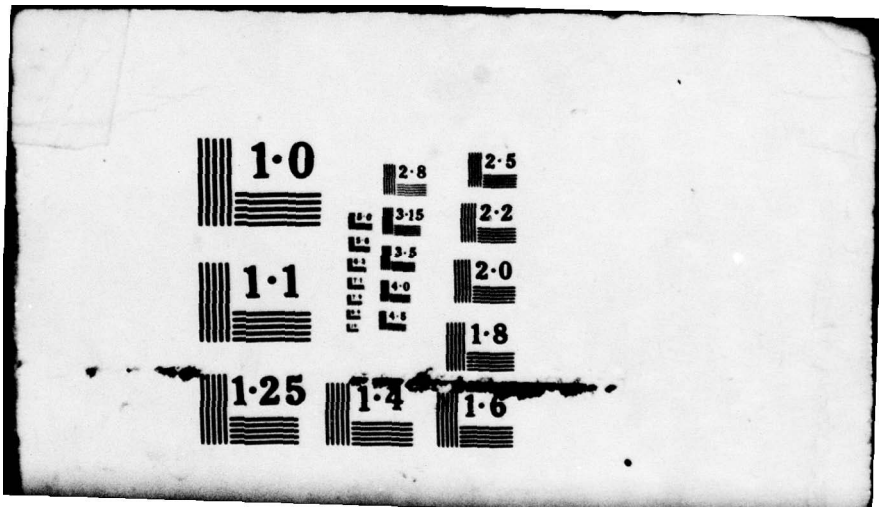
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THESIS

AN EXAMINATION OF ARMY
OFFICER PERCEPTIONS ABOUT COUNSELING

by

Gordon L. Rogers

June 1979

Thesis Advisor: Reuben T. Harris

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79 07 31 001

SECURITY CLASSIFICATION OF THIS PAGE (When Data Entered)

REPORT DOCUMENTATION PAGE

READ INSTRUCTIONS BEFORE COMPLETING FORM

1. REPORT NUMBER

2. GOVT ACCESSION NO.

3. RECIPIENT'S CATALOG NUMBER

4. TITLE (and Subtitle)

(6) An Examination of Army Officer Perceptions About Counseling.

(9) 5. TYPE OF REPORT & PERIOD COVERED
Master's Thesis;
June 1979

6. PERFORMING ORG. REPORT NUMBER

7. AUTHOR(s)

(10) Gordon L. Rogers

8. CONTRACT OR GRANT NUMBER(s)

9. PERFORMING ORGANIZATION NAME AND ADDRESS
Naval Postgraduate School
Monterey, California 93940

10. PROGRAM ELEMENT, PROJECT, TASK AREA & WORK UNIT NUMBERS

11. CONTROLLING OFFICE NAME AND ADDRESS
Naval Postgraduate School
Monterey, California 93940

(11) 12. REPORT DATE
June 1979

13. NUMBER OF PAGES

14. MONITORING AGENCY NAME & ADDRESS(if different from Controlling Office)
Naval Postgraduate School
Monterey, California 93940

15. SECURITY CLASS. (of this report)
Unclassified

15a. DECLASSIFICATION/DOWNGRADING SCHEDULE

16. DISTRIBUTION STATEMENT (of this Report)

Approved for public release; distribution unlimited.

(12) 127 p.

17. DISTRIBUTION STATEMENT (of the abstract entered in Block 20, if different from Report)

Approved for public release; distribution unlimited.

18. SUPPLEMENTARY NOTES

19. KEY WORDS (Continue on reverse side if necessary and identify by block number)
Counseling, Counselor Training, Leadership, Leadership Training, Interpersonal Leadership Skills, Interlevel Communication, Interpersonal Communication, Performance Feedback

20. ABSTRACT (Continue on reverse side if necessary and identify by block number)

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EDITION OF 1 NOV 65 IS OBSOLETE
S/N 0102-014-6601

251 450

SECURITY CLASSIFICATION OF THIS PAGE (When Data Entered)

79 07 31 001

(ABSTRACT Continued)

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Accession For
NTIS GRA&I ☑
DDC TAB ☐
Unannounced ☐
Justification
By
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Availability Codes
Dist | Avail and/or special
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Approved for public release; distribution unlimited

An Examination of Army Officer Perceptions About Counseling

by

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Submitted in partial fulfillment of the requirements for the degree of

MASTER OF SCIENCE IN MANAGEMENT

from the

NAVAL POSTGRADUATE SCHOOL
June 1979

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ABSTRACT

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I. INTRODUCTION

A. CHALLENGES IN COMMUNICATION

In escaping the issues associated with conscription, the Army has become embroiled in challenges equally perplexing. In recent years, and specifically since the acceptance in 1971 of the Volunteer Army concept, military personnel costs have skyrocketed from the 25 billion spent in 1964, approximately 44% of the Defense budget, to 60 billion in 1978, which represented approximately 60% of the Defense budget.[1] The problems of rising costs related to these shifting priorities are exacerbated by inflation, the increasing reluctance of taxpayers at large and of the Congress in particular to support the funding necessary for the military to be competitive in the labor market, and further, by the decreasing size of the military manpower pool, age 18-24, which is expected over the next seven years.[2]

These conditions are significant in and of themselves but reflect only a portion of the challenge. Additional variables in this dynamic equation, include significant demographic and attitudinal differences to which the Army must adjust. Among the demographic differences are the induction of greater numbers of women and minority group members and that inductees have tended to be less well-educated and have with greater frequency come from economically disadvantaged backgrounds as compared with their

draft-era counterparts.[3] The attitudinal changes result in some measure from the integration of these demographically different groups into the force but to a greater extent appear to be the result of increased exposure to the information explosion, particularly during their formative years. In 1971, Louise O. Eckerson described the young adult population as:

> Today's students and many persons over thirty have deep anxieties about living comfortably in a galloping materialistic, technological society; handling controversy; and conflict; resolving personal values; filling leisure time constructively; becoming adept at peer relationships; effecting change in institutions; and preparing for a world in which people come first.[4]

The Eckerson description was relevant in 1971 because it seemed to describe a significant change in attitudes and values from those demonstrated in the fifties and sixties and around which many organizations had been designed. The organizational value system of the fifties and sixties appeared to place little emphasis on the worth of people. It used people for periods of time, discarding those not able to contribute appropriately, and rewarded mediocrity and conformity. Innovativeness was rewarded if it was directly linked to increased organizational wealth or power, as in the design of a new technology. Most of the population Eckerson described had been among the first generation to experience the information explosion, receiving in their living rooms the gore of battle, the Cally massacre, daily reports on the status of prisoners of war, deserters, wounded or killed in action, the accusations

against or in support of the military-industrial complex, race riots and anti-war demonstrations, to specify a portion. The impact of this exposure is perhaps best articulated by Ben Irwin, member of the board of the Greater Los Angeles Alcoholism council:

> What man today can say he measures up to the standards set for him in a thousand school books..., the heroic and beguiling figure projected in non-stop advertising, in a torrent of concepts conceived by professors and priests and slick copy writers and spewed forth by a host of giant images dominating a hundred thousand movies and television shows. To be a man, I was told, is to be courageous, honest, cool, loving, positive and strong. I failed in the face of this barrage. I was confused and then diminished by these high-sounding, crippling fictions.
>
> But that was only the beginning. And it was such a tiny segment of the whole bizarre plot it might be hardly worth mentioning. Except that it was the fountainhead of my malaise. I was not the man the teachers, the movies, the church made me believe I should be. It was a devastating awareness.[5]

The Eckerson and the Irwin descriptions are relevant in 1979 because they describe the set of attitudes, values and frustrations that leaders in the Army have <u>not</u> learned to deal effectively with over the course of these eight years. The pervasiveness of these attitudes and values dictate that leaders understand and appreciate the complexities of human behavior and that they stimulate the thinking of subordinates in order to reap the benefits of their labor. The failure of leaders to make this transition was reflected in the studies by the Franklin Institute (1968) on "Junior Officer Retention" and the U.S. Army War College (1970, 1971) on "Professionalism" and "Leadership for the 1970's" respectively. This failure was again

reflected in the August, 1976, Military Personnel Center (MILPERCEN) Quarterly survey which indicated that little inter-level communication was taking place within the officer corps and this failure has continuously been reflected in the high personnel attrition, elimination and resignation rates and in low reenlistment rates. Particularly alarming is that among those individuals who have failed to reenlist or who have resigned were large numbers of officers and noncommissioned officers who had distinguished service records. This point was articulated in the U.S. Army Study on Military Professionalism (1970):

> There is widespread feeling that the Army has generated an environment that rewards relatively insignificant, short-term indicators of success, and disregards or discourages the growth of the long-term qualities of moral and ethical strength on which the future of the Army depends. Communications between the junior and senior officers are tenuous on this as well as other matters. There appears to be inadequate upward communication of reliable data to keep the senior accurately informed and both inadequate and unfavorable downward communication to keep the junior contented. Senior officers are often perceived as being isolated, perhaps willingly, from reality.[6]

The United States Army War College (USAWC) study, "Leadership for the 1970's," recognized that leadership is a dynamic variable that is rapidly increasing in complexity as are all aspects of the behavioral sciences. It described a perceived resistance to change which inhibited progress in the area of leadership during the late sixties and which perhaps continues to be a force opposing enlightened leadership today. The study stated that:

> The Army's institutional concept of leadership, not formally spelled out, has two principal components which

> are understood by every Army leader: mission accomplishment and welfare of the men. The Army has applied academic expertise to the mission accomplishment component. The findings of the scientific study of management are used frequently at all levels, and major staffs and Army schools have numerous individuals assigned who are formally trained in theory and techniques of management (to include comptrollership and systems analysis).
>
> The Army's approach to the other component of leadership, welfare of the men, is by no means as thorough. Academic expertise and scientific research are applied to the meeting of the soldier's physical needs, but in the far more significant aspect of his welfare, that which comes from interaction with others, there is hesitancy, even resistance, among professional soldiers in applying the scientific approach. This accounts in part for many of today's serious "people" problems. It accounts in part also for the need to go to someone other than the professional soldier in order to develop policy and procedures for training the Army leader (HumRRO), or to investigate major leadership problems such as junior officer retention (Franklin Institute) and personal and social characteristics of incoming personnel (Research Analysis Corporation task, ODCSPER "American Soldier in the 70's" study).[7]
> *(emphasis added)*

The USAWC study further noted significant defects in the professional climate including lack of communication and inattention to human needs. The authors recommended development of a program of "coaching" designed to enhance communication and understanding of specific expectations between superiors and subordinates. The interpersonal skills requisite to an effective coach appeared to them to be viable tools for leaders, useful not only in influencing subordinate behavior in the short term but also of eliminating barriers to personal and professional growth over time. The word "counseling" was not acceptable, they suggested, because it was perceived as a semi-punitive measure. The study also noted the need to "expand, intensify and

accelerate" development of additional programs of professional instruction using military personnel trained in the behavioral sciences.

Malcolm Knowles, in A Trainer's Guide to Androgogy, states:

> We are living in an age of rapid and accelerating change; an age of new discoveries and knowledge, new theories and methods, new problems and solutions. Alvin Toffler recently warned that this increase in the pace and complexity of life is likely to produce a state of cultural shock or paralysis brought about by an "overabundance of choice" (Toffler, 1970). The evidence indicates that this warning cannot be lightly dismissed. It seems that we must find ways to improve our ability to choose quickly and accurately what we really want and need. Furthermore, we must learn how to make these kinds of decisions and carry them out in interaction with others who are affected by them.[8]

The recurrent theme in the studies mentioned above and in the quotes by Eckerson, Irwin and Knowles is that living may be getting more complex, adversely influencing the quality of communications which exists between the individual and society and between the individual and the organization. While it seems that solving the societal communication issue may be beyond our means, in terms of financial resources or knowledge, the challenge of establishing quality communications in our work groups and larger organizations can be addressed. Organizational communication here refers to that communication which takes place between seniors and subordinates within the organizational setting. A recommended solution has consistently been to increase the interpersonal competence of leaders through the development and use of improved training

programs. The assumption being that the subordinates' view of the organization is largely a function of the quality of the information provided by (or filtered through) the superior and personal interaction with him.

In summary, the military is under increasing pressure from Congress and the nation to restrain the growth of its budget, and personnel actions and policies are among the primary targets of concern. As the cost of manpower increases and its availability wains, leadership skills, particularly those involved in interpersonal relations, have become more and more important to the maintenance of a high state of personnel readiness. Leaders must be capable of identifying and resolving the people issues of their commands, of articulating the organizational goals, objectives and standards in a form comprehendable by subordinates with diverse frames of reference, and be capable of and willing to give and receive feedback about performance.

In addressing the need to develop more efficient and effective means to train leaders it was necessary for the Army to synthesize the various leadership literature and theories into a single, relatively simple and functional model. The model had to be functional in the sense that users could find all important categories of desirable leader behavior represented in a familiar rubric and that individual instructional programs could be developed around each semi-discrete model element. The importance of the

model would be that trainers could identify their subject in more specific terms and clarify its relationship to other cognitive or behavioral skill areas.

In 1975, such a model was developed and published for the Army in Leadership Monograph #7: A Progressive Model for Leadership Development. The model defined leadership in terms of nine component parts, called dimensions, and further suggested that these dimensions should be reviewed in the organizational hierarchical context. In other words, the specific behaviors required of general officers or colonels in any one of the dimensions may be different from those required of lieutenants or captains for that same dimension. Although the model is not yet complete because of the complexity of identifying clearly all of the specific leader behaviors, an example of the resulting matrix, as it applies to officers, is depicted below.[9] A similar matrix exists for noncommissioned officers.

	Lt.	Cpt.	Maj./LTC	Col.	Gen. Off.
1. Communications					
2. Human Relations					
3. Counseling					
4. Supervision					
5. Technical					
6. Management Science					
7. Decision Making					
8. Planning					
9. Ethics					

EACH BLOCK CONTAINING SPECIFIC REQUIRED LEADERSHIP BEHAVIORS

Figure 1-1

Although all leader behavior involves dealing with others, at least three of the dimensions (communications, human relations and counseling) deal explicitly with interpersonal skills: relating to and communicating with others. In defining this research task so that it might examine most directly the interlevel communication within the officer corps, the focus of the effort will be placed on the interpersonal dimension, counseling. Counseling is selected as the focal point not because it is frequently recommended as the "cure-all" for organizational communications ailments, but rather because it represents a fairly-well defined, observeable, leadership activity in which the sets of knowledge and behavioral skills requisite to the communications, human relations and counseling dimensions are brought to bear.

The term "counseling" for the purpose of this research will be used to describe those proactive behaviors exhibited by leaders which are directed at resolving the subordinate's problem or future potential problem by assisting him/her to develop an increased capacity to cope effectively with future situations. "Counseling skills" in this context refer to those associated abilities, refined through rehearsal or experience, such as active or reflective listening, the ability to discriminate the meaning of verbal and non-verbal communication, and of appropriately articulating feedback, etc., each of which assists the leader in relating to and communicating with subordinates.

B. THIS STUDY: ITS DESIGN AND ORGANIZATION

This introductory chapter has attempted to outline an area which seemingly requires more attention by the Army in preparing its members to be effective leaders. The aim of this study is to examine where the officer corps is in 1979 with respect to the development and application of interpersonal leadership skills as evidenced by their responses to a questionnaire on the subject of counseling and interpersonal skills.

Specifically, this effort will attempt to answer the questions:

1. To what extent are officers being counselled?
2. What is the perceived nature of counseling?
3. To what extent are interpersonal skills viewed as being important to organizational and personal success?
4. To what extent is the Army climate conducive to counseling activities?
5. Is there a "most" critical level for these counseling skills?
6. How and where are the interpersonal skills associated with counseling gained?

In this regard chapter II examines the counseling function of the leadership role through a review of the literature. The review highlights the implications of interpersonal senior-subordinate contact for influencing the subordinate's motivation, and thus the superior's effectiveness. It also addresses the relationship of

perceptions and feedback to effective leader communication and briefly reviews the evolution of learning theory as it applies to leadership development. Chapter III will describe the methodology used for the study. It will present the procedures followed for collection and analysis of the empirical data and also contains a detailed description of the survey instrument, how it was administered and the specific statistical tests used. The results, based on those data, will be presented in chapter IV. Chapter V contains a discussion of the data, contrasting the perceptions of the subsamples to each other and to the ideals suggested in chapter II. Chapter VI summarizes the findings, discusses their implications and makes recommendations for further study.

II. REVIEW OF THE LITERATURE

The noted organizational consultant, Harry Levinson, has remarked, "The typical executive today has to deal with many extremely complex tasks for which he or she has almost no preparation." To cope effectively with such complexities requires a conceptual background in what Levinson refers to as "the psychological aspects of management."[1]

The core concepts for a leader as a manager of human resources have to do with communication and motivation. Communication because it allows the leader to accurately define the issues confronting his organization and individual subordinates and motivation because it increases the likelihood that the alternative leader behavior selected will have the desired impact on the subordinate's willingness or ability to accomplish the task. Understanding these concepts is essential to their effective use as instruments of management.

This chapter will review some of the current literature about these core concepts and will explore the implications of interpersonal skills and specifically counseling behaviors for facilitating organizational and personal success.

A. IMPLICATIONS OF COMMUNICATION

A pervasive factor in influencing human behavior is the ability of the leader to communicate his desires to the individuals who are to carry them out. Regardless of the

leader's other attributes, if he is unable to communicate with his subordinates, he is ineffective as a leader. Communication is fundamental to the task of leadership. Through interpersonal communication, the leader helps followers to define the situation and coordinate their actions. It is through this medium that superiors and subordinates interact and relate to each other.

Organizations can be described as communications networks (Redding, 1972). This assertion is made based upon the knowledge that managers spend the bulk of their time (eg., 80%) involved in some form of communication activity (Burns, 1954; Barnard, 1938; Peirsol, 1955; etc.). In fact, because communication is so important to the accomplishment of decision making, planning, counseling and human relation functions, it has been suggested that the most important function of an executive is to establish an effective communications system (Barnard, 1938).

Redding and Sanborn (1964) developed two perspectives of communication within organizations; that which takes place between individuals as persons, or interpersonal communications, and structural communication. While the executive function as described by Barnard, above, encompassed both the interpersonal and structural elements, a closer look at only the former is necessitated by this study.

Consistent with the assumptions underlying the matrix of leadership dimensions depicted in chapter I, a review of

the literature reveals that communications requirements and behaviors vary by organizational level. First line supervisors have a high degree of personal contact with peers and subordinates and patterns of communication at this level tend to be horizontal and downward (Pfeffer and Sherwood, 1960; Dubin, 1961). Davis (1953) reported that the foreman was the last link in both the formal and informal communications chains and though the most "isolated supervisory level," he had more in common with subordinates than superiors. According to Piersall (1969), foremen in an industrial environment spent 50% of their workday engaged in either speaking or listening activities. Supervisors at these levels more closely identify with their subordinates because of the former's concern with specific task details which necessitates more frequent and less formal interaction. This perspective contrasts with that of the middle and upper level managers who tend to orient up the organizational hierarchy. Managers at these levels control more resources and typically minimize their need for interaction through the use of staff assistants or other mediums that collect and synthesize information for them. These data suggest that interpersonal skills may be more important to effective senior-subordinate communication at the lower organizational levels than at higher levels. This is true particularly in large organizations where a greater variety of communications resources are available, including human relations experts, to act as surrogates in interacting with subordinates.

Fleishman (1953), however, concluded that there appeared to be a positive correlation between the leadership style of the senior and that of intermediate leaders, significant to the .01 level. Those foremen who operated under a supervisor who was "considerate" toward them tended to express more "considerate" attitudes toward their own subordinates. A similar chain-reaction effect was demonstrated with regard to job structuring. Those supervisors whose bosses planned a great deal, stressed deadlines and assigned people to particular tasks tended themselves to score higher in their "structuring" attitudes. The structuring referred to by Fleishman was not seen as desirable; it was over-supervising, not allowing initiative or growth by subordinates.

In elaborating on his data, Fleishman suggested that the higher in the organization, the less "consideration" superiors exhibited towards subordinates. The tendency was for the foreman's attitudes to fall somewhere between what the workers expect and what leaders higher in the organization expect. In a follow-up study, Fleishman found that the senior leaders ranked subordinates who mimicked their style of leadership as "most proficient." It was found that this reward practice in fact reinforced many of the very behaviors that were regarded as dysfunctional and which the organization had attempted to modify through the use of training programs.[2]

The significance of the research reviewed to this point is that even though lower level leaders most often share

the orientation of their subordinates with respect to the task environment, the reward system, implicitly and explicitly, requires them to mimic the behavior of superiors whose orientation tends to be more closely aligned with higher ranking leaders; that is, less considerate. These observations suggest that if lower level leaders are trained in skills which have been determined to be organizationally desirable, the attitudes of higher level leaders and the reward system must be modified so as to be supportive of them. Consistent with these observations Bowers and Seashore have found that, assuming causation, a leader can increase the extent to which subordinates support each other by increasing his own support. The leader may improve subordinates' goal emphasis by increasing his own facilitation of interaction and emphasis on goals. He may increase facilitation of the group's work by increasing his own work facilitation and, finally, improve group interaction facilitation by improving his own.[3] This suggests that supervisors tend to model the behavior they value and that this modeling will have significant impact on the behavior of their subordinates. Brammer indicates that modeling is most effective (as measured by the extent to which the behavior is mimicked) "when the model has the characteristics of status, competence, intelligence, and power."[4] According to Gazda, Asbury, Balzer, Childers, Deselle, and Walters (1973), a leader is always modeling. The gratification that subordinates derive from receiving

the approval and praise of a "powerful and respected figure," such as their boss, is an important motivator. Likewise, helpers (supervisors in the counseling role) are always behavior models because helpees (subordinates) tend to imitate their behaviors, identify with their views, and absorb their values (Brammer, 1973).

In "Management Education in American Business," Lyndall Urwick suggested the importance of senior-subordinate communication in the form of "coaching" and the importance of leaders as role models.

> By far the most important part of any individual's development is the practical experience he gains by working in suitable positions where he learns directly from the coaching and indirectly from the example of his immediate chief. Anything which can be done to raise the standards of that coaching and example should be done.[5]

Interpersonal communication is the medium by which leaders reinforce individual behaviors or performance, resolve ambiguity or conflict, reduce tension, articulate goals, standards, and concerns and receive feedback about the effectiveness of their own behavior. Because all leadership activities involve communication, problems often arise because messages with unclear intent are sent or because listeners attach unintended meanings to the messages. The ability to articulate messages clearly as a sender and to discriminate their meaning accurately as a receiver is essential for military leaders not only to enhance subordinate development in peace time but perhaps to save lives during war.

One of the greatest aids to effective communication is the establishment of a climate of mutual trust and confidence between the leader and his subordinates. Such a climate is routinely born form the leaders demonstration of concern for the welfare of the subordinate together with his sincerity and frankness. The existence of such a climate increases the likelihood that the subordinate will receive subsequent communication in the manner intended by the leader. The factors of expertness and trustworthiness are essential to the credibility of the communicator (Hovland, Janis, Kelley, 1953). A related observation, documented by the Hawthorne Studies, is that people tend to be more happy and to work more efficiently if they think their superiors are genuinely interested in them as individuals and will look after their welfare (Roethlisberger and Dickson, 1956).

While each of the military services appear to have defined the problems facing them somewhat differently, an element of their proposed solutions over the past decade has uniformly been to provide their leaders at all levels with a greater behavioral science knowledge and specifically with enhanced interpersonal communication skills. These skills it is felt impact upon the supervisors ability to effectively relate to and communicate with all the players in their environment; seniors, peers and subordinates.

As recently as 1976, however, the interlevel communication within the officer corps of the Army had not reached

the desirable quality or quantity as evidenced by various studies and opinion surveys. Among the most prominent and sophisticated in terms of data collection methodologies was the August, 1976, MILPERCEN Quarterly survey about the officer evaluation system. Respondents to this inquiry, which included approximately 3,000 officers stationed throughout the Army, indicated that 49.3% had not been counselled about their job performance during the preceeding six month period, and that 39.5% had not been counselled on job requirements upon assuming their current position. Interestingly, 60.6% indicated a desire for more discussion with their rater about their performance. The distribution of responses to the latter question indicated that junior officers (Cpt., 1Lt., 2Lt.) "desired more discussion" at a rate 20% higher than did senior officers.[6] The orientation differential discussed earlier may be a factor in the perceived need for increased communication (performance feedback) on the part of junior officers.

B. FEEDBACK

The concept of feedback in dealing with acoustic systems, rocketry and even learning theory has been broadly accepted, though the general application of this concept to human performance in work settings has been slow.

The term feedback, as borrowed from the field of electrical engineering by the noted behavioral scientist, Kurt Lewin, refers to information provided to an individual about his behavior or performance. It allows him to better

define how effective particular behaviors are, that he might modify them as necessary to achieve or maintain his desired state.

Feedback is prominent in many forms. For the assembly line worker, feedback may be implicit in the task. That is, the assembly line runs at a predetermined speed, if the worker tightens two screws on each widget that passes his position, he has done an acceptable job. Other types of jobs, however, particularly many associated with national defense or service organizations as well as most managerial positions, do not provide for performance feedback in as direct and timely a manner. Often, feedback in these situations is more subjective and is provided at the convenience and in the formality, quantity and quality felt appropriate by the supervisor. A common feedback mechanism is the "annual performance review" used by many large organizations.

Meyer, Kay and French (1964) found in their research with the General Electric Company that annual performance reviews (feedback sessions) were of questionable value and suggested that coaching should be a day-to-day activity. The rationale supporting these findings included that feedback seemed most effective when it followed closely the behavior it described and that most subordinates could not maintain a positive attitude in the face of multiple criticisms, which had been "saved-up."[7]

Leavitt and Mueller (1951) found that prominent among the demonstrated effects of verbal feedback in task situations were the increased accuracy of communication and increased confidence of senders and of receivers. Zero feedback in task situations engendered doubt and hostility. They also observed that feedback requires a significant amount of time, which is reduced as the sender and receiver gain more experience with each other. It would appear that feedback is even more important for leaders than for other individuals because of the multiplicative effect of the leader's communications. When a leader's communication is not received in the manner intended it can have profound organizational ramifications. Receiving timely feedback may allow the leader to modify the communication to accomplish its intended purpose. The absence of feedback up or down the supervisory chain may result in disparity between the perceptions of the leader and those of the subordinate, typically an organizationally dysfunctional condition.

C. PERCEPTIONS

The 1971 U.S. Army War College study found that leaders and their subordinates held widely differing views on the effects of actions taken by the leader. It was found, for example, that leaders "consistently perceive their own shortfalls as less than superiors or subordinates perceive them to be."[8] In a study conducted by U.S. Army, Europe (USAREUR) (Cunningham, 1974), researchers found a significant difference between the actual attitudes and feelings

of enlisted personnel and their company commander's understanding of those attitudes. These incongruent perceptions contributed to a sense of disappointment which affected performance.

In The Human Organization: Its Management and Value, Likert placed special emphasis on the perceptions of the followers in the dynamic leader-follower interaction. He argued that a leader must be supportive of subordinates as perceived by the subordinates. This is reflected in his four system organizational model in which he characterizes leadership processes in terms of:

1. the extent to which supervisors trust in subordinates;
2. the extent to which superiors behave such that subordinates feel free to discuss important job-related matters with their immediate supervisors; and
3. the extent to which superiors make constructive use of subordinates' ideas in problem solving.[9]

Because individual performance can be adversely affected by discrepant perceptions of leadership behavior, the reconciliation of differing perceptions is a fundamental consideration in the formulation of all leader communication. Whether subordinates' perceptions of a given problem or situation are more or less "correct" than their commanders' perception is not the issue. Rather, it is important to recognize that these attitudes and feelings (perceptions) represent reality and thus impact significantly upon performance.

Perceptions of subordinates are directly influenced by the quantity and quality of interaction with their superiors. In a study, 1962 to 1967, of some 5,000 managers in the larger and more progressive companies in the United States, Mahler Associates determined that supervisors who use formal interview techniques are seen by their subordinates as more positive, open, candid and supportive. Mahler further suggests that "poor" coaches are also considered by their superiors to be "poor" managers.[10]

In 1949, Myles Mace wrote in his book, The Growth and Development of Executives:

> ...the most effective way of providing for the growth and development of people in manufacturing organizations is through the conscious coaching of subordinates by their immediate superiors. The objective of the executive's job, in other words the coach's job, is to utilize the abilities and capacities of others. Effective utilization means developing the latent potential of subordinates.[11]

In 1967, some 18 years after Mace provided his insight about the indispensable nature of the coaching relationship, Mahler noted that most large organizations were still "struggling" with the implementation of effective programs. "Survey after survey," he suggested, "shows that getting coaches to coach is the 'Achilles' heel' of efforts by companies to develop managers." [12]

D. MOTIVATION

In his book, How Effective Executives Interview, Walter Mahler points out that the most prominent characteristic of the superior-subordinate relationship is the latter's

pervasive dependence upon the former. "A subordinate is dependent upon the superior for his very job; for continuity of employment; for promotion with associated increase in pay, responsibility and prestige and a host of other personal and social implications."[13] He suggests that psychologically, this relationship is extraordinarily significant because of its emotional similarity to the relationship of a child to its parents. The superior controls much of the subordinates environment and meets or facilitates the meeting of many of his needs.

The basic premise of motivational theory is that human behavior revolves around the effort to satisfy needs and aspirations. Maslow (1943) suggested that there exists a hierarchy of needs. Within this framework for each of us is the need for food, clothing, shelter, and other fundamental physiological requirements. There is also the need for safety, of security from the deprivation of the basic biological needs. Both the biological and safety needs can be powerful motivators when unsatisfied. On the other hand, when these needs remain satisfied, they exert relatively little influence upon behavior.

There are other needs, however, involving the social, ego and actualization aspects of the hierarchy which are not so easily satisfied. The U.S. Army War College study (1970) suggested that the officer corps tends to attract individuals who have strong drives for achievement. These drives, the intensity of which appear to be determined by the combination

of unique personal characteristics and experiences, are satisfied to varying degrees by positive interaction with others and from the recognition of others for good performance. The rewards received in this respect are intrinsic and may be described as self-respect, feelings of self-worth or ego involvement, and appear to be as important to continued or increased motivation as are the extrinsic rewards. One of the least expensive reinforcements, but one which has the highest impact in terms of increased motivation of subordinates, is personal interaction (counseling) with their seniors (Franklin Institute Research Laboratories, 1968).

In relating this discussion to Herzberg's two-factor theory of motivation, it could be suggested that a certain amount of interlevel communication addresses the hygiene factor. Clarifying the role of the subordinate and the task sufficiently that the task can be accomplished. It should be noted that increasing the quantity of this communication appears to reach a point of diminishing returns very quickly, and too much may impact adversely upon satisfaction. Increasing the quality of communication, however, by focusing on the subordinates needs as well as the task tends to cause communication to become a motivator. As was suggested above, frequent, positively oriented communication with superiors can have a significant impact as a motivator. As Morano stated:

> Managers can nurture the satisfaction of achievement needs through counseling or coaching.... Managers who

> are well trained in assessing these conditions accurately and who can provide genuine counseling can contribute enormously to the attainment of an organization's goals.[14]

Regardless of how they are labeled, intrinsic motivators have been recognized as highly important in situations where lower needs have been met. This statement does not suggest that extrinsic rewards are not important. People still work for financial remuneration. When an employee who performs well is rewarded appropriately, he can be highly motivated even though the duties themselves may not be satisfying. When there is no direct reward, implicitly or explicitly, for increased effort, however, the employee is likely to be motivated to do only the minimum required to avoid censure. In short, a motivational system is effective if a person receives rewards which he values in return for acceptable performance (Olmstead, 1963).

The Army has recognized the importance and the complexity of motivation in a society rapidly increasing in its sophistication and has taken some action to gain and apply the necessary expertise. Efforts which serve as evidence of this awareness include the activities of the Human Resources Research Organization (HumRRO) and the Army Research Institute (ARI) to improve leadership development programs, and the establishment of the Organizational Effectiveness Training Center (OETC), which is training selected officers in facilitation techniques related to the behavioral and managerial sciences. Additionally, the Army has increased

its support of graduate education in the behavioral sciences for members of the personnel management career field.

The previous discussion has addressed the importance of interpersonal communication as a leadership tool in developing the professional competence of subordinates, in assisting subordinates in solving the personal and professional problems confronting them, and as a motivator. Attention is now focused on the training of leaders in the interpersonal communications skills as they relate to counseling.

E. SKILL DEVELOPMENT

The issue of training leaders to acquire counseling skills has been controversial over the years. Significant numbers of leaders and managers have suggested that to counsel or not to counsel is an individual, leader perogative. Many felt they should be evaluated based on how well their organization performs, not on the details of how the performance was influenced. Still others have avoided the issues by suggesting that what we need is more time on the rifle range or more realistic combat training. The high attrition and low reenlistment rates experienced by the Army over the past decade may be evidence of the pervasiveness of this and similar attitudes.

Brigadier General Bernard Waterman, U.S.A., emphasized the need for officers to have a grounding in the set of knowledge and skills associated with the behavioral sciences. This, he suggested was necessary if they were to be capable

of influencing the changing environment of their subordinates. He also noted the slow progress in moving toward that goal.

> We have progressed from some paternalistic rules of thumb, such as "take care of the horses, then the men, then yourself," to a recognition of the need to give potential leaders an understanding of and sensitivity toward the attitudes and motivations of people. But we have yet to take the next step, which is to make something practical out of this.[15]

Unfortunately, much of the instruction related to counseling has been "of a hit or miss apprentice type, with intuition or clinical art stressed over precise and defined behaviors, and trial-and-error learning over systematic teaching."[16] McGregor provided his thinking about techniques which in his experience had not resulted in improving leadership practices.

> Inspirational lectures, or discussion of the principles of supervision, or conferences on human relations can provide us with new words, perhaps new insights into the behavior of others, but seldom more than new rationalizations with which to defend our own present behavior.[17]

The didactic teaching methodologies described above are routinely cognitively rather than behaviorally oriented. The trainee is not provided the opportunity to rehearse new behaviors in a minimally threatening environment or to receive feedback about how his behavior was perceived by others.

Bowers and Seashore submit that most management training programs are ineffective because they are not consistent with the total organizational system.[18] Similarly, Likert points out that management training must be consistent with

the system which exists in the trainee's work environment.[19] This point is further reinforced in the following examples of leadership training programs that have been ineffective. Harris and Fleishman (1955) conducted a study of the effectiveness of human relations training as measured by its effect on the stability of leadership patterns. Based on responses to questionnaires administered before and after training, little change could be shown between the attitudes of the trainees and the control group of foremen.[20] Sykes reported the failure of a supervisory training course in a 1500 man firm, where expectations of course graduates that top management would manage according to the philosophy taught in the course were not met. This finding is consistent with the finding of Fleishman (1951) cited earlier.

Fortunately, there is also a significant body of literature which argues that leadership training can be effective. Barnlund (1955), Klubeck and Bass (1954), and Maier (1953) noted improvement in leadership abilities within discussion groups subsequent to short training programs, as did Bavelas (1942) with playground leaders. Mayo and DuBois (1963) found that a five week Chief Petty Officer Leadership School accounted for marked improvement in leadership performance as measured by superiors' ratings. Similarly, Hand and Slocum found that in a management development course for steel plant managers, experiential (practical exercise) type training in interpersonal relations caused both attitude and behavior change. "The experimental group

developed a more positive attitude toward the human relations aspect of their jobs, and this attitude was reflected in positive changes in job performance."[21]

In a test of leadership training for recruits, the Human Resources Research Organization found substantial justification for leader preparation training. Trained leaders' units were found to have better esprit, followers performed better on military proficiency tests, and leaders passed information more freely and rewarded more often.[22]

Adair presents an action-centered leadership (ACL) development model used extensively at England's Royal Military Academy at Sandhurst. A two-day program, the course emphasizes observation of and participation in numerous practical exercises which are facilitated by a tutor who assists participants in assessing leader, team, and observer success in performing and commenting on leadership styles and techniques. Formal lectures are deemphasized. Though there have been no rigorous attempts to evaluate the ACL development program in terms of increased organizational effectiveness, Adair defends the value of the program, based on the satisfaction of participants and their perceptions that they had benefited from the course.[23]

The most important lesson provided in this area of literature relates to the training methodologies employed in developing leaders. Crawford notes that through the early 1960's "the teaching of leadership principles rather than the provision of some kind of practice in leadership

acts" characterized development programs.[24] More recently there has been a transition to a more participatory approach; an evolution barely begun. Yet the literature clearly demonstrates that leadership training programs which allow leaders to learn new behaviors through active participation are preferable to lecture/conference type training formats. Perhaps the beliefs of the ancient Chinese philosopher Confucious as expressed in the following quote have been validated:

> I hear and I forget
> I see and I remember
> I do and I understand

Several major efforts have been made to devise programs which develop selected interpersonal skills. Among the more prominent are those of Carkhuff ("Human Relations Development Manual for Educators"), Goldstein and DiMattia ("Microtraining" approach), Ivey ("Microcounseling" approach), Kagan ("Interpersonal Process Recall"), and Truax (role-playing exercises and prompt feedback). Much of the success of these training programs is due to the fact that they emphasize the acquisition of specific skills in terms of observable behaviors rather than the development of conceptual (cognitive) abilities. As noted in the U.S. Army's Leadership Monograph #11: The Counseling Function:

> It should be obvious that counseling can be taught successfully if it is identified as a skill as opposed to a cognitive content area. By concentrating on (a) specific, observable, and behaviorally defined skills, (b) the practical relationship of these skills to improved interpersonal functioning, (c) continual practice of the skills in actual or simulated role-playing

exercises, and (d) nonthreatening but frank and constructive feedback about skill performance, as counselors.[25]

Methodological considerations appear to be among the most important factors in the design of a program to develop interpersonal skills. Trainees are not simply being educated, but rather, re-educated. In this regard they require opportunities to test the congruence of their attitudes, values and behaviors, old and new, and to assess the effectiveness of new behavior, through feedback. Successful developmental programs have tended to focus on performance-oriented, experiential type training in which trainees are allowed to rehearse new behaviors free of formal evaluation.

F. COUNSELING IN THE ARMY

In 1971, the "Leadership for the 1970's" task group offered this evaluation of the Army counseling program:

> A review of Army publications, school curricula, and the limited in-house research done in this area shows an incompleteness in the overall approach to counseling, as well as several general misconceptions which impede seriously an effective counseling program.
>
> Within the Army's existing leadership climate, counseling is viewed largely in two respects: as advice for career progression and assignments; or as a corrective, quasi-punitive measure taken by a leader when a subordinate has done something wrong. These views are respectively incomplete and incorrect. In terms of mission accomplishment and job satisfaction, by far the most important type of counseling is that which deals with day-to-day performance on the job. Further, experts in the field of counseling state unequivocally that this type of counseling--performance counseling--is just as essential (perhaps even more so) for the successful, experienced subordinate who has done an excellent job as for the new, inexperienced subordinate who has done poorly.
>
> Army leadership should view counseling more in terms of "coaching"--needed frequently by the best player as well as the worst, and directed toward the success

> of the team through development of the individual members. If "performance coaching" can become a normal and frequent feature of the senior-subordinate relationship, there can only be improvement in the interlevel communication (both directions) of what is expected and of the degree to which these expectations are being met.[26]

A particularly important point to highlight in this finding is that performance counseling (feedback) is needed frequently by the best performers as well as for those who have performed poorly.

Additional insight into the value of counseling skills but which suggests a more problem oriented application is provided in the U.S. Army's leadership monograph on counseling:

> Perhaps counseling skills are needed most for perceiving and dealing with problems. When one realizes that frustration is an inevitable aspect of working life, it is easy to see how important it is to recognize the symptoms of frustration, to assess its sources, to manage its impact, and ideally to alleviate its causes so that frustration neither overwhelms subordinates, nor adversely affects organizational functioning. Since individual achievement is related to organizational mission accomplishment, subordinates' problems are detrimental to the mission.[27]

The monograph also described one of the perceptions which was seen as contributing to the reluctance of leaders to become more aggressive in their counseling responsibilities:

> The counseling role is often associated with a therapeutic situation in which a highly trained individual "ministers" to another person in need of some form of psychological assistance. Most people are inclined to associate counseling activities with a narrow range of health centers, school guidance offices and the like. Counselors, then, are typically seen as therapists who address personal problems.[28]

Counseling skills appear to be important for any leadership role, but particularly in a military setting in which

the leader is responsible for the subordinate's personal as well as his professional well-being. The monograph cited above indicated that the leader's counseling responsibilities involve personal, performance and career counseling requirements which are related to the subordinate's job demands, task assignments, work relations, professional development, financial concerns, and personal and family problems. Handling these responsibilities requires the abilities to collect and process information and objectively, nonjudgmentally provide feedback. These include both listening for opinions and recognizing subtleties in nonverbal behavior. Communication is the vehicle by which motivation is gained and directed and is broadly used within the organization to secure performance.

G. SUMMARY

Through a review of the literature it has been noted that the core concepts for leaders as managers of human resources have to do with communication and motivation, that communications skills are particularly important for leaders and that the requirements for specific communicative behaviors are level dependent. It was noted that intermediate level leaders are under substantial pressures because they tend to share the task orientation of subordinates but are required to behave in a way consistent with the orientation of their superiors, who are lower in consideration. The implication being, that to modify leader behavior, the environment, specifically the superior's

attitudes and behaviors are very important because subordinates tend to mimic the behavior of individuals in "power" positions.

Interpersonal communication is the medium by which leaders reinforce individual behavior or performance, resolve ambiguity or conflict, reduce tension, articulate goals, standards and concerns and receive feedback about the effectiveness of their own behavior. It is essential that the communicative skills of leaders be sufficiently developed to ensure that their messages are received and acted upon in the manner intended. One of the greatest aids to effective interpersonal communication is a climate of trust and confidence between the leader and his subordinates. Such a climate is born of the leader's demonstration of concern for the subordinate as evidenced by personal interaction (counseling).

The military services have each recognized the importance of interpersonal leadership skills and have each expended considerable resources in an effort to develop these competencies in their respective officer corps. As recently as 1976, however, the interpersonal communications between levels of the Army officer corps, as evidenced by the responses of Army officers to a field survey, indicated a significant number (60.5%) desired more frequent feedback about their performance.

A discussion of feedback noted that feedback in the form of verbal communication with the supervisor is desirable

and that lack of feedback may adversely impact on satisfaction and, subsequently, performance. Feedback is considered particularly important for leaders because of the multiplicative effect of their communication.

Several authors and studies recommended the use of coaching or counseling to influence the professional development of subordinates as well as to assist them in solving personal or professional problems. It was noted also that "getting coaches to coach" has been the "Achilles' heel" of numerous large and powerful organizations. Reasons suggested included that higher level leaders may not support, reward or model the desirable behaviors. Attitudes which contribute to this situation include viewing the counseling role in a strict therapeutic sense, and thus not appropriate for leaders, or viewing it as a "coddling activity" which wastes the leadership resources on individuals unfit for service anyway.

It was asserted that the counseling format as a communication tool is important for any leadership role but particularly in the military setting in which the leader is responsible for the subordinate's personal and professional well-being. It was further noted that communication is a vehicle by which motivation is gained and directed and that it is broadly used within organizations to secure performance.

In the discussion of motivation considerable support was found for the view that interpersonal communication between

superior and subordinate not only has the potential to remove obstacles to motivation, but may, itself, be a motivator particularly for those subordinates with higher achievement needs. That the Army recognizes the relationship of interpersonal communication to motivation is evidenced by their efforts at the HumRRO, ARI and OETC research and training facilities.

In the area of skill development the literature clearly indicates the superior utility of the more experientially based training methodologies. The didactic teaching methodology used in most school situations while appearing well suited for the cognitive subject areas, has a poor record in the behavioral skills.

In accordance with the belief that one must know generally where he is in order to chart a course to some more desirable location, the study presented in the following chapters attempts to define where the officer corps is with regard to their attitudes about counseling and their perception of the Army (organizational) climate. In this regard the study will answer the specific questions enumerated previously (page 16) and will compare them with the "ideals" that have been suggested in this chapter.

III. METHODOLOGY

The objective of this study is to examine the attitudes and perceptions of Army officers about the importance of counseling skills to the success of their organizations and themselves. The perceptions and experiences were evidenced through responses to a questionnaire provided officers who had had the opportunity to experience both the counselor role of a superior and the counselee role of a subordinate.

A. THE SAMPLE

To gather data for the study, a sample of officers was required that would represent at least two distinctly different levels of leadership, which is to say a relatively broad range of grade, operational experience and exposure to the service school system. It was also desirable to minimize the chain-of-command influence and the time constraints imposed by processing the questionnaire through the MILPERCEN survey office as would be the requirement if multiple field commands were to be surveyed. In view of these considerations it was determined that the optimal resource for company grade officers would be the Infantry Officer Advanced Class (IOAC) at Fort Benning, Georgia, and for field grade officers, the Command and General Staff College (CGSC) class at Fort Leavenworth, Kansas.

The IOAC sample is representative of the larger Infantry officer population with similar time in service in that all Infantry officers are scheduled for attendance at some point between their third and ninth commissioned year. Availability to attend has to do with completion of the current tour and any utilization obligation for attendance at a specialty school, eg.; flight school. It should be noted also that selected Infantry officers do attend other branch Advanced classes and are replaced in IOAC by officers from those branches. In other words, approximately 5-10% of the IOAC class is comprised of officers from the other combat arms, enhancing the representativeness of the sample.

The CGSC sample is perhaps more representative of the entire officer corps in the sense that virtually all branches and Officer Personnel Management System (OPMS) specialties are represented (Appendix A, page 97). The criterion for attendance is clearly exceptional duty performance over time, whereas the criterion for IOAC attendance tends to be the absence of a significant blemish in the job performance evaluation or in general conduct. With respect to this criterion, the CGSC officers could be regarded as an elite rather than as a cross section of officers with similar time in service. Inclusion of the perceptions of CGSC attendees for this study is particularly appropriate, however, because the school selection process has set this group apart from their contemporaries as having performed exceptionally, which includes having inculcated the appropriate values

and beliefs, and having demonstrated organizationally desirable behaviors.[1] School selection is described as a means of identifying those officers whose performance reflects potential for higher level command or staff assignments. These facts support the belief that the views expressed by these officers are representative of an important cross section of the officer corps. The distribution of the company and field grade sample across the OPMS fields is provided in Appendix A.

A significant consideration favoring the use of school attendees in such data gathering is that school environments tend to encourage objectivity and breadth of perspective greater than might be expected in other assignments where unit or individual loyalties abide.

Although the data are generally representative of combat arms officers in the middle and lower leader levels, the sample is not designed to be, nor does it purport to be, a statistical representation of the entire U.S. Army officer corps. The sample does, however, provide collective judgment, which was the goal of this part of the thesis.

B. THE SURVEY INSTRUMENT

A 42 item, two-part survey was developed in order to gather quantitative data. Section I consisted of 28 questions in three different formats. Items 1 and 2 were forced-choice questions of the "yes," "no" or "uncertain" variety and were used to determine the extent to which

counseling is being done within the officer corps of the Army. The wording for these questions was similar to that used in the August, 1976, MILPERCEN Quarterly survey. Changes were made only to ensure that the responses provided by the service school attendees reflected their "operational" rather than their school-related interpersonal leadership experiences. Item 3, also taken from the 1976 MILPERCEN survey, inquired as to whether officers desired more interaction with their superiors. Item 4, similar to items 1 through 3, probed the reasons why counseling "most often occurs." Items 5 through 22 required responses from a "strongly disagree" to "strongly agree," seven-point continuum. This portion of the survey provided statements which probed the perceptions about the use and format of counseling, the importance of counseling skills to effective leadership, the effectiveness of service school instruction, and if and how leaders who use counseling are rewarded for their efforts. Items 23 through 25 required the identification of the specific levels of officer training (precommissioning, OAC, CGSC) which should include counseling instruction, the level of mastery which should be achieved, and perceptions about a "most" critical rank in terms of the need for counseling skills. Items 26 through 28 required responses from a "none" to "maximum extent" continuum to statements about where existing skills were gained and about why counseling isn't done more frequently, from a superior's and subordinate's perspective.

Section II, items 1 through 14, was essentially biographic in nature, but included items which required the officer's perception of his peer group standing from his own view and from the perspective of the organization, as articulated by a hypothetical promotion board. The questionnaire items together with the distribution of responses is contained as Appendix A. The questionnaire itself is Appendix C.

C. ADMINISTRATION OF THE SURVEY

Questionnaires were mailed in bulk to the respective project offices, the Leadership branch at Fort Benning and the Class Director's office at Fort Leavenworth, who distributed and collected them through the student chains-of-command. At Fort Benning the questionnaires were distributed to one entire IOAC class plus one platoon of an IOAC class. At Fort Leavenworth the questionnaires were distributed to one section of each of the four divisions of Class '79. At each of these installations only U.S. Army officers were to participate.

Of the 200 questionnaires distributed at Fort Benning, 165 were returned, an 82.5% response rate. Two hundred questionnaires distributed at Fort Leavenworth yeilded 145 responses, a 72.5% response rate. The overall response rate was 77.5%. All questionnaires returned were useable.[2]

Selected characteristics of the sample are depicted below:

Rank	#	% of Sample	Commissioned Service (Mean Years)
1Lt.	96	31.0	3.97
Cpt.	69	22.3	6.14
Maj.	138	44.5	12.72
LTC	7	2.3	16.00

D. SUBJECTIVE RESPONSES

Many respondents offered opinions or highlighted or underlined words or phrases in support of their responses to particular questionnaire items. Where the comments responded or related to open-ended items in the questionnaire, they were extracted and reviewed for use as quotes or to be summarized in the discussion or findings section. Those which amplified on a response which was already clearly indicated were not transcribed for further use.

The coding and comment review activities were accomplished by a three member team who alternately coded, reviewed and checked the tabulations.

The determination of whether particular educational backgrounds tended to have a behavioral science, humanities, business or science orientation was made according to the list included as Appendix B.[3] Because of the dual orientation of the U.S. Military Academy (USMA) instruction, toward physical science and behavioral science, respondents with this educational background were maintained as a separate category.

E. ANALYSIS PLAN

The questionnaire design allowed the responses to all 42 items to be numerically coded, thereby facilitating computer-assisted analysis. The coding methodology resulted in the identification of 60 variables, 18 of which represented all the individual responses for those items requiring multiple responses.

The Statistical Package for the Social Sciences (SPSS) program on the IBM 360-67 computer then provided statistical data for each variable in the form of histograms, frequency distribution tables, means and standard deviations. Analysis of variance (ANOVA) was used to determine the statistical significance of differences in the means of the two "command experience" groups, the "educational background" groups, the source of commission groups and the rank groups. ANOVA was also used to test the null hypothesis that there was no difference in the populations with respect to the mean responses to a collection of 12 questions. The questions used were those which most specifically indicated the value placed on counseling and interpersonal skills by the various subsamples. This statistical test was also used with the grade level, source of commission, and major field of education subsamples.

IV. RESULTS

This chapter presents the results obtained from the administration of the questionnaire previously described. The data presented here are those which were found to be particularly relevant or significant as they relate to the discussions in chapter II and specifically those which suggest answers to the questions:

1. To what extent are officers being counselled?
2. What is the perceived nature of counseling?
3. To what extent are interpersonal skills viewed as being important to organizational and personal success?
4. To what extent is the Army climate conducive to counseling activities?
5. Is there a "most" critical level for these interpersonal skills?
6. How and where are the interpersonal skills associated with counseling gained?

Those data collected but not presented in this chapter are available for review in Appendix A including the response distribution by questionnaire item to include demographic inquiries, and the results of ANOVA by grade, source of commission and major field of education.

The data presented in this chapter have generally been organized according to the subject of inquiry rather than adhering to the item sequence found in the questionnaire. The sequence for the discussion of the data will be as

follows: extent of officer counseling, nature of counseling, value of counseling skills, climate for counseling, most critical leadership level for counseling skills, and, how and where skills are gained. The above areas of inquiry will initially be addressed from the perspectives of the company and field grade officers considered separately and combined or contrasted as appropriate. Second and third iterations of the analysis will be made, segmenting the data according to the source of commission and then the major field of education of the respondents.

A. RESULTS BY GRADE LEVEL

1. The Extent of Officer Counseling

The first two questions of the survey instrument were taken almost verbatim from the August, 1976, MILPERCEN survey dealing with the Army officer evaluation system. The wording was changed only to ensure that respondents' answers reflected experiences in operational rather than school assignments. The questions were:

> Q1. In the last six months of your most recent operational (non-student) assignment how many times were you counselled by your immediate supervisor (rater) on how well you were doing your job?
> (a) none (b) once (c) twice (d) three or more
>
> Q2. Were you counselled by your rater on job requirements soon after you assumed your most recent operational assignment?
> (a) Yes (b) No

The data indicated that 38.3% of this sample was not counselled during the last six months of their "most recent" operational assignment, which contrasts with the 49.3%

reported in 1976. The distribution of responses to this item further revealed that field grade officers failed to receive counseling at a rate 15% higher than company grade officers. The reported rates were 31.1% and 46.5% for company and field grade officers, respectively. The 1976 data were not available in such a form as to allow for detailed comparison but the results appeared to be generally consistent with those reported above.

To the second item, 50.8% of the respondents reported that they had been counselled soon after assumption of their most recent operational assignment. This represents an approximately 10% decrease from the 60.5% reported by the 1976 MILPERCEN respondents. To this item, company grade responses were 52.1% and field grade responses were 49.3%.

2. The Perceived Nature of Counseling

An inquiry into the nature of counseling was accomplished through the use of five questionnaire items, 4, 5, 6, 7, and 18. Questionnaire items 5 through 22 required responses on a seven-point, "strongly agree" (scored 7) to "strongly disagree" (scored 1) continuum. Throughout the subsequent discussion questionnaire items preceeded by a "C" indicate those which required responses from the seven-point continuum. Those preceeded by a "Q" indicate those for which responses were to be selected from alternatives provided.

Q4. Based upon your experience, in what situations does counseling <u>most often</u> occur within the officer corps (select only one response)?
(a) Efficiency report (OER) time
(b) Regularly scheduled times during the rating period (general professional discussion with rater)
(c) When something has gone wrong (to solve problems)
(d) To acknowledge/reinforce outstanding (better than expected) performance (to reward performance)
(e) To acknowledge/punish unsatisfactory performance (reprimand)
(f) Other (specify)

C5. Counseling does not have to be formal; it may be done informally, eg.; telling someone in the motor-pool he did a good job or to get a haircut.

C6. There is no such thing as informal counseling, all counseling is formal regardless of location, time required or content of the session.

C7. Telling someone to get a haircut is not counseling but is an on-the-spot correction for unsatisfactory appearance.

C18. Competent officers do not need to be counselled.

Responses to item 4 strongly suggest that counseling most often takes place at two distinct times: when something has gone wrong (42.6%) and at efficiency report time, which is to say, annually, (42.6%). The third most frequent counseling situation is "the reprimand" session which garnered 8.9% of the first choices. Items 5, 6, and 7 each probed the area of formality of counseling. Although most of the sample asserted ($\bar{x}$=6.29) that counseling does not have to be formal, those whose highest level of command was platoon or company were most certain ($\bar{x}$=6.35).

Responses to item 18 indicated that both company ($\bar{x}$=1.95) and field grade officers ($\bar{x}$=2.24) feel strongly that "competent" officers also need counseling. Company grade officers responses again indicated greater certainty.

3. The Perceived Importance of Counseling

Items 3, 8, 9, 10, 11 and 15 were designed to probe perceptions of the value of counseling and associated interpersonal skills. Except for item 3, responses to these items were made in reference to the seven-point "strongly agree" (scored 7) to "strongly disagree" (scored 1) continuum.

> Q3. Would you like more discussion with your rater on your performance?
> (a) Yes (b) No (c) Uncertain
>
> C8. Doing things that accomplish the task/mission will increase my chances of promotion more than spending time in "developing" my subordinates.
>
> C9. Technical skills are more important than "interpersonal skills" in enhancing my chances for promotion.
>
> C10. An officer can be an effective military leader without developing counseling ability.
>
> C11. The counseling I have received from my immediate supervisor has helped me to improve my work performance (if you have not been counselled, enter "NA").
>
> C15. It is more important to be familiar with counseling referral agencies (career, alcohol and drug, financial counselors, etc.) than to develop my counseling skills.

To the third item (Q3), responses indicated that company grade officers (75%) desired more discussion with their raters about their performance than did field grade officers (55.9%). The combined response rate was 66% in favor of more interaction with the superior. The 1976 data indicated an overall rate of 60.6% and reflected a similar and significant difference between the desires of the junior officers and those of the more senior officers. Again, the formating of the earlier data, precludes detailed comparison.

The responses of both subsamples to item 8 ($\bar{x}$=3.96, 3.93) and item 9 ($\bar{x}$=3.11, 3.11) suggested that developing subordinates and "interpersonal skills" are slightly more important than general mission tasks or technical skills. Responses to item 10 more assertively indicated ($\bar{x}$=2.49 and $\bar{x}$= 2.79 for company grade and field grade, respectively) that counseling ability is perceived as a requisite attribute for effective military leaders. Although in response to item 11, those who had received counseling felt that it was useful to them in improving their work performance (overall $\bar{x}$=4.92), company grade officers were again more assertive ($\bar{x}$=5.17) than were field grade officers ($\bar{x}$=4.62), ($P<.01$). Looking within this group, those whose highest level of command was platoon were most positive. In question 15, respondents indicated ($\bar{x}$=5.38, 5.37) that leaders could not use referral knowledge as a substitute for developing their own counseling skills.

4. The Climate for Counseling

Questionnaire items 12, 17, 19, 21 and 22 sought officers' perceptions about how conducive the organizational climate is to the conduct of counseling activities. The specific statements were:

> C12. Leaders/supervisors are rewarded for their counseling efforts. How (specify)?
>
> C17. Department of the Army should establish a scheduled time for performance counseling by grade to ensure that it happens, eg.: 2Lt. - monthly, 1Lt. - quarterly, Cpt./Maj. - semi-annually, etc.

C19. The supervisors I have worked for have consistently utilized counseling as a tool to improve the job performance of their subordinates.

C21. The supervisors I have worked for have consistently utilized counseling as a tool to solve the personal problems of their subordinates.

C22. The supervisors I have worked for encouraged the use of counseling by establishing it as a priority task to be accomplished by their subordinate leaders.

In item 12, respondents asserted that leaders are rewarded for their counseling efforts. The responses of company grade officers were much more positive ($\bar{x}$=5.27) in this regard than those of field grade officers ($\bar{x}$=4.65), ($P<.01$). The suggestion (item 17) that Department of the Army should establish a schedule for performance counseling by grade to ensure that counseling happens was rejected by the entire sample ($\bar{x}$=3.26). Again, however, the field grade respondents were significantly more negative ($\bar{x}$=2.87) than company grade officers ($\bar{x}$=3.61), ($P<.01$). In items 19, 21 and 22 respondents indicated that their supervisors had not consistently used counseling techniques to improve the job performance or to solve the personal problems of their subordinates nor had their supervisors encouraged the use of counseling by establishing it as a priority task . The differences in the responses provided by the company grade ($\bar{x}$=3.19, 3.81, 3.99) and the field grade groups ($\bar{x}$=2.64, 3.46, 2.83) to each of these questions were significant at the .01, .001 and .0001 levels, respectively, with the field grade officers being most negative in each case.

5. The Most Critical Level for Counseling Skills

Questions 23 and 25 probed officer perceptions about the possible existence of a "most" critical leadership level for counseling skills. In this regard it was deemed appropriate to assess first how these groups of officers perceived their own skills (item 16) and those of other officers (item 20).

> C16. I possess the necessary skills to counsel effectively.
>
> C20. Most officers I know possess the necessary skills to counsel effectively.
>
> Q23. In your opinion, at what levels should counseling be taught (you may check more than one response)?
> (a) Precommissioning (ROTC, OCS, USMA)
> (b) Officer Basic Course
> (c) Officer Advance Course
> (d) Command and General Staff College
> (e) Counseling should not be taught in the military school system.
>
> Q25. Is there a particular rank (grade) for which counseling skills are most critical to the individual officer in dealing effectively with subordinates (select only one response)?
> (a) 01 (b) 02 (c) 03 (d) 04-05 (e) 06 (f) 07-10
> (g) There is no "most" critical point.

As might be expected, in response to item 16 the officers asserted relatively strongly ($\bar{x}$=5.379) that they possessed the necessary skills. In response to the second question, item 20, however, the company grade sample was uncertain ($\bar{x}$=4.16) of the skills of other officers and the field grade sample expressed that other officers tended not ($\bar{x}$=3.46) to possess the necessary skills. The difference in the mean responses between questions 16 ($\bar{x}$=5.37) and 20 ($\bar{x}$=3.83) were significant ($P<.0001$). The difference in the

mean responses to item 20 (x=4.16 and 3.46) was significant ($P<.0001$). The field grade sample was again the most negative.

The data (item 23) revealed strong support for including counseling instruction at each training level in the service school curriculums; specifically, precommissioning (87.1%), Officer Basic Courses (94.8%), Officer Advanced Courses (86.5%) and Command and General Staff College (66.1%). A pattern of differences was noted in the strength of the responses by grade level. This issue will be discussed later. When asked directly about a "most" critical rank for counseling skills, the responses were: 2Lt., 15.2%; Cpt., 28.7%; and "there is no 'most' critical point," 49.8%.

6. How and Where Skills Are Gained

Items 13, 14, 24 and 26 addressed the issue of where and in what kind of situations counseling skills are gained.

> C13. I feel that I have gained much useful information about counseling as a result of attendance at service schools.
>
> C14. I feel that the counseling skills I possess were developed during my attendance at service schools because of the instruction I received.
>
> Q24. What level of mastery of counseling skills should be achieved at the schools you selected above (if you selected "e" above, enter "NA")?
> (a) No mastery, just provide information about counseling, its uses and techniques. The student can read about the subject on his own time and counsel at his/her discretion on the job.
> (b) Students should demonstrate their understanding on a written examination.
> (c) Students should demonstrate their understanding through a practical application, eg.; role playing.
> (d) Other (specify)

C26. To what extent do you feel that the counseling skills you possess were gained as a result of (respond in all spaces):
(a) On-the-job experience in the military
(b) The military educational system
(c) Pre-military education
(d) Pre-military job experience
(e) Other (specify)

Item 24 garnered almost identical responses from the subsamples, 64.4% and 62.8% for company and field grade, respectively, who agreed that students of counseling should demonstrate their competence through practical application, eg.; role playing. A significant number of the combined sample (24%), however, suggested that mastery of counseling skills need not be demonstrated. They felt that courses should simply provide information about counseling which the student can practice or apply at his her discretion. In response to item 13, company grade officers indicated ($\bar{x}$=4.76) that they had gained "much useful information" about counseling as a result of attendance at service schools, while field grade officers indicated marginally ($\bar{x}$=3.78) that they had not ($P<.001$). An additional, and particularly interesting, finding was that within the company grade responses those whose highest level of command had been "platoon" were significantly more positive about the benefits of service school attendance than those whose highest level of command had been "company" ($P<.001$).

Both subsamples asserted ($\bar{x}$=3.34) that they had not developed counseling skills as a result of their attendance at service schools (item 14). Again, field grade responses were more negative ($\bar{x}$=2.89) than those whose of the company

grade ($\bar{x}$=3.74), (P<.0001). To item 26, respondents asserted that the skills they possessed had been gained "to a very great extent" ($\bar{x}$=5.51) through on-the-job experience in the military. "Military education" ($\bar{x}$=3.52) and "civilian education" ($\bar{x}$=3.08), were considered responsible to a "moderate extent" and "a little extent," respectively, for the development of the respondents' counseling skills.

As might be expected, given the number of responses from field grade officers noted as more negative than those of company grade officers, the results of the analysis of items 5 through 15 and 18, aggregated, revealed that the attitudes and values toward counseling and interpersonal skills held by the field grade sample were significantly more negative (grand mean, 4.94) than those of the company grade sample (grand mean, 5.22), (P<.001).

B. RESULTS BY SOURCE OF COMMISSION

In this section questionnaire items 5 through 22 will be reviewed from the perspective of the three primary sources of commissioning: Officer Candidate School (OCS), Reserve Officer Training Corps (ROTC) and U.S. Military Academy (USMA).

Although USMA respondents agreed with those whose source of commission was OCS or ROTC that "interpersonal skills" are more important in enhancing chances of promotion than "technical skills" (item 9), they disagreed ($\bar{x}$=4.23) with the other groups (x=3.59 and 3.96 for OCS and ROTC, respectively) on the issue that developing subordinates was more

important than doing things which more directly accomplish the mission (item 8). The USMA respondents indicated ($\bar{x}$=4.23) that for them, doing things which accomplish the mission will increase their chances of personal success more than "developing subordinates."

With respect to the climate for counseling all three groups agreed that leaders are rewarded for their counseling efforts (C12). ROTC officers felt most strongly in this regard ($\bar{x}$=5.18) and USMA were least positive ($\bar{x}$=4.70). The difference approached but did not attain statistical significance (P<.08). Similarly, in the responses to item 19, ROTC officers, although not satisfied, were much less critical of their supervisor's use of counseling to improve job performance of subordinates than were the OCS officers ($\bar{x}$=3.11 and $\bar{x}$=2.43, respectively), (P<.02). The OCS and ROTC officers again indicated disparate perceptions in item 21 about their supervisor's use of counseling to solve personal problems. The mean responses were 2.80 and 3.76 for OCS and ROTC officers, respectively. The ROTC officers were least critical (P<.001).

The analysis of items 5 through 15 and 18, when considered from the perspective of the three primary sources of commission (OCS, ROTC and USMA), revealed that the groups did not differ sufficiently in their attitudes toward and value of counseling and interpersonal skills to be statistically significant (P<.56).

C. RESULTS BY MAJOR FIELD OF EDUCATION

In this section, questionnaire items 5 through 22 are reviewed from the perspective of five educational orientations. The educational orientations used were: behavioral, humanities, USMA, science, and business. Although, in analyzing the data, no statistically significant differences were found, the responses to items 10 and 16 approached significance and thus warrant some mention here.

Contrary to what might have been expected, those officers who had experienced a humanities oriented educational program disagreed most strongly ($\bar{x}$=2.25) with the statement that an officer can not be an effective leader without counseling skills (Q10). Those with a business orientation agreed but were much less assertive ($\bar{x}$=3.09), ($P<.07$).

More consistent with expectations, however, was that those with behavioral and business orientations represented the most divergent perspectives on item 16 which concerned the respondents view of his own skills. On this item, those with the behavioral orientation were most certain ($\bar{x}$=5.70) that they (themselves) possessed the necessary skills to counsel effectively. The business oriented officers were much less confident about their skills ($\bar{x}$=5.26), ($P<.07$).

The analysis of items 5 through 15 and 18, taken collectively, when considered from the perspective of the five educational orientations, revealed that the differences between the mean values of the various pairs were not statistically significant ($P<.12$). The results of this analysis were, however,

very different from those expected in that the aggregated mean value to this group of items, indicate that those with a science orientation (grand mean, 5.34) and those with the humanities orientation (grand mean, 5.16) each valued counseling and interpersonal skills more than did those whose major educational effort had been behaviorally oriented (grand mean, 5.12). Also interesting is that the responses of USMA officers, whose educational program has a dual focus (science and behavioral) were second most negative (grand mean, 5.019). Those with a business orientation were most negative (grand mean, 5.012).

V. DISCUSSION

In this chapter the results presented previously will be elaborated upon and contrasted with the behaviors and attitudes which the review of literature, chapter II, suggested were most desirable. The format, similar to that of the previous chapter, will be to discuss those sets of data which suggest answers to the specific areas of inquiry previously enumerated.

A. THE EXTENT OF OFFICER COUNSELING

Overall, the results of the items 1 and 2 were generally consistent with those of the 1976 MILPERCEN Quarterly survey which had a much broader sample. This consistency lends credance to the probable accuracy of this instrument and its usefulness in examining officer perceptions about counseling.

That approximately 40% of the officers had not been counselled about their performance within a six month period suggests that the Army, in spite of its various training efforts, has not progressed beyond those organizations cited by Mace (1954) and Mahler (1967) with respect to the quality of interlevel communications. While it is possible, indeed probable, that those officers who were not "counselled" did receive feedback about their performance during that period, the feedback apparently was dependent upon the subordinate's ability to interpret appropriately the subtleties in the behavior of their supervisors, or perhaps was implicit in the various tasks. The literature suggests that

feedback should be explicit and detailed and that the development of common expectations about job performance should not be left to chance or intuition. The data suggest, however, that performance feedback is left to chance and intuition for a large segment of the officer corps.

B. THE PERCEIVED NATURE OF COUNSELING

The inquiry into the nature of counseling showed that, contrary to the recommendations of the literature, counseling within the Army officer corps tends to be accomplished in conjunction with submission of the annual officer efficiency report or when something has gone wrong. The literature review suggested that performance feedback at annual intervals tends to cause supervisors to save up their criticisms which, when transmitted to subordinates, often engenders increased defensiveness and resistance to change. The perceptions of the entire sample that counseling may be formal or informal, and that even competent officers need counseling, are consistent with the literature. The fact that company grade officers appear more certain than field grade officers about the appropriate application of counseling may reflect the greater emphasis in this area by pre-commissioning and junior officer educational programs over the recent years. It may also result from the greater interaction that junior officers have with their supervisors and with their subordinates. The junior officer is the first member of the commissioned chain-of-command to identify and to act upon the personal or performance

problems of subordinates, and may be more in touch with the issues of how much, how often and how formal counseling should be. The junior officer also desires and receives more frequent counseling.

C. THE PERCEIVED IMPORTANCE OF COUNSELING

Counseling is valued by the officer corps in general, and specifically by those who have had favorable experience with it. This particularly included the more junior officers.

The responses to questionnaire item 3 were very similar to those of the 1976 survey. The important point illustrated by both sets of data being that junior officers desire more frequent interaction with their superiors than do the more senior officers. The relative newness of these officers to the military and to particular organizations and duties would appear to account for most of this inter-level difference. Junior officers have not had sufficient experience to know how the organization or a particular superior might define a "good" job, and they view the counseling situation as an opportunity to gain further insight about organizational norms and their own behavior. This increased interaction may be expected to help the junior officer more effectively reconcile the differences between his behavior and expectations and those expectations held for him by superiors.

Interpersonal skills and the development of subordinates are viewed as important to personal success, but only slightly more so than technical skills or accomplishing mission related tasks. Many suggested that leaders require interpersonal skills to accomplish the mission tasks anyway. Consistent with the "whole man" concept associated with performance appraisal philosophies, officers appear to believe that they must possess a balance of interpersonal and technical skills in order to be perceived as competent by their superiors. They also indicated that referral knowledge could not be substituted for counseling skills.

Those who attributed some portion of their success to their experiences as a counselor or a counselee tended to value counseling more highly. Company grade officers, perhaps because they desire and receive more frequent counseling, viewed it as significantly more useful to them. Within the company grade group, those whose highest level of command was platoon placed a higher value on counseling than did other subgroups. This suggests that the inter-level communication taking place between platoon leaders and their superiors, company commanders, is more frequent and more satisfying than that experienced by the other levels represented.

D. THE CLIMATE FOR COUNSELING

Although the respondents indicated that leaders are rewarded for their counseling efforts, it was also noted that the responses of the more senior officers were

significantly less strong on this point. This result appears consistent with the literature, that the higher in the organization, the less frequent the contact with subordinates. More senior officers not only counsel and are counselled less, but also have little opportunity to directly observe the modified performance which might result from their counseling efforts. Consistent with the philosophy of "management by exception," the leader may receive feedback about a subordinate only when that subordinate has done something wrong. If the subordinate performs acceptably, often no reports or feedback are generated.

In response to "how," the officers indicated that counseling contributed toward improved subordinate performance which in turn contributed to mission accomplishment. They asserted that they, as leaders, are rewarded for accomplishing the mission.

Contrary to their seemingly clear understanding of what should be, the officers indicated that their supervisors had not consistently used counseling to improve the job performance (C19) or to solve the personal problems of subordinates (C21) nor had they explicitly encouraged the use of counseling (C22). Again the differences in the company and field grade responses were significant (.01, .001, .0001, respectively, for items 19, 21 and 22), the field grade officers being most critical of their supervisors.

All of these data may suggest, as did the literature, that because intermediate level leaders have less frequent contact with subordinates and are required to

behave in a manner consistent with the expectations of those at higher organizational levels, they demonstrate less consideration for subordinates than do more junior officers. Not previously reported, however, is that such a conflict may cause this group to be overly critical of their superiors as well as of particular aspects of their organization. The result may be that field grade officers come to value counseling less. That is to say, the less you behave in a particular way, the less positive feedback you receive related to that behavior, the less you value the behavior, the less you use the behavior, and so forth.

E. THE MOST CRITICAL LEVEL FOR COUNSELING

In analyzing the data dealing with the "most critical level" for counseling skills it was noted (items 16 and 20) that respondents tended to appraise their own counseling abilities as higher than the abilities of "most officers I know." This contrast was particularly significant for field grade officers. Although the inquiries did not specifically address seniors, subordinates or peers, it is reasonable to suggest that "most officers I know" includes some of each and that the biases reflected in this inquiry may also influence subsequent responses. Consistent with this rationale, the company grade respondents supported counseling instruction for precommissioning and Officer Basic Course attendees more strongly than they supported counseling training for their own group, 88.5%, 91.5% and 81.2%, respectively. Likewise the field grade respondents

supported the other three levels of training more strongly than they supported training for themselves. The field grade responses in this regard were 85.5% in support of training during precommissioning, 98.6% for Officer Basic Course, 92.4% for the Advanced Officer Courses and only 73.8% in support of training at their own level. An alternate explanation may be that officers tend to have more frequent interaction with their subordinates and seniors than with peers (particularly true at captain and above in operational units) and thus are more aware of deficiencies at those levels. Officers may tend to project their generally high confidence about their own counseling skills on peers, causing them to be relatively more critical about other levels.

As was previously noted, junior officers, particularly platoon leaders and company commanders, are the interface between the enlisted and officer ranks. As such, they have the responsibility to identify the need and initiate action to resolve personal problems or to improve the performance of their subordinates. While all leaders bear a similar responsibility, nowhere else in the organizational structure do you find an enlisted-officer ratio of approximately forty-to-one as is the case in combat arms platoons. Additionally, it was noted that junior officers, particularly First and Second Lieutenants, require counseling more frequently in their effort to transition effectively into the relatively new work and social life style associated

with the officer corps. Although 49.8% of the respondents suggested that there is no "most" critical level for counseling skills, 44.9% suggested that company level was "most" critical. This contrasts with the 16 total responses (5.3%) which suggested that field grade levels were most critical.

In view of these data, and consistent with the number of respondents who supported the inclusion of instruction on counseling in the service schools, the company grade levels would have to be considered the "most" critical.

F. HOW AND WHERE SKILLS ARE GAINED

Consistent with the literature reviewed on this issue, approximately two-thirds of the respondents agreed that when counseling skills are developed in educational settings it is by "doing." In other words by rehearsing the appropriate behaviors, eg.; role playing. Although the majority agreed that this is the appropriate way to demonstrate mastery of these skills in educational settings, they also agreed that the skills they possessed were developed to a "very great extent" through on-the-job experience, <u>not</u> in educational settings. These points may suggest that the service school system was seen as a place where some useful information had been gained but not where skills had been developed. This data appears to provide a commentary on the quality of the interpersonal skill training conducted at IOAC now and that conducted by the various schools over the past years about which the CGSC responses are directed. The term "quality" here is used to describe the amount of

student involvement in the learning situation. "Low quality" would reflect greater participation by the student and would be closer to the experiential end of the continuum. The literature on this subject asserted most strongly that behavioral skills could be learned most effectively in an "experiential" format. In such an environment students could rehearse the new behaviors and receive feedback about them in a relatively non-threatening environment. Errors made in this setting are translated into useful and constructive feedback whereas errors made in developing these skills on-the-job can cause irrepairable damage to the interpersonal relationship of the individuals involved.

The fact that the perceptions of company grade officers are more positive on each of these points may indicate that the "quality" of the various training efforts has been improving.

VI. CONCLUSIONS

This, the final chapter, is divided into two sections. The first section provides the findings of the research with regard to the specific questions enumerated earlier. The second section reviews the implications of the findings and makes recommendations for action by the Army pointing out areas which require additional investigation.

A. FINDINGS

1. To What Extent Are Officers Being Counselled?

Approximately 60% of the officers are being counselled within a six month period. For many of these officers as well as for the remaining 40% who received no counseling, there was not enough interaction with their supervisors to satisfy their needs or expectations. That only approximately 50% of the respondents were counselled on job requirements upon assumption of a new job is of particular concern because it is principally through that medium (counseling) that subordinates learn of the supervisor's expectations for the job and his definition of what constitutes a "good" and/or "acceptable" job. This definition is particularly important because it represents the standard against which the subordinates performance will be measured and evaluated.

2. What Is the Perceived Nature of Counseling?

Counseling does appear to have an unfavorable connotation. Respondents suggested that counseling most

often occurs "when something has gone wrong" or at the annual "efficiency report time." The literature points out that when discussions about performance are saved until an annual feedback session, a great deal of anxiety and even defensiveness is typically generated, and little professional growth or performance improvement may be expected. Although the respondents agreed at every opportunity that even competent subordinates need periodic counseling, there was no indication in the responses that it actually occurs. In fact numerous comments suggested that there was not sufficient time to accomplish the required counseling much less that which was "icing on the cake." It appears that positive feedback is more often the result of some spontaneous comment or gesture on the part of the supervisor, eg.; "good job," "well done," or simply a smile. The data clearly indicated that junior officers feel more positive about counseling both in their role of counselee and as counselors.

3. Are Interpersonal Skills Viewed as Important To Personal and Organizational Success?

The respondents indicated that interpersonal skills as evidenced by counseling are important to personal and organizational success. It was felt, in fact, that the two are inextricably tied. The leader uses interpersonal skills to facilitate the personal success of subordinates which leads to task and mission accomplishment. The supervisor (company commander, platoon leader, etc.) is rewarded or achieves personal success when the organization he/she

leads is successful (accomplishes its mission). As might be expected, however, those who had not experienced success which was attributable to having been a counselor or counselee, valued counseling as a leadership tool much less than did the group who had had positive experiences with it. Field grade respondents valued counseling much less than did company grade respondents. This appears to stem from the adverse connotation of counseling, a view which appears more strong among the field grade sample. Another important factor is that field grade officers both counsel and receive counseling less than the more junior officers as well as having less opportunity to observe the impact of their counseling efforts.

4. <u>To What Extent Is the Army Climate Conducive To Counseling Activities</u>?

Although the respondents indicated as previously discussed that their counseling efforts are rewarded through mission accomplishment (implicit feedback), there does not appear to be an explicit encouragement of this behavior. The respondents asserted that their supervisors did not consistently use counseling to improve job performance or to solve the personal problems of their subordinates nor did supervisors explicitly encourage the use of counseling. The data suggested two different perspectives on this issue. At company level, the interlevel relationships appear relatively strong. Counseling is viewed as desirable and does occur more often. The supervisors (company commanders)

tend to model the desired behavior and to encourage the use of counseling through implicit and explicit means (as evidenced by the responses of those whose highest level of command was platoon). At the field grade level, however, counseling was not seen as desirable due to the less positive connotation of counseling held by that group. Field grade respondents stated much more assertively that their supervisors did not routinely model or otherwise encourage counseling. This latter point would appear to reinforce the adverse connotation which may also be exacerbated by the tendency to manage by exception at higher levels in the organization. Only the "squeaky wheel" tends to get oiled.

5. Is There a "Most" Critical Level for Counseling Skills?

The data suggest that the "most" critical point is at company level, however, beyond isolating that general area, intuition and a knowledge of how organizations function must be relied upon. The lieutenant (platoon leader) is the point of interface between the officer corps and the enlisted ranks and routinely experiences the highest officer-enlisted ratio, often 30 or 40 to one. He/she must apply counseling skills daily to accomplish his/her mission. The lieutenant, however, is the youngest and least experienced member of the officer corps and because of his/her own relative newness to the military environment, requires more counseling (general information and performance feedback) than any other officer level. As the literature clearly indicated, the efforts of the individual leaders,

particularly at lower levels, are unlikely to be successful if the larger environment is not supportive of the particular behaviors exhibited, The larger environment for the platoon leader is the company. Company level organizations are the first "autonomous" units in the organizational hierarchy.

In applying these points in the organizational setting it becomes clear that the company commander, routinely a captain, is the most critical level for counseling skills. It is at this organizational level that a supportive environment must be developed. The captain implicitly and explicitly encourages this interlevel communication within his organization by establishing the appropriate policies, including the allocation of time, and must model the desired counselor behavior. The lieutenant is under the tutelage of the captain company commander, to facilitate his emotional, spiritual and professional growth and to create an environment which allows the lieutenant to behave in this same manner toward his subordinates. In this regard intense training programs at precommissioning, Officer Basic Course and Officer Advanced Course to prepare the company grade officer to meet these requirements seem in order.

6. How and Where Are Skills Gained?

The literature and the questionnaire data suggest that behavioral skills are gained through "doing." That the respondents indicated that skill development in their

experience only occurs on-the-job, suggests that the training being conducted by the Army service schools tends not to exphasize the practical application of these behavioral skills ("doing"). That the more junior respondents consistently provided more positive responses about the value of the service school imstruction in terms of both information provided and skills developed may reflect the continuing evolution of service school instruction, particularly in the behavioral skills, toward a more "experiential" format.

B. RECOMMENDATIONS FOR ARMY ACTION

Based on the foregoing findings the author suggests a two-pronged approach for improving the quality of interlevel communication within the officer corps.

1. Use the experiential training format for developing behaviorally oriented, interpersonal skills. In view of the abundance of literature and commercial training programs available extolling the benefits of the experientially based learning format and the fact that 75% of the sample used in this study and representatives of all thirteen service schools contacted acknowledged the optimality of this learning methodology, it would seem rather trite to further exhort its value here. Instead, a brief review of the forces working against the implementation of such a format might be more useful.

It appears to this investigator that the slowness of the service school system to implement an experientially based learning format must be attributed to dynamics other

than the professional maturity of the instructors or branch chiefs at the service schools. The comments received by the author indicate that the resistance to change is largely based in tradition and politics. The reasons most frequently offered included:

(a) pressure on the service schools to avoid any training activity which might be construed as a sabbatical for its attendees.

(b) that instructor resources are scarce. The service schools are unable to increase the instructor-to-student ratio as would be the requirement if a more experiential format were adopted and further that the present instructor workload inhibits efforts to implement these innovative training methodologies.

(c) that it would be more difficult to evaluate and standardize the instruction if the experiential format were being used. Also, that personnel to function as evaluators of training are a scarce resource.

(d) that it would be more difficult to coordinate the activities and logistics for small groups (10-15 officers) rather than for the large groups (100-200 officers) as is presently done. The fact that most existing facilities were constructed in support of the didactic teaching methodology also carries substantial weight in these times of shrinking resources.

Perhaps in order to demonstrate to Congress, the Department of Defense, or even senior Army officials that officer

training programs are not "sabbaticals," the service schools appear to have structured professional development programs so as to maximize physical control of the student officers and to facilitate the use of "checklist" instructional evaluation systems. These points of focus, while appearing effective and efficient, have tended to strip the officers-in-training of the responsibility for their own learning and have violated the "special trust and confidence" ethic that the Army officer corps claims to value so highly. Is it not ironic that the Army gives its junior officers (virtually all of whom hold college degrees) responsibility for the personal welfare and professional development of forty to 150 subordinates and millions of dollars worth of combat equipment, and then selects them for schooling which is explicitly structured to strip them of all responsibility except to attend activities reflected on a training schedule without regard to their particular competence or experience? While these techniques may be useful in marksmanship training or in certain administrative subjects they <u>do not</u> facilitate the development of interpersonal leadership skills.

The problem of too few instructor resources is closely tied to the issue discussed above. If the service schools were to structure developmental programs so that officers are encouraged to accept responsibility for their own learning and that of fellow members of a relatively small group, how many additional instructors would be required?

Such training methodologies are being used in the training of Air Force officers at Maxwell AFB, Alabama, and at the U.S. Army Sergeants Major Academy, Fort Bliss, Texas. In the latter case, the students, most of whom do not have college degrees, are responsible to facilitate the learning of specific skills by the other members of small groups. It is suggested that highly qualified and motivated instructional resources have been and are available, sitting in large groups in front of the podium rather than standing singly, behind it.

In regard to the third and perhaps most challenging issue, the Army has traditionally evaluated instruction rather than learning and the habit is deeply ingrained. It is often convenient to send an "inspector" who is not a subject matter expert to evaluate training. This individual's handy-dandy checklist routinely takes into account all the important considerations (acoustics, lighting, ventilation, seating arrangements, use of assistant instructors, use of training-aids) except one; did the students learn and were they able to demonstrate the desired new skills? Using the experiential format, the student receives feedback from other group members and from the designated "learning facilitator" and has opportunities to rehearse and apply new skills as needed. Learning is maximized and formal evaluation requirements are minimized.

2. Legitimize the counseling requirement at all levels by instituting a master schedule for counseling by grade or by adopting a program such as Management by Objectives (MBO) for service-wide application. In the effort to legitimize the counseling role of the leader, the Army has revised the officer evaluation system to imcorporate many of the strengths of the Management by Objectives system. Scheduled for implementation in October, 1979, the newly adopted performance appraisal program explicitly requires greater senior-subordinate interaction; specifically, the sharing of perceptions about the job and development of observable, measurable and time specific performance objectives. The possible benefits of such a program as related to the findings of this study are listed below. Whether or not these benefits are realized will depend in large measure on how the program is implemented.

(a) The quality and frequency of inter-level communications will be more consistent with the perceived need of the officers, as counselees, and the interlevel dialogue will begin upon assumption of a particular job.

(b) Explicit performance feedback will be communicated at regular intervals in time, more often than annually or when something has gone wrong.

(c) The perceived nature of counseling may be expected to become more positive as it is used at times other than "when something has gone wrong" or annually.

(d) That all levels of the officer corps will participate is likely to cause the more senior officers to value the skills more highly. This is also true because those involved are likely, based on the literature, to experience some additional satisfaction from it. When all levels are involved in such a program, each level tends to be more supportive of the required behaviors.

Additional investigation of the perceived value and usefulness of interpersonal leadership skills is important over the next three to five years as the Army attempts to align its professional development and performance appraisal programs to facilitate increased interlevel communication. A study, similar in focus to this effort, is recommended using a broader, more representative sample and including the three demographically different groups, company grade, field grade and general officer, rather than the two used in this study. It is also suggested that the reliance on recall be minimized by selecting the sample predominately from officers currently in operational rather than school assignments.

APPENDIX A

Survey Results: Response Distribution and Representative Subjective Responses

This section provides for a review of all questionnaire items and the distribution of responses to them by major subsample. The questionnaire is comprised of two parts. Part I, the general inquiry, consisting of 28 questions in three different formats, and Part II, demographics, consisting of 14 questions.

PART I

1. In the last six months of your most recent operational (non-student) assignment how many times were you counselled by your immediate supervisor (rater) on how well you were doing your job?

	Company Grade		Field Grade		Combined	
	#	%	#	%	#	%
a. None	51	31.1	67	46.5	118	38.3
b. Once	43	26.2	37	25.7	80	26.0
c. Twice	34	20.7	18	12.5	52	16.9
d. Three or more	36	22.0	22	15.3	58	18.8

2. Were you counselled by your rater on job requirements soon after you assumed your most recent operational assignment?

	Company Grade		Field Grade		Combined	
	#	%	#	%	#	%
a. Yes	86	52.1	71	49.3	157	50.8
b. No	79	47.9	73	50.7	152	49.2

3. Would you like more discussion with your rater on your performance?

	Company Grade		Field Grade		Combined	
	#	%	#	%	#	%
a. Yes	123	75.0	81	55.9	204	66.0
b. No	27	16.5	47	32.4	74	23.9
c. Uncertain	14	8.5	17	11.7	31	10.0

4. Based upon your experience, in what situations does counseling <u>most</u> <u>often</u> occur within the officer corps (select only one response)?

a. Efficiency report (OER) time
b. Regularly scheduled times during the rating period
c. When something has gone wrong (to solve problems)
d. To acknowledge reinforce outstanding (better than expected) performance (to reward performance)
e. To acknowledge/punish unsatisfactory performance (reprimand)
f. Other (specify)

	Company Grade		Field Grade		Combined	
	#	%	#	%	#	%
a.	72	44.2	57	40.7	129	42.6
b.	2	1.2	2	1.4	4	1.3
c.	70	42.9	59	42.1	129	42.6
d.	4	2.5	2	1.4	6	2.0
e.	13	8.0	14	10.0	27	8.9
f.	2	1.2	5	3.6	7	2.3

<u>DIRECTIONS</u>: Indicate the extent of your agreement or disagreement with statements 5 through 22 by entering the appropriate number from the reference scale in the space provided to the left of each statement.

strongly disagree	moderately disagree	somewhat disagree	uncertain	somewhat agree	moderately agree	strongly agree
1	2	3	4	5	6	7

5. Counseling does not have to be formal; it may be done informally, eg.; telling someone in the motorpool he did a good job or to get a haircut.

6. There is no such thing as informal counseling, all counseling is formal regardless of location, time required or content of the session.

7. Telling someone to get a haircut is not counseling but is an on-the-spot correction for unsatisfactory appearance.

8. Doing things that accomplish the task/mission will increase my chances of promotion more than spending time in "developing" my subordinates.

9. Technical skills are more important than "interpersonal" skills in enhancing my chances for promotion.

10. An officer can be an effective military leader without developing counseling ability.

11. The counseling I have received from my immediate supervisor has helped me to improve my work performance (if you have not been counselled, enter "NA").

strongly disagree	moderately disagree	somewhat disagree	uncertain	somewhat agree	moderately agree	strongly agree
1	2	3	4	5	6	7

12. Leaders/supervisors are rewarded for their counseling efforts.

13. I feel that I have gained much useful information about counseling as a result of attendance at service schools.

14. I feel that the counseling skills I possess were developed during my attendance at service schools because of the instruction I received.

15. It is more important to be familiar with counseling referral agencies (career, alcohol and drug, financial counselors, etc.) than to develop my counseling skills.

16. I possess the necessary skills to counsel effectively.

17. Department of the Army should establish a scheduled time for performance counseling by grade to ensure that it happens, eg.; 2Lt. - monthly, 1Lt. - quarterly, Cpt./ Maj. - semi-annually, etc.

18. Competent officers do not need to be counselled.

19. The supervisors I have worked for have consistently utilized counseling as a tool to improve the job performance of their subordinates.

20. Most officers I know possess the necessary skills to counsel effectively.

21. The supervisors I have worked for have consistently utilized counseling as a tool to solve the personal problems of their subordinates.

22. The supervisors I have worked for encouraged the use of counseling by establishing it as a priority task to be accomplished by their subordinate leaders.

Responses to questionnaire items 5-22, by subsample, Grade:

strongly disagree	moderately disagree	somewhat disagree	uncertain	somewhat agree	moderately agree	strongly agree
1	2	3	4	5	6	7

Qtns.		Company Grade			Field Grade			ANOVA	
		N	Mean	SD	N	Mean	SD	F	Signif.
5.	Counseling not formal	165	6.34	1.40	145	6.24	1.29	0.396	.5294
6.	Counseling not informal	165	1.93	1.52	145	1.66	1.26	2.852	.0923
7.	On-the-spot correction	165	4.87	1.86	145	4.77	2.14	0.168	.6818
8.	Mission vs. developing sub.	165	3.96	1.92	144	3.93	2.07	0.021	.8845
9.	Tech. vs. interpersonal skills	165	3.11	1.73	145	3.11	1.76	0.000	.9916
10.	Effective w/o counseling skills	163	2.49	1.66	143	2.79	1.81	2.270	.1330
11.	Counseling helped me	136	5.17	1.58	114**	4.62	1.85	6.489	.0115*
12.	Counselors are rewarded	162	5.27	1.67	143	4.65	2.08	8.491	.0038*
13.	Info. at service schools	163	4.76	1.42	143	3.78	1.83	27.750	.0001*
14.	Skills at service schools	164	3.74	1.60	144	2.89	1.67	20.612	.0001*
15.	Referral knowledge	164	2.56	1.37	143	2.30	1.36	2.600	.1079
16.	I possess skills	165	5.38	1.35	143	5.37	1.36	0.012	.9117
17.	D.A. should schedule	165	3.61	2.07	144	2.87	2.11	9.509	.0022*
18.	Competent officers do not need	165	1.95	1.38	144	2.24	1.57	2.875	.0910
19.	Counseling for performance	165	3.19	1.77	145	2.64	1.62	8.108	.0047*
20.	Others possess skills	165	4.16	1.36	145	3.46	1.48	18.852	.0001*
21.	Counseling for pers. problems	164	3.81	1.75	144	3.15	1.54	12.251	.0005*
22.	Counseling is encouraged	162	3.99	1.80	142	2.83	1.72	32.702	.0001*

* Indicated only for those items for which the difference in the means approximated or exceeded the .01 level of significance.

** Many claimed never to have been counselled.

Responses to questionnaire items 5-22, by subsample, Source of Commission:

strongly disagree	moderately disagree	somewhat disagree	uncertain	somewhat agree	moderately agree	strongly agree
1	2	3	4	5	6	7

Qtns.		OCS #	OCS Mean	ROTC #	ROTC Mean	USMA #	USMA Mean	ANOVA F	ANOVA Signif.
5.	Counseling not formal	66	6.37	162	6.26	73	6.34	0.192	.8254
6.	Counseling not informal	66	1.62	162	1.80	73	1.91	0.826	.4387
7.	On-the-spot correction	66	4.60	162	4.84	73	5.01	0.742	.4771
8.	Mission vs. developing sub.	66	3.59	161	3.96	73	4.23	1.823	.1633
9.	Tech. vs. interpersonal skills	66	2.98	162	3.10	73	3.31	0.661	.5171
10.	Effective w/o counseling skills	66	2.87	160	2.46	71	2.73	1.553	.2133
11.**	Counseling helped me	48	4.81	131	4.96	64	4.92	0.145	.8652
12.	Counselors are rewarded	66	4.90	160	5.18	70	4.70	1.762	.1736
13.	Info. at service schools	66	3.84	159	4.44	72	4.40	3.148	.0444
14.	Skills at service schools	66	2.95	160	3.37	73	3.56	2.443	.0886
15.	Referral knowledge	65	2.33	161	2.44	72	2.52	0.321	.7254
16.	I possess skills	65	5.33	161	5.39	73	5.52	0.355	.7011
17.	D.A. should schedule	66	3.48	161	3.21	73	3.10	0.586	.5573
18.	Competent officers do not need	66	1.95	161	2.13	73	2.06	0.362	.6968
19.	Counseling for performance	66	2.43	162	3.11	73	2.98	3.697	.0259
20.	Others possess skills	66	3.45	162	3.92	73	3.97	2.906	.0563
21.	Counseling for pers. problems	66	2.80	160	3.76	73	3.60	8.077	.0004*
22.	Counseling is encouraged	65	2.89	159	3.71	71	3.43	4.566	.0112*

* Indicated only for those items for which the difference in the means approximated or exceeded the .01 level of significance.

** Fewer respondents in all categories reflects that many claimed they had never been counselled.

Responses to questionnaire items 5-22 by subsample, Major Field of Education:

strongly disagree	moderately disagree	somewhat disagree	uncertain	somewhat agree	moderately agree	strongly agree
1	2	3	4	5	6	7

Qtns.	Behavioral		Humanities		USMA		Sciences		Business		ANOVA	
	#	Mean	#	Mean	#	Mean	#	Mean	#	Mean	F	Sign.
5. Counseling not formal	51	6.07	69	6.37	71	6.25	32	6.40	73	6.47	0.627	.6789
6. Counseling not informal	51	1.64	69	1.84	71	2.01	32	1.40	73	1.93	1.109	.3556
7. On-the-spot correction	51	5.01	69	4.69	71	4.98	32	4.75	73	4.65	0.592	.7065
8. Mission vs. developing sub.	51	4.01	69	3.56	71	4.23	32	3.78	72	3.88	1.042	.3934
9. Tech. vs. interpersonal skills	51	3.35	69	2.94	71	3.25	32	2.68	73	3.06	1.025	.4031
10. Effective w/o counseling skills	50	2.38	68	2.25	69	2.76	32	2.53	73	3.09	2.035	.0739
11.* Counseling helped me	41	5.19	56	4.66	61	4.85	24	5.41	56	4.89	1.167	.3262
12. Counselors are rewarded	50	5.14	69	5.15	69	4.68	31	5.51	72.	4.76	1.450	.2063
13. Info. at service schools	49	4.32	68	4.35	70	4.44	32	4.62	73	4.04	0.869	.5024
14. Skills at service schools	50	3.24	68	3.45	71	3.57	32	3.34	73	3.06	1.259	.2816
15. Referral knowledge	50	2.26	69	2.21	70	2.60	32	2.31	72	2.52	1.572	.1678
16. I possess skills	50	5.70	69	5.34	71	5.36	32	5.56	72	5.26	2.063	.0701
17. D.A. should schedule	50	3.64	69	3.07	71	3.09	32	3.06	73	3.30	0.785	.5609
18. Competent officers do not need	50	1.90	69	2.34	71	2.09	32	1.87	73	1.87	1.151	.3338

Responses by Major Field of Education (continued):

strongly disagree	moderately disagree	somewhat disagree	uncertain	somewhat agree	moderately agree	strongly agree
1	2	3	4	5	6	7

Qtns.		Behavioral #	Behavioral Mean	Humanities #	Humanities Mean	USMA #	USMA Mean	Sciences #	Sciences Mean	Business #	Business Mean	ANOVA F	ANOVA Sign.
19.	Counseling for performance	51	2.96	69	2.82	71	2.97	32	3.59	73	2.80	1.677	.1401
20.	Others possess skills	51	3.88	69	3.71	71	3.98	32	4.06	73	3.65	1.084	.3695
21.	Counseling for pers. problems	50	3.38	68	3.51	71	3.63	32	3.87	73	3.35	1.404	.2226
22.	Counseling is encouraged	50	3.50	68	3.64	69	3.49	32	3.68	71	3.14	.792	.5564

* Fewer respondents in all categories reflects that many claimed they had never been counselled.

ANOVA results when responses to questions 5-15 and 18 were aggregated by subsample; Grade, Source of Commission (SOURCCOM), and Major Field of Education (MAJFLDED).*

By Grade	Company Grade (Grand Mean)	Field Grade (Grand Mean)				ANOVA F	ANOVA Sign.
	5.22	4.94				1.097	.0003
By SOURCCOM	OCS (Grand Mean)	ROTC (Grand Mean)	USMA (Grand Mean)				
	5.07	5.13	5.03			.048	.5576
By MAJFLDED	Behavioral (Grand Mean)	Humanities (Grand Mean)	USMA (Grand Mean)	Sciences (Grand Mean)	Business (Grand Mean)		
	5.12	5.16	5.01	5.34	5.01	.1472	.1195

* For this analysis the distribution of responses to items 6, 8, 9, 10, 15, and 18 were reversed so that higher responses uniformly indicated more supportive or favorable attitudes toward counseling and interpersonal skills.

23. In your opinion, at what levels should counseling be taught (you may check more than one response)?

a. Precommissioning (ROTC, OCS, USMA)
b. Officer Basic Course
c. Officer Advance Course
d. Command & General Staff College
e. Counseling should not be taught in the military school system

	Company Grade		Field Grade		Combined	
	#	%	#	%	#	%
a.	146	88.5	124	85.5	270	87.1
b.	151	91.5	143	98.6	294	94.8
c.	134	81.2	134	92.4	268	86.5
d.	98	59.4	107	73.8	205	66.1
e.	4	2.4	2	1.4	6	1.9

24. What level of mastery of counseling skills should be achieved at the schools you selected above (if you selected "e" above, enter "NA")?

a. No mastery, just provide information about counseling, its uses and techniques. The student can read about the subject on his own time and counsel at his/her discretion on the job.
b. Students should demonstrate their understanding on a written examination.
c. Students should demonstrate their understanding through a practical application, eg.; role playing.
d. Other (specify)

	Company Grade		Field Grade		Combined	
	#	%	#	%	#	%
a.	38	23.7	34	24.8	72	24.2
b.	13	8.1	10	7.3	23	7.7
c.	103	64.4	86	62.8	189	63.6
d.	6	3.7	6	4.4	12	4.0

25. Is there a particular rank (grade) for which counseling skills are most critical to the individual officer in dealing effectively with subordinates (select only one response)?

	Company Grade		Field Grade		Combined	
	#	%	#	%	#	%
a. 01	38	23.7	8	5.6	46	15.2
b. 02	3	1.9	0	0	3	1.0
c. 03	48	30.0	39	27.3	87	28.7
d. 04/05	1	.6	14	9.7	15	5.0
e. 06	0	0.0	0	0.0	0	0.0
f. 07-10	1	.6	0	0.0	1	.3
g. There is no "most" critical	69	43.1	82	57.3	151	49.8

INSTRUCTIONS: Use the following reference scale for questions 26 through 28.

none	very little extent	a little extent	a moderate extent	a great extent	very great extent	maximum extent
1	2	3	4	5	6	7

26. To what extent do you feel that the counseling skills you possess were gained as a result of (respond in all spaces)?

a. On-the-job experience in the military
b. The military educational system
c. Pre-military education
d. Pre-military job experience
e. Other (specify)

	Company Grade		Field Grade		ANOVA	
	Mean	SD	Mean	SD	F	Sign.*
a.	5.60	1.25	5.40	1.28	1.843	—
b.	3.70	1.30	3.31	1.31	6.506	.0112
c.	3.06	1.58	3.11	1.71	.091	—
d.	2.49	1.64	2.49	1.63	.000	—
e.	4.76	2.27	4.77	2.09	.000	—

27. I have not been counselled often because (respond in all spaces):

a. My supervisors believe that counseling is too time consuming.
b. My supervisors don't know how to counsel effectively.
c. My supervisors obviously believed that I did not need to be counselled.
d. My supervisors appear to believe that counseling officers for substandard performance does not produce results in terms of improved performance.
e. Other (specify)

	Company Grade		Field Grade		ANOVA	
	Mean	SD	Mean	SD	F	Sign.*
a.	3.00	1.55	2.91	1.60	0.195	—
b.	3.16	1.76	3.60	1.76	4.573	—
c.	4.19	1.72	4.48	1.73	1.983	—
d.	2.41	1.48	2.42	1.46	.009	—
e.	5.22	1.57	4.70	2.39	.775	—

* For items 26-28, significance is indicated only for items in which the difference of the means approached the .01 level.

none	little extent	a little extent	a moderate extent	a great extent	very great extent	maximum extent
1	2	3	4	5	6	7

28. At times I have not counselled my subordinates because (respond in all spaces):
    a. Counseling requires too much time.
    b. I am unsure of my ability to be an effective counselor.
    c. I do not have an adequate understanding of counseling or counseling skills.
    d. Competent subordinates do not need to be counselled.
    e. Counseling efforts do not help poor performers to improve their work performance.
    f. Other (specify)

	Company Grade		Field Grade		ANOVA	
	Mean	SD	Mean	SD	F	Sign.*
a.	3.02	1.70	2.32	1.38	14.533	.001
b.	2.07	1.27	2.30	1.51	1.936	—
c.	1.82	1.00	2.13	1.32	4.860	—
d.	2.50	1.58	2.76	1.68	1.838	—
e.	1.86	1.14	1.80	1.09	.153	—
f.	4.93	1.66	5.00	2.16	.010	—

PART II. Demographics

1. Grade:

	#	%
Lt.	96	31.00
Cpt.	69	22.30
Maj.	138	44.50
LTC	7	2.30

2. Years in grade (mean):

Lt.	1.95
Cpt.	2.43
Maj.	2.48
LTC	1.66

3. Years commissioned service (mean):

Lt.	3.97
Cpt.	6.14
Maj.	12.72
LTC	16.00

4. Years enlisted service (mean):

Lt.	2.6	(23)
Cpt.	3.8	(11)
Maj.	2.7	(62)
LTC	2.0	(2)

() Number having enlisted service

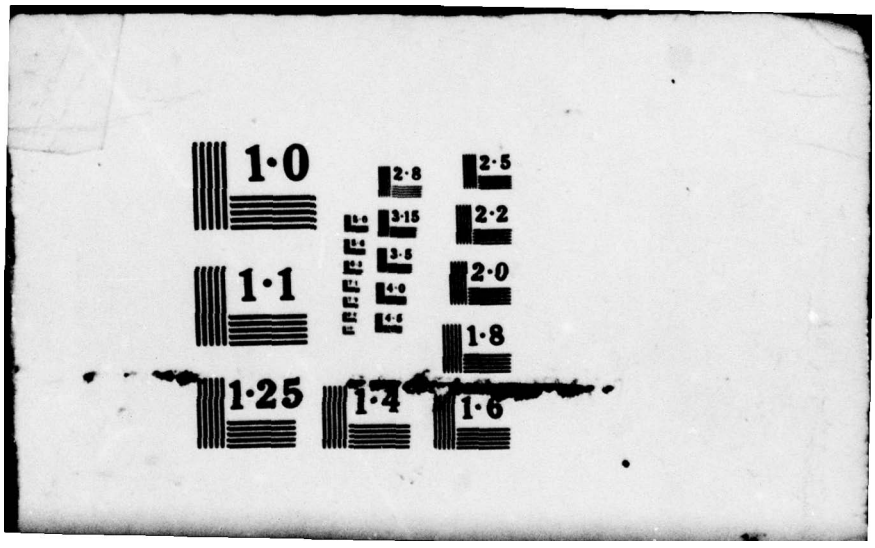
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5. Sex: Male 310
Female 0

6. Age, years (mean):

Lt.	26.10
Cpt.	28.60
Maj.	35.10
LTC	38.80
Company Grade	27.22
Field Grade	35.29

7. Source of Commission:

	Company Grade		Field Grade		% of Sample
	#	%	#	%	
OCS	13	8.0	53	36.6	21.4
ROTC	97	59.5	65	44.8	52.6
USMA	52	31.9	21	14.5	23.7
Direct	0	0.0	6	4.1	1.9
Other	0	0.0	0	0.0	0.0

(Three company grade respondents did not answer this item.)

8. My highest civilian education is:

	Company Grade		Field Grade		Combined	
	#	%	#	%	#	%
a. High School GED	2	1.20	0	0.0	2	.6
b. Some college	7	4.20	0	0.0	7	2.3
c. Bachelors	142	86.10	35	24.1	177	57.1
d. Masters	13	7.90	101	69.7	114	36.8
e. Doctorate	1	.06	9	6.2	10	3.2

9. Indicate your primary and secondary Officer Personnel Management System (OPMS) specialty (if awarded or tentatively identified):

Code	Title	Primary		Secondary	
		IOAC	CGSC	IOAC	CGSC
11	Infantry	15	19	0	0
12	Armor	7	5	0	0
13	Field Artillery	2	14	0	0
14	Air Defense Artillery	0	7	0	0
15	Aviation	3	12	8	7
21	Engineer	0	8	0	0
25	Combat Communications-Electronics	0	10	0	1
26	Fixed Telecommunications Systems	0	1	0	0
27	Communications-Electronics Engineering	0	0	0	4
28	Instructional Technology and Mgmt.	0	0	0	4
31	Law Enforcement	1	3	1	0
35	Tactical Strategic Intelligence	0	8	1	2
36	Counterintelligence HUMINT	0	2	0	3
37	Electronic Warfare Cryptology	0	1	0	2
41	Personnel Management	0	3	10	27
42	Personnel Adminstration and Administrative Management	0	1	0	4
45	Comptroller	1	0	3	5
46	Public Affairs	0	0	0	2
48	Foreign Area Officer	0	0	6	8
49	Operations Research Systems Analysis	0	0	4	6
51	Research and Development	0	0	5	7
52	Atomic Energy	0	0	0	4
53	Automatic Data Processing	0	2	0	1
54	Operations and Force Development	0	0	0	10
55		0	2	0	0
60		0	0	0	1
61		0	1	0	0
67		0	1	0	0
68		0	0	0	1
71	Aviation Material Management	0	2	0	0
72	Communication Electronics Materiel	0	2	0	1
74	Chemical	0	1	0	0
75	Munitions Materiel Management	0	2	0	0
77	Tank Ground Mobility Materiel Mgmt.	0	0	2	0
82	Food Management	0	1	0	3
87	Marine & Terminal Operations	0	1	0	0
91	Maintenance Management	0	3	3	3
92	Supply Management	0	6	4	5
95	Transportation Management	0	3	0	1
97	Procurement	0	0	0	6
	Unassigned	-	-	119	-
	Not Given	-	12	-	15

10. What levels of command (or equivalent) have you held for a period of one year or longer (check all applicable spaces)?

a. None
b. Platoon (specify type)
c. Company Detachment (specify type)
d. Battalion (specify type)
e. Other command position (specify type)

	Company Grade		Field Grade		Combined
	#	%	#	%	%
a.	6	3.7	11*	7.6	5.6
b.	82	50.6	5	3.5	28.4
c.	74	45.7	123	85.4	64.4
d.	0	0.0	2	1.4	.7
e.	0	0.0	3	2.1	1.0

(The responses depicted reflect only the highest level of command held by each respondent. Three company grade and one field grade officer did not respond to this item.)

* CGSC includes professional personnel (doctors, lawyers, etc.) whose opportunities for "command" are limited.

11. What types of staff positions have you held for a period of one year or longer (check all applicable spaces)?

a. I have not held a staff position.
b. Staff position in which I did not supervise or rate (write evaluations on) subordinates.
c. Staff position in which I supervised but did not rate subordinates.
d. Staff position with one to three subordinates reporting directly to me (I had rating responsibility).
e. Staff position with four or more subordinates reporting directly to me (I had rating responsibility).

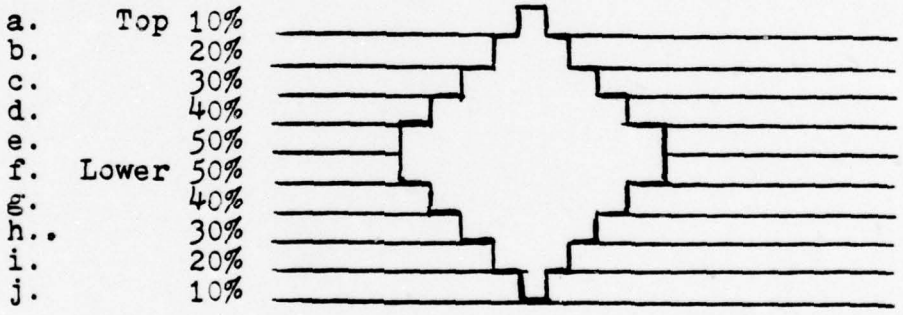
	Company Grade		Field Grade		Combined
	#	%	#	%	%
a.	60	38.5	5	3.5	21.7
b.	3	1.9	7	4.9	3.3
c.	7	4.5	9	6.3	5.3
d.	42	26.9	28	19.4	23.3
e.	44	28.2	95	66.0	46.3

(The responses depicted indicated only the highest staff position held by respondents. Nine company grade and one field grade officer did not respond to this item.)

12. Your professional intentions:
    a. I plan to get out before 20 years of service.
    b. I plan to stay for 20 years (minimum retirement).
    c. I plan to remain for 30 years if I can (maximum retirement).
    d. It depends on the new payment options (vesting) being considered for the services.
    e. Other (specify)

	Company Grade		Field Grade		Combined	
	#	%	#	%	#	%
a.	21	13.1	1	.7	22	7.3
b.	51	31.9	66	46.2	117	38.6
c.	37	23.1	34	23.8	71	23.4
d.	15	9.4	19	13.3	34	11.2
e.	36	22.5	23	16.1	59	19.5

13. Where do you think you stand in your year group? Place yourself in the distribution below and circle the appropriate letter.



	Company Grade		Field Grade		Combined		Cum.
	#	%	#	%	#	%	
a.	35	21.2	43	29.7	43	25.2	25.2
b.	60	36.4	53	36.6	113	36.5	61.7
c.	4	2.4	30	20.7	34	11.0	72.7
d.	40	24.2	14	9.7	54	17.4	90.1
e.	1	.6	0	0.0	1	.3	90.4
f.	17	10.3	4	2.8	21	6,8	97.2
g.	0	0.0	0	0.0	0	0.0	97.2
h.	6	3.6	0	0.0	6	1.9	99.1
i.	1	.6	0	0.0	1	.3	*99.4
j.	0	0.0	0	0.0	0	0.0	*99.4

The mean company grade response is 29.7%. The mean field grade response is 22%. The difference in these means is significant to the .0001 level.

* .6 and 2.1 respectively represented missing responses for questions 12 and 13.

14. If a promotion board were meeting today, where do you think they would place you in the distribution above? Enter the appropriate letter in the space provided below.

	Company Grade		Field Grade		Combined		Cum.
	#	%	#	%	#	%	
a.	31	18.8	31	21.4	62	20.0	20.0
b.	52	31.5	58	40.0	110	35.5	55.5
c.	7	4.2	28	19.3	35	11.3	66.8
d.	45	27.3	20	13.8	65	21.0	87.8
e.	1	.6	2	1.4	3	1.0	88.8
f.	17	10.3	3	2.1	20	6.5	95.3
g.	0	0.0	0	0.0	0	0.0	95.3
h.	4	2.4	1	.7	5	1.6	96.9
i.	3	1.8	0	0.0	3	1.0	97.9
j.	0	0.0	0	0.0	0	0.0	97.9

The mean company grade response is 30.4%. The mean field grade response is 23.9%. The difference between the means is significant to the .001 level.

Representative Subjective Responses

2. The 143 responses ranged from 1 to 6 weeks. The mean time for counseling upon assumption of duties was 1.4 weeks. The mode was 1 (indicating that counseling took place during the first week in the new job).

3. Company Grade:

"To insure my perception of his priorities is accurate."

"To crystalize duties and responsibilities assigned, including standards and goals."

"Provide feedback on how well I am accomplishing the mission as perceived by the commander."

"To know where the perceived problems are so that I can work on them."

"Helps you see your weaknesses and strengths."

"It's always good to know where you stand."

"I would like to know if my boss thinks I am doing something poorly and how I should correct it."

"It would be easier to identify weak areas and then improve with an outside opinion."

"My experience indicates that I have been counselled when necessary, absence of counseling indicates approval of actions."

"Because the responsibilities of a particular job can be researched with little difficulty, but those things that your rater believes should be emphasized should be pointed out through counseling."

"If the rater does not tell me what he expects of me then, he may be rating me on items I am unaware of."

"Because of his longer range of experience, I may be able to avoid some of the more common mistakes associated with any job."

Field Grade:

"To better understand what my duties are."

"So I can improve upon any faults; fully understand his goals, objectives, and desires pertaining to my duties, performance, etc."

"Remove reduce uncertainties."

"To get a better feel for how well or how poorly I'm doing my job as he perceives it."

"More personal security."

"To fully explain job responsibilities and commander's expectations."

"Guidance!"

"To find out what he supervisor expects."

"To understand his priorities, methods, and most important his view opinion on my performance shortfalls."

"Satisfaction from knowing my work is recognized and to ensure I'm pleasing the boss (ie., meeting requirements)."

"To clarify objectives so I can modify the focus of my efforts."

"I think counseling is only required when performance lags. Informal 'pats on the back' are sufficient for good performance."

"I feel I'm mature enough to discuss my performance on my terms (ie., when I'm in doubt or need guidance)."

"I would like to see every officer in the Army receive an informative DA PAM on How to Counsel, How to be Counselled, What You Should Ask and What You Should Cover. Ie., let's get it 'nailed' down before the new OER hits the streets."

"Generally speaking, one can sense whether he is doing a good job, or whether one's performance is mediocre."

12. Company Grade:

"With improved performance by subordinates."

"If you demonstrate interest in subordinates, they will be more interested in doing a better job for you."

"By seeing improved performance in individuals and ultimately unit umprovement."

"Increased unit effectiveness through subordinates becoming more efficient and competent."

"Improved performance of subordinates and better teamwork."

"Troop soldier improves."

"Improved job performance."

"Soldiers officers can accomplish what you want when they know what is required. Personnel who know how well or how poorly they are doing are able to operate more efficiently."

"Effective counseling will improve job performance and a job well done is a reward."

"The only reward is personal satisfaction when the counseling is taken to heart by the counselee ."

"Counselled people usually improve, if they don't counseling provides the basis for their elimination."

"Rewarded in terms of their feelings of how to command. The 'system' does not reward counseling efforts since the results cannot readily be converted to some statistic."

Field Grade:

"Better performance by subordinates; more motivated subordinates."

"More subordinate participation."

"Through better involvement by the subordinates in the unit activities. Gives subordinate a sense that his work counts and thus he will work better."

"Improved performance-or mutual confidence is developed."

"Improved subordinate relationships, promoting personnel professional growth."

"Through improved unit performance and mission accomplishment."

"By better performance/increased personal involvement/ development of respect."

"More feedback, better opportunity to learn about job requirements."

"OER!"

"Respect and loyalty from subordinates; resultant 'team' does better job; open communication."

"It counseling was not recognized by the senior officers I have worked for as a necessary skill."

"By establishing greater trust and rapport."

24d. Company Grade:

"Practical application relating to real situations, ie., debts, marital problems, absenteeism, etc."

"Students should receive formal instruction and then discuss the subject throughly."

"Use programmed text and conference format."

Field Grade:

"Reinforced instruction and working seminars."

"Mastery, but not tested."

"A good set of references with some short, varied, case histories as examples."

26e. Company Grade:

"Learned from subordinate leaders in same unit."

"Civilian management schooling."

Field Grade:

"College education under degree completion-as an 03."

"Athletics."

"MBA, graduate school ."

"College."

"Common sense."

"Peer group discussions."

"Graduate Degree (MA)."

"Civil schooling while in the military."

"Civil education while on active duty."

"Discussions with others in similar positions."

"Civilian management courses."

"Personal desire/study."

27d. Company Grade:

"Some of my supervisors felt that officers should not be counselled."

"It is hard to make the time to counsel until it is necessary."

"Whenever I asked, I was told I was doing a good job and not to worry."

"Officers are geared to counsel EM, but forget to counsel officers."

"They my supervisors are afraid to [counsel] or are self-conscious about it and don't appear to understand how it can be employed positively."

"Professional criticism is often taken personally; as a put-down."

"He didn't care about my professional development."

Field Grade:

"It is often uncomfortable for supervisors to counsel. Subordinates could challenge their pronouncements."

"There is often apprehension concerning personal confrontation between supervisor and subordinate."

"OER scores express rater's perception."

"They fear (are uncomfortable with) counseling-'The next guy will get him.'"

"Supervisors are uncomfortable with telling subordinates how they are doing."

"My supervisors never really had counseling stressed/taught. It just happened and now everyone is supposed to be instantly an expert. My supervisors have just not known how to counsel effectively."

"They, themselves, were never effectively counselled and are just repeating the system."

28f. Company Grade:

"Counseling competent individuals frightens them."

"At times an individual understands the situation and will react to it better if left to accomplish tasks alone."

"Will the man [counselee] react personally or professionally."

"Time, but mainly an attitude to allow it [counseling] to slide."

Field Grade:

"Found counseling requires facts - sometimes you only have observations, not facts."

"Maximum counseling for poor performers."

"On-the-spot task oriented comments, while not formal counseling, are adequate."

"Counseling is difficult and stressful."

"I did not take the time or set the priority for counseling."

General Remarks

Company Grade:

"A large problem with counseling is the negative connotation attached to it. Leaders must be taught that it is a tool, not necessarily a weapon. The need for formal counseling should not be emphasized as much as it is. I would estimate that 75% of all counseling conducted in the army is informal (and effective)."

"Leaders should schedule counseling if only to ensure that the time for it and the individuals are available. Also, more positive (or reinforcing) counseling should be accomplished."

"Counseling is the most neglected subject in the field and in the service schools; especially as it applies to the counseling of officers."

"An understanding of counseling skills and how to deal with various situations was greatly improved while attending the Infantry Officer Advance Course."

"Counseling is used sometimes as an excuse to not exert forceful leadership and require an individual to perform. Too many times I hear, 'But he was counseled,' meaning that because an individual was counseled, no direct follow-up supervision was made. In this light I believe that too much is made of counseling and not enough emphasis is placed on aggressive leadership and effective supervision."

"Emphasis is needed for male-female counseling since females are here to stay. A lot of officers are unprepared to counsel them ref. pregnancy, personal hygiene, etc."

"Counseling is extremely important at all levels of leadership. I feel that all leadership ranks, especially E-5 thru O-3 should be masters of counseling. However, this mastery is gained by experience. E-5, E-6 and 2Lt./1Lt. should be given special professional classes by the Co. Cdr. on the art of counseling. When I did this, it paid benefits."

"More time needs to be spent on leadership - not instructing it, but doing it. It seems bizarre to send a Cpt. to a school to learn how to lead when he could remain with his unit and put what he already knows to practice."

"We are afraid of failure. Anything that is acceptable is okay. A comment contrary to performance is considered personal and an embarassment. The CO is the commander and counseling for teamwork and development is saying there is a problem when none should exist."

"A seminar held with 2 Colonels during this special Leadership Seminar Classes showed me (reinforced) that many if not most senior officers do not understand this real purpose and positive nature counseling can take. Until they truely understand the capabilities of counseling the training being given in the Basic and Advanced Courses are being contradicted at the unit level. Senior commanders pay lip service and require counseling of subordinate commanders but do not use it themselves."

"Point one - an individual should know when he is counselled by his superior! Either positive or negative! The superior and subordinate should underline when and how counseling will be conducted and distinguishing between verbal working rapport and counseling."

"It is very necessary and can not be over emphasized."

"The army can only teach a little in the area of counseling. To a large extent counseling is a derivative of an individual's personality which is already developed before he/she enters the service."

"Besides the counseling for the reason of improving duty performance, counseling is also necessary as an ego builder to let someone know that he is doing a good job and provide him with info as to what his potential may be."

"The Army is drastically lacking in the area of counseling. Officers do not take the time and cannot relate to their troops. Counseling for 'mistakes' is rampant. Subordinate leaders (junior NCO's) are extremely weak on counseling techniques."

"I ask my company commander to counsel me formally more than twice; however, he never got around to do it. Subsequently I received a below average OER for which I didn't deserve."

"I believe counseling is a necessity in order to get your unit and subordinates to correct mistakes if any and to let them know what you think of their present job performance. Also you come to learn about each other."

"The biggest problem is just getting supervisors to correct poor performance through good old fashioned ass-chewing - Then we can start thinking about 'school book' counseling!!"

Field Grade:

"Competent people need very little counseling."

"Communication feedback on specific matters, plus OER counseling for average to high performers is adequate. Good/better relations should include monthly/quarterly 'discussions' discretely channelled by rater views provided thru an endorser. Keep the rater-ratee relationship from becoming king-subject."

"Should definitely be done on an as required basis - prescheduling is counter productive and not necessary."

"I think counseling is useful, necessary and should be mandatory."

"In my year group I have not received any formal counseling trng. On the job and outside education gave me my background."

"Counseling training should begin prior to commissioning. Counseling training should be offered in all service schools, ie., basic - advanced course - CGSC. Requiring counseling to be conducted on a schedule will only make it a mechanical exercise. It should be continuous and officer and NCO should be trained in counseling skills and then have the courage to counsel those individuals <u>who need it when they need it</u>!"

"I have seen an officer who was very ineffective in counseling, leadership and most anything else who would send 'poison pen' letters to subordinates. This was the 'style' of counseling this individual used. His results ...very poor. Everyone hated him and the ground he walked on."

"From my experience counseling is largely a natural ability that can be improved by practice - it is <u>not</u> a classroom subject - especially not military classroom."

"As with other programs, counseling was given lip service for many years. Training of younger officers will eventually improve the system, but senior officers, field grade and up, are victims of the 'lip service' end. They do not effectively counsel."

"Few people feel comfortable dealing with interpersonal relations."

"I believe there is no such thing as a 'cook-book' approach to counseling. It is situationally dependent upon reasons purpose, people involved, experience levels, and urgency hazards of situation. Basically it requires common sense, ability to communicate, and an interest in people."

"Give people the opportunity to experience counseling instructions, then allow people to use their common sense and do the best job they can. Yes, there will be some bad counselors, but at least they will have the opportunity to try. Those that fail should not be commanders but may still benefit for some job without counseling requirements."

"Counseling has given me personal satisfaction. I want to be patted on the back for those things I do well, and expect to be counselled for both good and bad. Unfortunately, the Army system does not adequately compensate for jobs well done, but more than amply takes care of those which do not."

APPENDIX B

List of Educational Specialties

The respondents were assigned to educational orientation subsamples based upon their response to,"Indicate your major field of study." Using these data, ANOVA were then computed on items 5-22 of the questionnaire. USMA was considered a separate orientation.

Behavioral

Psychology
Sociology
Personnel Management
Education (Primary and Secondary)
Organizational Behavior
Behavioral Science
Human Relations
Human Resource Management

Business

General Management
Business Administration
Business Management
Accounting
Finance

Humanities

Liberal Arts
Political Science
History
International Relations
National Security Affairs
Language
Literature
Journalism

Science/Technical (called Science)

Engineering
Aerospace Engineering
Agriculture
Geography
Computer Science
Forensic Studies
Chemistry
Forestry
Biology
Physics

APPENDIX C

The Survey Instrument

Interpersonal Leadership Skills

The responses you provide to the enclosed questionnaire are to be utilized in a study of Army counseling currently in progress. The study will examine how Army officers acquire, develop and utilize selected interpersonal leadership skills with the ultimate objective of providing information useful in the review of the existing educational system. In this regard, your candid responses to the specific questions as well as any general comments you desire to add will be appreciated.

DATA REQUIRED BY THE PRIVACY ACT OF 1974
(5 U. S. C. 552a)

TITLE OF FORM	PRESCRIBING DIRECTIVE
Interpersonal Leadership Skills	AR 600-46

1. AUTHORITY
Presidential Executive Order No. 9397, 22 Nov 43
Title 10, United States Code, Section 3012

2. PRINCIPAL PURPOSE(S)
This questionnaire is to examine officer perceptions, attitudes and beliefs about counselling within the Army. It is being conducted as a masters thesis project by an Army officer attending the U.S. Naval Postgraduate School, Monterey, CA. The information is for research and policy planning only and will not be transcribed in any form to your personnel records.

3. ROUTINE USES
The collected data will be used for research and policy planning purposes only and will be retained at the U.S. Naval Postgraduate School, Monterey, CA. The collected data are FOR OFFICIAL USE ONLY and will be maintained and used in strict confidence in accordance with Federal law and regulations. For the purposes of research these data will be coded and retained on computer cards, computer files and/or individual survey forms. No information will be provided commanders/supervisors which would allow any individual to be specifically identified. All the data will be grouped together and presented in summary form.

4. MANDATORY OR VOLUNTARY DISCLOSURE AND EFFECT ON INDIVIDUAL NOT PROVIDING INFORMATION
Compliance is voluntary. There is no effect upon the individual for failure to disclose information. However, please answer all items unless you have an extreme reluctance to do so.

PRIVACY ACT STATEMENT - 26 SEP 75

INSTRUCTIONS: Because we are concerned with your perceptions, the questions in this survey refer to your personal definition of counseling. Please base your responses upon your own experience and personal opinions rather than on definitions provided in dictionaries, Field Manuals and other similar publications.

1. In the last six months of your most recent operational (non-student) assignment how many times were you counselled by your immediate supervisor (rater) on how well you were doing your job?

____a. None
____b. Once
____c. Twice
____d. Three or more

2. Were you counselled by your rater on job requirements soon after you assumed your most recent operational assignment?

____a. Yes
____b. No

If "yes," indicate how soon after assuming the assignment you were counselled. ____week(s)

3. Would you like more discussion with your rater on your performance?

____a. Yes
____b. No
____c. Uncertain
Why. _____

_____

4. Based upon your experience, in what situations does counseling most often occur within the officer corps (select only one response)?

____a. Efficiency report (OER) time
____b. Regularly scheduled times during the rating period (general professional discussion with rater).
____c. When something has gone wrong (to solve problems).
____d. To acknowledge/reinforce outstanding (better than expected) performance (to reward performance).
____e. To acknowledge/punish unsatisfactory performance (reprimand).
____f. Other (specify) _____

_____

DIRECTIONS: Indicate the extent of your agreement or disagreement with statements 5 through 22 by entering the appropriate number from the reference scale in the space provided below each statement.

strongly disagree	moderately disagree	somewhat disagree	uncertain	somewhat agree	moderately agree	strongly agree
1	2	3	4	5	6	7

5. Counseling does not have to be formal; it may be done informally, eg.; telling someone in the motorpool he did a good job or to get a haircut.

____

6. There is no such thing as informal counseling, all counseling is formal regardless of location, time required or content of the session.

____

7. Telling someone to get a haircut is not counseling but is an on-the-spot correction for unsatisfactory appearance.

____

8. Doing things that accomplish the task/mission will increase my chances of promotion more than spending time in "developing"* my subordinates.

____

9. Technical skills are more important than "interpersonal"** skills in enhancing my chances for promotion.

____

10. An officer can be an effective military leader without developing counseling ability.

____

11. The counseling I have received from my immediate supervisor has helped me to improve my work performance (if you have not been counselled, enter "NA").

____

12. Leaders/supervisors are rewarded for their counseling efforts.

____ How (specify)?_____

_____

* Developing subordinates: to help, teach or "coach" others to be able to do their jobs better and to groom them for future positions of increased responsibility.

** Interpersonal skills: those skills which allow the officer to relate to and communicate effectively with others.

strongly disagree	moderately disagree	somewhat disagree	uncertain	somewhat agree	moderately agree	strongly agree
1	2	3	4	5	6	7

13. I feel that I have gained much useful information about counseling as a result of attendance at service schools.

____

14. I feel that the counseling skills I possess were developed during my attendance at service schools because of the instruction I received.

____

15. It is more important to be familiar with counseling referral agencies (career, alcohol and drug, financial counselors, etc.) than to develop my counseling skills.

____

16. I possess the necessary skills to counsel effectively.

____

17. Department of the Army should establish a scheduled time for performance counseling by grade to ensure that it happens, eg.; 2Lt. - monthly, 1Lt. - quarterly, Cpt./Maj. - semi-annually, etc.

____

18. Competent officers do not need to be counselled.

____

19. The supervisors I have worked for have consistently utilized counseling as a tool to improve the job performance of their subordinates.

____

20. Most officers I know possess the necessary skills to counsel effectively.

____

21. The supervisors I have worked for have consistently utilized counseling as a tool to solve the personal problems of their subordinates.

____

22. The supervisors I have worked for encouraged the use of counseling by establishing it as a priority task to be accomplished by their subordinate leaders.

____

23. In your opinion, at what levels should counseling be taught (you may check more than one response)?

____a. Precommissioning (ROTC, OCS, USMA)
____b. Officer Basic Course
____c. Officer Advance Course
____d. Command & General Staff College
____e. Counseling should not be taught in the military school system

INSTRUCTIONS: In questions 24 and 25 select only one response.

24. What level of mastery of counseling skills should be achieved at the schools you selected above (if you selected "e" above, enter "NA")?

____a. No mastery, just provide information about counseling, its uses and techniques. The student can read about the subject on his own time and counsel at his/her discretion on the job.
____b. Students should demonstrate their understanding on a written examination.
____c. Students should demonstrate their understanding through a practical application, eg.; role playing.
____d. Other (specify) _____

_____

25. Is there a particular rank (grade) for which counseling skills are most critical to the individual officer in dealing effectively with subordinates (select only one response)?

____a. 01
____b. 02
____c. 03
____d. 04/05
____e. 06
____f. 07-10
____g. There is no "most" critical point

INSTRUCTIONS: Use the following reference scale for questions 26 through 28.

none	very little extent	a little extent	a moderate extent	a great extent	very great extent	maximum extent
1	2	3	4	5	6	7

26. To what extent do you feel that the counseling skills you possess were gained as a result of (respond in all spaces)?

____a. On-the-job experience in the military
____b. The military educational system
____c. Pre-military education
____d. Pre-military job experience
____e. Other (specify) _____

none	very little extent	a little extent	a moderate extent	a great extent	very great extent	maximum extent
1	2	3	4	5	6	7

27. I have not been counselled often because (respond in <u>all</u> spaces):

____a. My supervisors believe that counseling is too time consuming.
____b. My supervisors don't know how to counsel effectively.
____c. My supervisors obviously believed that I did not need to be counselled.
____d. My supervisors appear to believe that counseling officers for substandard performance does not produce results in terms of improved performance.
____e. Other (specify) _____

_____

28. At times I have not counselled my subordinates because (respond in <u>all</u> spaces):

____a. Counseling requires too much time.
____b. I am unsure of my ability to be an effective counselor.
____c. I do not have an adequate understanding of counseling or counseling skills.
____d. Competent subordinates do not need to be counselled.
____e. Counseling efforts do not help poor performers to improve their work performance.
____f. Other (specify) _____

_____

In the space below please provide any general comments you would care to on the subject of counseling or on the development of interpersonal leadership skills.

_____

_____

_____

_____

_____

_____

_____

ATTENTION! ATTENTION! ATTENTION! Please complete background data on the following pages.

BACKGROUND DATA

1. What is your current grade (rank)?
   ____02 ____03 ____04 ____05 ____06 ____07

2. Years in grade indicated above (round to the nearest full year).
   ____years

3. Years commissioned service (round to the nearest full year).
   ____years

4. Years enlisted service (round to the nearest full year).
   ____years

5. Sex: Male____ Female____

6. Age: ____years

7. Source of commission:
   ____OCS ____ROTC ____USMA ____Direct ____Other
   (specify)_____

8. My highest civilian education is:
   ____a. High school grad/GED
   ____b. Some college
   ____c. Bachelors
   ____d. Masters
   ____e. Doctorate
   Indicate major field of study: _____

9. Indicate your primary and secondary specialty:
   If awarded: _____/_____
   Not awarded, but tentatively identified as: ____/____

10. What levels of command (or equivalent) have you held for a period of one year or longer (check all applicable spaces)?
   ____a. None
   ____b. Platoon (specify type) _____
   ____c. Company Detachment (specify type) _____
   ____d. Battalion (specify type) _____
   ____e. Other command position (specify type)_____
   _____

11. What types of staff positions have you held for a period of one year or longer (check all applicable spaces)?

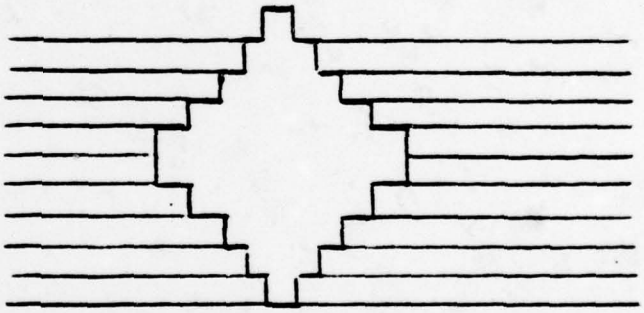
____a. I have not held a staff position.
____b. Staff position in which I did not supervise or rate (write evaluations on) subordinates.
____c. Staff position in which I supervised but did not rate subordinates.
____d. Staff position with one to three subordinates reporting directly to me (I had rating responsibility).
____e. Staff position with four or more subordinates reporting directly to me (I had rating responsibility).

12. Your professional intentions:

____a. I plan to get out before 20 years of service.
____b. I plan to stay for 20 years (minimum retirement).
____c. I plan to remain for 30 years if I can (maximum retirement).
____d. It depends on the new payment options (vesting) being considered for the services.
____e. Other (specify) _____

13. Where do you think you stand in your year group. Place yourself in the distribution below and circle the appropriate letter?

____a. Top 10%
____b. 20%
____c. 30%
____d. 40%
____e. 50%
____f. Lower 50%
____g. 40%
____h. 30%
____i. 20%
____j. 10%



14. If a promotion board were meeting today, where do you think they would place you in the distribution above? Enter the appropriate letter in the space provided below.

____

CHAPTER NOTES

CHAPTER I

[1]Cooper (1977), pp. 717-722 and Schneider, et al. (1976), p. 183.

[2]Office of the Assistant Secretary of Defense, America's Volunteers (1978), p. 333.

[3]Ibid., p. 199.

[4]Eckerson (1971), Reference source lost during transcription.

[5]Irwin (1977), p. 218.

[6]U.S. Department of the Army, "Study on Military Professionalism" (1970), p. 6.

[7]U.S. Department of the Army, Leadership for the 1970's (9171), p. 6.

[8]Knowles (1973), p. 1.

[9]U.S. Department of the Army, Leadership Monograph Series #8 (1977), Figure 15.

CHAPTER II

[1]Levinson (1972), p. 67.

[2]Fleishman and Bass (1974), pp. 183-196.

[3]Bowers and Seashore (1966), p. 258.

[4]Brammer (1973), p. 145.

[5]Urwick (1954), p. 34.

[6]U.S. Department of the Army, Officer Evaluation Report (9176).

[7]Meyer et al. (1974), pp. 61-72.

[8]U.S. Department of the Army, Leadership for the 1970's (1971), p. vi.

[9]Likert (1967), p. 4.

[10]Mahler (1967), p. 129.

[11]Mace (1950), p. 108.

[12]Mahler (1967), p. 129.

[13]Mahler (1976), p. 5.

[14]Morano (1975), p. 501.

[15]Waterman (1970), p. 50.

[16]Moreland (1971), p. 15.

[17]McGregor (1960), p. 219.

[18]Bowers and Seashore (1967), p. 227.

[19]Likert (1967), p. 123.

[20]Hare (1962), pp. 328-330.

[21]Hand and Slocum (1972), pp. 56, 412-417.

[22]Hood et al. (1967), p. 40.

[23]Adair (1973). pp. 20, 21, 25, 100.

[24]Crawfordd(1964), p. 9.

[25]U.S. Department of the Army, Leadership Monograph Series #11 (1978), p. 60.

[26]U.S. Department of the Army, Leadership for the 1970's (1971), p. 58.

[27]U.S. Department of the Army, Leadership Monograph Series #11 (1978), p. 7.

[28]Ibid., p. 1.

CHAPTER III

[1]To the degree that the evaluation system actually discriminates them.

[2]Missing data was coded in accordance with Statistical Package for the Social Sciences, SPSS, procedures to preclude distortion of the analysis.

[3]One educational specialty could not be identified as belonging to any of the five categories and was coded as missing data.

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