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U.S. Army Research Institute
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Research Report 1558

The Role of Installation Leaders in Creating a Supportive Family Environment

David A. Blankinship
Caliber Associates

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May 1990

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U.S. ARMY RESEARCH INSTITUTE FOR THE BEHAVIORAL AND SOCIAL SCIENCES

A Field Operating Agency Under the Jurisdiction
of the Deputy Chief of Staff for Personnel

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Research accomplished under contract for
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ARI Research Report 1558

19. ABSTRACT (Continued)

communication channels. This training should include how to use the various processes as well as what to expect from having used a process. Leaders need feedback loops that work. When a leader sets up a family benefit (e.g., "Family Time," or a new child care facility), the leader needs to monitor the benefit to see if it is effective. Enhancing communication will benefit leaders, families, and the Army.

Research Report 1558

**The Role of Installation Leaders in Creating
a Supportive Family Environment**

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FOREWORD

The Army Family Research Program (AFRP) is a 5-year integrated research program started in November 1986 in response to research mandated by the CSA White Paper, 1983: The Army Family and subsequently by The Army Family Action Plans (1984-1989). The objective of the research is to support the Army Family Action Plans through research products that will (1) determine the demographic characteristics of Army families, (2) identify positive motivators and negative detractors to soldiers remaining in the Army, (3) develop pilot programs to improve family adaptation to Army life, and (4) increase operational readiness.

The research is being conducted by the U.S. Army Research Institute for the Behavioral and Social Sciences (ARI), with assistance from Research Triangle Institute, Caliber Associates, HumRRO, and the University of North Carolina. It is funded by Army research and development funds set aside for this purpose under Management Decision Package (1U6S).

This report addresses the influence leaders have in creating an environment that is supportive of family issues and concerns. The findings in this report were presented to Army and DOD program managers and policymakers at the DOD Family Research Review Conference at Andrews Air Force Base, Maryland, in February 1990. Their comments and requests for additional copies of the presentation indicate that they found the information useful for the programs of their agencies.



EDGAR M. JOHNSON
Technical Director

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THE ROLE OF INSTALLATION LEADERS IN CREATING A SUPPORTIVE FAMILY ENVIRONMENT

EXECUTIVE SUMMARY

Requirement:

The purpose of this research was to support The Army Family Action Plans (1984-1989) by examining the role of installation leadership in establishing a community that is perceived as being supportive of families and family concerns.

Procedure:

Data were collected from installation leaders, family service providers, Army soldiers, and family members at eight CONUS Army installations. The researchers used interviews, focus groups, and short questionnaires to gather information about installation leadership practices.

Findings:

The results suggest that effective communication is a key element of an environment that is perceived as supportive of family life. Family members need to know what to expect from various services and programs. Service providers and leaders need to know what kinds of support are important to family members.

Family members make important contributions to mission accomplishment. They volunteer time to unit and installation activities, provide structure that supports deployment, and provide emotional support for soldiers. However, they also face considerable difficulties in obtaining appropriate housing, child care, and transportation. Spouse employment and financial concerns also pose problems for some Army families.

The respondents indicated that concern for families starts at the top with the Commanding General and that it needs to be fully supported by leaders at all levels. In addition, having pre-deployment briefings, supporting "chains of concern," and establishing good relations with the local community are important efforts made by leaders in demonstrating their support and concern for families.

Utilization of Findings:

The intended audience for this report is present and future installation leaders. Early briefings from this material to our sponsor (CFSC), to program managers at the DOD Military Family Research Review Conference, and to trainers of future installation leaders at SSC, C&GSC, ALMAC, and HQ, TRADOC indicate that this material will be of assistance to present and future installation leaders.

THE ROLE OF INSTALLATION LEADERS IN CREATING A SUPPORTIVE FAMILY ENVIRONMENT

CONTENTS

	Page
INTRODUCTION	1
PURPOSE	1
METHOD	1
Subjects	1
Instrumentation	1
Procedure	2
RESULTS	2
Families and Mission	2
Family Morale	3
Significant Family Problems	3
Leadership's Best Practices	4
Family-Related Training for Leaders	5
DISCUSSION	5
Families and the Installation	5
Leaders' Best Practices	5
POLICY AND PROGRAM IMPLICATIONS	6
Communication	6
Feedback Loops	6
CONCLUSIONS	7
REFERENCES	9
APPENDIX A. THE ARMY FAMILY RESEARCH PROGRAM INSTALLATION LEADERSHIP PRACTICES: PURPOSE AND INSTRUCTIONS	A-1
B. INSTALLATION LEADERSHIP PRACTICES: FOCUS GROUP INSTRUCTIONS	B-1

THE ROLE OF INSTALLATION LEADERS IN CREATING A SUPPORTIVE FAMILY ENVIRONMENT

Introduction

The Army Family Research Program is a multi-year effort to examine the relationships among family adaptation, readiness, and retention. This particular part of the overall program focused on the role of installation leaders in creating a supportive family environment.

Army Family Research Program (AFRP) research has revealed that soldiers' satisfaction with the installation's family environment predicts satisfaction with the military way of life (Bowen, in press). Information collected during site visits with Army families indicated that in the eyes of soldiers and their families, installations vary significantly in their support for families. When asked what made this difference, family members reported that installation leaders are critical in determining the installation's family environment (Styles, Janofsky, Blankinship, & Bishop, in press).

Purpose

This research focused on identifying and describing installation level leaders' attitudes and practices that create supportive environments for Army families and promote family support for the Army. This information will assist leaders in creating environments that both support families and are perceived as being supportive.

Method

Subjects

Three groups of subjects participated in this research: installation leaders, family service providers, and Army family members. There were 21 installation leaders and 79 family service providers. The installation leaders group included Commanding Generals, Deputy Commanding Generals, Installation Commanders, Chiefs of Staff, and Command Sergeants Major. The family service providers group included Inspectors General, Hospital Commanders, Post Chaplains, Chiefs of Psychological Services, Chiefs of Social Work, and Directors of Personnel and Community Activities.

A total of 162 soldiers and 161 spouses of soldiers participated in focus groups. The groups were organized by rank; junior enlisted, senior enlisted, company grade officers, and field grade officers each met in separate groups. The spouse groups were also organized around this rank structure. Eight groups were interviewed at each installation.

Instrumentation

The researchers used structured interview guides for interviewing leaders and service providers, and for conducting the family member focus groups. The focus group participants also completed a short questionnaire. The guides for interviewing leaders and family services providers, and for conducting the

focus groups, were all very similar. Researchers asked every participant a number of questions, including:

- How do families affect mission accomplishment?
- What indicators tell you about family morale?
- What are some of the significant problems facing families at this installation?
- What are some of the best things installation leaders do for families?

In addition, researchers asked leaders and service providers if they had any formal family-related training.

Procedure

The researchers visited eight installations located within the continental United States (CONUS). They interviewed senior leaders and service providers at each of these installations. They also met with soldiers and the spouses of soldiers in focus groups.

To analyze the information collected, each interviewer's written record of interviewee responses was recorded, word for word, in a document data base. These responses were combined across installations. Within each of the three groups, the responses were sorted by item. Three expert judges, familiar with military family research, read the responses and identified the major themes for each of the items. Two of the judges had been interviewers in this research, the third was very familiar with the research. After each judge summarized the response areas, the three judges came to consensus on the major themes. The themes and topics presented in this report reflect the prevalent themes of the research as identified by the three expert judges.

Results

The following paragraphs present the initial findings from the research. The order in which the findings are presented does not reflect the frequency or importance of a response or group of responses. This type of ordering should not be done, nor was it a purpose of this research. Comparisons and contrasts between groups is also not appropriate. The findings represent common themes across installations and within groups of individuals. This section is organized around the five topical areas outlined in the Methods section: families and mission, family morale, significant family problems, leadership's best practices, and family-related training for leaders.

Families and Mission

Accomplishing the mission is of paramount importance to the Army or any other branch of the military. The researchers asked leaders, service providers, and family members how families contribute to accomplishing the mission. Leaders, service providers, and family members at all levels described the family as an important part of the accomplishing the mission.

Leaders. Installation leaders reported families contribute to the mission by keeping the soldiers happy, thereby contributing to unit morale. Families

also set up the structure that helps support deployment and after the soldiers have deployed, the "family is the installation." Family members volunteer to support unit and installation activities. They also influence the soldier's decision to remain in or to leave the Army.

Family members, usually the spouse, stabilize the soldier when the soldier has had a particularly bad day; they help the soldier keep a clear perspective on the "ups and downs" of soldiering. The family contributes significantly to the soldier's ability to do his or her job. As one leader noted, "The family is 50% of a soldier's performance."

Service providers. Service providers reported a very similar point of view on the family's impact on the mission. Every service provider interviewed described the family as an important source of support or hindrance for soldiers accomplishing the mission.

Family members. Family members also see their roles as being supportive of the soldier, and helping the soldier keep the Army in perspective. Spouses said families must develop high levels of independence so the soldier will not worry about them when the soldier is not at home.

Family Morale

Researchers asked participants: "How do you know if family morale is high or low at this installation?"

Leaders. Leaders generally reported that family morale is reflected in the formal reporting system of the installation. Retention rates, disciplinary rates, and requests for reassignment are all indicators of family morale. Leaders also rely on service providers and family members to tell them about family morale.

Service providers. For service providers, family morale is reflected in their caseloads and when caseloads increase, morale goes down. The number of suicides, inspector general complaints, and feedback from family members and soldiers are important indicators of morale. Church attendance and participation in Mayor's and town meetings are also good indicators. Service providers typically use on direct contact with families their indicators of family morale.

Families. Family members see their morale expressed in events occurring across the installation and inside the home. Family violence, divorce, and the soldier's complaints about family life are all expressions of low morale. Morale is expressed in installation-wide indicators, such as the number of volunteers supporting the post and units, retention rates, and juvenile delinquency. Children's performance in school is also a reflection of family morale.

Significant Family Problems

Problems are a threat to high morale, and Army families are confronted with a number of significant problems. In response to the question, "What are

some of the significant problems facing families at this installation?" judges identified the following themes.

Leaders. Leaders reported that many families lack adequate housing, money, health care, jobs for spouses, and transportation. Families also face shortages of child care. Units deploy too often and families experience extended separations. Families must also adapt to no-notice deployments and many of them experience alcohol abuse and family violence.

Service providers. In addition to the problems previously mentioned, service providers focused on communication problems and long work hours as significant problems facing families.

Families. Family members mentioned many of the same problems reported by the leaders and service providers. However, families added crime and the lack of activities for children to the list of significant problems.

Leadership's Best Practices

Researchers asked participants, "What are the best things that installation leadership at this post does for families?" The judges identified certain themes among leaders, service providers, and families.

Leaders. For many leaders, an installation's best practice is the Commanding General's emphasis on families. The Commanding General sets the installation-wide tone for care and concern for families.

Leaders said pre-deployment briefings for family members and supporting an effective "chain-of-concern," are among the best things leaders can do for families. The "chain-of-concern" is similar to the chain-of-command; however, it is made up of spouses of soldiers rather than soldiers. The spouses operate in a hierarchy similar to their member-spouse's rank. They assist families in meeting needs, particularly when soldiers are deployed.

Good relations with the local community are also important, as is the availability of high quality and affordable child care. A good quality of life system, and extended post exchange and commissary hours also benefit families.

At a number of installations, leaders said the practice of designating a particular time during the work week as "time to go home and be with your family" is a very good leadership practice. For example, this may be implemented at 4:00 PM on Thursdays, so that as many soldiers as possible, installation-wide, are off-duty at 4:00 PM on Thursdays. This practice is referred to as "Family Time" and there are variations on this basic theme with installations giving soldiers extended holidays or rotating weekends.

Service providers. Service providers added marital enrichment programs, command recognition of families, and good on-post transportation to this list.

Families. Family members said leadership support for family events is a best practice. Leaders demonstrate their "real beliefs" by attending, or

failing to attend, the event. Leaders who attend events are perceived as supportive. Leaders who do not attend are seen as indifferent to families--regardless of their "official position" on families. A good Mayors' program, new facilities, Family Time, town meetings, no training on weekends, and the welcome center for wives are also important. However, direct senior leader support for families--particularly in cutting "red tape"--is one of the very best things installation leaders can do for families.

Family-related Training For Leaders

The researchers asked leaders and service providers if they had any formal family-related training. Leaders typically said they had a module or two on families as part of some other leadership training. The majority reported no family-related training. Some service providers, typically psychologists, social workers, and Chaplains, reported having received family-related training as part of their formal education. Few other service providers reported any family-related training.

Discussion

The installation is a living/working community of soldiers and their families. As research during the past two decades has shown us, the phrase "and their families" is increasingly important.

Families and the Installation

Family morale is synonymous with installation health. Soldier readiness and retention, family violence, drug and alcohol abuse, and many other indicators of installation health were reported as reflections of family morale. Additionally, every leader and service provider participating in this research reported that families are part of the mission equation and that families can be a stabilizing or destabilizing force.

Leaders' Best Practices

What do installation leaders do for families? They mandate Family Time, build new facilities, and establish and maintain good relations with the local community.

What do family members want from leaders? They want them to listen and respond to their problems. They want to see them at family events. They want them to become personally involved in cutting red tape. Almost every installation has a story of a family who could not get help when they were in need - a family caught in a bureaucratic web and feeling helpless. The family struggles for a while; then they tell the "right person," or a senior leader learns of their situation. This all leads to the happy ending in which a General Officer, or a Chief of Staff intervenes in the family's struggle. And with this senior leader's help the family triumphs over the seemingly impossible obstacles. This "General Officer to the family's rescue" story always captures the interest of any group of family members. It is an important part of the Army's culture and is a belief, reinforced by anecdote,

that the people at the highest levels of the Army care about soldiers and their families.

As part of this "caring culture," family members also want to believe the long work hours, extended separations, and no-notice deployments are worth it, not just someone's whim.

Policy And Program Implications

These initial findings suggest a number of policy and program implications, however two areas, closely related, stand out:

- The need for routine communication between families and installation leadership; and
- The need to monitor family-related benefits through effective feedback loops.

Communication

The researchers found there are many communication channels for families to use in reporting a problem. For example, there are "boss lines" to call the Commanding General or the Command Sergeant Major, mayors groups, quality of life councils, Officers and Non-commissioned Officer's wives' groups, and many other formal and informal channels. Unfortunately, many soldiers and spouses are naive about the system. For example, during one of the focus groups:

A spouse reported her husband's company commander cancelled the leave he had approved earlier. From her and her husband's perspective there was no reason for him to be denied leave. She used a boss line to complain to the installation Command Sergeant Major about this injustice. In helping to remedy the situation, the Command Sergeant Major contacted the soldier's company commander. The soldier did get his leave, however for the spouse this was an example of how you cannot trust the system: the Command Sergeant Major told the company commander who the soldier was, and the spouse said this proved you can not trust anyone. She sincerely believed the Command Sergeant Major could intervene and get approved leave for her husband without identifying him.

The Army needs to educate soldier and their families on how to use the various processes, and what to expect from them. If families know how to use the system, but they do not have accurate expectations, then they will describe the system as a failure.

Feedback Loops

The second challenge to the Army is the need to monitor family-related benefits. Families are a big audience to please. Unfortunately, some of leadership's best practices were sometimes seen by families as worst practices. This was often the case with Family Time, child care facilities, and building good relations with the local community.

Family Time. Family Time does not always have the intended effect, and there are at least three significant problems associated with it. First, with everyone getting off at the same time many people go to the commissary or the Exchange. They all arrive about the same time. The services are overburdened and the families are frustrated. One spouse reported she waited outside the commissary for two hours to get a shopping cart, and when she was inside, lines at every cash register were backed up. She did not think Family Time was beneficial to her or her family.

Second, Family Time becomes a reason soldiers can not get off at other times. Their supervisors tell them, "You can do that during Family Time. Family Time reduces a supervisor's flexibility in giving time off.

Third, work not accomplished due to the absence of soldiers during Family Time is made up on weekends. Paradoxically, Family Time can actually reduce the time a soldier spends with his or her family.

New facilities. Leaders often reported a new child care facility as a "best practice." Then family members would report that this new facility, located 45 minutes out of their way, does not open early enough for physical training. These facilities must be planned with the needs of the family in mind. Failing this, families will believe the new buildings are a waste of money. If leaders want new buildings to be perceived as supporting families, then families must help shape the plans for the services and facilities that are designed to serve them.

Relations with the local community. Leaders reported that establishing and maintaining good relations with the local community is good for families. The benefits of good relations are apparent: a sense of shared community, increased spouse employment, and improved problem solving. Unfortunately, there is a "down side." Some families interpret meetings between installation leaders and local community officials as simply meeting the needs of the leaders. They believe the leaders are preparing a place for themselves in the local community for retirement purposes. Some families also describe the camaraderie between installation leaders and prominent members of the local community as an economic conspiracy. They believe they do not have the variety or quality they want at the commissary or exchange because the leaders are forcing families to shop downtown in order to please the local Chamber Of Commerce.

Conclusions

Families want leaders to reduce family stress and leaders want families to contribute to the mission. For leaders and families to get what they want:

- Leaders need feedback loops that work; and
- Families need to learn how to use communication channels and what to expect from using them.

At any level of interaction, communication creates and shapes reality. Communication is the process by which information relevant to a decision is obtained. Training for leaders must provide practical information on how to create effective feedback loops.

The Army needs to educate families on communication channels. This should be done using as many mechanisms as possible (e.g., orientation programs, newsletters, and the chain of concern). Meeting this need for communication with families is a significant challenge. For example:

In a focus group I was leading last year, several spouses had been talking about how impossible it is to find out what is going on in the units. At the close of the group, several women stayed in the room while waiting for their husbands. The husbands started arriving and again the topic of communication came up. I asked if there was a unit newsletter, spouse's group, or some other way spouses could get information, rather than relying strictly on the units. One spouse started laughing and her husband was smiling. After I asked what was funny, she explained that her husband writes the unit's newsletter. I asked "and he will not give you one?" She replied, "Well, I haven't asked him."

Clearly, the challenge of developing and maintaining effective communication between the Army and its families is immense, and I suspect this challenge is not unique to the Army.

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Bowen, G. L. (in press). The relationship of satisfaction with the environment for families to satisfaction with the military way of life (Technical Report). Alexandria, VA: U.S. Army Research Institute for the Behavioral And Social Sciences.

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APPENDIX A

THE ARMY FAMILY RESEARCH PROGRAM INSTALLATION LEADERSHIP PRACTICES

PURPOSE AND INSTRUCTIONS

PURPOSE: My objective in this interview is to get your opinions about which installation level attitudes and practices create supportive environments for Army families and promote family support for the Army. I would like your perspective, based on your experiences at this installation.

INSTRUCTIONS: I will be asking you a number of questions covering: Families; Leadership's role in creating supportive family environments; and Installation level leadership attitudes and practices which you believe have affected families at this installation.

- Please answer each question candidly. Your responses will be held in confidence. You will not be identified individually in any way.
- Your participation in this interview is voluntary: you may skip any question you do not choose to answer; you may end this interview at any time.

For the purposes of this research we consider the following positions to be representative of installation level leadership:

- (a) The Commanding General, Deputy Commanding General, Garrison Commander, Chief of Staff, and Installation Command Sergeant Major.
- (b) The Inspector General, Hospital Commander, Post Chaplain, Chief of Social Work, and Chief of Psychological Services.
- (c) The Directors of Personnel and Community Activities; Army Community Service; Youth Activities; Child Care; Recreation; Housing; and Army Emergency Relief.

Interviewee Background Information

1. How old are you?

_____ Years

2. Are you?

1. Male
2. Female

3. Are you?

1. American Indian/Aleut/Eskimo
2. Asian/Pacific Islander
3. Black
4. White

4. Are you of Hispanic background?

1. Yes
2. No

5. How many years of Active Federal Military Service do you have?

_____ Years

OR

How long have you been a DA civilian?

_____ Years

6. What is your present rank/GS level?

_____ Rank/GS level

7. What is the highest level of education you have completed?

01. Some high school or less, but no diploma or GED
02. High school completed with diploma
03. High school completed with GED
04. Up to 2 years of college, but no degree
05. Associate degree
06. From 3 to 4 years of college
07. Bachelor's degree
08. A year or more of graduate credit, but no graduate degree
09. Master's degree (MA, MS, MFA)
10. Doctoral degree (PhD, DPH)
11. Professional degree (MD, DDS, or LLB)

8. How many months have you been in this position?

_____ Months

9. Where do you live?

1. On-post
2. Off-post government housing
3. Off-post, own
4. Off-post, rent
5. Other

10. What is your marital status?

1. Single
2. Married
3. Separated
4. Divorced
5. Widowed

11. How many children do you have?

_____ Child(ren)

12. What is your position title?

_____ Position

13. Installation: _____

**INSTALLATION LEADERSHIP PRACTICES
INTERVIEW GUIDE**

INTERVIEWER: _____ LOCATION OF INTERVIEW: _____

DATE: _____ 1989 START TIME: ____:____ hrs

INTERVIEWEE: _____ (position)

1. How do you know if family morale is "high" or "low" at this installation?

PROBE: What indicators do you use? Where do you typically get that information? Which of these is your most useful source about the status of family morale?

2. What events or occurrences at this installation have affected family morale (positively or negatively)? PROBE: Identify source of information and reason for assessment.

3. What are the best things that installation leadership at this post does for families? PROBE: What indicators do you have for this?

4. In your experience, what are some of the significant problems facing families at this installation? PROBE for the major family needs associated with each problem.

5. What family support policies, programs or practices have you initiated since assuming your position? PROBE as to why this was done.

6. What changes, if any, would you like to make to improve family life at this installation? PROBE: Are there any Army policies or regulations that make it difficult for you to make these changes?

**7. In your opinion, do families have an effect on the mission? YES NO
IF NO SKIP TO NEXT ITEM, ELSE: How do families contribute to accomplishing the "mission"?**

How do families hinder accomplishing the "mission"?

8. How would you rate the support and concern that installation leadership has for families at this post? (reference card #1) _____

PROBE: What specific policies, programs, or practices came to mind as you made your judgement?

9. How do you communicate your support and concern for families?

PROBE for personal and position-based examples.

10. How would you rate family members' satisfaction with the support and concern installation leadership has for families at this post?

(reference card #2)? _____ PROBE: What specific factors came to mind as you made your judgement?

11. Have you received formal family related training? YES NO

IF NO SKIP TO NEXT ITEM, ELSE: What course work or training did you receive?

Has the training been helpful? YES NO – If YES, How? If NO, Why hasn't the training been helpful?

12. What would you like me to know about families and installation level leadership at this installation that I have not asked?

END TIME: ___:___ hrs

APPENDIX B

INSTALLATION LEADERSHIP PRACTICES FOCUS GROUP INSTRUCTIONS

INTRODUCTION: My name is ___ and this is my colleague, ___. We are from (CALIBER or ARI, respectively). We are here to talk to you about installation-level leadership attitudes and practices that affect you and your family. We are collecting this information as part of a larger study of Army families that is being conducted at this installation this week.

We will be discussing a number of issues affecting families, including:

Family and Mission,

Problems facing families,

Family needs, and

Family morale and Installation Leadership

- Your participation is voluntary. You may say as much or as little as you choose.
- Please feel free to talk. We will keep your comments in confidence. Everyone else in the group also should do likewise.

To begin our session we would appreciate everyone completing a short survey.

Any questions?

Approval Authority: US Army Soldier Support Center - NCR

Survey Control Number: ATNC-AO-89-17B RCS: MILPC-3

The Army Family Research Program

**Installation Leadership Practices
Survey of Army Family Life**

Spouses of Active Duty Soldiers

-Spring 1989-

Please answer each of the following items to the best of your ability.
There is no time limit, but please work quickly.

1. How old are you?

_____ years

2. Are you? (Circle one number)

- 1. Male
- 2. Female

3. Are you? (Circle one number)

- 1. American Indian/Aleut/Eskimo
- 2. Asian/Pacific Islander
- 3. Black
- 4. White

4. Are you of Hispanic background? (Circle one number)

- 1. Yes
- 2. No

5. How many years have you been an Army spouse?

_____ Years

6. What is your spouse's present pay grade/rank? (Circle one number)

ENLISTED

WARRANT OFFICER

OFFICER

- | | | |
|---------------|------------|-------------|
| 1. E1 PV1 | 10. W1 WO1 | 14. 01 2LT |
| 2. E2 PV2 | 11. W2 CW2 | 15. 02 1LT |
| 3. E3 PFC | 12. W3 CW3 | 16. 03 CPT |
| 4. E4 SP4/CPL | 13. W4 CW4 | 17. 04 MAJ |
| 5. E5 SGT | | 18. 05 LTC |
| 6. E6 SSG | | 19. 06 COL |
| 7. E7 PSG/SFC | | 20. 07+ GEN |
| 8. E8 MSG/1SG | | |
| 9. E9 SGM/CSM | | |

7. What is the highest level of education you have completed? (Circle one number)

- 01. Some high school or less, but no diploma or GED
- 02. High school completed with diploma
- 03. High school completed with GED
- 04. Up to 2 years of college, but no degree
- 05. Associate degree
- 06. From 3 to 4 years of college
- 07. Bachelor's degree
- 08. A year or more of graduate credit, but no graduate degree
- 09. Master's degree (MA, MS, MFA)
- 10. Doctoral degree (PhD, DPH)
- 11. Professional degree (MD, DDS, or LLB)

8. How many months have you been at this post during your spouse's current tour?

_____ Months

9. Where do you live? (Circle one number)

1. On-post
2. Off-post government housing
3. Off-post, own
4. Off-post, renting
5. Other

10. How many years have you been married to your spouse? (If less than 1 enter 0; if not currently married, check here ___ and skip to question #13)

_____ Years

11. How supportive are you of your spouse being in the Army? (Circle one number)

1. Very supportive
2. Fairly supportive
3. Mixed or neutral
4. Fairly unsupportive
5. Very unsupportive
6. Don't know

12. How supportive are you of your spouse making a career of the Army? (Circle one number)

1. Very supportive
2. Fairly supportive
3. Mixed or neutral
4. Fairly unsupportive
5. Very unsupportive
6. Don't know

13. Dependent children are unmarried children who depend on you for over half their support. This includes adopted children and stepchildren. A dependent child must also be in one of the following categories:

- Not yet 21 years old
- Attends college and not yet 23 years old, or
- Has mental or physical handicap and is any age

As defined above, how many dependent children do you have? (Circle one number)

1. None, please skip to #15
2. One
3. Two
4. Three
5. Four
6. Five
7. Six or more

14. During the past six months, has your spouse's work schedule allowed him or her to spend enough time with your children? (Circle one number)

1. Yes, most of the time
2. Some of the time
3. No, very little of the time

15. To what extent does each of the following levels of Army leadership affect the quality of life for your family? (Provide an answer for each)

	<u>To A Very Great Extent</u>	<u>To A Great Extent</u>	<u>To A Moderate Extent</u>	<u>To A Slight Extent</u>	<u>Not At All</u>
Squad/Platoon Leaders	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Unit Leaders (e.g., Company Commanders, First Sergeants)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Brigade/Battalion Leaders	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Agency Directors (e.g., Hospital Commander, Chaplain, Housing Director)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Installation Leaders (e.g., Post Commanding General, Garrison Commander)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

16. Which level of Army leadership has the most impact (positive or negative) on the quality of life for your family on a day-to-day basis? (Select only one)

1. Squad/Platoon Leaders
2. Unit Leaders (e.g., Company Commanders, First Sergeants)
3. Battalion/Brigade Leaders
4. Agency Directors (e.g., Hospital Commander, Chaplain, Housing Director)
5. Installation Leaders (e.g., Post Commanding General, Garrison Commander)

17. How supportive of your family are the following leaders at this post?
(Provide an answer for each)

	<u>Very Supportive</u>	<u>Supportive</u>	<u>Mixed</u>	<u>Unsupportive</u>	<u>Very Unsupportive</u>	<u>I Don't Know</u>
Squad/Platoon Leaders	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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18. How good is the quality of life for families at this installation?

1. Very Good
2. Good
3. Average
4. Bad
5. Very Bad

19. How good is the quality of life for single soldiers at this installation?

1. Very Good
2. Good
3. Average
4. Bad
5. Very Bad

Approval Authority: US Army Soldier Support Center - NCR

Survey Control Number: ATNC-AO-89-17B RCS: MILPC-3

The Army Family Research Program

**Installation Leadership Practices
Survey of Army Family Life**

Active Duty Soldiers

-Spring 1989-

Please answer each of the following items to the best of your ability.
There is no time limit, but please work quickly.

1. How old are you?

_____ years

2. Are you? (Circle one number)

1. Male
2. Female

3. Are you? (Circle one number)

1. American Indian/Aleut/Eskimo
2. Asian/Pacific Islander
3. Black
4. White

4. Are you of Hispanic background? (Circle one number)

1. Yes
2. No

5. How many years of Active Federal Military Service do you have?

_____ Years

6. What is your present pay grade/rank? (Circle one number)

ENLISTED	WARRANT OFFICER	OFFICER
1. E1 PV1	10. W1 WO1	14. 01 2LT
2. E2 PV2	11. W2 CW2	15. 02 1LT
3. E3 PFC	12. W3 CW3	16. 03 CPT
4. E4 SP4/CPL	13. W4 CW4	17. 04 MAJ
5. E5 SGT		18. 05 LTC
6. E6 SSG		19. 06 COL
7. E7 PSG/SFC		20. 07+ GEN
8. E8 MSG/1SG		
9. E9 SGM/CSM		

7. What is the highest level of education you have completed? (Circle one number)

01. Some high school or less, but no diploma or GED
02. High school completed with diploma
03. High school completed with GED
04. Up to 2 years of college, but no degree
05. Associate degree
06. From 3 to 4 years of college
07. Bachelor's degree
08. A year or more of graduate credit, but no graduate degree
09. Master's degree (MA, MS, MFA)
10. Doctoral degree (PhD, DPH)
11. Professional degree (MD, DDS, or LLB)

8. How many months have you been at this post during your current tour?

_____Months

9. Where do you live? (Circle one number)

1. On-post
2. Off-post government housing
3. Off-post, own
4. Off-post, renting
5. Other

10. How many years have you been married to your spouse? (If less than 1 enter 0; if not currently married, check here ___ and skip to question #13)

_____Years

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Installation Leaders (e.g., Post Commanding General, Garrison Commander)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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Squad/Platoon Leaders	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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1. Very Good
2. Good
3. Average
4. Bad
5. Very Bad

20. In your experience, what are some of the significant problems facing families at this installation?
What solutions would you suggest for each?

Problems

Suggested Solutions

21. What would you like this installation commander to know about life for families at this post?

**INSTALLATION LEADERSHIP PRACTICES
FOCUS GROUP GUIDE**

INSTALLATION: _____

FACILITATORS: _____

RANK OF GROUP _____ **SPOUSE / SOLDIER**

DATE: _____ **1989** **START TIME:** ____:____ **hrs**

1. How do you know if family morale is "high" or "low" at this installation?

PROBE: What kind of information tells you about family morale?

Where do you typically get this information?

2. What events or occurrences at this installation have affected family

morale (positively or negatively)? PROBE: Identify source of

information and reason for assessment.

6. Which installation level family support policies, programs or practices lead you to say: I'll stay with the Army and I'll help accomplish the mission. PROBE: Why do these policies, programs or practices make you feel that way?

FOLLOW-ON: Which installation level family support policies, programs or practices lead you to say: I don't want to stay with the Army and I don't know why I should help accomplish the mission. PROBE: Why do these policies, programs or practices make you feel that way?
