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ARMY WORK ENVIRONMENT QUESTIONNAIRE (WEQ) MANUAL

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The Work Environment Questionnaire (WEQ) was designed as a measure of organizational climate that relies on description of observable aspects of the work environment rather than attitudes about work or job satisfaction. WEQ items were selected based on a critical incident analysis of work issues raised by EMs in ranks E-1 through E-9. Thirteen scales nested within four organization levels were derived based on analyses of data from infantry, artillery, armor, and support units at one installation and were cross-validated on similar units at another installation. Scale scores were found to be related

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significantly to hard outcome measures (ARTEP, IG rating, AWOL rates, and reenlistment), morale measures (operational readiness, people reporting to work unable to perform), and perceived measures (DR rate, accident rate, and miscellaneous inspection scores). The final version of the WEQ, containing 70 items, gives the OESO access to scores reflecting actual conditions as well as scores reflecting a pressure for changing those conditions. The WEQ is presented as a diagnostic and prescriptive instrument to be used by the OESO in planning an organizational effectiveness intervention.

This report includes the development of the WEQ instrument; sample WEQs for enlisted and NCO, officers and civilians; instructions for WEQ administration, data coding and processing; and data interpretation.

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Army Work Environment Questionnaire (WEQ) Manual

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May 1980

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FOREWORD

One of the goals of the Leadership and Management Technical Area is the development of better and more valid organizational effectiveness diagnostic instruments that Organizational Effectiveness Staff Officers (OESOs) could use. The Army Work Environment Questionnaire (WEQ) presented in the report represents some of the work done in this area. The WEQ has been validated with both combat and non-combat units on a number of performance variables (i.e., ARTEP scores, AWOLs, etc.). This report presents the instrument and supporting information for use by the practitioner.

The work presented in this report was accomplished under contract DAHC19-77-Q-0014 with McBer and Company. It represents a combined effort of both McBer and US Army Research Institute personnel. It is a part of Army Project 2Q263731A792.

JOSEPH ZEIDNER
Technical Director

BRIEF

The Work Environment Questionnaire (WEQ) was designed as a measure of organizational climate that relies on description of observable aspects of the work environment rather than attitudes about work or job satisfaction. WEQ items were selected based on a critical incident analysis of work issues raised by EMs in ranks E-1 through E-9. Thirteen scales nested within four organizational levels were derived based on analyses of data from infantry, artillery, armor, and support units at one installation and were cross-validated on similar units at another installation. Scale scores were found to be related significantly to hard outcome measures (DR rate, accident rate, and miscellaneous inspection scores). The final version of the WEQ, containing 70 items, gives the OESO access to scores reflecting actual conditions as well as scores reflecting a pressure for changing those conditions. The WEQ is presented as a diagnostic and prescriptive instrument to be used by the OESO in planning an organizational effectiveness intervention.

This report includes the development of the WEQ instrument; sample WEQs for enlisted and NCO, Officers, and civilians; administration directions; and data interpretation.

ARMY WORK ENVIRONMENT QUESTIONNAIRE (WEQ) MANUAL

CONTENTS

LIST OF CHARTS

SECTION I:

GENERAL DESCRIPTION OF THE WEQ

I.1: Overview

The WEQ is a survey of work "climate" designed to give the OESO an
effective tool for planning positive organization change. The WEQ contains
questions directed at the orgnizational policy level, the work group level,
the supervisor level, and the level of the job itself. The items represent
actual work observations and interviews with enlisted men, NCOs, and officers.[1]

The WEQ has built into it a plan for carrying out organization development
interventions.

Key Features

Statements in the WEQ are based on the work experience of soldiers.
The items were generated on the basis of interviews and field
observations of Army units. They ask respondents about what
actually goes on at work rather than attitudes about work.

The WEQ is highly associated with unit performance. Significant
differences have been found between the work environment of high
and low performing companies on several measurable criteria.

The WEQ has less than 80 items so that it is easily administered
in the field.

The WEQ points to the particular levels in the organization where
change should take place. If changes are to be made in the work
environment of a unit, then interventions must proceed in a "top-down"
fashion. This is based on the following observation: One may find
that "lack of responsibility on the job" is crucial for some persons;
however, if the work group supervisor lacks organizing skills, or the
work group has no explicit policy about training and development, or
there is a lack of clarity of mission from the post commander, then
working to increase on-the-job responsibility will be useless.

Interventions are easier if there is perceived need for change. The
WEQ asks not only about what is actually happening, but also if there
should be change. This is an additional piece of information the
OESO can use in order to plan an intervention.

As an instrument for the periodic survey of units, the WEQ provides
information about what aspect of the work environment of a unit will cause
problems in the performance of that unit.

In dealing with particular problems in a unit (high AWOL rates or low
ARTEP scores, for example), the WEQ helps to target areas of change in
a work group's environment which may increase its performance.

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[1]Details regarding design and validation of the WEQ are contained in
Dalziel, Klemp, & Cullen (1978) and Spencer, Klemp, & Cullen (1977)

The WEQ has been designed with these considerations in mind.

   a. Items are behaviorally descriptive.

   b. Discrepancies between actual and ideal situations are measured.

   c. Scales themselves have implications for what kind of changes are appropriate.

   d. Data are put in a format to avoid information overload through the use of diagrams.

I.2: Scale Development

An earlier version of the WEQ (developed by Cohen, Kirk, et al, 1975) dealt with job content, supervisor-subordinate relations, co-worker relations, communications processes, performance standards, feelings about the job itself, work motivation, feedback, training and job importance in non-combat Army units. The present WEQ 2.1 (presented in this Technical Report and Manual) is a refinement of the WEQ 1. The WEQ has been revised for use in both combat and non-combat units. To make this revision, (a) applicable to all units, (b) to insure that as many relevant organizational concerns are addressed and (c) to increase comprehensibility, the following procedure was employed.

1. A review of the literature and organizational climate and military questionnaires was conducted. This insured that dimensions which have been found to be important in other organizational climate instruments would not be overlooked.

2. Four junior enlisted personnel (E1-4) and four of their NCO (E5-8) supervisors each from infantry, artillery, armor and support units were individually interviewed. They were asked to describe in detail specific incidents in which they or their organization were particularly effective or had particularly high morale, incidents in which they or their units were particularly low in performance and morale, and to state the criteria by which they evaluated performance, effectiveness and morale. This technique is particularly useful because it elicits specific behavioral data.

3. Sixteen groups of six persons in each of the above MOS were interviewed in a group setting. They were asked to think of the best units they had served in and the worst units. They were also asked to indicate the criteria by which they rated a unit good or bad. Information from both the individual and group interviews were content analyzed to identify organization process variables and performance and satisfaction outcome variables.

4. To improve comprehensibility, a preliminary version of the WEQ 2.1 was administered to soldiers of all ranks. After the soldiers had completed the WEQ, they were asked specific questions about the clarity, and information value of each item in the WEQ. At this point all items that were unclear,-either because the soldiers did not understand the working or because the item conveyed different meanings than intended - were improved or eliminated.

5. Statistical tests of reliability and validity for each of the items were conducted. Any items that were not reliable or were not valid were eliminated.

6. A second site was chosen to cross-validate the results at the first site. Soldiers at the second site were administered the revised WEQ, to once again, test the comprehensibility of the instrument.

The WEQ 2.1 which is presented in this technical report and manual is the result of this effort. It presents a comprehensive view of combat and non-combat units, provides behavioral and perceptual measures of performance, in a clear, easily understood manner.

I.3 How to Use this Manual

This manual has been designed to be useful for both the beginning and the experienced OESO. As such, certain sections are of more relevance to some than to others.

Sections I, II, and III contain background material on the development, content, and use of the WEQ. These sections provide useful information for reference regarding WEQ interpretation.

Section IV serves as a handy checklist for anyone involved in survey-guided development efforts.

Sections V, VI, and VII contain reference materials for the use of the WEQ. In particular, Section VII contains normative comparison data which can provide a great deal of added meaning to individual WEQ applications

The manual has been produced in a loose-leaf notebook fashion to facilitate future updating and revisions. As sections are added, deleted or modified, all practicing OESOs will receive such materials or notices. In addition, it is anticipated that Section VII containing norms will be updated in a deliberate, periodic fashion.

I.4: Mater' ls, Procedure, and Scoring

The WEQ is administered to samples from identifiable work groups.
Respondents are asked to mark on a 5-point scale to what extent each
of 72 statements is true in their unit. They are also asked to mark
on a 5-point scale the extent to which the aspects of work represented
by each statement should be changed.

Twenty-six scores representing thirteen "actual" scales and thirteen
"should be" scales are calculated by summing across particular keyed items
(70 of the 72 item total). The scores for these scales are used for diag-
nostic purposes in two ways. First, comparison of actual and should be
scores for particular scales indicate likely areas in which there is
pressure for change. Second, comparisons are made to the scores of known
high and low performance units on a variety of performance criteria, with
the distribution of scores based on responses from a variety of units and
personnel of different ranks. Data from these comparisons are used in
evaluating whether an intervention is necessary or appropriate.

I.5: Statistical Considerations

Basis for Norms

Norms are based on performance of groups taken from a study of 17 units at one post (Dalziel, Klemp and Cullen, 1978). Because the work environment varies depending on the type of work performed by the unit and the rank of the respondents, these were controlled for in developing the norms. As more data are accumulated and analyzed based on the use of the WEQ, these norms will be updated. (See Section VII).

Reliability

The reliability of the WEQ scales ranges from .54 to .87. This has been established from data at two posts (Dalziel, Klemp and Cullen, 1978). In addition, certain transformations are applied to the scales which increase their internal consistency. (See Chart 1)

Validity

The 72 items on the 13 scales were chosen from among a much larger number of items. The original selection of items for inclusion was validated by obtaining data and repeating analyses on respondents from a post other than the original study site. Significant differences have been found between units with high and low performance on a variety of criteria (e.g., AWOL rates, morale measures, ARTEP scores, and reenlistment rates - see Section II.7).

Future Research

The WEQ will be improved, revised, and updated as it is implemented as part of the Army's OE effort. Continuous research is being carried out on the effect of the work environment on unit performance. Data generated by OESOs with the use of this instrument will be used to further validate and refine the WEQ.

Chart: 1

Selected Statistics on Scales

Domain	$\bar{X}$	s.d.	% of Factor Variance Explained by Scale Items	Relia-bility	Power for Additivity
Scale Name					
ORGANIZATION CONTROL					
1. Order and Organization	52.00	20.07	57	.52	1.0
2. Support and Services	46.44	18.02	57	.59	1.0
UNIT CONTROL					
1. Personnel Training	44.55	22.41	58	.67	.5
2. Order and Organization	44.54	23.16	52	.67	.6
3. Equity and Justice	42.13	20.44	31	.63	1.0
4. Team Work	52.52	18.02	27	.60	1.0
SUPERVISOR CONTROL					
1. Individual Support	50.63	25.08	*	.82	.3
2. Task Facilitation	48.51	23.01	*	.86	1.0
3. Planning/ Organizing Skill	55.01	22.53	42	.78	1.0
4. Standards Enforcement	54.18	16.11	37	.68	1.0
JOB CONTROL					
1. Job Enrichment	37.40	24.46	53	.72	1.4
2. Absence of Pressure	44.06	21.65	63	.69	1.0
3. Responsi-bility	56.08	21.06	43	.53	1.6

*Not appropriate since scales were derived from cluster analysis.

I.6: References

Spencer, L. M., Jr., Klemp, G. O., Jr., & Cullen, B. J. _Work environment questionnaires and Army unit effectiveness and satisfaction measures: Iterim report #1_ Boston: McBer and Company, 1977.

Dalziel, M. M., Klemp, G. O., Jr., & Cullen, B. J. _The work environment questionnaire - technical report._ Boston: McBer and Company, 1978.

SECTION II:

WEQ SCALES: INTERPRETATION AND CONTENT

II.1: Levels of Analysis of the WEQ

The WEQ contains 13 scales at 4 levels:

LEVEL	SCALE
Organizational Control	1. Order and Organization
	2. Support and Services
Unit Control	3. Personnel Training
	4. Order and Organization
	5. Equity and Justice
	6. Team Work
Supervisor Control	7. Individual Support
	8. Task Facilitation
	9. Planning/Organizing Skills
	10. Standards Enforcement
Job Control	11. Job Enrichment
	12. Absence of Pressure
	13. Responsibility

The 4 Levels of Control are defined as follows:

The Organization Control Level measures aspects of the organization (such as transfer policy or post services) which are controlled higher up in the chain of command.

The Unit Control Level measures aspects of the work environment directly related to the immediate work group.

The Supervisor Control Level measures aspects of the work environment directly controlled by supervisors.

The Job Control Level measures aspects of the work environment centered around the job itself.

II.2: Organization Control Level

There are two scales at this level: Order and Organization
    Support and Services

Scale 1. Order and Organization

- This scale measures the extent to which there is organizational clarity at the top levels of the organization. This includes soldiers' perceptions that operations, personnel training, and planning are well organized.

- On this scale, the scores are inverted and the higher the score the more order and organization is perceived in the organization.

6.[1] People are frequently transferred in and out of my unit.

20. On this post I have no chances to get more education.

64. Army rules and regulations make it hard for me to do my job.

66. My unit is short-handed for long periods of time.

69. My unit gets told about important events later than other units.

This scale relates to:

ARTEP scores
Article 15s
Reenlistment rates
Perceived operational readiness

---

[1] Numbers refer to item numbers in the WEQ.

Scale 2. Support and Services

- This scale measures the adequacy or inadequacy of organization-provided facilities (e.g., recreation or medical care) together with the underlying notion of support and interest by upper level staff.

- On this scale, the higher the score the more positive respondents feel about support and serv'es.

---

48. On this post, recreation, medical and other services are easy to get.

51. This post has training programs in management and leadership skills.

57. The post is willing to back up its people if they get into trouble off-post.

58. My Battalion Commander talks casually with the people in my unit.

67. On this post, there are sports contests between units.

This scale relates to:

Perceived operational readiness
Perceptions of how many people come to work able to perform
Perceptions of unit's performance on inspections

II.3: Unit Control Level

There are four scales at this level: Personnel Training
                                              Order and Organization
                                              Equity and Justice
                                              Team Work

Scale 3: Personnel Training

- This scale measures the effectiveness with which training is conducted in a unit.

- On this scale, the higher the score the more respondents feel that training is an integral part of their work environment.

---

11. The training I receive is interesting and useful.

15. Training programs are open to everyone who wants them.

46. The training I get is related to my job.

63. In my unit, all people have the same chance to get the training they want.

71. In my unit, there is plenty of time for training to help me do a better job.

This scale relates to:

Perceptions of how many people come to work able to perform
Perceived delinquency rates

Scale 4: <u>Order and Organization</u>

- This scale measures significant blocks to a work unit being able to get its job done.

- On this scale, the scores are inverted, and the higher the score the less respondents see blocks to accomplishing their tasks.

5. In my unit, it takes a long time to get replacement equipment and materials.

19. Scheduled events like training and inspections are cancelled at the last minute.

35. In my job, the equipment I use breaks down.

49. In my unit, a lot of time is wasted waiting for work orders to come through.

61. In my unit, it is hard to get the equipment and tools I need to do my job.

This scale relates to:

AWOL rates
Article 15s
Perceived operational readiness
Perceived delinquency rates

Scale 5: Equity and Justice

- This scale measures soldiers' perception of the consistency and fairness of discipline and rewards in a unit.

- On this scale, the scores are inverted, and the higher the score, the more equity and justice is perceived.

---

21. Promotions in this unit are delayed.

55. In my unit, some people have to work harder than others to get a promotion.

60. In my unit, some get away with breaking rules that others are punished for.

72. In my unit, people are punished for breaking minor regulations.

This scale relates to:

ARTEP scores
AWOL rates
Career reenlistment rates
Perceptions of how many people come to work able to perform

Scale 6: Team Work

- This scale measures the extent to which members of a work group help each other do their work.

- On this scale, the higher the score the more teamwork respondents perceive in their work group.

---

10. My work group plans its work ahead of time.

30. The people in my work group have high standards about how they do their work.

40. In my work group, if somebody falls behind on a job others help him/her out.

44. The people in my work group share tools and equipment to help each other get jobs done.

This scale relates to:

Article 15s
Reenlistment rates

II.4: Supervisor Control Level

There are four scales at this level: Individual Support
Task Facilitation
Planning/Organizing Skills
Standards Enforcement

Scale 7: Individual Support

- This scale measures what a supervisor does with **people** in order to make their work easier.

- On this scale, the higher the score the more respondents see their supervisor as offering individual support.

---

1. My supervisor sticks up for his/her people.

14. My supervisor listens to and does something with my job ideas.

22. My supervisor backs up his/her people even if it means getting into trouble.

33. My supervisor makes it easy to tell him/her when things are not going well.

34. My supervisor praises me when I have done a good job.

39. My supervisor asks for suggestions from us about how some jobs should be done.

42. My supervisor makes our tasks interesting.

This scale relates to:

Article 15s
Perceptions of how many people come to work able to perform

8. Task Facilitation

- This scale measures the extent to which supervisors provide job information in order to make it easier to accomplish tasks.

- On this scale, the higher the score the more respondents feel their supervisor helps them accomplish their work load.

---

2. My supervisor explains changes in procedures.

9. My supervisor helps settle arguments in my work group.

25. My supervisor helps me improve if I do badly or make a mistake.

29. My supervisor answers questions about my job when they come up.

47. My supervisor tells me why my work is important to unit mission and effectiveness.

62. My supervisor offers good ideas for solving problems I have with my job.

This scale relates to:

Perceptions of how many people come to work able to perform

9. Planning/Organizing Skills

    ●   This scale measures the extent to which the behavior of
        supervisors hinders the accomplishment of work tasks.
        These blocks, created by the supervisor, are concerned
        with planning or organizing work .

    ●   On this scale, the scores are inverted, and the higher
        the score the more respondents see their supervisor as
        possessing planning or organizing skills.

---

13. My supervisor punishes everyone if a job is done badly.

16. My supervisor reminds people of their past mistakes.

17. My supervisor makes some people work harder than
     others.

37. My supervisor gives us big jobs late in the day and
     wants them done before we leave work.

52. My supervisor gives me instructions that conflict with
     my work group.

59. My supervisor makes us work a lot of unnecessary overtime.

This scale relates to:

Perceptions of how many people come to work able to perform
Perceived delinquency rates

10. <u>Standards Enforcement</u>

- This scale measures the extent to which supervisors adopt strict work rules and maintain standards and order in a unit.

- On this scale, the higher the score the more standards are enforced.

---

3. My supervisor holds inspections whenever he wants.

4. My supervisor puts pressure on me to do my job better.

31. My supervisor checks out my work.

36. My supervisor enforces Army rules and regulations.

38. My supervisor insists on Army standards about the way we dress.

45. My supervisor makes me do my job by the book.

56. My supervisor insists that I follow his/her orders exactly.

65. My supervisor lets me know when my work is not up to standard.

This scale relates to:

Perceived operational readiness of unit's performance on

inspections

II.5: Job Control Level

There are three scales at this level: Job Enrichment
                                             Absence of Pressure
                                             Responsibility

11.   <u>Job Enrichment</u>

- This scale measures the extent to which individuals feel fulfilled by their job. It measures the sense of efficacy felt in a unit.

- On this scale, the higher the score the more job enrichment is perceived in the job.

---

23.   My job gives me the feeling that I have done something important.

32.   My job lets me use my skills and training.

50.   My job lets me do the things I am good at.

53.   My job gives me the chance to learn skills that are useful outside the Army.

68.   My job requires high-level technical skills.

This scale relates to:

ARTEP scores
Article 15s
Career reenlistment rates

12. **Absence of Pressure**

- This scale measures how much pressure or absence of pressure respondents feel on the job.

- On this scale, the scores are inverted, and the higher the score the _less_ pressure is felt on the job.

---

12. My job keeps me too busy to take extra training programs.

18. The pressures of my job spill over into my off-duty life.

20. My job leaves me feeling tired at the end of the day.

43. In my job, I have more work to do than one person can handle.

70. In my job, I have to work extra hours.

This scale relates to:

ARTEP scores
Article 15s
Career reenlistment rates
Perceived operational readiness
Perception of how many people come to work able to perform
Perceived delinquency rates

13. Responsibility

- This scale measures the sense of responsibility and control people feel on the job.

- On this scale, the higher the score the more responsibility is felt.

---

7. I can see what my job has to do with others in my unit.

24. In my job, I can tell how well I am doing without other people telling me.

28. I know what I will be doing from day to day.

This scale relates to:

Article 15s

II.6: Social Desirability

The questionnaire form also uses two items that are fairly highly correlated with the Crowne-Marlowe Social Desirability Scale:

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8. Army rules and regulations make life hard for me.

41. My supervisor gives me things to do that are a waste of time.

Social desirability is the tendency for a respondent to choose what he or she believes to be a socially desirable response regardless of his or her true perceptions or feelings about an item's content. These two items will be used for continuing research to check for any bias in WEQ scores due to social desirability. It is suggested that these items not be used for assessment purposes.

Chart 2 summarizes the relationships found in the initial validation study of 17 com' it arms companies between the 13 WEQ actual scales and various outcome measures. The outcome measures used were:

ARTEP   Percentage of satisfactory assessments from the
                 entire battery of company ARTEP tests measured.

AWOL   Number of reported AWOL's over a six month period
                 weighted by unit strength.

ART15   Number of reported Article 15's over a six month
                 period weighted by unit strength.

1st Term   Average number of first term reenlistments over a
Reenlist   six month period weighted by company target strength.

Career   Average number of career reenlistments over a six month
Reenl_st   period weighted by company target strength.

Op Ready   Soldiers' rating of the operational readiness of their
                 units' equipment on a 6-point scale.

Unable   Soldiers' rating on a 6-point scale of the extent of
                 people coming to work and not being able to perform at
                 their job.

DR Rate   Soldiers' rating of the relative number of delinquency
                 reports received by people in their units on a 6-point
                 scale.

Accidents   Soldiers' rating of the accident rate in their units
                 on a 6-point scale.

Inspect   Soldiers' rating of their units' performance on
                 inspections such as field day scores, firing scores,
                 armor placement or running scores, hours flown, etc.

Chart 2 can be operationally useful. For example, reading down a column (i.e. a given outcome) indicates which aspects of the work environment should be addressed in order to bring a low performing unit into conformity with high performing units. In addition, the column totals indicate with what types of outcome measures the WEQ is most strongly associated.

In particular, it is most strongly related to morale measures and other outcomes which are likely consequences of morale (e.g. Article 15s and Career Reenlistments). The row totals, on the other hand, provide an indication of where the OE operation is most likely to result in the most "bang for the buck." For instance, dealing with order and organization at the unit level, the planning and organizing skills of supervisors, and reducing pressure on the job are most likely to positively impact upon the largest number of outcomes.

It should be borne in mind that these relationships are based on a relatively small sample at one installation. Further research on the WEQ will add greater clarity to the validity of these scales.

CHART 2

Table of Significance Levels of WEQ Scale for
Differences Between High and Low Performance Groups

Key:
**** = p < .001
*** = p < .01
** = p < .05
* = p < .10

	Hard Outcome Measures					Morale Measures		Perceived Measures			Row Totals
	ARTEP	AWOL	Art 15	1st Term Reenlist	Career Reenlist	Op Ready	Unable	DR Rate	Acci-dents	Inspect	
Organization Control											
1. Order and Organization	****		*	**	**	****			*		6
2. Support and Services						*	*			***	3
Unit Control											
3. Personnel Training							**	*			2
4. Order and Organization		***	***		***	****		**			5
5. Equity and Justice	*	*			***		****				4
6. Team Work			**	**	***						3
Supervisor Control											
7. Individual Support			**				**				2
8. Task Facilitation							***				1
9. Planning/Organizing Skills	***			**	****	****	****	***			6
10. Standards Enforcement						***				***	2
Job Control											
11. Job Enrichment	***		**		***	***					3
12. Absence of Pressure			*		***	****	*	****			6
13. Responsibility			***								1
Column Totals	4	2	7	3	7	7	7	4	1	2	

SECTION III:

USER'S GUIDE

III.1: Participants

The target population should come from a recognizable work unit (e.g., company, platoon, or any group working on the same task). As far as possible, the OESO should ensure that all members of the group participate in the survey.

Some respondents will not turn in answer books; others will miss certain questions. The OESO should try to ensure that those participating in the survey be as representative as possible. This is accomplished by making sure that:

- arrangements for a site for administering the WEQ have been made beforehand; and

- there is an officer responsible for coordinating the task of getting participants to the site and making arrangements with work supervisors for the release of those participants.

If there are an abnormally large number of "no shows," the OESO should determine the characteristics of this group. A check should be made to see if they come from one identifiable group--a work group or a racial group, for example. If a clearly identifiable group of "no shows" does emerge, this means that the population of those who completed the survey has changed. An allowance for this has to be made when presenting results. The recognition of an identifiable group of people not participating in the survey is additional data to be used when assessing intervention strategies.

The WEQ is aimed primarily at ranks E1 through E9, although there is no reason why officers cannot fill out the instrument to check for differences in perception.

III.2: Site of WEQ Administration

The best results are obtained when the WEQ is administered in group settings and where questions that occur can be answered immediately.

The location should have facilities which provide participants with seats, a hard writing surface, and freedom from noise and disruptions. The site should be accessible to participants and not psychologically threatening. For example, the officers' lounge may not be the best place for enlisted men to participate.

The instructions have been designed to allow the completion of the survey with a minimum of assistance.

III.3: Privacy and Assurances

As in other surveys, it is important to assure respondents that individual responses will be kept confidential.

The OESO should make clear the purpose of the survey.

Respondent comments about the contents of the instrument should be encouraged.

III.4: How to Use the WEQ

Step 1: Review the Unit's Performance Data

One tactic is to ask the client (e.g., the Company Commander) to compare his unit with that of other units on the following criteria:

> IG rating
> ARTEP scores
> AWOL rates
> Retention rates
> Accident rates
> Operational readiness
> Morale

Determine if there is a problem. If no problem exists, discuss with the client whether or not an intervention should be conducted. If a problem does exist, referring to Chart 2 will help determine which aspects of the WEQ might be most useful in improving performance. If a problem exists, administer the WEQ. Results will apply to groups of respondents.

Step 2: Process the WEQ

This manual contains a program for calculating scores on the WEQ. This produces scores for both the way the situation actually is and the way it should be. All scale scores are on a 100-point scale.

Step 3: Plot the WEQ Scores

Chart 3 contains an example of the plotted scale scores for a typical Army unit. As in the example, draw solid lines for the actual scores and dotted lines for the should be scores, or plot the actual scores in one color (e.g., blue) and the should be scores in another color (e.g., red).

CHART 3

Plot of WEQ Scores for a Sample Unit
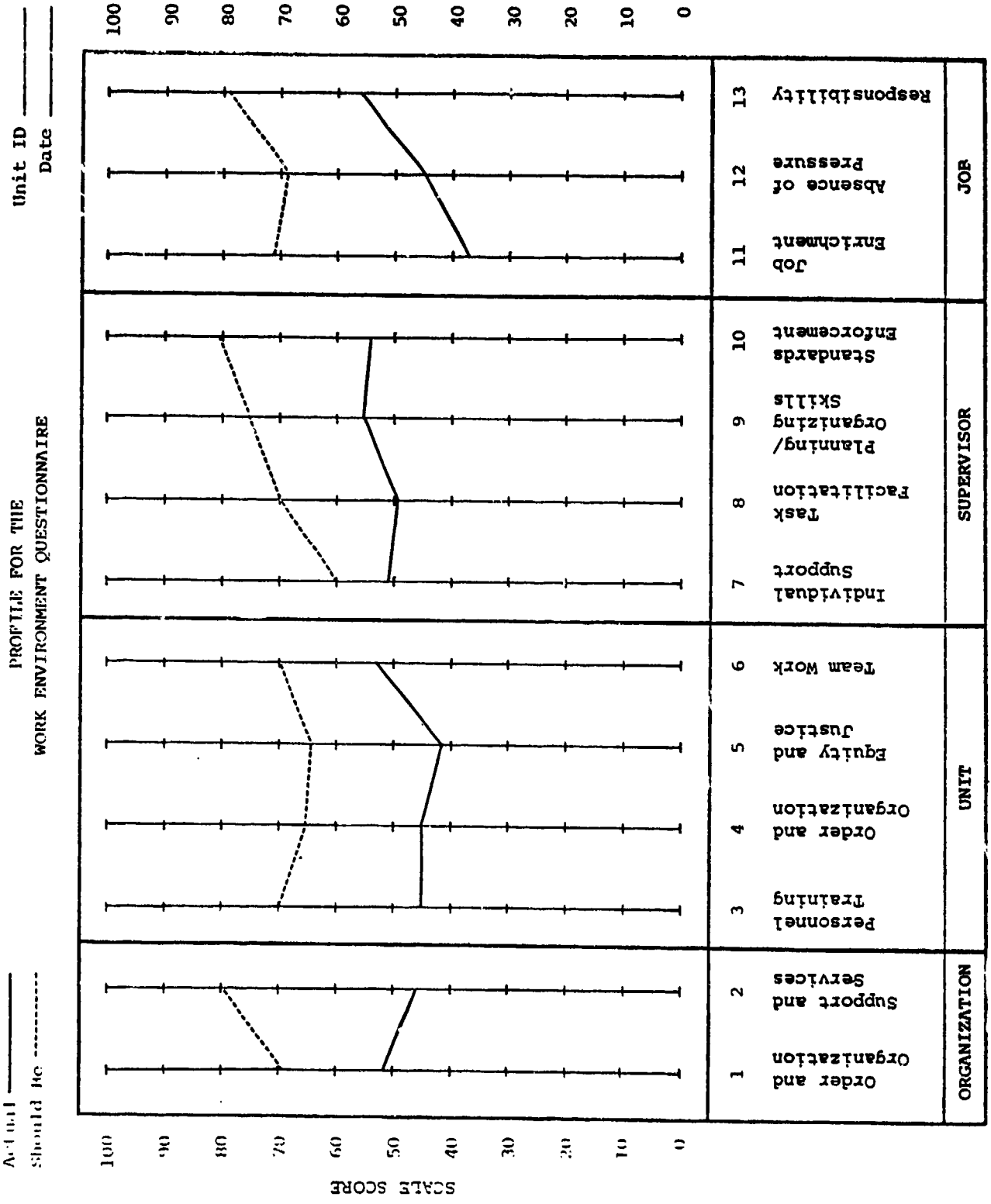
PROFILE FOR THE
WORK ENVIRONMENT QUESTIONNAIRE

Unit ID _____
Date _____

Actual _____
Should Be ----------

SCALE SCORE

ORGANIZATION		UNIT				SUPERVISOR				JOB		
1 Order and Organization	2 Support and Services	3 Personnel Training	4 Order and Organization	5 Equity and Justice	6 Team Work	7 Individual Support	8 Task Facilitation	9 Planning/ Organizing Skills	10 Standards Enforcement	11 Job Enrichment	12 Absence of Pressure	13 Responsibility

III-7

Step 4: Look at the Largest Discrepancies Between Mean Actual Scores and Mean Should Be Scores

Step 4a: Examine the Degree of the Discrepancy

If the mean should be and the actual scores on a scale are about the same, there is no real problem. This means that the group likes conditions as they are and does not seem to want any change.

If the should be score on a scale is different than the actual score, then this indicates there is a pressure for change. The larger the discrepancy, the greater pressure for change.

Step 4b: Examine the Value of the Actual Points

No unit will ever reach a mean actual score of 100 nor should this be considered the most desirable condition. Rather, the shape of the actual profile is important.

Notice where there are dips or low scores.

Is the scale with the low scores associated with the performance measure which is the client's concern? If this is the case, then note this for further research.

Step 4c: Look at Scores of Individual Items within the Scales of Interest

If more detail is required, look at the scores of individual items within the scales of interest. The computer program will calculate these scores on request.

Step 5: Pick the Three Most Significant Findings and Relate These to the Performance Measures

Pick the three most discrepant findings from Step 4. Relate these to the performance measures in Chart 2.

Present this information to the client in terms of what changes in actual scores will do for the units' performance.

Encourage the client to interpret data in terms of concrete experiences: "Does this make sense?"; "Can you think of a situation where this happened?"; "Can you describe what went on in that situation?"; "What did you or others do in the situation?"; "What was the result?"

Step 6: Set Up Steps to Solve Problem

The previous steps should have resolved the following questions for both client and participants:

- What is the situation as it now exists?
- What should the situation look like?

These are expressed both in terms of performance measures and aspects of the work environment.

Choose and develop a change project to bring actual and should be scores closer. This program should be:

- Specific--It should be expressed in terms of "doing things" (that is, in terms of specific behaviors).

- Measurable--It should be possible to see progression throughout the project (e.g., ARTEP scores rise on next round of inspections).

- Time phased--It should be accomplished within a set period of time.

- Moderate and realistic--it should be challenging but not out of the grasp of client; it should have at least a 50 percent chance of success.

The WEQ has been designed to be both diagnostic of organizational functioning and prescriptive of certain organizational change processes. Chart 4 provides a breakdown of which WEQ scales are diagnostic in nature and which are prescriptive in nature. The term prescriptive means that a given scale contains items which can be addressed directly by some type of intervention activity; most often an intervention of this sort will be primarily structural in nature. For example, if the previous steps had determined that Order and Organization at the Unit Control Level would be a focus of intervention, the OESO would examine the items in this scale to identify specific problem areas which then could be most effectively addressed by some sort of structural change. Some scales are both prescriptive and diagnostic, while others are solely diagnostic. In this vein, the term diagnostic means that the scale contains indicators for a general area in which change can be effected.

CHART 4

Breakdown of Scales by Whether They Are Prescriptive or Diagnostic

	Prescriptive	Diagnostic
Organization Control		
1. Order and Organization	●	
2. Support and Services	●	
Unit Control		
1. Personnel Training		●
2. Order and Organization	●	
3. Equity and Justice	●	
4. Team Work		●
Supervisor Control		
1. Individual Support	●	●
2. Task Facilitation	●	●
3. Planning/Organizing Skills	●	●
4. Standards Enforcement		●
Job Control		
1. Job Enrichment		●
2. Absence of Pressure	●	●
3. Responsibility		●

III-5: A Case Study Example

This section provides an illustration of how the WEQ might be interpreted and used to help a commanding officer (CO) examine the performance of a company ("Comp y X") and determine what changes, if any, need to be made.

Step 1: Review the Unit's Performance Data

Chart 5 summarizes six objective indicators of Company X's performance in comparison with the performance of other units on the base. In particular, the OESO should observe that Article 15s, AWOL rate, and career reenlistment are all problem areas that should be corrected. On this evidence, the OESO would administer the WEQ to as many people in the unit as can be surveyed.

Step 2: Process the WEQ

Here, the OESO might submit the WEQs to the Management Information System Officer (MISO), who would then be in charge of processing the data and giving the WEQ scale scores back to the OESO.

Step 3: Plot the WEQ Scores

Chart 6 is a summary of the WEQ scores for enlisted personnel E-1 to E-4 in Company X, with the actual scores represented by the solid line and the should be scores by the broken line (scores for NCOs would be plotted separately). The purpose of this diagram is primarily to summarize the data for the client. The OESO may want to prepare additional tables and charts to aid his/her analysis of the data; for example, tables summarizing performance data and scale score data. Such tables provide useful back-up if the client wants to see the numbers or has difficulty interpreting the results.

CHART 5

Comparison of Company X Performance Indicators
With Those of an Average Unit

Objective Performance Indicator	Comment
IG Rating	About the same as that for an average unit
ARTEP Score	Slightly higher than that for an average unit
*Number of Article 15s	About 50 percent higher than that for an average unit
*AWOL Rate	Three times higher than that for an average unit
First Term Reenlistment	Slightly lower than that for an average unit
*Career Reenlistment	About 50 percent lower than that for an average unit

*Particularly serious problem areas
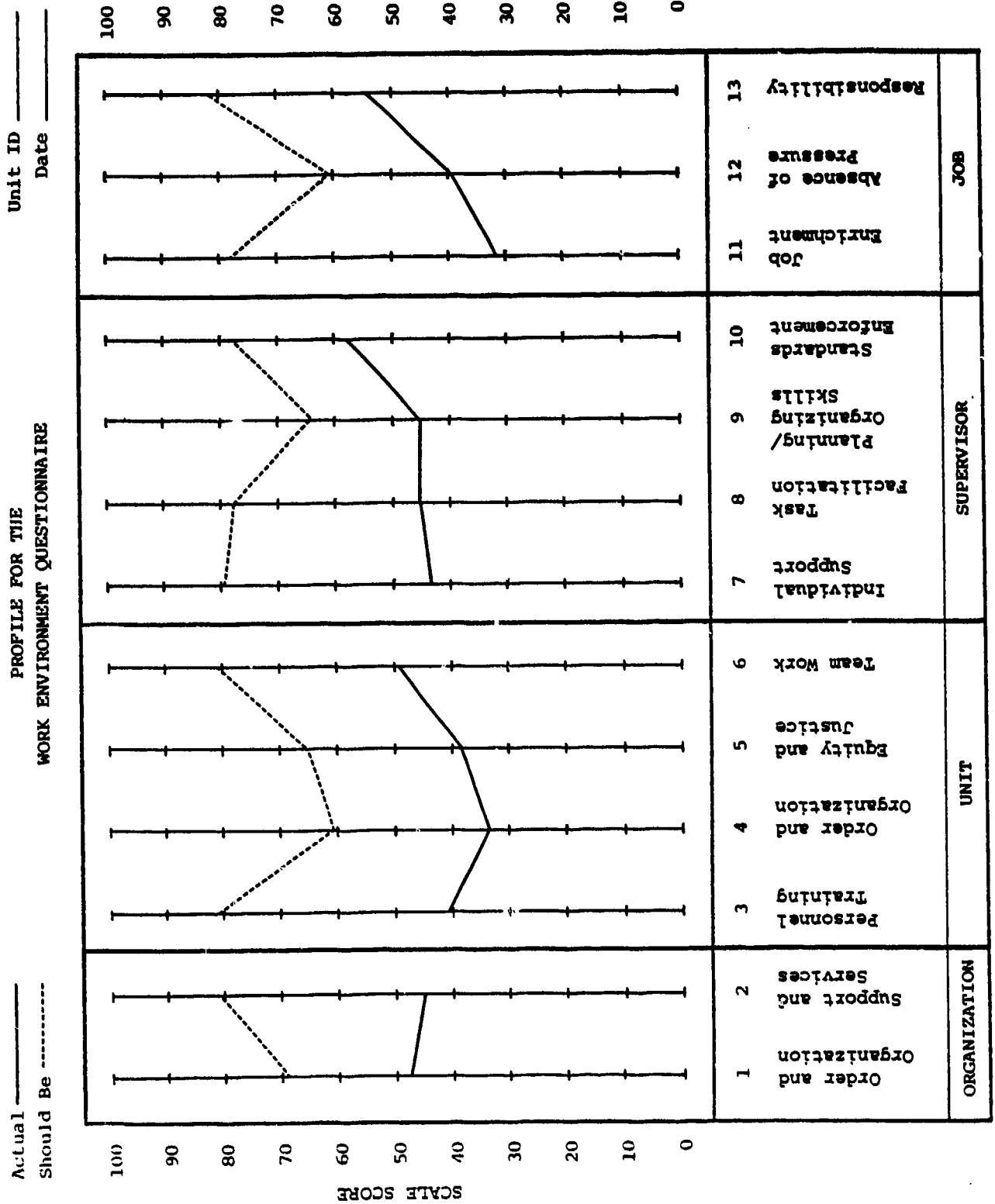
Step 4: Look at the Largest Discrepancies Between Mean Actual Scores and Mean Should Be Scores

Step 4a: Examine the Degree of the Discrepancy

Charts 6 and 7 summarize the mean actual and mean should be scores for each of the 13 WEQ scales. Both charts demonstrate that Company X has a number of problems with clear discrepancies existing between the mean actual and mean should be scores on all 13 scales.

The Unit Control Level and the Job Control Level are the areas where the greatest average scale discrepancies exist. At the Unit Control Level, all four scale discrepancies are high, while two out of three discrepancies are high for the Job Control Level. In the remaining two levels, only certain areas seem to present a problem. In the Supervisor Control Level, the discrepancy between the mean actual and mean should be scores for Individual Support and Task Facilitation are both high. The remaining two scales have a considerably smaller discrepancy. Note that the relatively smaller discrepancy for the Standards Enforcement scale is in keeping with Company X's performance on the IG rating and the ARTEP score. In the Organizational Control Level, Support and Services are seen as considerably poorer than is desired. If domains are ignored, the two largest discrepancies occur in the Personnel Training and the Job Enrichment areas. This suggests that many of the personnel may be looking for additional training and more challenging assignments. The fairly high discrepancies on the Individual Support, Task Facilitation, and Responsibility scales also add to this interpretation, although the responses to individual items in the scales need to be checked.

To summarize, the data suggest that significant discrepancies exist between the actual work environment and that desired by the members of Company X. Moreover, the area with the greatest pressure for change appears to be job training and job enrichment.

Step 4b: Examine the Value of the Actual Points

Comprehensive norms have not been established for the WEQ because of the limited number of units participating in the initial WEQ study. However, the mean actual scores from Company X can be compared to the mean actual scores of the 17 companies in the original WEQ Sample (Chart 8). In this case study example, the data indicate a number of additional areas of potential interventions. These may be added to the list of areas uncovered by the previous analysis of the discrepancies between actual and should be scores.

In the Unit Control Level, the Order and Organization scale falls well below the means for the group as a whole. As Chart 2

CHART 7

Differences Between WEQ <u>Actual</u> and <u>Should Be</u> Scale Scores for Company X

	Actual Scale Scores	Should Be Scale Scores	Difference
Organization Control Level			
1. Order and Organization	47.38	68.26	20.77
2. Support and Services	43.69	80.60	36.91
Unit Control Level			
3. Personnel Training	40.72	81.09	40.37
4. Order and Organization	33.00	60.64	27.64
5. Equity and Justice	38.26	65.46	27.20
6. Team Work	48.86	81.46	32.60
Supervisor Control Level			
7. Individual Support	43.38	79.12	35.74
8. Task Facilitation	44.82	77.08	32.26
9. Planning/Organizing Skills	44.95	63.77	18.82
10. Standards Enforcement	57.50	78.47	20.97
Job Control Level			
11. Job Enrichment	32.37	77.51	45.14
12. Absence of Pressure	39.00	61.39	22.39
13. Responsibility	54.27	82.26	27.99

CHART 8

**Comparison of Mean <u>Actual</u> Scores of Company X with
Mean <u>Actual</u> Scores from the WEQ Validation Sample**

	Company X Actual Scale Scores	WEQ Sample Scale Means	Difference
Organization Control Level			
1. Order and Organization	47.38	52.00	4.62
2. Support and Services	43.69	46.44	2.75
Unit Control Level			
3. Personnel Training	40.72	44.55	3.83
4. Order and Organization	33.00	44.54	11.54
5. Equity and Justice	38.26	42.13	3.87
6. Team Work	48.86	52.52	3.66
Supervisor Control Level			
7. Individual Support	43.38	50.63	7.25
8. Task Facilitation	44.82	48.51	3.69
9. Planning/Organizing Skills	44.95	55.01	10.06
10. Standards Enforcement	57.50	54.18	3.32
Job Control Level			
11. Job Enrichment	32.37	37.40	5.03
12. Absence of Pressure	39.00	44.06	5.06
13. Responsibility	54.27	56.08	1.81

showed (Section II-7); the Order and Organization scale is significantly related to both AWOLs and Article 15s. Moreover, the scale is also strongly associated with the number of career reenlistments.

In the Supervisor Control Level, the Individual Support scale score appears to be considerably lower than average. Again, this scale is predictive of disciplinary problems in the form of Article 15s. The Planning/Organizing Skills score for Company X also falls well below the average. This scale is related to both career and first term reenlistment. The Planning/Organizing Skills scale is also highly related to morale measures.

At the Job Control Level, the <u>actual</u> scores for the Job Enrichment and Absence of Pressure scales fall below the overall mean, indicating that people in Company X see the jobs as less fulfilling than do people in other companies, and that the former experience markedly more pressure on the job. Both of these scales are strongly related to career reenlistment.

To summarize, an examination of the <u>actual</u> scores produces important additional information about Company X that is directly related to the two main issues confronting the CO: discipline and reenlistment. Company X was significantly below average in five areas:

(1)   Order and Organization (Unit Control Level)
(2)   Individual Support (Supervisor Control Level)
(3)   Planning/Organizing Skills (Supervisor Control Level)
(4)   Job Enrichment (Job Control Level)
(5)   Absence of Pressure (Job Control Level)

These data suggest that the Supervisor Control Level should not be overlooked as a target of change, even though there does not appear to be a comparatively great pressure for change (discrepancy between <u>actual</u> and <u>should be</u> scores).

Step 4c: <u>Look at Scores of Individual Items within the Scales of Interest</u>

Normally, the information above would be more than enough to begin to reality test or suggest ways to reality test the results of the survey with the client. However, if the OESO wants to get a firm grasp of what may be happening in the unit, an analysis of the items within certain scales may be necessary. (The OESO should not discuss individual items with the client until the action planning stage.)

Space does not permit a full analysis, but one example should suffice. Chart 9 summarizes the items and scores for the Personnel Training scale. According to the responses of Company X, people seem to find training uninteresting and not particularly useful, and the more interesting and useful training programs appear to have limited access. This information could be used as a way of checking out the overall scale score discrepancy with the CO if he/she has attended a training session recently and finding out what he/she thought of it.

CHART 9

Analysis of Items Within Company X in Scale 3: Personnel Training

	Actual	Should Be	Difference
The training I receive is interesting and useful (item 11).	2.4	4.0	1.6
Training programs are open to everybody who wants them (item 15).	2.3	3.9	1.6
The training I get is related to my job (item 46).	2.9	3.6	0.7
In my unit, all people have the same chance to get the training they want (item 63).	2.3	3.4	1.1
In my unit, there is plenty of time for training to help me do a better job (item 71).	2.4	3.6	1.2

Step 5: Pick the Three Most Discrepant Findings and Relate These to the Performance Measures

Here, the OESO wants to find the three scales that (1) show a great pressure for change; (2) have significantly lower _actual_ scores than other units; and (3) relate to the unit's performance problems. Chart 10 shows one approach to sorting out this information. This chart simply lists the scales having the highest pressure for change (should be minus _actual_ score) referring back to Chart 2 (Section II.7), scale 4, 9, and 11 can be seen to have the strongest relationship to AWCL rate, Article 15s, and career reenlistment, the critical problem areas for Company X. The OESO should present this information to the CO and ask him/her to reality test, that is, to think of specific situations where the scale scores reflect real problem areas with which the CO is already familiar. Note that Scale 7 (Individual Support), though it shows up in both lists, does not have as strong a relationship with the critical outcome measures as do scales 4, 9, and 11. (After reality testing with the CO, however, the OESO may decide that Individual Support at the supervisory level may also be worth investigating.) All else being equal, Order and Organization (Unit Control Level), Planning/Organizing Skills (Supervisor Control Level), and Job Enrichment (Job Control Level) appear to be the three areas around which intervention strategies can be focused.

Step 6: Set Up Steps to Solve Problem

Without the reality test of the findings in Company X, proceeding further with this example is not possible. By this stage, however, the OESO should have collected enough concrete example of problem areas high-lighted by the three major findings to begin to work out a strategy with the CO. Section IV addresses the strategy planning process in greater detail.

CHART 10

Significant Findings
Related to Performance Measures
for Company X

(1) WEQ scales having greatest pressure for change;

    2. Support and Services (should be - actual = 36.9)

    3. Personnel Training (should be - actual = 40.4)

    7. Individual Support (should be - actual = 35.7)

    11. Job Enrichment (should be - actual = 45.1)[2]

(2) WEQ scales having _actual_ scores significantly lower than other units:

    4. Order and Organization (11.5 points lower)[3]

    7. Individual Support (7.2 points lower)

    9. Planning/Organizing Skills (10.1 points lower)[4]

1. These are the performance measures which the OESO or the Commander has identified as problem areas: in Company X, Article 15s, AWOL rate, career reenlistment.

2. Scale is strongly related to problem areas of career reenlistment and, to a lesser degree, to numberof Article 15s.

3. Scale is strongly related to all problem areas--AWOL rate, number of Article 15s, and career reenlistment.

4. Scale is strongly related to problem area of career reenlistment.

SECTION IV

AN OVERVIEW OF SURVEY-GUIDED INTERVENTION

IV.1: Stages of Intervention

Interventions comprise nine major stages. Data collection becomes a major issue at the __third__ stage of intervention. It is important to pay attention to the prior stages to achieve a successful intervention.

The major stages are:

1. __Scouting__

    a. Identify potential users.

    b. Actively market services to gain awareness, interest, uses, and limitations of survey-guided interventions.

    c. Collect advance data on client "felt needs," problems, personnel, structure, etc., through observations and interviews.

2. __Entry__

    a. Gain client support and commitment.

    b. Build understanding of significant others in the client system. Identify:

       (1) who proposes (innovator)
       (2) who initiates (implementor)
       (3) who is identified with

           (a) Who supports (reasons)?
           (b) Who is involved in (reasons)?
           (c) Who opposes (reasons)?

       (4) impact of interconnected units or organizations

    c. Agree on clear objectives/expectations for intervention.

    d. Contract for intervention in relevant "felt need" terms.

    e. Express positive but realistic expectations.

    f. Check that client-consultant contract has been established (see Chart 11

CHART 11

What a Client-Consultant Contract Should Cover

It is important when undertaking a survey that the OESO have clear and unambiguous answers to the following crucial questions that form the basis of a client-consultant contract.

1. What are the goals of the client-consultant relationship?

2. Who is the client and who is in charge of the project?

3. What kinds of data will be collected and how will this be done?

4. How will the data be used?

5. Who will have access to the data and in what form will the data be available?

6. What are the estimated time periods for the different activities?

7. How will the project be evaluated and by whom?

8. What resourecs will the consultant provide?

9. What resources will the client provide?

10. What steps will be used to review the client-consultant relationship?

3. Data Collection

   a. Methods of data collection should be in line with the OESO's initial understanding of the client's problems and concerns, the resources available, and the change agent's own abilities.

   b. Different methods of data collection have different advantages and and disadvantages. Chart 12 summarizes the major differences in data collection methods. Note that in most instances more than one data collection method is necessary.

      Client willingly participates in data collection. OESOs need to ensure that respondents are committed to the data collection process and are motivated to provide accurate data.

   d. Appropriate levels and samples of respondents are identified.

   e. Survey is administered.

4. Analysis of Data

   a. OESO combines all sources of data.

   b. OESO determines what analysis of data is required in accord with problem definition.

   c. OESO examines the data for major patterns and relationships.

   d. OESO summarizes preliminary results and hypotheses that require to be fed back and tested with the client.

5. Data Feedback

   a. OESO decides what additional steps are necessary to validate or clarify his/her initial analysis of the data.

   b. OESO identifies who should receive the data and the purpose of the data feedback.

CHART 12

Comparison of Different Data Collection Methods

Method	Advantages	Problems
Interviews	1. Allows data collection on a range of subjects 2. Source of varied descriptive data 3. Empathic 4. Interviewing process can build rapport	1. Expensive 2. Interviewer bias 3. Coding/Interpretation problem 4. Self-report bias
Questionnaire	1. Quantifiable and easily summarized 2. Use with large samples 3. Relatively inexpensive 4. Can obtain large volume of data	1. Nonempathic 2. Predetermined questions may miss issues 3. Data may be over-interpreted 4. Response bias
Observations	1. Collects data on behavior not on reports of behavior 2. Not retrospective 3. Adaptive	1. Interpretation and coding problems 2. Sampling problems 3. Observer bias/reliability 4. Costly
Secondary Data or Unobtrusive Measures	1. Nonreactive--no response bias 2. High face validity 3. Easily quantified	1. Access/retrieval problems 2. Validity problems 3. Interpretation and coding problems

IV-6

c. OESO needs to set up a climate of "psychological safety," open communication, trust, self-control, in congruence with client's norms, values.

d. OESO should use all learning styles

    (1) theoretical appreciation and testing;
    (2) experiential/affective approaches; and
    (3) reflective approaches.

e. OESO should ensure that the way the data is fed back:

    (1) is relevant to problem at hand;
    (2) can be understood by client;
    (3) is descriptive of real-life events in the client organization;
    (4) can be validated by receivers of the data;
    (5) does not create information overload;
    (6) can be acted on by the client;
    (7) includes comparison points or bench marks; and
    (8) is not an end product but stimulus for action.

f. Participants relate data, concepts to identify solutions to real felt problems they have:

    (1) identify alternatives;
    (2) identify criteria for alternative choice; and
    (3) decide on one or more alternatives.

g. Participants set realistic time-phased goals for change.

h. Participants identify specific action steps for goal accomplishment.

i. Participants identify constraints, blocks, links, and impact on other parts of organization.

j. OESO checks to ensure that clients are not setting themselves up for failure in terms of the OESO's original diagnosis of the system.

k. Contract for follow-up activities: continued change agent contract, goal progress review meetings, evaluation, etc.

(6. Action by Client.)

7. <u>Follow-up Technical Assistance and Support</u>

    a. OESO maintains contact with client.

    b. Goal progress review meetings are held.

    c. Top of chain of command gives attention and support.

    d. Client receives rewards, reinforcement, or sanctions regarding intervention goals.

    e. Effects of change are diffused to other parts of the organization.

8. <u>Evaluation</u>

    a. The level of evaluation is decided.

        (1) What are the long run reactions of the client?
        (2) What has been learned?
        (3) What specific behaviors (individual or organizational) have been changed?
        (4) What are the results in terms of hard quantifiable measures?

    b. A design for evaluation is determined:

        (1) a longitudinal design, where measures of change are taken sequentially at several time points; or
        (2) an experimental design, where a control group is observed to assess the effect of the planned change on target group.

    c. Formative judgments are obtained from participants as to why success or failure.

9. <u>Termination</u>

    a. Client should be left with capacity for continued development.

    b. Client's attitudes regarding the change agent interaction are elicited.

    c. Pace of termination is agreed as to whether:

        (1) gradual or abrupt, or
        (2) planned or unplanned.

    d. Reasons for termination are articulated.

IV.2: References

Nadler, D. A. Feedback and Organization Development: Using Data-based
   Methods. Reading, MA: Addison-Wesley, 1977.

Spencer, L. M., Jr., & Cullen, B. J. A Taxonomy of Organizational Devel-
opment Research: A Review of the Literature on Research Variables and
Methods. Report prepared for the U.S. Army Research Institute for the
Behavioral and Social Sciences. Boston: McBer and Company, 1978.

SECTION V:

Forms and Materials

V.1: Work Environment Questionnaire

Three separate demographic forms have been developed for the Work Environment Questionnaire: one for officers, one for enlisted, and one for civilians. All demographic forms contain relatively the same information. The exceptions are: for the civilians, the demographic information does not include months of current enlistment, MOS, and career intentions; the officer and enlisted pay grades differ.

When planning to administer the WEQ to a mixed group of enlisted, officers and civilians, be sure that you have enough copies of each. One demographic form should be attached to each WEQ. That is, civilian demographic forms should be attached to the WEQ for civilian respondents; enlisted demographics forms should be attached to the WEQ for enlisted, and so on. In this way, the questions will be relevant to each of your respondents; and you will have a method of determining where – in which group – there seems to be more or less discrepancy between the respondent's perception of the actual situation and what it should be.

The demographic forms and WEQ should be stapled together before administration. This will avoid mismatching separated WEQ and demographic forms.

V.1.a: ARMY WORK ENVIRONMENT QUESTIONNAIRE AND SURVEY

This survey is part of an effort to improve the jobs and working con-
ditions of Army personnel. To do this, there are two parts to this
survey. This first part is a demographic questionnaire, asking about
your job experience, age, etc. This information will only be used to
group responses together. The second part is the Work Environment
Questionnaire (WEQ). The WEQ asks you to describe your unit, your job
and your supervisor in two ways: (1) as each <u>actually</u> is, and (2) how
you think each <u>should be.</u>.

The survey results will provide summary descriptions of your unit.
These results will help the chain of command understand how you feel
about the things that are important to you.

There are no right or wrong answers to this questionnaire. The best
answers are your views of your job situation. This survey can only be
of use if you answer each item as honestly and accurately as you can.
This survey is not a test. It will not be used to evaluate you in any
way.

Your answers on this questionnaire are totally anonymous and confidential.
That is, no one will know how you answered any of these questions. The
data will be compiled for your group. Again, no one will be able to
trace your answers to you. On the next page of the survey is a Privacy
Act Statement, which is your legal guarantee that your answers will be
kept private.

Now turn the page and begin the survey. Please be sure that on the WEQ
there are two scales for each item. Remember to indicate what your work
situation is <u>actually</u> like and how you think it <u>should be.</u> <u>Do not</u>
<u>leave blanks.</u> There is no time limit so you can work at your own pace.

DATA REQUIRED BY THE PRIVACY ACT OF 1974
(5 U.S.C. 552a)

TITLE OF FORM	PRESCRIBING DIRECTIVE
Army Work Environment Questionnaire	AR 70-1

1. AUTHORITY

10 USC Sec 4503

2. PRINCIPAL PURPOSE(S)

The data collected with the attached form are to be used for research purposes only.

3. ROUTINE USES

This is an experimental personnel data collection form developed by the U. S. Army Research Institute for the Behavioral and Social Sciences pursuant to its research mission as prescribed in AR 70-1. When identifiers (name or Social Security Number) are requested they are to be used for administrative and statistical control purposes only. Full confidentiality of the responses will be maintained in the processing of these data.

4. MANDATORY OR VOLUNTARY DISCLOSURE AND EFFECT ON INDIVIDUAL NOT PROVIDING INFORMATION

Your participation in this research is strictly voluntary. Individuals are encouraged to provide complete and accurate information in the interests of the research, but there will be no effect on individuals for not providing all or any part of the information. This notice may be detached from the rest of the form and retained by the individual if so desired.

FORM	Privacy Act Statement - 22 Sep 75

DA Form 4368-R, 1 May 75

Background DATA - CIVILIAN

1. What unit and company are you with? _____

2. What kind of unit are you working in?

    1. AUS

    2. NGUS

    3. USRA

    4. RA

3. What is your status?

    1. GS

    2. WG

    3. WS

    4. NAF

    5. Other

4. What is your rank?

    5. Civilian

5. What is your pay grade?

    1. 1 - 4

    2. 5 - 7

    3. 8 - 12

    4. 13 - 15

    5. 16 and above

6. Are you a full-time or part-time worker?

    1. Full-time

    2. Part-time

7. Are you a supervisor in your unit?

    1. Yes

    2. No

8. How long have you been working for the Army?

    1. 6 months or less

    2. 7 months to 1 year

    3. 1 to 2 years

    4. 2 to 3 years

    5. 3 to 4 years

    6. 4 to 6 years

    7. 6 to 8 years

    8. 8 to 10 years

    9. over 10 years

9. How long have you been working at this installation?

    1. less than 1 month

    2. 1 to 3 months

    3. 4 to 6 months

    4. 7 to 9 months

    5. 10 to 12 months

    6. 13 to 18 months

    7. 19 to 24 months

    8. 25 to 36 months

    9. over 36 months

10. How long have you been working in this unit?

    1. less than 1 month

    2. 1 to 3 months

    3. 4 to 6 months

    4. 7 to 9 months

    5. 10 to 12 months

    6. 13 to 18 months

    7. 19 to 24 months

    8. 25 to 36 months

    9. Over 36 months

14. What is you sex?

    1. Male

    2. Female

15. What is your present marital status?

    1. Married

    2. Single, never married

    3. Divorced

    4. Legally separated

    5. Widowed

16. What is the highest grade of school you have finished? Cicle one:

    1. 8th grade or less

    2. 9th to 11th grade

    3. High school graduate

    4. G.E.D.

    5. 1 to 3 years of college or A.A. degree

    6. College graduate (4 years of college or more)

17. What ethnic group do you belong to?

    1. White American

    2. Black American

    3. Puerto Rican

    4. Mexican American

    5. American Indian

    6. Asian/Oriental American

    7. Other (please specify): _____

18. How old are you?

    1. less than 20

    2. 21 to 25

    3. 26 to 30

    4. 31 to 35

    5. 36 to 40

    6. 41 and older

19. What date (month and year) is it right now?

    _____/_____
       MONTH   YEAR

INSTRUCTIONS: Circle the alternatives that best describe your job situation.

	very little extent	little extent	some extent	great extent	very great extent	very little extent	little extent	some extent	great extent	very great extent
(1) MY SUPERVISOR STICKS UP FOR HIS OR HER PEOPLE	1	2	3	4	5	1	2	3	4	5
(2) MY SUPERVISOR EXPLAINS CHANGES IN PROCEDURES	1	2	3	4	5	1	2	3	4	5
(3) MY SUPERVISOR HOLDS INSPECTIONS WHENEVER HE OR SHE WANTS	1	2	3	4	5	1	2	3	4	5
(4) MY SUPERVISOR PUTS PRESSURE ON ME TO DO MY JOB BETTER	1	2	3	4	5	1	2	3	4	5
(5) IN MY JOB, IT TAKES A LONG TIME TO GET REPLACE-MENT EQUIPMENT AND MATERIALS	1	2	3	4	5	1	2	3	4	5
(6) PEOPLE ARE FREQUENTLY TRANSFERRED IN AND OUT OF MY UNIT	1	2	3	4	5	1	2	3	4	5
(7) I CAN SEE WHAT MY JOB HAS TO DO WITH OTHERS IN MY UNIT	1	2	3	4	5	1	2	3	4	5
(8) ARMY RULES AND REGULATIONS MAKE LIFE HARD FOR ME	1	2	3	4	5	1	2	3	4	5
(9) MY SUPERVISOR HELPS SETTLE ARGUMENTS IN MY WORK GROUP	1	2	3	4	5	1	2	3	4	5
(10) MY WORK GROUP PLANS ITS WORK AHEAD OF TIME	1	2	3	4	5	1	2	3	4	5
(11) THE TRAINING I RECEIVE IS INTERESTING AND USEFUL	1	2	3	4	5	1	2	3	4	5
(12) MY JOB KEEPS ME TOO BUSY TO TAKE EXTRA TRAINING PROGRAMS	1	2	3	4	5	1	2	3	4	5

INSTRUCTIONS: Circle the alternatives
that best describe your job situation.

		THIS STATEMENT DESCRIBES MY ACTUAL SITUATION TO:					THIS STATEMENT SHOULD DESCRIBE MY SITUATION TO:				
		very little extent	little extent	some extent	great extent	very great extent	very little extent	little extent	some extent	great extent	very great extent
(13)	MY SUPERVISOR PUNISHES EVERYONE IF A JOB IS DONE BADLY	1	2	3	4	5	1	2	3	4	5
(14)	MY SUPERVISOR LISTENS TO AND DOES SOMETHING WITH MY JOB IDEAS	1	2	3	4	5	1	2	3	4	5
(15)	TRAINING PROGRAMS ARE OPEN TO EVERYONE WHO WANTS THEM	1	2	3	4	5	1	2	3	4	5
(16)	MY SUPERVISOR REMINDS PEOPLE OF THEIR PAST MISTAKES	1	2	3	4	5	1	2	3	4	5
(17)	MY SUPERVISOR MAKES SOME PEOPLE WORK HARDER THAN OTHERS	1	2	3	4	5	1	2	3	4	5
(18)	THE PRESSURES OF MY JOB SPILL OVER INTO MY OFF-DUTY LIFE	1	2	3	4	5	1	2	3	4	5
(19)	SCHEDULED EVENTS LIKE TRAINING AND INSPECTIONS ARE CANCELLED AT THE LAST MINUTE	1	2	3	4	5	1	2	3	4	5
(20)	MY JOB LEAVES ME FEELING TIRED AT THE END OF THE DAY	1	2	3	4	5	1	2	3	4	5
(21)	PROMOTIONS IN THIS UNIT ARE DELAYED	1	2	3	4	5	1	2	3	4	5
(22)	MY SUPERVISOR BACKS UP HIS OR HER PEOPLE EVEN IF IT MEANS GETTING INTO TROUBLE	1	2	3	4	5	1	2	3	4	5
(23)	MY JOB GIVES ME THE FEELING THAT I HAVE DONE SOMETHING IMPORTANT	1	2	3	4	5	1	2	3	4	5

THIS STATEMENT
DESCRIBES MY
ACTUAL
SITUATION TO:

THIS STATEMENT
SHOULD
DESCRIBE MY
SITUATION TO:

INSTRUCTIONS: Circle the alternatives
that best describe your job situation.

		very little extent	little extent	some extent	great extent	very great extent	very little extent	little extent	some extent	great extent	very great extent
(24)	IN MY JOB, I CAN TELL HOW WELL I AM DOING WITHOUT OTHER PEOPLE TELLING ME	1	2	3	4	5	1	2	3	4	5
(25)	MY SUPERVISOR HELPS ME IMPROVE IF I DO BADLY OR MAKE A MISTAKE	1	2	3	4	5	1	2	3	4	5
(26)	ON THIS POST I HAVE NO CHANCES TO GET MORE EDUCATION	1	2	3	4	5	1	2	3	4	5
(27)	I HAVE FULL RESPONSIBILITY FOR DOING CERTAIN PARTS OF MY JOB	1	2	3	4	5	1	2	3	4	5
(28)	I KNOW WHAT I WILL BE DOING FROM DAY TO DAY	1	2	3	4	5	1	2	3	4	5
(29)	MY SUPERVISOR ANSWERS QUESTIONS ABOUT MY JOB WHEN THEY COME UP	1	2	3	4	5	1	2	3	4	5
(30)	THE PEOPLE IN MY WORK GROUP HAVE HIGH STANDARDS ABOUT HOW THEY DO THEIR WORK	1	2	3	4	5	1	2	3	4	5
(31)	MY SUPERVISOR CHECKS OUT MY WORK	1	2	3	4	5	1	2	3	4	5
(32)	MY JOB LETS ME USE MY SKILLS AND TRAINING	1	2	3	4	5	1	2	3	4	5
(33)	MY SUPERVISOR MAKES IT EASY TO TELL HIM OR HER WHEN THINGS ARE NOT GOING WELL	1	2	3	4	5	1	2	3	4	5
(34)	MY SUPERVISOR PRAISES ME WHEN I HAVE DONE A GOOD JOB	1	2	3	4	5	1	2	3	4	5
(35)	IN MY JOB, THE EQUIPMENT I USE BREAKS DOWN	1	2	3	4	5	1	2	3	4	5

INSTRUCTIONS: Circle the alternatives
that best describe your job situation.

		very little extent	little extent	some extent	great extent	very great extent	very little extent	little extent	some extent	great extent	very great extent
(36)	MY SUPERVISOR ENFORCES ARMY RULES AND REGULATIONS	1	2	3	4	5	1	2	3	4	5
(37)	MY SUPERVISOR GIVES US BIG JOBS LATE IN THE DAY AND WANTS THEM DONE BEFORE WE LEAVE WORK	1	2	3	4	5	1	2	3	4	5
(38)	MY SUPERVISOR INSISTS ON ARMY STANDARDS ABOUT THE WAY WE DRESS	1	2	3	4	5	1	2	3	4	5
(39)	MY SUPERVISOR ASKS FOR SUGGESTIONS FROM US ABOUT HOW SOME JOBS SHOULD BE DONE	1	2	3	4	5	1	2	3	4	5
(40)	IN MY WORK GROUP, IF SOMEBODY FALLS BEHIND ON A JOB OTHERS HELP HIM OR HER OUT	1	2	3	4	5	1	2	3	4	5
(41)	MY SUPERVISOR GIVES ME THINGS TO DO THAT ARE A WASTE OF TIME	1	2	3	4	5	1	2	3	4	5
(42)	MY SUPERVISOR MAKES OUT TASKS INTERESTING	1	2	3	4	5	1	2	3	4	5
(43)	IN MY JOB, I HAVE MORE WORK TO DO THAN ONE PERSON CAN HANDLE	1	2	3	4	5	1	2	3	4	5
(44)	THE PEOPLE IN MY WORK GROUP SHARE TOOLS AND EQUIPMENT TO HELP EACH OTHER GET JOBS DONE	1	2	3	4	5	1	2	3	4	5
(45)	MY SUPERVISOR MAKES ME DO MY JOB BY THE BOOK	1	2	3	4	5	1	2	3	4	5
(46)	THE TRAINING I GET IS RELATED TO MY JOB	1	2	3	4	5	1	2	3	4	5

INSTRUCTIONS: Circle the alternatives
that best describe your job situation.

	THIS STATEMENT DESCRIBES MY ACTUAL SITUATION TO:					THIS STATEMENT SHOULD DESCRIBE MY SITUATION TO:				
	very little extent	little extent	some extent	great extent	very great extent	very little extent	little extent	some extent	great extent	very great extent
(47) MY SUPERVISOR TELLS ME WHY MY WORK IS IMPORTANT TO UNIT MISSION AND EFFECTIVENESS	1	2	3	4	5	1	2	3	4	5
(48) ON THIS POST, RECREATION, MEDICAL AND OTHER SERVICES ARE EAST TO GET	1	2	3	4	5	1	2	3	4	5
(49) IN MY UNIT, A LOT OF TIME IS WASTED WAITING FOR WORK ORDERS TO COME THROUGH	1	2	3	4	5	1	2	3	4	5
(50) MY JOB LETS ME DO THE THINGS I AM GOOD AT	1	2	3	4	5	1	2	3	4	5
(51) THIS POST HAS TRAINING PROGRAMS IN MANAGEMENT AND LEADERSHIP SKILLS	1	2	3	4	5	1	2	3	4	5
(52) MY SUPERVISOR GIVES ME INSTRUCTIONS THAT CONFLICT WITH OTHER INFORMATION I GET	1	2	3	4	5	1	2	3	4	5
(53) MY JOB GIVES ME THE CHANCE TO LEARN SKILLS THAT ARE USEFUL OUTSIDE THE ARMY	1	2	3	4	5	1	2	3	4	5
(54) MY SUPERVISOR LETS OTHER SUPERVISORS INTERFERE WITH MY WORK GROUP	1	2	3	4	5	1	2	3	4	5
(55) IN MY UNIT, SOME PEOPLE HAVE TO WORK HARDER THAN OTHERS TO GET A PROMOTION	1	2	3	4	5	1	2	3	4	5
(56) MY SUPERVISOR INSISTS THAT I FOLLOW HIS OR HER ORDERS EXACTLY	1	2	3	4	5	1	2	3	4	5
(57) THE POST IS WILLING TO BACK UP ITS PEOPLE IF THEY GET INTO TROUBLE OFF-POST	1	2	3	4	5	1	2	3	4	5

INSTRUCTIONS: Circle the alternatives that best describe your job situation.

	THIS STATEMENT DESCRIBES MY ACTUAL SITUATION TO:					THIS STATEMENT SHOULD DESCRIBE MY SITUATION TO:				
	very little extent	little extent	some extent	great extent	very great extent	very little extent	little extent	some extent	great extent	very great extent
(58) MY BATTALION COMMANDER TALKS CASUALLY WITH THE PEOPLE IN MY UNIT	1	2	3	4	5	1	2	3	4	5
(59) MY SUPERVISOR MAKES US WORK A LOT OF UNNECESSARY OVERTIME	1	2	3	4	5	1	2	3	4	5
(60) IN MY UNIT, SOME GET AWAY WITH BREAKING RULES THAT OTHERS ARE PUNISHED FOR	1	2	3	4	5	1	2	3	4	5
(61) IN MY UNIT IT IS HARD TO GET THE EQUIPMENT AND TOOLS I NEED TO DO MY JOB	1	2	3	4	5	1	2	3	4	5
(62) MY SUPERVISOR OFFERS GOOD IDEAS FOR SOLVING PROBLEMS I HAVE WITH MY JOB	1	2	3	4	5	1	2	3	4	5
(63) IN MY UNIT, ALL PEOPLE HAVE THE SAME CHANCE TO GET THE TRAINING THEY WANT	1	2	3	4	5	1	2	3	4	5
(64) ARMY RULES AND REGULATIONS MAKE IT HARD FOR ME TO DO MY JOB	1	2	3	4	5	1	2	3	4	5
(65) MY SUPERVISOR LETS ME KNOW WHEN MY WORK IS NOT UP TO STANDARD	1	2	3	4	5	1	2	3	4	5
(66) MY UNIT IS SHORT-HANDED FOR LONG PERIODS OF TIME	1	2	3	4	5	1	2	3	4	5
(67) ON THIS POST, THERE ARE SPORTS CONTESTS BETWEEN UNITS	1	2	3	4	5	1	2	3	4	5

THIS STATEMENT
DESCRIBES MY
ACTUAL
SITUATION TO:

THIS STATEMENT
SHOULD
DESCRIBE MY
SITUATION TO:

INSTRUCTIONS: Circle the alternatives
that best describe your job situation.

	very little extent	little extent	some extent	great extent	very great extent	very little extent	little extent	some extent	great extent	very great extent
(68) MY JOB REQUIRES HIGH-LEVEL TECHNICAL SKILLS	1	2	3	4	5	1	2	3	4	5
(69) MY UNIT GETS TOLD ABOUT IMPORTANT EVENTS LATER THAN OTHER UNITS	1	2	3	4	5	1	2	3	4	5
(70) IN MY JOB, I HAVE TO WORK EXTRA HOURS	1	2	3	4	5	1	2	3	4	5
(71) IN MY UNIT, THERE IS PLENTY OF TIME FOR TRAINING TO HELP ME DO A BETTER JOB	1	2	3	4	5	1	2	3	4	5
(72) IN MY UNIT, PEOPLE ARE PUNISHED FOR BREAKING MINOR REGULATIONS	1	2	3	4	5	1	2	3	4	5

V.1.b: ARMY WORK ENVIRONMENT QUESTIONNAIRE AND SURVEY

This survey is part of an effort to improve the jobs and working conditions of Army personnel. To do this, there are two parts to this survey. This first part is a demographic questionnaire, asking about your job experience, age, etc. This information will only be used to group responses together. The second part is the Work Environment Questionnaire (WEQ). The WEQ asks you to describe your unit, your job and your supervisor in two ways: (1) as each actually is, and (2) how you think each should be.

The survey results will provide summary descriptions of your unit. These results will help the chain of command understand how you feel about the things that are important to you.

There are no right or wrong answers to this questionnaire. The best answers are your views of your job situation. This survey can only be of use if you answer each item as honestly and accurately as you can. This survey is not a test. It will not be used to evaluate you in any way.

Your answers on this questionnaire are totally anonymous and confidential That is, no one will know how you answered any of these questions. The data will be compiled for your group. Again, no one will be able to trace your answers to you. On the next page of the survey is a Privacy Act Statement, which is your legal guarantee that your answers will be kept private.

Now turn the page and begin the survey. Please be sure that on the WEQ there are two scales for each item. Remember to indicate what your work situation is actually like and how you think it should be. Do not leave blanks. There is no time limit so you can work at your own pace.

TITLE OF FORM	PRESCRIBING DI.1ECTIVE
	AR 70-1

1 AUTHORITY

    10 USC Sec 4503

2. PRINCIPAL PURPOSE(S)

    The data collected with the attached form are to be used for research purposes only.

3. ROUTINE USES

    This is an experimental personnel data collection form developed by the U.S. Army Research Institute for the Behavioral and Social Sciences pursuant to its research mission as prescribed in AR 70-1. When identifiers (name or Social Security Number) are requested they are to be used for administrative and statistical control purposes only. Full confidentiality of the responses will be maintained in the processing of these data.

4. MANDATORY OR VOLUNTARY DISCLOSURE AND EFFECT ON INDIVIDUAL NOT PROVIDING INFORMATION

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FORM	Privacy Act Statement - 26 Sep 75

DA Form 4368-R, 1 May 75

V. b-2

Background DATA – ENLISTED

1. What unit and company are you in? _____

2. What is your status?

    1. AUS

    2. NGUS

    3. USAR

    4. RA

    5. DUAL STATUS

3. What type of unit are you in?

    1. Combat

    2. Combat Support

    3. Combat Service Support

    4. Headquarters Staff

    5. Other

4. What is your rank?

    1. Enlisted

    2. Non-Commissioned Officer (NCO)

    3. Warrant

    4. Commissioned Officer

5. What is your pay grade?

    1. E1

    2. E2

    3. E3

    4. E4

    5. E5

    6. E6

    7. E7

    8. E8

    9. E9

6. Are you on active duty status?

    1. Yes

    2. No

7. Are you a supervisor in your unit?

    1. Yes

    2. No

8. How long have you been in the Army? (Do not count prior service)

    1. 6 months or less

    2. 7 months to 1 year

    3. 1 to 2 years

    4. 2 to 3 years

    5. 3 to 4 years

    6. 4 to 6 years

    7. 6 to 8 years

    8. 8 to 10 years

    9. over 10 years

9. How long have you been at this installation?

    1. less than 1 month

    2. 1 to 3 months

    3. 4 to 6 months

    4. 7 to 9 months

    5. 10 to 12 months

    6. 13 to 18 months

    7. 19 to 24 months

    8. 25 to 36 months

    9. over 36 months

10. How long have you been in this unit?

     1. less than 1 month

     2. 1 to 3 months

     3. 4 to 6 months

     4. 7 to 9 months

     5. 10 to 12 months

     6. 13 to 18 months

     7. 19 to 24 months

     8. 25 to 36 months

     9. over 36 months

11. How many months do you have left in your current enlistment?

     1. less than 1 month

     2. 1 to 3 months

     3. 4 to 6 months

     4. 7 to 9 months

     5. 10 to 12 months

     6. 13 to 18 months

     7. 19 to 24 months

     8. 25 to 36 months

     9. over 36 months

12. Which military branch corresponds the closest with your primary MOS?

    1. Infantry

    2. Field Artillery, ADA

    3. Armor

    4. Corps of Engineers

    5. Signal Corps

    6. Ordnance

    7. Quartermaster, Transportation

    8. Adjutant General, Finance

    9. Military Police, Military Intelligence

    10. Medical Corps, MSC, Chaplain

13. Which of the following best describes your career intentions at the present time?

    1. I will definitely stay until retirement

    2. I will probably stay until retirement

    3. I am undecided about staying

    4. I will stay for now but will probably leave before retirement

    5. I will definitely leave at the earliest opportunity

14. What is your sex?

    1. Male

    2. Female

15. What is your present marital status?

    1. Married

    2. Single, never married

    3. Divorced

    4. Legally separated

    5. Widowed

16. What is the highest grade of school you have finished? ~~Circle one:~~

    1. 8th grade or less

    2. 9th to 11th grade

    3. High school graduate

    4. G.E.D.

    5. 1 to 3 years of college or A.A. degree

    6. College graduate (4 years of college or more)

17. What ethnic group do you belong to?

    1. White American

    2. Black American

    3. Puerto Rican

    4. Mexican American

    5. American Indian

    6. Asian/Oriental American

    7. Other (please specify): _____

18. How old are you?

    1. less than 20

    2. 21 to 25

    3. 26 to 30

    4. 31 to 35

    5. 36 to 40

    6. 41 or older

19. What date (month and year) is it right now?

    _____/_____
     MONTH   YEAR

V.1.c: ARMY WORK ENVIRONMENT QUESTIONNAIRE AND SURVEY

This survey is part of an effort to improve the jobs and working conditions of Army personnel. To do this, there are two parts to this survey. This first part is a demographic questionnaire, asking about your job experience, age, etc. This information will only be used to group responses together. The second part is the Work Environment Questionnaire (WEQ). The WEQ asks you to describe your unit, your job and your supervisor in two ways: (1) as each <u>actually</u> is, and (2) how you think each <u>should be</u>.

The survey results will provide summary descriptions of your unit. These results will help the chain of command understand how you feel about the things that are important to you.

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Now turn the page and begin the survey. Please be sure that on the WEQ there are two scales for each item. Remember to indicate what your work situation is <u>actually</u> like and how you think it <u>should be</u>. <u>Do not leave blanks</u>. There is no time limit so you can work at your own pace.

DATA REQUIRED BY THE PRIVACY ACT OF 1974
(5 U.S.C. 552a)

TITLE OF FORM	PRESCRIBING DIRECTIVE
	AR 70-1

1. AUTHORITY

     10 USC Sec 4503

2. PRINCIPAL PURPOSE(S)

The data collected with the attached form are to be used for research purposes only.

3. ROUTINE USES

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FORM	Privacy Act Statement - 28 Sep 75

DA Form 4368-R, 1 May 75

Background DATA - OFFICER

1.   What unit and company are you in? _____

2.   What is your status?

      1.   AUS

      2.   NGUS

      3.   USAR

      4.   RA

      5.   DUAL STATUS

3.   What type of unit are you in?

      1.   Combat

      2.   Combat Support

      3.   Combat Service Support

      4.   Headquarters Staff

      5.   Other

4.   What is your rank?

      1.   Enlisted

      2.   Non-Commissioned Officer (NCO)

      3.   Warrant

      4.   Commissioned Officer

5.   What is your pay grade?

      1.   01

      2.   02

      3.   03

      4.   04

      5.   05

      6.   06

      7.   07 and above

6. Are you on active duty status?

    1. Yes

    2. No

7. Are you a supervisor in your unit?

    1. Yes

    2. No

8. How long have you been in the Army? (Do not count prior service)

    1. 6 months or less

    2. 7 months to 1 year

    3. 1 to 2 years

    4. 2 to 3 years

    5. 3 to 4 years

    6. 4 to 6 years

    7. 6 to 8 years

    8. 8 to 10 years

    9. over 10 years

9. How long have you been at this installation?

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    2. 1 to 3 months

    3. 4 to 6 months

    4. 7 to 9 months

    5. 10 to 12 months

    6. 13 to 18 months

    7. 19 to 24 months

    8. 25 to 36 months

    9. over 36 months

10. How long have you been in this unit?

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4. 7 to 9 months

5. 10 to 12 months

6. 13 to 18 months

7. 19 to 24 months

8. 25 to 36 months

9. over 36 months

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4. 7 to 9 months

5. 10 to 12 months

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7. 19 to 24 months

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9. over 36 months

12. Which military branch corresponds the closest with your primary MOS?

    1. Infanty

    2. Field Artillery, ADA

    3. Armor

    4. Corps of Engineers

    5. Signal Corps

    6. Ordnance

    7. Quartermaster, Transportation

    8. Adjutant General, Finance

    9. Military Police, Military Intelligence

    10. Medical Corps, MSC, Chaplain

13. Which of the following best describes your career intentions at the present time?

    1. I will definitely stay until retirement

    2. I will probably stay until retirement

    3. I am undecided about staying

    4. I will stay for now but will probably leave before retirement

    5. I will definitely leave at the earliest opportunity

14. What is your sex?

    1. Male

    2. Female

15. What is your present marital status?

    1. Married

    2. Single, never married

    3. Divorced

    4. Legally separated

    5. Widowed

16. What is the highest grade of school you have finished? ~~Circle one~~:

     1. 8th grade or less

     2. 9th to 11th grade

     3. High school graduate

     4. G.E.D.

     5. 1 to 3 years of college or A.A. degree

     6. College graduate (4 years of college or more)

17. What ethnic group do you belong to?

     1. White American

     2. Black American

     3. Puerto Rican

     4. Mexican American

     5. American Indian

     6. Asian/Oriental American

     7. Other (please specify): _____

18. How old are you?

     1. less than 20

     2. 21 to 25

     3. 26 to 30

     4. 31 to 35

     5. 36 to 40

     6. 41 or older

19. What date (month and year is it right now?

     _____/_____
     MONTH   YEAR

V.2: WEQ Profile Form

PROFILE FOR THE
WORK ENVIRONMENT QUESTIONNAIRE

Unit ID _____
Date _____

Actual _____
Should Be --------

SCALE SCORE

100 90 80 70 60 50 40 30 20 10 0

ORGANIZATION		UNIT				SUPERVISOR				JOB		
1 Order and Organization	2 Support and Services	3 Personnel Training	4 Order and Organization	5 Equity and Justice	6 Team Work	7 Individual Support	8 Task Facilitation	9 Planning/ Organizing Skills	10 Standards Enforcement	11 Job Enrichment	12 Absence of Pressure	13 Responsibility
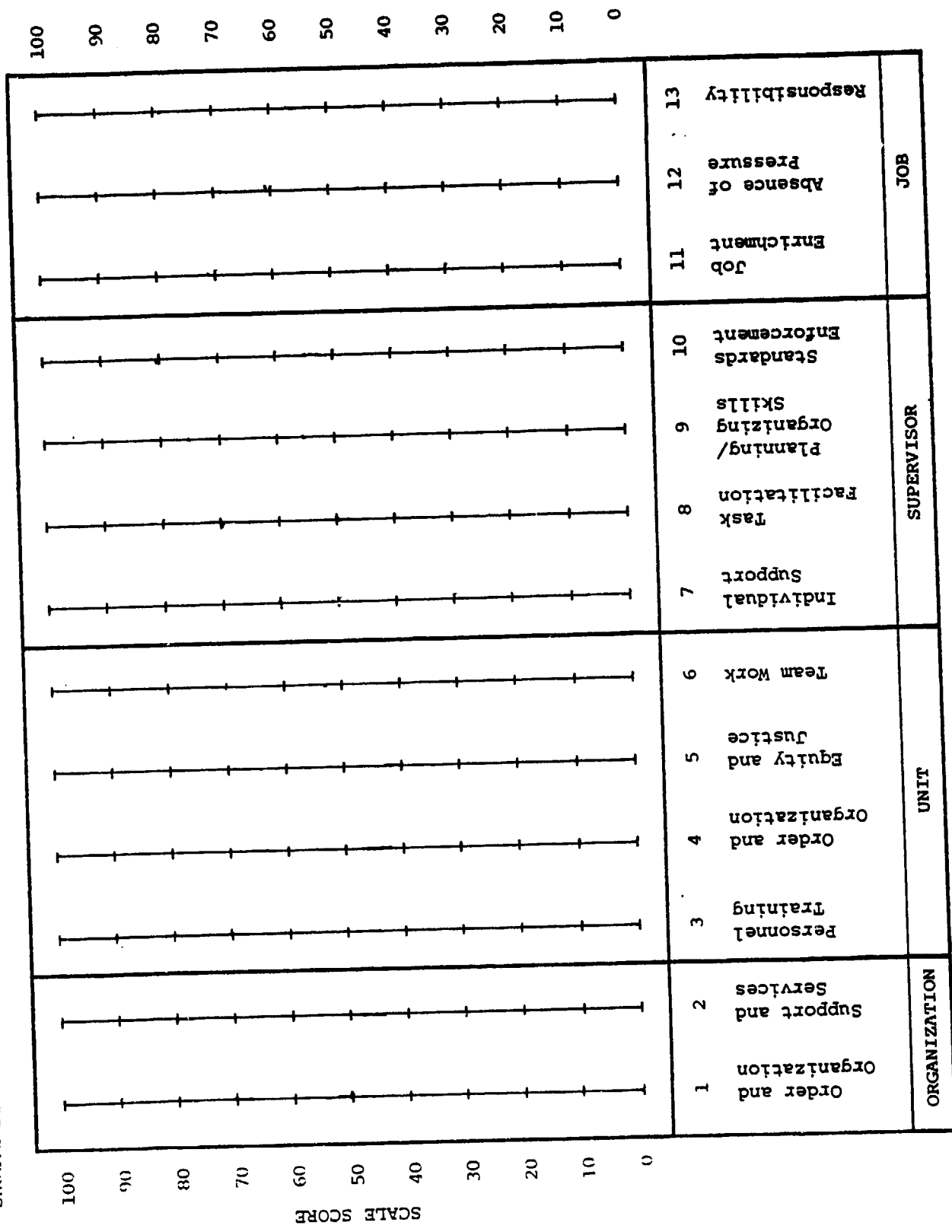
VI: WEQ Processing

VI.1: DATA PROCESSING/AUTODIN

Due to the differences in data coding and processing capabilities at various installations, there is as yet, no standard optical scanning form. Instead, it is suggested that the respondents write directly on the questionnaire forms, and that these forms be punched onto a card or tape by your MISOs. A format is provided on the next pages for your MISOs to follow. This will allow all data from all installations to be easily analyzed for more timely feedback.

As stated earlier, some installations have more or less computer capabilities than others.

For those installations where data processing and analysis are available, the OESOs may decide to write their own programs (SPSS or FORTRAN, etc.) and do their own analysis.

For those installations where this capability is not readily available, ARI is willing to analyze the data gathered by installation OESOs or to make arrangements to have the data analyzed. Most installations are equipped with an AUTODIN system. This is similar to the telephone AUTOVON system. AUTODIN transmits data punched on cards. ARI is equipped with an AUTODIN and can receive and transmit information and data on cards.

AUTODIN is generally located in the installation communications office. The data from the Demographic form and the WEQ would have to be punched on cared (The data MUST be in the format indicated in Section VI.2). The punched cards would be brought to the communications office with instructions to send to ARI in Alexandria, VA. When the data is received at ARI, data analysis will begin.

Under normal conditions, with normal established priorities, it will take approximately 24 hours to have data transmitted and received. Assuming the data are 'clean', analysis could begin immediately with a print-out in two days. Allowing three or four days (or a week) for mailing and receiving at the installation, this means approximately a 1 1/2 week turn-around time for data.

(Data could be transmitted to the installation by AUTODIN. However, this would limit the kind and number of information that could be transmitted. Plotted graphs are difficult to send in 80 columns.)

VI.2: DATA CODING FORMAT

On the following pages is a data coding format. The format indicates
which item response should be punched into which column on each of three
cards. Each respondent (case) will have a total of three cards. Each
card per case will have the same identifying first twelve (12) columns.

All missing values should be entered in BLANK.

Please note that for civilians, columns 22-25 on the first card will
be BLANK. Columns 22-25 for enlisted, NCO, and officers will be filled in.

COL. 1	CARD #1	MISSING VALUES = BLANK

COL. 1   CARD #1   MISSING VALUES = BLANK

2-5   LAST 4 DIGITS   SSN

6-10   UNIT ID   (#1)

11-12   COMPANY I.D (#1)

13   #2 UNIT /AUS/NGUS, etc.

14   #3 STATUS /GS/ WG, etc. /COMBAT/CS/CSS

15   #4 RANK /CIV./ ENLISTED, etc.

16   #5 PAY GRADE

17   #6 FULLTIME /PART active duty

18   #7 SUPERVISOR

19   #8 LENGTH of TIME in ARMY

20   #9 LENGTH of TIME in INST.

21   #10 LENGTH of TIME in UNIT

22   #11   MO. of CURRENT ENLISTMENT

23-24   #12 N/A Civilians   MOS

25   #13   CAREER INTENTIONS

26   #14 SEX

27   #15 MARITAL STATUS

28   #16 EDUC.

29   #17 ETHNIC

30   #18 AGE

31-32   MONTH / 33-34 YEAR /35-40 BLANK

41   #1 ACTUAL

42   #1 SHOULD BE

43   #2 ACTUAL

44   #2 SHOULD BE

COL.

45	#3 ACTUAL
46	#3 SHOULD BE
47	#4 ACTUAL
48	#4 SHOULD BE
49	#5 ACTUAL
50	#5 SHOULD BE
51	#6 ACTUAL
52	#6 SHOULD BE
53	#7 ACTUAL
54	#7 SHOULD BE
55	#8 ACTUAL
56	#8 SHOULD BE
57	#9 ACTUAL
58	#9 SHOULD BE
59	#10 ACTUAL
60	#10 SHOULD BE
61	#11 ACTUAL
62	#11 SHOULD BE
63	#12 ACTUAL
64	#12 SHOULD BE
65	#13 ACTUAL
66	#13 SHOULD BE
67	#14 ACTUAL
68	#14 SHOULD BE
69	#15 ACTUAL
70	#15 SHOULD BE

COL.

71	#16 ACTUAL
72	#16 SHOULD BE
73	#17 ACTUAL
74	#17 SHOULD BE
75	#18 ACTUAL
76	#18 SHOULD BE
77	#19 ACTUAL
78	#19 SHOULD BE
79	#20 ACTUAL
80	#20 SHOULD BE

SECOND CARD

1	CARD # 2
2-5	LAST 4 DIGITS SSN
6-10	UNIT ID
11-12	COMPANY ID
13-20	BLANK
21	#21 ACTUAL
22	#21 SHOULD BE
23	#22 ACTUAL
24	#22 SHOULD BE
25	#23 ACTUAL
26	#23 SHOULD BE
27	#24 ACTUAL
28	#24 SHOULD BE
29	#25 ACTUAL
30	#25 SHOULD BE

COL.

31	#26 ACTUAL
32	#26 SHOULD BE
33	#27 ACTUAL
34	#27 SHOULD BE
35	#28 ACTUAL
36	#28 SHOULD BE
37	#29 ACTUAL
38	#29 SHOULD BE
39	#30 ACTUAL
40	#30 SHOULD BE
41	#31 ACTUAL
42	#31 SHOULD BE
43	#32 ACTUAL
44	#32 SHOULD BE
45	#33 ACTUAL
46	#33 SHOULD BE
47	#34 ACTUAL
48	#34 SHOULD BE
49	#35 ACTUAL
50	#35 SHOULD BE
51	#36 ACTUAL
52	#36 SHOULD BE
53	#37 ACTUAL
54	#37 SHOULD BE
55	#38 ACTUAL
56	#38 SHOULD BE

COL.	
57	#39 ACTUAL
58	#39 SHOULD BE
59	#40 ACTUAL
60	#40 SHOULD BE
61	#41 ACTUAL
62	#41 SHOULD BE
63	#42 ACTUAL
64	#42 SHOULD BE
65	#43 ACTUAL
66	#43 SHOULD BE
67	#44 ACTUAL
68	#44 SHOULD BE
69	#45 ACTUAL
70	#45 SHOULD BE
71	#46 ACTUAL
72	#46 SHOULD BE
73	#47 ACTUAL
74	#47 SHOULD BE
75	#48 ACTUAL
76	#48 SHOULD BE
77	#49 ACTUAL
78	#49 SHOULD BE
79	#50 ACTUAL
80	#50 SHOULD BE

THIRD CARD

1	CARD # 3
2-5	LAST 4 DIGITS SSN

COL.

6-10	UNIT ID
11-12	COMPANY ID
13-20	BLANK
21	#51 ACTUAL
22	#51 SHOULD BE
23	#52 ACTUAL
24	#52 SHOULD BE
25	#53 ACTUAL
26	#53 SHOULD BE
27	#54 ACTUAL
28	#54 SHOULD BE
29	#55 ACTUAL
30	#55 SHOULD BE
31	#56 ACTUAL
32	#56 SHOULD BE
33	#57 ACTUAL
34	#57 SHOULD BE
35	#58 ACTUAL
36	#58 SHOULD BE
37	#59 ACTUAL
38	#59 SHOULD BE
39	#60 ACTUAL
40	#60 SHOULD BE
41	#61 ACTUAL
42	#61 SHOULD BE
43	#62 ACTUAL
44	#62 SHOULD BE

COL. 1	CARD #
45	#63 ACTUAL
46	#63 SHOULD BE
47	#64 ACTUAL
48	#64 SHOULD BE
49	#65 ACTUAL
50	#65 SHOULD BE
51	#66 ACTUAL
52	#66 SHOULD BE
53	#67 ACTUAL
54	#67 SHOULD BE
55	#68 ACTUAL
56	#68 SHOULD BE
57	#69 ACTUAL
58	#70 SHOULD BE
59	#71 ACTUAL
60	#71 SHOULD BE
61	#72 ACTUAL
62	#72 SHOULD BE
63	#73 ACTUAL
64	#73 SHOULD BE
65-80	BLANK

SECTION VII:

Norms and Comparisons

VII.1: WEQ Relationship to the General Organizational Questionnaire (GOQ)

Until data have been collected in identical units with both the WEQ and the GOQ, definitive statements of the similarities and differences of the two instruments cannot be made. Plans are being formulated to carry out such analyses.

In the interim, it must suffice to note only surface comparisons. One major difference between the two is that the WEQ includes a SHOULD BE scale response whereas the GOQ does not. Scale content and interpretation also differ largely as a function of the way in which the two instruments have been developed. The GOQ is an adaptation of earlier instruments developed at the University of Michigan and most specifically the Survey of Organization (SOO). One clear benefit to this is that the GOQ can be related with some degree of confidence to the wealth of data which have been collected over the years with the SOO in a wide variety of organizations. The developmental procedure for the WEQ, on the other hand, was more empirical in nature. The first step was to review an extensive array of previous climate instruments, including the GOQ and its forebearers, which were then augmented and refined on the basis of field data collection and subsequent analysis. Thus, the current WEQ is a product of direct Army development as well as previous and related climate instrumentation in other sectors. Some of the resulting scales, such as at the Supervisor Control Level, are similar in some regards to some of the GOQ scales while other scales are not. In addition, the WEQ differentiates among four levels of control (Organization, Unit, Supervisor, and Job).

Further research and extensive field experience will be required to determine the critical differentiating features of the WEQ and the GOQ.

In conclusion, it should be noted that the WEQ in no way replaces the GOQ. These are different instruments designed to assess different aspects of organizations. Each has its own advantages and disadvantages.

VII.2: Norms

The mean scale scores reported in Chart 7 (see Section III.4) are based on data collected from 17 combat units at the initial validation site. Data from several other sites is currently being collected or analyzed. As these data become available, this section will be updated and expanded.

It should be noted that a primary advantage of the WEQ is that the data can be used without normative data. The WEQ is based on discrepancy data - the difference in perception between what is and what it should be. This would indicate a potential pressure for change within a unit. This data can be used (and some may argue that it should be used) without comparisons with other units.

The WEQ is a diagnostic tool. As such, the data that should be most significant will be the discrepancy score. Absolute standards are useful only when comparing one unit with another. For diagnosis purposes, it would be most useful to determine where there is the most discrepancy between actual and ideal. This discrepancy would indicate where the unit members perceive the situation to be the worst (or best) regardless of how they compare with other units.