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**REPORT ON THE 1975 OFFICERS' OER
OPINION SURVEY**

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Item 20 Continued:

rate of error per item was 0.05%. Second lieutenants and colonels reported the most favorable attitude towards the current OER, while lieutenant colonels expressed the strongest dissatisfaction with it. Whereas DOD and Hq USAF respondents liked the previous OER system better than officers assigned to commands, they disliked the current OER system more than officers assigned to commands. It was found that there is a positive relationship between knowledge and understanding of each OER system with satisfaction. ←

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PREFACE

This work was in response to RPR 75-14, OER Attitude Survey, initiated by the Evaluation and Testing Division (AFMPC/DPMYO). This research was completed under work unit 77191701, Research and Development, on Officer Performance Evaluation Systems.

The authors would like to express appreciation to the following individuals: Mrs. Virginia C. Weems typed the many drafts of both the survey and the technical report. Mrs. Mary Alvarado typed the final copy of the survey for the printer. Sgt L. Kaluza assisted in the supervision of basic trainees who assembled the survey packages for mailing. Mr. Henry Clark provided the computer support for generating the sample and printing the address labels. Computer support for tabulating survey responses was provided by MSgt F. Brown and Sgt V. Smith.

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REPORT ON THE 1975 OFFICERS' OER OPINION SURVEY

I. INTRODUCTION

The Air Force introduced a new officer effectiveness report (OER) that was phased in during a 10-month interval establishing an evaluation cycle for each rank. On 30 November 1974, lieutenant colonels and colonels were the first to be evaluated under the current (new) OER system. On 1 September 1975, the implementation of the current OER was completed with the establishment of the evaluation cycle for majors. A copy of the OER form appears in Appendix A.

The current OER system represents a significant change from the previous one both in the procedures used and the concepts by which an officers' performance and his or her promotion potential are evaluated. Some of the major changes which are of concern in this report are discussed as follows:

1. A "controlled" OER is rendered on the members of a particular grade at the same time each year. An "abbreviated" report (a non-controlled OER) is rendered at other times when a performance evaluation is required.
2. The rater, additional rater, and the reviewer each have a specific function in the evaluation process, with the reviewer having significantly broadened responsibilities. The reviewer, at the top of a command chain for a given officer rank, assesses potential for promotion under an Air Force-wide quota. The reviewer is allowed, within the range of five possible ratings on potential, to place a maximum of 22% of the ratings in the top position and a maximum total of 50% in the top two positions.
3. The evaluations on the OER job performance factors are based on standards which are established by regulation rather than on comparisons with contemporaries, as on the previous OER.

When a new evaluation system is implemented, particularly one in which the basic elements of earlier ground rules of long standing are changed, there is a need to know (a) how well the system is understood in the field, (b) how the implementation of the system is perceived, (c) the levels of acceptance of the system by various officer ranks, (d) whether officers view the system as having an impact on their careers or as changing their

attitudes towards their work, and (e) how well the current system compares with the previous one on a number of dimensions.

To obtain information in these areas, the Evaluation and Testing Division at the Military Personnel Center, Randolph AFB, Texas, issued Request for Personnel Research (RPR) 75-14 (Appendix B). In response to the RPR, the 1975 Officers' OER Opinion Survey was prepared and subsequently administered in September 1975. At this time, there had been much publicity about, but very little experience with, the current OER system. Only lieutenant colonels had completed OERs on file. Follow-on surveys were requested to assess changes as officers gain experience with the current OER.

The primary objective of the 1975 survey was to evaluate knowledge about and attitudes towards the current OER form and system in comparison with knowledge about and attitudes towards the previous OER. There were items in the survey which addressed nine different areas or dimensions. They are (a) experience in writing OERs, (b) contact with people who write the respondent's OER, (c) knowledge, understanding, and satisfaction with both OER systems, (d) performance factors, (e) evaluation of potential, (f) the quota system, (g) possible biases in rendering OERs, (h) impact of the current OER on career plans, and (i) alternatives to the OER. Some of the areas were exploratory in nature and were addressed by few items.

Due to the large volume of data which was generated, only those data which are thought to have significant impact and the greatest general interest are presented in the text of this report. However, Appendix C contains a summary of all of the data which were collected, and Appendix D contains the statistical results of all analyses which were performed.

II. METHOD

A draft questionnaire was designed and prepared which was intended to evaluate the knowledge of and attitudes towards the OER system of Air Force Officers. The draft first was circulated among a number of survey specialists for review and comment. After revision on the

basis of the comments, it then was subjected to an intensive pretesting program. In the initial stages of the pretest, small groups of Air Force officers first completed the draft survey and then participated in a detailed discussion of the individual items and the response alternatives. Revised drafts of the survey were prepared on the basis of these discussions and subjected to further pretesting. A total of 105 officers participated in the pretests.

Discussions in the early pretest sessions indicated that the response alternatives posed some ambiguities. A pilot study was conducted with military and civilian personnel in the three divisions of the Air Force Human Resources Laboratory (AFHRL) at Lackland AFB. In the pilot study, several possible response scales were rated by the participants. The scale shown in Table 1 was consistently rated as an equal interval scale with less variance in the ratings than any of the other scales which were evaluated.

Table 1. Meaning of Responses that Resulted from a Pilot Study

Response	Meaning
All	Very positive
Most	Positive
Some	Neutral
Few	Negative
No	Very negative

During the pretests, the revised drafts were reviewed by the Evaluation and Testing Division staff to assure that the survey remained responsive to their requirements. The final draft was coordinated with the Evaluation and Testing Division and Headquarters USAF.

The sampling plan was designed to ensure adequate numbers in each cell of the planned analysis. The sample included 22% of the male Caucasians, 50% of the females, and 50% of the non-Caucasians, by grade. A total of 25,000 officers were selected to receive the survey. They represented a stratified random sample of Air Force officers in the grades of second lieutenant through colonel. To enhance the return rate, the surveys were mailed directly to each individual officer.

III. RESPONDENT CHARACTERISTICS

Of the 25,000 surveys mailed, 874 were non-deliverable. There were 15,263 responses which

represent a return rate of 63.3%.

The pattern of returns was very close to the pattern prescribed in the sampling plan. The data in Table 2 show that the distribution by pay grades for the sample is similar to that in the Air Force population. The over-sampling of female and non-Caucasian officers in the sampling plan is reflected in the data in Tables 3 and 4. The number of respondents in those two categories was sufficient to permit separate analyses by sex and race, as planned.

Table 2. Grade of Personnel Responding to the Survey and in the Air Force Population

Grade	Sample N	Sample % ^a	Population % ^a
2nd Lt	1,157	8	11
1st Lt	2,135	14	14
Capt	5,978	39	37
Maj	2,955	19	20
Lt Col	2,129	14	13
Col	854	6	5

^aPercentages are rounded to nearest percent.

Table 3. Sex of Personnel Responding to the Survey and in the Air Force Population

Sex	Sample N	Sample % ^a	Population % ^a
Male	13,855	91	95
Female	1,341	9	5

^aPercentages are rounded to nearest percent.

Table 4. Racial/Ethnic Membership of Personnel Responding to the Survey and in the Air Force Population

Racial/Ethnic Members	Sample N	Sample % ^a	Population % ^a
Black/Negro	690	4	3
Spanish or Mexican American	115	1	*
American Indian	33	0	*
Asian American	185	1	*
White/Caucasian	13,944	92	97
Other	223	2	1

^aPercentages are rounded to nearest percent.

*Population data was not available.

IV. ACCURACY OF DATA

Unreliable or inconsistent data may pose a problem in the interpretation of survey results. Poor data of this sort usually result from a misunderstanding of the items or carelessness on the part of respondents. To check the quality of the data in the survey, an analysis was made of response errors and of accuracy of reporting objective data on other records.

A response error was defined as an out-of-range response (e.g., a response of "e" when there are only four alternatives) or a multiple response to a single item. The analysis showed that the median (average) rate of error per item was 0.05%. The low error rate indicates that the respondents exercised care in completing the survey.

There were several measures of accuracy of reporting data. The reported sex, race, source of commission, and military status were compared with data from the master personnel files. There was greater than 97% agreement between the reported and the file data for each of those variables.

On the basis of the analyses of errors and accuracy of reporting, it appears that the survey was completed carefully and accurately.

V. RESULTS AND DISCUSSION

In addition to presenting selected survey items as indicated previously, a series of cross-tabulations was calculated to determine if officers had different attitudes as a function of certain demographic and personal variables. A chi-square analysis was calculated on each two-way distribution of the cross-tabulations. Appendix D contains a table which lists the cross-tabulations which were performed and the level of significance for the chi-square test on each. The chi-square analyses on all cross-tabulations which are discussed in this section were significant at the .01 level.

Knowledge and understanding of the previous OER system was reported by 88% of the survey respondents, but only 50% of the respondents reported the same knowledge and understanding of the current OER system (Table 5, survey items 45 and 57). That result is not unexpected considering the lack of working experience which most people had with the current OER system at the time the survey was administered.

Table 5. Knowledge and Understanding of the OER System

Knowledge and Understanding	Previous System % ^a	Current System % ^a
All aspects	43	7
Most aspects	45	43
Some aspects	8	34
Few aspects	3	14
No aspects	1	2

^aPercentages are rounded to nearest percent.

There is a general trend which indicates that, overall, the more people knew and understood about the previous OER, the more satisfied they were with it (Table 6, survey items 45 and 46). This could be due to the fact that those who knew most about the previous system were those who had been in the service longest. Having been in the service longest would have meant promotion under the previous system and, therefore, greater satisfaction would be expected. However, a similar trend is also exhibited relative to the current OER system (Table 7, survey items 57 and 58). Since there had been no promotions using the current OER at the time of the survey, success with the system did not seem to be the only factor leading to satisfaction. In order to control for the success of promotion, the relationship between knowledge and understanding of both the previous and current OER systems and satisfaction with both systems was analyzed within each grade. It was found that even within each grade, those who knew and understood most about either OER system were the ones who were most satisfied with it. These results indicate that knowledge and understanding seem to breed a degree of satisfaction and it would be useful for the Air Force to maintain an aggressive program to keep everyone informed about the OER system.

Table 6. Satisfaction vs. Knowledge and Understanding of the Previous OER System

Knowledge and Understanding	Satisfaction					Total % ^a	Total N
	All % ^a	Most % ^a	Some % ^a	Few % ^a	No % ^a		
All	9	46	27	12	6	100	6,455
Most	2	38	36	18	5	100	6,763
Some	0	22	44	26	8	100	1,204
Few	1	13	41	32	13	100	420
No	5	4	36	9	46	100	98

^aPercentages are rounded to the nearest percent.

Table 7. Satisfaction vs. Knowledge and Understanding of the Current OER System

Knowledge and Understanding	Satisfaction					Total % ^a	Total N
	All % ^a	Most % ^a	Some % ^a	Few % ^a	No % ^a		
All	7	41	25	16	12	100	1,079
Most	1	41	36	16	6	100	6,537
Some	0	22	51	22	5	100	5,082
Few	0	8	44	36	12	100	2,033
No	2	7	25	22	44	100	190

^aPercentages are rounded to the nearest percent.

There is also a general trend which indicates that the individuals who knew and understood more aspects of the previous OER are those who also tend to know and understand more aspects of the current OER (Table 8, survey items 45 and 57). Individuals who have little knowledge and understanding of one of the OER systems tend to have the same lack of information and understanding of the other system.

Table 8. Knowledge and Understanding of the Current vs. the Previous OER System

Previous	Current					Total % ^a	Total N
	All % ^a	Most % ^a	Some % ^a	Few % ^a	No % ^a		
All	15	54	23	8	1	100	6,437
Most	1	40	43	15	1	100	6,745
Some	2	22	45	27	3	100	1,205
Few	1	17	33	42	7	100	427
No	2	12	22	22	42	100	118

^aPercentages are rounded to the nearest percent.

Regardless of the level of satisfaction with the previous system (Table 9, survey items 46 and 58), a neutral response toward the current system was reported most frequently. Nonetheless, both the officers who were the most and the least satisfied with the previous OER system were the ones who reported the most negative attitude towards the current OER system.

Table 9. Satisfaction with the Current vs. the Previous OER System

Previous	Current					Total % ^a	Total N
	All % ^a	Most % ^a	Some % ^a	Few % ^a	No % ^a		
All	4	19	29	28	20	100	718
Most	1	26	41	24	8	100	5,803
Some	1	33	46	16	4	100	4,903
Few	1	33	40	21	5	100	2,477
No	2	27	31	18	21	100	886

^aPercentages are rounded to the nearest percent.

Officers generally reported (Table 10, survey items 46 and 58) less satisfaction with the current OER system (31% satisfied) than with the previous one (44% satisfied). The data indicate that the lower level of satisfaction with the current OER system is not due to the difference between the two OER forms *per se* since more officers stated that the current form, in contrast to the previous one, was generally more useful for indicating both job performance and promotion potential (Appendix C, survey items 48 vs. 60, and 52 vs. 67). It should be noted, however, that a neutral response to the current system was made more frequently than any other single response (41% neutral)

Table 10. Satisfaction with the OER System

Satisfaction	Previous System % ^a	Current System % ^a
All aspects	5	1
Most aspects	39	30
Some aspects	33	41
Few aspects	17	21
No aspects	6	7

^aPercentages are rounded to nearest percent.

No differences appear between racial/ethnic groups in response to questions about knowledge and understanding of either the previous or current OER systems. Black officers did tend to express a slightly greater satisfaction with the previous OER system than officers in other racial/ethnic groups (Table 11, survey items 8 and 46). However, the differences were small and did not represent a significant shift in the trend of the overall response pattern. Also, there were no differences with respect to satisfaction with the current OER system.

Only slight differences appear between males and females with respect to knowledge and understanding of, and satisfaction with, the two OER systems. Males tended to have slightly greater knowledge and understanding of both systems (Tables 12 and 13, survey items 6, 45, and 57), but the degree of expressed satisfaction with either system was virtually identical.

There is a very strong relationship between grade and knowledge and understanding of the previous OER system with officers in the higher grades being more knowledgeable than officers in the lower grades (Table 14, survey items 1 and 45).

Table 11. Satisfaction with the Previous OER System vs. Race

Race	Satisfaction with Previous OER System ^a					Total %	Total %
	All %	Most %	Some %	Few %	No %		
Black	8	45	30	13	4	100	680
Spanish or Mexican American	7	38	38	10	7	100	114
Indian American	6	39	36	13	6	100	33
Asian American	6	37	37	15	5	100	178
White/Caucasian	5	39	33	17	6	100	13,694
Other	5	32	37	16	10	100	219

^aPercentages are rounded to the nearest percent.

Table 12. Knowledge and Understanding of the Previous OER System vs. Sex

Sex	Knowledge and Understanding of Previous OER System ^a					Total %	Total %
	All %	Most %	Some %	Few %	No %		
Male	44	45	7	3	1	100	13,672
Female	33	43	15	7	2	100	1,309

^aPercentages are rounded to the nearest percent.

Table 13. Knowledge and Understanding of the Current OER System vs. Sex

Sex	Knowledge and Understanding of Current OER System ^a					Total %	Total %
	All %	Most %	Some %	Few %	No %		
Male	7	45	34	13	1	100	13,712
Female	6	33	35	21	5	100	1,322

^aPercentages are rounded to the nearest percent.

Table 14. Knowledge and Understanding of the Previous OER System vs. Grade

Grade	Knowledge and Understanding of Previous OER System					Total %	Total N
	All % ^a	Most % ^a	Some % ^a	Few % ^a	No % ^a		
2nd Lt	12	42	27	14	5	100	1,030
1st Lt	22	52	18	6	1	100	2,096
Capt	38	52	7	2	0	100	5,937
Maj	54	41	3	1	1	100	2,449
Lt Col	64	34	1	0	0	100	2,127
Col	77	22	0	1	0	100	852

^aPercentages are rounded to the nearest percent.

Lieutenant colonels and colonels reported (Table 15, survey items 1 and 57) that they knew and understood the current system much more frequently than did other officers, but there were no differences among officers in the lower pay grades. Only lieutenant colonels and colonels had had any working experience with the current OER at the time the survey was administered.

Table 15. Knowledge and Understanding of Current OER System vs. Grade

Grade	Knowledge and Understanding of Current OER System					Total % ^a	Total N
	All % ^a	Most % ^a	Some % ^a	Few % ^a	No % ^a		
2nd Lt	5	41	36	15	2	100	1,084
1st Lt	6	40	37	15	2	100	2,116
Capt	5	40	37	16	2	100	5,926
Maj	6	44	33	15	2	100	2,943
Lt Col	12	52	27	8	1	100	2,124
Col	18	58	20	4	0	100	853

^aPercentages are rounded to the nearest percent.

Officers assigned to DOD and Hq USAF reported more familiarity with both the previous (Table 16, survey items 10 and 45) and current (Table 17, survey items 10 and 57) OER systems than those assigned to other commands. However, the differences were much larger for the previous OER than they were for the current one. A partial explanation for the difference between officers assigned to either DoD or Hq USAF and those assigned to other commands may be that there are proportionally fewer junior grade officers assigned to DOD and Hq USAF.

Table 16. Knowledge and Understanding of Previous OER System vs. Command

Command	Knowledge and Understanding of Previous OER System					Total % ^a	Total N
	All % ^a	Most % ^a	Some % ^a	Few % ^a	No % ^a		
DOD	67	30	2	1	0	100	149
Hq USAF	65	32	3	0	0	100	425
All other	42	46	8	3	1	100	14,398

^aPercentages are rounded to the nearest percent.

Table 17. Knowledge and Understanding of Current OER System vs. Command

Command	Knowledge and Understanding of Current OER System					Total % ^a	Total N
	All % ^a	Most % ^a	Some % ^a	Few % ^a	No % ^a		
DOD	12	48	31	7	1	100	148
Hq USAF	12	46	29	13	1	100	424
All other	7	43	34	14	2	100	14,452

^aPercentages are rounded to the nearest percent.

There is a general tendency for higher ranking officers to be more satisfied with the previous OER system than lower ranking officers (Table 18, survey items 1 and 46). Since field grade officers were promoted under that system, it seems reasonable to expect that they would express more satisfaction than would junior officers.

Table 18. Satisfaction with the Previous OER System vs. Grade

Grade	Satisfaction With Previous OER System					Total % ^a	Total N
	All % ^a	Most % ^a	Some % ^a	Few % ^a	No % ^a		
2nd Lt	3	28	43	19	7	100	997
1st Lt	4	33	36	20	8	100	2,090
Capt	4	39	34	17	6	100	5,930
Maj	5	43	31	15	6	100	2,942
Lt Col	7	44	29	16	5	100	2,126
Col	7	46	30	13	4	100	850

^aPercentages are rounded to the nearest percent.

A very different relationship was evidenced (Table 19, survey items 1 and 58) when grade and satisfaction with the current system were compared. Second lieutenants and colonels were most

satisfied with it while there were no differences in level of satisfaction among the other grades.

Table 19. Satisfaction with the Current OER System vs. Grade

Grade	Satisfaction With Current OER System					Total % ^a	Total N
	All % ^a	Most % ^a	Some % ^a	Few % ^a	No % ^a		
2nd Lt	2	37	40	16	5	100	1,066
1st Lt	1	31	41	20	7	100	2,100
Capt	1	27	43	22	7	100	5,873
Maj	1	26	42	22	9	100	2,918
Lt Col	1	31	39	20	9	100	2,116
Col	3	39	34	18	6	100	850

^aPercentages are rounded to the nearest percent.

A special analysis was made of the data on lieutenant colonels, which tabulated level of satisfaction with the current system by Reviewer's Evaluation of Potential on the OERs on record. It was found (Table 20) that the better the OER score, the more satisfied the lieutenant colonels were with the current system (e.g., OER score "1," satisfied 53%; OER score "3," satisfied, 20%).

Table 20. Satisfaction with the Current OER System vs. Reviewer Evaluation of Potential^a

Evaluation	Satisfaction with Current OER System					Total % ^b	Total N
	In all Ways Satisfied % ^b	In Most Ways Satisfied % ^b	In Some Ways Satisfied % ^b	In Few Ways Satisfied % ^b	In No Ways Satisfied % ^b		
1	4	49	34	9	4	100	393
2	1	34	40	17	7	100	458
3	1	19	37	27	16	100	554
4	0	18	41	6	35	100	17
5	0	0	0	100	0	100	1

^aData based only on lieutenant colonels.

^bPercentages are rounded to the nearest percent.

Officers assigned to DOD and Hq USAF expressed more satisfaction with the previous OER system (Table 21, survey items 10 and 46) than those assigned to commands, but this pattern did not hold for the current system (Table 22, survey items 10 and 58). The level of satisfaction with the current system was approximately the same for those assigned to DOD and the commands while those assigned to Hq USAF were least satisfied.

Table 21. Satisfaction with the Previous OER System vs. Command

Command	Satisfaction with Previous OER System					Total % ^a	Total N
	All % ^a	Most % ^a	Some % ^a	Few % ^a	No % ^a		
DOD	13	48	24	13	3	100	149
Hq USAF	7	58	24	9	2	100	425
All other	5	39	34	17	6	100	14,343

^aPercentages are rounded to the nearest percent.

Table 22. Satisfaction with the Current OER System vs. Command

Command	Satisfaction with Previous OER System					Total % ^a	Total N
	All % ^a	Most % ^a	Some % ^a	Few % ^a	No % ^a		
DOD	3	26	40	22	10	100	147
Hq USAF	0	20	40	27	13	100	424
All other	1	30	41	21	7	100	14,332

^aPercentages are rounded to the nearest percent.

There was a direct relationship between the length of time officers reported they plan to stay in the service, and level of satisfaction they reported with both the previous (Table 23, survey items 16 and 46) and the current (Table 24, survey items 16 and 58) OER systems. Officers, who planned careers of 30 or more years were most satisfied with both OER systems, while those who planned to get out of the service as soon as possible were the least satisfied. The differences in satisfaction among career intention groups were more pronounced for the previous OER system than for the current system. The relationship between satisfaction with the previous OER and career intent is one that would be expected. Higher ranking officers express greater satisfaction with the previous OER, and they also have a higher percentage who plan to stay in service longer than lower ranking officers. However, further analysis indicates that even within a particular grade, the officers who plan to stay in the service longest are also those who were most satisfied with the previous OER.

Table 23. Satisfaction with the Previous OER System vs. Career Plans

Career Plans	Satisfaction with Current OER System					Total % ^a	Total N
	All % ^a	Most % ^a	Some % ^a	Few % ^a	No % ^a		
30+	7	44	31	13	5	100	3,461
20-30	5	42	33	16	4	100	5,677
20	4	37	33	18	8	100	2,932
PNR	3	27	38	23	9	100	556
ASAP	4	22	30	27	17	100	445
?	3	32	36	21	7	100	1,862

^aPercentages are rounded to the nearest percent.

Table 24. Satisfaction with the Current OER System vs. Career Plans

Career Plans	Satisfaction with Current OER System					Total % ^a	Total N
	All % ^a	Most % ^a	Some % ^a	Few % ^a	No % ^a		
30+	2	33	40	18	7	100	3,459
20-30	1	30	42	21	6	100	5,662
20	1	28	40	23	8	100	2,911
PNR	1	26	42	23	8	100	556
ASAP	2	22	39	24	13	100	441
?	1	26	44	21	9	100	1,890

^aPercentages are rounded to the nearest percent.

A question was asked (Appendix C, survey item 70) to determine what, if any, changes in career plans have occurred as a result of the current OER. Overall, the majority of officers (Table 25) did not attribute any changes in their career plans to the current OER. However, when a change due to the current OER system was reported, there was a strong tendency to plan a shorter tour in the Air Force.

Table 25. Impact of the Current OER System on Career Plans

	N	%
Stay in the Air Force longer	106	1
Get out of the Air Force sooner	853	6
No impact	13,794	93

Similarly, the majority of officers in all grades have not changed their career plans due to the current OER (Table 26, survey items 1 and 70). For those officers who have changed their career plans, a higher percentage at all grades decided to get out of the Air Force sooner rather than later because of the current OER. Additionally, lieutenant colonels (the only group which had had an opportunity to see their evaluation on the current OER) had a much greater percentage for whom the current OER had a negative impact on their career plans than had any other grade.

The data were further considered for only lieutenant colonels by the cross-tabulation of impact of the OER system versus Reviewer's Evaluation of Potential on the OERs on record (Table 27). The general pattern of responses from lieutenant colonels closely parallels that of the overall population. However, it is evident that the strongest negative impact of the current OER is on

Table 26. Impact of Current OER System on Career Plans vs. Grade

Grade	Impact of Current OER on Career Plans			Total % ^a	Total N
	Stay More % ^a	Stay Less % ^a	None % ^a		
2nd Lt	1	5	95	100	1,060
1st Lt	1	6	92	100	2,081
Capt	1	5	94	100	5,773
Maj	1	4	95	100	2,888
Lt Col	1	12	87	100	2,091
Col	0	3	97	100	845

^aPercentages are rounded to the nearest percent.

Table 27. Impact of OER System on Career Plans vs. Reviewer Evaluation of Potential^a

Evaluation	Stay in Longer % ^b	Got Out Sooner % ^b	No Impact % ^b	Total % ^b	Total N
1	2	1	97	100	390
2	1	11	88	100	454
3	0	24	76	100	547
4	6	12	82	100	17
5	0	100	0	100	1

^aData based only on lieutenant colonels

^bPercentages are rounded to the nearest percent.

career plans of lieutenant colonels who received 3s on their OERs, with the next strongest negative impact on those who received 2s. The number of lieutenant colonels who received 4s and 5s was too small to identify a reliable trend.

The negative impact of the current OER was slightly stronger on officers assigned both to DOD and to Hq USAF than on those assigned to commands (Table 28, survey items 10 and 70), although the overall pattern of responses was the same. However, personnel assigned to DOD did not differ from personnel assigned to Hq USAF.

Table 28. Impact of Current OER System on Career Plans vs. Command

Command	Impact of Current OER on Career Plans			Total % ^a	Total N
	Stay More % ^a	Stay Less % ^a	None % ^a		
DOD	1	9	90	100	141
Hq USAF	0	10	90	100	410
All other	1	6	94	100	14,168

^aPercentages are rounded to the nearest percent.

VI. SUMMARY

The survey was administered at the start of the transition phase to the current OER system when only lieutenant colonels and colonels had been evaluated under the system. However, only lieutenant colonels' OERs were on file when the survey was administered.

Second lieutenants and colonels reported the most favorable acceptance of the current OER system. Lieutenant colonels expressed the strongest opposition to it.

Most of the people had not changed their Air Force career plans due to the current OER. But when a change had occurred, it was more likely to cause officers to get out of the Air Force sooner than they had previously planned.

Whereas DOD and Hq USAF respondents liked the previous system better than officers assigned to commands, they had a slightly greater dislike of the current system than officers assigned to commands.

There were few differences with respect to the responses of different racial/ethnic groups to the questionnaire items. Black officers did tend to express a slightly greater satisfaction with the previous OER system than officers in other racial/ethnic groups. However, there were no differences with respect to satisfaction with the current OER system.

Males tended to have slightly greater knowledge and understanding than females of both OER systems, but the degree of expressed satisfaction with either system was virtually identical.

It was found that there is a positive relationship between knowledge and understanding of each OER system and satisfaction with it. The attitudes reported by lieutenant colonels were inconsistent with the general, overall attitudes with respect to the current OER system.

BIBLIOGRAPHY

Air Force Regulation 36-10. *Officer evaluations*. Washington, D.C.: Department of the Air Force, 15 September 1975.

APPENDIX A. OER (AF Form 707, dtd July 1974)

OFFICER EFFECTIVENESS REPORT

I. RATEE IDENTIFICATION DATA <small>(Read AFR 36-10 carefully before filling out any item)</small>						
1. NAME (Last, First, Middle Initial)	3. SSAN (Include Suffix)		8. PERIOD OF REPORT			
2. ORGANIZATION, COMMAND, LOCATION AND PAF CODE	4. PAFSC	5. DAFSC	FROM:			
	6. ACTIVE DUTY GRADE		THRU:			
	7. PERMANENT GRADE		9. DAYS OF SUPERVISION			
10. REASON FOR REPORT						
II. JOB DESCRIPTION 1. DUTY TITLE: 2. UNIQUE DUTIES AND TASKS: 3. TYPE AND LEVEL OF RESPONSIBILITY UNIQUE TO JOB:						
III. PERFORMANCE FACTORS <small>Specific example of performance required</small>	NOT OBSERVED OR NOT RELEVANT	FAR BELOW STANDARD	BELOW STANDARD	MEETS STANDARD	ABOVE STANDARD	WELL ABOVE STANDARD
1. JOB KNOWLEDGE (Depth, currency, breadth) SPECIFIC EXAMPLE:	0	<input type="checkbox"/>				
2. JUDGMENT AND DECISIONS (Consistent, accurate, effective) SPECIFIC EXAMPLE:	0	<input type="checkbox"/>				
3. PLAN AND ORGANIZE WORK (Timely and creative) SPECIFIC EXAMPLE:	0	<input type="checkbox"/>				
4. MANAGEMENT OF RESOURCES (Manpower and material) SPECIFIC EXAMPLE:	0	<input type="checkbox"/>				
5. LEADERSHIP (Initiative, human relations, accept responsibility) SPECIFIC EXAMPLE:	0	<input type="checkbox"/>				
6. ADAPTABILITY TO STRESS (Stable, flexible, dependable) SPECIFIC EXAMPLE:	0	<input type="checkbox"/>				
7. ORAL COMMUNICATION (Clear, concise, confident) SPECIFIC EXAMPLE:	0	<input type="checkbox"/>				
8. WRITTEN COMMUNICATION (Clear, concise, organized) SPECIFIC EXAMPLE:	0	<input type="checkbox"/>				
9. PROFESSIONAL QUALITIES (Attitude, cooperation, bearing) SPECIFIC EXAMPLE:	0	<input type="checkbox"/>				
10. EQUAL OPPORTUNITY PARTICIPATION (Sensitivity and awareness) SPECIFIC EXAMPLE:		<input type="checkbox"/>				

IV. RECOMMENDED ASSIGNMENT INFORMATION

1. STRONGEST QUALIFICATION:
2. SUGGESTED JOB ASSIGNMENT (Indicate AFSC):
3. ORGANIZATION LEVEL (SQ, WO, MAJCOM, HQ USAF, Etc.):
4. THING:

V. EVALUATION OF POTENTIAL

EVALUATE THIS OFFICER'S POTENTIAL FOR INCREASED GRADE AND RESPONSIBILITY IN COMPARISON WITH CONTEMPORARIES, INDICATE YOUR RATING BY PLACING AN "X" IN THE DESIGNATED SECTION OF APPROPRIATE BLOCK.

<table border="1" style="width: 100%; height: 20px;"> <tr><td style="width: 33%;"></td><td style="width: 33%;"></td><td style="width: 33%;"></td></tr> </table> <p style="text-align: center; font-size: 8px;">RATER ADDN REVR</p>				<table border="1" style="width: 100%; height: 20px;"> <tr><td style="width: 33%;"></td><td style="width: 33%;"></td><td style="width: 33%;"></td></tr> </table> <p style="text-align: center; font-size: 8px;">RATER ADDN REVR</p>				<table border="1" style="width: 100%; height: 20px;"> <tr><td style="width: 33%;"></td><td style="width: 33%;"></td><td style="width: 33%;"></td></tr> </table> <p style="text-align: center; font-size: 8px;">RATER ADDN REVR</p>				<table border="1" style="width: 100%; height: 20px;"> <tr><td style="width: 33%;"></td><td style="width: 33%;"></td><td style="width: 33%;"></td></tr> </table> <p style="text-align: center; font-size: 8px;">RATER ADDN REVR</p>			

HIGHEST ↑

← LOWEST

VI. RATER COMMENTS

COMMENTS ON OVERALL EVALUATION

NAME, GRADE, ORGANIZATION, LOCATION	DUTY TITLE	DATE
SSAN (Include Suffix)		SIGNATURE

VII. ADDITIONAL RATER COMMENTS

COMMENTS ON OVERALL EVALUATION CONCUR NONCONCUR

NAME, GRADE, ORGANIZATION, LOCATION	DUTY TITLE	DATE
SSAN (Include Suffix)		SIGNATURE

VIII. SUPERVISOR COMMENTS

COMMENTS ON OVERALL EVALUATION CONCUR NONCONCUR

NAME, GRADE, ORGANIZATION, LOCATION	DUTY TITLE	DATE
SSAN (Include Suffix)		SIGNATURE

APPENDIX B. RPR 75-14 OER ATTITUDE SURVEY

1. Title: OER Attitude Survey

2. Problem: A new OER has been introduced into the Air Force and will be completed for all grades by 31 Dec 1975. There have been a lot of changes in the system, many of which have not been fully explained to the satisfaction of the average Air Force officer. The publicity campaign has been aimed at correcting any misconception which officers in the field may have and to explain to them the many changes which have taken place. The POMO needs to know if this publicity campaign has been successful and if there are any weak areas which need to be further publicized.

3. Objectives: Conduct an attitude survey on a sample of Air Force officers before they have had any real experience with the new OER, and then conduct a similar survey one year later to measure the change in attitude after they have received a new OER. This initial survey should serve as baseline data to perform analysis upon and to compare to later survey data. The initial survey should ask questions only about the old OER, the new OER, and any other personnel evaluation systems which the Air Force is currently considering for implementation. Potential survey questions should be cleared with the POMO prior to inclusion in the survey to insure that questions are not contrary to Air Force policies or contrary to the POMO objectives. Follow-on surveys should also ask questions about alternatives to the new OER system to judge how well changes to the system might be accepted. This type of question will be suggested both by the POMO and by AFHRL, based on their respective expertise.

4. Present State-of-the-Art: AFHRL is currently preparing a survey to ask questions about the OER system, and they have extensive experience in conducting surveys and analyses.

5. Benefits: The POMO will be able to judge how the Air Force has accepted the new OER by reviewing the analysis of the follow-up survey and will be able to feed this back to the Air Force decision makers. In addition, the POMO will be able to alter the publicity campaign to attack any weak areas in the campaign.

6. Scope: The sample of officers should be broad enough to reach officers in each major command and to reach officers of each grade, lieutenant through colonel.

7. Time Phasing: The initial survey should be performed by September 1975, and the follow-on survey should be performed one year later.

8. Utilization: The attitude survey will be used immediately to measure acceptance of the new OER system and to judge effectiveness of the publicity campaign. In addition, it will be used as data base to answer specific questions which the POMO may receive from the Air Force decision makers.

9. Priority: Routine

10. Requirements Manager: AFMPC/DPMYO - Lt Col Willis

APPENDIX C. SURVEY ITEMS AND RESPONSES

PART I

1. What is your grade?

- a. Second Lieutenant
- b. First Lieutenant
- c. Captain
- d. Major
- e. Lieutenant Colonel
- f. Colonel

Frequency Percent

a.	1157	7.61
b.	2135	14.04
c.	5978	39.31
d.	2955	19.43
e.	2129	14.00
f.	<u>854</u>	<u>5.62</u>
	15208	100.00

2. What is the first digit of your AFSC? (If your AFSC is 9786, the first digit is 9.)

- a. 0
- b. 1
- c. 2
- d. 3
- e. 4
- f. 5
- g. 6
- h. 7
- i. 8
- j. 9

3. What is the second digit of your duty AFSC? (If your AFSC is 9786, the second digit is 7.)

- a. 0
- b. 1
- c. 2
- d. 3
- e. 4
- f. 5
- g. 6
- h. 7
- i. 8
- j. 9

4. What is the third digit of your AFSC? (If your AFSC is 9786, the third digit is 8.)

- a. 0
- b. 1
- c. 2
- d. 3
- e. 4
- f. 5
- g. 6
- h. 7
- i. 8
- j. 9

5. What is the fourth digit of your AFSC? (If your AFSC is 9786, the fourth digit is 6.)

- a. 0
- b. 1
- c. 2
- d. 3
- e. 4
- f. 5
- g. 6
- h. 7
- i. 8
- j. 9

6. What is your sex?

- a. Male
- b. Female

Frequency Percent

a.	13855	91.18
b.	<u>1341</u>	<u>8.82</u>
	15196	100.00

7. What is your marital status?

- a. Married
- b. Single, never married
- c. Widowed
- d. Divorced
- e. Separated

Frequency Percent

a.	12438	81.80
b.	2122	13.96
c.	21	0.14
d.	485	3.19
e.	139	0.91

8. Which of the following do you consider yourself?

- a. Black/Negro
- b. Spanish or Mexican American
- c. American Indian
- d. Asian American
- e. White/Caucasian
- f. Other

	<u>Frequency</u>	<u>Percent</u>
a.	690	4.54
b.	115	0.76
c.	33	0.22
d.	185	1.22
e.	13944	91.80
f.	223	1.47
	<u>15190</u>	<u>100.00</u>

9. What is your Total Active Service time (include total commissioned service and any time as an enlisted person)?

- a. Less than 1 year
- b. 1 but less than 2
- c. 2 but less than 3
- d. 3 but less than 4
- e. 4 but less than 6
- f. 6 but less than 8
- g. 8 but less than 10
- h. 10 but less than 15
- i. 15 but less than 19
- j. 19 or more years

	<u>Frequency</u>	<u>Percent</u>
a.	261	1.72
b.	664	4.37
c.	755	4.97
d.	950	6.25
e.	1794	11.81
f.	1563	10.29
g.	1608	10.58
h.	2854	18.79
i.	2218	14.60
j.	2525	16.62
	<u>15192</u>	<u>100.00</u>

10. To what major command/organization are you currently assigned?

- a. Aerospace Defense Command
- b. Air Force Logistics Command
- c. Air Force Systems Command
- d. Air Forces in Europe
- e. Air Training Command
- f. Air University
- g. Alaskan Air Command
- h. DoD Agencies (DNA, DIA, DCA, DMA, DIS, DSA, JCS, OSD)
- i. Headquarters Air Force Reserve
- j. Headquarters Command, USAF
- k. Headquarters USAF
- l. Joint Commands (e.g., CINCEUR, CINCPAC, CINCSO, CINCNORAD)
- m. Military Airlift Command
- n. Pacific Air Forces
- o. Special Operating Agency (e.g., USAFA, AFMPC, ARPC, AFISC, AFTEC, AFTAC, AFDA)
- p. Strategic Air Command
- q. Tactical Air Command
- r. USAF Security Service
- s. Other

	<u>Frequency</u>	<u>Percent</u>
a.	541	3.57
b.	394	2.60
c.	1488	9.83
d.	883	5.83
e.	1523	10.06
f.	438	2.89
g.	163	1.08
h.	149	0.98
i.	44	0.29
j.	349	2.30
k.	426	2.81
l.	99	0.65
m.	1849	12.21
n.	631	4.17
o.	581	3.84
p.	3303	21.81
q.	1502	9.92
r.	160	1.06
s.	620	4.09
	<u>15143</u>	<u>100.00</u>

11. What is your highest level of education now (include GED certification, if any)?

- a. High school graduate (or equivalent)
- b. One or two years of college or vocational school (include Associate degree)
- c. More than two years of college
- d. Undergraduate college degree (BA,BS, or equivalent)
- e. Graduate study but no graduate degree
- f. Graduate college degree (MA,MS, or equivalent)
- g. Graduate study beyond Master's degree or more than one Master's degree
- h. Doctorate degree (PhD or equivalent)

	<u>Frequency</u>	<u>Percent</u>
a.	88	0.58
b.	413	2.73
c.	586	3.87
d.	4926	32.54
e.	3963	26.18
f.	3583	23.67
g.	856	5.66
h.	<u>722</u>	<u>4.77</u>
	15137	100.00

12. How long have you been assigned to your present permanent duty station?

- a. Less than 6 months
- b. 6 months but less than one year
- c. 1 year but less than 2 years
- d. 2 years or more

	<u>Frequency</u>	<u>Percent</u>
a.	2615	17.22
b.	1904	12.54
c.	4735	31.18
d.	<u>5934</u>	<u>39.07</u>
	15188	100.00

13. Through which of the following officer procurement programs did you obtain your commission?

- a. Academy Graduate (USAFA, USNA, or USMA)
- b. Limited Duty Officer Program
- c. Officer Training School
- d. Officer Candidate School
- e. ROTC
- f. Aviation Officer Candidate or Aviation Cadets
- g. Direct Appointment from Civilian Status
- h. Reserve Officer Candidate
- i. Other

	<u>Frequency</u>	<u>Percent</u>
a.	1204	7.92
b.	21	0.14
c.	4315	28.37
d.	392	2.58
e.	6279	41.28
f.	1365	8.97
g.	1397	9.18
h.	47	0.31
i.	<u>191</u>	<u>1.26</u>
	15211	100.00

14. What is your current military status?

- a. Regular
- b. Reserve

	<u>Frequency</u>	<u>Percent</u>
a.	9130	60.06
b.	<u>6071</u>	<u>39.94</u>
	15201	100.00

15. What is your current flying status?

- a. Not rated
- b. Pilot - now in flying position
- c. Pilot - not now in a flying position
- d. Navigator-observer - now in a flying position
- e. Navigator-observer - not now in a flying position

	<u>Frequency</u>	<u>Percent</u>
a.	8235	54.23
b.	2910	19.16
c.	1787	11.77
d.	1299	8.55
e.	955	6.29
	<u>15186</u>	<u>100.00</u>

16. What are your service career plans?

- a. Plan to stay for 30 years or more, then retire
- b. Plan to stay more than 20 but less than 30 years, then retire
- c. Plan to stay 20 years, then retire
- d. Plan to stay for a while but probably not until retirement
- e. Plan to get out of service as soon as possible
- f. Don't know, have not decided

	<u>Frequency</u>	<u>Percent</u>
a.	3514	23.11
b.	5733	37.70
c.	2960	19.47
d.	573	3.77
e.	468	3.08
f.	1957	12.87
	<u>15205</u>	<u>100.00</u>

PART II

17. Have you ever served as the reporting official (initial evaluator in the previous OER system) or as the rater (initial evaluator in the current OER system) on any OERs?

- a. Yes
- b. No

	<u>Frequency</u>	<u>Percent</u>
a.	8578	56.40
b.	6630	43.60
	<u>15208</u>	<u>100.00</u>

18. Do you now serve as the rater on any OERs?

- a. Yes
- b. No

	<u>Frequency</u>	<u>Percent</u>
a.	4688	31.06
b.	10407	68.94
	<u>15095</u>	<u>100.00</u>

 * If your answer to question 18 *
 * is no, please skip to question *
 * 25. *

Please respond to questions 19-24 with the number of people in each grade for whom you are currently the rater, using the following responses for those questions (please be sure to respond with a where appropriate):

- a. 0
- b. 1
- c. 2
- d. 3
- e. 4
- f. 5
- g. 6
- h. 7
- i. 8
- j. 9
- k. 10 or more

19. How many Second Lieutenants?

	<u>Frequency</u>	<u>Percent</u>
a.	3877	73.60
b.	1070	20.31
c.	176	3.34
d.	71	1.35
e.	36	0.68
f.	18	0.34
g.	6	0.11
h.	2	0.04
i.	2	0.04
j.	2	0.04
k.	8	0.15
	<u>5268</u>	<u>100.00</u>

22. How many Majors?

	<u>Frequency</u>	<u>Percent</u>
a.	3094	63.43
b.	842	17.26
c.	499	10.23
d.	217	4.45
e.	103	2.11
f.	61	1.25
g.	29	0.59
h.	13	0.27
i.	8	0.16
j.	2	0.04
k.	10	0.21
	<u>4867</u>	<u>100.00</u>

20. How many First Lieutenants?

	<u>Frequency</u>	<u>Percent</u>
a.	3242	65.00
b.	1094	21.93
c.	349	7.00
d.	153	3.07
e.	85	1.70
f.	29	0.58
g.	15	0.30
h.	9	0.18
i.	1	0.02
j.	2	0.04
k.	9	0.18
	<u>4988</u>	<u>100.00</u>

23. How many Lieutenant Colonels?

	<u>Frequency</u>	<u>Percent</u>
a.	3835	79.42
b.	442	9.15
c.	236	4.89
d.	116	2.40
e.	87	1.80
f.	53	1.10
g.	22	0.46
h.	15	0.31
i.	10	0.21
j.	2	0.04
k.	11	0.23
	<u>4829</u>	<u>100.00</u>

21. How many Captains?

	<u>Frequency</u>	<u>Percent</u>
a.	1848	37.68
b.	1427	29.09
c.	741	15.11
d.	381	7.77
e.	198	4.04
f.	112	2.28
g.	70	1.43
h.	41	0.84
i.	28	0.57
j.	9	0.18
k.	50	1.02
	<u>4905</u>	<u>100.00</u>

24. How many Colonels?

	<u>Frequency</u>	<u>Percent</u>
a.	4515	92.54
b.	176	3.61
c.	53	1.09
d.	41	0.84
e.	28	0.57
f.	36	0.74
g.	16	0.33
h.	4	0.08
i.	4	0.08
j.	1	0.02
k.	5	0.10
	<u>4879</u>	<u>100.00</u>

25. Do you now serve as the additional rater (second evaluator in the current OER system) on any OERs?

- a. Yes
- b. No

	<u>Frequency</u>	<u>Percent</u>
a.	1025	6.88
b.	<u>13873</u>	<u>93.12</u>
	14898	100.00

 * If your answer to question 25 was *
 * no, please skip to question 32. *

Please respond to questions 26-31 with the number of people at each grade for whom you are currently the additional rater, using the following responses for those questions (please be sure to respond with a where appropriate):

- | | | |
|-------|------|---------------|
| a. 0 | e. 4 | i. 8 |
| b. 1 | f. 5 | j. 9 |
| c. 2 | g. 6 | k. 10 or more |
| d. e. | h. 7 | |

26. How many Second Lieutenants?

	<u>Frequency</u>	<u>Percent</u>
a.	820	57.34
b.	350	24.48
c.	73	5.10
d.	73	5.10
e.	27	1.89
f.	25	1.75
g.	10	0.70
h.	7	0.49
i.	3	0.21
j.	3	0.21
k.	<u>39</u>	<u>2.73</u>
	1430	100.00

27. How many First Lieutenants?

	<u>Frequency</u>	<u>Percent</u>
a.	637	51.12
b.	271	21.75
c.	95	7.62
d.	66	5.30
e.	29	2.33
f.	31	2.49
g.	14	1.12
h.	14	1.12
i.	10	0.80
j.	5	0.40
k.	<u>74</u>	<u>5.94</u>
	1246	100.00

28. How many Captains?

	<u>Frequency</u>	<u>Percent</u>
a.	372	31.61
b.	161	13.68
c.	129	10.96
d.	102	8.67
e.	79	6.71
f.	66	5.61
g.	36	3.06
h.	33	2.80
i.	14	1.19
j.	12	1.02
k.	<u>173</u>	<u>14.70</u>
	1177	100.00

29. How many Majors?

	<u>Frequency</u>	<u>Percent</u>
a.	636	54.04
b.	121	10.28
c.	95	8.07
d.	91	7.73
e.	52	4.42
f.	54	4.59
g.	25	2.12
h.	18	1.53
i.	16	1.36
j.	7	0.59
k.	<u>62</u>	<u>5.27</u>
	1177	100.00

30. How many Lieutenant Colonels?

	<u>Frequency</u>	<u>Percent</u>
a.	873	74.23
b.	83	7.06
c.	35	2.98
d.	54	4.59
e.	26	2.21
f.	38	3.23
g.	17	1.45
h.	12	1.02
i.	4	0.34
j.	4	0.34
k.	30	2.55
	<u>1176</u>	<u>100.00</u>

31. How many Colonels?

	<u>Frequency</u>	<u>Percent</u>
a.	1080	84.97
b.	119	9.36
c.	11	0.87
d.	44	3.46
e.	8	0.63
f.	1	0.08
g.	2	0.16
h.	1	0.08
i.	1	0.08
j.	-	-
k.	4	0.31
	<u>1271</u>	<u>100.00</u>

32. Have you ever served as the indorsing official (in the previous OER system) or as the reviewer (third and final evaluator in the current OER system) on any OERs?

- a. Yes
- b. No

	<u>Frequency</u>	<u>Percent</u>
a.	2858	19.17
b.	<u>12054</u>	<u>80.83</u>
	14912	100.00

33. Do you now serve as the reviewer on any OERs?

- a. Yes
- b. No

	<u>Frequency</u>	<u>Percent</u>
a.	182	1.27
b.	<u>14123</u>	<u>98.73</u>
	14305	100.00

 * If your answer to question 33 *
 * was no, please skip to *
 * question 41. *

Please respond to questions 34-39 with the number of people at each grade for whom you are currently the reviewer using the following responses for those questions (please be sure to respond with a where appropriate):

- | | | |
|------|------|---------------|
| a. 0 | e. 4 | i. 8 |
| b. 1 | f. 5 | j. 9 |
| c. 2 | g. 6 | k. 10 or more |
| d. 3 | h. 7 | |

34. How many Second Lieutenants?

	<u>Frequency</u>	<u>Percent</u>
a.	157	18.19
b.	45	5.21
c.	160	18.54
d.	170	19.70
e.	136	15.76
f.	141	16.34
g.	7	0.81
h.	7	0.81
i.	5	0.58
j.	2	0.23
k.	<u>33</u>	<u>3.82</u>
	863	100.00

35. How many First Lieutenants?

	<u>Frequency</u>	<u>Percent</u>
a.	128	21.19
b.	20	3.31
c.	26	4.30
d.	41	6.79
e.	86	14.24
f.	215	35.60
g.	19	3.15
h.	12	1.99
i.	6	0.99
j.	5	0.83
k.	46	7.62
	<u>604</u>	<u>100.00</u>

36. How many Captains?

	<u>Frequency</u>	<u>Percent</u>
a.	105	21.65
b.	15	3.09
c.	11	2.27
d.	27	5.57
e.	30	6.19
f.	165	34.02
g.	34	7.01
h.	22	4.54
i.	12	2.47
j.	6	1.24
k.	58	11.96
	<u>485</u>	<u>100.00</u>

37. How many Majors?

	<u>Frequency</u>	<u>Percent</u>
a.	145	51.60
b.	24	8.54
c.	12	4.27
d.	23	8.19
e.	9	3.20
f.	10	3.56
g.	1	0.36
h.	4	1.42
i.	1	0.36
j.	1	0.36
k.	51	18.15
	<u>281</u>	<u>100.00</u>

38. How many Lieutenant Colonels?

	<u>Frequency</u>	<u>Percent</u>
a.	160	65.57
b.	16	6.56
c.	6	2.46
d.	14	5.74
e.	2	0.82
f.	3	1.23
g.	3	1.23
h.	2	0.82
k.	38	15.57
	<u>244</u>	<u>100.00</u>

39. How many Colonels?

	<u>Frequency</u>	<u>Percent</u>
a.	196	81.33
b.	12	4.98
c.	10	4.15
d.	14	5.81
e.	3	1.24
f.	2	0.83
h.	1	0.41
k.	3	1.24
	<u>241</u>	<u>100.00</u>

40. As a reviewer, how often do you make your evaluations on the basis of personal knowledge of the individual for whom you are the reviewer?

- a. In all cases
- b. In most cases
- c. In some cases
- d. In few cases
- e. In no cases

	<u>Frequency</u>	<u>Percent</u>
a.	112	28.57
b.	54	13.78
c.	59	15.05
d.	89	22.70
e.	78	19.90
	<u>392</u>	<u>100.00</u>

41. What is the grade (equivalent grade for military other than USAF) of the person who is the rater for your OER?

- a. Second Lieutenant
- b. First Lieutenant
- c. Captain
- d. Major
- e. Lt Colonel
- f. Colonel
- g. Brig General
- h. Major General
- i. Lt General
- j. General
- k. A civilian

Frequency Percent

a.	7	0.05
b.	15	0.10
c.	172	1.15
d.	706	4.74
e.	3374	22.65
f.	7466	50.12
g.	806	5.41
h.	563	3.78
i.	214	1.44
j.	52	0.35
k.	118	0.79
l.	<u>1403</u>	<u>9.42</u>
	<u>14896</u>	<u>100.00</u>

Frequency Percent

a.	8	0.05
b.	117	0.79
c.	2745	18.49
d.	3174	21.38
e.	4227	28.47
f.	3749	25.25
g.	248	1.67
h.	155	1.04
i.	41	0.28
j.	26	0.18
k.	<u>358</u>	<u>2.41</u>
	<u>14848</u>	<u>100.00</u>

42. What is the grade (equivalent grade for military other than USAF) of the person who is the additional rater for your OER?

- a. Second Lieutenant
- b. First Lieutenant
- c. Captain
- d. Major
- e. Lt Colonel
- f. Colonel
- g. Brig General
- h. Major General
- i. Lt General
- j. General
- k. A civilian
- l. I don't have an additional rater

43. What is the grade (equivalent grade for military other than USAF) of the person who is the reviewer for your OER?

- a. Second Lieutenant
- b. First Lieutenant
- c. Captain
- d. Major
- e. Lt Colonel
- f. Colonel
- g. Brig General
- h. Major General
- i. Lt General
- j. General
- k. A civilian
- l. I don't have a reviewer

Frequency Percent

a.	6	0.04
b.	14	0.09
c.	46	0.31
d.	103	0.70
e.	771	5.23
f.	7963	53.98
g.	2037	13.81
h.	1980	13.42
i.	894	6.06
j.	248	1.68
k.	39	0.26
l.	<u>652</u>	<u>4.42</u>
	<u>14753</u>	<u>100.00</u>

PART III

Please respond to the questions in Part III as if you were a rater, additional rater, or reviewer on any OERs (whether or not you are currently performing any of those functions). A copy of the previous OER forms and the current OER form are at the end of the survey questions.

 * Questions 44-53 refer to your *
 * feelings about the previous *
 * OER form and system. The form *
 * and system prior to the *
 * following dates should be *
 * considered as the previous *
 * OER form and system: *
 * *
 * Lt Col and Col 30 Nov 74 *
 * 1st Lt and 2nd Lt 1 May 75 *
 * Capt 1 Jul 75 *
 * Major 1 Sep 75 *

44. How frequently did you see your most recent indorsing official for your OER?

- a. Daily
- b. Weekly
- c. Monthly
- d. Less than monthly
- e. I never saw him/her

Frequency Percent

a.	7720	51.76
b.	4071	27.30
c.	1041	6.98
d.	1537	10.31
e.	545	3.65
	<u>14914</u>	<u>100.00</u>

45. To what extent do you feel you knew and understood the previous OER system?

- a. Knew and understood all aspects
- b. Knew and understood most aspects
- c. Knew and understood some aspects
- d. Knew and understood few aspects
- e. Knew and understood no aspects

Frequency Percent

a.	6460	43.05
b.	6772	45.13
c.	1216	8.10
d.	436	2.91
e.	<u>122</u>	<u>0.81</u>
	<u>15006</u>	<u>100.00</u>

46. To what extent were you satisfied with the previous OER system?

- a. In all ways satisfied
- b. In most ways satisfied
- c. In some ways satisfied
- d. In few ways satisfied
- e. In no way satisfied

Frequency Percent

a.	722	4.83
b.	5870	39.26
c.	4951	33.11
d.	2502	16.73
e.	<u>906</u>	<u>6.06</u>
	<u>14951</u>	<u>100.00</u>

47. How many areas of the previous OER form permitted the measurement of characteristics which could be used to indicate how well you perform your specific job?

- a. All areas of the form
- b. Most areas of the form
- c. Some areas of the form
- d. Few areas of the form
- e. No areas of the form

	<u>Frequency</u>	<u>Percent</u>
a.	1654	11.07
b.	6798	45.48
c.	4492	30.05
d.	1839	12.30
e.	<u>165</u>	<u>1.10</u>
	14948	100.00

48. In general, how many areas of the previous OER form permitted the measurement of characteristics which could be used to indicate how well any officer performs his/her job?

- a. All areas of the form
- b. Most areas of the form
- c. Some areas of the form
- d. Few areas of the form
- e. No areas of the form

	<u>Frequency</u>	<u>Percent</u>
a.	1337	8.96
b.	7320	49.03
c.	4665	31.25
d.	1484	9.94
e.	<u>124</u>	<u>0.83</u>
	14930	100.00

49. If most people were given maximum ratings on the previous OER form with respect to job performance, what was probably the primary reason?

- a. I don't think they generally were given maximum ratings.
- b. Pressure from other raters and additional raters
- c. Desire to make the ratee "feel good"
- d. Pressure from the raters' and additional raters' supervisors
- e. Pressure from the reviewer
- f. The people generally deserve maximum ratings.
- g. To ensure that the people get promoted

	<u>Frequency</u>	<u>Percent</u>
a.	799	5.38
b.	1513	10.19
c.	903	6.08
d.	401	2.70
e.	102	0.69
f.	778	5.24
g.	<u>10347</u>	<u>69.71</u>
	14843	100.00

50. Ideally, if you felt you could give whatever ratings the person deserved, for how many officers could you use the previous OER form to differentiate job performance among officers?

- a. For all officers
- b. For most officers
- c. For some officers
- d. For few officers
- e. For no officers

	<u>Frequency</u>	<u>Percent</u>
a.	4210	28.25
b.	6835	45.87
c.	2533	17.00
d.	1138	7.64
e.	186	1.25
	<u>14902</u>	<u>100.00</u>

51. How many areas of the previous OER form permitted the measurement of characteristics which could be used to indicate the promotion potential of a person who performs your specific job?

- a. All areas of the form
- b. Most areas of the form
- c. Some areas of the form
- d. Few areas of the form
- e. No areas of the form

	<u>Frequency</u>	<u>Percent</u>
a.	1546	10.37
b.	5244	35.18
c.	4826	32.37
d.	3004	20.15
e.	287	1.93
	<u>14907</u>	<u>100.00</u>

52. How many areas of the previous OER form permitted the measurement of characteristics which could be used to indicate promotion potential of any officer?

- a. All areas of the form
- b. Most areas of the form
- c. Some areas of the form
- d. Few areas of the form
- e. No areas of the form

	<u>Frequency</u>	<u>Percent</u>
a.	1315	8.82
b.	5456	36.61
c.	5192	34.84
d.	2736	18.36
e.	204	1.37
	<u>14903</u>	<u>100.00</u>

53. If most people were given maximum ratings on the previous OER form with respect to promotion potential, what was probably the primary reason?

- a. I don't think they generally were given maximum ratings.
- b. Pressure from other raters and additional raters
- c. Desire to make the ratee "feel good"
- d. Pressure from the raters' and additional raters' supervisors
- e. Pressure from the reviewer
- f. The people generally deserve maximum ratings.
- g. To ensure that the people get promoted

	<u>Frequency</u>	<u>Percent</u>
a.	866	5.84
b.	1325	8.94
c.	640	4.32
d.	364	2.46
e.	88	0.59
f.	536	3.62
g.	<u>11002</u>	<u>74.23</u>
	<u>14821</u>	<u>100.00</u>

 * Questions 54-71 refer to your *
 * feelings about the current OER *
 * form and system. The form and *
 * system which were implemented *
 * by grade on the following *
 * dates should be considered as *
 * the current OER form and system: *
 *
 * Lt Col and Col 30 Nov 74 *
 * 1st Lt and 2d Lt 1 May 75 *
 * Capt 1 Jul 75 *
 * Maj 1 Sep 75 *

54. How frequently do you see your current rater?

- a. Daily
- b. Weekly
- c. Monthly
- d. Less than monthly

Frequency Percent

a.	12097	81.07
b.	1909	12.79
c.	298	2.00
d.	618	4.14
	<u>14922</u>	<u>100.00</u>

55. How frequently do you see your current additional rater?

- a. Daily
- b. Weekly
- c. Monthly
- d. Less than monthly
- e. I don't have an additional rater

Frequency Percent

a.	4658	31.19
b.	3028	33.68
c.	1547	10.36
d.	2135	14.30
e.	<u>1536</u>	<u>10.47</u>
	<u>14932</u>	<u>100.00</u>

56. How frequently do you see your current reviewer?

- a. Daily
- b. Weekly
- c. Monthly
- d. Less than monthly
- e. I don't have a reviewer

Frequency Percent

a.	1221	8.22
b.	3745	25.22
c.	2797	18.84
d.	6209	41.82
e.	876	5.90
	<u>14848</u>	<u>100.00</u>

57. To what extent do you feel you know and understand the current OER system?

- a. Know and understand all aspects
- b. Know and understand most aspects
- c. Know and understand some aspects
- d. Know and understand few aspects
- e. Know and understand no aspects

Frequency Percent

a.	1081	7.18
b.	6556	43.54
c.	5113	33.96
d.	2079	13.81
e.	<u>229</u>	<u>1.52</u>
	<u>15058</u>	<u>100.00</u>

58. To what extent are you satisfied with the current OER system?

- a. In all ways satisfied
- b. In most ways satisfied
- c. In some ways satisfied
- d. In few ways satisfied
- e. In no way satisfied

Frequency Percent

a.	177	1.18
b.	4401	29.46
c.	6167	41.29
d.	3088	20.67
e.	1104	7.39
	<u>14937</u>	<u>100.00</u>

59. How many of the current OER performance factors permit the measurement of characteristics which could be used to indicate how well you perform your specific job?

- a. All factors on the form
- b. Most factors on the form
- c. Some factors on the form
- d. Few factors on the form
- e. No factors on the form

Frequency Percent

a.	1691	11.29
b.	7943	53.03
c.	4037	26.95
d.	1187	7.92
e.	120	0.80
	<u>14978</u>	<u>100.00</u>

60. In general, how many of the current OER performance factors permit the measurement of characteristics which could be used to indicate how well any officer performs his/her job?

- a. All factors on the form
- b. Most factors on the form
- c. Some factors on the form
- d. Few factors on the form
- e. No factors on the form

Frequency Percent

a.	1453	9.70
b.	8595	57.39
c.	4024	26.87
d.	822	5.49
e.	83	0.55
	<u>14977</u>	<u>100.00</u>

61. In how many cases will frequency of contact between ratee and reviewer be an important consideration under the current OER system?

- a. In all cases
- b. In most cases
- c. In some cases
- d. In few cases
- e. In no cases

Frequency Percent

a.	5410	36.11
b.	7015	46.82
c.	1833	12.23
d.	606	4.04
e.	118	0.79
	<u>14982</u>	<u>100.00</u>

62. To what extent do you agree with the statement "under the current OER system officers in the primary zone for promotion will receive higher ratings than officers who are not in the primary zone"?

- a. Strongly agree
- b. Moderately agree
- c. Neither agree nor disagree
- d. Moderately disagree
- e. Strongly disagree

Frequency Percent

a.	4418	29.50
b.	5231	34.92
c.	3078	20.55
d.	1165	7.78
e.	<u>1086</u>	<u>7.25</u>
	14978	100.00

63. If most raters will give maximum ratings on the current OER form with respect to job performance, why will they probably evaluate like that?

- a. I don't think they generally will give maximum ratings.
- b. Pressure from other raters and additional raters
- c. Desire to make the rates "feel good"
- d. Pressure from the raters' and additional raters' supervisors
- e. Pressure from the reviewer
- f. The people generally deserve maximum ratings
- g. To ensure that the people get promoted

Frequency Percent

a.	4702	31.56
b.	987	6.63
c.	943	6.33
d.	362	2.43
e.	156	1.05
f.	1199	8.05
g.	<u>6548</u>	<u>43.96</u>
	14897	100.00

64. If most raters will not give maximum ratings on the current OER form with respect to job performance, why will they probably evaluate like that?

- a. I think they generally will give maximum ratings
- b. Pressure from other raters and additional raters
- c. Pressure from the raters' and additional raters' supervisors
- d. Pressure from the reviewer
- e. The people generally don't deserve maximum ratings

Frequency Percent

a.	2752	18.57
b.	1170	7.90
c.	2699	18.21
d.	4653	31.40
e.	<u>3545</u>	<u>23.92</u>
	14819	100.00

65. Ideally, if you felt you could give whatever ratings a person deserved, for how many officers do you think you would be able to use the current OER form to differentiate job performance among officers?

- a. For all officers
- b. For most officers
- c. For some officers
- d. For few officers
- e. For no officers

Frequency Percent

a.	3369	22.50
b.	7990	53.35
c.	2599	17.35
d.	888	5.93
e.	<u>130</u>	<u>0.87</u>
	14978	100.00

66. How much of the current OER form permits the measurement of characteristics which could be used to indicate the promotion potential of a person who performs your specific job?

- a. All areas of the form
- b. Most areas of the form
- c. Some areas of the form
- d. Few areas of the form
- e. No areas of the form

Frequency Percent

a.	1574	10.52
b.	7459	48.95
c.	4291	28.68
d.	1489	9.95
e.	<u>151</u>	<u>1.01</u>
	14964	100.00

67. In general, how much of the current OER form permits the measurement of characteristics which could be used to indicate the promotion potential of any officer?

- a. All areas of the form
- b. Most areas of the form
- c. Some areas of the form
- d. Few areas of the form
- e. No areas of the form

Frequency Percent

a.	1392	9.31
b.	7809	52.21
c.	4441	29.69
d.	1204	8.05
e.	<u>111</u>	<u>0.74</u>
	14957	100.00

68. If most raters and additional raters will give maximum ratings on the current OER form with respect to promotion potential, why will they probably evaluate like that?

- a. I don't think they generally will give maximum ratings
- b. Pressure from other raters and additional raters
- c. Desire to make the ratee "feel good"
- d. Pressure from the raters' and additional raters' supervisors
- e. Pressure from the reviewer
- f. The people generally deserve maximum ratings
- g. To ensure that the people get promoted

Frequency Percent

a.	5065	34.02
b.	755	5.07
c.	459	3.08
d.	360	2.42
e.	228	1.53
f.	871	5.85
g.	<u>7149</u>	<u>48.02</u>
	14887	100.00

69. If most raters and additional raters will not give maximum ratings on the current OER form with respect to promotion potential, why will they probably evaluate like that?

- a. I think they generally will give maximum ratings
- b. Pressure from other raters and additional raters
- c. Pressure from the raters' and additional raters' supervisors
- d. Pressure from the reviewer
- e. The people generally don't deserve maximum ratings

Frequency Percent

a.	2184	14.67
b.	1039	7.02
c.	2748	18.58
d.	5700	38.53
e.	<u>3123</u>	<u>21.11</u>
	14794	100.00

70. What has been the impact of the current OER form and system on your Air Force career plans?

- a. I had planned to get out soon but will now stay in a while.
- b. I have planned to stay in a while but will now get out soon
- c. The new form and system have had no significant impact on my career planning.

Frequency Percent

a.	106	0.72
b.	853	5.78
c.	<u>13794</u>	<u>93.50</u>
	14753	100.00

71. If given a choice between the following, which would you prefer on your OER?

- a. An outstanding write-up in the OER word picture and moderately good factor ratings
- b. A moderately good write-up in the OER word picture and outstanding factor ratings

Frequency Percent

a.	3007	20.37
b.	<u>11756</u>	<u>79.63</u>
	14763	100.00

PART IV

 * For items 72-75 indicate the *
 * extent of your agreement with *
 * the statement contained in each *
 * of those items. *

72. A reasonable way to control inflated evaluation of potential ratings would be to have a regulation which limits the number of people who receive the very best ratings.

- a. Strongly agree
- b. Moderately agree
- c. Neither agree nor disagree
- d. Moderately disagree
- e. Strongly disagree

Frequency Percent

a.	2200	14.58
b.	5240	34.72
c.	895	5.93
d.	2682	17.77
e.	<u>4077</u>	<u>27.01</u>
	15094	100.00

73. I like having a system which limits the number of top block evaluation of potential ratings which can be given by a reviewer.

- a. Strongly agree
- b. Moderately agree
- c. Neither agree nor disagree
- d. Moderately disagree
- e. Strongly disagree

	<u>Frequency</u>	<u>Percent</u>
a.	2055	13.61
b.	4736	31.36
c.	1181	7.82
d.	3051	20.21
e.	<u>4077</u>	<u>27.00</u>
	15100	100.00

75. I would like to have a system which limits the number of top block performance factor ratings which can be given by a rater.

- a. Strongly agree
- b. Moderately agree
- c. Neither agree nor disagree
- d. Moderately disagree
- e. Strongly disagree

	<u>Frequency</u>	<u>Percent</u>
a.	1301	8.62
b.	3718	24.63
c.	1538	10.19
d.	3677	24.36
e.	<u>4863</u>	<u>32.21</u>
	15097	100.00

74. A reasonable way to control inflated performance factor ratings would be to have a regulation which limits the number of people who receive the very best ratings.

- a. Strongly agree
- b. Moderately agree
- c. Neither agree nor disagree
- d. Moderately disagree
- e. Strongly disagree

	<u>Frequency</u>	<u>Percent</u>
a.	1562	10.35
b.	4583	30.36
c.	1261	8.35
d.	3349	22.18
e.	<u>4341</u>	<u>28.76</u>
	15096	100.00

76. How many raters are capable of evaluating which of their people are the best workers?

- a. All raters
- b. Most raters
- c. Some raters
- d. Few raters
- e. No raters

	<u>Frequency</u>	<u>Percent</u>
a.	526	3.49
b.	10066	66.88
c.	3733	24.80
d.	700	4.65
e.	<u>26</u>	<u>0.17</u>
	15051	100.00

77. How many raters are capable of evaluating which people should or should not be promoted?

- a. All raters
- b. Most raters
- c. Some raters
- d. Few raters
- e. No raters

Frequency Percent

a.	280	1.86
b.	8040	53.46
c.	5425	36.07
d.	1226	8.15
e.	68	0.45
	<u>15039</u>	<u>100.00</u>

78. Which of the following statements do you feel is most descriptive of your current organization?

- a. The people who are not sociable do not receive excellent OERs even if their performance is outstanding.
- b. The people who are not in occupational specialties which are considered most important do not receive excellent OERs, even if their performance is outstanding.
- c. The people whose performance is outstanding receive excellent OERs regardless of their sociability and/or occupational specialty.
- d. Both a & b apply to my current organization.

Frequency Percent

a.	996	6.92
b.	2557	17.77
c.	7449	51.77
d.	3388	23.54
	<u>14390</u>	<u>100.00</u>

79. Under which of the following conditions do you think that the most accurate job performance ratings would be made on an OER?

- a. When job performance and promotion potential are rated on separate forms
- b. When job performance and promotion potential are rated in separate sections on the same form
- c. The ratings would be equally accurate regardless of whether or not two separate forms are used

Frequency Percent

a.	3590	24.09
b.	3801	25.51
c.	<u>7511</u>	<u>50.40</u>
	<u>14902</u>	<u>100.00</u>

80. To what extent do you feel that a closed OER (i.e., an OER which the person being rated never is allowed to see) is of advantage to you as a ratee?

- a. Entirely to my advantage as a ratee
- b. More to my advantage than disadvantage as a ratee
- c. Neither to my advantage nor disadvantage as a ratee
- d. More to my disadvantage than advantage as a ratee
- e. Entirely to my disadvantage as a ratee

Frequency Percent

a.	760	5.06
b.	1834	12.20
c.	2306	15.34
d.	4153	27.64
e.	<u>5975</u>	<u>39.76</u>
	<u>15028</u>	<u>100.00</u>

81. A closed OER is necessary to assure a more accurate and precise differentiation of promotion potential among Air Force officers.

- a. Strongly agree
- b. Moderately agree
- c. Neither agree nor disagree
- d. Moderately disagree
- e. Strongly disagree

Frequency Percent

a.	1007	6.70
b.	2262	15.04
c.	1304	8.67
d.	3182	21.16
e.	<u>7283</u>	<u>48.43</u>
	15038	100.00

83. In responding to surveys, how do you feel about giving information which reveals your identity?

- a. I strongly prefer not to give such information.
- b. I have a moderate preference for not giving such information.
- c. It makes no difference to me whether or not I give such information.

Frequency Percent

a.	1773	11.94
b.	3466	23.34
c.	<u>9612</u>	<u>64.72</u>
	14851	100.00

PART V

82. In general, if I must respond to a survey:

- a. I prefer to mark my responses on a computer answer sheet.
- b. I prefer to mark my responses on something other than a computer answer sheet.
- c. I have no preference about the type of answer sheet on which I make my responses.

Frequency Percent

a.	3563	23.89
b.	1538	10.31
c.	<u>9816</u>	<u>65.80</u>
	14917	100.00

APPENDIX D. SIGNIFICANCE OF CHI-SQUARE ANALYSES ON CROSS-TABULATIONS

Table D1. Significance of Chi-Square Analyses on Cross-Tabulations

Survey Item	Grade (1)	Sex (2)	Race (3)	Age (4)	Comment (5)	Prevalence (6)	Res/Res (7)	Phys (8)	Post (9)	Rate (10)	Additional Rate (11)	Reviewer (12)	Frequency See Rate (13)	Frequency See Rate (14)	Frequency See Rate (15)	Frequency See Reviewer (16)	Know and Understand Current OER (17)	Satisfied With Current OER (18)
1	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01
6	.01	.05	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01
7	.01	.01	N.S.	.01	.01	.01	.01	.01	.01	.01	N.S.	N.S.	.01	.01	.01	.01	N.S.	N.S.
8	.01	.05	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01
9	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01
10	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01
11	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01
12	.01	.01	.05	.01	.01	.01	.01	.01	.01	.01	.05	N.S.	.01	.01	.01	.01	.01	N.S.
13	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	N.S.
14	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	N.S.
15	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01
16	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01
17	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.05
18	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01
19	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01
20	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01
21	.01	N.S.	.01	.01	.01	.01	.01	.01	.01	.01	.01	N.S.	.05	.01	.01	.01	.01	.01
22	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01
23	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01
24	.01	N.S.	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01
25	.01	N.S.	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01
26	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01
27	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01
28	.01	N.S.	.01	.01	.01	.01	.01	.01	.01	.01	.01	N.S.	.05	.01	.01	.01	.01	.01
29	.01	N.S.	.01	.01	.01	.01	.01	.01	.01	.01	.01	N.S.	N.S.	.01	.01	.01	.01	.01
30	.01	N.S.	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	N.S.	N.S.	.01	.01	.01	.01
31	.01	N.S.	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01
32	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01
33	.01	N.S.	N.S.	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01
34	.01	N.S.	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01
35	.01	N.S.	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01
36	.01	N.S.	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01
37	.01	N.S.	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01
38	.01	N.S.	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01
39	.01	N.S.	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	N.S.	N.S.	.01	.01	.01	N.S.
40	.01	N.S.	N.S.	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.05
41	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01
42	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01
43	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01
44	.01	N.S.	N.S.	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01

Table D1 (Continued)

Survey Item	Grade (7)	Size (8)	Rate (9)	Size/Race (10)	Command (11)	Prement (12)	Reg/Res (13)	Flying (14)	Pans (15)	Rate (16)	Rate (17)	Additional Rater (28)	Reviewer (33)	Frequency See Rater (34)	Frequency See Rater (35)	Frequency See Reviewer (36)	Knew and Understand Current OER (37)	Satisfied With Current OER (38)
45	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01
46	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.05	.01	.05	.01	.01	.01	.01
47	.01	.01	.05	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01
48	.01	.01	N.S.	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01
49	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01
50	.01	.01	N.S.	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01
51	.01	.01	N.S.	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01
52	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01
53	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01
54	.01	.01	N.S.	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01
55	.01	.01	N.S.	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01
56	.01	.01	N.S.	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01
57	.01	.01	N.S.	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01
58	.01	.01	N.S.	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01
59	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01
60	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01
61	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.05	.05	.01	.01	.01	.01	.01
62	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.05	.01	.01	.01	.01	.01
63	.01	.01	.05	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01
64	.01	.01	N.S.	.01	.01	.01	.01	.01	.01	.01	.01	.01	.05	.01	.01	.01	.01	.01
65	.01	.01	.05	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01
66	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01
67	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01
68	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01
69	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01
70	.01	.05	.01	.01	.01	.01	.05	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01
71	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01
72	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01
73	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01
74	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01
75	.01	.01	N.S.	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01
76	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01
77	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01
78	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01
79	.01	.01	N.S.	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01
80	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01
81	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01
82	.01	N.S.	N.S.	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01
83	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.05	.01	.01	.01	.01	.01
87	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01