enhancing retention efforts.

Work Group Output. The results in this area reflect that airmen in their first year of service have significantly more pride, perceive more opportunities for advancement and recognition, and report more favorable perceptions about the effectiveness of their group than those in their fourth year. It is not surprising, then, that there is also a negative trend in attitudes among first termers concerning overall satisfaction with the job and the organizational environment. However, in all five OAP factors assessing Work Group Output, we see attitudes improve significantly after the fourth year. The significant decline in attitudes of first termers towards the general organizational environment is probably of most concern. In fact, Dobbs and Runkle (1980) used this one factor, General Organizational Climate, to analyze the morale of first term airmen and found the same negative trend in attitudes. Perhaps as Dobbs and Runkle (1980) suggested, individuals enter the service with very high expectations, fostered by recruiters, then heightened in basic training. Another discouraging note is the declining awareness of advancement and recognition and a declining assessment of preparation for increased responsibilities as reflected in the factor results for Advancement/Recognition. Mean group responses are lowest for this factor. On the other hand, the attitude scores for the factors of Pride, Perceived Productivity and Job Satisfaction, while showing a negative trend

for first termers, are generally positive (group means above "4") even in the fourth year of service. In fact, the results show relatively positive perceptions of work group effectiveness, with group means all above "5." This very positive view of work group performance is an indication of group cohesiveness, which can contribute to higher satisfaction and morale within organizations (Feldman & Arnold, 1983).

Conclusions

Before drawing some specific conclusions, a general assessment is appropriate. Overall, career airmen tend to be more satisfied with their jobs than first termers. However, the results show that first termers have generally positive attitudes which seem to bear a positive relationship to the favorable retention rates in recent years. Following are additional conclusions:

1. Too many first termers don't know who writes their APRs.
2. A large number of supervisors are not effectively using group meetings to build group cohesiveness and solve problems.
3. First termers' attitudes towards the task properties and environmental conditions of the job improve with time in service. This reflects a positive trend in satisfaction with job design.
4. First termers find their jobs more interesting, meaningful, challenging, and responsible as time in service increases, reflecting effective job enrichment on the part of supervisors as well as increasing levels of responsibility with increased rank and experience.
5. First termers' attitudes towards management and supervision, as well as towards the effectiveness of communications, decline significantly during their first four years of service. Despite the negative trend, attitudes are

still relatively positive for first termers.

6. Pride in the job, awareness of advancement and recognition opportunities, perception of group productivity, and job satisfaction decline among first termers between the first and fourth year of service. Again, despite a negative trend, attitudes, particularly towards perceived productivity, are generally positive, except for the perception of advancement and recognition.

7. The assessment of training effectiveness declines during the first four years of service.

8. Most airmen seem to feel their jobs are too repetitious.

Recommendations

If they are willing to accept the premise that job attitudes play a key role in determining retention, commanders and supervisors should find that this study provides some incentive to institute actions for improving first termers' job satisfaction and enhancing retention efforts. Here are some specific recommendations for consideration:

1. Develop or enhance programs for improving communications between supervisors and subordinates, and throughout the organization--specifically by more use of group meetings.

2. Continue job enrichment efforts which design jobs that are rewarding, challenging and less repetitive.

3. Increase efforts to improve the effectiveness of training programs following basic training and technical school.

4. Minimize, where possible, hindrances to work performance such as excessive additional duties, details, and inadequate tools or work space.

5. Develop or improve programs which promote awareness of advancement and recognition opportunities, and which prepare first termers for increased

responsibilities.

6. Through PME courses, continue emphasizing the importance of effectively managing human behavior in the organization, particularly stressing the impact of job attitudes in relation to retention.

In summary, this study looks at the job attitudes of first term airmen in comparison to airmen with more than four years of service. The results show both positive and negative trends in attitudes as time in service increases. While career airmen tend to be more satisfied overall, the results also reflect that first termers are relatively satisfied with their jobs. This may indicate some contribution to the favorable retention rates of recent years. Where the results show cause for concern or reflect negative trends in attitudes, this study draws some conclusions and provides some recommendations for commanders and managers at all levels to digest, and hopefully employ, towards the improvement of job satisfaction. Such actions by management can only pay dividends in our efforts to sustain required retention rates under the All Volunteer Force.

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APPENDICES

APPENDIX A - DEMOGRAPHIC INFORMATION

APPENDIX B - COMPARISON OF OAP FACTOR
SCORES BETWEEN GROUPS

APPENDIX C - ORGANIZATIONAL ASSESSMENT
PACKAGE

APPENDIX

APPENDIX A

DEMOGRAPHIC INFORMATION

Table A-1

Sex by Group

	----GROUP----				
<u>n</u> =	1 (%) 4,942	2 (%) 8,451	3 (%) 8,754	4 (%) 7,961	5 (%) 40,275
Male	84.4	84.7	85.9	84.9	90.7
Female	15.6	15.3	14.1	15.1	9.3

Table A-2

Age by Group

	----GROUP----				
<u>n</u> =	1 (%) 4,928	2 (%) 8,429	3 (%) 8,728	4 (%) 7,943	5 (%) 40,354
17-20	60.2	49.4	26.5	3.0	.1
21-25	35.5	44.8	65.8	84.4	22.0
26-30	3.5	5.2	7.1	11.6	28.7
31-35	.4	.4	.3	.8	25.0
36-40	.3	.1	.2	.2	17.0
41-45	.0	.1	.0	.0	5.1
46-50	.0	.0	.0	.0	1.2
> 50	.0	.0	.0	.0	.8

Note: The number (n) is the number of valid responses for the factor being examined.

Appendix A

Table A-3

Months in Present Career Field

-----GROUP-----					
	1 (%)	2 (%)	3 (%)	4 (%)	5 (%)
<u>n</u> =	4,784	8,334	8,572	7,931	40,185
< 6	44.5	4.2	1.1	1.3	1.9
6-12	55.5	19.6	1.7	1.4	2.7
12-18	.0	48.4	5.8	1.5	2.7
18-36	.0	27.8	91.4	21.1	7.0
> 36	.0	.0	.0	74.8	85.8

Table A-4

Months at Present Duty Station

-----GROUP-----					
	1 (%)	2 (%)	3 (%)	4 (%)	5 (%)
<u>n</u> =	4,857	8,407	8,684	7,937	40,170
< 6	68.9	9.0	13.1	10.1	11.8
6-12	31.1	37.8	13.0	15.8	14.8
12-18	.0	41.0	13.5	15.0	13.6
18-36	.0	12.2	60.4	37.4	33.1
> 36	.0	.0	.0	21.7	26.7

Note: The number (n) is the number of valid responses for the factor being examined.

Table A-5

Months in Present Position

	----GROUP----				
<u>n</u>	1 (%)	2 (%)	3 (%)	4 (%)	5 (%)
	4,871	8,416	8,684	7,899	40,122
< 6	74.0	23.4	21.3	23.9	25.2
6-12	26.0	40.9	18.0	22.7	22.0
12-18	.0	28.1	19.1	13.6	15.7
18-36	.0	7.6	41.6	27.7	23.5
> 36	.0	.0	.0	12.1	13.6

Table A-6

Ethnic Group

	----GROUP----				
<u>n</u>	1 (%)	2 (%)	3 (%)	4 (%)	5 (%)
	4,934	8,416	8,722	7,914	40,043
White	72.9	74.8	73.5	72.6	70.1
Black	15.7	13.9	14.9	14.8	17.4
Hispanic	5.2	5.2	5.4	5.8	5.1
Other	6.2	6.1	6.2	6.8	7.4

Note: The number (n) is the number of valid responses for the factor being examined.

Appendix A

Table A-7

Marital Status

	----GROUP----				
<u>n=</u>	1 (%)	2 (%)	3 (%)	4 (%)	5 (%)
	4,947	8,459	8,757	7,960	40,278
Not Married	74.7	67.2	57.1	47.3	17.1
Married	24.8	31.9	41.7	50.8	79.9
Single	.6	.9	1.3	1.9	3.1
Parent					

Table A-8

Spouse Status: Geographically Separated

	----GROUP----				
<u>n=</u>	1 (%)	2 (%)	3 (%)	4 (%)	5 (%)
	142	252	352	364	2,393
Civilian	52.8	46.0	49.7	49.5	62.9
Employed					
Not Employed	31.0	32.5	31.8	29.9	24.2
Military	16.2	21.4	18.5	20.6	12.9
Member					

Note: The number (n) is the number of valid responses for the factor being examined.

Table A-9

Spouse Status: Not Geographically Separated

	-----GROUP-----				
<u>n</u>	1 (%) 1,083	2 (%) 2,449	3 (%) 3,297	4 (%) 3,681	5 (%) 29,784
Civilian	29.3	34.9	33.5	32.3	39.6
Employed					
Not Employed	60.8	49.0	44.8	44.7	48.1
Military	9.9	16.1	21.7	23.0	12.3
Member					

Table A-10

Educational Level

	-----GROUP-----				
<u>n</u>	1 (%) 4,937	2 (%) 8,429	3 (%) 8,728	4 (%) 7,946	5 (%) 40,228
Non HS Grad	.9	.8	.8	1.0	.7
HS Grad or GED	62.3	59.4	55.1	50.6	36.8
<2 yrs College	23.3	27.4	32.0	35.7	37.8
>2 yrs College	11.0	10.2	10.4	10.9	4.2
Bachelors	2.3	2.1	1.5	1.7	4.2
Masters	.1	.1	.1	.1	.8
Doctoral	.0	.0	.0	.0	.0

Note: The number (n) is the number of valid responses for the factor being examined.

Appendix A

Table A-11

Professional Military Education

	----GROUP----				
	1 (%)	2 (%)	3 (%)	4 (%)	5 (%)
<u>n=</u>	4,536	7,687	8,188	7,790	39,906
None	97.3	96.3	79.2	31.0	3.8
Phase 1/2	2.0	3.0	20.1	67.7	34.5
Phase 3	.4	.3	.4	1.1	33.0
Phase 4	.2	.3	.2	.1	20.1
SNCOA	.1	.1	.1	.1	8.6

Table A-12

Number People Supervised

	----GROUP----				
	1 (%)	2 (%)	3 (%)	4 (%)	5 (%)
<u>n=</u>	4,119	6,883	7,259	7,200	38,531
None	97.1	95.8	91.2	78.0	40.8
1	.4	1.4	3.0	7.4	10.4
2	.4	.8	2.3	5.6	10.3
3	.3	.4	1.1	3.8	8.1
4-5	.3	.2	.9	3.1	12.3
6-8	.1	.0	.3	.7	7.7
9+	1.4	1.3	1.1	1.3	10.4

Note: The number (n) is the number of valid responses for the factor being examined.

Table A-13

Number People for Whom Respondent Writes APR Appraisal

	----GROUP----				
	1 (%)	2 (%)	3 (%)	4 (%)	5 (%)
<u>n</u> =	4,938	8,443	8,732	7,958	40,224
None	98.1	98.4	96.3	85.2	45.9
1	.4	.3	1.3	6.3	13.4
2	.1	.2	.9	3.7	12.6
3	.1	.0	.3	2.4	9.3
4-5	.1	.1	.2	1.4	11.9
6-8	.0	.0	.1	.2	4.2
9+	1.2	1.0	.9	.9	2.7

Table A-14

Supervisor Writes Respondent's APR

	----GROUP----				
	1 (%)	2 (%)	3 (%)	4 (%)	5 (%)
<u>n</u> =	4,864	8,328	8,646	7,879	39,778
Yes	54.2	63.3	61.8	62.8	77.1
No	16.4	23.0	25.7	26.1	15.1
Not Sure	29.4	13.7	12.5	11.0	7.8

Note: The number (n) is the number of valid responses for the factor being examined.

Appendix A

Table A-15

Work Schedule

-----GROUP-----						
	<u>n</u> =	1 (%) 4,887	2 (%) 8,376	3 (%) 8,692	4 (%) 7,911	5 (%) 39,962
Shift						
Day		61.5	54.5	51.1	52.8	64.5
Swing		7.2	10.7	10.9	10.2	5.4
Mid		2.5	4.3	4.5	4.5	2.2
Rotating		20.0	18.3	19.0	16.6	9.9
Irreg		7.0	9.6	12.0	12.8	13.4
Freq TDY		.7	1.5	1.8	2.1	3.1
Crew		1.1	1.1	.7	1.0	1.6

Table A-16

Supervisor Holds Group Meetings

-----GROUP-----						
	<u>n</u> =	1 (%)	2 (%)	3 (%)	4 (%)	5 (%)
		4,815	8,309	8,609	7,855	39,796
Never		18.7	17.5	20.7	21.4	14.0
Occasionally		33.0	35.7	35.6	35.4	32.8
Monthly		7.3	7.8	7.2	7.0	9.7
Weekly		24.0	23.7	22.4	22.3	30.6
Daily		15.0	13.3	12.1	11.7	10.5
Continuously		1.9	2.1	2.0	2.1	2.3

Note: The number (n) is the number of valid responses for the factor being examined.

Table A-17

Supervisor Holds Group Meetings to Solve Problems

-----GROUP-----						
	<u>n</u>	1 (%)	2 (%)	3 (%)	4 (%)	5 (%)
	4,757		8,253	8,540	7,803	39,590
Never	24.6	24.6	28.7	30.7	23.2	
Occasionally	38.0	39.6	39.2	38.6	40.4	
Half the Time	16.9	17.0	15.5	14.9	17.3	
Always	20.6	18.8	16.6	15.9	19.2	

Table A-18

Career Intent

-----GROUP-----					
	1 (%)	2 (%)	3 (%)	4 (%)	5 (%)
<u>n=</u>	4,891	8,397	8,676	7,847	40,131
Retire 12 Mos	.0	.0	.0	.0	4.9
Career	12.0	10.9	13.3	16.1	51.2
Likely Career	20.4	18.2	17.4	17.9	19.3
Maybe Career	35.4	32.8	30.6	24.5	13.5
Probably Not	24.2	26.9	24.6	20.4	5.9
Separate	8.0	11.1	14.2	21.1	5.3

Note: The number (n) is the number of valid responses for the factor being examined.

APPENDIX

APPENDIX B

COMPARISON OF OAP FACTOR SCORES BETWEEN GROUPS

Table B-1

Comparison of OAP Factor Scores
Between Groups

	Mean	<u>SD</u>	Subset	<u>df</u>	<u>F</u>
THE WORK ITSELF					
Job Performance Goals					4,67854 160.72***
Gp 1	4.60	.92	1		
Gp 2	4.65	.92	2		
Gp 3	4.62	.95	1,2		
Gp 4	4.63	.97	1,2		
Gp 5	4.82	.99	3		
Task Characteristics					4,67070 624.21***
Gp 1	4.77	.95	1		
Gp 2	4.82	.96	2,3		
Gp 3	4.81	1.01	2		
Gp 4	4.85	1.03	3		
Gp 5	5.20	.98	4		
Task Autonomy					4,67375 1206.96***
Gp 1	3.29	1.20	1		
Gp 2	3.40	1.25	2		
Gp 3	3.40	1.30	2		
Gp 4	3.50	1.36	3		
Gp 5	4.15	1.43	4		
Work Repetition					4,69340 63.78***
Gp 1	5.09	1.38	1		
Gp 2	5.20	1.36	2		
Gp 3	5.24	1.37	2		
Gp 4	5.29	1.37	3		
Gp 5	5.07	1.37	1		

Note: Groups not in the same subset(s) are significantly different at the .05 level. Subsets range from the group(s) with the lowest mean (subset 1) to the group(s) with the highest mean(s).

*p<.05.

**p<.01.

***p<.001.

Appendix B

Table B-1 (Continued)

	Mean	<u>SD</u>	Subset	<u>df</u>	<u>F</u>
THE WORK ITSELF (Continued)					
Desired Repetitive/Easy Tasks				4,68071	188.06***
Gp 1	3.55	1.41	5		
Gp 2	3.42	1.41	4		
Gp 3	3.33	1.43	3		
Gp 4	3.27	1.45	2		
Gp 5	3.10	1.40	1		
Job Training				4,66354	103.15***
Gp 1	4.77	1.50	4		
Gp 2	4.55	1.56	3		
Gp 3	4.35	1.59	2		
Gp 4	4.25	1.59	1		
Gp 5	4.50	1.58	3		
JOB ENRICHMENT					
Skill Variety				4,69270	730.22***
Gp 1	4.20	1.36	1		
Gp 2	4.26	1.39	2		
Gp 3	4.27	1.44	2		
Gp 4	4.29	1.47	2		
Gp 5	4.85	1.43	3		

Note: Groups not in the same subset(s) are significantly different at the .05 level. Subsets range from the group(s) with the lowest mean (subset 1) to the group(s) with the highest mean(s).

*p<.05.

**p<.01.

***p<.001.

Table B-1 (Continued)

	Mean	<u>SD</u>	Subset	<u>df</u>	<u>F</u>
JOB ENRICHMENT (Continued)					
Task Identity				4,69383	303.75***
Gp 1	4.80	1.20	1		
Gp 2	4.86	1.23	2		
Gp 3	4.85	1.26	2		
Gp 4	4.92	1.27	3		
Gp 5	5.19	1.23	4		
Task Significance				4,69788	272.10***
Gp 1	5.58	1.34	2		
Gp 2	5.52	1.35	1		
Gp 3	5.49	1.39	1		
Gp 4	5.48	1.41	1		
Gp 5	5.84	1.24	3		
Job Feedback				4,69589	251.91***
Gp 1	4.49	1.23	1		
Gp 2	4.59	1.26	2		
Gp 3	4.58	1.31	2		
Gp 4	4.64	1.34	3		
Gp 5	4.89	1.28	4		

Note: Groups not in the same subset(s) are significantly different at the .05 level. Subsets range from the group(s) with the lowest mean (subset 1) to the group(s) with the highest mean(s).

*p<.05.

**p<.01.

***p<.001.

Appendix B

Table B-1 (Continued)

	Mean	<u>SD</u>	Subset	<u>df</u>	<u>F</u>
JOB ENRICHMENT (Continued)					
Need for Enrichment				4,67606	443.35***
Gp 1	5.14	1.27	1		
Gp 2	5.22	1.28	2		
Gp 3	5.27	1.28	3		
Gp 4	5.32	1.30	4		
Gp 5	5.64	1.18	5		
Job Motivation Index				4,62686	963.04***
Gp 1	78.04	47.53	1		
Gp 2	82.33	50.98	2		
Gp 3	82.69	53.10	2		
Gp 4	86.28	55.97	3		
Gp 5	113.27	66.64	4		
WORK GROUP PROCESS					
Work Support				4,67796	76.3***
Gp 1	4.76	1.06	5		
Gp 2	4.58	1.08	4		
Gp 3	4.49	1.10	2		
Gp 4	4.42	1.12	1		
Gp 5	4.52	1.13	3		

Note: Groups not in the same subset(s) are significantly different at the .05 level. Subsets range from the group(s) with the lowest mean (subset 1) to the group(s) with the highest mean(s).

*p<.05.

**p<.01.

***p<.001.

Table B-1 (Continued)

	Mean	<u>SD</u>	Subset	<u>df</u>	<u>F</u>
WORK GROUP PROCESS (Continued)					
Management/Supervision				4,65783	87.55***
Gp 1	5.13	1.43	4		
Gp 2	4.93	1.54	3		
Gp 3	4.78	1.57	2		
Gp 4	4.65	1.61	1		
Gp 5	4.93	1.59	3		
Supervisory Communications Climate				4,66038	99.06***
Gp 1	4.79	1.52	4		
Gp 2	4.56	1.60	3		
Gp 3	4.38	1.64	2		
Gp 4	4.25	1.66	1		
Gp 5	4.55	1.64	3		
Organizational Communications Climate				4,64602	184.32**
Gp 1	4.74	1.20	4		
Gp 2	4.43	1.22	3		
Gp 3	4.23	1.27	2		
Gp 4	4.12	1.28	1		
Gp 5	4.40	1.35	3		

Note: Groups not in the same subset(s) are significantly different at the .05 level. Subsets range from the group(s) with the lowest mean (subset 1) to the group(s) with the highest mean(s).

*p<.05.

**p<.01.

***p<.001.

Appendix B

Table B-1 (Continued)

		Mean	<u>SD</u>	Subset	<u>df</u>	<u>F</u>
WORK GROUP OUTPUT						
Pride					4,69147	411.30***
	Gp 1	4.77	1.65	3		
	Gp 2	4.71	1.65	2		
	Gp 3	4.55	1.69	1		
	Gp 4	4.51	1.71	1		
	Gp 5	5.11	1.59	4		
Advancement/Recognition					4,66871	772.56***
	Gp 1	4.21	1.11	3		
	Gp 2	3.98	1.10	2		
	Gp 3	3.89	1.13	1		
	Gp 4	3.94	1.15	2		
	Gp 5	4.47	1.20	4		
Perceived Productivity					4,66968	172.48**
	Gp 1	5.45	1.15	4		
	Gp 2	5.37	1.21	3		
	Gp 3	5.30	1.25	2		
	Gp 4	5.23	1.29	1		
	Gp 5	5.56	1.24	5		

Note: Groups not in the same subset(s) are significantly different at the .05 level. Subsets range from the group(s) with the lowest mean (subset 1) to the group(s) with the highest mean(s).

* $p < .05$.

** $p < .01$.

*** $p < .001$.

Appendix B

Table B-1 (Continued)

	Mean	<u>SD</u>	Subset	<u>df</u>	<u>F</u>
WORK GROUP OUTPUT (Continued)					
Job Satisfaction				4,69147	411.30***
Gp 1	4.77	1.65	3		
Gp 2	4.71	1.65	2		
Gp 3	4.55	1.69	1		
Gp 4	4.51	1.71	1		
Gp 5	5.11	1.59	4		
Advancement/Recognition				4,66871	772.56***
Gp 1	4.21	1.11	3		
Gp 2	3.98	1.10	2		
Gp 3	3.89	1.13	1		
Gp 4	3.94	1.15	2		
Gp 5	4.47	1.20	4		
Perceived Productivity				4,66968	172.48**
Gp 1	5.45	1.15	4		
Gp 2	5.37	1.21	3		
Gp 3	5.30	1.25	2		
Gp 4	5.23	1.29	1		
Gp 5	5.56	1.24	5		

Note: Groups not in the same subset(s) are significantly different at the .05 level. Subsets range from the group(s) with the lowest mean (subset 1) to the group(s) with the highest mean(s).

*p<.05.

**p<.01.

***p<.001.

APPENDIX

APPENDIX C

ORGANIZATIONAL ASSESSMENT PACKAGE

FACTORS AND VARIABLES OF THE ORGANIZATIONAL ASSESSMENT PACKAGE

The OAP is a 109-item survey questionnaire designed jointly by the Air Force Human Resources Laboratory and the Leadership and Management Development Center (LMDC) and is used to aid LMDC in its missions to: (a) conduct research on Air Force systemic issues using information in the OAP database, (b) provide leadership and management training, and (c) provide management consultation service to Air Force commanders upon request.

Allowable responses to the attitudinal items on the survey range from 1 (low) to 7 (high). The attitudinal items are grouped into 25 factors that address such areas as the job itself, management and supervision, communications, and performance in the organization. Each data record consists of 7 externally coded descriptors and 24 demographic items as well as the responses to the 93 attitudinal items.

The factors measured by the OAP are grouped into a systems model to assess three aspects of a work group: input, process, and output (adapted from McGrath's model).

Input. In LMDC's adaptation of the model, input is comprised of demographics, work itself, and job enrichment.

A. Demographics. Descriptive or background information about the respondents to the OAP survey.

B. Work Itself. The work itself has to do with the task properties (technologies) and environmental conditions of the job. It assesses the patterns of characteristics members bring to the group or organization, and patterns of differentiation and integration among position and roles. The following OAP factors measure the work itself:

- 806 - Job Desires (Need For Enrichment)
- 810 - Job Performance Goals
- 812 - Task Characteristics
- 813 - Task Autonomy
- 814 - Work Repetition
- 816 - Desired Repetitive Easy Tasks
- 823 - Job Related Training
- Job Influences (not a statistical factor)

C. Job Enrichment. Measures the degree to which the job itself is interesting, meaningful, challenging, and responsible. The following OAP factors measure job enrichment:

- 800 - Skill Variety
- 801 - Task Identity
- 802 - Task Significance
- 804 - Job Feedback
- 806 - Need for Enrichment Index (Job Desires)
- 807 - Job Motivation Index

- 808 - QJI Total Score
- 809 - Job Motivation Index - Additive
- 825 - Motivation Potential Score

Work Group Process. The work group assesses the pattern of activity and interaction among the group members. The following OAP factors measure leadership and the work group process:

- 805 - Performance Barriers/Blockages (Work Support)
- 818 - Management and Supervision
- 819 - Supervisory Communications Climate
- 820 - Organizational Communications Climate
- Work Interferences (not a statistical factor)
- Supervisory Assistance (not a statistical factor)

Work Group Output. Measures task performance, group development, and effects on group members. Assesses the quantity and quality of task performance and alteration of the group's relation to the environment. Assesses changes in positions and role patterns, and in the development of norms. Assesses changes on skills and attitudes, and effects on adjustment. The following OAP factors measure the work group output:

- 811 - Pride
- 817 - Advancement/Recognition
- 821 - Work Group Effectiveness (Perceived Productivity)
- 822 - Job Related Satisfaction
- 824 - General Organizational Climate

EXTERNALLY CODED DESCRIPTORS

Batch Number
Julian Date of Survey
Major Command
Base Code
Consultation Method
Consultant Code
Survey Version

(Note: These items are concatenated to each data record during EDP processing.)

DEMOGRAPHIC ITEMS (NOT A STATISTICAL FACTOR)

Variable Number	Statement Number	Statement
-	-	Supervisor's Code
-	-	Work Group Code
-	-	Sex
-	-	Your age is
-	-	You are (officer, enlisted, GS, etc.)
-	-	Your pay grade is
-	-	Primary AFSC
-	-	Duty AFSC
(Note: The above items are on the response sheet.)		
001	-	(Not used)
002	-	(Not used)
003	1	Total years in the Air Force:
		1. Less than 1 year
		2. More than 1 year, less than 2 years
		3. More than 2 years, less than 3 years
		4. More than 3 years, less than 4 years
		5. More than 4 years, less than 5 years
		6. More than 5 years

Variable Number	Statement Number	Statement
004	2	Total months in present career field:
		1. Less than 1 month
		2. More than 1 month, less than 6 months
		3. More than 6 months, less than 12 months
		4. More than 12 months, less than 18 months
		5. More than 18 months, less than 24 months
		6. More than 24 months, less than 36 months
		7. More than 36 months
005	3	Total months at this station:
		1. Less than 1 month
		2. More than 1 month, less than 6 months
		3. More than 6 months, less than 12 months
		4. More than 12 months, less than 18 months
		5. More than 18 months, less than 24 months
		6. More than 24 months, less than 36 months
		7. More than 36 months
006	4	Total months in present position:
		1. Less than 1 month
		2. More than 1 month, less than 6 months
		3. More than 6 months, less than 12 months
		4. More than 12 months, less than 18 months
		5. More than 18 months, less than 24 months
		6. More than 24 months, less than 36 months
		7. More than 36 months
007	5	Your 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
008	11	Which of the following "best" describes your marital status?
		0. Not married.
		1. Married: Spouse is a civilian employed outside home.
		2. Married: Spouse is a civilian employed outside home - geographically separated.
		3. Married: Spouse not employed outside home.
		4. Married: Spouse not employed outside home - geographically separated.
		5. Married: Spouse is a military member.
		6. Married: Spouse is a military member - geographically separated.
		7. Single parent.

<u>Variable Number</u>	<u>Statement Number</u>	<u>Statement</u>
009	6	Your highest education level obtained is: 1. Non-high school graduate 2. High school graduate or GED 3. Less than two years college 4. Two years or more college 5. Bachelors Degree 6. Masters Degree 7. Doctoral Degree
010	7	Highest level of professional military education (residence or correspondence): 0. None or not applicable 1. MCO Orientation Course or USAF Supervisor Course (MCO Phase 1 or 2) 2. MCO Leadership School (MCO Phase 3) 3. MCO Academy (MCO Phase 4) 4. Senior MCO Academy (MCO Phase 5) 5. Squadron Officer School 6. Intermediate Service School (i.e., ACSC, AFSC) 7. Senior Service School (i.e., AUC, ICAF, WAC)
011	8	How many people do you directly supervise? 1. None 2. 1 3. 2 4. 3 5. 4 to 5 6. 6 to 8 7. 9 or more
012	9	For how many people do you write performance reports? 1. None 2. 1 3. 2 4. 3 5. 4 to 5 6. 6 to 8 7. 9 or more Does your supervisor actually write your performance report? 1. Yes 2. No 3. Not sure
013	10	
014	11	Your work requires you to work primarily: 1. Alone 2. With one or two people 3. As a small work group (3-5 people) 4. As a large work group (6 or more people) 5. Other
015	12	What is your usual work schedule? 1. Day shift, normally stable hours 2. Swing shift (about 1600-2400) 3. Mid shift (about 2400-0800) 4. Rotating shift schedule 5. Day or shift work with irregular/unstable hours 6. Frequent TDY/travel or frequently on-call to report to work 7. Crew schedule
016	13	How often does your supervisor hold group meetings? 1. Never 2. Occasionally 3. Monthly 4. Weekly 5. Daily 6. Continuously
017	14	How often are group meetings used to solve problems and establish goals? 1. Never 2. Occasionally 3. About half the time 4. All of the time
018	15	What is your aeronautical rating and current status? 1. Nonrated, not on aircrew 2. Nonrated, now on aircrew 3. Rated, in crew/operations job 4. Rated, in support job

Variable
Number

019

Statement

- 16
- Which of the following best describes your career or employment intentions?
1. Planning to retire in the next 12 months
 2. Will continue in/with the Air Force as a career
 3. Will most likely continue in/with the Air Force
 4. May continue in/with the Air Force
 5. Will most likely not make the Air Force a Career
 6. Will separate/terminate from the Air Force as soon as possible

NOTE: Variable 008, Statement 11 was added to the QAP on 19 Jan 80 and replaced variable 014 which appears on page 6. Although no longer used, Variable 014 is still shown because data collected from about 25,000 samples for this variable are still in the data base.

FACTORS

Each 800 series factor consists of two or more variables which correspond to statements in the QAP. A mean score can be derived for each factor except 805, 807, 808, 809 and 825 by using a "straight average." The formula for computing the exceptions is indicated.

FACTOR 800 - SKILL VARIETY: Measures the degree to which a job requires a variety of different tasks or activities in carrying out the work; involves the use of a number of different skills and talents of the worker; skills required are valued by the worker.

Variable Number	Statement Number	Statement
--------------------	---------------------	-----------

201	17	To what extent does your job require you to do many different things, using a variety of your talents and skills?
-----	----	---

212	29	To what extent does your job require you to use a number of complex skills?
-----	----	---

FACTOR 801 - TASK IDENTIFY: Measures the degree to which the job requires completion of a "whole" and identifiable piece of work from beginning to end.

Variable Number	Statement Number	Statement
--------------------	---------------------	-----------

202	18	To what extent does your job involve doing a whole task or unit of work?
-----	----	--

211	28	To what extent does your job provide you with a chance to finish completely the piece of work you have begun?
-----	----	---

FACTOR 802 - TASK SIGNIFICANCE: Measures the degree to which the job has a substantial impact on the lives or work of others; the importance of the job.

Variable Number	Statement Number	Statement
203	19	To what extent is your job significant in that it affects others in some important way?
210	27	To what extent does doing your job well affect a lot of people?

FACTOR 803 (NOT USED)

FACTOR 804 - JOB FEEDBACK: Measures the degree to which carrying out the work activities required by the job results in the worker obtaining clear and direct information about job outcomes or information on good and poor performance.

Variable Number	Statement Number	Statement
272	22	To what extent are you able to determine how well you are doing your job without feedback from anyone else?
209	26	To what extent does your job provide the chance to know for yourself when you do a good job, and to be responsible for your own work?

FACTOR 805 - WORK SUPPORT: Measures the degree to which work performance is hindered by additional duties, details, inadequate tools, equipment, or work space.

Variable Number	Statement Number	Statement
206	23	To what extent do additional duties interfere with the performance of your primary job?
207	24	To what extent do you have adequate tools and equipment to accomplish your job?
208	25	To what extent is the amount of work space provided adequate?

Formula (8-206+207+208)/3

FACTOR 806 - NEED FOR ENRICHMENT INDEX (JOB DESIRES): Has to do with job related characteristics (autonomy, personal growth, use of skills, etc.) that the individual would like in a job.

Variable Number	Statement Number	Statement
		(In my job, I would like to have the characteristics described--from "not at all" to "an extremely large amount")
249	51	Opportunities to have independence in my work.
250	52	A job that is meaningful.
251	53	The opportunity for personal growth in my job.
252	54	Opportunities in my work to use my skills.
253	55	Opportunities to perform a variety of tasks.

FACTOR 807 - JOB MOTIVATION INDEX: A composite index derived from the six job characteristics that reflect the overall "motivating potential" of a job; the degree to which a job will prompt high internal work motivation on the part of job incumbents.

Index is computed using the following factors:

800	Skill variety
801	Task identity
802	Task significance
805	Performance barriers/blockages
813	Task autonomy
804	Job feedback

Formula ((800+801+802+805)/4) + 813 + 804

FACTOR 808 - QJ TOTAL SCORE: Assesses one's perception of motivation provided by his or her job. This factor is a variation of a scale employed by other job motivation theorists.

Score is computed using the variables in the following formula:

Formula (Y201+Y202+Y203+Y270+Y271+Y272
+Y206+Y207+Y208+Y209+Y210
+Y211+Y212+Y213)

FACTOR 809 - JOB MOTIVATION INDEX ---- ADDITIVE: This factor is a variation of a scale employed by other job motivation theorists.

Index is computed using the following factors:

800	Skill variety
801	Task identity
802	Task significance
803	Performance barriers/blockages
813	Task autonomy
804	Work repetition

Formula ((800+801+802+803)/4) + 813 - 804

FACTOR 810 - JOB PERFORMANCE GOALS: Measures the extent to which job performance goals are clear, specific, realistic, understandable, and challenging.

Variable Number	Statement Number	Statement
217	34	To what extent do you know exactly what is expected of you in performing your job?
218	35	To what extent are your job performance goals difficult to accomplish?
273	36	To what extent are your job performance goals clear?
274	37	To what extent are your job performance goals specific?
221	38	To what extent are your job performance goals realistic?

FACTOR 811 - PRIDE: Measures the pride in one's work.

Variable Number	Statement Number	Statement
215	32	To what extent are you proud of your job?
275	46	To what extent does your work give you a feeling of pride?

FACTOR 812 - TASK CHARACTERISTICS: A combination of skill variety, task identity, task significance, and job feedback designed to measure several aspects of one's job.

Variable Number	Statement Number	Statement
201	17	To what extent does your job require you to do many different things, using a variety of your talents and skills?
202	18	To what extent does your job involve doing a whole task or unit of work?
203	19	To what extent is your job significant, in that it affects others in some important way?
272	22	To what extent are you able to determine how well you are doing your job without feedback from anyone else?
209	26	To what extent does your job provide the chance to know for yourself when you do a good job, and to be responsible for your own work?
210	27	To what extent does doing your job well affect a lot of people?
211	28	To what extent does your job provide you with a chance to finish completely the piece of work you have begun?
212	29	To what extent does your job require you to use a number of complex skills?

FACTOR 813 - TASK AUTONOMY: Measures the degree to which the job provides freedom to do the work as one sees fit; discretion in scheduling, decision making, and means for accomplishing a job.

Variable Number	Statement Number	Statement
270	20	To what extent does your job provide a great deal of freedom and independence in scheduling your work?
271	21	To what extent does your job provide a great deal of freedom and independence in selecting your own procedures to accomplish it?
213	30	To what extent does your job give you freedom to do your work as you see fit?
214	31	To what extent are you allowed to make the major decisions required to perform your job well?

FACTOR 814 - WORK REPETITION: Measures the extent to which one performs the same tasks or faces the same type of problems in his or her job on a regular basis.

Variable Number	Statement Number	Statement
226	39	To what extent do you perform the same tasks repeatedly within a short period of time?
227	40	To what extent are you faced with the same type of problem on a weekly basis?

FACTOR 815 (NOT USED)

FACTOR 816 - DESIRED REPETITIVE EASY TASKS: Measures the extent to which one desires his or her job involve repetitive tasks or tasks that are easy to accomplish.

Variable Number	Statement Number	Statement
255	56	A job in which tasks are repetitive.
258	57	A job in which tasks are relatively easy to accomplish.

FACTOR - JOB INFLUENCES (NOT A STATISTICAL FACTOR):

Variable Number	Statement Number	Statement
216	33	To what extent do you feel accountable to your supervisor in accomplishing your job?
238	42	To what extent do co-workers in your work group maintain high standards of performance?

FACTOR 817 - ADVANCEMENT/RECOGNITION: Measures one's awareness of advancement and recognition, and feelings of being prepared (i.e., learning new skills for promotion).

Variable Number	Statement Number	Statement
234	41	To what extent are you aware of promotion/advancement opportunities that affect you?
239	43	To what extent do you have the opportunity to progress up your career ladder?

240	44	To what extent are you being prepared to accept increased responsibility?
241	45	To what extent do people who perform well receive recognition?
276	47	To what extent do you have the opportunity to learn skills which will improve your promotion potential?

FACTOR 818 - MANAGEMENT AND SUPERVISION (A): Measures the degree to which the worker has high performance standards and good work procedures. Measures support and guidance received, and the overall quality of supervision.

Variable Number	Statement Number	Statement
404	58	My supervisor is a good planner.
405	59	My supervisor sets high performance standards.
410	60	My supervisor encourages teamwork.
411	61	My supervisor represents the group at all times.
412	62	My supervisor establishes good work procedures.
413	63	My supervisor has made his responsibilities clear to the group.
445	64	My supervisor fully explains procedures to each group member.
416	65	My supervisor performs well under pressure.

FACTOR - MANAGEMENT AND SUPERVISION (B): (NOT A STATISTICAL FACTOR)

Variable Number	Statement Number	Statement
426	66	My supervisor takes time to help me when needed.
436	71	My supervisor lets me know when I am doing a poor job.
439	75	When I need technical advice, I usually go to my supervisor.

FACTOR 819 - SUPERVISORY COMMUNICATIONS CLIMATE: Measures the degree to which the worker perceives that there is good rapport with supervisors, that there is a good working environment, that innovation for task improvement is encouraged, and that rewards are based upon performance.

<u>Variable Number</u>	<u>Statement Number</u>	<u>Statement</u>
426	67	My supervisor asks members for their ideas on task improvements.
428	68	My supervisor explains how my job contributes to the overall mission.
431	69	My supervisor helps me set specific goals.
433	70	My supervisor lets me know when I am doing a good job.
435	72	My supervisor always helps me improve my performance.
436	73	My supervisor insures that I get job related training when needed.
437	74	My job performance has improved due to feedback received from my supervisor.
442	76	My supervisor frequently gives me feedback on how well I am doing my job.

FACTOR 820 - ORGANIZATIONAL COMMUNICATIONS CLIMATE: Measures the degree to which the worker perceives that there is an open communications environment in the organization, and that adequate information is provided to accomplish the job.

<u>Variable Number</u>	<u>Statement Number</u>	<u>Statement</u>
300	82	Ideas developed by my work group are readily accepted by management personnel above my supervisor.
301	83	My organization provides all the necessary information for me to do my job effectively.
302	84	My organization provides adequate information to my work group.
303	85	My work group is usually aware of important events and situations.
304	86	My complaints are aired satisfactorily.
309	91	The information in my organization is widely shared so that those needing it have it available.

314	96	My organization has clear-cut goals.
317	99	The goals of my organization are reasonable.
318	100	My organization provides accurate information to my work group.

FACTOR 821 - WORK GROUP EFFECTIVENESS: Measures one's view of the quantity, quality, and efficiency of work generated by his or her work group.

<u>Variable Number</u>	<u>Statement Number</u>	<u>Statement</u>
259	77	The quantity of output of your work group is very high.
260	78	The quality of output of your work group is very high.
261	79	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.
264	80	Your work group always gets maximum output from available resources (e.g., personnel and material).
265	81	Your work group's performance in comparison to similar work groups is very high.

FACTOR - WORK INTERFERENCES (NOT A STATISTICAL FACTOR): Identifies things that impede an individual's job performance.

<u>Variable Number</u>	<u>Statement Number</u>	<u>Statement</u>
277	48	To what extent do you have the necessary supplies to accomplish your job?
278	49	To what extent do details (last not covered by primary or additional duty descriptions) interfere with the performance of your primary job?
279	50	To what extent does a bottleneck in your organization seriously affect the flow of work either to or from your group?

FACTOR 822 - JOB RELATED SATISFACTION: Measures the degree to which the worker is generally satisfied with factors surrounding the job.

Variable Number	Statement Number	Statement
705	101	<u>Feeling of Helpfulness</u> The chance to help people and improve their welfare through the performance of my job. The importance of my job performance to the welfare of others.
709	102	<u>Co-worker Relationships</u> My amount of effort compared to the effort of my co-workers, the extent to which my co-workers share the load, and the spirit of teamwork which exists among my co-workers.
710	103	<u>Family Attitude Toward Job</u> The recognition and the pride my family has in the work I do.
717	106	<u>Work Schedule</u> My work schedule; flexibility and regularity of my work schedule; the number of hours I work per week.
718	107	<u>Job Security</u>
719	108	<u>Acquired Valuable Skills</u> The chance to acquire valuable skills in my job which prepare me for future opportunities
723	109	<u>My Job as a Whole</u>

FACTOR 823 - JOB RELATED TRAINING: Measures the extent to which one is satisfied with on-the-job and technical training received.

Variable Number	Statement Number	Statement
711	104	<u>On-the-Job Training (OJT)</u> The OJT instructional methods and instructors' competence.
712	105	<u>Technical Training (Other than OJT)</u> The technical training I have received to perform my current job.

FACTOR 824 - GENERAL ORGANIZATIONAL CLIMATE: Measures the individual's perception of his or her organizational environment as a whole (i.e. spirit of teamwork, communications, organizational pride, etc.).

Variable Number	Statement Number	Statement
305	87	My organization is very interested in the attitudes of the group members toward their jobs.
306	88	My organization has a very strong interest in the welfare of its people.
307	89	I am very proud to work for this organization.
308	90	I feel responsible to my organization in accomplishing its mission.
310	92	Personnel in my unit are recognized for outstanding performance.
311	93	I am usually given the opportunity to show or demonstrate my work to others.
312	94	There is a high spirit of teamwork among my co-workers.
313	95	There is outstanding cooperation between work groups of my organization.
315	97	I feel motivated to contribute my best efforts to the mission of my organization.
316	98	My organization rewards individuals based on performance.

FACTOR 825 - MOTIVATION POTENTIAL SCORE: This factor is another variation of a scale employed by other job motivation theorists. The score ranges between 1 and 343 with 109 being the Air Force average. Low scores indicate a poorly motivating job. Score is computed using the following factors:

800	Skill variety
801	Task identity
802	Task significance
804	Job feedback
813	Task autonomy

Formula: $(800-801-802/3)+813-804$

VARIABLES

Variable Number	Factor	Statement Number
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201	800/812	17	To what extent does your job require you to do many different things, using a variety of your talents and skills?
202	801/812	18	To what extent does your job involve doing a whole task or unit of work?
203	802/812	19	To what extent is your job significant, in that it affects others in some important way?
204 & 205	--	--	(Not used)
206	805	23	To what extent do additional duties interfere with the performance of your primary job?
207	805	24	To what extent do you have adequate tools and equipment to accomplish your job?
208	805	25	To what extent is the amount of work space provided adequate?
209	804/812	26	To what extent does your job provide the chance to know for yourself when you do a good job, and to be responsible for your own work?
210	802/812	27	To what extent does doing your job well affect a lot of people?
211	801/812	28	To what extent does your job provide you with a chance to finish completely the piece of work you have begun?
212	800/812	29	To what extent does your job require you to use a number of complex skills?

Variable Number	Factor	Statement Number
-----------------	--------	------------------

213	813	30	To what extent does your job give you freedom to do your work as you see fit?
214	813	31	To what extent are you allowed to make the major decisions required to perform your job well?
215	811	32	To what extent are you proud of your job?
216*	--	33	To what extent do you feel accountable to your supervisor in accomplishing your job?
217	810	34	To what extent do you know exactly what is expected of you in performing your job?
218	810	35	To what extent are your job performance goals difficult to accomplish?
219 & 220	--	--	(Not used)
221	810	38	To what extent are your job performance goals realistic?
222-225	--	--	(Not used)
226	814	39	To what extent do you perform the same tasks repeatedly within a short period of time?
227	814	40	To what extent are you faced with the same type of problem on a weekly basis?

* This variable is an element of "job influences" (not a statistical factor).

Variable Number	Factor	Statement Number
228-233	--	--
234	817	41
235-237	--	--
238*	--	42
239	817	43
240	817	44
241	817	45
242-248	--	--
249	806	51
250	806	52
251	806	53
252	806	54
253	806	55
254	--	--
255	816	56

(Not used)

To what extent are you aware of promotion/advancement opportunities that affect you?

(Not used)

To what extent do co-workers in your work group maintain high standards of performance?

To what extent do you have the opportunity to progress up your career ladder?

To what extent are you being prepared to accept increased responsibility?

To what extent do people who perform well receive recognition?

(Not used)

Opportunities to have independence in my work?

A job that is meaningful.

The opportunity for personal growth in my job.

Opportunities in my work to use my skills.

Opportunities to perform a variety of tasks.

(Not used)

A job in which tasks are repetitive.

Variable Number	Factor	Statement Number
256 & 257	--	--
258	816	57
259	821	77
260	821	78
261	821	79
262 & 263	--	--
264	821	80
265	821	81
266-269	--	--
270	913	20
271	813	21
272	804/812	22

(Not used)

A job in which tasks are relatively easy to accomplish.

The quantity of output of your work group is very high.

The quality of output of your work group is very high.

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

(Not used)

Your work group always gets maximum output from available resources (e.g., personnel and material).

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

(Not used)

To what extent does your job provide a great deal of freedom and independence in scheduling your work?

To what extent does your job provide a great deal of freedom and independence in selecting your own procedures to accomplish it?

To what extent are you able to determine how well you are doing your job without feedback from anyone else?

* This variable is an element of "job influences" (not a statistical factor).

Variable Number	Factor	Statement	Variable Number	Factor	Statement
273	810	36	303	820	85
		To what extent are your job performance goals clear?			My work group is usually aware of important events and situations.
274	810	37	304	820	86
		To what extent are your job performance goals specific?			My complaints are aired satisfactorily.
275	811	46	305	824	87
		To what extent does your work give you a feeling of pride?			My organization is very interested in the attitudes of the group members toward their jobs.
276	817	47	306	824	88
		To what extent do you have the opportunity to learn skills which will improve your promotion potential?			My organization has a very strong interest in the welfare of its people.
277**	--	48	307	824	89
		To what extent do you have the necessary supplies to accomplish your job?			I am very proud to work for this organization.
278**	--	49	308	824	90
		To what extent do details (task not covered by primary or additional duty descriptions) interfere with the performance of your primary job?			I feel responsible to my organization in accomplishing its mission.
279**	--	50	309	820	91
		To what extent does a bottleneck in your organization seriously affect the flow of work either to or from your group?			The information in my organization is widely shared so that those needing it have it available.
280-299	--	--	310	824	92
		(Not used)			Personnel in my unit are recognized for outstanding performance.
300	820	82	311	824	93
		Ideas developed by my work group are readily accepted by management personnel above my supervisor.			I am usually given the opportunity to show or demonstrate my work to others.
301	820	83	312	824	94
		My organization provides all the necessary information for me to do my job effectively.			There is a high spirit of teamwork among my co-workers.
302	820	84	313	824	95
		My organization provides adequate information to my work group.			There is outstanding cooperation between work groups of my organization.

** These variables are elements of "work interferences" (not a statistical factor).

Variable
Number

Factor

Statement
Number

Statement

314 820 96
315 824 97
316 824 98
317 820 99
318 820 100
319-403 -- --
404 818 58
405 818 59
406-409 -- --
410 818 60
411 818 61
412 818 62
413 818 63
414 & 415 -- --
416 818 65
417-423 -- --
424*** -- 66
425 -- --

My organization has clear-cut goals.
I feel motivated to contribute my best efforts to the mission of my organization.
My organization rewards individuals based on performance.
The goals of my organization are reasonable.
My organization provides accurate information to my work group.
(Not used)
My supervisor is a good planner.
My supervisor sets high performance standards.
(Not used)
My supervisor encourages teamwork.
My supervisor represents the group at all times.
My supervisor establishes good work procedures.
My supervisor has made his responsibilities clear to the group.
(Not used)
My supervisor performs well under pressure.
(Not used)
My supervisor takes time to help me when needed.
(Not used)

*** This variable is an element of "supervisory assistance" (not a statistical factor).

Variable
Number

Factor

Statement
Number

Statement

426 819 67
427 -- --
428 819 68
429 & 430 -- --
431 819 69
432 -- --
433 819 70
434*** -- 71
435 819 72
436 819 73
437 819 74
438 -- --
439*** -- 75
440 & 441 -- --
442 819 76
443 & 444 -- --
445 818 64
446-704 -- --

My supervisor asks members for their ideas on task improvements.
(Not used)
My supervisor explains how my job contributes to the overall mission.
(Not used)
My supervisor helps me set specific goals.
(Not used)
My supervisor lets me know when I am doing a good job.
My supervisor lets me know when I am doing a poor job.
My supervisor always helps me improve my performance.
My supervisor insures that I get job related training when needed.
My job performance has improved due to feedback received from my supervisor.
(Not used)
When I need technical advice, I usually go to my supervisor.
(Not used)
My supervisor frequently gives me feedback on how well I am doing my job.
(Not used)
My supervisor fully explains procedures to each group member.
(Not used)

*** These variables are elements of "supervisory assistance" (not a statistical factor).

Variable Number	Factor	Statement Number
705	822	101
706-708	--	--
709	822	102
710	822	103
711	823	104
712	823	105
713-716	--	--
717	822	106
718	822	107
719	822	108
720-722	--	--
723	822	109
724-999	--	--

Statement

Feeling of helpfulness
The chance to help people and improve their welfare through the performance of my job. The importance of my job performance to the welfare of others.

(Not used)

Co-worker Relationships
My amount of effort compared to the effort of my co-workers, the extent to which my co-workers share the load, and the spirit of teamwork which exists among my co-workers.

Family Attitude Toward Job
The recognition and the pride my family has in the work I do.

On-the-Job Training (OJT)
The OJT instructional methods and instructors' competence.

Technical Training (Other than OJT)
The technical training I have received to perform my current job.

(Not used)

Work Schedule
My work schedule; flexibility and regularity of my work schedule; the number of hours I work per week.

Job Security

Acquired Valuable Skills
The chance to acquire valuable skills in my job which prepare me for future opportunities.

(Not used)

My Job as a Whole

(Not used)

END

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