



Analysis of the Canadian Forces College Annual Staff Survey: 2007- 2008 Academic Year

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DRDC CORA

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Abstract

Feedback is an important enabler for examining an organization's activities. Annually, a survey is administered to staff at Canadian Forces College (CFC) for this purpose. This publication reports the findings from the CFC survey. A questionnaire comprised of a variety of quantitative rating scales and unstructured questions was administered electronically to staff at the college to gain information on organizational performance and provide recommendations for advancement of the college work environment. A description of the survey tool and the methodology is provided along with a detailed report of the qualitative and quantitative findings. Overall, the interpersonal work environment and facilities received positive approval. Suggestions for improvements include the development of a communications strategy, the provision of greater opportunities for career related development, and repairs to be completed to poorly functioning equipment.

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Executive summary

Monitoring performance is important for validating the smooth functioning of an organization and exploiting opportunities for its continued growth and development. To this end, Canadian Forces College (CFC) requests opinions annually from the staff at the college.

A questionnaire comprised of quantitative and qualitative items was constructed to gather information about the work atmosphere, the facilities, and improvements that could be implemented to advance CFC was administered to 97 respondents.

Generally, the findings suggest that the work environment for staff is perceived positively. People enjoy working at CFC and find the purpose and objectives of the work significant and interesting. Respondents reported that they are able to utilise previously gained skills while concurrently developing new proficiencies and expertise. Co-workers are friendly and professional. Resources and communication are seen to be major challenges in the environment, yet the overriding positive agreement suggests that these barriers to work are overcome by the intrinsic interest of the work, the dedicated staff, and the requirement of the overarching goals of education. By and large, the facilities and services available at the college received favourable ratings.

Overall, the findings of this report suggest that the work environment for staff is perceived positively. However, the analysis finds there to be some areas in need of improvement. It is recommended that the following actions be implemented:

- Promote opportunities to develop autonomy and self-determination to enhance staff's interest, motivation, and enjoyment of their work;
- Develop a communications strategy and communications plan, to facilitate information sharing;
- Cultivate an environment that encourages the greater use of both official languages;
- Foster an environment that promotes and sanctions personal and professional development of all staff;
- Repair broken and/or malfunctioning equipment;
- Provide adequate tools to accomplish necessary work activities;
- Develop areas for rest and relaxation; and
- Assign and/or reserve parking for college staff.

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1. Introduction

1. Feedback is an essential enabler for monitoring and improving an organization and its activities. Each year, Canadian Forces College (CFC) requests opinions from the staff at the college. The aim of the annual survey is to provide information on the work environment and the facilities in order to provide data to be used for decision support purposes to improve the environment, the facilities, and work processes.

1.1 Scope

2. This technical note reports the findings from the Canadian Forces College Annual Staff Survey. An electronically administered questionnaire, comprised of quantitative and qualitative items was constructed to gather information about the work atmosphere, the facilities, and improvements that could be implemented to advance CFC. A description of the survey tool and the methodology is provided along with a detailed report of the qualitative and quantitative findings. Interpretation of the results is presented and recommendations are offered for improving the CFC work environment.

2. Methodology

2.1 Participants

3. The population under enquiry consisted of $N = 142$ persons; the group was comprised of 62 civilians, 55 commissioned officers, and 25 non-commissioned members who were eligible to complete the survey; that is, not legitimately away on leave or duty elsewhere. The sample was comprised of 97 respondents¹ who completed the survey.

2.2 Feedback Instrument

4. A set of questions was developed to assess staff's perceptions and feelings about the work environment and the facilities. A mix of quantitative (structured) and qualitative (unstructured) response formats was used for the evaluation. The survey was written in French and English; a copy is provided in Appendix A.

5. The instrument was made available on-line commencing June 2, 2008 for a three week period². Two reminders to complete were sent to all staff. A software program called eListen[®] deployed the survey and collected the data^{3,4}.

2.2.1 Structured Questions

6. To capture demographic information, two categorical questions taken from the previous (2006-2007 academic year) CFC survey were posed. Respondents were asked to identify their designation (Civilian, Commissioned Officer (CO) or Non-commissioned Member (NCM)) and the organization (Chief of Staff (COS), Directorate of Programmes (DOP), Directorate of Curriculum (DOC), or Academic Division) in which they worked.

7. Fourteen questions (a through n in Appendix A) were posed concerning various aspects of the setting (e.g., I am satisfied with my personal workspace), the environment (e.g., The atmosphere in the office is positive), the work (e.g., I feel stressed from the workload), personal agency (e.g., I feel I have control over my work), the post (e.g., This

¹ The proportion of respondents is methodologically adequate for generalising the results of the findings from the sample to the population.

² In general, online surveys are much less likely to achieve response rates as high as surveys administered on paper, despite the use of various practices to lift them (see Nulty, 2008).

³ The previous and only iteration of the CFC Annual Staff Survey was deployed online through the DND Learn platform. Data collected by this means can only be reported as categorical percentages. Therefore, eListen[®] was used in order to allow for the data to be exported to an statistical program called Statistical Program for the Social Sciences (SPSS) for richer exploration and analysis than can be done by the previous data collection method.

⁴ Data from the completed surveys was encrypted and required decoding and transfer into a format compatible with SPSS. This method ensured complete anonymity for participants, as no identifier information was transferred during the decoding process.

posting assists me in achieving my career objectives) and self-development (e.g., I received training for professional development). Respondents were asked to report on these items using 5-point Likert-type rating scales anchored at 1 (strongly disagree) to 5 (strongly agree).

8. Six items (o through u in Appendix A) assessed the facilities at the college. Respondents reported on these items using 5-point Likert-type rating scales (Likert, 1932) anchored at 1 (very poor) to 5 (very good). A sixth category was included to provide a “did not use” response alternative.

2.2.2 Unstructured Response Format

9. To gain a rich understanding of people’s feelings, experiences, and suggestions for change, people were asked to a) describe positive aspects of their work b) describe any challenges or obstacles to their work, and c) provide recommendations to improve CFC.

2.3 Data Preparation

10. Descriptive and inferential statistics for the structured questions were completed using the computer program SPSS® (Statistical Program for the Social Sciences). Raw scores, means, standard deviations, and sample size for each item (a through u on the questionnaire) are presented in Tables B.1 and B.2, Appendix B. For the unstructured questions, comments were entered into a Microsoft Office Excel® spreadsheet application to be categorized. Themes and patterns (ideas, behaviours, phrases) were identified and then organized into coherent categories (e.g., resources) and then broken into subcategories (e.g., people, money, tools) allowing for greater discrimination and differentiation. The categories were defined as a result of working with the data (Santos, Reynaldo, Mitchell & Pope, 1999). Using Excel allowed for easy sorting of categories. The qualitative and quantitative data presented concurrently.

3. Results

3.1 Sample Representation

11. The response rate for the survey was 68%. Response rates, according to designation were: civilians, 58%; commissioned officers, 86%; non-commissioned members, 68%. Response rates of this magnitude are generally considered to be adequate for analysis (Nulty, 2008; Richardson, 2005).

12. Respondents were asked to identify their designation and the organization in which they worked. Figure 1 displays the percentage of survey respondents as a function of the public service designation to which they belonged. Persons who did not respond to this question are identified in the figure as a missing value.

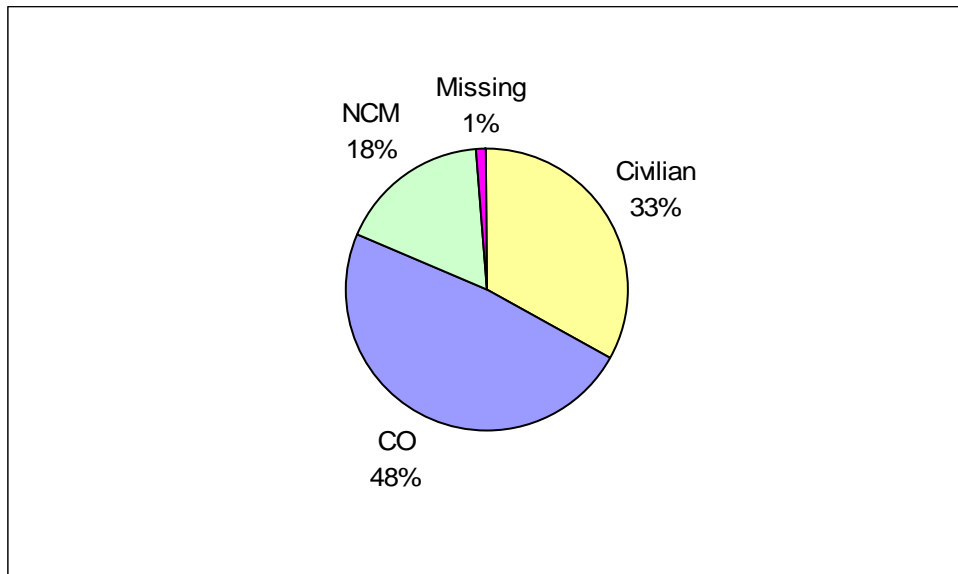


Figure 1: Percentage of respondents as a function of their designation.

13. Figure 2 gives a breakdown of the sample of respondents according to the organization in which they work. It is important to note that both distributions provide

adequate sampling required for the deeper investigation of responses⁵. Persons who did not respond to this question are identified in the figure as a missing value.

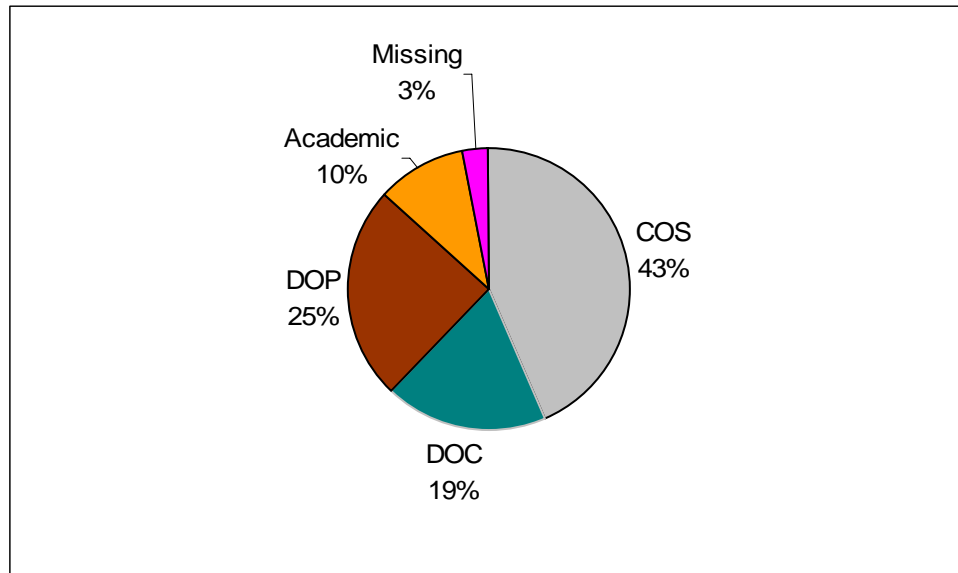


Figure 2: Percentage of respondents as a function of department in which they work.

3.2 Nature of the Work and the Work Environment

14. Using 5-point Likert-type rating scales, respondents were asked to report on a variety of questions about the interpersonal environment, the nature of the work, and career-related development. Table B.3, in Appendix B provides a summary of each item, its mean value (M) and standard deviation (SD). For each item, an independent sample t-test was conducted against a value of 3 (the midpoint on the scale); the omnibus test results, collapsed across designation conditions are presented in Table B.3, Appendix B.

15. The majority of respondents reported positively on the work environment. By far, the most often cited comments made by civilians and COs concerned feelings of autonomy and perceptions of flexibility. Respondents commented on their ability to “work independently” and “without disruptions”. Many felt that they had the freedom to “select and initiate projects”, the flexibility to determine their work schedules and manage work time without feeling “micromanaged”. However, some reported that they would prefer greater control in their areas of responsibility (i.e., greater control over what

⁵ Analysis of all data was also conducted as a function of department in which one works. Only the analysis of the results as a function of designation are reported herein as this appeared to be the more logical way to report the findings as differences may be more likely to exist as a function of organizational subcultures (Schein, 1992). The means, standard deviations and significance of t-tests as a function of organization are reported in Table B.5, Appendix B.

is taught) and increased participation and collaboration in their work. The qualitative comments for perceptions of feeling valued and having control over various aspects of work are reflected in the average mean ratings of the quantitative items displayed in Figure 3. Separated by group designation, mean ratings are all above the midpoint of the scale for each group. Means, standard deviations, and significance of independent sample t-tests conducted as a function of group designation are displayed in Table B.4 located in Appendix B.

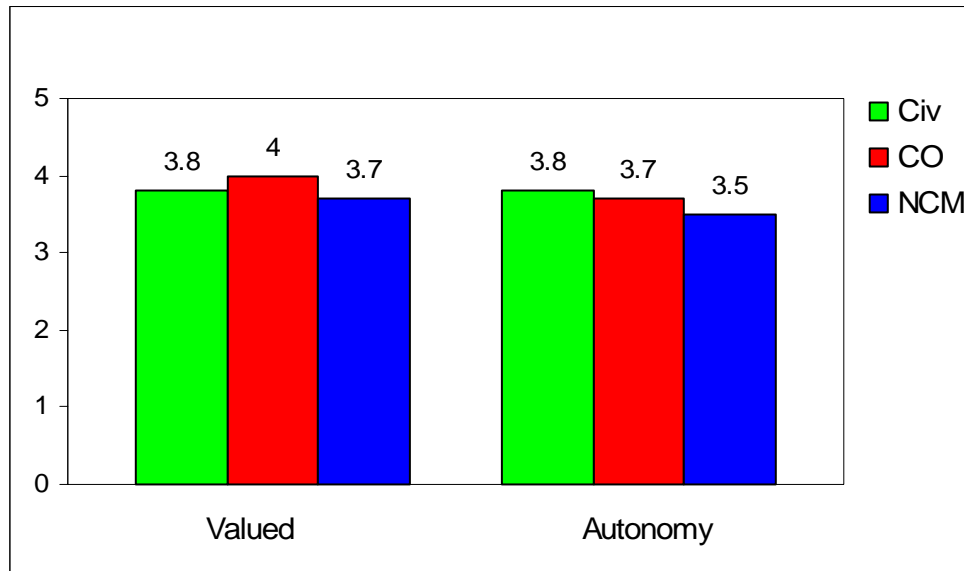


Figure 3: Mean ratings of items of respondents’ perceptions of feeling valued by the organization and having control over their work as a function of designation.

16. The character of the work required to run the organization was also deemed positive. Overwhelmingly, staff felt that the work was diverse, challenging, intellectually interesting, and important. Respondents felt that they were able to utilise their previous training for this posting and were able to develop decision making capabilities. Generally, people felt that there were many opportunities to be creative, learn, and engage in skill development. The content of programmes and participation in seminars afforded some staff the opportunity to “meet many interesting high-calibre people”, “meet people from abroad” and increase personal and/or professional networks. On the whole, staff acknowledged the importance of developing the CF’s senior leadership and stated that “working towards the common goal to optimize learning is uplifting”.

17. There is acknowledgement of the understanding of one’s own role and the roles of colleagues at the college. These results are demonstrated from the mean values of the rating scale items displayed in Figure 4. Independent t-tests of designated groups

conducted against the midpoint of the scale are all significant; the results of these tests, with means and standard deviations are shown in Table B.4, Appendix B.

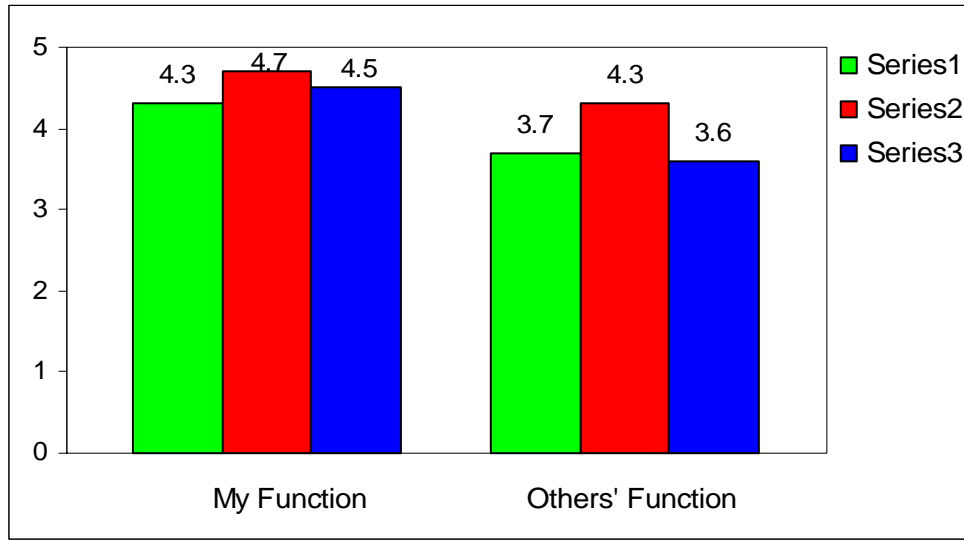


Figure 4: Mean ratings of understanding of roles in the CFC organization as a function of designation.

18. There are, however, impediments to the completion of work. Issues of time were thematically cross-cutting. For some respondents, across all designations and organizations, there was “too much work”, “conflicting deadlines”, “no flexibility in work hours”, “no time to change curriculum”, or there were “late changes to schedules” which could “cause embarrassment to the college because ‘we’ look ill-prepared”. Still, others commented on the “constant change in priorities”, “the pace of change being too fast”, and that there is a need for “better administration and monitoring of change processes”.

3.3 People

19. People, naturally, are the backbone of every organization. For all staff, collegiality, professionalism and teamwork were the most oft cited descriptors. On the whole, people are friendly, motivated and there is an “esprit de camaraderie et de cooperation”. Rating scale data displayed in Figure 5 reveals that people perceive the interpersonal atmosphere positively, as indicated by ratings greater than the scale midpoints. Similarly, people do not perceive that there are interpersonal tensions among colleagues. Nonetheless, qualitative findings are suggestive that there are a small number of interpersonal tensions in the environment. A few respondents felt that there are “difficult people” and “domineering personalities in leadership roles” at the college.

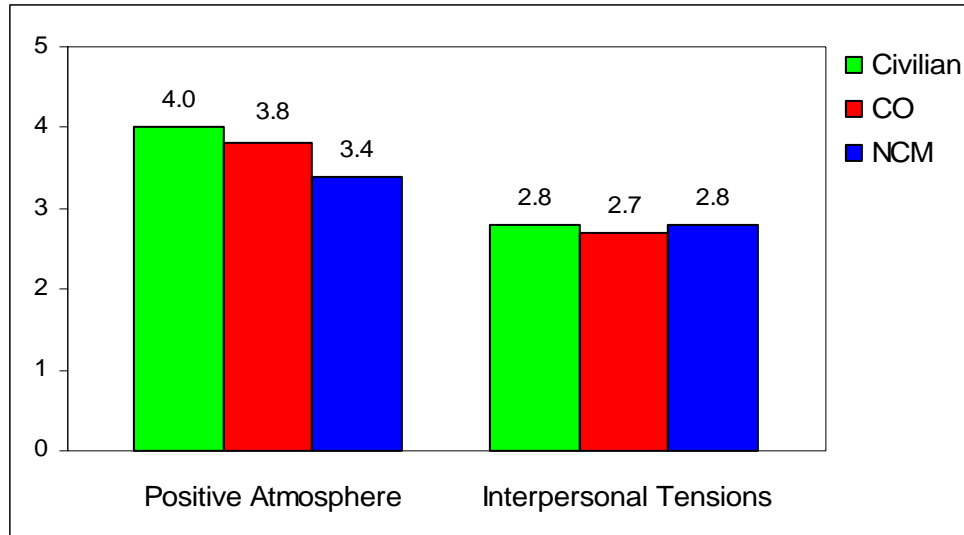


Figure 5: Mean ratings of the interpersonal work atmosphere as a function of designation.

20. Communication was seen as a major frustration to most. Generally, respondents felt that there was “poor consultation” and “poor communication” in the decision making process, a “lack of cohesion”, and a “disconnect between departments”, particularly at the interface of the planners and directing staff. It was suggested that “stovepipes” created prejudice and reduced peoples’ ability to implement change; decisions “made in isolation” inhibited problem solution. It was also felt that opportunities were missing to engage in informal communication with the Commandant and some felt that there is a “lack of effort to use French communications”. In contrast, some staff felt that their superiors sought out, listened to and took their input under advisement. Supervisors were seen as “reasonable and understanding” and people felt they were supported by both colleagues and those higher in their chain of command.

3.4 Resources

21. Scarcity of resources in terms of people, money and tools were reported as key inhibitors for the smooth functioning of the college. The shortage of staff, both military and civilian, results in increased workloads and lack of necessary support. People feel that there is “too much work” and not enough time to “do what needs to be done”. Continual staff turnover and length of time in staff positions exacerbates the problems. The mean values of the quantitative survey items displayed in Figure 6 show that respondents’ workspace is perceived favourably. In agreement with the qualitative findings, perceived stress from the workload is noted as the omnibus t-statistic and individual t-tests conducted according to designation were not statistically significant. The results of these tests can be found in Appendix B, Tables 4 and 5.

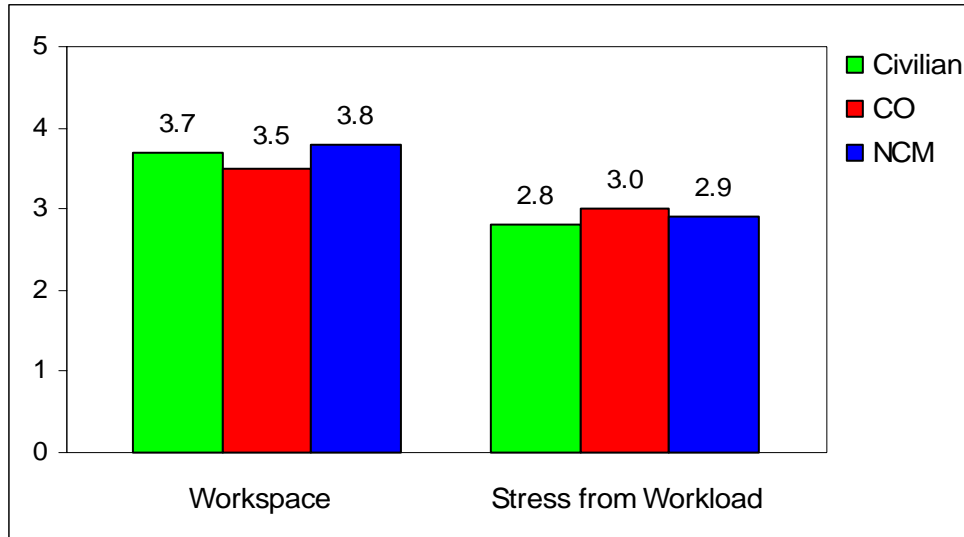


Figure 6. Mean ratings of the workspace and stress experiences from workload as a function of designation.

22. The consequences of the scarcity of resources, as reported by college staff, suggests that many personnel do not have enough time to complete work to high standards, respond to technological problems, engage in personal and professional development, stay current with technological advancements, develop expertise and, at the very least, prepare adequately for curriculum delivery. The mean ratings of survey items related to career development and meeting peoples' career objectives are not significantly different from the midpoint of the scale. This is true for the omnibus and the individual t-tests conducted on these survey items (see Tables 4 and 5 in Appendix B).

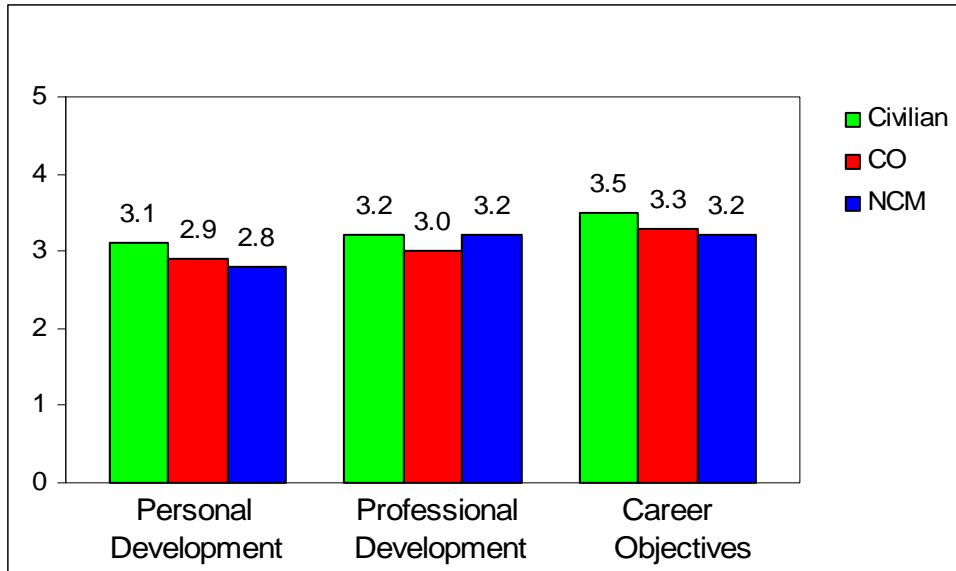


Figure 7. Mean ratings of career related items as a function of designation.

23. Tools to complete work are lacking or non-existent. Computers, blackberries, and desk lamps are in short supply. Respondents believe they require more printers and photocopiers to complete their work. Air conditioning is in need of repair, an asbestos problem inhibits staff from using the Staff Lounge, and athletic equipment (i.e., treadmills) in the Dextrase facility is said to be “wearing out”. It was also suggested that “a floor washing machine would save time and bring the building to a higher [aesthetic] standard”.

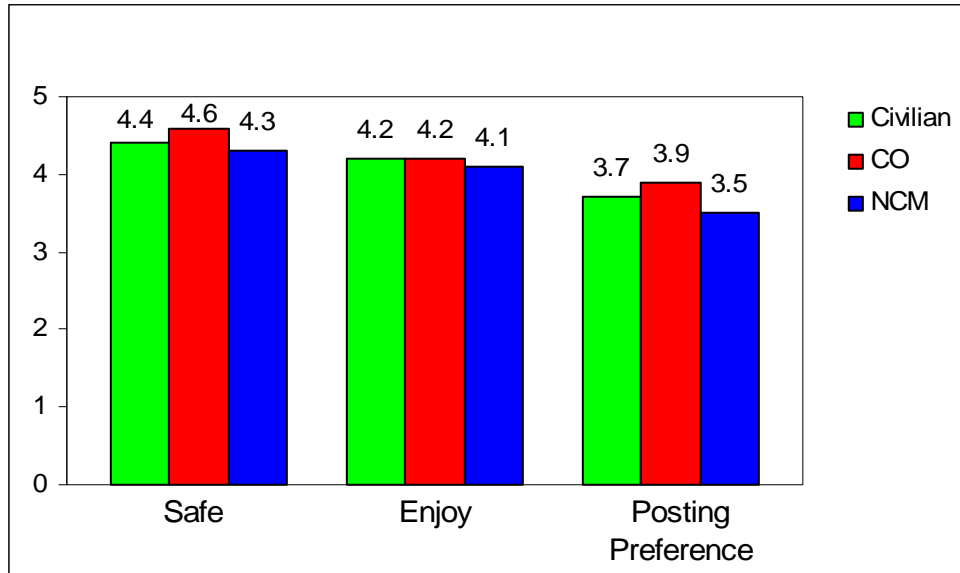


Figure 8. Mean ratings of feelings of safety, work enjoyment, and posting preference as a function of designation.

24. Figure 8 shows the mean ratings of perceptions of safety, enjoyment in their work, and that CFC could be considered an ‘employer of choice’. In sum, respondents’ reported positively on the work environment. People enjoy working at CFC and find the purpose and objectives of the work, developing the senior leadership cadre, important, and enriching. The work, itself, is perceived as challenging and people report that they are able to utilise previously gained skills while concurrently developing new proficiencies and expertise. Although there are few reports of difficult personalities, these are overshadowed by the fact that the majority of co-workers are collegial and professional, further augmenting the positive milieu of the educational setting. Resources, in terms of people and time are deemed to be the most oppressive, yet the overriding consensus of positivity suggests that these impediments to work are overcome by the intrinsic interest of the work, the dedicated staff, and the requirement of the overarching goals of education.

4. Facilities

25. Participants were asked to respond to 7 items on 5-point Likert-type rating scales. One category, “did not use” was added to the scale to identify those persons who did not use the facilities. The data from respondents who selected this option were not included in Table 1.

Table 1 Facility Ratings as a function of Designation.

Facility	Designation								
	Civilian			CO			NCM		
	<i>M</i>	(<i>SD</i>)	<i>n</i>	<i>M</i>	(<i>SD</i>)	<i>n</i>	<i>M</i>	(<i>SD</i>)	<i>n</i>
Staff Lounge	2.4*	(1.2)	20	2.8	(1.0)	15	2.3	(1.4)	12
White House	3.6	(1.3)	20	3.3	(1.0)	16	4.0*	(1.4)	15
AHOM Facilities	4.0*	(1.1)	27	4.8*	(0.5)	46	4.6*	(0.9)	9
Dextraze Facility	4.0*	(1.2)	20	4.6*	(0.7)	45	4.8*	(0.4)	15
IT services	3.9*	(0.9)	32	4.0*	(1.0)	47	4.3*	(1.3)	16
AHOM Catering	3.7*	(1.2)	25	3.9*	(1.0)	43	3.6	(1.2)	12
IT Infrastructure	3.7*	(1.0)	30	4.0*	(1.2)	46	3.9*	(1.0)	16

Note: Judgments were made on 5-point scales (1 = very poor, 5 = very good). *M* = Mean (arithmetic average), (*SD*) = Standard deviation, *n* = sample size. Asterisk (*) denotes a statistically significant *t* test at $p \leq 0.05$ ⁶.

26. As can be seen from Table 1, regardless of designation, the majority of facilities and services available at the college, with the exception of the Staff Lounge received favourable ratings. Notably, the Staff Lounge was recently closed prior to the deployment of this survey due to a potential asbestos problem. Few respondents commented on the

⁶ The *p* value is a measure of how much evidence one has against the null hypothesis. In the case of $p < .05$, it tells us that there is less than 5 chances in 100 cases that the results observed could be due to chance.

lack of available parking for college staff. Aesthetically, respondents reported on the “beautiful college scenery” and that the “grounds [are] like an oasis”

5. Discussion and Recommendations

5.1 Discussion

27. Overall, the feedback gathered from this survey portrays the work environment and the people within it positively. On the whole, staff finds the nature of the work interesting, challenging, rewarding and enjoyable. Having control over various aspects of work led to a high frequency of reports of autonomy and positive ratings of work enjoyment. This is an expected finding as the positive relationship between feelings of autonomy, interest and motivation are well documented (Cameron, Banko, & Pierce, 2001; Lynch, Banko, Pierce, & Cameron, 2006). Opportunities for further exploitation of freedom over how work is to be completed, choice of projects to be involved in, control in setting of (interim) deadlines (where feasible), flexibility of work hours and alternative work arrangements (e.g., work from unconventional locations) should be exploited to their full potential and endorsed by the senior leadership of the college.

28. College-wide, communication was perceived as one of the greatest impediments within the work environment. Although some respondents felt that their opinions were sought out and their offered advice adhered to, the majority perceived there to be limited opportunities for input. By and large, communication flows with difficulty (too slowly, not all information conveyed, or misunderstandings of meaning) from top down and was generally not reciprocal in manner. Additionally, many commented on the lack of horizontal communication. One of the most common communication problems in a large organization is managements' assumption that because they are aware of some piece of information, than everyone else is too (McNamara, 1997). Unless management comprehends and fully supports the premise that organizations must have high degrees of communication, the organization will remain stilted. Therefore, there is a requirement that CFC foster communications through both informal and formal mechanisms, ensuring that information flows in all directions. It is therefore recommended that a communications strategy and communications plan, to facilitate information sharing, be developed.

29. A different communication issue involves usage of the French language. The CFC is a bilingual institution and as such must fulfill the requirement for, at the very least, course materials to be available in both official languages. This alone necessitates an in-house translation capability⁷. Contracting documents out for translation is time consuming, costly, and contributes to lags in production and inhibits the staff's ability to meet deadlines. Language usage, though, is not merely about meeting minimal legislated requirements. Language, as it relates to organizational culture, can be a strong vehicle for

⁷ This issue was raised during an assessment of the optimal reorganization of the CFC. For a review, see Banko, K. M. (2007). CFC reorganization analysis. DRDC CORA TN 2007-02.

promoting cooperation, increasing teamwork, reducing competition, and decreasing interpersonal conflict (Hewstone, Rubin, & Willis, 2002). Fostering an environment that encourages the greater use of both official languages is recommended.

30. A strength of the college, particularly as an ‘employer of choice’, is the continued existence of an environment of continual learning and growth. Many respondents reported that they are able to utilise skills and expertise gained from previous postings while acquiring further abilities through on-the-job learning. However, the quantitative findings revealed that few people engaged in training for either personal or professional growth during the past year. This may in part be due to the lack of human resources available at the college⁸ or perhaps a lack of interest on the part of staff. Nonetheless, this is not sufficient justification for limited training opportunities. In order to remedy this, the number of staff could be increased, thereby reducing workloads and creating opportunities for people to take training⁹. Job-sharing opportunities could be created; this may help to ease the workload burden while creating opportunities for employment advancement, particularly for some civilians. If the latter strategy were to be adopted, specialised instructors could be brought into the college for staff training purposes and/or greater use of on-line learning opportunities could be exploited.

31. In order to assist with workloads and deadlines, adequate technological aids (e.g., printers) are required. It is recommended that an assessment be conducted to ensure sufficient equipment is procured and available (desk-lamps, blackberries, printers, and so on) to facilitate the completion of work in a timely and professional manner. Broken and worn-out equipment must be repaired and replaced. The relationship between environmental stressors (i.e., temperature) and negative outcomes has been empirically identified (Bell, 1992). Heat has been found to cause fatigue, increase irritability, and decrease productivity (Anderson, Dueser, & DeNeve, 1995). It is, therefore, recommended that repairs to the heating and air conditioning equipment become a priority.

32. Overall, the buildings are deemed better than adequate and used regularly by staff, regardless of designation (i.e., civilian, Commissioned Officers, and Non-commissioned members). Ratings of the facilities were all positive save one—the staff lounge. This is not unexpected given the recent closure of the area due to asbestos problems. Additionally, the college grounds are viewed as an important asset to the college particularly due to its location within a metropolitan area. However, there are limited outdoor areas arranged for its enjoyment. It is important that all staff have adequate areas to take rest periods from their work. Staff and students alike would benefit from having adequate areas for rest and recollection from work. It is recommended that steps be taken to remedy the asbestos issue. As well, it is suggested that outdoor furniture be purchased

⁸ Another possibility is the compartmentalization of duties with no redundancy built into work teams (see Banko, K. M. (2007). CFC reorganization analysis. DRDC CORA TN 2007-02).

⁹ This proposal is likely the least feasible considering the recent reduction in personnel to fill posts in the DOC and the DOP announced by Chief Military Personnel post-questionnaire.

in order to make use of the patio off the AHOM, and additional outdoor seating areas be developed for staff and students to make maximal use of the college grounds.

33. Few comments were offered concerning the college grounds. There appears to be a shortage of parking. While students are essentially the *raison d'être* for the college, the staff are the mechanism for their existence and to some degree success. It is therefore recommended that parking be assigned or reserved for staff primarily. Remaining spots should then be made available to students (this could be pre-arranged or on an 'as-needed' basis).

5.2 Recommendations

Generally, the findings of this report suggest that the work environment for staff is perceived positively. However, the report also finds there to be some areas in need of improvement. It is recommended that the following actions be implemented:

- Promote opportunities to develop autonomy and self-determination to enhance staff's interest, motivation, and enjoyment of their work;
- Develop a communications strategy and communications plan, to facilitate information sharing;
- Cultivate an environment that encourages the greater use of both official languages;
- Foster an environment that promotes and sanctions personal and professional development of all staff;
- Repair broken and/or malfunctioning equipment;
- Provide adequate tools to accomplish necessary work activities;
- Develop areas for rest and relaxation; and
- Assign and/or reserve parking for college staff.

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Appendix A CFC Annual Staff Survey 2008/2009

1) Indicate which one of the following applies to you
Indiquez lequel des statuts suivants s'applique à vous

- Civilian / Civil
- Military Officer / Militaire Officier
- Military NCM / Militaire MR

2) In which organization do you work? Indiquez
Dans quelle organisation travaillez-vous?

- Chief of Staff / Division du chef d'état-major
- Directorate of Programmes / Direction des Programmes
- Directorate of Curriculum / Direction du programmes d'études
- Academic Division / Division Scolaire

(Using the following scale, participants were asked to respond to the following questions)

- Strongly Disagree / Pas du tout d'accord
- Disagree / Pas d'accord
- Neutral / Sans Opinion
- Agree / D'accord
- Strongly Agree / Tout à fait s'accord

- a) I am aware of the function my section plays within the CFC. / Je connais le rôle que ma section joue au Collège des Forces Canadiennes.
- b) I feel valued by the CFC organization. / Je me sens estimé par l'organisation de CFC.
- c) I feel I have control over my work. / Je me sens que j'ai le contrôle de mon travail.
- d) I am aware of the function of other sections within the CFC. / Je connais le rôle des autres sections au sein des CFC.

- e) I feel stressed from the workload. / Je me sens soumis à une contrainte de la charge de travail.
- f) CFC is a safe place to work. / Le CFC est un endroit sûr à travailler.
- g) I enjoy working at CFC. / J'ai plaisir à travailler au CFC.
- h) I received training for personal development. / J'ai reçu la formation pour le développement personnel.
- i) The atmosphere in the office is positive. / L'atmosphère dans le bureau est positive.
- j) I am satisfied with my personal workspace. / Je suis satisfait de ma zone de travail personnelle.
- k) This posting assists me in achieving my career objectives. / Cette affectation m'aide en atteindre mes objectifs de carrière.
- l) There are interpersonal tensions in the office. / Il y a des tensions interpersonnelles dans le bureau.
- m) I received training for professional development. / J'ai reçu la formation pour le développement professionnel.
- n) The CFC was my posting preference. / Le CFC était mon affectation préférée.

(Using the following scale, participants were asked to rate the facilities)

- 1. Very Poor / Très mauvais
- 2.
- 3. Neutral / Sans opinion
- 4.
- 5. Very Good / Très bon
- 6. Did not use / N'a pas employé

- o) Rate the Staff Lounge
- p) Rate the White House. / Évaluez la Maison blanche.
- q) Rate the Armour Heights Officer's Mess facilities. / Évaluez les installations du Mess des officiers d'Armour Heights.

- r) Rate the Dextraze athletic facility. / Évaluez le centre sportif Dextraze.
- s) Rate the information technology services. / Évaluez les services de technologie de l'information.
- t) Rate the Armour Heights Officer's Mess catering service. / Évaluez le service traiteur du Mess des officiers d'Armour Heights.
- u) Rate the information technology infrastructure. / Évaluez l'infrastructure de technologie de l'information.

Participants were asked to respond to the following three open-ended questions.

- Describe positive aspects of your work. / Décrivez les aspects positifs de votre travail.
- Describe and challenges or obstacles in your work/ Décrivez tous les défis ou obstacles dans votre travail.
- Provide recommendations to improve CFC / Fournissez les recommandations d'améliorer le CFC.

Appendix B : Data Tables

Table B.1 Response frequencies and descriptive statistics for quantitative items a through n from the questionnaire.

Item	Frequency of Ratings					Descriptive Statistics		
	1	2	3	4	5	<i>M</i>	<i>SD</i>	<i>n</i>
a) my function	3	2	0	33	59	4.5	0.9	97
b) valued	4	7	19	35	32	3.9	1.1	97
c) control	3	11	19	44	20	3.7	1.0	97
d) others' function	2	6	13	48	28	4.0	0.9	97
e) stress	12	26	23	25	11	3.0	1.2	97
f) safe	2	0	7	31	57	4.5	0.8	97
g) enjoy	3	4	7	40	43	4.2	1.0	97
h) pers. develop	11	25	24	30	5	3.0	1.1	95
i) atmosphere	3	8	14	51	21	3.8	1.0	97
j) workspace	3	11	13	48	19	3.7	1.1	97
k) career objective	8	11	34	30	13	3.3	1.1	96
l) tension	18	22	28	23	6	2.8	1.2	97
m) prof. develop	10	19	24	33	9	3.1	1.2	95
n) preferred post	5	5	22	39	24	3.8	1.1	95

Table B.2: Response frequencies and descriptive statistics for quantitative items o through n from the questionnaire.

Item	Frequency of Ratings						Descriptive Statistics		
	1	2	3	4	5	N/A	<i>M</i>	<i>SD</i>	<i>n</i>
o) Staff lounge	14	6	21	4	3	49	2.5	2.0	97
p) White House	4	2	24	4	19	44	4.1	1.5	97
q) AHOM	1	0	14	11	57	11	4.5	1.0	94
r) Dextraze	1	1	10	14	55	15	4.2	1.0	96
s) IT Services	1	9	19	26	42	1	4.1	1.0	97
t) AHOM Catering	2	8	23	23	25	15	3.8	1.3	96
u) IT Infrastructure	2	9	24	25	33	3	3.8	1.1	96

Table B.3 provides a summary of quantitative items a through n, their mean values (M) and standard deviations (SD). For each item, an independent sample t-test was conducted against a value of 3 (the midpoint on the scale).

Table B.3 Descriptive statistics and results of t tests conducted against a test value of 3, the midpoint on the rating scale of items a through n on the survey.

Item	<i>M</i>	<i>SD</i>	<i>t-statistic and significance level</i>
a) I am aware of my function	4.5	0.9	$t(96) = 16.74, p < .0001$
b) I feel valued by the organization	3.9	1.1	$t(96) = 7.85, p < .0001$
c) I feel I have control over my work	3.7	1.0	$t(96) = 6.64, p < .0001$
d) I am aware of others' function	4.0	0.9	$t(96) = 10.27, p < .0001$
e) I feel stressed from the workload	3.0	1.2	$t(96) = -0.25, p > .05$
f) CFC is a safe place to work	4.5	0.8	$t(96) = 17.81, p < .0001$
g) I enjoy working at CFC	4.2	1.0	$t(96) = 12.21, p < .0001$
h) I received personal development training	3.0	1.1	$t(94) = -0.64, p > .05$
i) The office atmosphere is positive	3.8	1.0	$t(96) = 8.25, p < .0001$
j) I am satisfied with my workspace	3.7	1.1	$t(96) = 5.77, p < .0001$
k) This posting helps achieve my career objectives	3.3	1.1	$t(95) = 2.68, p < .01$
l) There are interpersonal tensions in the office	2.8	1.2	$t(96) = -1.97, p = .05$
m) I received training for professional development	3.1	1.2	$t(94) = 1.06, p > .05$
n) This was my posting preference	3.8	1.1	$t(96) = 6.98, p < .0001$

Note: Judgments were made on 5-point scales (1 = strongly disagree, 5 = strongly agree). *M* = Mean (arithmetic average), (*SD*) = Standard deviation.

Table B.4 Ratings of the Work and the Interpersonal Context as a Function of Designation.

Item	Designation								
	Civilian			CO			NCM		
	<i>M</i>	(<i>SD</i>)	<i>n</i>	<i>M</i>	(<i>SD</i>)	<i>n</i>	<i>M</i>	(<i>SD</i>)	<i>n</i>
a) my function	4.2*	(1.2)	32	4.7*	(0.5)	47	4.5*	(0.8)	17
b) valued	3.8*	(1.1)	32	4.0*	(1.0)	47	3.7	(1.3)	17
c) control	3.8*	(1.0)	32	3.7*	(1.0)	47	3.5	(1.2)	17
d) others' function	3.7*	(1.0)	32	4.3*	(0.7)	47	3.6*	(1.1)	17
e) stress	2.9	(1.2)	32	3.0	(1.2)	47	2.9	(1.4)	17
f) safe	4.4*	(0.8)	32	4.6*	(0.6)	47	4.3*	(1.1)	17
g) enjoy	4.2*	(1.0)	32	4.2*	(0.8)	47	4.1*	(1.3)	17
h) pers. develop	3.1	(1.3)	30	2.9	(1.1)	47	2.8	(1.0)	17
i) atmosphere	4.1*	(0.9)	32	3.8*	(0.9)	47	3.4	(1.2)	17
j) workspace	3.8*	(1.1)	32	3.5	(1.2)	47	3.8*	(0.9)	17
k) career objective	3.4*	(0.9)	31	3.3	(1.2)	47	3.2	(1.3)	17
l) tension	2.7	(1.3)	32	2.7	(1.1)	47	2.8	(1.3)	17
m) prof. develop	3.2	(1.3)	30	3.0	(1.1)	47	3.2	(1.0)	17
n) preferred post	3.7*	(0.9)	30	3.9*	(1.1)	47	3.5	(1.3)	17

Note: Judgments were made on 5-point scales (1 = strongly disagree, 5 = strongly agree). *M* = Mean (arithmetic average), (*SD*) = Standard deviation, *n* = sample size. Asterisks (*) denotes a statistically significant *t* test against a test value of 3 at $p \leq 0.05$.

Table B.5: Ratings of the Work and the Interpersonal Context as a Function of Organization.

Item	Organization											
	COS			DOP			DOC			Academics		
	<i>M</i>	(<i>SD</i>)	<i>n</i>	<i>M</i>	(<i>SD</i>)	<i>n</i>	<i>M</i>	(<i>SD</i>)	<i>n</i>	<i>M</i>	(<i>SD</i>)	<i>n</i>
a) my function	4.6*	(0.6)	42	4.8*	(0.4)	18	4.3*	(0.9)	24	4.0*	(1.4)	10
b) valued	3.9*	(1.0)	42	4.3*	(1.0)	18	3.9*	(0.8)	24	3.4	(1.6)	10
c) control	3.8*	(1.1)	42	3.9*	(0.9)	18	3.5*	(0.8)	24	3.4	(1.3)	10
d) others' function	3.9*	(1.0)	42	4.4*	(0.6)	18	4.0*	(0.7)	24	3.6	(1.2)	10
e) stress	3.2	(1.2)	42	2.6	(1.3)	18	2.9	(1.1)	24	2.8	(1.4)	10
f) safe	4.5*	(0.6)	42	4.5*	(0.7)	18	4.5*	(0.7)	24	4.5*	(1.3)	10
g) enjoy	4.4*	(0.8)	42	4.4*	(0.9)	18	4.1*	(0.7)	24	3.8	(1.6)	10
h) pers. develop	3.0	(1.1)	41	3.1	(1.3)	18	2.8	(1.0)	23	2.8	(1.4)	10
i) atmosphere	3.8*	(1.0)	42	4.0*	(0.9)	18	3.8*	(0.8)	24	3.8	(1.3)	10
j) workspace	3.8*	(1.0)	42	3.9*	(1.0)	18	3.3	(1.4)	24	3.7	(1.1)	10
k) career objective	3.6*	(0.8)	41	3.5	(1.5)	18	2.9	(1.0)	24	3.2	(1.3)	10
l) tension	3.0	(1.1)	42	2.4*	(1.2)	18	3.7	(1.1)	24	2.7	(1.5)	10
m) prof. develop	3.2	(1.1)	41	3.0	(1.2)	18	3.0	(1.0)	23	3.2	(1.3)	10
n) preferred post	3.7*	(1.1)	41	3.8*	(1.1)	18	4.0*	(1.0)	23	3.6	(0.8)	10

Note: Judgments were made on 5-point scales (1 = strongly disagree, 5 = strongly agree). *M* = Mean (arithmetic average), (*SD*) = Standard deviation, *n* = sample size. Asterisks (*) denotes a statistically significant *t* test against a test value of 3 at $p \leq 0.05$.

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List of symbols/abbreviations/acronyms/initialisms

AHOM	Amour Heights Officers' Mess
CFC	Canadian Forces College
CO	Commissioned Officer
CORT	Central Operational Research Team
COS	Chief of Staff
DGMPRA	Director General Military Personnel Research
DND	Department of National Defence
DOC	Directorate of Curriculum
DOP	Directorate of Programs
DRDC CORA	Defence Research & Development Canada Centre for Operational Research and Analysis
DRDKIM	Director Research and Development Knowledge and Information Management
IT/IM	Information Technology / Information Management
M	Mean
NCM	Non-commissioned Member
R&D	Research & Development
SD	Standard Deviation

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Feedback is an important enabler for examining an organization's activities. Annually, a survey is administered to staff at Canadian Forces College (CFC) for this purpose. This publication reports the findings from the CFC survey. A questionnaire comprised of a variety of quantitative rating scales and unstructured questions was administered electronically to staff at the college to gain information on organizational performance and provide recommendations for advancement of the college work environment. A description of the survey tool and the methodology is provided along with a detailed report of the qualitative and quantitative findings. Overall, the interpersonal work environment and facilities received positive approval. Suggestions for improvements include the development of a communications strategy, the provision of greater opportunities for career related development, and repairs to be completed to poorly functioning equipment.

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Staff Survey, Work Environment Assessment, Organizational Performance



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