

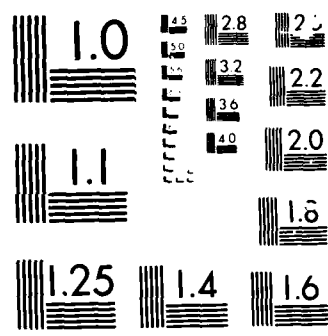
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STUDENT REPORT

JOB ATTITUDES OF MEDICAL PERSONNEL

MAJOR GLORIA M. HAMMONDS

86-1040

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REPORT NUMBER 86-1040

TITLE JOB ATTITUDES OF MEDICAL PERSONNEL

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

AIR COMMAND AND STAFF COLLEGE
AIR UNIVERSITY
MAXWELL AFB, AL 36112

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SECURITY CLASSIFICATION OF THIS PAGE

REPORT DOCUMENTATION PAGE

1a. REPORT SECURITY CLASSIFICATION UNCLASSIFIED		1b. RESTRICTIVE MARKINGS A167364	
2a. SECURITY CLASSIFICATION AUTHORITY		3. DISTRIBUTION/AVAILABILITY OF REPORT STATEMENT "A" Approved for public release; Distribution is unlimited.	
2b. DECLASSIFICATION/DOWNGRADING SCHEDULE			
4. PERFORMING ORGANIZATION REPORT NUMBER(S) 86-1040		5. MONITORING ORGANIZATION REPORT NUMBER(S)	
6a. NAME OF PERFORMING ORGANIZATION ACSC/EDCC	6b. OFFICE SYMBOL (If applicable)	7a. NAME OF MONITORING ORGANIZATION	
6c. ADDRESS (City, State and ZIP Code)		7b. ADDRESS (City, State and ZIP Code)	
8a. NAME OF FUNDING/SPONSORING ORGANIZATION	8b. OFFICE SYMBOL (If applicable)	9. PROCUREMENT INSTRUMENT IDENTIFICATION NUMBER	
8c. ADDRESS (City, State and ZIP Code) Maxwell AFB AL 36112-5542		10. SOURCE OF FUNDING NOS.	
11. TITLE (Include Security Classification) JOB ATTITUDES OF MEDICAL PERSONNEL		PROGRAM ELEMENT NO.	PROJECT NO.
12. PERSONAL AUTHOR(S)		TASK NO.	WORK UNIT NO.
13a. TYPE OF REPORT	13b. TIME COVERED FROM TO	14. DATE OF REPORT (Yr, Mo, Day) 1986 April	
15. PAGE COUNT 59		16. SUPPLEMENTARY NOTATION	
17. NASA/CODES FIELD GROUP SUB GR		18. SUBJECT TERMS (Continue on reverse if necessary and identify by block number)	
19. ABSTRACT (Continue on reverse if necessary and identify by block number) This research was to determine if there are significant differences between the job attitudes of medical personnel in comparisons of CONUS versus overseas, officers versus enlisted, and male versus female (as measured by the USAF Organizational Assessment Package--OAP). In conclusion, statistically significant differences are found between the three groupings across the three OAP areas examined: The Work Itself, Work Group Process, and Work Group Output. Job attitudes of overseas medical personnel are more positive than the attitudes of CONUS medical personnel in the area of The Work Itself. In the area of Work Group Process and Work Group Output CONUS medical personnel are more positive. The medical officer exhibited more positive attitudes than the medical enlisted in each major area. Also, job attitudes of the medical male are more positive than the attitudes of the medical female. Finally, assignment location seem to impact job attitudes.		20. DISTRIBUTION AND AVAILABILITY OF ABSTRACT UNCLASSIFIED/ unlimited ☐ SAME AS REPORT ☒ DTIC USERS ☐	
21. ABSTRACT SECURITY CLASSIFICATION UNCLASSIFIED		22a. NAME OF RESPONSIBLE INDIVIDUAL ACSC/EDCC Maxwell AFB 36112-5542	
22b. TELEPHONE NUMBER (Include Area Code) (205) 293-2483		22c. OFFICE SYMBOL	

PREFACE

Medical personnel perform in a stimulating environment that exercises clinical skills as well as management. As medical personnel serve critical functions in the Air Force, it is worthwhile to examine their attitudes and try to determine attitudinal strengths and weaknesses within the medical area. By examining job attitudes and focusing on what conditions within their work situations are associated with effective job performance and satisfaction, medical personnel may be able to create an atmosphere to make work more meaningful.

This report was written with two purposes in mind. First, to provide medical area leaders and functional managers feedback where they should be concerned about work related issues in the medical environment obtained through the use of the Organizational Assessment Package survey. Second, since the LMDC Directorate of Research Analysis will be phased out on 30 September 1986, with the data base being transferred to the Air Force Human Resources Laboratory Brooks AFB, Texas, this report documents that part of the data base.

As required by LMDC, the project sponsor, this report is written in the style prescribed by the American Psychological Association.

I am indebted to the individuals who provided support essential to this undertaking. Capt. Richard Brown, for his direction throughout the preparation of this project and my administrative advisor, Major Mickey Mantel who helped me meet my principal objective, fulfilling the requirements for graduation from Air Command and Staff College.



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TABLE OF CONTENTS

Preface.....	iii
About the Author.....	iv
List of Illustrations.....	vi
Executive Summary.....	vii
 CHAPTER ONE - INTRODUCTION.....	 1
 CHAPTER TWO - LITERATURE REVIEW.....	 5
 CHAPTER THREE - METHODOLOGY.....	 11
Instrumentation.....	11
Data Collection.....	13
Subjects.....	14
Procedures.....	15
 CHAPTER FOUR - RESULTS.....	 17
Analysis of Demographic Information.....	17
Comparison of Job Attitudes.....	20
Medical CONUS versus Medical Overseas.....	20
Medical Officer versus Medical Enlisted.....	21
Medical Male versus Medical Female.....	23
 CHAPTER FIVE - DISCUSSION.....	 25
Medical CONUS versus Medical Overseas.....	25
Medical Officers versus Medical Enlisted.....	26
Medical Male versus Medical Female.....	28
 CHAPTER SIX - CONCLUSIONS AND RECOMMENDATIONS.....	 31
Conclusions.....	31
Recommendations.....	32
 REFERENCES.....	 34
 APPENDICES	
Appendix A - Analysis of Demographic Data.....	37
Appendix B - Comparison of OAP Factor Score Between Medical Personnel.....	48
Appendix C - Organizational Assessment Package.....	58
Appendix D - <u>Organizational Assessment Package</u> <u>Survey: Factors and Variables</u>	59

LIST OF ILLUSTRATIONS

TABLES

TABLE 1--Sample Sizes of Comparison Groups.....	15
TABLE 2--Summary of Significant Differences Between CONUS and Overseas Personnel.....	21
TABLE 3--Summary of Significant Differences Between Officers and Enlisted Personnel.....	22
TABLE 4--Summary of Significant Differences Between Between Male and Female Personnel.....	23
TABLE A-1--Sex by Personnel Category.....	38
TABLE A-2--Age by Personnel Category.....	38
TABLE A-3--Time in Air Force.....	39
TABLE A-4--Months in Present Career Field.....	39
TABLE A-5--Months at Present Duty Station.....	40
TABLE A-6--Months in Present Position.....	40
TABLE A-7--Ethnic Group.....	41
TABLE A-8--Marital Status.....	41
TABLE A-9--Spouse Status: CONUS.....	42
TABLE A-10--Spouse Status: Overseas.....	42
TABLE A-11--Educational Level.....	43
TABLE A-12--Professional Military Education.....	43
TABLE A-13--Number People Directly Supervised.....	44
TABLE A-14--Number People for Whom Respondent writes APR/OER Appraisal.....	44
TABLE A-15--Supervisor writes APR/OER Appraisal.....	45
TABLE A-16--Work Schedule.....	45
TABLE A-17--Supervisor Holds Group Meetings.....	46
TABLE A-18--Supervisor Holds Group Meetings to Solve Problems.....	46
TABLE A-19--Aeronautical Rating and Current Status.....	47
TABLE A-20--Career Intent.....	47
TABLE B-1--Comparison of OAP Factor Scores Between CONUS and Overseas Medical Personnel.....	49
TABLE B-2--Comparison of OAP Factor Scores Between Officer and Enlisted.....	52
TABLE B-3--Comparison of OAP Factor Scores Between Male and Female Medical Personnel.....	55



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REPORT NUMBER

86-1040

AUTHOR(S)

MAJOR GLORIA M. HAMMONDS, USAF

TITLE

JOB ATTITUDES OF MEDICAL PERSONNEL

I. Purpose: To determine if there are significant differences in job attitudes (as measured by the USAF Organizational Assessment Package--OAP) of personnel in the medical career field between CONUS and overseas, officer and enlisted, and males and females.

II. Background: Because medical personnel serve such critical functions in the Air Force, it is worthwhile to examine their job attitudes and try to determine attitudinal strengths and weaknesses within the medical career field. By examining critical job attitudes in light of organizational behavior research and theory, medical personnel may be able to create a more satisfying working environment and thereby improve productivity and retention. This report aims to provide Air Force commanders, medical area leaders, and functional managers usable feedback from medical personnel obtained through the use of the Organizational Assessment Package. The OAP is administered by the Air Force's Leadership and Management Development Center (LMDC) and is designed to identify organizational attitudinal strengths and weaknesses in a number of job related areas. Results are presented in three functional areas: The Work Itself, Work Group Process, and Work Group Output.

CONTINUED

III. Procedures and Results: Four main goals were pursued: (a) examination of relevant background research and organizational behavior literature; (b) comparison of measured demographic characteristics and job attitudes between three groupings: CONUS and overseas, officers and enlisted, and male and female medical career field personnel; (c) analyses of significant attitudinal differences between the groupings; and (d) development of several recommendations for medical area leaders and functional managers. Statistically significant attitudinal differences were found between the three grouping of medical personnel across all three OAP major areas: Work Itself, Work Group Process, and Work Group Output. In the comparison of attitudes among CONUS and overseas medical, only 6 of the 13 OAP factors show statistically significant differences. CONUS expressed more positive views on Work Support, Management Supervision, and Perceived Productivity. Overseas medical personnel expressed more positive views toward Task Characteristics, Task Autonomy, and Advancement/Recognition. Overall CONUS was more positive on 9 of the 13 factors examined. Medical officers were found to be statistically significant in their differences from enlisted personnel on 12 of the 13 OAP factors considered and were more positive on all the significant differences. Medical male respondents were statistically significant in their differences from medical female respondents on 11 of the 13 OAP factors and were more positive on 12 of the OAP factors.

IV. Conclusion: The results clearly indicate there are significant differences between job attitudes of medical personnel in comparisons of CONUS versus overseas, officers versus enlisted, and male versus female on key organizational factors. Of particular interest were the very positive OAP results on the Work Support factor for CONUS personnel; the substantially more positive response of medical officers for Task Characteristics, Task Autonomy and Organizational Pride. Task Autonomy OAP results were likewise telling for the medical male. However, the study was unable to demonstrate in any definite fashion that CONUS personnel were either higher or lower on the OAP due to assignment location. The study results made the point that employees have strong affective reactions to what happens to them at work. Thus, the Air Force must realize the importance of studying the attitudes, feelings, and perceptions employees have about their jobs.

CONTINUED

U. Recommendations: Air Force commanders, medical area leaders, and functional managers should be encouraged to: (a) Assess capabilities. Provide tasks that are challenging, yet within an individual's abilities, potentials and needs as a way of distinguishing between those who are near the limit of their abilities and those who have a great deal more to contribute; (b) Provide qualified and motivated people to provide training for personnel. The training would preferably be given to the worker prior to beginning an assignment. The OAP survey responses suggested that the medical area leaders do not place adequate emphasis on providing job related training for the medical female. As readiness depends on quality, supervisors must ensure all personnel are adequately trained to accomplish the medical mission; (c) Provide direct feedback to personnel regarding their performance in a timely and nonevaluative manner; (d) Promote good communications; (e) Place special emphasis on formal recognition programs, and focus on informal recognition programs to recognize personnel's efforts. The medical enlisted responded with a less positive attitude in this area; and (f) Perform attitudinal studies to analyze further job attitudes, job desires of personnel, and satisfaction with assignment. Hopefully, this would prove insight into improving and maintaining the potential of medical personnel.

Chapter One

INTRODUCTION

The unique demands required of medical personnel lends importance to assessing job attitudes in the medical field. Hospitals must cope with new and different classes of patients, new methods of medical diagnoses and treatment, and a much larger number of patients. All of this has meant an increase in the size and complexity of hospital organizations, such as the number of specialists required, and the ability of those specialists to collectively guide the operations of the organizations (Hampton, Summer & Webber, 1982). Warren Bennis (1969) has this to say about this kind of environmental change:

The environment now is busy, clogged and dense with opportunities and threats; it is turbulent, uncertain, and dynamic. The people who work for organizations are more complicated than ever before. They have needs, motives, anxieties, and to make matters even more complicated, they bring higher expectations than ever before to our institutions. The institutions themselves are changing, through the press of environmental challenges and the internal demands of its people. (p. 81)

The present study is primarily concerned with whether there are differences in job attitudes between several groupings of medical personnel: those stationed in CONUS and overseas, males and females, and officers and enlisted. The medical career field is one of the largest career fields in the Air Force with approx-

imately 14,000 officers and 45,000 enlisted members (Air Force Association, 1985). Thus, it is incumbent upon the Air Force leadership to gain insights on the attitudes of the 59,000 medical personnel toward their work, their supervisors and fellow workers.

Of particular importance in organizational life are attitudes which individuals bring to the working environment. The ultimate objective behind measuring job attitudes is to enable the organization to make changes to improve those attitudes. In a study done by Tuttle, Brockhaus, and Hazel (1974) on individual preferences for geographical locations, it was found that geographic location was most frequently selected by airmen as a cause of both satisfaction and dissatisfaction. Therefore, many were satisfied because of desirable geographic locations or were unhappy because of undesirable locations. For officers the results showed that unfavorable geographic location was the leading cause of dissatisfaction and favorable geographic location was second only to job assignment as a producer of satisfaction. The desirability of various overseas (O/S) areas has been broadly defined by the Air Force in terms of assignment policies (e.g., tour lengths). However, fewer standards are available for making judgment about the desirability of Continental United States (CONUS) bases or location and its affect on the degree of job satisfaction derived. Consequently, this study will give attention to the attitudes and desires of personnel, based on the assumption that more fulfilling assignments

and jobs will serve as positive incentives for recruitment and retention.

One method used by the Air Force's Leadership and Management Development Center (LMDC) to reach the goal of providing a more satisfying way of life and increasing organizational effectiveness is the use of the Organizational Assessment Package (OAP). The OAP contains 109 items designed to measure job attitudes in the job related areas of leadership and management, training and utilization, motivation of and concern for people, and the communication process. Survey items are concerned with the job, work group, supervisor, and organization. The instrument also provides the user the ability to measure the degree of presence or absence of certain job related factors, such as job satisfaction and task autonomy. The OAP is intended to provide a means of identifying areas within the organization needing the greatest emphasis.

The goals of this study are to identify areas where supervisors in the medical field can capitalize on attitudinal strengths and compensate for attitudinal weaknesses. The objectives of this study are:

1. To review relevant background research and organizational behavioral literature related to medical personnel and geographical assignment;
2. To compare demographic and attitudinal results on the OAP separately for CONUS and overseas locations, officers and enlisted personnel, and males and females;

3. To analyze significant differences between the three sets of comparisons of medical personnel: CONUS and O/S, officer and enlisted, and males and females; and

4. To develop recommendations for medical area leaders and functional managers.

Following the introduction, Chapter Two shows the results of the literature review highlighting contributions of previous research into the problem. Chapter Three examines the validity of the OAP survey as well as the procedures to obtain the results. Chapter Four presents the demographic and attitudinal comparisons for the three sets of medical personnel. Chapter Five interprets and discusses pertinent data related to the study. Chapter Six indicates conclusions drawn, and recommendations made by the author for future use by supervisors and leaders in the medical career field.

Chapter Two

LITERATURE REVIEW

Work environments are generally acknowledged to exert a powerful influence on the behavior of organizational members. Factors that make work important to people, good or bad, can be defined as job attitudes (Kahn, 1968). Among these are recognition, achievement, possibility of growth, advancement, status, and job security. Bem (1965, p. 84) defines attitudes as "likes and dislikes, our aversions toward and affinities to objects, persons, groups or any identifiable aspect of our environment". Attitudes toward work are determinants of how people will respond to such things as changes in work conditions, long hours, and pay incentives.

One of the major indicators of the quality of employment is the extent to which people are involved with their jobs and their work. A positive relation has been found between work involvement and such related factors as job satisfaction, morale, and positive individual work output. It has been found that people who see work itself as an important activity are much more productive and more likely to build positive relationships at the workplace irrespective of their satisfaction at a given point of time (Hill, 1984).

A study by Kotter (1973) supports the idea that employers

and employees enter into a psychological contract when an employee is hired. When the expectations of the employing organization match those of the new employee, the employee will be more productive in their first year of employment, will be more satisfied with his work, and will tend to stay with the organization for a longer period of time than if there were mismatches between their expectations. Employers and subordinates come to an agreement on what each expects of the other as they work together in the organization.

Many studies have been conducted to identify what individuals really want from a job. The worker in the American society today affiliates himself with an organization with the expectation that certain goals and objectives will be fulfilled [Harris, 1967]. The perception of need fulfillment is an important contributor to an individual's job satisfaction, and the concept of need fulfillment is found in much of the research concerning job satisfaction. Job satisfaction is considered to be an attitude which results from a balancing and summation of many specific likes and dislikes experienced in connection with the job. This attitude manifests itself in evaluation of the job and of the employing organization. These evaluations may rest largely upon the perceived contribution of the job and the company toward these ends [Bullock, 1972].

In a study of job satisfaction and career intent of Air Force personnel, Vrooman (1976) concluded that the perception of being prepared for future responsibility, and personal growth

satisfaction were most useful in explaining the variation in job satisfaction. In an earlier study, Blau (1964) investigated the need satisfaction of 470 federal government civilian employees, in 29 different jobs and discovered that the importance of the different need categories varied across different occupational groups. For professional managerial groups the self-actualization need was most important. The findings from the series of earlier studies by Porter (1965) and the results of Blau's investigation are all consistent with the predictions of Maslow's theory of human motivational behavior and personal satisfaction in occupational settings.

Porter and Mitchell (1967) studied comparative need satisfaction in military and business hierarchies with a sample of over 1200 Air Force personnel equated in rank to the managerial level of civilian counterparts. Their results indicated that the Air Force managers were less fulfilled and less satisfied than their civilian counterparts. However, consistent with previous findings, need fulfillment increased in relation to military rank in the same way as for civilian managerial level. Many changes have occurred in the military since 1967 and one might consequently question the relevancy of these conclusions today.

Behavioral scientists have tried to learn what attitudes within people (in addition to their skills and abilities) and what conditions in their work situations are associated with effective job performance and with feelings of well-being or satisfaction. The research evidence on the determinants of

satisfaction suggests that satisfaction is very much influenced by the actual rewards a person receives; of course, the organization has a considerable amount of control over these rewards. Hackman, Lawler, and Porter (1983) suggest that the way organizations are designed and structured influences the behavior of their members. The act of design itself presumes that those who develop the structure know what the structure needs to accomplish. Neither the individual, nor the environment alone determines behavior, but many factors influence how individuals respond to their work environment.

Performance of individuals is a critical issue in making organizations work effectively. If a supervisor is to influence work behavior and performance, he or she must have an understanding of motivation and the factors which influence an individual's motivation to perform on a job. Gerard (1957) sites one factor which affects an individual's motivation to perform on a group task, as well as his feelings of accomplishment and satisfaction, as the clarity of the individual role. Leaders attitudes, and values, also operate to influence an individual's behavior in the group or organization and the manner in which they try to modify or change the attitudes or behavior of others. The employees' perceptions of the leader's attitudes in turn will also probably influence their actions in the organization (Kohler, Anatal, & Applebaum, 1976).

Presently there is much focus on increasing productivity and at the same time improving the work setting. In organizational

settings, such as the hospital, productivity increases as resources are brought together and utilized effectively to accomplish the goals of the organizations. Productivity in any setting is affected by a number of factors. Incorporated into this setting are the policies and personnel involved in the work system, the equipment necessary to carry out the job, and the personal motivation of the nurse (Friss, 1981).

Hospitals have expended considerable time, effort, and money upon recruiting likely candidates and adjusting working environments to encourage talented employees to stay on their staffs. Although job satisfaction is viewed as a less stable attitude that may reflect temporary job conditions, it is worthwhile to evaluate the difference that assignment location may have on an individual.

The importance of assignment preferences on satisfaction, retention, and career decisions is well recognized by the Air Force, and operational procedures have been established accordingly (AFR 39-11, 1973). Considerable effort is made to fulfill assignment requirements to meet Air Force needs while still attempting to give individual choices of assignment. The present report will use the preceding information with the latest LMDC data available on medical personnel to analyze how medical personnel compare in job attitudes between CONUS and overseas medical personnel, officers and enlisted medical personnel, and male and female personnel. Of significant interest in this report is the acknowledgement and understanding of the differences in job

attitudes in the CONUS and O/S locations due to changes in working environments. The next chapter will explain the methods used to obtain the data from which this report is based.

Chapter Three

METHODOLOGY

This chapter provides a brief explanation of the instrument, data collection, subjects, and procedures used for the present report. The primary purpose of this study is to provide Air Force medical/hospital leaders and functional managers with analysis of the Organizational Assessment Package (OAP) survey. This data will help medical area leaders identify strengths as well as potential problem areas in the medical career field.

Instrumentation

The OAP is a 109-item survey designed jointly by the Air Force Human Resources Laboratory at Brooks AFB, Texas and LMDC. The survey consists of 16 demographic items and 93 attitudinal items. Supporting documentation of the factor analysis results during OAP development is provided in Hendrix and Halverson (1979a, 1979b). Copies of the OAP and its Factors and Variables Guide are Appendices C and D, respectively, to this report. Responses are on a scale of 1 to 7, with a value of "1" generally indicating strong disagreement or dissatisfaction with the question or statement, and a "7" indicating strong agreement or satisfaction.

OAP Survey Modules

The first OAP module is the BACKGROUND INFORMATION SECTION.

The 16 items in this section gather demographic information about the respondent. The second OAP module, JOB INVENTORY relates to the respondent's job. Respondents are asked 34 items dealing with job complexity, the degree of job autonomy, performance standards, job goals, etc. The third module, JOB DESIRES, contains seven items about the desired job characteristics. The fourth module, SUPERVISION, consists of 19 items which measure leadership/managerial traits of the respondent's supervisor. The fifth module, WORK GROUP EFFECTIVENESS, consists of five items dealing with the quality and quantity of the work produced by the respondent's work group. The sixth module, ORGANIZATION CLIMATE, consists of 19 items about the respondents' relationships with their squadron or staff agency. The items deal with things such as vertical, horizontal, and lateral communication within an organization, rewards and recognition for contributions, cooperation and teamwork in the organization. The final module, JOB RELATED SATISFACTION, consists of nine items that round out the picture of the respondent's work environment. The items deal with subjects such as the degree of teamwork among co-workers, the respondent's family's attitude towards his or her job, and whether or not the job provides an opportunity to acquire valuable skills.

Short and Hamilton (1981) conducted a factor by factor assessment of the reliability of the OAP and found that it showed "generally acceptable to excellent reliability for the primary factors," and "that they were reliable enough for collection of

Air Force systemic data" (p. 37). After two years of field use, the validity of the OAP was re-examined by Hightower and Short [1982]. Their findings also support the use of the OAP as a data gathering instrument.

Data Collection

In the LMDC management consultation process (Short, 1985), the initial administration of the OAP in an organization is a key step. The survey is given as a census of the organization to which LMDC has been invited. All military and civilian members of the organization are scheduled for the survey administration in group sessions. They are assured of the confidentiality of the individual survey respondent's data, and purposes of the data gathering are explained. LMDC representatives collect all survey answer sheets and return them to Maxwell AFB for analysis.

After analyzing the data, the LMDC consultants return to the organization for a tailored visit (consulting intervention). Survey results (in aggregate form) are provided to the commander and supervisors. When specific problems are identified, a consultant and supervisor develop a management action plan designed to correct the problem. Workshops and training sessions may also be used to address problems.

Between four and seven months after the tailored visit, the consulting team returns to the organization to re-administer the OAP and do other follow-up data gathering. In this case the OAP is used as an evaluation tool to assess the impact of the

consulting process. After analysis, a final report including the results comparing pre-intervention and post-intervention administrations are mailed to the organization.

The data from OAP administrations are stored in a cumulative data base. In addition to the 16 demographic survey items, other demographics collected on the answer sheet and stored on each record include work group code, personnel category and pay grade, age, sex, Primary Air Force Specialty Code (PAFSC), and Duty Air Force Specialty Code (DAFSC). Only the pre-intervention administration data are used in the present report. Data for the present analysis were collected between October 1981 and September 1985.

Subjects

To examine the perceptions of medical personnel, responses to the pre-intervention OAP were from officers and enlisted medical personnel performing duties in Duty Air Force Specialty Codes for medical officers 90xx thru 99xx and enlisted medical personnel 90xxx to 98xxx. Medical duties, responsibilities, and qualifications are listed in AFR 36-1, Officer Classification and AFR 35-1, Enlisted Classification. For the major focus of this study, the LMDC data base grouping is comprised of personnel in the same personnel categories but in different locations (CONUS/OS). Sample sizes for the two groups are presented in Table 1.

TABLE 1

Sample Sizes of Comparison Groups

	<u>CONUS</u>	<u>OVERSEAS</u>
OFFICER	1470	440
ENLISTED	2950	1092

Procedures

Comparison between the subjects groups are performed in two separate examinations in Chapter Four: "Analysis of Demographic Information" and "Comparison of Job Attitudes." Comparison of job attitudes of medical personnel compares attitudes of the groups by personnel category: CONUS versus overseas, officer versus enlisted, and male versus female. Statistical analyses were performed using the appropriate procedures contained in the SPSSX User's Guide (1983).

Analysis of Demographic Information

For this analysis, the LMDC data base was divided into two groups. Group one consists of responses of medical personnel stationed at CONUS bases. The second group consists of personnel stationed overseas. The analysis of demographic information is provided only to characterize the sample groups, not as an alternative explanation for any differences which may be found between the groups. The SPSS subprogram "CROSSTABS" was used to tabulate the demographic data for the two categories. The number, "n," shown throughout the study is the total number of valid responses for each group in the pre-intervention data base for the demographic variable being examined.

Comparison of Job Attitudes

For these analyses, comparisons were performed between three groupings of medical personnel: CONUS versus overseas, officers versus enlisted, and male versus female. Two-tailed t -tests were performed to discern any attitudinal differences on the 13 OAP factors within each personnel category. The level of significance for all t -tests was $\alpha = .05$. An F -test was used to test the assumption of equal variances. Where indicated appropriate, t -tests for unequal variances groups were used. These procedures were used to determine variables in which comparison groups vary significantly. Comparisons were made in three areas of organizational functioning.

1. Work Itself. This area deals with the task properties [technologies] and environmental conditions of the job. It measures perceptions of task characteristics.

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

3. 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.

See Appendix D for the factors and variables that comprise these areas in the OAP survey. The next chapter presents the results of the demographic and attitudinal comparisons.

Chapter Four

RESULTS

The purpose of this chapter is to present the results of the various medical personnel group comparisons. First is the analysis of demographic information about medical personnel who responded to the DAP survey, and is based on the detailed descriptive data provided in Tables A-1 through A-20, Appendix A. A brief summary of the notable demographic differences between overseas medical personnel and CONUS personnel is presented. Next, results are presented on the attitudinal comparisons by assignment locations (CONUS and overseas), personnel category (officer and enlisted), and sex in the three areas of organizational functioning: Work Itself, Work Group Process, and Work Group Output. The results of these comparisons are shown in Table B-1 through B-3, Appendix B.

Analysis of Demographic Information

CONUS Medical Officers

The majority of the officers in the medical career field located in CONUS were under 36 years of age and have 4 or more years in the Air Force. Approximately 82% were less than 41 years old and the highest proportion of these were between 31 to 35 years of age. Seventeen percent have been in their present career field 18 to 36 months, while over 65% have been in their

present field over 3 years. Most CONUS medical officers have less than 3 years at their present duty stations and at their current positions. More than 86% are white, 5% are black, and 3% are hispanic. The typical officer is married, and about 54% of their spouses work outside the home. The highest educational level reached is a bachelor's degree. More than 37% hold a bachelor's degree, 20% have a master's degree, and 35% have a doctoral degree. More than 60% have no professional military education while approximately 19% have completed Squadron Officers School, 12% have completed intermediate service school (i.e. Air Command and Staff College) while less than 7% have attended a Senior Service School (i.e. Air War College) as their highest level of PME. Most CONUS medical officers are not direct supervisors and do not write Airmen Proficiency Reports (APR) or Officer Effectiveness Reports (OER). Over 60% indicated they would likely, or definitely, make the Air Force a career.

Overseas Medical Officer

The typical overseas medical officer respondent is 26 to 40 years old, have more than 4 years in the Air Force, and over 3 years in the career field. Most have been in their present duty stations less than 3 years, but over 56% have been at their present position less than 18 months. Eighty-eight percent of the overseas medical officer respondents are white, and 4% are black. Seventy-four percent are married and more than 59% of their spouses work outside the home. Thirty-one percent have earned bachelor's degrees, 20% master's degrees, and 45% have earned a

doctoral degree. In the area of professional military education, 47% have no PME and they have a slightly higher percentage in attendance for senior service schools than their counterparts in CONUS. Also, most overseas medical officers are not direct supervisors nor do they write APR/OER appraisals. Most are career intent, non-rated officers who work the day shift.

CONUS Medical Enlisted

The typical CONUS enlisted respondent is 21 to 30 years old, has more than 4 years in the Air Force, and over 3 years in the career field. Most have been in their present duty stations less than 3 years, but 55% have been at their present positions less than 12 months. The racial composition of the sample showed 67% of the CONUS medical enlisted respondents are white, and 17% black. Fifty-eight percent are married and more than 42% of their spouses work outside the home. Twenty-six percent are married to other military members. Thirty-four percent of the CONUS medical enlisted have a high school diploma or the equivalent, 58% have some college, and only about 6% have advanced degrees. Sixty percent do not supervise anyone and 67% do not write any APR appraisals. Forty-four percent indicated their supervisors hold group meetings to solve problems. Ninety five percent were non-rated with 54% indicating they would either definitely or likely make the Air Force a career, while over 20% indicated likely or definite separation intentions.

Overseas Medical Enlisted

In regard to enlisted personnel overseas, they were similar

to their counterparts assigned CONUS as they were also between 21 to 30 years old, more than 4 years in the Air Force and over 3 years in the present field. Again, most were white, married with some college and an intent to make the Air Force a career.

Summary of Demographic Differences

There are notable differences demographically between CONUS and overseas medical personnel. There is a greater percentage of medical officers assigned CONUS and a greater percentage of medical enlisted assigned overseas (Table A-1). There are more overseas medical personnel with doctoral degrees and more personnel with bachelor's degrees in CONUS (Table A-11).

Comparison of Job Attitudes

Significant attitudinal differences were found between the three grouping of medical personnel: CONUS and overseas, males and females, and officers and enlisted across all three OAP major areas: Work Itself, Work Group Process, and Work Group Output. Detailed results of these comparisons are presented in Tables B-1 through B-3, Appendix B.

Medical CONUS versus Medical Overseas

There were significant differences on 6 of the 13 OAP factors considered in this analysis (see Table B-1). CONUS personnel expressed more positive views on three of the factors and less positive views on three factors when compared to the overseas medical personnel. The greatest difference is in Work Support where CONUS indicated a much more positive attitude. In the area of Work Itself, the overseas medical personnel indicated

they had a more positive attitude toward Task Characteristics and Task Autonomy. In the Work Group Process area there is a significant difference between CONUS and overseas medical personnel. Not only is CONUS more positive in the area of Management and Supervision, but the greatest difference is in Work Support. In the final area, Work Group Output, the Overseas group felt more aware of Advancement/Recognition, while CONUS was more positive in Perceived Productivity.

Table 2

Summary of Significant Differences Between
CONUS and Overseas Medical Personnel

	CONUS <u>Mean</u>	O/S <u>Mean</u>	Difference <u>Mean</u>
<u>Work Itself</u>			
Task Characteristics	5.36	5.43	-.07
Task Autonomy	4.14	4.24	-.10
<u>Work Group Process</u>			
Work Support	4.51	4.17	.34
Management Supervision	5.09	4.93	.16
<u>Work Group Output</u>			
Advancement/Recognition	4.29	4.43	-.14
Perceived Productivity	5.71	5.57	.14

Medical Officers versus Medical Enlisted

Medical officers were significantly different from medical enlisted personnel on 12 of the 13 OAP factors considered in this analysis, and were more positive on all the significant differences. The highest differences were in Task Characteristics and Task Autonomy, while there was not a difference in Work Support.

In the area of Work Itself, medical officers expressed

higher Task Autonomy and Task Characteristics. The medical officer was more positive toward Job Related Training and Job Performance Goals.

In the Work Group Process area, medical officers felt more positive than enlisted on Management and Supervision. They also felt communication was more open on a supervisory and organizational level.

In considering the Work Group Output area, medical officer respondents were significantly more positive than enlisted on every factor. The predominant differences were on Pride and General Organizational Climate.

Table 3
Summary of Significant Differences Between
Officer and Enlisted Medical Personnel

	Officers <u>Mean</u>	Enlisted <u>Mean</u>	Difference <u>Mean</u>
<u>Work Itself</u>			
Job Performance Goals	4.95	4.82	.13
Task Characteristics	5.74	5.20	.54
Task Autonomy	4.71	3.90	.81
Job Related Training	4.88	4.66	.22
<u>Work Group Process</u>			
Management and Supervision	5.32	4.92	.77
Supervisory Comm Climate	4.84	4.55	.29
Org. Comm Climate	4.71	4.51	.20
<u>Work Group Output</u>			
Pride	5.77	5.08	.69
Advancement/Recognition	4.51	4.24	.27
Perceived Productivity	5.88	5.56	.22
Job Related Satisfaction	5.59	5.22	.37
General Org. Climate	4.96	4.47	.49

Table 4

Summary of Significant Differences Between
Male and Female Medical Personnel

	Male	Female	Differences
<u>Work Itself</u>	<u>Mean</u>	<u>Mean</u>	<u>Mean</u>
Job Performance Goals	4.91	4.76	.15
Task Characteristics	5.43	5.24	.19
Task Autonomy	4.27	3.90	.37
Job Related Training	4.75	3.90	.85
<u>Work Group Process</u>			
Management and Supervision	5.08	4.97	.11
Supervisory Comm Climate	4.67	4.57	.10
Org. Comm Climate	4.61	4.48	.13
<u>Work Group Output</u>			
Pride	5.34	5.23	.11
Advancement/Recognition	4.39	4.18	.21
Perceived Productivity	5.72	5.54	.18
General Org. Climate	4.66	4.55	.11

Medical Male versus Medical Female

Medical male respondents were significantly different from medical female respondents on 11 of the 13 OAP factors. The greatest differences were in Task Characteristics and Task Autonomy from the Work Itself area, where the medical male respondent was significantly more positive. There was not a difference in Job Related Satisfaction and Work Support.

In regard to Work Itself, medical male respondents were more positive on the factor of Job Related Training. Males were also more positive on Job Performance Goals, Task Characteristics, and Task Autonomy.

In the Work Group Process area, medical male respondents felt more positive than female respondents with Management and

Supervision, Supervisory Communications Climate, and Organizational Communication Climate.

The final area, Work Group Output, medical male respondents felt more pride in their work and more awareness of Advancement/Recognition opportunities. The medical male also expressed more positive feelings toward the General Organizational Climate, which measures the constraints or limits imposed upon job activities by the administrative organization.

A discussion of these results are presented in Chapter Five.

Chapter Five

DISCUSSION

This chapter is a discussion of the results of the comparisons of job attitudes of medical personnel in each of these major areas: Work Itself, Work Group Process, and Work Group Output. It provides possible explanations for results based on analysis of the data, literature review, and the experiences of the author as a member of the medical career field. The attitudinal comparisons revealed a number of surprising and not-so-surprising results.

Medical CONUS Versus Medical Overseas

In the comparison of attitudes between CONUS and overseas medical personnel, only 6 of the 13 QAP factors show statistically significant differences. In the Work Itself area, the overseas group was significantly more positive in Task Autonomy and Task Characteristics. As these two factors are among the characteristics that make work meaningful to people, we can expect that overseas medical personnel are performing jobs which are intrinsically motivating. It appears the tasks provide substantial freedom and independence, and the characteristics of the tasks have more of an impact on the lives or work of the personnel overseas. The literature supports the factor of

assignment location as possibly having an impact on job performance, thus we could speculate that working amid the fascination of a foreign country may have a positive impact on these workers' attitudes.

Work Support and Management and Supervision factors from the Work Group Process area demonstrate that the CONUS group are significantly more positive in general in this area than the overseas group. In CONUS a different emphasis may be placed on policies, regulations, and work support. Finally, being assigned CONUS, perceived needs may be different which could possibly lead to a different focus in the workplace.

In the Work Group Output area, the overseas group is significantly more positive than CONUS respondents in Advancement/Recognition. They feel recognized for their performance and indicate they have an excellent opportunity to progress. The literature indicates that high standards among employees are followed by perceptions of increased productivity and quality of work produced.

Medical Officers versus Medical Enlisted

The results clearly indicate that overall job attitudes of medical officers are more positive than attitudes of medical enlisted personnel. Work Itself, Task Characteristics and Task Autonomy are significantly more positive for medical officers than for the enlisted personnel. This indicates officers seem to have a greater sense of accomplishment from their tasks, which

may be related to a sense of satisfaction with self and satisfaction with job. The literature indicates that intrinsic aspects of the job are more important to employees with greater education and to employees at higher occupational levels. As the officers responded very positive to Autonomy in the work area, this demonstrated a sense of considerable freedom to act within their own area of expertise and to make important independent judgements and decisions. As officers progress in their career they are placed in areas of greater responsibility and given more autonomy in performing their jobs.

In the Work Group Process area, Management and Supervision was more positive to a significant degree for officers than enlisted. There is evidence to support current concerns about the supervisor's role in the Air Force, that managers do not effectively supervise the enlisted personnel as compared to officers. Officers were more positive than enlisted on Supervisory Communication Climate and Organizational Communications Climate. This indicates this was an ongoing exchange of communication which significantly contributed to the working environment for the officer.

In the Work Group Output area, officers across the board were significantly more positive than enlisted personnel in the factors of Pride, Job Related Satisfaction, and General Organizational Climate. These factors are interrelated in that one supports the other. All of the factors manifests itself in the attitudes of the employee, and if one factor is high the other

factors are generally high and are critical determinants of the employees attitudes. The respondents positive attitude regarding these factors indicate a positive relationship between the employer and employee, and also between co-workers. Officers indicate they enjoy their work and take considerable pride in their accomplishments. This is probably inherent in the position itself but maybe directly related to how well supervisors motivate people. Also, as there was recognized teamwork in the environment and as the officers felt they were recognized for their performance they may have felt more motivated to contribute their best effort to the organization. The literature indicates where high co-worker standards exist there is also high levels of pride, cooperation, and teamwork in the organization.

Medical Male versus Medical Female

The perceptions of males are significantly different than females on 11 of the 13 factors. In the Work Itself area, males have a significantly more positive attitude toward their job performance than females. Job Performance Goals and Task Characteristics are perceived by the male to be more realistic, specific, and challenging. The author believes this could have led to the positive impact on the Job Related Satisfaction results of the OAP survey. Task Autonomy is also significantly more positive for the medical male than the medical female. It may be that women may not feel they are a member of the decision making process, nor feel they are performing jobs which are intrinsically motivating.

Although, one of the most obvious areas of relevance for medical personnel is training and development, the OAP results depicted that medical females were significantly less positive regarding their opportunity to receive Job Related Training.

In the Work Group Process area, males are more positive than females in Management and Supervision, Supervisory Communications Climate, and Organizational Communications Climate. One of the responsibilities of a supervisor is to create and sustain channels of communication so that messages will flow in every direction. The medical male personnel indicated conditions are conducive to a free interchange of ideas. They felt messages communicated are used to convince individuals that their actions could be personally or organizationally beneficial or both.

In the Work Group Output area, again the males are more positive than the females. However, the greatest difference is in the area of Advancement/Recognition. The effect of the barriers and stereotypes have been that most women have had to strive harder to achieve progress than have men. Women feel that promotions are just as important as men, but due to past experiences women may expect fewer opportunities for advancements. Also, women have often held a higher proportion of repetitive, monotonous jobs which may decrease the opportunity for visibility and advancement/recognition. Historically, women have encountered problems as a minority sex in the workforce. Factors such as traditional organizational perceptions of the roles and norms for individuals, and the nature of the group in power may

be contributing factors to and support the findings in this area.

Overall, job attitudes of CONUS medical personnel are more positive than the attitudes of overseas medical personnel. The medical officer exhibited more positive attitudes than the medical enlisted personnel. Also, the job attitudes of the medical male are more positive than the attitudes of the medical female personnel in each of the major areas. The conclusions and recommendations of this report are presented in Chapter Six.

Chapter Six

CONCLUSIONS/RECOMMENDATIONS

The purpose of this study is to examine attitudes of medical personnel so that results may be used as information in the managerial and or supervisory process. The results give an indication of the factors the medical personnel feel are important to them. Such information not only contribute to the theory associated with people who work within a service profession, but also, as to how organizational structures might be modified to have more highly satisfied medical personnel.

Certain limitations must be dealt with if meaningful conclusions are to be drawn from the study. One reason for the significant differences in job attitudes is the failure to take into account personal and situational variables. In the study no attempt was made to control for the influences upon an airman's attitude military rank, age, length of service, or career intention. Perhaps the most important limitation stems from the use of survey data. Only the information asked for by the survey instrument will be provided. Additionally, the sample for this study was not truly random, but rather a sample of convenience.

Conclusions

The study findings demonstrated that there are differences in

job attitudes of personnel in the medical career field between CONUS and overseas, officer and enlisted, and males and females. The Air Force, as well as the private and public sector has been actively looking at the job attitudes of their personnel. Moreover, this trend is apparently gaining momentum and is likely to continue as it seems that affective reactions cause certain kinds of behavior, such as job turnover. Consequently, it seems reasonable to conclude that with the goal of retaining and maintaining sufficient manpower to accomplish the medical mission, the importance of studying the attitudes, feelings, and perceptions employees have about their jobs is vitally important. In the following section, the author will offer some recommendations based on this study's conclusions.

Recommendations

1. Air Force commanders, medical area leaders, and functional managers must provide qualified and motivated people to provide quality training to all medical personnel. As readiness depends on quality, supervisors must ensure all personnel are adequately trained to accomplish his or her mission.

2. Air Force commanders, medical leaders and functional area managers must assess employees capabilities. Provide tasks that are challenging, yet within an individual's abilities, potentials and needs as a way of distinguishing between those who are near the limit of their abilities, and those who have a great

deal more to contribute.

3. Air Force commanders, medical leaders provide performance feedback on a regular and frequent basis to determine if personnel are being taught what they need to know to do their job. Knowing the results of one's behavior is essential to efficient learning and performance. Also, explore ways to assign greater responsibility to each individual with an emphasis on management and supervision. The medical enlisted responded with a less positive attitude in this area.

4. Air Force commanders, medical area leaders and functional managers should promote 'good' communications. There is a direct relationship between the effectiveness of communications and the efficiency of an organization.

5. Due to the apparent payoff to the Air Force, attitudinal studies should be performed to analyze further job attitudes, job desires of personnel, and satisfaction with assignment. It is believed that more fulfilling assignments and jobs will be an incentive for recruitment and retention which would ultimately impact the accomplishment of the medical mission.

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APPENDIX

APPENDIX A

Analysis of Demographic Information

Table A-1

Sex by Personnel Category

	---CONUS---		---Overseas---	
	Male (%)	Female (%)	Male (%)	Female (%)
n=	3,082	325	1,099	431
Officer	30.5	39.5	27.7	31.1
Enlisted	69.5	60.5	72.3	66.9

Table A-2

Age by Personnel Category

	---CONUS---		---Overseas---	
	OFF (%)	Enl (%)	OFF (%)	Enl (%)
n=	1,470	2,950	440	1,092
17 to 20 Yrs	0.0	13.3	0.0	10.6
21 to 25 Yrs	8.8	38.9	3.2	40.3
26 to 30 Yrs	27.9	20.8	23.0	22.0
31 to 35 Yrs	28.7	13.2	30.5	15.4
36 to 40 Yrs	16.9	9.4	23.0	9.1
41 to 45 Yrs	10.5	3.1	10.5	2.4
46 to 50 Yrs	5.1	0.6	4.8	0.0
> 50 Years	2.0	0.7	5.2	0.3

Table A-3
Time in Air Force

	---CONUS---		---Overseas---	
	Off (%)	Enl (%)	Off (%)	Enl (%)
n=	1,466	2,941	439	1,087
< 1 Yr	9.2	9.7	0.7	8.4
1 to 2 Yrs	10.8	12.5	3.0	11.2
2 to 3 Yrs	7.0	12.6	7.1	13.1
3 to 4 Yrs	7.6	12.8	8.7	11.5
4 to 8 Yrs	20.3	21.4	32.3	22.3
8 to 12 Yrs	17.6	10.5	15.5	13.2
> 12 Yrs	27.6	20.4	32.8	20.4

Table A-4
Months at Present Career Field

	---CONUS---		---Overseas---	
	Off (%)	Enl (%)	Off (%)	Enl (%)
n=	1,463	2,937	438	1,087
< 6 Mos	3.7	6.2	1.1	5.2
6 to 12 Mos	5.9	10.4	1.6	7.7
12 to 18 Mos	7.5	7.6	2.1	6.9
18 to 36 Mos	17.6	21.3	11.4	18.8
> 36 Mos	65.3	54.5	83.8	61.5

Table A-5
Months in Present Duty Station

	---CONUS---		---Overseas---	
	Off (%)	Enl (%)	Off (%)	Enl (%)
n=	1,466	2,935	439	1,090
< 6 Mos	10.8	14.1	18.9	19.4
6 to 12 Mos	17.2	18.6	16.2	20.2
12 to 18 Mos	16.4	12.9	21.2	17.0
18 to 36 Mos	33.7	28.0	36.0	33.5
> 36 Mos	21.9	26.4	7.7	9.9

Table A-6
Months at Present Position

	---CONUS---		---Overseas---	
	Off (%)	Enl (%)	Off (%)	Enl (%)
n=	1,465	2,426	440	1,081
< 6 Mos	16.6	28.9	20.5	31.3
6 to 12 Mos	20.8	26.1	17.3	23.6
12 to 18 Mos	18.3	14.5	18.6	16.8
18 to 36 Mos	31.1	19.7	31.8	21.1
> 36 Mos	13.3	10.9	11.8	7.2

Table A-7

Ethnic Group

n=	---CONUS---		---Overseas---	
	Off (%)	Enl (%)	Off (%)	Enl (%)
	1,464	2,920	438	1,088
White	86.3	67.1	88.4	67.2
Black	5.2	17.2	3.7	20.1
Hispanic	3.0	8.5	2.7	5.8
Other	5.5	7.3	5.2	6.8

Table A-8

Marital Status

n=	---CONUS---		---Overseas---	
	Off (%)	Enl (%)	Off (%)	Enl (%)
	1,470	2,949	440	1,088
Not Married	25.3	38.1	25.7	39.7
Married	71.8	58.3	73.4	57.4
Single Parent	2.9	3.5	0.9	2.8

Table A-9

Spouse Status: CONUS

	-Geographically Sep.-		- Not Geo Separated-	
	Off (%)	Enl (%)	Off (%)	Enl (%)
n	51	143	1,005	1,577
Civilian Employed	56.9	58.0	36.3	41.3
Not Employed	9.8	18.9	47.9	32.8
Military Member	33.3	23.1	15.8	25.9

Table A-10

Spouse Status: Overseas

	-Geographically Sep.-		-Not Geo. Separated-	
	Off (%)	Enl (%)	Off (%)	Enl (%)
n	21	66	302	559
Civilian Employed	61.9	42.4	20.5	34.7
Not Employed	19.0	33.3	62.3	37.4
Military Member	19.0	24.2	17.2	27.9

Table A-11
Educational Level

	---CONUS---		---Overseas---	
	Off (%)	Enl (%)	Off (%)	Enl (%)
n	1,460	2,938	436	1,088
HS Grad or GED	0.0	34.3	0.0	32.3
< 2 yrs College	0.7	37.6	0.0	40.0
> 2 yrs College	7.0	21.0	3.2	23.0
Bachelors Degree	37.5	5.9	31.0	3.7
Masters Degree	19.7	0.9	20.4	0.8
Doctoral Degree	35.1	0.0	45.4	0.1

Table A-12
Professional Military Education

	---CONUS---		---Overseas---	
	Off (%)	Enl (%)	Off (%)	Enl (%)
n	1,470	2,945	437	1,088
None	60.3	33.8	47.4	33.1
Phase 1 or 2	1.0	31.0	0.2	28.8
Phase 3	0.9	16.9	0.5	21.6
Phase 4	0.3	10.6	0.2	9.9
Sr NCO Academy	0.3	3.6	0.2	4.0
Sq Officers Sch	19.0	0.1	26.3	0.1
Int Service Sch	12.1	4.0	16.5	2.3
Sr Service Sch	6.1	0.1	8.5	0.2

Table A-13

Number People Directly Supervised

	---CONUS---		---Overseas---	
	Off (%)	Enl (%)	Off (%)	Enl (%)
n=	1,337	2,594	411	1,009
None	38.6	60.9	38.9	60.0
1 Person	9.8	8.3	10.7	12.0
2 People	8.5	6.8	8.5	8.3
3 People	7.5	7.1	6.1	5.6
4 to 5 People	13.1	6.6	14.1	7.0
6 to 8 People	10.0	4.4	6.8	3.2
9 or > People	12.6	5.9	14.8	4.0

Table A-14

Number People for Whom Respondent Writes APR/OER Appraisal

	---CONUS---		---Overseas---	
	Off (%)	Enl (%)	Off (%)	Enl (%)
n=	1,466	2,948	437	1,087
None	55.2	69.1	49.2	65.4
1 Person	10.7	7.9	15.6	11.2
2 People	8.2	6.6	8.5	8.4
3 People	6.0	5.9	5.7	5.9
4 to 5 People	8.7	5.5	12.4	6.8
6 to 8 People	6.5	2.9	5.7	1.8
9 or > People	3.8	2.1	3.0	0.5

Table A-15

Supervisor Writes Respondents APR/OER Appraisal

	n=	---CONUS---		---Overseas---	
		Off (%)	Enl (%)	Off (%)	Enl (%)
		1,443	2,902	432	1,083
Yes		76.5	75.2	80.8	79.2
No		14.6	11.9	13.7	12.9
Not Sure		8.9	12.9	5.6	7.8

Table A-16

Work Schedule

	n=	---CONUS---		---Overseas---	
		Off (%)	Enl (%)	Off (%)	Enl (%)
		1,444	2,898	431	1,075
Day Shift		59.3	72.2	67.3	76.0
Swing Shift		0.4	2.1	0.2	0.6
Mid Shift		0.2	2.5	10.0	0.4
Rotating Shifts		15.9	12.5	10.0	10.3
Irregular Schedule		15.7	8.4	10.2	8.7
A Lot IDY/On-call		8.3	1.8	9.0	2.5
Crew Schedule		0.1	0.7	3.2	1.6

Table A-17

Supervisor Holds Group Meetings

	---CONUS---		---Overseas---	
	Off (%)	Enl (%)	Off (%)	Enl (%)
n=	1,454	2,890	434	1,072
Never	6.4	15.1	7.1	13.5
Occasionally	21.4	32.5	15.9	31.3
Monthly	29.6	26.1	41.5	25.3
Weekly	31.9	20.3	24.4	22.6
Daily	9.9	4.0	10.4	5.4
Continuously	0.8	1.9	0.7	2.0

Table A-18

Supervisor Hold Group Meetings to Solve Problems

	---CONUS---		---Overseas---	
	Off (%)	Enl (%)	Off (%)	Enl (%)
n=	1,442	2,863	433	1,055
Never	12.7	21.2	11.5	20.1
Occasionally	34.4	35.2	37.6	37.5
Half the time	26.8	19.3	27.5	20.3
Always	26.1	24.3	23.3	22.1

Table A-19
Aeronautical Rating and Current Status

	---CONUS---		---Overseas---	
	Off (%)	Enl (%)	Off (%)	Enl (%)
n=	1,468	2,910	437	1,085
Nonrated, not on aircrew	90.9	95.3	86.3	95.3
Nonrated, now on aircrew	2.5	2.4	4.8	2.4
Rated, on crew/ops job	1.0	0.6	2.1	0.8
Rated, in support job	5.7	1.7	6.9	1.5

Table A-20
Career Intent

	---CONUS---		---Overseas---	
	Off (%)	Enl (%)	Off (%)	Enl (%)
n=	1,464	2,934	440	1,082
Retire 12 Mos	2.5	3.5	1.4	1.3
Career	37.0	34.0	47.0	33.6
Likely Career	25.3	20.0	21.8	18.7
Maybe Career	20.7	21.3	18.0	23.6
Likely Separate	8.5	12.7	6.8	14.4
Separate	6.1	8.5	5.0	8.4

APPENDIX

APPENDIX B

Comparison of OAP Factor Scores
Between Medical Personnel

Table B-1
Comparison of OAP Factor Scores
Between CONUS and Overseas Medical Personnel

----- THE WORK ITSELF -----				
	Mean	<u>SD</u>	^a <u>df</u>	<u>t</u>

Job Performance Goals				
CONUS Medical	4.86	.94	5730	-0.55
Overseas Medical	4.88	.92		
Task Characteristics				
CONUS Medical	5.36	.96	2712	-2.59**
Overseas Medical	5.43	.90		
Task Autonomy				
CONUS Medical	4.14	1.41	5694	-2.38*
Overseas Medical	4.24	1.43		
Job Related Training				
CONUS Medical	4.72	1.54	2439	0.30
Overseas Medical	4.71	1.47		

^a
Approximate degrees of freedom are given when t-test for groups with unequal variances is used.

*p < .05. **p < .01. ***p < .001.

Table B-1 (Continued)

WORK GROUP PROCESS				
	Mean	SD	^a df	t
Work Support				
CONUS Medical	4.51	1.10	2498	9.93***
Overseas Medical	4.17	1.15		
Management and Supervision				
CONUS Medical	5.09	1.53	5504	3.31***
Overseas Medical	4.93	1.57		
Supervisory Comm Climate				
CONUS Medical	4.67	1.61	5481	1.89
Overseas Medical	4.57	1.64		
Organizational Comm Climate				
CONUS Medical	4.59	1.29	5425	1.27
Overseas Medical	4.53	1.28		

^a

Approximate degrees of freedom are given when t-test for groups with unequal variances is used.

*p < .05. **p < .01. ***p < .001.

Table B-1 (Continued)

WORK GROUP OUTPUT				
	Mean	<u>SD</u>	^a <u>df</u>	<u>t</u>
Pride				
CONUS Medical	5.32	1.52	5824	0.09
Overseas Medical	5.27	1.52		
Advancement/Recognition				
CONUS Medical	4.29	1.23	5587	-3.61***
Overseas Medical	4.43	1.19		
Perceived Productivity				
CONUS Medical	5.71	1.16	5612	3.82***
Overseas Medical	5.57	1.18		
Job Related Satisfaction				
CONUS Medical	5.35	1.12	5142	1.31
Overseas Medical	5.30	1.12		
General Org Climate				
CONUS Medical	4.65	1.35	5400	1.80
Overseas Medical	4.57	1.38		

^a

Approximate degrees of freedom are given when t-test for groups with unequal variances is used.

*p < .05. **p < .01. ***p < .001.

Table B-2

Comparison of OAP Factor Scores
Officer and Enlisted Medical Personnel

----- THE WORK ITSELF -----				
	Mean	<u>SD</u>	^a <u>df</u>	<u>t</u>
Job Performance Goals				
Medical Officer	4.95	.91	3765	4.77***
Medical Enlisted	4.83	.94		
Task Characteristics				
Medical Officer	5.74	.82	4145	21.93***
Medical Enlisted	5.20	.95		
Task Autonomy				
Medical Officer	4.71	1.33	5694	20.95***
Medical Enlisted	3.90	1.38		
Job Related Training				
Medical Officer	4.88	1.42	2810	4.74***
Medical Enlisted	4.66	1.56		

^a
Approximate degrees of freedom are given when t-test for groups with unequal variances is used.

*p < .05. **p < .01. ***p < .001.

Table B-2 (Continued)

WORK GROUP PROCESS				
	Mean	<u>SD</u>	^a <u>df</u>	<u>t</u>
Work Support				
Medical Officer	4.42	1.12	5760	-0.24
Medical Enlisted	4.43	1.13		
Management and Supervision				
Medical Officer	5.32	1.40	3916	9.52***
Medical Enlisted	4.92	1.59		
Supervisory Comm Climate				
Medical Officer	4.84	1.48	3725	6.43***
Medical Enlisted	4.55	1.68		
Organizational Comm Climate				
Medical Officer	4.71	1.31	5425	5.26***
Medical Enlisted	4.51	1.27		

a

Approximate degrees of freedom are given when t-test for groups with unequal variances is used.

*p < .05. **p < .01. ***p < .001.

Table B-2 (Continued)

WORK GROUP OUTPUT				
	Mean	SD	^a df	t
Pride				
Medical Officer	5.77	1.21	4761	18.35***
Medical Enlisted	5.08	1.60		
Advancement/Recognition				
Medical Officer	4.51	1.99	5587	7.65***
Medical Enlisted	4.24	1.22		
Perceived Productivity				
Medical Officer	5.88	1.04	4059	9.58***
Medical Enlisted	5.58	1.21		
Job Related Satisfaction				
Medical Officer	5.59	0.99	3810	12.03***
Medical Enlisted	5.22	1.16		
General Org Climate				
Medical Officer	4.62	1.30	3499	12.80***
Medical Enlisted	4.47	1.36		

^a

Approximate degrees of freedom are given when t-test for groups with unequal variances is used.

*p < .05. **p < .01. ***p < .001.

Table B-3

Comparison of OAP Factor Scores
Male and Female Medical Personnel

----- THE WORK ITSELF -----				
	Mean	<u>SD</u>	^a <u>df</u>	<u>t</u>

Job Performance Goals				
Male Med Personnel	4.91	0.95	3312	5.83***
Female Med Personnel	4.76	0.89		
Task Characteristics				
Male Med Personnel	5.43	0.96	3361	7.11***
Female Med Personnel	5.24	0.88		
Task Autonomy				
Male Med Personnel	4.27	1.43	3332	9.48***
Female Med Personnel	3.90	1.34		
Job Related Training				
Male Med Personnel	4.75	1.52	5175	2.05*
Female Med Personnel	4.66	1.52		

^a

Approximate degrees of freedom are given when t-test for groups with unequal variances is used.

*p < .05. **p < .01. ***p < .001.

Table B-3 (Continued)

WORK GROUP PROCESS				
	Mean	SD	^a df	t
Work Support				
Male Med Personnel	4.42	1.15	3418	-0.77
Female Med Personnel	4.44	1.06		
Management/Supervision				
Male Med Personnel	5.08	1.50	2789	2.47*
Female Med Personnel	4.97	1.65		
Supervisory Communications				
Male Med Personnel	4.67	1.58	2821	2.14*
Female Med Personnel	4.59	1.72		
Organizational Communications				
Male Med Personnel	4.61	1.28	5416	3.40***
Female Med Personnel	4.48	1.28		

^a

Approximate degrees of freedom are given when t-test for groups with unequal variances is used.

*p < .05. **p < .01. ***p < .001.

Table B-3 (Continued)

WORK GROUP OUTPUT				
	Mean	<u>SD</u>	^a <u>df</u>	<u>t</u>
Pride				
Male Med Personnel	5.34	1.54	3377	2.54*
Female Med Personnel	5.23	1.47		
Advancement/Recognition				
Male Med Personnel	4.39	1.22	5578	5.82***
Female Med Personnel	4.18	1.21		
Perceived Productivity				
Male Med Personnel	5.73	1.14	2918	5.12***
Female Med Personnel	5.54	1.20		
Job Related Satisfaction				
Male Med Personnel	5.35	1.13	5133	1.18
Female Med Personnel	5.31	1.08		
General Org Climate				
Male Med Personnel	4.66	1.35	5390	2.81**
Female Med Personnel	4.55	1.37		

a

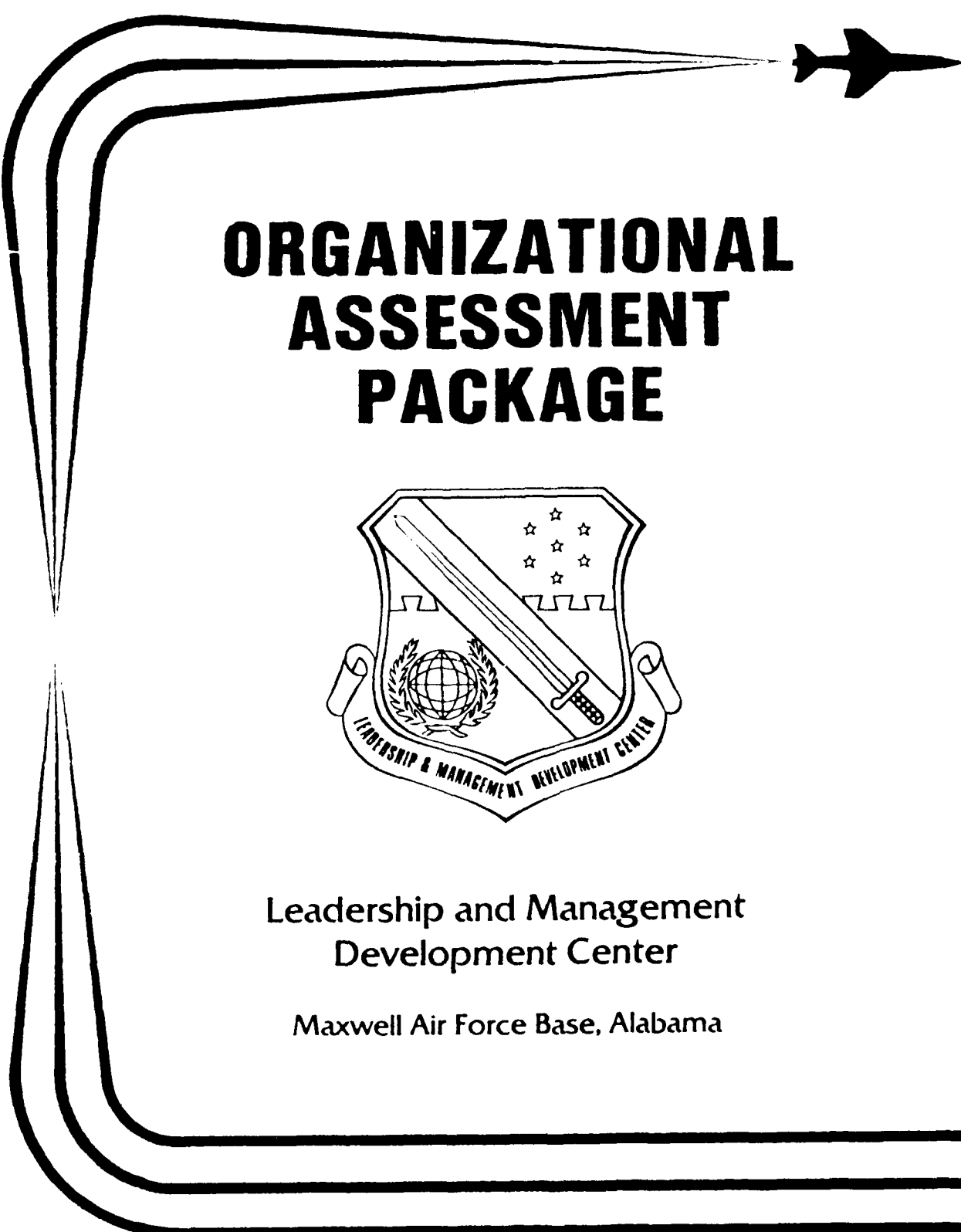
Approximate degrees of freedom are given when t-test for groups with unequal variances is used.

*p < .05. **p < .01. ***p < .001.

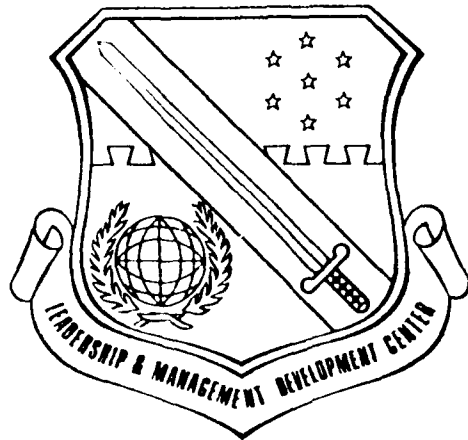
APPENDIX

APPENDIX C

Organizational Assessment Package



ORGANIZATIONAL ASSESSMENT PACKAGE



**Leadership and Management
Development Center**

Maxwell Air Force Base, Alabama

Organizational Assessment Package

PRIVACY ACT STATEMENT

In accordance with D.O.D. Directive 5400.11, Personal Privacy and Rights of Individuals Regarding Their Personnel Records, the following information about this survey is provided:

- a. Authority: 10 U.S.C., 131.
- b. Principal Purpose: The survey is being conducted to assess your organization from a leadership and management perspective.
- c. Routine Uses: Information provided by respondents will be treated confidentially. The averaged data will be used for organizational strength and weakness identification and research and development purposes.
- d. Participation: Response to this survey is voluntary. Your cooperation in this effort is appreciated.

[PLEASE DO NOT TEAR, MARK ON, OR OTHERWISE DAMAGE THIS BOOKLET]

GENERAL INFORMATION

The leaders of your organization are genuinely interested in improving the overall conditions within their areas of responsibility. Providing a more satisfying Air Force way of life and increasing organizational effectiveness are also goals. One method of reaching these goals is by continual refinement of the management processes of the Air Force. Areas of concern include job related issues such as leadership and management; training and utilization; motivation of and concern for people; and the communication process.

This survey is intended to provide a means of identifying areas within your organization needing the greatest emphasis in the immediate future. You will be asked questions about your job, work group, supervisor, and organization. For the results to be useful, it is important that you respond to each statement thoughtfully, honestly, and as frankly as possible. Remember, this is not a test, there are no right or wrong responses.

Your completed response sheet will be processed by automated equipment, and be summarized in statistical form. Your individual response will remain confidential, as it will be combined with the responses of many other persons, and used for organizational feedback and possibly Air Force wide studies.

KEY WORDS

The following should be considered as key words throughout the survey:

- Supervisor: The person who gives you your day-to-day guidance in accomplishing your job.
- Work Group: All persons who work for the same supervisor that you do.
- Organization: Your squadron. However, if you work in staff/support agencies, the division or deputation would be your organization.

INSTRUCTIONS

1. All statements may be answered by filling in the appropriate spaces on the response sheet provided. If you do not find a response that fits your case exactly, use the one that is the closest to the way you feel.
2. Be sure that you have completed Section 1 of the response sheet, as instructed by the survey administrator, before beginning Section 2.
3. Please use the pencil provided, and observe the following:
 - Make heavy black marks that fill the spaces.
 - Erase cleanly any responses you wish to change.
 - Make no stray markings of any kind on the response sheet.
 - Do not staple, fold or tear the response sheet.
 - Do not make any markings on the survey booklet.
4. The response sheet has a 0-7 scale. The survey statements normally require a 1-7 response. Use the zero (0) response only if the statement truly does not apply to your situation. Statements are responded to by marking the appropriate space on the response sheet as in the following example:

Using the scale below, evaluate the sample statement.

- | | |
|--------------------------------|----------------------|
| 1 = Strongly disagree | 5 = Slightly agree |
| 2 = Moderately disagree | 6 = Moderately agree |
| 3 = Slightly disagree | 7 = Strongly agree |
| 4 = Neither agree nor disagree | |

Sample Statement. The information your work group receives from other work groups is helpful.

If you moderately agree with the sample statement, you would blacken the oval (6) on the response sheet.

Sample Response: NA
 (0) (1) (2) (3) (4) (5) (6) (7)

5. When you have completed the survey, please turn in the survey materials as instructed in the introduction.

BACKGROUND INFORMATION

This section of the survey concerns your background. The information requested is to insure that the groups you belong to are accurately represented and not to identify you as an individual. Please use the separate response sheet and darken the oval which corresponds to your response to each question.

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 8 years.
6. More than 8 years, less than 12 years.
7. More than 12 years.

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.

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.

4. Total months in present position:

1. Less than 1 month.
2. More than 1 months, 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.

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

6. Your highest education level attained 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

7. Highest level of professional military education (residence or correspondence):

0. None or not applicable
1. NCO Orientation Course or USAF Supervisor Course (NCO Phase 1 or 2)/
NCO Preparatory Course.
2. NCO Leadership School (NCO Phase 3)
3. NCO Academy (NCO Phase 4)
4. Senior NCO Academy (NCO Phase 5)
5. Squadron Officer School
6. Intermediate Service School (i.e., ACSC, or equivalent)
7. Senior Service School (i.e., AWC, ICAF, NWC)

8. How many people do you directly supervise?

- | | |
|---------|--------------|
| 1. None | 4. 3 |
| 2. 1 | 5. 4 to 5 |
| 3. 2 | 6. 6 to 8 |
| | 7. 9 or more |

9. For how many people do you write performance reports?

- | | |
|---------|--------------|
| 1. None | 4. 3 |
| 2. 1 | 5. 4 to 5 |
| 3. 2 | 6. 6 to 8 |
| | 7. 9 or more |

10. Does your supervisor actually write your performance reports?

- | | | |
|--------|-------|-------------|
| 1. yes | 2. no | 3. not sure |
|--------|-------|-------------|

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.

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.

13. How often does your supervisor hold group meetings?

- | | |
|-----------------|-----------------|
| 1. Never | 4. Weekly |
| 2. Occasionally | 5. Daily |
| 3. Monthly | 6. Continuously |

14. How often are group meetings used to solve problems and establish goals?

- | | |
|-----------------|------------------------|
| 1. Never | 3. About half the time |
| 2. Occasionally | 4. All of the time |

15. What is your aeronautical rating and current status?

- | | |
|-----------------------------|----------------------------------|
| 1. Nonrated, not on aircrew | 3. Rated, in crew/operations job |
| 2. Nonrated, now on aircrew | 4. Rated, in support job |

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 as a career
- 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

JOB INVENTORY

Below are items which relate to your job. Read each statement carefully and then decide to what extent the statement is true of your job. Indicate the extent to which the statement is true for your job by choosing the phrase which best represents your job.

- | | |
|-----------------------------|------------------------------|
| 1 = Not at all | 5 = To a fairly large extent |
| 2 = To a very little extent | 6 = To a great extent |
| 3 = To a little extent | 7 = To a very great extent |
| 4 = To a moderate extent | |

Select the corresponding number for each question and enter it on the separate response sheet.

17. To what extent does your job require you to do many different things, using a variety of your talents and skills?
18. To what extent does your job involve doing a whole task or unit of work?
19. To what extent is your job significant, in that it affects others in some important way?
20. To what extent does your job provide a great deal of freedom and independence in scheduling your work?
21. To what extent does your job provide a great deal of freedom and independence in selecting your own procedures to accomplish it?
22. To what extent are you able to determine how well you are doing your job without feedback from anyone else?
23. To what extent do additional duties interfere with the performance of your primary job?
24. To what extent do you have adequate tools and equipment to accomplish your job?
25. To what extent is the amount of work space provided adequate?
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?
27. To what extent does doing your job well affect a lot of people?
28. To what extent does your job provide you with the chance to finish completely the piece of work you have begun?

1 = Not at all
2 = To a very little extent
3 = To a little extent
4 = To a moderate extent

5 = To a fairly large extent
6 = To a great extent
7 = To a very great extent

29. To what extent does your job require you to use a number of complex skills?
30. To what extent does your job give you freedom to do your work as you see fit?
31. To what extent are you allowed to make the major decisions required to perform your job well?
32. To what extent are you proud of your job?
33. To what extent do you feel accountable to your supervisor in accomplishing your job?
34. To what extent do you know exactly what is expected of you in performing your job?
35. To what extent are your job performance goals difficult to accomplish?
36. To what extent are your job performance goals clear?
37. To what extent are your job performance goals specific?
38. To what extent are your job performance goals realistic?
39. To what extent do you perform the same tasks repeatedly within a short period of time?
40. To what extent are you faced with the same type of problem on a weekly basis?
41. To what extent are you aware of promotion/advancement opportunities that affect you?
42. To what extent do co-workers in your work group maintain high standards of performance?
43. To what extent do you have the opportunity to progress up your career ladder?
44. To what extent are you being prepared to accept increased responsibility?
45. To what extent do people who perform well receive recognition?
46. To what extent does your work give you a feeling of pride?

1 = Not at all
2 = To a very little extent
3 = To a little extent
4 = To a moderate extent

5 = To a fairly large extent
6 = To a great extent
7 = To a very great extent

47. To what extent do you have the opportunity to learn skills which will improve your promotion potential?
48. To what extent do you have the necessary supplies to accomplish your job?
49. To what extent do details (tasks not covered by primary or additional duty descriptions) interfere with the performance of your primary job?
50. To what extent does a bottleneck in your organization seriously affect the flow of work either to or from your group?

JOB DESIRES

The statements below deal with job related characteristics. Read each statement and choose the response which best represents how much you would like to have each characteristic in your job.

In my job, I would like to have the characteristics described:

1 = Not at all
2 = A slight amount
3 = A moderate amount
4 = A fairly large amount

5 = A large amount
6 = A very large amount
7 = An extremely large amount

51. Opportunities to have independence in my work.
52. A job that is meaningful.
53. An opportunity for personal growth in my job.
54. Opportunities in my work to use my skills.
55. Opportunities to perform a variety of tasks.
56. A job in which tasks are repetitive.
57. A job in which tasks are relatively easy to accomplish.

SUPERVISION

The statements below describe characteristics of managers or supervisors. Indicate your agreement by choosing the phrase which best represents your attitude concerning your supervisor.

- | | |
|--------------------------------|----------------------|
| 1 = Strongly disagree | 5 = Slightly agree |
| 2 = Moderately disagree | 6 = Moderately agree |
| 3 = Slightly disagree | 7 = Strongly agree |
| 4 = Neither agree nor disagree | |

Select the corresponding number for each statement and enter it on the separate response sheet.

58. My supervisor is a good planner.
59. My supervisor sets high performance standards.
60. My supervisor encourages teamwork.
61. My supervisor represents the group at all times.
62. My supervisor establishes good work procedures.
63. My supervisor has made his responsibilities clear to the group.
64. My supervisor fully explains procedures to each group member.
65. My supervisor performs well under pressure.
66. My supervisor takes time to help me when needed.
67. My supervisor asks members for their ideas on task improvements.
68. My supervisor explains how my job contributes to the overall mission.
69. My supervisor helps me set specific goals.
70. My supervisor lets me know when I am doing a good job.
71. My supervisor lets me know when I am doing a poor job.
72. My supervisor always helps me improve my performance.
73. My supervisor insures that I get job related training when needed.
74. My job performance has improved due to feedback received from my supervisor.

75. When I need technical advice, I usually go to my supervisor.
76. My supervisor frequently gives me feedback on how well I am doing my job.

WORK GROUP PRODUCTIVITY

The statements below deal with the output of your work group. The term "your work group" refers to you and your co-workers who work for the same supervisor. Indicate your agreement with the statement by selecting the phrase which best expresses your opinion.

- | | |
|-------------------------|--------------------------------|
| 1 = Strongly disagree | 4 = Neither agree nor disagree |
| 2 = Moderately disagree | 5 = Slightly agree |
| 3 = Slightly disagree | 6 = Moderately agree |
| | 7 = Strongly agree |

Select the corresponding number for each statement and enter it on the separate response sheet.

77. The quantity of output of your work group is very high.
78. The quality of output of your work group is very high.
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.
80. Your work group always gets maximum output from available resources (e.g., personnel and material).
81. Your work group's performance in comparison to similar work groups is very high.

ORGANIZATION CLIMATE

Below are items which describe characteristics of your organization. The term "your organization" refers to your squadron or staff agency. Indicate your agreement by choosing the phrase which best represents your opinion concerning your organization.

- | | |
|--------------------------------|----------------------|
| 1 = Strongly disagree | 5 = Slightly agree |
| 2 = Moderately disagree | 6 = Moderately agree |
| 3 = Slightly disagree | 7 = Strongly agree |
| 4 = Neither agree nor disagree | |

Select the corresponding number for each item and enter it on the separate response sheet.

1 = Strongly disagree
2 = Moderately disagree
3 = Slightly disagree
4 = Neither agree or disagree

5 = Slightly agree
6 = Moderately agree
7 = Strongly agree

- 82. Ideas developed by my work group are readily accepted by management personnel above my supervisor.
- 83. My organization provides all the necessary information for me to do my job effectively.
- 84. My organization provides adequate information to my work group.
- 85. My work group is usually aware of important events and situations.
- 86. My complaints are aired satisfactorily.
- 87. My organization is very interested in the attitudes of the group members toward their jobs.
- 88. My organization has a very strong interest in the welfare of its people.
- 89. I am very proud to work for this organization.
- 90. I feel responsible to my organization in accomplishing its mission.
- 91. The information in my organization is widely shared so that those needing it have it available.
- 92. Personnel in my unit are recognized for outstanding performance.
- 93. I am usually given the opportunity to show or demonstrate my work to others.
- 94. There is a high spirit of teamwork among my co-workers.
- 95. There is outstanding cooperation between work groups of my organization.
- 96. My organization has clear-cut goals.
- 97. I feel motivated to contribute my best efforts to the mission of my organization.
- 98. My organization rewards individuals based on performance.
- 99. The goals of my organization are reasonable.
- 100. My organization provides accurate information to my work group.

JOB RELATED ISSUES

The items below are used to determine how satisfied you are with specific job related issues. Indicate your degree of satisfaction or dissatisfaction with each issue by choosing the most appropriate phrase.

- | | |
|--|--------------------------|
| 1 = Extremely dissatisfied | 5 = Slightly satisfied |
| 2 = Moderately dissatisfied | 6 = Moderately satisfied |
| 3 = Slightly dissatisfied | 7 = Extremely satisfied |
| 4 = Neither satisfied nor dissatisfied | |

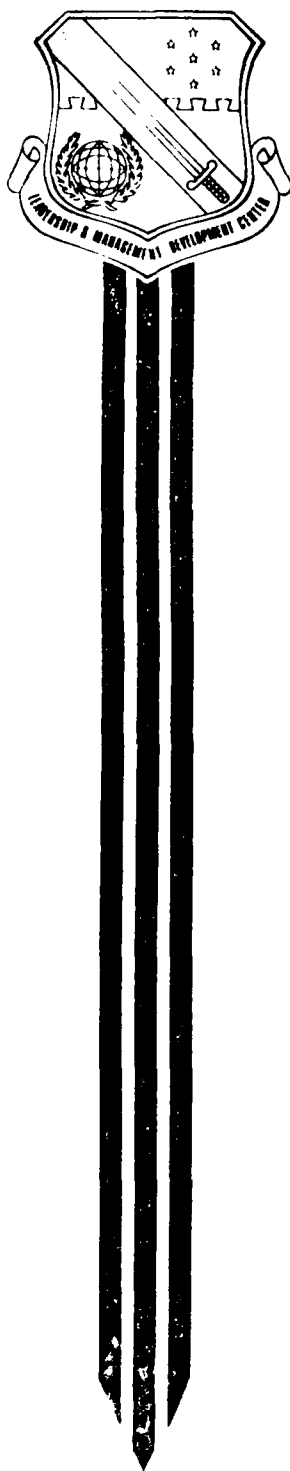
Select the corresponding number for each question and enter it on the separate response sheet.

101. 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.
102. Co-Worker Relationship
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.
103. Family Attitude Toward Job
The recognition and the pride my family has in the work I do.
104. On-the-Job Training (OJT)
The OJT instructional methods and instructors' competence.
105. Technical Training (Other than OJT)
The technical training I have received to perform my current job.
106. Work Schedule
My work schedule; flexibility and regularity of my work schedule; the number of hours I work per week.
107. Job Security
108. Acquired Valuable Skills
The chance to acquire valuable skills in my job which prepare me for future opportunities.
109. My Job as a Whole

APPENDIX

APPENDIX D

Organizational Assessment Package
Survey: Factors and Variables



**ORGANIZATIONAL ASSESSMENT
PACKAGE SURVEY**

**FACTORS
AND
VARIABLES**

JANUARY 1986

**LEADERSHIP AND MANAGEMENT DEVELOPMENT CENTER
AIR UNIVERSITY
Maxwell Air Force Base, Alabama 36112-5712**

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 measures 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

3

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.

4

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

Variable Number	Statement
019	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 IDENTITY: 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

9

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
249	51	(In my job, I would like to have the characteristics described--from "not at all" to "an extremely large amount") 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 - QJL 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
+8-Y208+Y207+Y208+Y209+Y210
+Y211+Y212+Y213)

10

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

$$\text{Formula } ((800+801+802+803)/4) \times 813 \div 804$$

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

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

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

Variable Number	Statement
215	To what extent are you proud of your job?
275	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
201	To what extent does your job require you to do many different things, using a variety of your talents and skills?
202	To what extent does your job involve doing a whole task or unit of work?
203	To what extent is your job significant, in that it affects others in some important way?
272	To what extent are you able to determine how well you are doing your job without feedback from anyone else?
209	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	To what extent does doing your job well affect a lot of people?
211	To what extent does your job provide you with a chance to finish completely the piece of work you have begun?
212	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
270	To what extent does your job provide a great deal of freedom and independence in scheduling your work?
271	To what extent does your job provide a great deal of freedom and independence in selecting your own procedures to accomplish it?
213	To what extent does your job give you freedom to do your work as you see fit?
214	To what extent are you allowed to make the major decisions required to perform your job well?

FACTOR 814 - JOB 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
226	To what extent do you perform the same tasks repeatedly within a short period of time?
227	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
255	A job in which tasks are repetitive.
258	A job in which tasks are relatively easy to accomplish.

FACTOR - JOB INFLUENCES (NOT A STATISTICAL FACTOR):

Variable Number	Statement
216	To what extent do you feel accountable to your supervisor in accomplishing your job?
238	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
234	To what extent are you aware of promotion/advancement opportunities that affect you?
239	To what extent do you have the opportunity to progress up your career ladder?

240	To what extent are you being prepared to accept increased responsibility?
241	To what extent do people who perform well receive recognition?
276	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
404	My supervisor is a good planner.
405	My supervisor sets high performance standards.
410	My supervisor encourages teamwork.
411	My supervisor represents the group at all times.
412	My supervisor establishes good work procedures.
413	My supervisor has made his responsibilities clear to the group.
445	My supervisor fully explains procedures to each group member.
416	My supervisor performs well under pressure.

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

Variable Number	Statement
424	My supervisor takes time to help me when needed.
434	My supervisor lets me know when I am doing a poor job.
439	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.

Variable Number	Statement Number	Statement
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.

Variable Number	Statement Number	Statement
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.

Variable Number	Statement Number	Statement
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.

Variable Number	Statement Number	Statement
277	48	To what extent do you have the necessary supplies to accomplish your job?
278	49	To what extent do details (task 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	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.
709	102	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.
710	103	Family Attitude Toward Job The recognition and the pride my family has in the work I do.
717	106	Work Schedule My work schedule; flexibility and regularity of my work schedule; the number of hours I work per week.
718	107	Job Security
719	108	Acquired Valuable Skills The chance to acquire valuable skills in my job which prepare me for future opportunities
723	109	My Job as a Whole

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	On-the-Job Training (OJT) The OJT instructional methods and instructors' competence.
712	105	Technical Training (Other than OJT) 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
201	800/812	17
202	801/812	18
203	802/812	19
204 & 205	--	--
206	805	23
207	805	24
208	805	25
209	804/812	26
210	802/812	27
211	801/812	28
212	800/812	29

Statement

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

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

To what extent is your job significant, in that it affects others in some important way?

(Not used)

To what extent do additional duties interfere with the performance of your primary job?

To what extent do you have adequate tools and equipment to accomplish your job?

To what extent is the amount of work space provided adequate?

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?

To what extent does doing your job well affect a lot of people?

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

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

19

Variable Number	Factor	Statement Number	Statement
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).

20

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

228-233	--	--
---------	----	----

234	817	41
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235-237	--	--
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238*	--	42
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239	817	43
-----	-----	----

240	817	44
-----	-----	----

241	817	45
-----	-----	----

242-248	--	--
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249	806	51
-----	-----	----

250	806	52
-----	-----	----

251	806	53
-----	-----	----

252	806	54
-----	-----	----

253	806	55
-----	-----	----

254	--	--
-----	----	----

255	816	56
-----	-----	----

Statement

(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.

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

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

(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 suspenses, 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?

AD-A169 364

JOB ATTITUDES OF MEDICAL PERSONNEL(U) AIR COMMAND AND
STAFF COLL MAXWELL AFB AL G M HAMMONDS APR 86
ACSC-86-1040

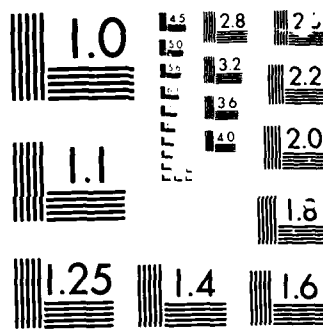
2/2

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F/G 5/10

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Variable Number	Factor	Statement Number	Statement	Variable Number	Factor	Statement Number	Statement
273	810	36	To what extent are your job performance goals clear?	303	820	85	My work group is usually aware of important events and situations.
274	810	37	To what extent are your job performance goals specific?	304	820	86	My complaints are aired satisfactorily.
275	811	46	To what extent does your work give you a feeling of pride?	305	824	87	My organization is very interested in the attitudes of the group members toward their jobs.
276	817	47	To what extent do you have the opportunity to learn skills which will improve your promotion potential?	306	824	88	My organization has a very strong interest in the welfare of its people.
277**	--	49	To what extent do you have the necessary supplies to accomplish your job?	307	824	89	I am very proud to work for this organization.
278**	--	49	To what extent do details (task not covered by primary or additional duty descriptions) interfere with the performance of your primary job?	308	824	90	I feel responsible to my organization in accomplishing its mission.
279**	--	50	To what extent does a bottleneck in your organization seriously affect the flow of work either to or from your group?	309	820	91	The information in my organization is widely shared so that those needing it have it available.
280-299	--	--	(Not used)	310	824	92	Personnel in my unit are recognized for outstanding performance.
300	820	82	Ideas developed by my work group are readily accepted by management personnel above my supervisor.	311	824	93	I am usually given the opportunity to show or demonstrate my work to others.
301	820	83	My organization provides all the necessary information for me to do my job effectively.	312	824	94	There is a high spirit of teamwork among my co-workers.
302	820	84	My organization provides adequate information to my work group.	313	824	95	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
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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	318	65
417-423	--	--
424***	--	66
425	--	--

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

Variable Number	Factor	Statement Number
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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	--	--

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

<u>Variable Number</u>	<u>Factor</u>	<u>Statement Number</u>	<u>Statement</u>
705	822	101	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.
706-708	--	--	(Not used)
709	822	102	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.
710	822	103	Family Attitude Toward Job The recognition and the pride my family has in the work I do.
711	823	104	On-the-Job Training (OJT) The OJT instructional methods and instructors' competence.
712	823	105	Technical Training (Other than OJT) The technical training I have received to perform my current job.
713-716	--	--	(Not used)
717	822	106	Work Schedule My work schedule; flexibility and regularity of my work schedule; the number of hours I work per week.
718	822	107	Job Security
719	822	108	Acquired Valuable Skills The chance to acquire valuable skills in my job which prepare me for future opportunities.
720-722	--	--	(Not used)
723	822	109	My Job as a Whole
724-999	--	--	(Not used)

END

DT/C

8-86