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Employee Attitudes Within the Federal Aviation Administration

Carla A. Hackworth¹
Crystal E. Cruz¹
Scott Goldman¹
Dan G. Jack²
S. Janine King²
Paul Twohig³

¹Civil Aerospace Medical Institute
Federal Aviation Administration
Oklahoma City, OK 73125

²Omni Corporation
P.O. Box 25082
Oklahoma City, OK 73125

³Office of Human Resources
Federal Aviation Administration
Washington, DC 20591

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16. Abstract Introduction. Prompted by Congressional direction, the Federal Aviation Administration (FAA) instituted a means of assessing employee attitudes following the 1981 air traffic controllers' strike. As a result, the FAA first administered the Employee Attitude Survey (EAS) to its employees in 1984. The survey has been administered nine times since its inception, most recently, in 2003. Method: Approximately 48,900 surveys were mailed to all FAA employees. The 2003 EAS contained 129 items organized into three major sections: (1) Indicators of Satisfaction, (2) Management and Work Environment, and (3) Respondent Demographics. In addition, the survey invited respondents to provide comments. Results: By December 2003, 22,720 valid surveys were returned, for a 46% response rate. Seventy-one percent of respondents indicated that they were somewhat or very satisfied with their jobs. Most FAA employees (81%) were committed to the FAA, largely satisfied with their compensation (65%), and satisfied with their immediate supervisors (61%). However, only 38% of respondents were satisfied with the recognition they received for doing a good job. Accountability for poor performance was also an issue. The majority of respondents indicated that corrective actions are not taken to deal with poorly performing nonsupervisory employees and managers. Conclusions: The FAA, by and large, has a committed workforce with a high level of job satisfaction. However, FAA employees do not believe that poor performers are held accountable. These areas will need to be reviewed by upper management to understand how best to link accountability, performance, and pay. Performance management is a common problem for many organizations. Follow-up discussions with employees around these issues could afford FAA policy makers with important feedback necessary to develop strategic interventions or modifications designed to address these concerns.					
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EMPLOYEE ATTITUDES WITHIN THE FEDERAL AVIATION ADMINISTRATION

The Federal Aviation Administration (FAA) is responsible for maintaining safe and expeditious air travel within the National Airspace System (NAS). The FAA fulfills this mission through the efforts of nearly 50,000 employees in 11 Lines of Business (LOBs)/Major Organizations (MOs; Table 1). The FAA is the largest agency within the Department of Transportation (see http://dothr.ost.dot.gov/Workforce_Information/workforce_information.html), and its functions include certifying aircraft, providing air traffic control services and other assistance to commercial and general aviation pilots, and maintaining the infrastructure of the NAS (e.g., radar, towers). Managing a workforce of this size requires the efforts of many

dedicated professionals as well as multiple data sources to gauge progress and performance goal targets. One such data source is the direct feedback of FAA employees through a survey of employee attitudes.

The FAA was prompted by Congressional direction to assess employee attitudes following the 1981 air traffic controllers' strike. As a result, the FAA first administered the Employee Attitude Survey (EAS) to its employees in 1984. Although the content of the survey has changed over the years, many items within core areas of interest have remained unchanged. The purpose of the survey has been to collect opinions regarding organizational issues that may affect workforce performance and quality of

Table 1. FAA Lines of Business/Major Organizations*

Organization	Acronym	Description
Office of the Administrator	AOA	Executive offices, financial services, civil rights, noise and emissions control, international aviation, legal offices, public affairs, and human resources
Commercial Space Transportation	AST	Regulate launching of commercial satellite technology and commercial space travel
Airports	ARP	Planning and development of a safe and efficient airport system
Region and Centers	ARC	Business services to internal and external customers
Research and Acquisitions	ARA	Aviation research, competitive sourcing, procurement, navigation and surveillance systems, and air traffic systems development
Regulation and Certification	O-AVR	Medical certification of airmen, aerospace medicine, and accident investigation
Aircraft Certification	AIR	Airworthiness of aeronautical products
Flight Standards	AFS	Certification and examination of pilots and oversight of aircraft maintenance
Air Traffic Services	O-ATS	Runway safety, weather policy and standards, and system capacity planning
Airway Facilities	AAF	Maintenance of air traffic facilities and navigational equipment
Air Traffic	AAT	Safe and expeditious control of air traffic in the national airspace system from takeoff to landing

**Note: The EAS was distributed prior to the creation of the Air Traffic Organization.*

work life, including job and pay satisfaction, attitudes toward management, and model work environment, among others. For more information about the history of the EAS, see Thompson et al., 2000.

Organizational surveys have been used as a means of seeking employee feedback, assessing reactions to organizational changes, and identifying organizational concerns (Kraut, 1996). Organizational action plans and management decisions are frequently based on survey results (Gilbert, Slavney, & Tong, 2003-Workforce Management On-line). Surveys have been successful in identifying issues that impact organizational goals (Schneider, Ashworth, Higgs, & Carr, 1996).

In addition, the relationship between organizational performance and employee attitudes has been examined. The efforts of Sears, Roebuck and Company in the 1990s to transform the company's financial slump included several interventions implemented to create an "employee-customer-profit" model. Rucci, Kirn, and Quinn (1998) reported causal linkages between employee attitudes at Sears and profit. By modeling data from 800 different stores, they found that a 5-point improvement in employee attitudes led to a 1.3-point increase in customer satisfaction, which led to a .5% increase in revenue. More recent research has suggested that the financial performance of an organization may actually influence employee attitudes.

Schneider, Hanges, Smith, and Salvaggio (2003) found employee attitudes concerning satisfaction with pay, satisfaction with security, and overall job satisfaction were correlated with financial (return on assets) and market performance (earnings per share). In testing the direction of the relationships, however, they found a stronger indication that financial performance influenced job satisfaction, rather than vice versa. Schneider et al. (2003) also found reciprocal relationships between satisfaction with pay and financial performance; that is, both influenced each other over time.

While market performance and financial return are not the outcomes of interest within the FAA, many of the organizations within the FAA use the results of the EAS to measure their progress regarding action plans established as organizational performance indicators. The purpose of this paper is to outline some of the major results of the EAS 2003 for the FAA overall, draw comparisons with other government survey results and earlier EAS data, and provide a context within which to interpret the results.

METHOD

The most recent administration of the EAS was a census of FAA employees in September 2003 (Appendix A). Agency-appointed LOB/MO Points of Contact (POCs) and other survey stakeholders contributed to the survey design and content. This allowed the survey to reflect issues of interest from throughout the agency at the time of development, while maintaining core historical items. The survey was coordinated with union representatives and submitted to the FAA's institutional review board; employee participation was voluntary and anonymous.

Survey Distribution

During September 2003, approximately 48,900 surveys were mailed to all FAA employees at their work addresses. Reminder postcards were also sent to all employees. By December 2003, over 22,800 (47% of total) surveys had been returned. Of the returned surveys, 22,720 (46%) were considered "valid" (i.e., having a response to at least one content item). Table 2 presents the response rate within each organization as well as the proportion of total returned surveys for each organization.

Sample Demographics

Of the 22,720 respondents, 74% were male, and 26% were female. This was consistent with the FAA's Central Personnel Management Information System data showing that 75% of the FAA population was male, and 25% was female. FAA tenure was also fairly similar between the respondent sample and the FAA population (Figure 1). With respect to job role (Figure 2), managers and executives represented 2% of the FAA workforce and were therefore slightly over-represented, with 6% of the survey respondents. Supervisors comprised 9% of the survey sample and 10% of the FAA workforce. Nonsupervisory employees were slightly under-represented, making up 85% of the survey respondents and 88% of the FAA workforce. Overall, survey respondents were similar to the FAA workforce in gender, tenure, and job role.

Survey Content

The 2003 EAS contained 129 items organized into three major sections: (1) Indicators of Satisfaction, (2) Management and Work Environment, and (3) Respondent Demographics. In addition, the survey included a section for respondents to provide comments. Each major section was subdivided into scales (dimensions) and items intended to measure a variety of constructs relevant to that section. The response options for the majority of items on the survey included satisfaction (i.e., very dissatisfied, somewhat dissatisfied, neither, somewhat satisfied, very

Table 2. Response Rates by Organization

Organization Acronym	Number of Respondents	Response Rate Within Organization	Percentage of Total Returned
AOA	967	52%	4%
AST	36	65%	<1%
ARP	329	69%	1%
ARC	1,262	52%	6%
ARA	928	51%	4%
O-AVR	312	60%	1%
AIR	715	62%	3%
AFS	3,040	65%	13%
O-ATS	267	46%	1%
AAF	6,058	52%	27%
AAT	8,731	37%	38%
No LOB/MO	2		<1%
FAA Overall	22,720	46%	100%

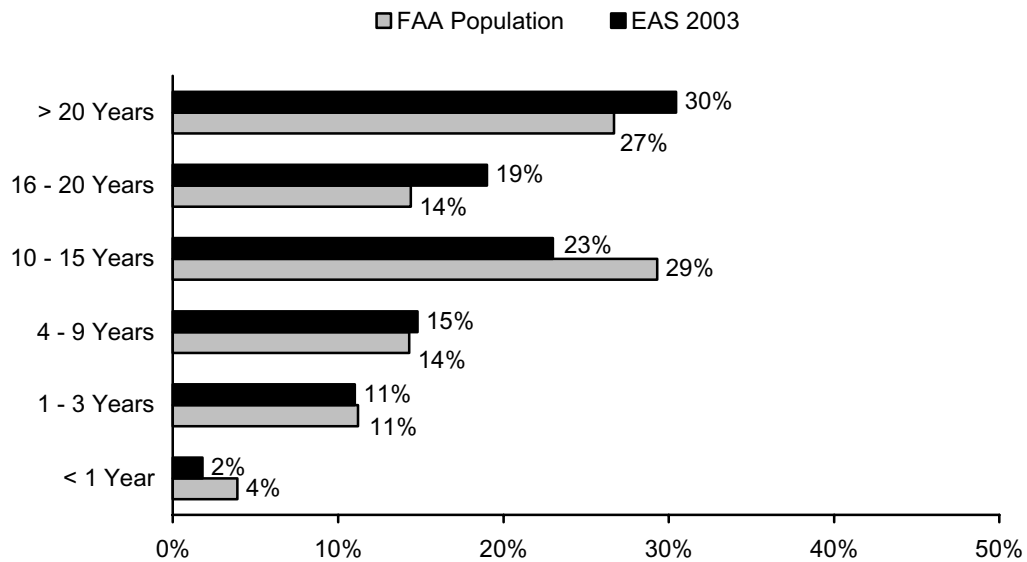


Figure 1. FAA Tenure

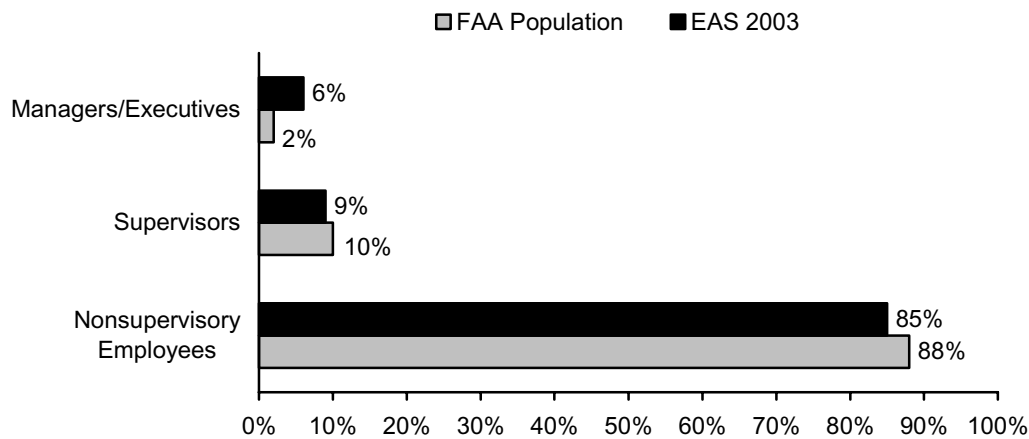


Figure 2. Percent of Employees by Job Role

satisfied), agreement (i.e., strongly disagree, disagree, neither, agree, strongly agree), and extent responses (not at all, to a limited extent, to a moderate extent, to a considerable extent, to a great extent). Demographic items, such as gender, provided categorical response options. In addition, three multiple response items encouraged participants to mark all answers that applied, such as “YES, I have been unfairly denied a career opportunity based on:” followed by a list of possible multiple response options. See Appendix A for the complete survey.

Indicators of Satisfaction. Twenty items were administered to gather data on employee attitudes toward job satisfaction (items 4-8), supervisor satisfaction (item 10), satisfaction with compensation (items 1-3, 114, & 115), satisfaction with recognition received (item 11), and organizational commitment (items 107-111 & 116-118).

Management and Work Environment. One hundred one items addressed employee attitudes toward a variety of management and work environment issues such as performance management, performance focus, resources, leadership, communication, conflict management, and model work environment (MWE). Within these broad categories were items regarding communication (items 12-13, 23-26, 90-92), recognition and rewards (items 14-16, 69), supervisory fairness (items 55-59), employee confidence in supervisors (items 60-61), trust (items 70-73), and accountability (items 74-75, 88-89).

Respondent Demographics. Eight demographic items were included to gather data regarding FAA tenure, present job tenure, job role, gender, region, age, education, and race/ethnicity (items 122-129, respectively).

Respondent Comments. Respondents were invited to provide comments at the end of the survey. A random sample of one-third of the written comments was transcribed, content coded, and quantified. Names and other potentially personally-identifying information were

purged from comments; nonetheless, respondents were informed that their confidentiality could not be assured if the comments contained other identifying information and that transcribed comments would be subject to requests made under the Freedom of Information Act (FOIA). A paper describing the main themes reported within the FAA comments is underway (King, Cruz, Jack, Thomas, & Hackworth, in press).

Data Analysis

For individual items on the EAS, frequencies and proportions were calculated for each response option. For multi-item dimensions, response distributions were calculated by counting the number of responses for each option (e.g., strongly agree, agree) across all items and then dividing by the total number of responses to all items in the dimension. Respondents only needed to answer one item in a dimension to be included in the calculation. For example, in a dimension consisting of 3 items where 20 out of 100 responses to item 1 were 5s and 30 out of 90 responses to item 2 were 5s and 20 out of 80 responses to item 3 were 5s, the proportion for response option 5 would be:

$$\frac{20 + 30 + 20}{100 + 90 + 80} = \frac{70}{270} = .259 \times 100 = 25.9$$

For negatively worded items within a dimension, the responses were reverse-scored for purposes of combining the data. For multiple response options (e.g., “mark all that apply”), frequencies for each response option were calculated.

Positive response rates were calculated by combining the frequencies for the top two response options on agreement (agree and strongly agree) and satisfaction (somewhat and very satisfied) scales. Positive response rates for extent scales were achieved by combining the frequencies for the top three response options (moderate, considerable, and great extent).

RESULTS

Indicators of Satisfaction

Quality of Work Life. The quality of work life dimension consisted of five items addressing employees' satisfaction with their physical working conditions, the kind of work they do, their workgroup, organization, and job overall (items 4-8, respectively). Results indicated that 66% of respondents reported being somewhat or very satisfied on the quality of work life dimension, and 71% indicated that they were somewhat or very satisfied with their jobs overall (item 8). This compares with findings from two other government surveys (Figure 3); the Federal Human Capital Survey (FHCS) reported 68% job satisfaction (2002) and the Merit System Protection Board (MSPB) survey reported 67% job satisfaction (2000). Of the major FAA organizations, AFS (79%) and AAF (79%) employees were the most satisfied with their jobs overall, and AAT (66%) employees were the least satisfied (Figure 4).

Satisfaction with Compensation. The satisfaction with compensation dimension consisted of three items measuring satisfaction with pay, benefits, and retirement system (items 1-3, respectively). Results for the FAA overall showed that FAA employees were largely satisfied with the compensation they received (65%). When asked specifically about pay, 68% of employees overall indicated that they were somewhat or very satisfied with their pay. This is a 9% increase from 59%, which was

reported by FAA employees in 2000. Additionally, this compares with 64% in the FHCS survey and 49% in the MSPB survey (Figure 5). Within the FAA, ARA and ARP employees were the most satisfied with their pay (73%), while AIR employees were the least satisfied (58%; Figure 6). FAA employees, overall, appear to be more satisfied with their pay than with their particular pay systems. Only 51% of FAA employees responded that they were somewhat or very satisfied with their pay system (item 115). A larger proportion of those on the Executive (64%) and Air Traffic pay plans (62%) were satisfied with their pay system than were those on the General Schedule (56%) and other pay plans (47%). Employees on Core Compensation (CC) were the least satisfied (38%) with their pay plan (Figure 7). This is concerning given that CC was introduced to address employee concerns over performance and pay issues.

Organizational Commitment. The organizational commitment dimension, consisting of 5 items (items 107-111), indicated that most FAA employees (81%) were committed to the FAA to a moderate, considerable, or great extent. Furthermore, 55% of respondents indicated that they did not intend to leave the FAA within the next 5 years (item 116). Of those who did intend to leave, 68% were planning to retire, and 28% planned to seek other employment (item 117).

Satisfaction with Supervisors and Recognition. The results of 2 single-item indicators of employee satisfaction were

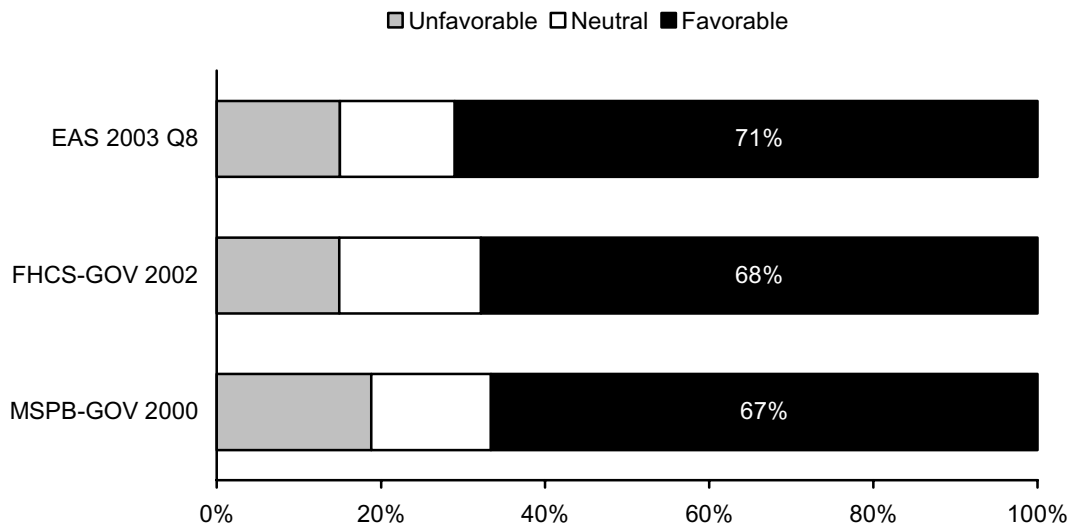


Figure 3. Job Satisfaction for FAA, FHCS*, and MSPB**

*The Office of Personnel Management administered the Federal Human Capital Survey (FHCS) in 2002 to a random sample of government employees across 24 agencies. Over 100,000 employees responded.

**In 2000, the Merit System Protection Board (MSPB) randomly selected government employees across 23 agencies. Nearly 7,000 employees responded.

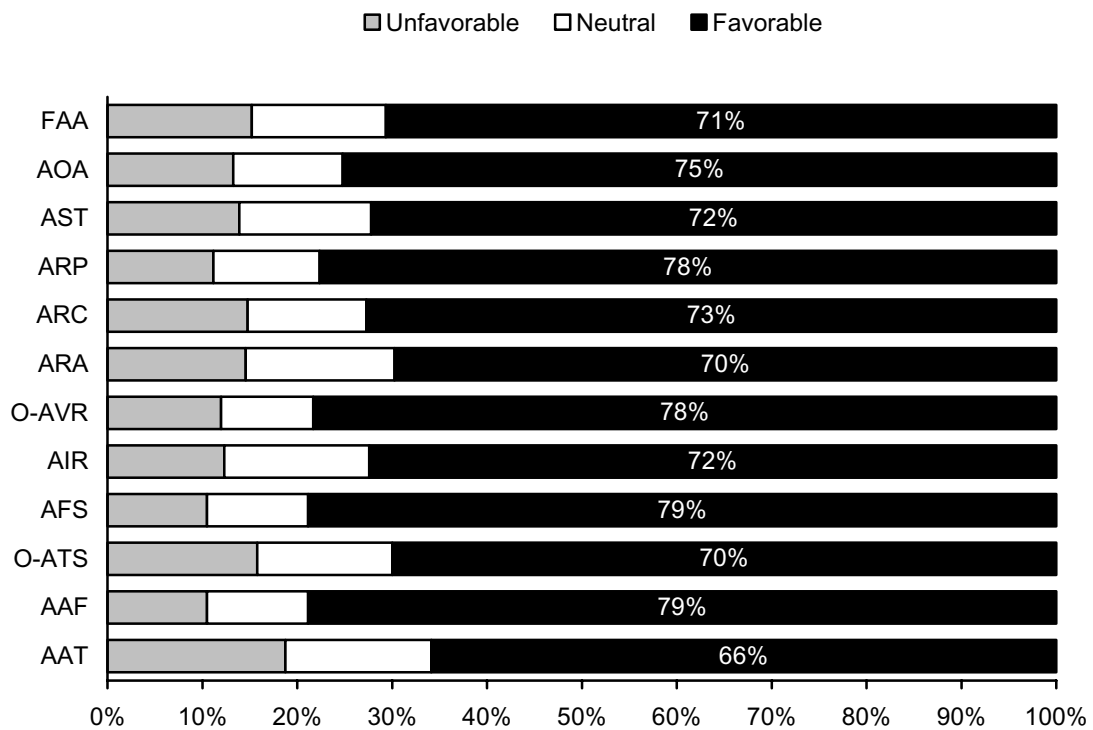


Figure 4. Job Satisfaction by LOB/MO

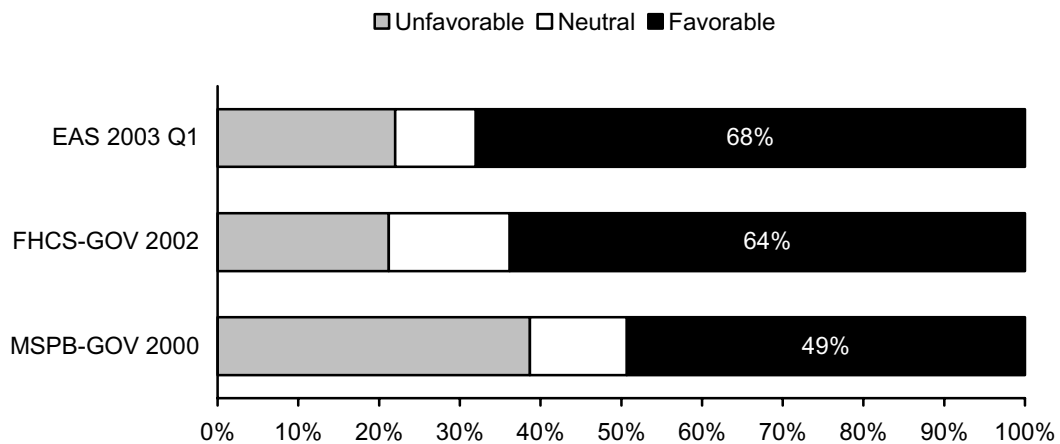


Figure 5. Pay Satisfaction for FAA, FHCS, and MSPB

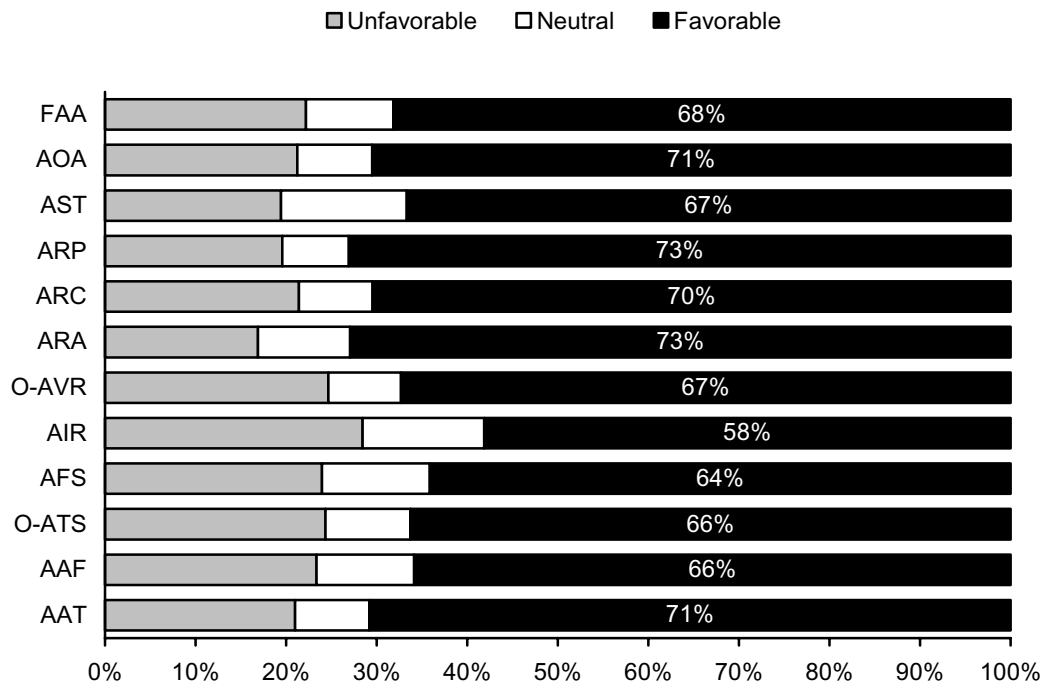


Figure 6. Satisfaction with Pay

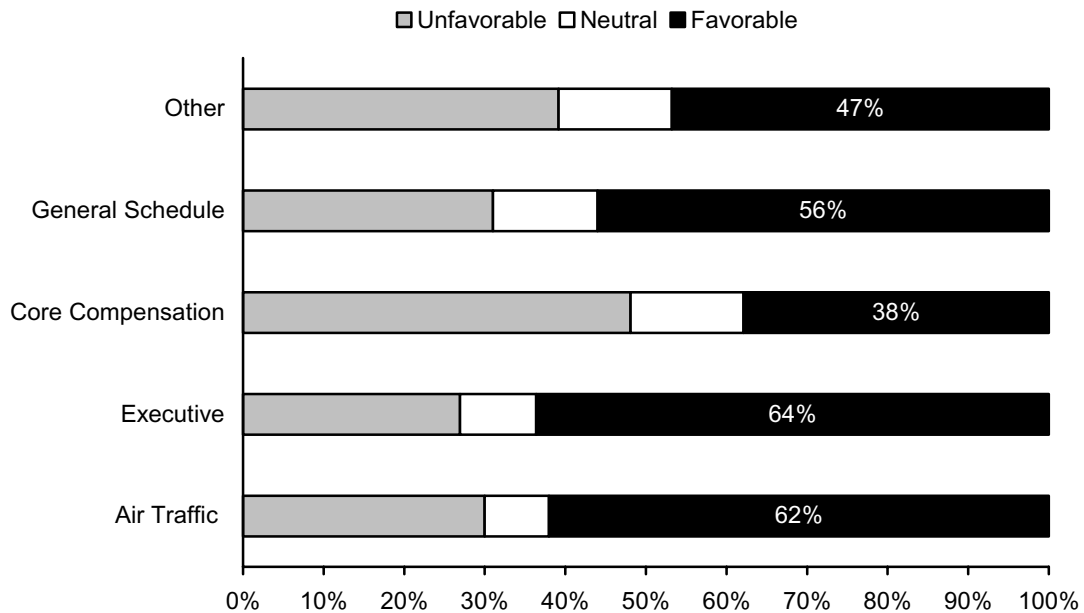


Figure 7. Satisfaction with Pay System

mixed. Most respondents were somewhat or very satisfied with their immediate supervisors (61%, item 10); however, only 38% of respondents were satisfied with the recognition they received for doing a good job (item 11). These data are consistent with what was reported in 2000. Other sources have found similar results regarding satisfaction with recognition: the FHCS survey reported 46% and 37% was reported in the MSPB survey (Figure 8).

Management and Work Environment

Performance Expectations. Employees indicated moderate approval concerning their understanding of performance expectations within their job (44% positive, items 76-79). In particular, 45% agreed or strongly agreed that communications with supervisors helped clarify what is expected in the job (item 76), and 44% agreed or strongly agreed that they were clear about how “good performance” was defined (item 78). Fewer respondents (34%) indicated that their organization had clearly communicated the connection between their individual performance goals and their organization’s performance goals (item 79), but more than half of respondents (54%) indicated that their most recent performance rating was an accurate reflection of their performance (item 77).

Job-Related Communication. Employee feedback regarding job-related communication received a 46% positive response rating (items 26, 90-92). This represented a 7% increase from 39% agreement in 2000. While more than half (58%) of respondents agreed or strongly agreed that they are encouraged to share information to get the job done (item 26), fewer indicated that policies affecting their work are communicated adequately (42%, item 90), guidance on procedures for doing their work is communicated adequately (41%, item 91), and management ensures that information needed to do their job is readily available (41%, item 92).

Recognition and Rewards. Employees were dissatisfied with recognition and rewards within the FAA (27% positive, items 14-16 & 69). In particular, only 20% of respondents agreed or strongly agreed that promotions are given to those who are well qualified (item 15), while 24% agreed or strongly agreed that recognition and rewards are based on merit (item 16). Twenty-nine percent of respondents indicated that people in their organization get the credit they deserve for the work they do (item 69), while 35% indicated that it’s pretty common to hear “job well done” within their organization (item 14).

Accountability and Corrective Actions. Several items addressed accountability and corrective actions. For both supervisory and nonsupervisory employees, 38% of respondents agreed or strongly agreed that employees were held accountable for achieving important agency

goals (items 88 and 89, respectively). However, only 21% agreed or strongly agreed that corrective actions were taken to deal with nonsupervisory poor performers (item 74). This was lower than both the FHCS and MSPB surveys, which had results of 27% and 26%, respectively (Figure 9). When supervisors and managers were the target of consideration, only 15% of respondents agreed or strongly agreed that corrective actions were taken with poor performers (item 75).

Conflict Management. Overall, 38% of respondents indicated that they had experienced work-related conflict to a moderate, considerable, or great extent (item 101), and 22% of respondents agreed or strongly agreed that conflicts and differences in their organization were brought out and managed, rather than avoided or worked around (item 28).

Model Work Environment. Employees were asked to rate the extent to which the FAA had created a working environment that did not tolerate discrimination, provided employees with developmental opportunities, and allowed employees to contribute to their organization’s mission (items 30-35). Employees indicated promising results with 66% endorsing a positive response for the dimension. This is a 5% increase from 61% for the FAA overall in 2000.

Communication Climate. The communication climate dimension, consisting of three items (items 23-25), measures fear of retaliation and the openness of the communication environment. The results were mixed with a 33% positive response rate. Specifically, 40% of respondents indicated that they were encouraged to express their concerns openly (item 25), while on the negatively worded items, 52% indicated that some employees may be hesitant to speak up for fear of retaliation (item 23), and 45% believed that it is generally safer to say that you agree with management even when you don’t (item 24).

Trust. While trust is reflected in some of the previous items, particularly with regard to communication climate, several items on the EAS addressed trust directly. The majority of employees agreed or strongly agreed that they trust their co-workers (62%, item 73) and their immediate supervisor (56%, item 72). Fewer respondents (42%), however, agreed or strongly agreed that supervisors where they work trust employees (item 70). Overall, 23% of respondents expressed trust in FAA management (item 71). Although quite low, this represented an increase of 6% from 17% trust in management for the FAA overall in 2000.

The level of trust employees expressed provided an interesting look at the effect of supervisory/nonsupervisory role (Figure 10). As the job role of the respondent was closer to the top management level (i.e., from

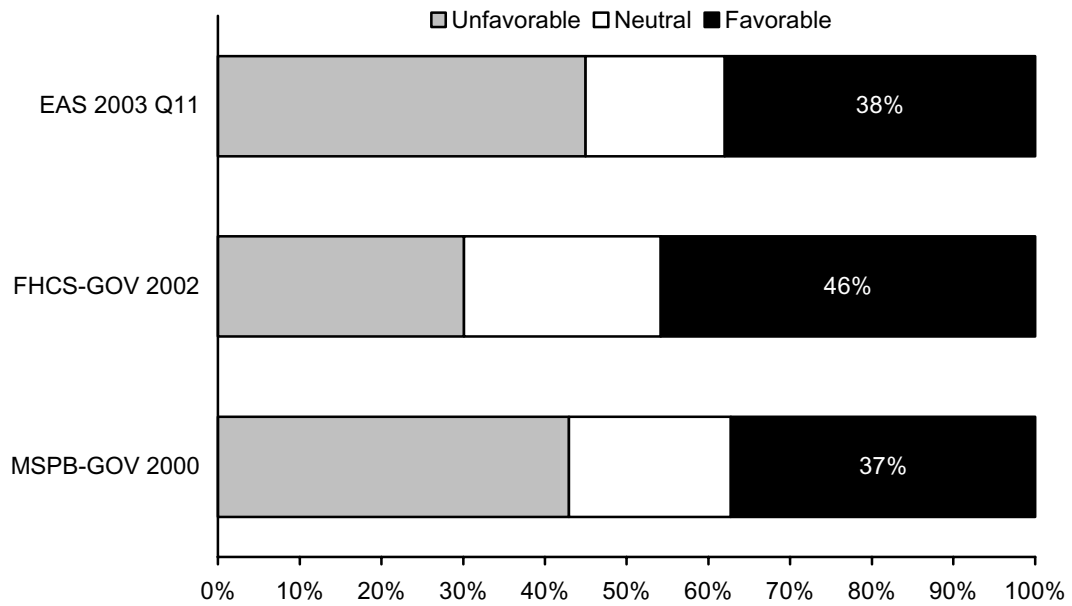


Figure 8. Satisfaction with Recognition for EAS, FHCS, and MSPB

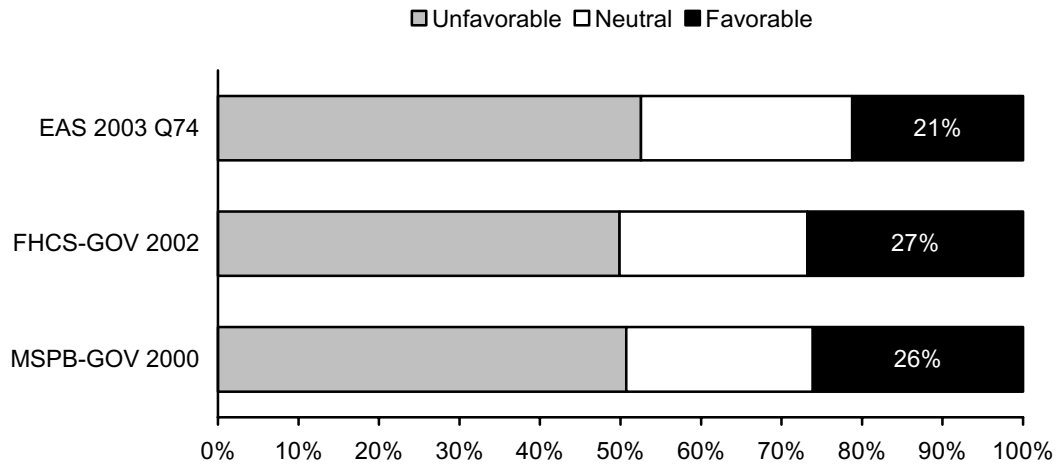


Figure 9. Corrective Actions Taken to Correct Nonsupervisory Employee Poor Performance for EAS, FHCS, and MSPB

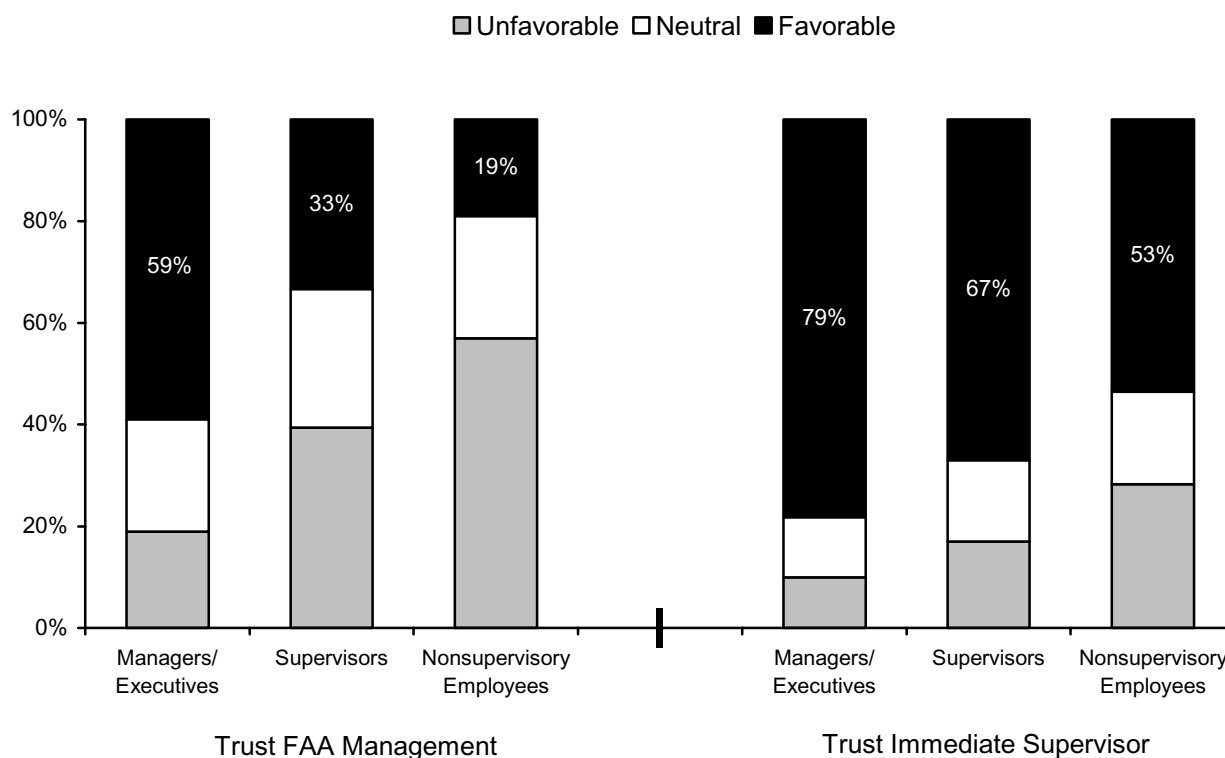


Figure 10 . Trust in FAA Management and Supervisors by Job Role

nonsupervisory employees to supervisors, managers, and executives), the percentage of employees expressing trust in supervisors (item 72) and management (item 71) also increased. Nonsupervisory employees had the lowest rates of trust in immediate supervisors (53%) and FAA management (19%).

In spite of the results regarding trust in supervisors and management, employees' confidence in their supervisor (items 60-61) remained consistent with 59% agreement on this dimension in both 2000 and 2003. Perceived supervisory fairness (items 55-59) also remained consistent, with 54% agreement on this dimension in both 2000 and 2003. Finally, 56% of employees agreed that supervisors facilitated problem solving (items 84-85).

DISCUSSION

In general, the FAA workforce reported a high level of commitment and job satisfaction. Overall, they were satisfied with their pay; however, feelings toward their pay system were less positive for some, particularly those on the Core Compensation pay system. This is troubling, given that the FAA is transitioning to the CC system in an effort to become more performance-based. Furthermore, while the performance management system was intended to address employee feedback expressed on the EAS 2000, respondents to the 2003 EAS generally did not believe that

poor performers (employees or management) were held accountable. This sentiment is not unique to the FAA and has been a frequent topic in business literature. In a *Gov-Exec* article, Shoop (2004) suggested that accountability has become meaningless, particularly in the government. Central to the success of performance management, employees must believe it is a fair process (National Academy of Public Administration, May 2004). Two types of annual increases are presently available within the CC system. "Star performers" have the possibility of earning either of two superior contribution increases, a 1.8% increase for the top-level performers or a 0.6% increase for the 2nd tier performers. In addition, the organization as a whole must meet 90% of the goals for 2004 for the distribution of a full organizational success increase. In 2003, outstanding employees under the CC system were eligible to receive as much as a 4.95% increase (not including locality pay). However, pay itself did not seem to be the issue. Employees were satisfied with their pay, but employees under CC were not satisfied with the pay system. Some possible reasons behind that sentiment include perceived low pay-off for high-performing employees, increased workload for managers and supervisors as a result of the CC system, and a feeling of unfairness due to the low number of employees under CC relative to the population of the FAA.

In addition to low levels of satisfaction with the CC system and accountability of employees and manage-

ment, results also revealed very low levels of trust in FAA management, particularly among nonsupervisory employees and supervisors. Not surprisingly, trust in FAA management was higher among managers and executives. These findings compare with the Watson Wyatt WorkUSA 2002 survey of nearly 13,000 private sector employees, which found that only 39% of employees trusted their senior management. Based on these data, it would appear that the level of trust in management within the FAA is significantly lower than in the private sector. Trust in management has been shown to influence shareholder return rates in the private sector (*ibid*) and the extent to which employees feel committed to the organization, the extent of cynicism about change, and employee intent to leave in public sector organizations (Albrecht & Travaglione, 2003).

These areas will need to be reviewed by upper management to understand how best to link accountability, performance, and pay. Follow-up discussions with employees around these issues could afford FAA policy makers with important feedback necessary to strategize interventions or modifications.

Successful survey programs have clear, responsive, and well-defined action plans. Further, managers should be provided with responsibilities for follow-up (Gilbert, Slavney, & Tong, 2003). For the survey program to remain credible, employees must see a link between their feedback and action planning. As an example, subordinates rated supervisors who were viewed as unresponsive to survey results more poorly across survey administrations (Born & Mathieu, 1996). Employees should be informed of the area(s) chosen for intervention and provided with information regarding the implementation and status of action plans. Engaging employees invites them to affect the organization's future (Burke, Coruzzi, & Church, 1996). When employees do not perceive responsive action to the results of an organizational survey, it can undermine their willingness to participate in the survey process. Employees may withdraw from future participation and, further, lose trust in management due to the perceived lack of follow-through. Recently, the FAA administrator addressed the EAS 2003 results by designing action planning strategies (e.g., Early Dispute Resolution Center). The full architecture and impact of these programs are yet unknown. Nonetheless, more than 22,700 FAA employees provided their input and feedback, both positive and negative. Communicating actions and achievements resulting from the EAS 2003 is critical to maintain or improve upon employee satisfaction and ensure participation in future EAS administrations.

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APPENDIX A

2003 Employee Attitude Survey

Instructions: Most response options range from low to high in agreement, satisfaction, or extent. Indicate your response by completely darkening the bubble corresponding to your answer. If you change your response, please make sure your final choice is clear. If the response options do not provide a perfect fit for your unique situation, **use your best judgment.**

	Very dissatisfied	Somewhat dissatisfied	Neither dissatisfied nor satisfied	Somewhat satisfied	Very satisfied
Please indicate your level of satisfaction.					
1. Overall, how satisfied are you with your pay?-----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Overall, how satisfied are you with your benefits (holiday, leave, insurance)?-----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Overall, how satisfied are you with your retirement system?-----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Overall, how satisfied are you with your physical working conditions?-----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Overall, how satisfied are you with the kind of work you do?-----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Overall, how satisfied are you with your workgroup?-----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. Overall, how satisfied are you with your organization as a place to work?-----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. How satisfied are you with your job overall?-----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. Overall, how satisfied are you with the services available through your Employee Assistance Program?-----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. Overall, how satisfied are you with your immediate supervisor?-----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. Overall, how satisfied are you with the recognition you receive for doing a good job?-----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. Overall, how satisfied are you with the quality of information you receive about FAA general information, such as plans, policies, programs, and activities?-----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13. Overall, how satisfied are you with how well your immediate supervisors and managers keep you informed about plans, policies, programs, and activities?-----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Strongly disagree	Disagree	Neither disagree nor agree	Agree	Strongly agree
Please indicate your level of agreement.					
14. It's pretty common to hear "job-well-done" within my organization.-----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15. Promotions in my organization are given to those who are well qualified.-----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16. Recognition and rewards are based on merit.-----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17. I am required to get approval for decisions that I think I should be able to make myself.-----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
18. Decisions in my organization are made at those levels where the most adequate and accurate information is available.-----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
19. I am able to contribute to decision-making that affects my job.-----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
20. I have the authority to make decisions required by my day-to-day work problems.-----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
21. In my organization, there are service goals aimed at meeting customer expectations.-----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
22. In my organization, managers show commitment to customer support through their actions.-----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
23. Some employees may be hesitant to speak up for fear of retaliation.-----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
24. It is generally safer to say that you agree with management even when you don't really agree.-----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
25. We are encouraged to express our concerns openly.-----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
26. In my organization, we are encouraged to share information to get the job done.-----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
27. My organization is good at identifying lessons learned.-----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
28. Conflicts and differences in my organization are brought out and managed rather than avoided or worked around.-----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

2003 Employee Attitude Survey

To what extent ...	Not at all	To a limited extent	To a moderate extent	To a considerable extent	To a great extent
29. do you support FAA goals or principles related to Model Work Environment? <i>[Maintaining a productive and hospitable place to work.]</i> -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
30. has the FAA done a good job creating a productive and hospitable place to work?-----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
31. has the FAA done a good job creating an environment where all employees have the opportunity to broaden their knowledge of the FAA (e.g., town hall meetings, attending briefings)?-----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
32. has the FAA done a good job creating an environment where all employees have the opportunity to participate in developmental activities (e.g., details, training, task forces, special assignments)? -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
33. has the FAA done a good job creating an environment where all employees get the chance to contribute fully to meeting their organization's mission? -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
34. has the FAA done a good job creating an environment where discrimination is not tolerated?--	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
35. has the FAA done a good job creating an environment where sexual harassment is not tolerated?-----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
36. do you believe the FAA uses mediation as an effective method to resolve issues related to allegations of discrimination or harassment?-----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
37. do you support FAA goals or principles related to Affirmative Employment? <i>[Remedying under-representation due to past discrimination.]</i> -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
38. do you support FAA goals or principles related to Equal Employment Opportunity? <i>[Protecting employees and applicants against discrimination.]</i> -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
39. do you support FAA goals or principles related to Prevention of Sexual Harassment? <i>[Zero tolerance for sexually motivated, unwelcome acts that interfere with work performance.]</i> -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
40. do you support FAA goals or principles related to Non-Discrimination? <i>[Zero tolerance for discrimination based on political affiliation, race, color, religion, national origin, gender, sexual orientation, marital status, age, disability, or parental status.]</i> -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
41. In the past 12 months, have you been unfairly denied a career opportunity because of factors not related to job performance?					
<input type="radio"/> NO, I have not been unfairly denied a career opportunity.					
<input type="radio"/> YES, I have been unfairly denied a career opportunity based on: [Mark all that apply.]					
<input type="radio"/> national origin	<input type="radio"/> age	<input type="radio"/> sexual orientation	<input type="radio"/> who you know ("buddy system")		
<input type="radio"/> race	<input type="radio"/> marital status	<input type="radio"/> religion	<input type="radio"/> other characteristics not related to job performance (specify:)		
<input type="radio"/> color	<input type="radio"/> parental status	<input type="radio"/> political affiliation			
<input type="radio"/> gender	<input type="radio"/> disability	<input type="radio"/> union affiliation			

SEXUAL HARASSMENT consists of "words or actions of a clear or potentially SEXUALLY MOTIVATED NATURE that: (1) are unwelcome to the recipient, (2) are directly or by implication linked to employment decisions, (3) form the basis of employment decisions, or (4) create an offensive work environment which intimidates or otherwise interferes with the performance of employees."

42. According to the description above, have you experienced sexual harassment in your workplace in the past 12 months?

☐ Definitely not
 ☐ Probably not
 ☐ Uncertain
 ☐ Probably yes
 ☐ Definitely yes

2003 Employee Attitude Survey

HARASSMENT may consist of incidents of verbal, written, graphic, or physical harassment and other misconduct that create or may create an intimidating, hostile, or offensive work environment based on race, color, religion, gender, sexual orientation, national origin, age, or disability.

43. According to the description above, have you experienced harassment in your workplace in the past 12 months?

☐ Definitely not ☐ Probably not ☐ Uncertain ☐ Probably yes ☐ Definitely yes

Please indicate your level of agreement.

Strongly agree
 Agree
 Neither disagree nor agree
 Disagree
 Strongly disagree

- | | Strongly disagree | Disagree | Neither disagree nor agree | Agree | Strongly agree |
|--|-----------------------|-----------------------|----------------------------|-----------------------|-----------------------|
| 44. Complaints about discrimination and harassment are taken seriously by management where I work. ----- | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 45. When allegations or complaints about discrimination or harassment are raised where I work, management is likely to try mediation to resolve the issue. ----- | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 46. Sexual harassment is a problem in my workplace. ----- | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 47. Jokes about women, people of color, etc. are common in my workplace. ----- | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 48. To be a "part of the crowd" in my workplace, I have to go along with jokes about people of color, women, etc. ----- | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 49. I bring it to the attention of my supervisor when I feel that conversations or actions in the workplace are offensive, harassing, or discriminating. ----- | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 50. People in my workplace believe that employees with a disability can perform their required job functions when given the opportunity. ----- | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 51. I am aware that the scope of the Accountability Board was expanded beyond sexual harassment and misconduct to include harassment and misconduct based on race, color, religion, gender, sexual orientation, national origin, age and disability. ----- | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 52. I am aware that I may report allegations that fall within the scope of the Accountability Board to my manager or supervisor, an EEO counselor, the FAA Hotline, or directly to the Accountability Board. ----- | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 53. I am aware that using an office or a personal computer to access sexually explicit materials in the workplace is misconduct that falls within the scope of the Accountability Board and may be subject to disciplinary action. ----- | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 54. Since the expansion of the Accountability Board in July 2000, I have seen improvements in how my workplace addresses misconduct that falls within the Accountability Board's expanded scope. ----- | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 55. My immediate supervisor is fair with subordinates. ----- | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 56. My immediate supervisor keeps informed about the way subordinates think and feel about things. ----- | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 57. My immediate supervisor has the respect of subordinates. ----- | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 58. My immediate supervisor interacts well with subordinates. ----- | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 59. My immediate supervisor tends to play favorites. ----- | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 60. My immediate supervisor possesses the knowledge and skills to be effective. ----- | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 61. My immediate supervisor is an effective communicator. ----- | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| | | | | | |
| 62. Have you had a formal feedback discussion or received a final performance rating during the past 12 months? | | | | | |

☐ Yes ☐ No ☐ N/A - employed fewer than 12 months

2003 Employee Attitude Survey

Please indicate your level of agreement.

Strongly agree
Agree
Neither disagree nor agree
Disagree
Strongly disagree

- | | Strongly disagree | Disagree | Neither disagree nor agree | Agree | Strongly agree |
|---|-----------------------|-----------------------|----------------------------|-----------------------|-----------------------|
| 63. The FAA is committed to employee concerns. ----- | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 64. Within the past 2 years, I have seen a positive change in the emphasis that the FAA places on managing people. ----- | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 65. The FAA takes into account the impact of organizational changes on employees. ----- | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 66. My organization has a real interest in the welfare and satisfaction of those who work here. -- | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 67. I feel safe from external, physical threats while at work. ----- | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 68. Personal initiative counts for a lot in my organization. ----- | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 69. People in my organization get the credit they deserve for the work they do. ----- | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 70. Supervisors where I work trust employees. ----- | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 71. I trust FAA management. ----- | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 72. I trust my immediate supervisor. ----- | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 73. I trust my coworkers. ----- | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 74. Corrective actions are taken to deal with nonsupervisory employees who perform poorly. ---- | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 75. Corrective actions are taken to deal with supervisors or managers who perform poorly. ---- | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 76. Communications with my supervisor about my performance have helped clarify what is expected from me in my job. ----- | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 77. My most recent performance rating/feedback discussion was an accurate reflection of my performance. ----- | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 78. I am clear about how "good performance" is defined in my organization. ----- | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 79. My organization has clearly communicated the connection between my individual performance goals and my organization's performance goals. ----- | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 80. Information collected on my workgroup's performance is used to improve my workgroup's performance. ----- | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 81. My supervisor is effective in providing periodic coaching to improve my performance. ----- | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 82. My supervisor takes effective action to counsel or discipline employees whose behavior might be seen as harassing or discriminating. ----- | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 83. I feel free to discuss with my immediate supervisor the problems and difficulties I have in my job without jeopardizing my position or having it "held against" me later. ----- | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 84. My supervisor facilitates my ability to solve problems myself. ----- | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 85. When I talk with my supervisor about an issue, he/she really listens to my concerns. ----- | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 86. My supervisor actively fosters a productive and hospitable work environment. ----- | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 87. The organizational culture where I work fosters a productive and hospitable work environment. ----- | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 88. Managers and supervisors in my organization are held accountable for achieving important agency goals. ----- | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 89. Nonsupervisory employees in my organization are held accountable for achieving important agency goals. ----- | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

2003 Employee Attitude Survey

Please indicate your level of agreement.

Strongly agree
Agree
Neither disagree nor agree
Disagree
Strongly disagree

- | | | | | | |
|--|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| 90. Policies affecting my work are communicated adequately. ----- | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 91. Guidance on procedures for doing my work is communicated adequately. ----- | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 92. Management in my organization ensures that the information I need to do my job is readily available. ----- | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 93. Information about my pay is communicated adequately. ----- | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 94. Information about my benefits is communicated adequately. ----- | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 95. Information about employment opportunities is communicated adequately. ----- | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 96. Staffing shortages adversely affect my ability to perform my job effectively. ----- | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 97. My workgroup has the knowledge and skills to be effective in their jobs. ----- | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 98. I have enough time to get my job done. ----- | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

99. When I have work-related conflicts or disagreements, the primary reasons are: [Mark no more than **TWO**.]

- | | | |
|---|---|--|
| <input type="radio"/> NA - not applicable | <input type="radio"/> work procedures | <input type="radio"/> professional disagreements |
| <input type="radio"/> personality | <input type="radio"/> establishment of priorities | <input type="radio"/> knowledge, skills, and abilities |
| <input type="radio"/> performance standards | <input type="radio"/> task assignment | <input type="radio"/> other (specify:) _____ |

100. When I have work-related conflicts or disagreements, they are primarily with: [Mark no more than **TWO**.]

- | | | |
|---|--|--|
| <input type="radio"/> NA - not applicable | <input type="radio"/> supervisor | <input type="radio"/> contractor |
| <input type="radio"/> coworker(s) | <input type="radio"/> upper-level management | <input type="radio"/> other (specify:) _____ |
| <input type="radio"/> team lead | <input type="radio"/> subordinate(s) | |

To what extent ...

To a great extent
To a considerable extent
To a moderate extent
To a limited extent
Not at all

- | | | | | | |
|---|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| 101. do you experience work-related conflicts or disagreements? ----- | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 102. are there things about working in the organization (such as policies, practices, or conditions) that encourage you to work hard? ----- | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 103. have you had an opportunity to participate in FAA-funded training programs? ----- | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 104. have you been able to apply what you have learned from FAA training to your job? ----- | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 105. have you received the training you need to perform effectively in your job? ----- | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 106. do you receive sufficient information from the FAA to understand how major innovations and changes might affect you? ----- | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 107. are you proud to work for the FAA? ----- | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 108. are you willing to put in additional effort beyond that normally expected to help the FAA succeed? ----- | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

2003 Employee Attitude Survey

To what extent ...	Not at all	To a limited extent	To a moderate extent	To a considerable extent	To a great extent
109. do you feel loyalty to the FAA? -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
110. does the FAA inspire the very best in you? -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
111. do you care about the fate of the FAA? -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
112. do you have the tools needed to do your job efficiently (computers, test equipment, communication devices, etc.)? -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
113. has the FAA kept you informed about the compensation system changes? -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
114. What type of pay system are you under? <input type="radio"/> Air Traffic Pay Plan <input type="radio"/> Executive Pay <input type="radio"/> Core Compensation <input type="radio"/> General Schedule <input type="radio"/> Other	116. It is likely that I will leave the FAA in the next: <input type="radio"/> Not planning to leave the FAA (<i>skip to item 119.</i>) <input type="radio"/> 1 year <input type="radio"/> 2 years <input type="radio"/> 3 years <input type="radio"/> 4 years <input type="radio"/> 5 years				
115. Overall, how satisfied are you with your current pay system? <input type="radio"/> Very dissatisfied <input type="radio"/> Somewhat dissatisfied <input type="radio"/> Neither dissatisfied nor satisfied <input type="radio"/> Somewhat satisfied <input type="radio"/> Very satisfied	117. If you are planning to leave the FAA <u>within the next 5 years</u> , are you going to: <input type="radio"/> Not planning to leave the FAA <input type="radio"/> Retire <input type="radio"/> Seek employment in another government organization <input type="radio"/> Seek employment outside the government <input type="radio"/> Other (specify:) _____				
118. If you are planning to leave the FAA <u>within the next 5 years</u> , please indicate the ONE most important factor that influenced your decision to leave. [Mark only ONE]					
<input type="radio"/> Not planning to leave the FAA <input type="radio"/> Voluntary retirement <input type="radio"/> Mandatory retirement rules <input type="radio"/> Health <input type="radio"/> Pay <input type="radio"/> Job benefits <input type="radio"/> Job security <input type="radio"/> Career/promotional opportunities <input type="radio"/> Level of responsibility <input type="radio"/> Type of work I do	<input type="radio"/> Importance of the program I support <input type="radio"/> Adequate staff to do the job <input type="radio"/> Quality of supervisors <input type="radio"/> Quality of management <input type="radio"/> Harassment/discrimination <input type="radio"/> Organizational changes <input type="radio"/> Satisfaction with the agency <input type="radio"/> Family considerations <input type="radio"/> Geographical location <input type="radio"/> Other (specify:) _____				
N/A - employed after 2000					
	Yes	No			
119. Did you have an opportunity to examine the 2000 Employee Attitude Survey results for the FAA? --	<input type="radio"/>	<input type="radio"/>			
120. Did you have an opportunity to examine the 2000 Employee Attitude Survey results for your organization? -----	<input type="radio"/>	<input type="radio"/>			
121. Did you have an opportunity to examine the 2000 Employee Attitude Survey results for your division/facility? -----	<input type="radio"/>	<input type="radio"/>			

2003 Employee Attitude Survey

Demographics

- | | |
|--|--|
| <p>122. How many years have you worked for the FAA?</p> <ul style="list-style-type: none"><input type="radio"/> Less than 1 year<input type="radio"/> 1 through 3 years<input type="radio"/> 4 through 9 years<input type="radio"/> 10 through 15 years<input type="radio"/> 16 through 20 years<input type="radio"/> More than 20 years <p>123. How many years have you worked in your present job (even though your pay or grade may have changed)?</p> <ul style="list-style-type: none"><input type="radio"/> Less than 1 year<input type="radio"/> 1 through 3 years<input type="radio"/> 4 through 9 years<input type="radio"/> 10 through 15 years<input type="radio"/> 16 through 20 years<input type="radio"/> More than 20 years <p>124. Please select the category that is most representative of your job role.</p> <ul style="list-style-type: none"><input type="radio"/> Nonsupervisor<input type="radio"/> Nonsupervisory team leader<input type="radio"/> First-level supervisor<input type="radio"/> Second-level supervisor<input type="radio"/> Manager<input type="radio"/> Executive <p>125. Are you:</p> <ul style="list-style-type: none"><input type="radio"/> Male<input type="radio"/> Female | <p>126. In which region or center are you physically located?</p> <ul style="list-style-type: none"><input type="radio"/> Alaskan (AAL)<input type="radio"/> Central (ACE)<input type="radio"/> Eastern (AEA)<input type="radio"/> Great Lakes (AGL)<input type="radio"/> New England (ANE)<input type="radio"/> Northwest Mountain (ANM)<input type="radio"/> Southern (ASO)<input type="radio"/> Southwest (ASW)<input type="radio"/> Western-Pacific (AWP)<input type="radio"/> William J. Hughes Technical Center (ACT)<input type="radio"/> Mike Monroney Aeronautical Center (AMC)<input type="radio"/> Washington Headquarters<input type="radio"/> International <p>127. How old are you?</p> <ul style="list-style-type: none"><input type="radio"/> 25 or under<input type="radio"/> 26 to 35<input type="radio"/> 36 to 45<input type="radio"/> 46 to 55<input type="radio"/> 56 to 65<input type="radio"/> 66 or older <p>128. Educational level:</p> <ul style="list-style-type: none"><input type="radio"/> No high school diploma<input type="radio"/> High school diploma<input type="radio"/> Some technical or trade school<input type="radio"/> Some college<input type="radio"/> Bachelor's degree<input type="radio"/> Some graduate work<input type="radio"/> Graduate degree |
|--|--|

The following is presented in accordance with the guidance published by the Office of Management and Budget (OMB) for Federal organizations collecting or presenting data on race and ethnicity for statistical purposes and program administrative reporting.

129. Please indicate your race and ethnicity. (Mark one or more)
- ☐ **American Indian or Alaska Native.** A person having origins in any of the original peoples of North and South America (including Central America), and who maintains tribal affiliation or community attachment.
 - ☐ **Asian.** A person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent including, for example, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam.
 - ☐ **Black or African American.** A person having origins in any of the black racial groups of Africa.
 - ☐ **Hispanic, Latino, or of Spanish Origin.** A person of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture or origin, regardless of race.
 - ☐ **Native Hawaiian or Other Pacific Islander.** A person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands.
 - ☐ **White.** A person having origins in any of the original peoples of Europe, the Middle East, or North Africa.



2003 Employee Attitude Survey



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This image shows a full page of white paper with horizontal blue ruling lines. The lines are evenly spaced and run across the width of the page, providing a template for handwriting practice or general writing. There are no margins, text, or other markings on the page.

