

Two measures of ROTC effectiveness : vocational confidence and realism of expectations
by Burton Graf Lockwood

A thesis submitted in partial fulfillment of the requirements for the degree of MASTER OF SCIENCE in Psychology
Montana State University
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Abstract:
This study initiates development of a self-report instrument which upon validation may be useful in evaluating campus ROTC programs and in predicting job survival of officers commissioned through ROTC. The 50-item military career questionnaire developed in this study contains positive and negative statements concerning various aspects of military life. Career Army officers, ranging from four to ten years experience, reacted to the statements in the questionnaire as did ROTC cadets and non-ROTC university students. The questionnaire results were relatively reliable and significantly different overall scores were obtained for each group with the scores of ROTC cadets more closely matching the scores of Army officers than did the scores of non-ROTC university students. It appears that ROTC cadets have higher confidence and more realistic expectations concerning a military career than do non-ROTC students. This added confidence and realism of expectations may be fostered by an effective job preview, i.e., the local ROTC program, and according to expectancy theory, high vocational confidence and realistic job expectations should enhance job survival.

A longitudinal study is proposed to validate the findings of this study.

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Signature Burton Hoyt Lockwood II

Date 2 December 1976

TWO MEASURES OF ROTC EFFECTIVENESS: VOCATIONAL CONFIDENCE AND REALISM OF EXPECTATIONS

by

BURTON GRAF LOCKWOOD II

A thesis submitted in partial fulfillment
of the requirements for the degree

of

MASTER OF SCIENCE

-in

Psychology

Approved:

Chairperson, Graduate Committee

Head, Major Department

Graduate Dean

MONTANA STATE UNIVERSITY
Bozeman, Montana

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Where there is no guidance, the people fall, but in abundance of counselors there is victory. Proverbs 11:14.

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ABSTRACT

This study initiates development of a self-report instrument which upon validation may be useful in evaluating campus ROTC programs and in predicting job survival of officers commissioned through ROTC. The 50-item military career questionnaire developed in this study contains positive and negative statements concerning various aspects of military life. Career Army officers, ranging from four to ten years experience, reacted to the statements in the questionnaire as did ROTC cadets and non-ROTC university students. The questionnaire results were relatively reliable and significantly different overall scores were obtained for each group with the scores of ROTC cadets more closely matching the scores of Army officers than did the scores of non-ROTC university students. It appears that ROTC cadets have higher confidence and more realistic expectations concerning a military career than do non-ROTC students. This added confidence and realism of expectations may be fostered by an effective job preview, i.e., the local ROTC program, and according to expectancy theory, high vocational confidence and realistic job expectations should enhance job survival. A longitudinal study is proposed to validate the findings of this study.

INTRODUCTION

Since Congress suspended the military draft on January 27, 1973, and the military services have had to rely solely on volunteers to reinforce their diminishing ranks, the Army has had a serious and continuing problem attracting and retaining adequate numbers of quality officers. The problem of attracting and retaining a large enough standing Army to deal effectively with potential enemies is reflected in a recent article in Infantry Magazine concerning the future of the United States Infantry. "Soldiers of this nation can realistically anticipate going into battle outnumbered, and, on a weapon-for-weapon basis, outgunned." (Barham, 1976, p. 39)

The Army needs 7000 new officers each year to meet the current operational commitments of a peace-time, economically-minded, standing Army. Of these 7000 new men, only approximately 700 are provided by the annual graduation of cadets from the United States Military Academy at West Point. Officer Candidate School (OCS) is presently running only two classes a year providing less than 300 men each year. The bulk of the remaining young officers required come from college campus ROTC programs. Although ROTC is presently providing enough new officers to meet minimum operational commitments, at least one current study indicates that just as in the past, the Army can expect to retain less than 25 percent of the ROTC officers now on initial active duty assignment beyond their contractual obligation of either 90 days or three years service (Card and Shanner, 1976).

Why do so many promising, young officers quit the military and seek other employment? A comprehensive study (Norman, 1971) attempting to determine the reasons for and against military career commitment lists poor leadership by supervisors, low job satisfaction, concern for housing, and need for prestige as the most common explanations cited by men who had recently left careers as Army officers in search for civilian vocations. The men who decided to stay on active duty considered their initial military assignments as "challenging, satisfying, and well-suited to their abilities." Norman (1971) also found that less than 25 percent of all officers remain on active duty following their initial term of service. More interestingly, it was discovered that over 70 percent of all officers decide whether or not to stay in the Army during their initial term of service. Two pertinent conclusions from the Norman (1971) study are as follows:

> ...most officers are open and receptive to a military career at the time they are commissioned. The real influence on their final decision is their initial experiences on the job. (p. 31)
>
> ...actual facts about a military career should be made available to all junior officers and prospective officers together with individual counseling to insure that each gets a complete and realistic picture of himself in a military career rather than an idealistic one that could result in his later experience being less than his expectations. Unrealistic expectations concerning military life coupled with a poor initial job experience appear to be the prime factors involved in the exodus of young officers from the military. (p. 32)

The role of expectations in determining why college graduates quit a job, was explored in a study conducted by Dunette (1973). Recent graduates were asked to rate the importance of specific job

features. The typical graduate rated good salary and advancement as very important; interesting work, feeling of accomplishment, and opportunity to use abilities as important; and status, working conditions, and being in charge of other people as least important. After six months in their new job, the graduates were queried concerning realization of their expectations. The finding:

> ...the first job assignment in the company brought rather sharp disenchantment to both the college graduates who were still with the firm and to those who later left. In particular, the first job with the company was seen as one that severely frustrated their high hopes and expectations of opportunities to use their abilities. (p. 31)

The conclusion drawn from the findings of the Dunette (1973) research was that:

> ...high turnover among college graduate employees is related significantly to the sharp discrepancies seen by many of them between their actual job experiences and their hopes and expectations at the time they agreed to join the company. (p. 37)

It is noteworthy that industry has the same problem of turnover in college graduate employees as does the Army; however, whereas 50 percent of all college graduates change their organization or occupation within five years after graduation (Porter, Lawler, and Hackman, 1975), the Army is able to retain only 25 percent of its young officers beyond their initial term of service. Should the large turnover of Army officers be written off as inevitable when significantly more young men quit the Army than do men in civilian jobs of comparable pay and status? Perhaps not.

Lack of commitment to service life has been cited as a predisposing factor for high turnover of Army officers. Indeed, a study completed at the University of Alabama (Petty and Sheil, 1975) demonstrated that the local ROTC cadets were as strongly committed toward a civilian career as they were to a military career. The cadets generally perceived civilian jobs as being more likely to satisfy their personal needs than a career as an Army officer. The researchers' concluded:

> ...it would appear that some effort needs to be directed toward improving ROTC cadets' expectations concerning opportunities in the Army for outcomes such as interesting work, personal freedom, and good interpersonal relations. Unless the All-Volunteer Army is abolished and the draft is reinstated, it would appear that the Army may have to modify its organizational climate it if is to successfully compete in the present labor market. (p. 203)

It is highly unlikely that any sweeping changes will be made in the organizational climate of the United States Army in the foreseeable future. Whether or not such changes are desirable is also a matter of debate. Military life is neither the glamorous, adventure-filled life depicted in "John Wayne" movies nor is it the harsh, authoritarian environment that vocal detractors proclaim it to be. The Army now attracts sufficient numbers to meet operational commitments but has difficulty retaining personnel. The key to job survival in terms of expectations is that if an individual has realistic expectations concerning his chosen vocation, he is more likely to stay in that vocation.

It has been demonstrated that realistic job previews effectively enhance job survival. In a study conducted by Weitz (1956), prospective insurance agents were sent a booklet that was prepared by surveying the perceptions of experienced insurance agents. The booklet portrayed the job of insurance agent in a realistic manner, emphasizing both the favorable and unfavorable job features. Other prospective agents were sent a booklet that had been used in previous recruiting campaigns by the company which emphasized only the favorable aspects of the job. The job survival rate of agents who received the realistic booklet was found to be significantly higher than the job survival rate of agents receiving the less realistic booklet. In a similar study by Macedonia (1969), a group of United States Military Academy prospects were sent materials realistically depicting life at the academy. Other academy prospects were sent materials used in previous years which did not mention the negative aspects of cadet living. From the group of young men who received realistic information significantly more joined the academy and made it through the grueling four year program than did from the group who received "favorable-only" information. In an experimental study (Wanous, 1973), newly-hired telephone operators were assigned to two different groups. One group saw a film realistically portraying the routine of being a telephone operator. The other group saw a film that stressed only favorable aspects of the job. As in the Weitz (1956) and Macedonia (1969) studies, job survival was

significantly higher for the individuals receiving the realistic job preview.

The relationship between the aforementioned studies and Army ROTC training programs is that ROTC is in effect a two to four year job preview of life as a military officer. Are ROTC programs fostering realistic hopes and expectations in their participants or are cadets being led to expect idealistic, overly-favorable conditions? A good ROTC training program should act to form realistic hopes and expectations in its participants concerning a military career; thus, enhancing the likelihood that those participants will seek to be retained on active duty following fulfillment of their 90 day or three year active duty service obligation. At the same time, ROTC should build the self-confidence of cadets. Cadets who complete ROTC should be confident that they can successfully perform the duties normally required of military officers. Armed with realistic expectations and the confidence that they can do the job, newly commissioned officers should be most apt to find their initial assignment "challenging, satisfying, and well-suited to their skills."

This research is aimed toward developing an instrument that can be used to evaluate current campus ROTC programs and predict job survival of officers commissioned through ROTC. Two measures of ROTC effectiveness that appear most appropriate for incorporation in such an instrument are realism of the hopes and expectations cadets have

concerning a military career and the degree of confidence cadets have in their ability to perform as officers. At this time, the best prediction of whether or not an employee will stay on the job is attained by asking the employee whether or not he intends to quit (Waters, Roach, and Waters, 1976). The current best measure of ROTC effectiveness is how many individuals are attracted and retained until commissioned as officers. In ongoing campus ROTC programs, a great deal of effort and money are expended in providing "realistic" training but there is no apparent evidence of any systematic attempt to determine whether or not the training provided does in fact foster realistic expectations concerning the vocation of Army officers.

In order to develop for the United States Army an instrument that measures confidence and realism of expectations of ROTC cadets, predicts individual job survival, and renders an evaluation of the effectiveness of ROTC programs, several steps must be taken. A trial instrument must be prepared and field-tested, and then, a follow-up longitudinal study conducted to estimate the validity of the instrument. The general objectives of this study are to prepare the instrument and give it a field-test to determine whether or not further research is warranted. One critical feature of the instrument is its ability to perform the following operations: (1) measure the confidence individuals have that they can perform effectively as career Army officers, and (2) measure the expectations individuals have concerning

the vocation of Army officer. An instrument that performs the aforementioned operations will yield measures that can be compared between groups pertinent to this study.

The three groups pertinent to this study are Army ROTC cadets, Army officers, and non-ROTC university students. By measuring the confidence and expectations of Army officers the instrument will provide a standard for comparison with the other two groups. Army officers are expected to be confident that they can perform their job because they are in fact in the process of performing it. Army officers should have "realistic" expectations concerning life as an Army officer and perhaps their "expectations" could be labeled more correctly as "perceptions."

In order to achieve the objectives of this study, a 50-item questionnaire was developed for administration to Army officers, ROTC cadets, and non-ROTC university students. Ten items of the questionnaire were intended to measure vocational confidence and were based on qualities known to be assets to Army officers; such as, expressional fluency, competitiveness, flexibility, desire to lead, tolerance, excellent physical condition, and good appearance. Forty items of the questionnaire were designed to measure the perceptions of Army officers concerning their vocation and to measure the expectations of ROTC cadets and non-ROTC students concerning that same vocation. The forty items fit into three major categories; organizational climate, job

qualifications, and job benefits. A copy of the questionnaire administered is attached as Appendix A.

The rationale for selecting questionnaire items that fit into the four categories stems from the basic findings of the proponents of expectancy theory. Expectancy theory postulates that people tend to select a job that they believe they can successfully perform and that they believe will result in favorable outcomes (Porter, Lawler, and Hackman, 1975). Additionally, people tend to exhibit job survival when the organizational climate they encounter does not severely frustrate their expectations (Dunette, et al., 1973). In accordance with the findings of expectancy theory research, ROTC can best insure that participants will exhibit job survival by instilling vocational confidence and accurately portraying job qualifications, job benefits, and organizational climate. Thus, questionnaire items were selected which fit the four categories of vocational confidence, job qualifications, job benefits, and organizational climate.

The method used to select individual questionnaire items is described as follows. The author developed a pool of items which covered a wide range of critical career factors and appeared to fit within the four categories. This pool of items was subsequently screened by the Montana State University ROTC staff and MSU graduate students for acceptability, face validity, and logic. The fifty items best fitting the pre-selected categories were used in the questionnaire.

For the questionnaire to be of value to the United States Army, it should exhibit several characteristics. It should be easy to administer; it should have test-retest reliability and internal consistency; it should differentiate between Army officers, ROTC cadets, and non-ROTC students, and it should have predictive validity.

METHOD

Subjects. The subjects used in this study consisted of 261 individuals from three sample groups; United States Army officers, Montana State University ROTC cadets, and MSU non-ROTC students. The Army officer sample was comprised of 95 men who were in attendance at the United States Army Infantry Career Course at Fort Benning, Georgia during the spring of 1976. All 95 men had completed at least two years of college education, and 82 of them were college graduates. The officers ranged from four to ten years active commissioned service with a mean of seven years service. Those officers could be considered "successful" by virtue of their participation in the Infantry Career Course since marginal performers are not selected for attendance. Additionally, the majority of officers who complete the Career Course are "career" officers and can normally be expected to complete at least twenty years active duty service. Of the 95 officers, 73 indicated they would remain in the service for at least 20 years, 21 officers indicated they were undecided concerning a military career, and one officer stated that he intended to leave the military at the first legal opportunity. Because the 95 officers had been in the service long enough to experience organizational climate, realize job benefits, and verify job qualifications necessary for success, the responses they made to the questionnnaire were labeled as perceptions rather than expectations.

Although only Infantry officers made up the Army officer sample, the author contends that the perceptions of these men should be an accurate representation of the perceptions of all successful, young Army officers. Over 60% of all Army officers are assigned to the Infantry and another 20-25% spend their first two years in the Infantry before receiving assignment into other branches of the Army. Thus, almost 85% of all Army officers are serving in the Infantry during the critical first two years of service life.

The MSU Army ROTC cadet sample was comprised of 56 young men and 11 young women who were participating in the MSU Army ROTC program. Of the 67 cadets, 28 were in the Advanced ROTC program (juniors and seniors). Since the questionnaire was administered at the end of the spring quarter even the freshman cadets had one year of ROTC experience.

The non-ROTC student sample originally consisted of 99 young men and women who were enrolled in undergraduate psychology and business classes at Montana State University during the summer quarter, 1976, but to assist in the elimination of confounding variables 67 students were extracted from the original sample to form a matched group with the ROTC cadets. These 67 students were matched by sex, year in college, and military experience with the ROTC cadets (e.g., four cadets and four non-ROTC students had previous enlisted service).

Procedures. All subjects were administered the Military Career Questionnaire (Appendix A) developed by the author. Items in the

questionnaire are not presented by category but are mixed in a random order. Also, several items are worded negatively to form a blend of negative and positive statements.

The subjects reacted to each of the 50 statements on the questionnaire by circling the appropriate response. They could strongly agree, agree, tend to agree, tend to disagree, disagree, or strongly disagree. In addition to the instructions printed on the questionnaire, the subjects were asked to react to all 50 items and to restrict their responses to the six response choices offered. A few subjects ignored this information and either marked "no opinion" on certain items or failed to mark any response at all. Of 270 questionnaires distributed, nine were incorrectly marked and were subsequently not used.

Six weeks following the initial administration of the questionnaire, 32 of the non-ROTC MSU students were administered a retest of the questionnaire. An overall score was obtained for each subject on each questionnaire administration by assigning numerical values to each possible response. If a subject responded by circling "strongly agree", or "+3", he received a score of 6 on that item. Responses of "strongly disagree", or "-1", received the lowest possible score of 1. In this manner, all the responses were scored with values of 6 to 1 and it was possible to obtain overall scores and scores for each category; vocational confidence, job benefits, job qualifications, and organizational climate.

RESULTS

In order to determine the test-retest reliability of the questionnaire, test-retest scores were correlated three ways using Pearson's product-moment coefficient of correlation. Correlating overall questionnaire results (total scores for all 50 items) yields r=.87. Correlating the vocational confidence items only (10 items) yields r=.82, and correlating the expectation items only (40 items) yields r=.91. Thirty-two non-ROTC students participated in the retest over six weeks following initial questionnaire administration. ROTC cadets were not used in the test-retest situation since their confidence and expectation scores theoretically should change as a function of time in the ROTC program. These results are indicative of a reliable measure.

A test of internal consistency, Cronbach's Alpha Coefficient, provides further evidence of the questionnaire's reliability.

Table 1

Homogenity of Questionnaire Items
(n=261)

Category	Alpha Coefficient
All items (50)	.72
Confidence items (10)	.63
Expectation items (40)	.75

The test-retest results indicate that the questionnaire does provide a relatively stable measure of both confidence and expectations. The Alpha Coefficient's obtained indicate that the test items are relatively homogeneous.

Table 2

Military Career Questionnaire
Analysis of Variance

Source of Variation	df	SS	MS	F
Total	228	64857		
Between Groups	2	13338	6669	29.26*
Within Groups	226	51519	228	

*p <.001

An analysis of variance was performed on the overall scores obtained on the military career questionnaire. The F ratio obtained for between groups variance is significant (p <.001). To determine whether or not each group is significantly different from the other groups, Scheffé's test was used with results as follows in Table 3.

Table 3

Between Groups' Differences
Scheffé Test

Source	F	p
Officers vs. Cadets	3.76	<.01
Officers vs. Students	7.62	<.01
Cadets vs. Students	3.56	<.01

The Scheffé Test indicates a significant difference between the scores of each group. Overall mean scores of each group do appear to differentiate between Army officers, ROTC cadets, and non-ROTC students. For the military career questionnaire to be of value to the Army it should be reliable and should differentiate between Army officers, ROTC cadets, and non-ROTC students. The results obtained from the administration at MSU indicate that the questionnaire does in fact differentiate between groups and is a relatively stable instrument.

If Army ROTC cadets are truly more confident (concerning a military career) and have more realistic expectations than do non-ROTC students, then one would expect cadet reactions to questionnaire items to correlate more closely with the reactions of Army officers than do the reactions of non-ROTC students. Reactions to questionnaire items were ranked from most positive to most negative and the rankings

correlated by categories for each group using Spearman rank correlations.

Table 4

Rank Correlations of Reactions to Questionnaire Items

Category	OFF X CADS	OFF X STUD	CAD X STUD
Confidence Items	.41	.16	.90**
Organizational Climate Items	.77**	.35	.49*
Job Benefit Items	.20	.03	.55*
Job Qualification Items	.89**	.59*	.55*
All Items	.70**	.46**	.44**

Note: *p <.05, **p <.01

In each category, the reactions of cadets were more highly correlated to the reactions of Army officers than were the reactions of non-ROTC students. The category of Job Benefits shows very low to no agreement between officers and cadets and between officers and students. Army officers tended to react negatively to job benefit items in the questionnaire. Officers indicated that they are overworked and underpaid, especially in contrast to civilian supervisors; whereas, both cadets and students rendered high appraisals of the pay, promotion opportunities, and other benefits available to the military careerist.

An indication of whether or not the Montana State University ROTC program does work to increase confidence and foster realistic expectations in participants is gained by examining the influence of ROTC experience on questionnaire scores.

Table 5

Influence of ROTC Experience on Total Scores

Group	$\bar{X}$	Group	$\bar{X}$	Significance (t test)
New cadets	196.0	New students	193.9	ns
Advanced cadets	205.4	Advanced students	188.3	<.01
Advanced cadets	205.4	Officers	208.9	ns

As can be seen by the comparison of new students (freshmen and sophomores) scores with new cadets scores, there is no significant difference. However, after two or three more years of ROTC experience, a difference develops between student and cadet scores, as indicated by the difference in scores between advanced cadets (juniors and seniors) and advanced students. Also, the overall scores of advanced ROTC cadets do not vary significantly from the overall scores of Army officers; however, the subscores for confidence do vary significantly.

Table 6

Confidence & Expectation Subscores

Category	Advanced cadets ($\bar{X}$)	Officers ($\bar{X}$)	Significance (t test)
Confidence	46.1	49.4	<.01
Expectations	159.2	159.2	ns

It is not surprising that even advanced cadets have lower confidence subscores than do Army officers. After all, the officers are successfully performing the job whereas cadets have not yet had any actual on-the-job experience.

The results of the initial administration of the military career questionnaire (n=261) were factor analyzed to determine which items were major contributors to the differences between groups and which were not. The results of the confidence items were separated out from the expectation items and factor analyzed. The analysis of the 10 confidence items yielded one large factor (eigenvalue=2.41) which accounted for 86.4 percent of the variance. Seven of the ten confidence items contributed strongly (i.e., loading >.35) to the factor.

Factor analysis of the expectation-perception items (40 items) yielded three significant factors which accounted for 86.1 percent of the variance. Factor 1 (eigenvalue=5.44) accounted for 45.7 percent of the variance and included 13 items which contributed >.35. Factor 2

(eigenvalue=3.13) accounted for 26.3 percent of the variance and included 11 questionnaire items that contributed >.35. Factor 3 (eigenvalue=1.68) accounted for 14.1 percent of the variance and included 4 items which contributed >.35. Not surprisingly, the three factors were roughly comparable to the three expectation categories; organizational climate, job qualifications, and job benefits. In fact, all four items in Factor 3 were job qualification items; eight of the 11 items in Factor 2 were job benefit items, and seven of the 13 items in Factor 1 were organizational climate items.

A correlation was computed between confidence items and expectation items to determine the degree of relationship. The resulting correlation (r=.20, 260 df) was not significant (p >.05). Since confidence items do not correlate significantly with the other items of the questionnaire it appears that the confidence measure has an influence on overall scores relatively independent of the expectation measures.

From the results of the factor analysis, it seems apparent that the questionnaire could be reduced in length from 50 to 34 items without unduly affecting results. This reduction would also shorten administration time from 20 to 15 minutes and would substantially reduce the time and effort required to score and analyze questionnaire results.

DISCUSSION

The results of this study indicate that the three subject groups; Army officers, MSU ROTC cadets, and non-ROTC students have measurable differences in vocational confidence, perceptions and expectations concerning a military career. Also, the results indicate that advanced MSU ROTC cadets are not significantly different from Army officers in vocational confidence and realism of expectations whereas new cadets and non-ROTC students are significantly different. This may be due to the effects of a good job preview provided by experience in the MSU ROTC program.

In studies relating to realism of expectations (Weitz, 1956; Macedonia, 1969; and Wanous, 1973), the traditional approach has been to induce realistic expectations by providing the subject with realistic information. In the present study, a measure of the realism of expectations of Army ROTC cadets was obtained by comparing their expectations with the perceptions of a group of successful, young Army officers. If longitudinal studies substantiate these findings, this technique may be a workable method for evaluating the effectiveness of campus ROTC programs. The most effective programs would seem to be those which instill the greatest confidence and foster the most realistic expectations in participants. Conceivably, confidence and expectation measures could be used to evaluate the progress of individual cadets and used to predict individual career success.

The questionnaire used in this study is easy to reproduce, administer, and score. Factor analysis of the items used indicates that a shorter form of the questionnaire would very likely provide comparable results. Army officials could add other items to the questionnaire which might include critical aspects of military and ROTC life not explored by the author without destroying the sensitivity of the instrument.

A longitudinal study is a necessary follow-up to this study. Do the cadets who display the most confidence and most realistic expectations on a self-report form actually stay in the military longer, demonstrating significantly higher job survival than those with less confidence and less realistic expectations? From other studies involving personnel turnover, one would expect greater job survival in individuals who have confidence that they can do the job and have realistic expectations concerning job benefits, job qualifications, and organizational climate.

An alternate explanation is offered for one of the findings of this study. It is possible that there is no real change in the confidence or expectations of ROTC cadets as a function of ROTC experience. The results indicating changes in confidence and expectations could be due to "drop-out" of less committed cadets after the sophomore year. Thus, the new cadet sample (freshmen and sophomore) may contain a mixture of committed and uncommitted individuals but the

advanced cadets (juniors and seniors) may all be individuals committed to an active duty tour in the military. The more realistic scores of advanced cadets would then be a function of this self-selection process with no significant change in individual scores resulting from program experience.

In order to determine whether or not individual cadets do change their expectations and confidence as a result of ROTC experience, it would be necessary to administer the questionnaire to them more than once during their participation in ROTC and compare the results. To insure that a self-selection process is not accounting for all the difference between new and advanced cadets it would also be necessary to administer the questionnaire to individuals who drop out of ROTC. Intuitively one expects that a combination of things is actually happening. Cadets are learning more about what military life is about and some become more committed staying in the ROTC program until commissioned whereas others become disenchanted and drop out. If the cadets are receiving a realistic picture of military life from their ROTC program, this process of self-selection and growth due to experience will benefit both the cadets and the Army.

Another alternate explanation of the results of this study comes from the theory of cognitive dissonance. After making a difficult, critical choice such as what career to pursue, the theory of cognitive dissonance (Festinger, 1957) predicts that the individual will find

ways to justify his choice and will, in fact, begin to believe that he made a superior choice even though he had considerable doubt during the selection or decision process. Applying this reasoning to the present study, advanced ROTC cadets would tend to become pro-military after definitely committing themselves to a tour of active duty in the Army. Thus, advanced ROTC cadets might tend to indicate that military pay, promotions, and benefits are superior; whereas, prior to signing their contract, they would assess the pay, promotions, and benefits more realistically. From the data collected in this study there is an indication that advanced cadets do perceive some military benefits more favorably than do new cadets. For example, advanced cadets had a mean response of 4.36 in reaction to the following questionnaire item: "Promotions are more frequent in the military than in civilian organizations." New cadets had a mean response of 4.03 for the same item. There is not a significant difference between these two means ($t=1.42$, 65df, $p > .05$) but the direction renders some credibility for cognitive dissonance. Also of interest in analyzing the responses to this particular item is that the direction displayed by advanced cadets is away from realism. Army officers had a mean response of 3.20 on the item.

On military job benefit items, all cadets tended to respond more favorably than did Army officers, (see Appendix B), while advanced cadets tended to respond in a more favorable manner than did new

cadets. However, the difference on an item for item basis was not significant. Overall, advanced cadets demonstrated expectations that were significantly more realistic than were the expectations of new cadets. This finding may indicate that although a certain amount of cognitive dissonance may be at work, it is overshadowed by the more powerful influence of ROTC experience.

In conclusion, it appears that comparison of self-report confidence and expectations of prospective job applicants before and after a job preview or job training program with the confidence and perceptions of personnel already working successfully in the job may be a viable method of evaluating the effectiveness of the job preview or job training program. Additionally, the results of such a self-report measure could be utilized to analyze the strengths and weaknesses of the job preview or job training program and could also prove valuable as a predictor of individual job survival. The promising results of this study strongly invite follow-up longitudinal studies.

APPENDIX

APPENDIX A

MILITARY CAREER QUESTIONNAIRE

The purpose of this questionnaire is to measure some of your perceptions, expectations, beliefs, attitudes, and opinions pertaining to a career as a military officer. The questionnaire is composed of two parts. The first part contains numerous statements relative to a career as a military officer. We are interested in how you react to these statements. The second part of the questionnaire requests information concerning your background that will be used to aid in analyzing the data.

The results of this study are to be used to assist a campus ROTC program by comparing the responses of military officers with the responses of university students. For additional information about this study, you are welcome to write:

CPT Burt Lockwood
Department of Psychology
Montana State University
Bozeman, Montana 59715

Your cooperation in completing this questionnaire is greatly appreciated.

How do you react to the following statements? Strongly agree +3, Agree +2, Tend to agree +1, Tend to disagree -1, Disagree -2, Strongly disagree -3. Please circle the appropriate response to each item.

There is nothing more exhilarating in life than to be shot at without success . . . . . +3 +2 +1 -1 -2 -3

I am a good competitor. . . . . +3 +2 +1 -1 -2 -3

Negative reinforcement is the military way of motivating. . . . . +3 +2 +1 -1 -2 -3

Retirement benefits of the military are unequalled by civilian organizations . . . . . +3 +2 +1 -1 -2 -3

Expressional fluency is paramount to success as a military officer. . +3 +2 +1 -1 -2 -3

An authoritarian approach is preferable in the military environment . +3 +2 +1 -1 -2 -3

Promotions are more frequent in the military than in civilian organizations . . . . . +3 +2 +1 -1 -2 -3

Freedom of speech is curtailed in the military. . . . . +3 +2 +1 -1 -2 -3

Paper work is the curse of civilians, the military has reduced it to a minimum . . . . . +3 +2 +1 -1 -2 -3

I am flexible enough to use whatever leadership approach the situation calls for . . . . . +3 +2 +1 -1 -2 -3

Military officers are typically heavy drinkers. . . . . +3 +2 +1 -1 -2 -3

Few civilians are aware of the many extra benefits afforded to the military. . . . . +3 +2 +1 -1 -2 -3

Good combat leaders always display the confidence to win in the face of danger. . . . . +3 +2 +1 -1 -2 -3

The "up or out" promotion system of the military often shoves men of insufficient ability into positions of vital importance. . . . . +3 +2 +1 -1 -2 -3

Military personnel are more patriotic than civilians. . . . . +3 +2 +1 -1 -2 -3

I prefer variety to routine . . . . . +3 +2 +1 -1 -2 -3

How do you react to the following statements? Strongly agree +3, Agree +2, Tend to agree +1, Tend to disagree -1, Disagree -2, Strongly disagree -3. Please circle the appropriate response to each item.

The military officer rarely has the same boss for more than a year. . +3 +2 +1 -1 -2 -3

Most veterans reflect upon their military experience as having been very worthwhile . . . . . +3 +2 +1 -1 -2 -3

Poor physical appearance eliminates any chance for success as a military officer. . . . . +3 +2 +1 -1 -2 -3

I enjoy being in authority. . . . . +3 +2 +1 -1 -2 -3

During peace time, the military has little to do and is paid far more than deserved. . . . . +3 +2 +1 -1 -2 -3

Opportunity for duty in a foreign land is an attractive aspect of military life . . . . . +3 +2 +1 -1 -2 -3

If you do not like to shine your shoes, avoid the military. . . . . +3 +2 +1 -1 -2 -3

Success in the military is a direct result of hard work and ability . +3 +2 +1 -1 -2 -3

Excellent physical condition is essential to be ready for combat duty. . . . . +3 +2 +1 -1 -2 -3

I function best in an environment with tangible and reachable goals . +3 +2 +1 -1 -2 -3

The West Point officer is much more likely to make general than the ROTC officer. . . . . +3 +2 +1 -1 -2 -3

The use of foul language has been developed into a fine art by the military. . . . . +3 +2 +1 -1 -2 -3

The business community prefers to hire men who have had military experience. . . . . +3 +2 +1 -1 -2 -3

The prospect of violent death does not affect my ability to supervise others. . . . . +3 +2 +1 -1 -2 -3

It is imperative for the military officer to be capable of serving in a wide variety of supervisory and advisory positions. . . . . +3 +2 +1 -1 -2 -3

How do you react to the following statements? Strongly agree +3, Agree +2, Tend to agree +1, Tend to disagree -1, Disagree -2, Strongly disagree -3. Please circle the appropriate response to each item.

The military is still a man's world with only limited opportunity for women . . . . . +3 +2 +1 -1 -2 -3

The military officer enjoys a superior, more varied social life than his civilian counterpart. . . . . +3 +2 +1 -1 -2 -3

I am in top physical condition. . . . . +3 +2 +1 -1 -2 -3

A desire to lead rather than to be led is basic to the personality of military officers. . . . . +3 +2 +1 -1 -2 -3

I can not tolerate restrictions to my life style. . . . . +3 +2 +1 -1 -2 -3

Military officers spend considerably more hours a week on the job than do equally well paid civilian supervisors. . . . . +3 +2 +1 -1 -2 -3

Dur to the difficult decisions a military leader must often make, it is necessary that he be insensitive to the feelings of others . . . +3 +2 +1 -1 -2 -3

Competition for promotion is more important to many officers than getting the job done. . . . . +3 +2 +1 -1 -2 -3

I am able to express my thoughts concisely to anyone of average intelligence. . . . . +3 +2 +1 -1 -2 -3

An officer's use of initiative is usually regulated by his immediate supervisor. . . . . +3 +2 +1 -1 -2 -3

To be a good combat leader requires considerable experience and tactical know how . . . . . +3 +2 +1 -1 -2 -3

Considering sacrifices and risks, military officers are compensated inadequately. . . . . +3 +2 +1 -1 -2 -3

The military is a haven for authoritarian types . . . . . +3 +2 +1 -1 -2 -3

My physical appearance favorably affects my efforts to influence others. . . . . +3 +2 +1 -1 -2 -3

How do you react to the following statements? Strongly agree +3, Agree +2, Tend to agree +1, Tend to disagree -1, Disagree -2, Strongly disagree -3. Please circle the appropriate response to each item.

To enjoy military life, you must like a very structured, regimented environment . . . . . +3 +2 +1 -1 -2 -3

Minority groups (including women) now have a tangible advantage in securing promotions . . . . . +3 +2 +1 -1 -2 -3

A military career is rewarding because it allows you to serve your country while reaching your full potential as a supervisor. . . . . +3 +2 +1 -1 -2 -3

Frequent separation is a fact of life for military families . . . . . +3 +2 +1 -1 -2 -3

A fault of the military promotion system is that lack of seniority holds back many very talented and capable men . . . . . +3 +2 +1 -1 -2 -3

BACKGROUND INFORMATION

Please circle the appropriate response.

SEX	Male				Female						
EDUCATION (Years)	13	14	15	16	Graduate						
MILITARY EXPERIENCE (Years)	None	1	2	3	4	5	6	7	8	9	Over 9
SOURCE OF COMMISSION	None	OCS	USMA	ROTC	NG	RES	Direct				
ROTC (Years)	Freshman	Sophomore	Junior	Senior	Graduate						

Please circle one of the following:

I intend to join the military.

I do not intend to join the military.

I intend to stay in the military until retirement.

I intend to leave the military at first legal opportunity.

I am undecided concerning a military career.

COMMENTS (If desired)

APPENDIX B

QUESTIONNAIRE RESULTS

CONFIDENCE ITEMS	Off($\overline{X}$)	Cad($\overline{X}$)	Stu($\overline{X}$)
1. I am in top physical condition.	5.3	4.1	3.8
2. I am a good competitor.	5.3	5.0	4.6
3. I prefer variety to routine.	5.2	5.2	5.1
4. I enjoy being in authority.	5.2	4.6	4.1
5. I function best in an environment with tangible and reachable goals.	5.2	5.0	4.7
6. The prospect of violent death does not affect my ability to supervise others.	5.2	4.1	3.1
7. I am flexible enough to use whatever leadership approach the situation calls for.	5.1	4.4	4.1
8. I am able to express my thoughts concisely to anyone of average intelligence.	5.0	4.9	4.7
9. My physical appearance favorably affects my efforts to influence others.	4.7	4.3	4.0
10. I can not tolerate restrictions to my life style.	3.2	3.3	4.0

ORGANIZATIONAL CLIMATE ITEMS	Off($\overline{X}$)	Cad($\overline{X}$)	Stu($\overline{X}$)
1. The military officer rarely has the same boss for more than a year.	4.7	3.8	3.8
2. Frequent separation is a fact of life for military families.	4.7	4.0	4.3
3. Success in the military is a direct result of hard work and ability.	4.3	4.7	3.6
4. Competition for promotion is more important to many officers than getting the job done.	4.3	3.6	4.3
5. Military personnel are more patriotic than civilians.	4.3	3.8	2.8

	Off($\bar{X}$)	Cad($\bar{X}$)	Stu($\bar{X}$)
6. An officer's use of initiative is usually regulated by his immediate supervisor.	4.1	3.8	4.3
7. An authoritarian approach is preferable in the military environment.	3.9	4.0	4.2
8. Freedom of speech is curtailed in the military.	3.7	3.4	4.6
9. Negative reinforcement is the military way of motivating.	3.3	2.9	4.0
10. The military is a haven for authoritarian types.	3.3	3.6	4,0
11. The use of foul language has been developed into a fine art by the military.	3.3	3.7	4.1
12. "There is nothing more exhilirating in life than to be shot at without success."	3.0	2.9	2.3
13. Military officers are typically heavy drinkers.	2.7	2.8	3.1
14. Paper work is the curse of civilians, the military has reduced it to a minimum.	1.7	1.7	1.9

JOB QUALIFICATIONS	Off($\bar{X}$)	Cad($\bar{X}$)	Stu($\bar{X}$)
1. Excellent physical condition is essential to be ready for combat duty.	5.5	5.4	4.7
2. It is imperative for the military officer to be capable of serving in a wide variety of supervisory positions.	5.5	5.1	4.4
3. A desire to lead rather than to be led is basic to the personality of military officers.	4.9	4.7	4.3
4. To be a good combat leader requires considerable experience and tactical know how.	4.8	5.1	4.5

	Off($\bar{X}$)	Cad($\bar{X}$)	Stu($\bar{X}$)
5. Good combat leaders always display the confidence to win in the face of danger.	4.8	4.3	4.1
6. Expressional fluency is paramount to success as a military officer.	4.5	4.5	3.5
7. The West Point officer is much more likely to make general than the ROTC officer.	4.5	3.0	4.6
8. Poor physical appearance eliminates any chance for success as a military officer.	4.0	3.6	3.3
9. To enjoy military life you must like a very structured, regimented environment.	3.6	3.7	4.5
10. If you do not like to shine your shoes, avoid the military.	3.1	3.3	3.4
11. Due to the difficult decisions a military leader must make, he must be insensitive to the feelings of others.	2.4	2.7	2.6

JOB BENEFITS	Off($\bar{X}$)	Cad($\bar{X}$)	Stu($\bar{X}$)
1. Military officers spend considerably more hours a week on the job than do equally paid civilian supervisors.	5.4	3.9	2.8
2. Most veterans reflect upon their military experience as having been very worthwhile.	4.9	4.2	3.8
3. Opportunity for duty in a foreign land is an attractive aspect of military life.	4.7	5.0	4.4
4. Considering sacrifices and risks, military officers are compensated inadequately.	4.6	3.3	3.0
5. A military career is rewarding as it allows you to serve your country while reaching your potential as a leader.	4.5	4.5	3.3

		Off($\bar{X}$)	Cad($\bar{X}$)	Stu($\bar{X}$)
6.	The business community prefers to hire men who have had military experience.	4.4	4.6	3.7
7.	The "up or out" promotion system often shoves men of insufficient ability into positions of vital importance.	4.3	3.8	3.9
8.	Minority groups (including women) now have a tangible advantage in securing promotions.	4.2	4.1	4.1
9.	A fault of the military promotion system is that lack of seniority holds back many talented, capable men.	4.1	4.0	4.0
10.	The military officer enjoys a superior, more varied social life than his civilian counterpart.	3.9	3.5	2.6
11.	The military is still a man's world with only limited opportunity for women.	3.8	3.7	3.0
12.	Few civilians are aware of the many extra benefits afforded to the military.	3.6	4.3	4.1
13.	Retirement benefits of the military are unequalled by civilian organizations.	3.5	4.5	4.0
14.	Promotions are more frequent in the military than in civilian organizations.	3.2	4.2	3.8
15.	During peace time, the military has little to do and is paid far more than deserved.	1.5	2.3	3.0

6=Strongly agree

5=Agree

4=Tend to agree

3=Tend to disagree

2=Disagree

1=Strongly disagree

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