Department of the Army
Pamphlet 600–69

Personnel—General

Unit Climate Profile Commander's Handbook

Headquarters
Department of the Army
Washington, DC
1 October 1986

UNCLASSIFIED

SUMMARY of CHANGE

DA PAM 600–69
Unit Climate Profile Commander’s Handbook

Not applicable.

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Personnel—General

Unit Climate Profile Commander's Handbook

By Order of the Secretary of the Army:

JOHN A. WICKHAM, JR.
General, United States Army
Chief of Staff

Official:

R. L. DILWORTH
Brigadier General, United States Army
The Adjutant General

History. This publication has been reorganized to make it compatible with the Army electronic publishing database. No content has been changed.

Summary. Unit "climate" factors such as cohesiveness, morale, and attitude toward training have a direct impact on the effectiveness of your unit. This handbook gives you a simple yet powerful tool you can use to stay well informed about the "health" of your unit in 21 climate areas.

Applicability. This pamphlet applies to the Active Army— TOE type units only. It does not apply to the U.S. Army Reserve (USAR), the Army National Guard (ARNG), or to TDA or units with civilians assigned.

Proponent and exception authority. The proponent agency of this pamphlet is the Office of the Deputy Chief of Staff for Personnel.

Impact on New Manning System. This pamphlet does not contain information that affects the New Manning System.

Interim changes. Interim changes to this pamphlet are not official unless they are authenticated by The Adjutant General. Users will destroy interim changes on their expiration dates unless sooner superseded or rescinded.

Suggested Improvements. Users are invited to send comments and suggested improvements on DA Form 2028 (Recommend Changes to Publications and Blank Forms) directly to HQDA (DAPEHRL), WASH, DC, 20310–0300.

Distribution. *Active Army:* To be distributed in accordance with DA Form 12–9A, requirements for Military Publications.

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Chapter 1
OVERVIEW

TO THE COMPANY-LEVEL COMMANDER:

1–1. Purpose of this Handbook

Unit "climate" factors such as cohesiveness, morale, and attitude toward training have a direct impact on the effectiveness of your unit. This handbook gives you a simple yet powerful tool you can use to stay well informed about the "health" of your unit in 21 climate areas.

Table 1–1
UCP: CLIMATE AREAS

1. Officer Leadership
2. NCO Leadership
3. Immediate Leaders
4. Leader Accessibility
5. Promotion Policy
6. Rewards & Corrective Actions
7. Quality of Training
8. Tools, Equipment & Supplies
9. Job Satisfaction
10. Freedom from Harrassment
11. Military Courtesy & Discipline
12. Human Relations
13. Unit Cohesiveness
14. Sports Activities
15. Social Activities
16. Freedom from Substance Abuse
17. Food
18. Soldier Attitude toward Unit
19. Morale
20. Reenlistment Potential
21. Commander's Use of the UCP

1–2. Typical Uses for the UCP

- Assess unit climate on assuming command.
- Check trends in climate factors over a period of time.
- Evaluate effects of programs or policies that you implement.
- Evaluate effects of programs or policies that originate at higher headquarters.
- Pinpoint potential climate problems in your unit.
- Obtain unbiased information about a known climate problem.
- Assist in establishing or modifying standards for your unit.

1–3. Basic Procedures

The simple procedures for using the UCP are described in detail in this handbook. They involve three basic steps:

- Administer a 20-minute UCP questionnaire to enlisted soldiers in your unit—ranks private through sergeant (El – E5).
- Analyze the questionnaire data using the procedures described herein.
- Use the resulting unit climate profile as a leadership tool to help maintain or enhance the effectiveness of your unit.
- Characteristics of the Questionnaire
- Deals with matters controllable by unit commander
- Scientifically developed
- Easy to administer
- Easy to read
- Easy to analyze
- Rapid feedback
- Confidential

1–4. Characteristics of the Profile

- A diagnostic leadership tool
- Easy to interpret
- Reliable
- Valid
- Confidential

Chapter 2
BACKGROUND

2–1. How UCP gives Commanders a definate leadership advantage.

Commanders who have an accurate awareness of the perceptions and views of the soldiers in their units possess a definite leadership advantage. The traditional ways of obtaining this kind of information have included such informal methods as open-door policies, "rap" sessions, suggestion boxes, the recording of complaints, casual observations, and so on. While these methods can be useful, they are generally inadequate as a means of obtaining complete, unbiased, and representative information. The UCP was designed to overcome the major shortcomings of these methods.

2–2. How UCP came about.

Initially requested by the US Army Forces Command and Headquarters III Corps, the UCP underwent four years of intensive research and development by the US Army Research Institute. The purpose was to provide a valid, reliable, and standardized method for company–level commanders to identify unit strengths and weaknesses associated with unit climate factors. Hence, the UCP is not just "another" questionnaire. It is a scientifically developed tool that has undergone successive refinements in which each questionnaire item and profile area has had to pass a series of stringent tests of practical and statistical value in order to be included.

2–3. UCP is available now.

The UCP is now available for Army–wide use. It paves the way for company—level commanders to increase the effectiveness of their leadership through improved insight into mission–related issues in their units.

Chapter 3
DESCRIPTION

3–1. The Philosophy

a. At a basic level, the major responsibilities of the unit commander are to maximize the unit's mission readiness and operational effectiveness. These major responsibilities are, however, often impacted by so–called "climate" factors that are difficult to assess.

b. The purpose of the UCP is to enable the commander to obtain reliable, valid, and representative information about unit climate factors. However, the UCP is a diagnostic instrument, the effectiveness of which is dependent upon how it is used and what is done with the information it provides. This information is based upon the actual perceptions of enlisted unit soldiers and, therefore, provides a picture of unit climate from their perspective. (It may be of interest to some commanders to privately complete a copy of the UCP questionnaire themselves with the intention of trying to predict how the "average" enlisted soldier in the unit will respond during the unit administration. Commanders can then compare their estimates with the average responses obtained from the unit administration. Large discrepancies may indicate areas in need of improved communication or clarification. The same sort of comparison could be made by other commissioned officers in the unit or for the estimates of all the unit officers taken as a group.)

c. For unit administrations the commander must first ensure that the guidelines and procedures for administering the UCP questionnaire are followed. Otherwise, the quality of the resulting data can be easily compromised, and the implications may be misleading. Equally important, the commander must take action on the results, using leadership skills to maintain positive climate areas and enhance less positive or negative areas. However, the UCP is not intended to replace the commander's responsibility for evaluating mission readiness (which is, of course, related to other factors in addition to unit climate). Nor is it the purpose of the UCP to tell the commander how to solve unit problems. What the UCP does is point out where problems or potential problems may lie and provide information valuable to their solution.

d. The UCP requires no specific training, either to administer the questionnaire or to analyze the results. However,

both the administrator and the unit commander should be thoroughly familiar with the contents of this handbook, and the procedures should be followed closely.

3–2. The Profile Areas

Appendix A of this handbook contains DA Form 5548-R (Unit Climate Profile Questionnaire). The questionnaire is organized into 21 sections each covering a different profile area. The topics covered within each area are summarized in the following list:

1. **Officer Leadership.** Overall quality of officer leadership in the unit (including commander). Respect and concern of unit officers for enlisted soldiers in the unit.
2. **NCO Leadership.** Overall quality of NCO leadership in the unit. Respect and concern of unit NCOs for enlisted soldiers in the unit.
3. **Immediate Leaders.** Overall quality of immediate leadership in the unit. Treatment of the soldier-on-the-job. Clarity of duty instructions and expectations. Receptiveness to constructive suggestions.
4. **Leader Accessibility.** Accessibility of unit commander and senior NCOs to soldiers who wish to discuss problems.
5. **Promotion Policy.** Fairness of, and overall satisfaction with, promotion policies in the unit. Extent to which promotions are contingent upon performance.
6. **Rewards and Corrective Actions.** Frequency of reward for good performance. Treatment of "honest mistakes" and poor performance.
7. **Quality of Training.** Quality of physical, MOS, and combat training in the unit.
8. **Tools, Equipment, and Supplies.** Availability and condition of job-related tools, equipment, and supplies.
9. **Job Satisfaction.** Soldiers' interest in and liking for their work. Perceived usefulness of the job.
10. **Freedom from Harassment.** Perceived harassment by unit leadership. Prevalence of "harassing" rules and practices.
11. **Military Courtesy and Discipline.** Standards of military courtesy and discipline. Adherence to and enforcement of unit rules, regulations, and policies.
12. **Human Relations.** Leadership treatment of soldiers as it pertains to race, ethnic background, and gender. The presence and handling of human relations problems.
13. **Unit Cohesiveness.** Mutual respect, mutual confidence in one another, peer evaluation, and working together.
14. **Sports Activities.** Amount and variety of sports activities in the unit.
15. **Social Activities.** Amount and variety of social activities in the unit.
16. **Freedom from Substance Abuse.** Perceived prevalence of alcohol and drug-related problems.
17. **Food.** Quantity and quality of food in the garrison and the field.
18. **Soldier Attitude toward Unit.** Enlisted evaluation of the unit as a whole.
19. **Morale.** Soldiers' perceptions of own and unit's morale.
20. **Reenlistment Potential.** Attitudes toward Army life in general and reenlistment in particular.
21. **Commander's Use of the UCP.** Perceived probability that unit commander will try to use the survey results to improve the unit.

Chapter 4
GUIDELINES FOR UCP QUESTIONNAIRE

4–1. QUESTIONNAIRE ADMINISTRATION GUIDELINES

a. Administer the UCP questionnaire only to enlisted soldiers in ranks private through sergeant (PV1 – SGT).

b. The best, most valid results will be achieved if the questionnaire is administered to **all** soldiers in ranks PV1 through SGT in the unit. The fewer the number of respondents, the less the confidence that can be placed in the resulting unit profile.

c. If at all possible, the questionnaire should be administered to all respondents at one sitting in one place by the same administrator. (Conducting the administration with small subgroups tends to reduce the anonymity of the respondents. Therefore, it is recommended that the UCP questionnaire not be given to groups smaller than about 10 respondents. Administrations to subgroups in different locations or at different times or with different administrators may have unknown effects on the soldiers' responses; hence, these practices should be avoided.)

d. The administration site should be uncrowded and provide a writing surface for each respondent. Normally, field locations should be avoided. Ideal locations include unit or battalion classrooms, dining facilities, auditoriums, etc.

e. Ensure that all soldiers are adequately notified of the time and place of the UCP administration. A total of one hour should be reserved in the unit training schedule for the questionnaire administration. This includes the time required for assembling the soldiers at a predetermined location, passing out required materials, giving instructions, questionnaire completion, picking up materials, and dismissing the soldiers. Allow at least 30 minutes for the soldiers

to complete the questionnaires. A few may take considerably more time than others; most will require 15 to 20 minutes. The administration should not be rushed.

f. The administration should be conducted during regular duty hours. However, do not administer the questionnaire at any time when the soldiers are anxious to proceed to other activities, or just prior to being released for payday activities or for the weekend, or at any time that would normally be free time for the soldiers.

g. It is not recommended that the unit commander personally administer the questionnaire. The administrator should be another officer or senior NCO who is well-respected and trusted by the soldiers. The only personnel present during the administration should be the administrator, an assistant if required, and the soldiers completing the questionnaire.

h. It is very important that the anonymity of each soldier be protected. Furthermore, the administration procedure must be conducted in such a manner that the soldiers themselves perceive that their anonymity is preserved. Every effort should be exerted to make it impossible, even for the administrator, to ascertain which soldiers completed which questionnaires.

i. Order. Maintain order during the administration to ensure that the soldiers fill out the questionnaire independently—i.e., without consulting in any manner with other soldiers.

j. Maintain order without undue harshness and with neutrality in order not to influence the mood of the soldiers.

4–2. SPECIFIC ADMINISTRATION PROCEDURES

a. From Appendix A, remove the DA Form 5548–R and the Instructions to the Soldier page just preceding it. Duplicate both the instructions and the DA Form 5548–R — one copy for each intended respondent. Staple the questionnaires. Do not attach instruction pages to the questionnaires — leave them stacked separately. (Retain a master copy of the DA Form 5548–R for future use.)

b. Respondents are normally assembled outside the administration site as a group (this procedure may be varied according to the requirements of the situation), then filed in and seated with enough space to discourage sharing of information and to guarantee anonymity of responses.

c. The administrator and/or assistant passes out the UCP questionnaire instruction sheets to the soldiers as they file into the room.

d. The administrator greets the soldiers and briefly explains that they have been assembled to fill out a questionnaire about their unit. Comments or actions that might influence the mood or responses of the soldiers are avoided.

e. The administrator and/or assistant passes out pencils as necessary. (Respondents may use pens if they desire.)

f. Important! Even though an instruction sheet has been given to each soldier, the administrator reads the instructions aloud and ensures that all respondents understand. (Administrative questions from the soldiers are entertained, but answers to substantive questions about the UCP or the questionnaire are postponed until after the administration.)

g. One UCP questionnaire is passed out to each soldier.

h. The administrator instructs the soldiers not to write comments on the questionnaire. (Handwritten comments may make some respondents feel that their anonymity could be compromised.)

i. The administrator refrains from walking among the soldiers or "looking over their shoulders" while they are completing the questionnaires.

j. The soldiers complete the questionnaires and remain quietly seated. It may be necessary for the administrator to remind those who finish early to remain quietly seated.

k. If just a few soldiers are taking an excessive amount of time, the administrator may encourage them not to spend too long on any question. (If the amount of time is becoming unacceptable, and circumstances permit, those who have finished may be released; however, care should be taken to protect the anonymity of the few "stragglers" who remain.)

l. The administrator thanks the soldiers for their participation.

m. The administrator and/or assistant collects the materials in such a way as to prevent disclosure of any soldier's identity. (Normally, soldiers deposit completed questionnaires, pencils, and instruction sheets in one or more containers as they file out. An alternate method is to have soldiers pass questionnaires en masse to the front where they are deposited in a container. The questionnaires should never be gathered by the administrator or assistant.)

n. The area is policed after respondents have been released. Used instruction sheets are discarded.

o. The administrator delivers the completed questionnaires to the unit commander for analysis. (The analysis is best accomplished by someone who is already familiar with simple arithmetical operations, including the rounding of numbers and the manipulation of negative numbers.)

4–3. PROCEDURES FOR ANALYZING QUESTIONNAIRE DATA

a. Step 1.—Prepare worksheets. The DA Form 5548–1–R (Unit Climate Profile) located at the back of this pamphlet, contains three sections needed to complete the analysis and summary of UCP questionnaire data: The Data Analysis Worksheet—Section I, the Profile Worksheet—Section II, and the Profile Record—Section III. Prior to starting the analysis, remove the DA Form 5548–1–R. Duplicate the documents: 17 copies of the Data Analysis Worksheet (one copy for every five questionnaire items), and one copy each of the Profile Worksheet and the Profile Record. (Retain a master copy of the DA Form 5548–1–R for future use.)

b. Step 2.—Transfer data. This step is most easily and accurately accomplished by two persons. One reads aloud the responses from the questionnaires while the other records them on the Data Analysis Worksheets with tally marks, as in the following example:

Question # [18] Tally	n	X	nX	%	Average
///		+2	+		
		+1	+		
~~////~~ ~~////~~ ~~////~~ /		0			[ ]
~~////~~ ~~////~~ ~~////~~ ~~////~~ ~~////~~ ~~////~~ ~~////~~ ///		-1	-		
~~////~~ ~~////~~ /		-2	-		
Subtotals:					

Figure 4–1. Data Analysis Worksheet with tally marks.

c. Step 3.—Determine response frequencies. Count the number (n) of tally marks in each row and enter the number in the "n" column. The sample date from the previous step would produce the following:

Question # [18] Tally	n	X	nX	%	Average
///	3	+2	+		
	0	+1	+		
~~////~~ ~~////~~ ~~////~~ /	16	0			[ ]
~~////~~ ~~////~~ ~~////~~ ~~////~~ ~~////~~ ~~////~~ ~~////~~ ///	38	-1	-		
~~////~~ ~~////~~ /	11	-2	-		
Subtotals:					

Figure 4–2. Data Analysis Worksheet totals.

d. Step 4.—Intermediate calculation: "nX" column. For each row (except the third), enter the product n times X in the "nX" column. Then sum the "nX" column and enter the subtotal at the bottom. (The subtotal may be negative.) For the sample data, the results would look like this:

Question # [18] Tally	n	X	nX	%	Average
///	3	+2	+ 6		
	0	+1	+ 0		
~~////~~ ~~////~~ ~~////~~ /	16	0			[ ]
~~////~~ ~~////~~ ~~////~~ ~~////~~ ~~////~~ ~~////~~ ~~////~~ ///	38	-1	-38		
	11	-2	-22		
Subtotals:			-54		

Figure 4–3. Data Analysis Worksheet calculations.

e. Step 5.—Determine number of respondents. For each question, sum the "n" column. Enter the subtotal at the bottom. For the sample data, the total is 68 (shown at Step 7).

f. Step 6.—Determine percentage profiles for individual questions. (This is an optional step carried out at the discretion of the unit commander. The percentage profile for a particular question not only shows what percentage of the respondents checked each of the five alternative responses but also portrays the degree to which the respondents agreed with one another on the question.) Divide each number in the "n" column by the subtotal n. Multiply each result by 100. Round to nearest whole numbers and enter in the "%" column, as illustrated at Step 7. Check your arithmetic

by summing the "%" column. It should add up to approximately 100 percent. (Some variation is expected because of the rounding process.)

g. Step 7.—Compute average response. Divide the subtotal nX by the subtotal n. Round answer to one decimal and enter result in the space under "Average." (Include minus sign if the average is negative.) For the sample data, the completed worksheet would appear as follows:

Question # [18] Tally	n	X	nX	%	Average
///	3	+2	+ 6	4	
	0	+1	+ 0	0	
~~////~~ ~~////~~ ~~////~~ /	16	0		24	[-0.8]
~~////~~ ~~////~~ ~~////~~ ~~////~~ ~~////~~ ~~////~~ ~~////~~ ///	38	-1	-38	56	
~~////~~ ~~////~~ /	11	-2	-22	16	
Subtotals:	68		-54		

Figure 4–4. Data Analysis Worksheet calculation to compute average response.

h. Step 8.—Intermediate calculation: "Sum of Area Averages." Refer to the Profile Worksheet. This worksheet shows which and how many questionnaire items are included in each profile area. For each set of items (profile area), add the averages obtained in Step 7 to obtain the "Sum of Area Averages." (For example, the first profile area (Officer Leadership) contains five items (questions 1 through 5). The sum of area averages for this particular profile area would be the sum of the five averages obtained for these items on the Data Analysis Worksheets.) Note: If one or more of the averages are negative, their signs must be taken into account in computing this sum; i.e., negative averages are subtracted rather than added—(example: The sum of −1.7, −0.4, and +1.5 would be −0.6).

i. Step 9.—Compute "Profile Scores." To obtain the "Profile Score" for each profile area, divide the sum of area averages by the "Number of Items" (see Profile Worksheet) in the area. Round the profile scores to one decimal place and enter the score on the Profile Worksheet, including minus signs, as appropriate. All profile scores will be in the range −2.0 to +2.0.

j. Step 10.—Compute "Average Profile Score." Add the column of profile scores on the Profile Worksheet (taking negative scores into account). Divide the sum by 21, round to one decimal place, and enter the result (either positive or negative) at the bottom of the column.

k. Step 11.—Construct "Profile Record." Transfer the profile scores and the average profile score from the Profile Worksheet to the Profile Record by marking the appropriate spot on each profile area scale. Note that each scale is divided into tenths; therefore, the profile scores, which have been rounded to one decimal place, can be exactly located on the scale, as in the following example:

Question # [18] Tally	n	X	nX	%	Average
///	3	+2	+ 6	4	
	0	+1	+ 0	0	
~~////~~ ~~////~~ ~~////~~ /	16	0		24	[-0.8]
~~////~~ ~~////~~ ~~////~~ ~~////~~ ~~////~~ ~~////~~ ~~////~~ ///	38	-1	-38	56	
~~////~~ ~~////~~ /	11	-2	-22	16	
Subtotals:	68		-54		

Figure 4–5. Profile Record.

l. Step 12.—Construct questionnaire item summary. (This is an optional step carried out at the discretion of the unit commander.) While the Profile Record obtained in Step 11 provides an efficient, overall picture of unit climate, very specific diagnostic information can be obtained from the individual questionnaire items. A convenient summary of the individual items is constructed by transferring the percentages, subtotal n's, and averages from the Data Analysis Worksheets to a blank copy of the UCP questionnaire. (The percentages are placed in the blank answer spaces, and the subtotal n and average can be jotted or typed in the vacant area to the right of the response alternatives.)

m. Step 13.—Store materials. After the analysis has been completed, all materials (including completed questionnaires) are retained on file for reference. They may be needed for correcting errors that occurred in the analysis, for comparison with future data (as in assessing climate trends), or for other purposes. Final disposition of materials is at the discretion of the unit commander.

Appendix A
UNIT CLIMATE PROFILE

A–1. UNIT CLIMATE PROFILE MATERIALS

This appendix contains the following Unit Climate Profile materials.

a. Instructions for completing DA Form 5548–R (Unit Climate Profile Questionnaire).

b. DA Form 5548–R (Unit Climate Profile Questionnaire).

c. DA Form 5548–R–1 (Unit Climate Profile)—

(1) Data Analysis Worksheet—Section I.

(2) Profile Worksheet—Section II.

(3) Profile Record—Section III.

A–2. INSTRUCTIONS FOR COMPLETING DA FORM 5548–R (UNIT CLIMATE PROFILE QUESTIONNAIRE)

TO THE SOLDIER:

1. In a few minutes you will fill out a UCP questionnaire. Your answers are confidential, so **do not** write your name on the questionnaire.
2. The UCP questionnaire is for soldiers in ranks **private through sergeant** (El – E5) only. Its purpose is to find out your opinions about the living, working, and training conditions in your unit (company/battery/troop).
3. Your answers will be combined with the answers of the other soldiers in your unit in order to get an overall "picture," or "profile" of the unit. The profile will be useful to your unit commander as a tool for improving living, working, and training conditions in the unit.
4. Each question has five possible answers. **Check only one answer for each question.** Try to answer all the questions. If you cannot answer a question, leave the answer space blank.
5. There are no right or wrong answers, and only honest answers can help. So tell it like it is!
6. When you finish, please remain quietly seated so others will not be disturbed. You will turn in your questionnaire when you are dismissed.

Thank You

UNIT CLIMATE PROFILE QUESTIONNAIRE

For use of this form, see DA PAM 600-69; the proponent agency is DCSPER

In this questionnaire, the word "unit" means your company, battery, or troop.

[DO NOT BEGIN UNTIL INSTRUCTED TO DO SO]

01. Do the officers in your unit care about the needs of their soldiers?

[+2] ____ Very much
[+1] ____ Much
[0] ____ Somewhat
[-1] ____ Little
[-2] ____ Very little, or not at all

02. Do the officers in your unit treat you with respect?

[+2] ____ Very often, or always
[+1] ____ Often
[0] ____ Sometimes
[-1] ____ Seldom
[-2] ____ Very seldom, or never

03. As a leader, how is your unit commander?

[+2] ____ Very good
[+1] ____ Good
[0] ____ Borderline
[-1] ____ Bad
[-2] ____ Very bad

04. As leaders, how are the other officers in your unit?

[+2] ____ Very good
[+1] ____ Good
[0] ____ Borderline
[-1] ____ Bad
[-2] ____ Very bad

05. Do you respect the officers in your unit?

[+2] ____ Very much
[+1] ____ Much
[0] ____ Somewhat
[-1] ____ Little
[-2] ____ Very little, or not at all

06. Do the NCOs in your unit care about the needs of their soldiers?

[+2] ____ Very much
[+1] ____ Much
[0] ____ Somewhat
[-1] ____ Little
[-2] ____ Very little, or not at all

07. As leaders, how are your unit's NCOs?

[+2] ____ Very good
[+1] ____ Good
[0] ____ Borderline
[-1] ____ Bad
[-2] ____ Very bad

08. Do the NCOs in your unit treat you with respect?

[+2] ____ Very often, or always
[+1] ____ Often
[0] ____ Sometimes
[-1] ____ Seldom
[-2] ____ Very seldom, or never

09. Do you respect the NCOs in your unit?

[+2] ____ Very much
[+1] ____ Much
[0] ____ Somewhat
[-1] ____ Little
[-2] ____ Very little, or not at all

10. Does your immediate leader explain things clearly to you?

[+2] ____ Very often, or always
[+1] ____ Often
[0] ____ Sometimes
[-1] ____ Seldom
[-2] ____ Very seldom, or never

11. How well does your immediate leader let you know what is expected of you on the job?

[+2] ____ Very well
[+1] ____ Well
[0] ____ Borderline
[-1] ____ Poorly
[-2] ____ Very poorly

12. Is your immediate leader willing to discuss your ideas and suggestions about the job?

[+2] ____ Very willing
[+1] ____ Willing
[0] ____ Borderline
[-1] ____ Unwilling
[-2] ____ Very unwilling

13. Does your immediate leader do a good job in supervising soldiers?

[+2] ____ Very good
[+1] ____ Good
[0] ____ Borderline
[-1] ____ Bad
[-2] ____ Very bad

14. How does your immediate leader treat you?

[+2] ____ Very well
[+1] ____ Well
[0] ____ Borderline
[-1] ____ Badly
[-2] ____ Very badly

15. Do you respect your immediate leader?

[+2] ____ Very much
[+1] ____ Much
[0] ____ Somewhat
[-1] ____ Little
[-2] ____ Very little, or not at all

16. Is it easy or hard for soldiers in your unit to get to see the senior NCOs to discuss problems?

[+2] ____ Very easy
[+1] ____ Easy
[0] ____ Borderline
[-1] ____ Hard
[-2] ____ Very hard

17. How are soldiers in your unit treated when they go to a senior NCO to discuss problems?

[+2] ____ Very well
[+1] ____ Well
[0] ____ Borderline
[-1] ____ Badly
[-2] ____ Very badly

18. Is it easy or hard for soldiers in your unit to get to see the unit commander to discuss personal problems?

[+2] ____ Very easy
[+1] ____ Easy
[0] ____ Borderline
[-1] ____ Hard
[-2] ____ Very hard

19. How are soldiers in your unit treated when they go to the unit commander to discuss personal problems?

[+2] ____ Very well
[+1] ____ Well
[0] ____ Borderline
[-1] ____ Badly
[-2] ____ Very badly

20. Does getting promoted in your unit depend upon doing a good job?

[+2] ____ Very much
[+1] ____ much
[0] ____ Somewhat
[-1] ____ Little
[-2] ____ Very little, or not at all

21. Is the promotion policy in your unit fair to ethnic or racial minority soldiers?

[+2] ____ Very fair
[+1] ____ Fair
[0] ____ Borderline
[-1] ____ Unfair
[-2] ____ Very unfair

22. Is the promotion policy in your unit fair to non-minority soldiers?

[+2] ____ Very fair
[+1] ____ Fair
[0] ____ Borderline
[-1] ____ Unfair
[-2] ____ Very unfair

23. Overall, how do you feel about the promotion policy in your unit?

[+2] ____ Very satisfied
[+1] ____ Satisfied
[0] ____ Borderline
[-1] ____ Dissatisfied
[-2] ____ Very dissatisfied

24. Do soldiers in your unit who perform well on the job ever receive praise, recognition, or reward?

[+2] ____ Very often, or always
[+1] ____ Often
[0] ____ Sometimes
[-1] ____ Seldom
[-2] ____ Very seldom, or never

25. When a soldier in your unit makes an honest mistake on the job, is that soldier treated fairly?

[+2] ____ Very often, or always
[+1] ____ Often
[0] ____ Sometimes
[-1] ____ Seldom
[-2] ____ Very seldom, or never

26. In your unit are corrections for careless or intentional poor performance made fairly?

[+2] ____ Very often, or always
[+1] ____ Often
[0] ____ Sometimes
[-1] ____ Seldom
[-2] ____ Very seldom, or never

27. How is the physical training in your unit?

[+2] ____ Very good
[+1] ____ Good
[0] ____ Borderline
[-1] ____ Bad
[-2] ____ Very bad

28. How is the MOS training in your unit?

[+2] ____ Very good
[+1] ____ Good
[0] ____ Borderline
[-1] ____ Bad
[-2] ____ Very bad

29. How is the combat training in your unit?

[+2] ____ Very good
[+1] ____ Good
[0] ____ Borderline
[-1] ____ Bad
[-2] ____ Very bad

30. Is training time in your unit ever wasted by your having to wait around with nothing useful to do?

[+2] ____ Very seldom, or never
[+1] ____ Seldom
[0] ____ Sometimes
[-1] ____ Often
[-2] ____ Very often, or always

31. Is it easy or hard to get the tools, equipment, or supplies needed for your job?

[+2] ____ Very easy
[+1] ____ Easy
[0] ____ Borderline
[-1] ____ Hard
[-2] ____ Very hard

32. In what condition are the tools, equipment, or supplies you usually work with?

[+2] ____ Very good
[+1] ____ Good
[0] ____ Borderline
[-1] ____ Bad
[-2] ____ Very bad

33. Is the work you do most of the time useful?

[+2] ____ Very useful
[+1] ____ Quite useful
[0] ____ Somewhat useful
[-1] ____ Slightly useful
[-2] ____ Not at all useful

34. Is your work interesting?

[+2] ____ Very interesting
[+1] ____ Quite interesting
[0] ____ Somewhat interesting
[-1] ____ Slightly interesting
[-2] ____ Not at all interesting

35. How do other soldiers you know in your unit feel about their work?

[+2] ____ Like a lot
[+1] ____ Like
[0] ____ Borderline
[-1] ____ Dislike
[-2] ____ Dislike a lot

36. How do you feel about your work?

[+2] ____ Like a lot
[+1] ____ Like
[0] ____ Borderline
[-1] ____ Dislike
[-2] ____ Dislike a lot

37. How would you rate overall job satisfaction in your unit?

[+2] ____ Very high
[+1] ____ High
[0] ____ Borderline
[-1] ____ low
[-2] ____ Very low

38. While on the job, do you feel harassed by higher-ranking personnel?

[+2] ____ Very seldom, or never
[+1] ____ Seldom
[0] ____ Sometimes
[-1] ____ Often
[-2] ____ Very often, or always

39. Does "obeying the rules" ever make it hard to get the job done?

[+2] ____ Very seldom, or never
[+1] ____ Seldom
[0] ____ Sometimes
[-1] ____ Often
[-2] ____ Very often, or always

40. Are you made to work <u>unnecessary</u> extra hours?

[+2] ____ Very seldom, or never
[+1] ____ Seldom
[0] ____ Sometimes
[-1] ____ Often
[-2] ____ Very often, or always

41. Does "pulling details" seriously interfere with your primary job?

[+2] ____ Very seldom, or never
[+1] ____ Seldom
[0] ____ Sometimes
[-1] ____ Often
[-2] ____ Very often, or always

42. While off duty, are soldiers in your unit harassed by "mickey-mouse" ("dumb," or unnecessary) unit rules?

[+2] ____ Very seldom, or never
[+1] ____ Seldom
[0] ____ Sometimes
[-1] ____ Often
[-2] ____ Very often, or always

43. While off duty, do you feel harassed by the higher-ranking personnel in your unit?

[+2] ____ Very seldom, or never
[+1] ____ Seldom
[0] ____ Sometimes
[-1] ____ Often
[-2] ____ Very often, or always

44. How well are rules, regulations, and policies enforced in your unit?

[+2] ____ Very well
[+1] ____ Well
[0] ____ Borderline
[-1] ____ Poorly
[-2] ____ Very poorly

45. How well are the rules, regulations, and policies obeyed by the soldiers in your unit?

[+2] ____ Very well
[+1] ____ Well
[0] ____ Borderline
[-1] ____ Poorly
[-2] ____ Very poorly

46. How high are the standards of military courtesy in your unit?

[+2] ____ Very high
[+1] ____ High
[0] ____ Borderline
[-1] ____ Low
[-2] ____ Very low

47. How do you feel about the standards of military courtesy in your unit?

[+2] ____ Very satisfied
[+1] ____ Satisfied
[0] ____ Borderline
[-1] ____ Dissatisfied
[-2] ____ Very dissatisfied

48. How high are the standards of discipline in your unit?

[+2] ____ Very high
[+1] ____ High
[0] ____ Borderline
[-1] ____ Low
[-2] ____ Very low

49. How do you feel about the standards of discipline in your unit?

[+2] ____ Very satisfied
[+1] ____ Satisfied
[0] ____ Borderline
[-1] ____ Dissatisfied
[-2] ____ Very dissatisfied

50. Do the officers in your unit treat soldiers fairly without regard to race, ethnic background, or sex?

[+2] ____ Very often, or always
[+1] ____ Often
[0] ____ Sometimes
[-1] ____ Seldom
[-2] ____ Very seldom, or never

51. Do the NCOs in your unit treat soldiers fairly without regard to race, ethnic background, or sex?

[+2] ____ Very often
[+1] ____ Often
[0] ____ Sometimes
[-1] ____ Seldom
[-2] ____ Very seldom, or never

52. Does your immediate leader treat soldiers fairly without regard to race, ethnic background, or sex?

[+2] ____ Very often, or always
[+1] ____ Often
[0] ____ Sometimes
[-1] ____ Seldom
[-2] ____ Very seldom, or never

53. How are human relations problems handled by the soldiers in your unit?

[+2] ____ Very well
[+1] ____ Well
[0] ____ Borderline
[-1] ____ Poorly
[-2] ____ Very poorly

54. In general, how are human relations among the soldiers in your unit?

[+2] ____ Very good
[+1] ____ Good
[0] ____ Borderline
[-1] ____ Bad
[-2] ____ Very bad

55. How well do the soldiers in your unit work together?

[+2] ____ Very well
[+1] ____ Well
[0] ____ Borderline
[-1] ____ Poorly
[-2] ____ Very poorly

56. Do you respect the soldiers you work with?

[+2] ____ Very much
[+1] ____ Much
[0] ____ Somewhat
[-1] ____ Little
[-2] ____ Very little, or not at all

57. Do the soldiers in your unit make each other feel like doing a good job?

[+2] ____ Very much
[+1] ____ Much
[0] ____ Somewhat
[-1] ____ Little
[-2] ____ Very little, or not at all

58. Do you think the soldiers in your unit would "stick together" during times of combat?

[+2] ____ Definitely yes
[+1] ____ Probably yes
[0] ____ Maybe
[-1] ____ Probably no
[-2] ____ Definitely no

59. How many of the soldiers in your unit really want to do their jobs well?

[+2] ____ Very many, or all
[+1] ____ Many
[0] ____ About half
[-1] ____ Few
[-2] ____ Very few, or none

60. How many soldiers in your unit do you think are good soldiers?

[+2] ____ Very many, or all
[+1] ____ Many
[0] ____ About half
[-1] ____ Few
[-2] ____ Very few, or none

61. How many soldiers in your unit are such poor soldiers that the unit would be better off without them?

[+2] ____ Very few, or none
[+1] ____ Few
[0] ____ About half
[-1] ____ Many
[-2] ____ Very many, or all

62. Overall, how well do the soldiers you work with do their jobs?

[+2] ____ Very well
[+1] ____ Well
[0] ____ Borderline
[-1] ____ Poorly
[-2] ____ Very poorly

63. How do you feel about the amount of time your unit devotes to sports activities?

[+2] ____ Very satisfied
[+1] ____ Satisfied
[0] ____ Borderline
[-1] ____ Dissatisfied
[-2] ____ Very dissatisfied

64. How do you feel about the kinds of sports activities in your unit?

[+2] ____ Very satisfied
[+1] ____ Satisfied
[0] ____ Borderline
[-1] ____ Dissatisfied
[-2] ____ Very dissatisfied

65. How do you feel about the amount of time your unit devotes to social activities?

[+2] ____ Very satisfied
[+1] ____ Satisfied
[0] ____ Borderline
[-1] ____ Dissatisfied
[-2] ____ Very dissatisfied

66. How do you feel about the kinds of social activities in your unit?

[+2] ____ Very satisfied
[+1] ____ Satisfied
[0] ____ Borderline
[-1] ____ Dissatisfied
[-2] ____ Very dissatisfied

67. In your opinion, does your unit have any problems caused by the use of too much alcohol by unit personnel (either officer or enlisted)?

[+2] ____ Very few, or none
[+1] ____ Few
[0] ____ Some
[-1] ____ Many
[-2] ____ Very many

68. In your opinion, does your unit have any problems caused by the use of illegal drugs or abuse of other substances by unit personnel (either officer or enlisted)?

[+2] ____ Very few, or none
[+1] ____ Few
[0] ____ Some
[-1] ____ Many
[-2] ____ Very many

69. Do you get enough to eat in your dining facility?

[+2] ____ Very often, or always
[+1] ____ Often
[0] ____ Sometimes
[-1] ____ Seldom
[-2] ____ Very seldom, or never

70. How good is the food in your dining facility?

[+2] ____ Very good
[+1] ____ Good
[0] ____ Borderline
[-1] ____ Bad
[-2] ____ Very bad

71. Do you get enough to eat when you are in the field?

[+2] ____ Very often, or always
[+1] ____ Often
[0] ____ Sometimes
[-1] ____ Seldom
[-2] ____ Very seldom, or never

72. How good is the food you get in the field?

[+2] ____ Very good
[+1] ____ Good
[0] ____ Borderline
[-1] ____ Bad
[-2] ____ Very bad

73. Overall, how well do you think your unit "gets the job done"?

[+2] ____ Very well
[+1] ____ Well
[0] ____ Borderline
[-1] ____ Poorly
[-2] ____ Very poorly

74. Do you think your unit would do a good job during times of combat?

[+2] ____ Definitely yes
[+1] ____ Probably yes
[0] ____ Maybe
[-1] ____ Probably no
[-2] ____ Definitely no

75. Overall, how would you rate your unit?

[+2] ____ Very good
[+1] ____ Good
[0] ____ Borderline
[-1] ____ Bad
[-2] ____ Very bad

76. If you had a choice, would you rather be in a different unit?

[+2] ____ Definitely no
[+1] ____ Probably no
[0] ____ Maybe
[-1] ____ Probably yes
[-2] ____ Definitely yes

77. How has *your* morale been lately?

[+2] ____ Very high
[+1] ____ High
[0] ____ Borderline
[-1] ____ Low
[-2] ____ Very low

78. How is the morale of the *other* soldiers in your unit?

[+2] ____ Very high
[+1] ____ High
[0] ____ Borderline
[-1] ____ Low
[-2] ____ Very low

79. Overall, how do you feel about Army life?

[+2] ____ Like a lot
[+1] ____ Like
[0] ____ Borderline
[-1] ____ Dislike
[-2] ____ Dislike a lot

80. Would you encourage civilian friends to enlist in the Army?

[+2] ____ Definitely yes
[+1] ____ Probably yes
[0] ____ Maybe
[-1] ____ Probably no
[-2] ____ Definitely no

81. How do you feel at this time about reenlisting in the Army?

[+2] ____ Strongly for
[+1] ____ Somewhat for
[0] ____ Borderline
[-1] ____ Somewhat against
[-2] ____ Strongly against

82. Do you think your unit commander will try to use the information from this survey to improve your unit?

[+2] ____ Definitely yes
[+1] ____ Probably yes
[0] ____ Maybe
[-1] ____ Probably no
[-2] ____ Definitely no

UNIT CLIMATE PROFILE *(UCP)*

For use of this form, see DA PAM 600-69; the proponent agency is DCSPER

SECTION I—DATA ANALYSIS WORKSHEET

Question # [ ] Tally	n	X	nX	%	Average
		+2	+		
		+1	+		
		0			[ ]
		−1	−		
		−2	−		
Subtotals:					

Question # [ ] Tally	n	X	nX	%	Average
		+2	+		
		+1	+		
		0			[ ]
		−1	−		
		−2	−		
Subtotals:					

Question # [ ] Tally	n	X	nX	%	Average
		+2	+		
		+1	+		
		0			[ ]
		−1	−		
		−2	−		
Subtotals:					

Question # [ ] Tally	n	X	nX	%	Average
		+2	+		
		+1	+		
		0			[ ]
		−1	−		
		−2	−		
Subtotals:					

Question # [ ] Tally	n	X	nX	%	Average
		+2	+		
		+1	+		
		0			[ ]
		−1	−		
		−2	−		
Subtotals:					

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SECTION II—PROFILE WORKSHEET

PROFILE AREA	QUESTION NUMBERS	SUM OF AREA AVERAGES	NUMBER OF ITEMS	PROFILE SCORE
1. Officer Leadership	1—5		5	
2. NCO Leadership	6—9		4	
3. Immediate Leaders	10—15		6	
4. Leader Accessibility	16—19		4	
5. Promotion Policy	20—23		4	
6. Rewards & Corrective Actions	24—26		3	
7. Quality of Training	27—30		4	
8. Tools, Equipment, & Supplies	31—32		2	
9. Job Satisfaction	33—37		5	
10. Freedom from Harassment	38—43		6	
11. Military Courtesy & Discipline	44—49		6	
12. Human Relations	50—54		5	
13. Unit Cohesiveness	55—62		8	
14. Sports Activities	63—64		2	
15. Social Activities	65—66		2	
16. Freedom from Substance Abuse	67—68		2	
17. Food	69—72		4	
18. Soldier's Attitude Toward Unit	73—76		4	
19. Morale	77—78		2	
20. Reenlistment Potential	79—81		3	
21. Commander's Use of the UCP	82		1	
			Average Profile Score:	

SECTION III—PROFILE RECORD

DATE:

PROFILE AREAS	PROFILE SCORES Negative −2	−1	0	+1	Positive +2
1. Officer Leadership					
2. NCO Leadership					
3. Immediate Leaders					
4. Leader Accessibility					
5. Promotion Policy					
6. Rewards & Corrective Actions					
7. Quality of Training					
8. Tools, Equipment, & Supplies					
9. Job Satisfaction					
10. Freedom from Harassment					
11. Military Courtesy & Discipline					
12. Human Relations					
13. Unit Cohesiveness					
14. Sports Activities					
15. Social Activities					
16. Freedom from Substance Abuse					
17. Food					
18. Soldier's Attitude Toward Unit					
19. Morale					
20. Reenlistment Potential					
21. Commander's Use of the UCP					
Average, all areas:					