

# EOCAS SURVEY ADMINISTRATION AND INTERPRETATION

## APPENDIX C: Unit Commander Instructions (Company or Battalion)

### I. ADMINISTRATIVE PROCEDURES

1. Sample size in company-size surveys. Survey everyone to achieve the best results. When surveying all soldiers is not practical (personnel on leave, hospitalized, TDY, etc.), a certain number (sample size) of soldiers must nevertheless take part in the survey for results to be accurate. EOA can explain minimum number required.

2. Administering the survey.

a. Preparation actions. The unit commander should take the survey and answer as the commander thinks his/her soldiers will answer the questions. This action preps the unit commander for the survey. A unit leader (Commander, 1SG) tells the soldiers why it is important to take this survey just prior to taking the survey. The leader explains that the survey will take about 30 minutes and that it is important to answer all of the questions as honestly as possible. The leader mentions the sorts of questions that are in the survey. The leader explains how the unit will discuss and use the survey results to the soldiers.

b. Administration actions. Unit administers the survey in an open unit area with desks and chairs, such as the training room or day room. This area is quiet and clean. The administrator should be someone other than the unit commander, first sergeant, or other leader in the chain of command. Ideally, an EOA administers the survey. A member of the unit chain of command should be quickly available but not actually in the room when the survey is administered to handle any disruptions which may occur. The unit prints an alpha roster of available personnel that the survey administrator uses to track who has taken the survey. No one can be forced to complete the survey. If an insufficient number of personnel take the survey and you need more respondents, then you know whom you can ask to take the survey.

### II. INTERPRETING SURVEY RESULTS

1. When analyzing survey results, one should remember that this information represents soldiers' perceptions about various unit characteristics. There is no absolute right or wrong; this information is normative and you need a benchmark that the EOA will provide. It is important to understand that for most people, reality is their perception of the situation (right, wrong, or somewhere in the middle). Consider a leader trying to sort out a problem between two individuals. When the leader tries to learn what actually occurred, the leader usually finds that there are at least two different versions (realities) of the situation. If the leader checks with other witnesses of the incident, they may find more than two views.

2. How does a leader most effectively and productively use this information of soldier perceptions? You should view this in two ways.

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a. First, do different groups see the unit differently? That is, do males see the unit differently than females or do whites see the unit differently than minority groups? In other words, do white males perceive everything is fine while minority males perceive things as bad? You (your subordinates or EOL or soldiers) can use this information in focus groups to start a conversation on the topic. You begin, “The survey says .....

b. Second, do the perceptions line up with the reality about the unit? Reality about the unit can be either based on actual records (e.g. per capita Article 15, promotion, and awards rates, etc.) or on the commander’s or the unit leaders’ perceptions/gut feelings about the unit. When comparing perception data with reality (either defined by records or by the chain of command), the following table provides four possible outcomes. In assessing the state of equal opportunity in the unit, the commander should be aware of where his organization fits in relation to the following matrix, question by question. If any misperception exists, then take appropriate actions as required.

|                           |                   | <b>REALITY</b><br>(hard data* or Cdr.’s perception/gut feel)   |  |
|---------------------------|-------------------|--|--|
|                           |                   | <b>GOOD/FAIR</b>   | <b>BAD/UNFAIR</b>  |
| <b>SOLDIER PERCEPTION</b> | <b>GOOD/FAIR</b>  | 1. Reality and Perception are <b>consistent</b> .<br><br>2. Situation is <b>okay</b>   | 1. Reality and Perception are <b>inconsistent</b> .<br><br>2. Situation is <b>not okay</b> .<br><br>Disconnect -- soldiers perceive good/fairness, but in reality, situation is bad. |
|                           | <b>BAD/UNFAIR</b> | 1. Reality and Perception are <b>inconsistent</b> .<br><br>2. Situation is <b>okay</b> .<br><br>Disconnect -- soldiers perceive bad/unfairness, but in reality, situation is good. | 1. Reality and Perception are <b>consistent</b> .<br><br>2. Situation in <b>not okay</b> .   |

\* *Hard Data*: An example of hard data that the commander can compare to the perception data (the survey results) is the actual number of article 15s given to majority/minority soldiers. Hard data does not exist in some situations and the commander must make a comparison with his own perception/gut feeling.