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              FEMALE AND MALE WEST POINT GRADUATES VOLUME 2(U)
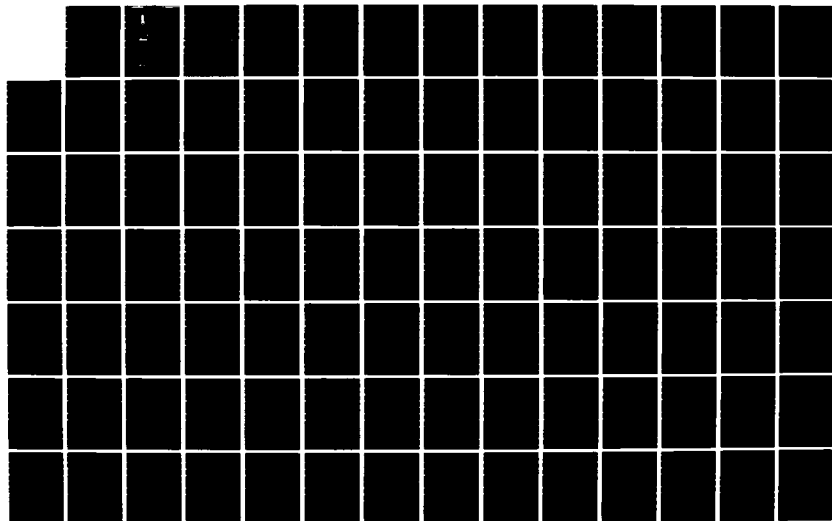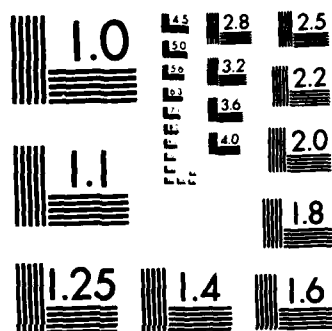   MILITARY ACADEMY WEST POINT NY J ADAMS 1984
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MICROCOPY RESOLUTION TEST CHART

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UNITED STATES MILITARY ACADEMY

WEST POINT, NEW YORK

PROJECT PROTEUS

Early Career Preparation, Experiences, and Commitment of Female and Male West Point Graduates
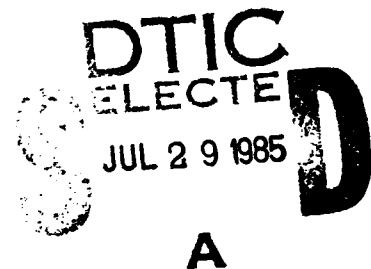
Volume II

DUTY-HONOR-COUNTRY

SCIENCE RESEARCH LAB.

RESEARCH PLAN FOR CONTENT ANALYZING

SMALL GROUP INTERVIEWS FOR CLASS OF

1981 GRADUATES AFTER ONE YEAR OF

ACTIVE DUTY

TECHNICAL REPORT 84-5

JEROME ADAMS

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ELECTE
JUL 2 9 1985

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NOTE: This document represents the views of the author and not the official
position of the U.S. Military Academy, the Army Research Institute, the U.S.
Army, or any other governmental agency unless so designated by other authorized
documents.

SUMMARY

The basic methodology used to analyze first-year interviews will be the same as was used to analyze second-year interviews. Substantive categories will reflect the questions used in first-year interviews. An additional report, comparing results from first and second-year interviews, will be follow the reports (#5 and #6) on first-year content analysis.

The wide variety of issues to be addressed and the complex nature of the interview data suggest a two-step content analysis plan for the recorded interviews. The first step involves recording information directly from the cassette tapes onto precoded forms (see Appendix A) using the interviewers' questionnaire as the coding outline. The second step involves a further analysis and classification of substantive comments made during the interview.

The two step plan is being used for three reasons. First, each general issued addressed in the questionnaire suggests a wide variety of sub-issues or substantive concerns that are very difficult to precode. Thus, the second step permits a systematic review of these comments and the preparation of an empirically derived set of categories. Second, there is no overall conceptual model which may be applied to these data, or subsections of the data, which suggests appropriate or expected substantive categories for the information being analyzed. Third, precoding substantive categories, in light of the foregoing situation, would require excessive time in listening and relistening to all of the interview tapes, once to establish categories and once to code results.

As a result of these considerations, the format of the initial data collection instrument includes: (1) identification of questions as they

were asked in the interviews; (2) recording of direct answers, e.g., yes or no; (3) direct recording of substantive answers, e.g., reasons for answers, why's, how's, issues, etc., as appropriate for each respondent; (4) recording of the direction, positive or negative, of each answer when it is not specified in the question itself, i.e., number (2) above; (5) recording of the "intensity" of the answer, i.e., how important the issue is or how strongly the respondent seems to feel about it (where possible); (6) the number of individuals who hold the same opinion in each group; and (7) other factors relevant to specific questions.

Data will be recorded for each group separately, with male and female respondents also coded separately within groups. Thus, it will be possible to aggregate (quantify) results by gender and by geographic location or both at the same time. Where not specified, direction will be coded on a three point scale, positive, neutral, or negative. Intensity, also, will be coded on a three point scale, ranging from very important to somewhat important to not very important. Very important statements will be induced from specific comments made by respondents, e.g., this is the "most important" factor or this is "very important" to me. Otherwise, most comments will be arbitrarily assigned to the middle category. The unimportant code will be assigned when the comment is offered as an afterthought or with qualifying statements. Because of strict rules for judging the intensity of statements, it is expected that most statements will be assigned to the middle category. Previous analysis suggested that the coding of intensity is extremely difficult using the interview tapes. Thus, as before, little useful information is expected.

The second step will involve categorizing the open-ended comments. In this process specific issues will be identified and categorized according to substance and/or preconceived categories drawn from the models used to develop this research. It is expected that a cross classification system will be necessary. The horizontal axis will be composed of the five development areas defined in the earlier analysis of cadet performance - military, physical, moral, intellectual, and social. These will be used to specify the potential target areas of differences across gender and geographic assignment. The vertical axis will be more substantive; defined first according to questionnaire items (West Point training, role transition, first duty assignment, satisfaction, adjustment and commitment, and officer ethics), and then within those contexts. It is the final categorization scheme which will be most closely based on the empirical results of the interviews.

The classified results will be tabulated for graphic or tabular presentation. Results from steps 1 and 2 will be integrated on a question by question basis and across questions as appropriate. Substantive areas will be presented in terms of both direction and intensity as results allow. Comparisons across gender and geographic assignment will provide the focus of the comparative analysis.

Interpretative analyses will use tabulated results to focus on specific problem areas and how selection, training, assignment, management, and personnel administration policies might be modified to improve individual performance and unit readiness. Special attention will be given to differences between men and women.

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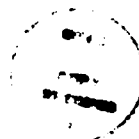
INTRODUCTION

The objective of this report is to describe a systematic and replicable procedure for content analyzing recorded interviews of small groups of recent West Point graduates, both male and female. The subjects are junior officers who have been on active duty for approximately one year. They are part of a larger group being studied in order to answer questions about the performance of female West Point graduates. The interviews were conducted by project personnel from September, 1982 through February, 1983 at various Army locations in the United States, Germany, and Korea.

The design of the analysis plan will be based on two general criteria; the overall study objectives and systematic reliable methodology. The study was designed to relate individual characteristics and institutional experiences to early career adjustment and to officer performance, commitment and satisfaction. In addition to data collected in group interviews, the study includes results of a mail survey, performance evaluations, and historical information about individual participants. The primary focus of the analysis is the identification of differences between male and female graduates. In the particular part of the study being considered here, the focus will be on a detailed description of various factors involved in these processes and not on the relationship of individual characteristics with attitudes and behavior.

To achieve overall study objectives it is necessary to identify general issue areas, specify the dimensions of those areas which are important to respondents, determine the direction of respondents' feelings about the issues, and describe differences between men and women in terms of issue importance and direction.

To meet methodological limitations, it is necessary to realize that it is not possible to deal with individual differences, that the respondents are not a probability sample of the total group, that there are severe limitations in determining such factors as intensity of feeling about issues (as demonstrated by the results of second-year analyses performed earlier), that the particular data collection method, small group interviews, may restrict or distort the answers of some respondents, and that the particular questions used in the interviews may limit the range of responses which apply to the overall study objectives. These limitations are fixed and, generally speaking, cannot be alleviated during the analytic phase of the study. However, the analysis procedures can address other important issues. Most important among these are: (1) providing a comprehensive description of the contents of the interviews; (2) providing a systematic description of results; and (3) providing coding and categorization systems which are reliably replicable.

The first issue means that the analysis system should include all statements relevant to the study objectives. The second requires a planned model of coding and categorizing which includes specified ways of coding responses, in a context of objectives and questions asked, and according to a useful (in terms of policy interpretations) set of conceptual and empirical categories. The third issue simply requires that the analyses be specified and made explicit so that anothe researcher could apply the same rules of coding and obtain substantially the same results. All of these issues will be addressed in the following description of procedures to be used in the content analysis.

The complex nature of both the issues to be addressed and the recorded dataset suggest a two step analysis plan. The first step will involve the recording of answers to basic questions and an evaluation of the direction and intensity of responses. Included in this phase will be a separation of responses on the basis of gender and geography. Once a comprehensive listing of question responses is developed, it will be possible to execute the second phase of the analysis - the categorization of substantive responses.

The two step approach was adopted for three reasons. First, each general issue addressed in the questionnaire suggests a wide variety of sub-issues or substantive concerns that are very difficult to precode. Thus, the second step permits a systematic review of these comments and the preparation of an empirically derived set of categories. Second, there is no overall conceptual model which may be used to generate categories across the total dataset or subsections of the data. While there are some expectations about the kinds of answers anticipated, there is no way to systematically specify categories. Third, precoding substantive categories, in light of the foregoing situation, would require excessive time in listening and relistening to virtually all of the interview tapes; once to establish categories and once to code results.

The initial coding will be based on the questions asked in all interviews. The question constitutes the coding category and answers, the response categories. Substantive answers, as in responding to how or why a particular position was taken, will be recorded as given. It is these responses which will be categorized in the second step of the analysis.

In the second step a number of different criteria will be used to develop categories. First, the five dimensions of cadet training, military, moral, intellectual, physical, and social, will be used to classify responses, especially those referring to West Point training. Obviously, not all responses will apply to all categories because some of the interview questions are designed to address specific dimensions. In the earlier analysis, for example, only training questions were appropriately categorized using the five dimensions. Other areas, which overlap most of those pursued in the first-year interviews, suggested their own dimensions. Dividing answers into these groups will be the first step in focusing the analysis on areas which may be addressed by specific types of policies. Aspects of adjustment, satisfaction, and commitment associated with Army administration and personnel policies in the minds of the respondents are the other basic dimensions.

A second criterion will be the substantive items and sub-items used in the interviews. There are six areas specifically included in the interviews: (1) West Point training; (2) role transition; (3) first duty assignment; (4) satisfaction; (5) adjustment; and (6) officer ethics. Each of these contains several sub-areas, asking such questions as how, what kind, why, etc. These questions form a second way to categorize answers, but they are not necessarily mutually exclusive and, thus, overlap is likely to exist.

A third criterion will be developed from the conceptual models used in various parts of the project development. Either directly referenced or implied were such broadly conceived approaches as expectations, role models, social adjustment models, gender-related behavioral models, and leadership

models. Each of these suggest ways to classify responses to one or more specific questions and usually offers a basis for comparison across major subgroups, e.g., male-female or geographic assignments. The earlier analysis, however, demonstrated that such development is difficult; primarily because comments are disconnected.

A fourth criterion may be developed from the substantive answers. As responses are reviewed across groups (within questions), substantive issues or particular types of behavior are likely to be self-evident. These are likely to become the basis for classification at the lowest level. For example, policy changes suggested to make things easier for a married Army couple could be aggregated on the basis of substantive similarity (e.g., those relating to common assignments) and classified or titled on the basis of a broader construct. A similar approach would be used to classify issues related to satisfaction, commitment, leadership styles, etc. The earlier analysis showed that classification based on similar comments is relatively easy. There are usually a limited number of similar answers to each question and aggregation across groups should not be difficult for these analyses either.

Once categorization is completed it will be possible to aggregate responses across groups and categories in any way desired. The substantive categories developed in step two can be reintegrated with the basic questions and answers described in step one. For example, the proportion of respondents who experienced similar role change problems can be identified and subgroups can be compared across gender and geography. A further analysis will describe the types of change these individuals underwent and the types of changes can again be compared across gender and geography.

A similar analysis logic may be applied across all relevant questions and sub-questions. This process will be used to generate descriptive tables and figures for the second report.

In the remainder of this report specific steps used to generate the step one coding sheets, the process to be used in generating step two codes, and a brief description of the approach to the comparative analysis (report #7) will be presented also.

STEP ONE

Code sheets for step one are presented in Appendix A. Because the information being co lected is complex and because the primary focus of the analysis is on differences between men and women, separate sheets will be maintained for each gender in each group. Thus, the number of completed sheets will be two times the number of groups, minus the number of groups where only one gender is present. Since each group is being coded independently, aggregating results on a geographic basis or on a geographic by gender basis will be a simple procedure.

Each group will be assigned a group number based on the chronological time of the interview. The group number, along with the number and gender of partic pants, location of the interview, date of the interview and the name of the interviewer will be recorded on the group contro sheet and placed at the front of each group's code sheets. Individual questions will be coded as follows:

Question 1. - West Point Skills and Training

1a. Additional <u>academic</u> skills/training desirable.

Suggested changes will be coded directly. Reasons for changes will be coded with the suggested change when they are offered. Intensity will be coded for strongly expressed suggestions.

(Key words and phrased, like "most important change" or "really made a difference," will be used in guiding the inclusion of a higher intensity score (2). Low intensity scores (coded 0) will be given when the suggested change is an obvious afterthought or the equivalent of oral head nodding. This procedure will be followed for all items.) The number of respondents

making the same suggestion will be recorded, also. In each of the items in question 1, a destination will be made between the identification of skills and a prescription for specific training. If one person includes both areas in a suggestion, coding will include _two_ entires; one for the skill area and one for the type of training suggested. In addition, any problems identified as the reasons for suggested changes will be included in the recorded responses. Problems will be tabulated separately.

1b. Additional _physical_ skills/training desirable.

Suggested changes will be coded directly. Reasons for changes will be coded with the suggested change when they are offered. Intensity will be coded for strongly expressed suggestions. The number of respondents making the same suggestion will be recorded also.

1c. Additional _military (leadership)_ skills/training desirable.

Suggested changes will be coded directly. Reasons for changes will be coded with the suggested change when they are offered. Intensity will be coded for strongly expressed suggestions. The number of respondents making the same suggestion will be recorded also.

1d. Additional _social_ skills/training desirable.

Suggested changes will be coded directly. Reasons for changes will be coded with the suggested change when they are offered. Intensity will be coded for strongly expressed suggestions. The number of respondents making the same suggestion will be recorded also.

1e. Additional _moral or ethical_ guidance desirable.

Suggested changes will be coded directly. Reasons for changes will be coded with the suggested change when they are offered. Intensity will be coded for strongly expressed suggestions. The number of respondents making the same suggestion will be recorded also.

Question 2. - Role Transition

2a. Areas in which transition problems were encountered.

This question is divided into two parts, areas of the respondents' transition problems and areas of classmates'

(other officers) transition problems. Direct answers will be coded separately for these two parts. For each response intensity and the number of respondents sharing the response will be coded also.

2b. Factors which contributed to adjustment.

Each factor mentioned will be recorded, along with intensity and the number of respondents.

2c. Additional West Point guidance or preparation desirable to make transition smoother.

Each factor mentioned will be recorded, along with intensity and the number of respondents.

Question 3. - Characteristics of First Permanent Duty Assignment.

3a. Three most positive characteristics.

As many as three positive characteristics mentioned by each respondent will be recorded, along with intensity and the number of respondents. Generally, the first three items mentioned will be coded. In cases where one respondent indicates agreement with the characteristic mentioned by another, the individual agreeing will not have that characteristic counted as one of his/her three. Only original characteristics will be so counted. However, the total number of respondents agreeing with a single characteristic will be recorded. No attempt to order the characteristics will be made beyond the conservative intensity indicators described above.

3b. Three most negative characteristics.

As many as three negative characteristics mentioned by each respondent will be recorded, along with intensity and the number of respondents. Generally, the first three items mentioned will be coded. In cases where one respondent indicates agreement with the characteristic mentioned by another, the individual agreeing will not have that characteristic counted as one of his/her three. Only original characteristics will be so counted. However, the total number of respondents agreeing with a single characteristic will be recorded. No attempt to order the characteristics will be made beyond the conservative intensity indicators described above.

Question 4. - Satisfaction with Military, Social and Personal Life.

   4a. Contribute to satisfaction.

        Responses will be recorded directly into one of the three
        categories (military, social or personal). No attempt will
        be made to group or examine responses by respondent because
        there is often a break in responses which makes it very
        difficult to insure that an individual answer is being
        attributed to the appropriate person. The judgement as to
        appropriate category will be made by the coder. Intensity
        will be coded as before, except that any factor mentioned
        as most important will be coded 2 - or higher intensity.

   4b. Contribute to dissatisfaction.

        Responses will be recorded directly into one of the three
        categories (military, social or personal). No attempt will
        be made to group or examine responses by respondent because
        there is often a break in responses which makes it very
        difficult to insure that an individual answer is being
        attributed to the appropriate person. The judgement as to
        appropriate category will be made by the coder. Intensity
        will be coded as before, except that any faction mentioned
        as most important will be coded 2 - or higher intensity.

Question 5. - Adjustment and Commitment to the Army.

   While the question contains only two specific subjects, it
   implies a third dimension, the nature or degree of commitment,
   which will be coded here as well. In addition, any expression
   of the degree of commitment made in answer to previous questions
   will be coded under this heading.

   5a. What policy changes would enhance commitment.

        Suggestions will be coded directly along with intensity
        and the number of adherents. It will probably not be
        possible to connect policy issues raised with level of
        commitment because of difficulties in identifying respondents
        and because commitment may be derived from the answers to
        other questions.

   5b. What elements of Army life modified to help adjustment.

        Suggested changes will be recorded directly, along with
        intensity and number of adherents. An additional coded
        item will be an expression that adjustment was a difficult
        process and the reasons for difficulty if they are mentioned.
        While it is not clear that a large number of subjects will
        respond in a manner appropriate to this type of classification,
        previous analyses of discussions on similar issues suggest
        that some useful data may be derived even without a direct
        question.

5c.   Commitment.

Each individual who expresses an opinion will be coded as
positive, neutral, or negative with regard to commitment.
The most common frame of reference for these expressions
will probably be exit after the initial five-year
obligation. Previous analyses indicate that in the
absence of a direct question, many respondents will
not offer an opinion on this question. Thus, results
will be only roughly indicative of general attitudes.

Question 6.   -   Ethical Behavior Among Other Officers.

6a.   If observed unethical behavior - how felt psychologically.

Specific responses will be recorded along with intensity
and number.

6b.   If observed unethical behavior - how cope.

Specific responses will be recorded along with intensity
and number. No systematic attempt will be made to match
psychological reactions with coping reactions because of
difficulty in matching an individual's response across
time. (Where the connection is direct, however, such
matching will be done in an attempt to identify some
interesting and potentially useful patterns. Any such
patterns will be discussed in the interpretative report
and will not be tabulated.)

6c.   Number who observe unethical behavior.

Perhaps the most interesting response to these questions
will be an indication of how many respondents admit to having
observed unethical behavior among fellow officers. Given the
difficulty of the follow-up questions, 6a and 6b. the number
observing such behavior may be the most reliable answer also.
Therefore, the additional response of simply having observed
unethical behavior will be recorded and tabulated also.

Question 7.   -   Additional Issues.

7a.   Any reference to previous questions will be coded under
the original item location.

7b.   Other issues.

Additional issues, which lie outside the scope of questions
1-6, will be recorded here. The open-ended approach in the
first six questions, however, suggests that few new issues
are likely. The previous analysis, taken after two years,
suggests that sex discrimination is one issue that may
appear as an independent factor.

Additional Coding

Location - The location of each major question (1 - 7) on the
interview tape will be noted to the left of the question as it
appears on the code sheets. All tapes will be started from 000
on the tape counter (with the tape starting position being
complete rewind). Each time a major question is asked, the counter
number will be noted on the code sheet. This procedure will
fascilitate the relocation of specific discussions or comments
and the verification of coding.

Quotations - In the event the coder wants to note particular
comments for possible quotation or more detailed discussion, a
separate sheet will be used. On this sheet the coder will note
(1) the subject of the comment/discussion, (2) its unique or
interesting quality, (3) the group number, and (4) the tape
location.

STEP TWO

Coding for step two is somewhat more problematic because the wide
variety of bases which may be used to distinguish among substantive
issues. Step one coding will have identified all issues, problems, sugges-
tions, etc. addressed in the interviews. It will have determined direction
and intensity (where possible) as well. It will be the objective of step
two to develop a procedure for sorting the substantive issues so that
tabulated results will provide useful information to evaluators and policy
makers.

The basic framework for this analysis will again be the six general
questions used in the interviews. To this dimension will be added a second
dimension, composed of the five developmental areas of cadet life discussed
in earlier reports.[1] These include: (1) military development; (2) physical

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[1]Adams, Jerome, Report of the Admission of Women to the U.S. Military
Academy: Project Athena IV, West Point, New York: United States Military
Academy, 1 June 1980.

development; (3) intellectual development; (4) moral development; and (5) social development. Each of these areas addresses a part of individual behavior which is relevant to both cadets and junior officers, which can be used for tracing changes in behavior and attitudes, and which can be used as a basis for making decisions about the appropriate areas for policy changes. These dimensions are already present in the coding of question #1, which, therefore, will be subdivided along other dimensions should they be evident in the results.

Cross-tabulating these two dimensions produces 35 cells, each of which forms a potential analytic unit. To be sure, some of the cells may be much less relevant than others and, empirically, some of the cells may have no entries. However, at this point in the development of the analysis, it appears that this matrix provides an efficient way of partitioning the data, particularly training related data.

The second phase of step two will be to provide more substantive categories for examining results within the cell. It is at this point that some of the conceptual models mentioned earlier and policy issues could play a more important role. The former will be used to organize responses in an overall behavioral context. The latter will be used to identify areas where policy changes (e.g., selection, training, education, management, and personnel administration) might be relevant. Categories of responses within cells also provide a basis for making horizontal and vertical analyses in a single developmental or question category. Using Figure 1, it is possible to provide some general illustrations of how this analysis might proceed.

The role transition row, for example, might be divided into action Army problems and training-related problems, prior to examining the five

FIGURE 1

DEVELOPMENT AREAS

	MILITARY	INTELLECTUAL	PHYSICAL	MORAL	SOCIAL
QUESTIONS					
1. ADDITIONAL TRAINING					
2. ROLE TRANSITION					
3. DUTY ASSIGNMENT					
4. SATISFACTION					
5. COMMITMENT					
6. ETHICS					
7. ADDITIONAL ISSUES					

developmental areas. Once this partition is made, the training genesis of specific adjustment problems can be identified.

Satisfaction, also, could be related to specific dimensions. But it is likely that analysis within the cell will produce more interesting results. Also, the distinction between Army situations and development (i.e., training and education) is likely to be important.

The assignment of final substantive categories, however, must await empirical results. Within a specific subquestion area this development will proceed as follows:

(1) Responses from all groups will be examined and listed so that responses which are the same can be tabulated;

(2) Depending on the question and the number of different responses, there may be a further reduction in categories so that each covers a broader area without significantly reducing the information conveyed;[1] and

(3) Categories will be combined across columns and rows as appropriate.

The final organization of results will focus on study objectives, particularly male/female differences, and the various policy (intervention) areas.

The results of the analysis of respondents with two years of active duty will also be used to help create categories. Insofar as possible, comparable categories will be used for questions which address similar issues. The most obvious examples are attitudes about West Point training. Using the same categories will fascilitate later comparative analyses.

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[1]The reduction of categories may also be based on practical issues. Twenty different categories, for example, would be very difficult to analyze. Multiplied by the number of different areas or cell in the matrix, such numbers would be completely unmanageable. The extent of this problem will vary across substantive areas and will depend, in part, on the homogeniety of responses across groups. Our expectation is that the problem will be minimal.

TABULATION AND ANALYSIS

The presentation of quantified results, in tabular or graphic form, will follow this general pattern:

(1) All results will be tabulated for males and females separately.

(2) Tabulation for geographic or gender by geographic differences will be presented only if the results show significant geographic influences.

(3) Results will be presented for each substantive area, as defined by the interview questions.

(4) Supraordinant results will be presented to show any differences in answering pattern across questions, e.g., are women more likely to focus on military leadership problems and men on social problems.

(5) Subordinant results, based on substantive or conceptual categories created as a result of an empirical analysis of the interviews, will be presented as appropriate.

Because it is not possible to trace the comments of individuals through group discussions (except in unusual circumstances), it will not be possible to compare individual responses across questions.

Final analyses will focus on two general issues, differences between males and females and problem areas which are actionable. The former focus will be designed to identify areas in which men and women have different types of problems and to examine how and why those differences may occur. The policy oriented analysis will attempt to relate problems to specific actions the Army might take to alleviate the problems as they relate to the first year of active duty. Such policy changes could be gender specific and will focus in areas such as selection, training, education, assignment, management, and personnel administration.

In all of these analyses a strong emphasis will be placed on showing the logical relationship between the empirical results generated from the interviews and the potential actions which are recommended (if any). One of the major elements in identifying potential intervention actions will be the suggestions of study participants.

COMPARATIVE ANALYSIS

Report #7 will provide a comparative analysis of results and analyses of the two one-year reports and the two-year report. This analysis will focus on similarities and difference between (1) the classes of 1980 and 1981 after one year of active duty, and (2) the results of one-year responses and two-year responses.

The former analysis will examine any differences in the responses of the two different graduate classes within the limits of somewhat different methodologies applied to analyzing the interview data. The null hypothesis, of no differences, seems like the most likely in the absence of situational factors which are strikingly different between the two groups. One of the few evident differences is the fact that the class of 1980 represents the first integrated class, while the class of 1981 was the second.

Differences across active duty time, however, could be greater because during this early period a substantial amount of learning and situational change is likely. Junior officers may make significant changes in leadership style and satisfaction, as well as in career commitment, as a result of second year experiences. There seem to be enough common questions to permit some useful comparisons.

The final analysis will attempt to draw conclusions based on results of all interviews, including changes which seem to have occurred between the first and second years of active duty.

Appendix A

Coding Sheets

One-Year Content Analysis

CONTROL SHEET

Group Number   _____

\# Females   _____

\# Males   _____

Total \#   _____

Location   _____ Code _____

Date of Interview _____

Interviewer   _____

I. ADDITIONAL TRAINING

Intensity _____ =

A. What additional academic skills at West Point?
   (skill/training/problem)

_____   _____ _____

_____   _____ _____

_____   _____ _____

_____   _____ _____

_____   _____ _____

_____   _____ _____

_____   _____ _____

_____   _____ _____

_____   _____ _____

B. What additional physical training skills at West Point?
   (skill/training/problem)

_____   _____ _____

_____   _____ _____

_____   _____ _____

_____   _____ _____

_____   _____ _____

_____   _____ _____

_____   _____ _____

	Intensity	#

C. What additional military (leadership) skill at
West Point?　　　　(skill/training/problem)

_____　_____　_____

_____　_____　_____

_____　_____　_____

_____　_____　_____

_____　_____　_____

_____　_____　_____

_____　_____　_____

_____　_____　_____

_____　_____　_____

_____　_____　_____

D. What additional social preparation/training at
West Point?　　　　(skill/training/problem)

_____　_____　_____

_____　_____　_____

_____　_____　_____

_____　_____　_____

_____　_____　_____

_____　_____　_____

_____　_____　_____

_____　_____　_____

_____　_____　_____

_____　_____　_____

_____　_____　_____

Intensity   #

E.   What additional moral or ethical guidance
at West Point?

_____   _____   _____

_____   _____   _____

_____   _____   _____

_____   _____   _____

_____   _____   _____

_____   _____   _____

_____   _____   _____

_____   _____   _____

_____   _____   _____

_____   _____   _____

II. ROLE TRANSITION

	Intensity	#

A_1. Problem areas in <u>own</u> transition.

_____ _____ _____

_____ _____ _____

_____ _____ _____

_____ _____ _____

_____ _____ _____

_____ _____ _____

_____ _____ _____

_____ _____ _____

_____ _____ _____

_____ _____ _____

A_2. Others' problem areas in transition.

_____ _____ _____

_____ _____ _____

_____ _____ _____

_____ _____ _____

_____ _____ _____

_____ _____ _____

_____ _____ _____

_____ _____ _____

_____ _____ _____

_____ _____ _____

B. What contributed to adjustment?
    (How could West Point better contribute?)

C. What additional guidance desired?
    (e.g., life management skills)

III.   FIRST DUTY ASSIGNMENT

	Intensity	#
A. Positive aspects of first duty assignment.		

_____   _____   _____

_____   _____   _____

_____   _____   _____

_____   _____   _____

_____   _____   _____

_____   _____   _____

_____   _____   _____

_____   _____   _____

_____   _____   _____

B.   Negative aspects of first duty assignment.

_____   _____   _____

_____   _____   _____

_____   _____   _____

_____   _____   _____

_____   _____   _____

_____   _____   _____

_____   _____   _____

_____   _____   _____

_____   _____   _____

_____   _____   _____

_____   _____   _____

A. Contribute to satisfaction.

1. Military.

_____   _____ _____

_____   _____ _____

_____   _____ _____

_____   _____ _____

_____   _____ _____

_____   _____ _____

_____   _____ _____

_____   _____ _____

_____   _____ _____

_____   _____ _____

2. Social.

_____   _____ _____

_____   _____ _____

_____   _____ _____

_____   _____ _____

_____   _____ _____

_____   _____ _____

_____   _____ _____

_____   _____ _____

_____   _____ _____

_____   _____ _____

_____   _____ _____

A. (Continued)

   3. Personal.

_____   _____   _____

_____   _____   _____

_____   _____   _____

_____   _____   _____

_____   _____   _____

_____   _____   _____

_____   _____   _____

_____   _____   _____

_____   _____   _____

B. Contribute to Dissatisfaction.

   1. Military.

_____   _____   _____

_____   _____   _____

_____   _____   _____

_____   _____   _____

_____   _____   _____

_____   _____   _____

_____   _____   _____

_____   _____   _____

_____   _____   _____

B. (Continued)

2. Social.

_____   _____   _____

_____   _____   _____

_____   _____   _____

_____   _____   _____

_____   _____   _____

_____   _____   _____

_____   _____   _____

_____   _____   _____

_____   _____   _____

3. Personal.

_____   _____   _____

_____   _____   _____

_____   _____   _____

_____   _____   _____

_____   _____   _____

_____   _____   _____

_____   _____   _____

_____   _____   _____

_____   _____   _____

_____   _____   _____

V. COMMITMENT

Positive Commitment _____

Neutral Commitment _____

Negative Commitment _____

A. How Army enhance commitment?   <u>Intensity</u   <u>≠</u>

_____   _____   _____

_____   _____   _____

_____   _____   _____

_____   _____   _____

_____   _____   _____

_____   _____   _____

_____   _____   _____

_____   _____   _____

B. How Army life change to help adjustment.

_____   _____   _____

_____   _____   _____

_____   _____   _____

_____   _____   _____

_____   _____   _____

_____   _____   _____

_____   _____   _____

_____   _____   _____

_____   _____   _____

B. (Continued)   Intensity _____ # _____

Difficulty in adjusting _____

Why adjustment was difficult _____ _____ _____

_____ _____ _____

_____ _____ _____

_____ _____ _____

_____ _____ _____

_____ _____ _____

_____ _____ _____

_____ _____ _____

_____ _____ _____

_____ _____ _____

_____ _____ _____

VI. ETHICS

Intensity   #

A. How feel psychologica-ly when <u>observed</u> unethical officer.

_____ _____ _____

_____ _____ _____

_____ _____ _____

_____ _____ _____

_____ _____ _____

_____ _____ _____

_____ _____ _____

_____ _____ _____

_____ _____ _____

_____

B. How cope with experience.

_____ _____ _____

_____ _____ _____

_____ _____ _____

_____ _____ _____

_____ _____ _____

_____ _____ _____

_____ _____ _____

_____ _____ _____

_____ _____ _____

_____ _____ _____

C. Number who say yes. _____

VII. FURTHER DISCUSSION

≠

A. Of issues raised - refer to earlier coding.

B. Other issues.

   1. Preparation at West Point.

   _____   _____

   _____   _____

   _____   _____

   _____   _____

   _____   _____

   _____   _____

   _____   _____

   _____   _____

   _____   _____

   2. Active duty.

   _____   _____

   _____   _____

   _____   _____

   _____   _____

   _____   _____

   _____   _____

   _____   _____

   _____   _____

   _____   _____

INTERPRETATIVE ANALYSES OF SMALL

GROUP INTERVIEWS FOR THE CLASS OF 1981

GRADUATES AFTER ONE YEAR OF ACTIVE DUTY

TECHNICAL REPORT 84-6

JEROME ADAMS

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INTRODUCTION

This report contains an interpretation of the results of 41 small group interviews with a total of 123 West Point graduates. These subjects are members of the class of 1981 and, at the time of the interviews, had been on active duty for 16 to 20 months. The interviews were conducted at Army posts in the United States, Germany and Korea.

The general purpose of this analysis is to supplement data gathered from other sources, including mail surveys and direct observation, in attempting to answer questions about adjustment and performance of West Point officers. The particular focus is on any differences between male and female officers.

In the companion piece to this report, responses to questions asked in small group interviews were quantified and presented in tabular form. The tables followed questions used by interviewers and substantive comments were not greatly reduced by categorization. Thus, the results presented in that report retain most of the variety expressed in the original comments.

In this report, tabular results will be analyzed and interpreted in terms of basic study objectives. Those objectives include the identification of in-dividual and institutional experiences in early adjustment which might help us to understand performance and commitment. They also include feedback about West Point training which might be changed to help the adjustment of young officers. Analyses will focus on differences in perceptions across geographic assignments, as well as on any differences between male and female respondents.

There are specific limitations to the interpretations which may be reasonably applied to the interview data. First, because the data were coded from recorded tapes, it was usually not possible to follow the train of thought of particular individuals. This means that responses to items are treated

independently and any conclusions about cause and effect are made by implication, not direct comments. Second, respondents do not represent a probability sample of class of 1981 graduates. Thus, the distribution of responses is not necessarily representative of the entire class. This limitation is compounded by the fact that not all of the interviewees respond to each question. However, it is possible to reasonably assume that responses represent the range of attitudes and experiences of class of 1981 graduates and that they provide a more detailed explication of the more systematic mail surveys.

Analyses will follow question lines. Assessment of West Point training, transition to active duty, first duty assignment, satisfaction, commitment, moral and ethical behavior, and women in the Army will be considered as independent topics. Differences between males and females will also be a focus of each substantive area. Other situational factors will be included in the analysis. Besides geographic location differences, the interpretations will be modified by any expressed or implied effect of the current job or living situation.

Finally, the results of the class of 1981 interviews will be compared to the reported results for the class of 1980, who were asked the same questions about one year earlier. Because there are no tabular results for the class of 1980 results, the comparisons will be made between interpretative analyses of each set of interviews. Obviously, this will make the comparisons difficult and subject to criticisms. However, a majority of the questions are relatively straight forward and simple allowing for unambiguous and comparable interpretations. In addition, a reading of the interpretative results of the class of 1980 interviews suggests that the findings reported there are not substantially different from those for the class of 1981, although interpretations of the meaning and significance of those findings may vary.

ASSESSMENT OF WEST POINT TRAINING

Respondents were asked to assess each of the five pedestals (academic, physical, military leadership, social, and moral/ethical) of their West Point training. Results for each area are treated separately.

Academic Training

Comments on the problems with West Point academic training were focussed on two general areas. The first was relatively general negative reaction to the focus on high level organization and management in their military training. This feeling set the tone for a number of more specific comments on where train-ing should focus, i.e., on areas that would help Second Lieutenants adjust to and perform on their first assignments. The proposed changes included addi-tional training in supply, accountability, maintenance procedures, specific branch training, and additional duties. This concern with more useful training is the dominant theme raised in comments about the academic program. It was also an important factor in comments made by the members of the class of 1980.

The second general problem was dissatisfaction with the overall program, but it was also expressed in terms of the relationship of the academic program to the current job situation. The complaint was that academic training was not useful in the performance of Army jobs.

Additional specific proposed changes which received substantial attention were suggested increases in the amount of training in military justice (UCMJ, especially separations), military writing, and courses in psychology and counselling. As with the previously mentioned areas, these proposals and complaints were heavily oriented toward increasing the new officer's ability to function in the new and often difficult environment of active duty. In

some cases, particularly writing and, to a lesser extent, psychology and counselling, the proposals for increases in training were offset by comments praising West Point training. The cadets' feeling that they were able to out-perform their peers from other commissioning sources in the area of writing was particularly pervasive.

The orientation of respondents who answered questions on academic training was overwhelmingly on the relationship of that training to their current job requirements. With few exceptions, the respondents suggested that West Point training be more functionally oriented toward the problems second lieutenants face during the first year or two of active duty. This finding corresponds to what was called "reality" training in the report on results for the class of 1980. Of particular interest were areas which are normally considered "extra duties," e.g., supply, vehicle maintenance, and various legal duties, for which the officers felt particularly ill-prepared and which seemed to account for a great deal of their time.

Differences across gender and location were not large. There was some tendency for females stationed in CONUS to be disproportionately concerned about training in the extra duty areas. In some cases it was because females were more likely to have branch assignments or duty assignments which were focussed in the support activity areas, e.g., supply (quartermaster) and vehicle maintenance (transportation). There was a tendency for females to be more con-cerned with problems in military writing than males. Again, this might reflect differences in assignments and jobs. Women were more likely to be unhappy about the amount of paperwork, also.

Physical Training

Almost all comments about physical education at West Point were positive, among men and women, in all geographic areas, and among members of both classes.

The general feeling was that West Point had prepared them for any physical challenge they were likely to face in a peacetime Army. Of those problems which were identified, only one, comments on the grading system, seems to be significant. Several individuals felt that grading on the basis of ability was unfair to those who did not have previous experience with the particular sport. These officers (all males) felt that a pass/fail system would be more equitable.

Some others felt there might be more emphasis on the training of P.E. in units.

Military (Leadership) Training

Quite naturally, the emphasis in comments on military (leadership) training is on problems and issues in dealing with other people. The problems in West Point training reflect problems the respondents are having in the Army.

Primary among these problems was dealing with NCO's. Two issues arose in the discussions, the poor performance of NCO's and sharing power with NCO's. The respondents looked at West Point in terms of its failure to help them deal with these issues. They wanted more realistic previews on what to expect from a typical NCO and better training on dealing with NCO's. Many thought that more contact with a broader spectrum of NCO's while at West Point would have made significant contribution to their adjustment as officers.

The problem of being able to effectively interact with NCO's, lower grade enlisted personnel, and other officers, goes beyond the concept of "realistic preview" used to describe these issues as they were raised in the discussion of the class of 1980. Realistic preview is focussed primarily on expectations and how changes in expectations can help adjustment and preparation. While these are relevant and useful approaches, they do not address the second aspect of what respondents seemed to be suggesting, i.e., that West Point training should teach cadets how to deal with these types of problems as well as

identifying them. Thus, respondents said that they wanted to know what to do about low quality troops, unmotivated troops, personal problems, superiors with low standards, superiors who threaten them with poor OER's, superiors who are more concerned about "politics" than their missions, etc., not just to be told that these problems exist.

While most respondents approached these issues from a general level, identifying problems or general solutions (e.g., more training with NCO's), a few proposed some more specific changes. These included more training on (1) the use of negative leadership, (2) the use of positive leadership, (3) training to train, and (4) specific situations, and other changes like (5) more leadership roles, (6) the use of Sergeants Major to teach about NCO's, and (7) putting weak leaders (rather than strong leaders) into leadership positions at West Point. The previously mentioned counselling courses could also be included in this group of suggestions.

The summer and special leadership training programs, especially CTLT, were widely viewed positively by most respondents. Those who had problems with CTLT usually cited special circumstances which lead to a perceived lack of usefulness. Feelings about the benefit of Drill Cadet were somewhat less likely to be positive than CTLT. In general, however, respondents argued in favor of increased participation in and development of these programs as a means for increasing leadership skills.

There were few, if any, systematic differences which might be attributed to location differences. There was one prominant, if not terribly important, gender difference and another which could be significant. The prominant difference was the tendency for females to find fault with too much infantry orientation in the West Point training. This outcome is not surpirising in light of the fact that no females can be in the infantry.

The potentially significant difference occurred in the slight over-representation of females among those who wanted more training with NCO's and more "real Army" training. Based on other comments made by female respondents, as well as the comments made in response to leadership training questions, it seems likely that females had more trouble adjusting in their relationships with NCO's than males. If this observation is true, and if its cause is gender-related, solutions may be much more complex than revising West Point training programs.

Social Training

Respondents generally tended to divide their responses on the issue of social training into two categories, formal military training and informal social training (or development). There was general satisfaction with the former, including etiquette, formal military situations, and interacting with superior officers. There was general dissatisfaction with the informal social aspects of West Point life, but little agreement on what could or should be done.

In terms of problems, the biggest emphasis was on the lack of "social skills" and the inability to meet and relate to people who did not have a West Point or military background. In most instances, respondents made general statements which did not refer to themselves, i.e., they talked about "West Point graduates." Regardless of whether these comments referred to observations or were simply projections of personal difficulties, there was a clear feeling of social inadequacy projected by many of the interviewed officers. Such comments are more likely to come from males and those stationed in CONUS.

It is possible that the isolation experienced in many of the rurally located U.S. posts and the absence of an available language or cultural explanation for that isolation have contributed to these feelings in some instances. However, the feeling that West Point does not provide an adequate set of social

experiences is more pervasive and led to a number of suggestions on how the situation might be improved. The most prominant among these were more free time and the expansion of social contact with the local (West Point area) population.

On the other side of this issue, some respondents indicated that they thought the problem was overblown and that cadets' social skills upon leaving West Point were a reflection of their conditon when they entered. A further problem, shared also by those who thought something should be done to improve social skills, was how to fit such training into an already crowded schedule. These second thoughts often meant that the discussion trailed off, rather than resulting in concrete suggestions (beyong more free time and more interaction outside the Academy). Thus, while social training and perceived social in-adequacies of West Point cadets received substantial verbal attention, it was unclear that it was a particularly important issue for a significant number of respondents.

There were also isolated comments about such issues as week-end drinking, a drug program, relationships with Tac officers, and realistic expectations about family life in the Army. These paralleled issues that apparently received greater attention in the discussions with the class of 1980. Beyond these similarities, it is difficult to determine if the discussions themselves or the interpretations were different, since the report on the class of 1980 interviews did not contain detailed summaries of findings.

Moral/Ethical Training

The analysis of responses to moral/ethical training questions may be divided into two general categories: problems and proposed changes. Among problems, there are three types. The first has to do with what is taught and how. The most commonly made comments about the moral/ethical training are that

it is too idealistic and that it is not relevant for the real Army. This is generally seen to be a fault because this approach does not help cadets adjust to the requirements of their Army jobs. The second criticism is that the training received does not change people. It may reinforce existing attitudes, but it will not make honest people out of dishonest people. For this reason, a substantial amount of time is wasted at West Point. The third, and perhaps most serious criticism, is that the code is not evenly enforced at West Point. Administrative officials are described as hypocritical and devious in their application of the rules, and there is concern about bending to "political pressure" in dealing with cases (violations) which receive outside publicity.

Despite an extensive propensity to find problems with the moral/ethical training at West Point, there seems to be an underlying belief in the value of the honor code and its place in West Point training. Beyond the changes implied by the ciriticism that it is too idealistic, only two specific changes were suggested; more situational training and making scenerios more realistic. A few respondents also suggested that the idealism is good because it serves as a model for subsequent situations. More broadly, however, it is reasonable to infer that most respondents' doubts about the program could be alleviated by providing more "realistic" information about what to expect on active duty.

It will probably never be possible to alleviate the doubts of those who are mistrustful of the application of the program at West Point, regardless of the validity of those doubts. The question which remains unanswered, however, is the extent to which the cynical perspective is pervasive among West Point graduates. The sensitive nature of this issue has surely meant that many with strong opinions in this area (one way or the other) did not respond during the group discussions.

The practical side of this issue, as it relates to active duty situations, will be discussed in Section VI.

One of the more interesting non-substantive aspects about the discussion of moral/ethical training is that virtually all of the criticism came from males. Only two of thirty-nine comments were made by females. We will see a similar pattern in the discussion ethical behavior in the Army (Tables 18 and 19), with the exception of a tendency of females to be more tolerant of "unethical" behavior. The implications of this difference will be discussed more fully in Section VI.

TRANSITION TO ACTIVE DUTY

There were two questions about the transition from West Point to active duty, one concerned individual problems and the other problems the respondents may have observed among fellow officers. In general, answers were supposed to focus on the period before reaching the first regular duty assignment; however, some interviews were extended to include the first regular assignment also. This discussion will focus on the intended transition period and the next Section will address issues which arose during the first duty assignment.

The period before arrival at the first regular duty assignment was generally viewed as a slack or slow down time. Officer Basic Courses were almost universally thought to be unchallenging and often were considered worthless. These comments were so widespread that a serious examination of the value of these courses for West Point graduates might be in order.

The more specific problems associated with this period also reflect the low pressure circumstances. Most frequently mentioned was the need to get used to so much free time after the heavy demands of West Point. The problems, usually cited as belonging to someone else, centered around drinking and weekend binges during OBC. Such behavior was viewed as excessive and exhibiting lack of appropriate restraint by some and as the release of frustration and freedom from restriction by others.

The second most commonly cited "problem" during transition was learning how to deal with the everyday concerns of living on your own, i.e., taking care of living arrangements, cooking, utilities, car insurance, and handling money. For some West Pointers, this inevitable part of growing up comes a

little later than it does for others. A few saw the problem as serious enough to warrant special life management training prior to graduation, but most seemed to see it as a learning experience which virtually everyone must endure sooner or later.

Other issues were mentioned much less frequently and were more significant as the precursors of first regular assignment difficulties than as indicators of initial transition problems. These include attitudes toward and expectations about West Pointers, the "shock" of poor troop performance, dealing with Warrant Officers, marital problems, and the incompetence of officers commissioned from other sources. All of these issues will be covered in subsequent Sections.

The most notable gender difference in the citation of transition problems is that females were unlikely to identify problems for themselves or for others in this area. Only three personal problems were mentioned, and only one of these, difficulty "fitting in" with the unit, was exclusively a female issue. This result seems to be a part of a more general pattern among female participants in this set of interviews, which was to speak out only on a narrow band of issues. The pattern will become clearer as the discussion proceeds through the remaining questions.

III

FIRST DUTY ASSIGNMENT

This and the two Sections following, Satisfaction and Commitment, focus on things about their first assignments and the Army generally that respondents liked and did not like. It is in these Sections that a clearer picture of first tour experiences begins to form and the experiencial genesis of many comments about West Point training are explicated.

Respondents were asked to describe positive and negative aspects of their first regular duty assignments. Positive comments were divided into three major categories: people, job, and assignment/location. Facilities was a category added to the analysis of negative comments. It was in answering this question that the most response activity was generated, probably because it was so straight forward and dealt with currently relevant issues and problems.

People

There were a total of 45 positive and 44 negative comments about enlisted personnel. Of the positive comments, about half expressed a positive feeling about working with primarily lower grade enlisted personnel (the troops). On the other side, about half of the negative comments concerned problems in dealing with NCO's. Almost all of the remaining comments in this area concerned negative reaction to dealing with unmotivated, unqualified, or problem soldiers. Female respondents were overrepresented in their positive feelings about working with the troops and in their problems in working with NCO's.

In contrast to the concern with enlisted personnel, there were only 9 positive and 14 negative comments about officers. About half of the positive comments had to do with interpersonal relationships. e.g. Battalion officers close, making friends, support, etc. In contrast, almost all negative comments had

to do with performance, e.g., low competency, not caring, lack of dedication, etc. In addition, most of the negative comments were directed toward officers commissioned through ROTC programs. The presence of any negative comments about officers is in marked contrast to results reported for the class of 1980, where the only negative comments had to do with the absence of positive feedback on job performance.

There are interesting, if difficult to explain, differences in responses across both gender and location. Only one female comments about officer performance, positive or negative, in the context of this question. That comment was a negative remark about peers who do not do their jobs. Only one respondent stationed overseas makes any negative comment about officers, in contrast to 13 such comments by respondents stationed in CONUS.

Job

There were slightly more positive comments about jobs during the first assignment than about people; but there were substantially more negative job comments than negative people comments. The largest single category of positive job comments demonstrated a very favorable view of field duty and exercises. However, there were several smaller categories about responsibility, independence, and accomplishments on the job, etc., that seemed to form the dominant theme about positive characteristics of the first job. It was getting control of a unit, being responsible for doing a job, and doing it.

Negative job characteristics included 27 different areas which distracted, in some way, from that pattern. The most commonly cited negative characteristic was too much time, either in terms of the absolute number of hours that one had to spend on the job (the largest single category) or in terms of the useless, wasted, or boring time that was needlessly spent on the job. Many respondents did not begrudge the long hours if they were spent accomplishing useful tasks,

but this was not often felt to reflect the real reason for the amount of time consumed on the job. They suggested that putting on a show, keeping the company commander happy, or fulfilling some unspecified rule, were the real and unjustified reasons for long hours. Others felt that inefficiency, usually on the part of some higher officer or command, was the primary cause.

The issue of time was one in which female respondents had a particular interest. Of 19 specific time-related negative comments, 9 were made by females. Females were also more likely to be bored with their jobs and (proportionally) to feel unnecessary pressure. Taken together, these comments suggest that women are much less happy with their Army jobs, particularly if they were not leadership jobs.

Two other types of comments about negative aspects of the first job deserve special attention. The first has to do with mission. There were several respondents who felt restrained in their efforts to train for or perform mission oriented activities. There was too much garrison activity. These individuals did not form the obverse of those who liked field duty because the latter group was primarily interested in the leadership opportunities presented by field duty (control your unit, have a job and do it, etc.), not necessarily its mission orientation. The appearance of a mission orientation is important for another reason. These are the only comments about mission, which is clearly central to what the Army feels is important, made in any of the more than forty hours of discussions. While it is arguable that the focus of the discussions was supposed to be on individual issues, it is surprising that the role of the individual (junior officer) in mission and readiness* contexts did not appear

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*Readiness was mentioned indirectly in the context of the ethics of falsifying readiness reports. The suggestion here was that higher commands(ers) were not very concerned about actual readiness because of the amount of misinformation which was (in effect) condoned.

more often and directly. The failure to focus more attention on mission and readiness might imply (1) that the comments of these junior officers reflect the emphasis they feel in their jobs, (2) that junior officers are representative of Moscos' model in which the Army is becoming more of a job and less of a career orientation (and more will be said about that point later), or both, as well as be a reflection of the orientation of the questions.

The second type of comment concerns leadership. A number of leadership comments were discussed in terms of people. But many of the negative comments about the first assignments concerned management and leadership issues which were a reflection of people's (particularly superior officers') performance. Among these were poor communications, micromanagement, crisis management, and lack of control over rewards for troops, among others. Together, people oriented criticism and job oriented criticism form a substantial back of "dissatisfaction" with the "leadership" these young officers are finding in the Army.

There are no systematic differences across gender or location on the issues of mission and leadership.

Assignment/Location

Location plays some role in the respondents' assessment of their first duty assignment, but based on the number of comments, it is not substantial either positively or negatively. Most comments come from those stationed outside the continental U.S. The majority of favorable comments are not generated in reaction to the travel or exotic land situation, as might be expected, but by such Army oriented factors like having a real mission (located near the DMZ), being in a place where you have a chance to focus on your job and learn more (Korea), and receiving support from the civilian population (Korea).

Negative aspects of assignment are also more likely to be job oriented, e.g., short tours causing turbulence, reducing institutional memory, and increasing indifference. At least part of the reason for this focus is that another area closely associated with location, facilities, is treated in a separate section (to be discussed below). It is, nonetheless, interesting that a question about the first assignment brought so few responses related to the general geography issue (answers which did appear, however, when the groups were asked about general satisfaction and commitment later in the interview).

Facilities

Included in the general category Facilities are all comments relating to job requirements, living conditions, and recreational opportunities. All comments were negative. Of 17 total comments, 15 concerned troop, equipment, and service support shortages. These comments were almost equally divided between CONUS and Overseas respondents. Living conditions were criticized in about a third of the comments and all respondents were stationed in Germany. Female respondents in Germany were likely to feel particularly strongly about the living and recreation conditions. Comments from male and female officers in Germany about both officer and enlisted living and recreational facilities reflect a problem that has wide recognition in that command.

. . . .

One additional issue was raised in the context of this question, as well as in response to several other questions, which does not neatly fit into any of the other major groups. It is the issue of attitudes toward and expectations of West Point graduates. A number of West Point graduates feel either that there is a prejudice against them or that expectations about their

performance are greater. This was disturbing because it tended to isolate them within their units, especially if they were the only West Pointer, and make their jobs harder. It is not clear, however, what can be done to combat the problem. Alerting them to the problem may help them to adjust, but it might also make some more defensive and, thus, exagerate the problem. A few respondents counter the argument of prejudice against Pointers by suggesting that they get the benefit of the doubt in most situations.

. . . .

There is no convenient way to compare the results for the class of 1980 to the results for the class of 1981. The earlier report (class of 1980) simply lists the categories of comments received and does not provide a distribution or comparison across gender and location groups. There is also no indication of how individual responses were categorized. Using the list in Table 1 of the earlier report, it seems that most of the items included there also appear in the list for the class of 1981, i.e., the range of responses is very similar. Their relative importance, however, or their importance in a broader model of organizational behavior, is problematic, both in the earlier report and the present report. This is because there is no way to link the attitudes reported in the group discussions with real organizational or individual behavior.

IV

SATISFACTION

Respondents were asked to provide a general comment on their satisfaction and dissatisfaction with military, social and personal life since coming into the Army. As might be expected these comments closely paralleled earlier remarks in response to the question about positive and negative aspects of their first assignments. However, there are important differences, especially in the social and personal areas, which will be highlighted in this discussion.

Military

Of 31 comments on military satisfaction, one third are related to assignment, primarily overseas and Hawaii, and another third are related to associations with people in the unit. Job and job rewards comprise most of the remaining items. This is in contrast to over 20 different categories of Army-related dissatisfaction and almost three times as many comments. Comments on dissatisfaction include too much time on the job (almost a quarter of the total), required social functions, poor senior officers, poor facilities, and anti-military feelings among civilians, among others. While these responses provide an interesting montage of junior officer attitudes, they do not present the kind of pattern that suggests a general source of difficulties or problems. Nor is there an obvious pattern based on gender or location.

There are, however, some specific outcomes which "make sense" - or can be explained. For example, only overseas (Germany) respondents cite poor post facilities, poor medical faciles, and poor quarters as major dissatisfying factors. There are, as mentioned earler, traditional complaints of U.S. soldiers stationed in Germany. The inability to separate Army from personal

life is a complaint particularly viable in Korea, where they is very limited
activity away from Army posts.

Social/Personal

Not surprizingly, the most mentioned social/personal satisfaction is the
general category marriage, family, and friends. Also very important are
social activities away from the Army, i.e., there is a strong interest for many
respondents to develop a social life outside their Army association.   This
positive statement is not unrelated to negative comments made by other re-
spondents about required social functions. Thus, there seems to be a sub-
stantial subgroup that is very concerned with maintaining some kind of in-
dependence from work and social life. Some of these individuals seem to be
successful, while other apparently are not successful.

In the presentation of tabular results, social/personal dissatisfactions
were further divided into those associated with the Army and those independent
of the Army. A substantial proportion of the former were related to assignment,
that is, respondents complained of a "poor social life" which was caused, they
believed, by being stationed in a desolate place or in a foreign country whose
social barriers were insurmountable.

Despite an overwhelming tendency for social/personal dissatisfaction to
be associated with the Army, there was only one fifth as much dissatisfaction
in these areas as there was with the Army itself (16 comments to 83). However,
dissatisfaction with the amount of time required on the job is probably as much
related to keeping the respondent away from outside activities, such as family
and friends, as it is to desire to get away from the work.

. . . .

There apparently are no significant differences between the class of 1980 and the class of 1981 in their responses to the questions on dissatisfaction. While the earlier report presents more general categories, most of the specific responses listed for the class of 1981 seem to fit into those categories. Conclusions presented in the earlier report, however, are somewhat at odds with our own interpretation of the 1981 results. The focus for the class of 1980 seemed to be on factors that interfered with job performance, while for the class of 1981 there seemed to be more emphasis on interference between job and private life. There was much more emphasis on time, unwanted social functions, living conditions, and dependents. It is difficult to determine, however, if these differences are the result of differences in interpretation, analysis approach, or the attitudes of the respondents.

V

COMMITMENT

Individuals in most groups were asked to express a current intent about
extending beyond the five year minimum active duty obligation in the Army. Of
those who felt they could make a statement at that early time, with more than
three years before a decision had to be made, about 40% indicated that they
definitely planned on staying in and about half that many said they would
definitely leave. Females were likely to say they would not remain. Males
stationed overseas were more likely to say they would remain.

The lower probability of female extensions is not surprising given re-
sponses to other questions about negative experiences and dissatisfaction,
especially with regard to the treatment of women in the Army (to be discussed
in a subsequent Section).

In addition to indicating a commitment, respondents were asked to identify
policy changes or changes in Army life that might enhance commitment. The most
interesting aspect of answers to these questions was that they generated many
responses that had little to do with the problems which had been discussed in
previous questions. For example, the two most common single response categories
for the question on policy changes were (1) competitive pay (compared to the per-
ceived situation in the civilian world) and (2) guaranteed graduate school. Two
other response categories, keeping dual BAQ for married Army couples and merit
pay, were also money oriented (although the latter could well be a reflection
of earlier comments about poor peer performance). When combined with two other
independent categories, elimination of "up or out" policy and guaranteed assign-
ment to West Point, these responses accounted for over half of the total answers
to this question.

Some of the responses, however, were more direct reflections of the problems cited in answers to earlier questions. For example, references to reducing time on the job, elimination of short tours, and choice in assignment, reflect earlier comments. Similarly, responses to the question about changes in Army life were more related to previously described problem areas. Time (again), fewer required social functions, positive feedback, professionalism, poor soldiers, field duty, etc. were all mentioned by one or more respondents in answering the question on what would enhance adjustment to the Army.*

Despite an extensive discussion of "policies" and "changes" in many groups, it was often difficult to determine if the comments made by respondents were real conditions for extension or simply answers to questions. Most of the time it was not possible to determine if the respondent had expressed a positive or negative attitude toward extension. Thus, the interpretation of these responses, taken together, must be restricted to the role of general attitudes, whose behavioral implications are largely unknown or can only be inferred.

The kinds of policy changes desired by the members of the class of 1981 are very similar to those suggested by the class of 1980. In the report on the class of 1980, however, there was a tendency to view disparate answers as making up a total system, i.e., to characterize the responses across the whole group. This is a dangerous approach because it is clear that no single individual adheres to all of the suggestions or is reflected in all of the problems. If ones objective is to develop profiles of individuals or the entire group across issue areas, these interview results are not the appropriate

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*The placement of this question, immediately following the item on policy changes that would enhance retention, of ten made interpretation difficult because respondents seemed to be answering for the question on commitment, as well as or instead of adjustment. The relationship between commitment and adjustment is not clear in many cases.

data. It is appropriate, however, to discuss the range of issues and talk about their relative importance without making unwarranted inferences about how they interact.

VI

MORAL AND ETHICAL BEHAVIOR

Slightly over 40% of all interview participants indicated that they had seen other officers behave in an immoral or unethical manner. Males were significantly more likely to have had such exposure than females. Among those who admitted a psychological reaction to such behavior, the emotions ranged from outraged to guilt . But the self-described coping behavior and descriptions of their own ethical behavior offer a much clearer picture of how the honor code gets translated into active duty behavior.

First, it is necessary to specify the types of behavior most of the respondents were addressing. Most of the immoral or unethical behavior being discussed was not serious crime or breaches in the country's security. It generally fell into three categories: (1) backdating inspections or other paperwork so that inspection requirements could be met; (2) falsifying equipment and/or material readiness reports; and (3) covering supply shortages or overages. Decisions about whether or not to violate rules in these areas frequently confronted these officers and they raised problems that were of great concern to most.

There are two dimensions along which to analyze this issue. The first is the respondent's reaction to others unethical behavior and the second is the respondent's own behavior. Reactions may be described as tolerant and intolerant. Slightly more respondents were willing to express a tolerant reaction to the referenced behavior than intolerant. These expressions included "live and let live," "can't do much about it," "it's his problem," and "it depends on the offense." Generally, females were more likely to be tolerant than males.

Intolerance was not without its own problems. Almost half who said they complained, also said they were criticized for doing so. Many others also said that there was pressure not to report such ethical breaches because it would hurt the unit. Some reported that they would handle breaches by confronting the individual who committed the act, but did not report it to a higher authority. Under the West Point honor code, this would also have been a breach, so there was change even among those who took a less tolerant view of these ethical breaches.

With regard to reports on their own behavior, the situation was reversed. About two thirds more indicated that they did not "bend the rules" than did, although many again indicated that there was often severe pressure to do it. Of those who did admit bending the rules, most cited reasons for their actions. Pressure, getting the job done, and it balances out in the long run were typical rationalizations.

Beyond changes in the West Point curriculum which will help in the adjustment to the level of ethical and moral behavior in the Army, most comments about how to deal with the problem centered around changes in command emphasis. The argument went, that as long as higher commands knew about and tolerated such behavior, e.g., falsified reports, changing inspection dates, manipulating supply procedures, etc., it would continue. While it is not clear that a change in command emphasis would totally alleviate the problem, it seems likely that it would reduce it. However, one respondent cleverly pointed out that junior officers might be trapped regardless of such changes. He reasoned that if there was a change in the toleration of this type of behavior, junior officers would then have to take the responsibility for failure to complete assignments that were not feasible in the first place. For example, if the Army wanted to stop manipulation in the supply system, they would have to install one that

really met the day to day requirements of units or commanders would have to become tolerant of the shortcomings of the present system. Similarly, units could meet readiness requirements with sufficient trained mechanics or the willingness of commanders to accept higher deadline percentages.

These arguments are problematic because there is no real agreement on unit readiness in the Army. In addition, the role that the issue of ethics plays in the Army or in the minds of our respondents is problematic as well. There was, for example, no groundswell of indignation about moral/ethical questions when the participants were asked an open-ended question about what aspects of Army life dissatisfied them. Only one fifth expressed a "psychological" reaction to the presents of unethical behavior among other officers, let alone among NCO's where most feel it is rampant. Finally, the majority of those who expressed an opinion were willing to tolerate "minor" violations, generally because that was the norm for the Army.

Our conclusions about reactions to unethical behavior are not unlike those found in the class of 1980. There is no comparison available on the implications of these conclusions.

VII

WOMEN IN THE ARMY

In addition to descriptions of gender-related differences which occurred
in answering regular questions, our final Section will discuss some issues
about women in the Army which were raised independently of the substantive
questions. There are two categories of comments, those which were directly
negative about women in the Army and those which address the Army's treatment
of women in the Army.

Of nine negative comments about women, four were made by women. One
respondent suggested that it is the responsibility of women to bend to the
requirements of the Army, rather than vice versa. This may reflect the at-
titude held by many in the Army; i.e., that too much change is being introduced to
accommodate women. Another expression of this perspective was a comment about
reverse discrimination offered by two males.

Despite these, and several other comments, however, there were very few
overt anti-female remarks in the group discussions. Most of the comments were
made by women and about the shabby way they are treated in the Army. Again,
there are two types of remarks, those which refer to individual mistreatment
and those which refer to institutionalized mistreatment. Individual harassment
included overt sexual harssment, a negative attitude toward pregnancy, failure
to assign women to work in their Branches (by the local unit commander), feeling
resented at West Point, and a feeling that female officers must prove themselves
before being given a "regular job." Institutionalized mistreatment centered
around the changes in Branch availability and career advancement opportunities.

In general, women were less happy about their role in the Army and their
jobs. They often felt they were shunted into non-leadership positions, even

when such positions were available. Their dissatisfaction with these con-
ditions is reflected in a higher proportion who intend to leave the Army when
their five year obligation is completed.

CONCLUSIONS

Any conclusions drawn from the analysis presented in the report must be tempered by the limitations of the data and by the fact that there are other data sources which will contribute to the overall understanding of the problem and the achievement of study objectives. However, the presence of supplementary data sources also permits a certain freedom in interpretting the results of the interviews because any conclusions are subject to verification and revision based on other sources. Thus, in drawing conclusions we will follow what seems to be the logical consequences of the data on the assumption that more detailed analysis of the complete set of relevant data may lead to their revision or rejection.

The foregoing description and analysis of results proceeded by following the order of interview questions. This approach was used because it helped to highlight each area and provide a full description of results. In this Section, however, these areas will be collapsed so that it will be possible to focus on the two areas of general policy interest. The first of these areas is what can be learned about West Point training by using the experience of one year of active duty. The "teachers" in this instance are the West Point graduates who are using their one year of active duty experience to identify ways in which their training could have been improved to make them better officers. Their assumption, though not necessarily the Army's, is that one of the primary objectives of the West Point program is to make them better Lieutenants. The conclusions discussed here will be based on that assumption.

The second area addresses issues that are significant in the performance and commitment of West Point graduates. Because these data provide no information about performance, the focus must be on commitment. Because the data do

not allow a direct linkage between issues and commitment intentions, the analysis must rely on the implications of the data and aggregate comparisons.

By dividing the analysis into these two questions, it will be possible to use the responses for a single question to inform both areas. For example, responses to the question of negative aspects of the first regular duty assignment, can help us to understand the proposals for West Point training changes and potential deterrants to extended commitment. On the other hand, some issues will be addressed exclusively to one or the other area.

The overlap in the implications of some answers suggests a continuity in the entire process. The model which will be used to guide our discussion of this process has the following general characteristics:

(1) West Point training provides a major contribution to the approach taken by Second Lieutenants in doing their Army jobs.

(2) Satisfaction with the Army and Army life is, in part, a function of success on the job.

(3) Commitment to an Army career is partially dependent on job satisfaction.

(4) The Army is interested in increasing the commitment of its West Point graduates.

(5) Following these four assumptions, it is reasonable to discuss:

(a) how West Point training can be improved to increase initial and subsequent job performance so that satisfaction and commitment can be increased; and

(b) what can be done after entry onto active duty to increase job performance or satisfaction, among other dimensions, so that commitment can be increased.

It should be noted that performance is an assumed component of commitment, but that it could be treated as an independent end, even though that analysis

is not possible in this situation. Also, this model is not comprehensive. It does not include all of the factors which guide curriculum development, or influence job performance, satisfaction with the Army, and commitment. Finally, the operational linkages for this model are provided by the comments of the interview respondents, in essence the material described in the preceeding Sections.

West Point Training

The overwhelming concern of respondents in their discussions of West Point training was to bring about changes that would help future officers perform better in their initial assignments. The areas of greatest concern were: (1) interaction with NCO's; (2) dealing with "problem" lower grade enlisted personnel; (3) supply and accountability; (4) maintenance; (5) training in counselling; and, generally, (6) training on "what platoon leaders do."

Some of these areas reflect the problems or negative experiences of junior officers which were described in responses to questions about active duty experiences, while others do not.   For example, the foremost negative characteristic of the first regular duty assignment was dealing with NCO's. Thus, it is natural to expect that respondents would call for extended training in this difficult area. Similarly, dealing with problems of low motivation, poor skills, extreme personal problems, etc. among lower grade enlisted personnel are considered to be significant aspects of the Army and are reflected in proposals for more training in how to handle these problems. Both (2) and (5), above, reflect these concerns.

On the other hand, the concern with supply and maintenance training are not the direct reflection of specific active duty problems or negative factors which are specified in responses about active duty experience. However, they may reflect some of the general inefficiency which was conveyed in the annoyance

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with long hours. They are also at least part of the problem in dealing with NCO's.

In the minds of respondents, the linkage between dissatisfaction, poor performance characteristics, and West Point training is clearly established in these findings. The logical connection seems to be clear also. On this basis, therefore, it is reasonable to give strong consideration to the suggestions being offered. Specifically, that curriculum changes be made to incorporate training which will improve junior officer performance in the areas mentioned. Such changes, if successful, would have the ultimate outcomes of improving performance, satisfaction, and, presumably, commitment. All of these outcomes are of clear benefit to the Army.

The officers responding to these questions were also not unmindful of the difficulties and trade-offs needed to bring about such change. The exchanges suggested were in areas which respondents saw as contributing less significantly to their performance as junior officers, specifically, training in higher level organization and management and infantry tactics. Quite reasonable arguments were made that the high level training would not be useful for a number of years, that the same information would be conveyed in formal instruction (advanced course, etc.) received at a later time, that extensive infantry training was not necessary for a majority of Branch assignments, and that such training was also being provided at subsequent specialized courses (e.g., OBC). It might be pointed out that providing such specialized training at OBC might help to alleviate the boredom and redundancy of these courses, which were much criticized in the interviews.

In two other training areas the linkage between the real Army problems and West Point training is more tenuous and the need for direct reaction is not as clear. The first of these is social behavior and the second is moral/ethical behavior. The numerous comments on social training at West Point did not

produce concrete suggestions on what, if anything, could or should be done. In addition, the social problems which do permeate negative comments about Army life do not seem to be actionable in terms of West Point training. The fact that some West Point graduates have difficulty meeting and interacting with civilians seems to be a problem that West Point is not going to be able to do anything about.

The questionnaire generated a substantial amount of discussion of moral/ ethical training and behavior. Specific training proposals centered around increasing the amount of realism about real Army behavior and standards, so that graduates would be better able to cope with what they encounter in the Army. While this seems to be a reasonable suggestion, the level of concern with this issue as a dissatisfier or negative aspect of Army life is almost nonexistant in responses to open-ended questions. Thus, the role of this issue in the training, performance, satisfaction, commitment chain seems extremely small. This is perhaps because the discrepancy between West Point and the Army is taken as a given to which most respondents have adjusted (by accepting it) and about which they feel little can be done. In any case, a solution is not linked to West Point training.

. . . .

An important objective of this study was to examine differences between male and female respondents. In the context of this discussion, the issues are: (1) are training demands different for males and females; and (2) are the linkages between training, performance, satisfaction, and commitment different for the two groups? Females are proportionately more likely to have suggested additional training on dealing with NCO's, less infantry training, more training on supply and maintenance systems, and in general, more training

on being a Lieutenant. They are also more likely to have had problems with NCO's, so that particular relationship is consistant across gender groups. Higher demand for work in the other areas may also be consistant with local assignment policies, which tend to place females in support and service roles even when branch assignments indicate that line functions are appropriate. Thus, they are reacting to what has happened to them in the Army, although this is not necessarily negative in terms of satisfaction or commitment. While our data do suggest that women are less likely to have positive commitment intentions, the dissatisfaction which this reflects is not directly linked to training or performance shortcomings. That is, the high interest in increasing the emphasis on practical training reflects an interest in improved transition and performance, but does not seem to be linked to satisfaction and commitment (at least in these data) beyond personnel interaction issues. This suggests that our model is less valid for females than males.

Satisfaction and Commitment

Satisfaction results from positive and negative aspects of the respondents' Army experience, including those factors described in response to questions on commitment. In this part of the discussion, the focus is on factors that are not necessarily related to West Point training, i.e., conditions and situations which arise in the Army. These factors are probably more important in ultimate commitment decisions, but they are less specific to being a West Point graduate. They affect all officers, although, using available data, it is not possible to determine if West Point officers are differentially affected.

The linkage between satisfaction and commitment is also more direct. It should be easier to infer the role of particular problem areas in satisfaction and commitment because they are spacially and chronologically closer together. The implications for policy changes may be more direct, but they potentially

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have a much wider impact because they can affect all officers, not just West Point graduates.*

By way of summary, the following negative factors were more frequently cited in responses to questions about satisfaction and commitment: (1) People - including NCO's, unqualified troops, unmotivated troops, poor quality officers, and lack of dedication to the Army; (2) The Job - including long hours, boredome, paperwork, inefficient use of time, crisis management, lack of mission orientation, and working outside Branch specialty; (3) Facilities - including troop shortages, old equipment, living conditons, and recreational facilities; (4) Location; (5) Others' perceptions of West Pointers and officers generally; (6) Required social functions; (7) Poor social life and loneliness; (8) Money and benefits; and (9) Sexual discrimination by individuals and the Army.

It is not the purpose of this conclusion to discuss each of these areas individually because they have been described previously are largely self-explanatory. But it is useful to discuss them in the context of their potential relationship to commitment and in terms of differences between male and female respondents.

The relationship of specific areas of dissatisfaction and negative affect to commitment is important because it is in this linkage that policy alternatives can be considered most effectively. The interesting aspect of this dataset is that most of these factors, which are cited as being dissatisfying or negative, do not appear in response to the question on what policy changes would enhance

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*One notable exception to this rule, Officer Basic Courses, merits some consideration. If, as has been suggested by a large number of respondents, Officer Basic Courses are a waste of time for West Point graduates, consideration might be given to sending some of them directly to their units. Of course, such a determination would require much more detailed study than is possible from the available data.

commitment. Since it was not possible to trace individuals across questions, we can only infer that changes in these areas would mean changes in commitment. In many instances, that linkage is very tenuous because: (1) relatively few individuals supported each of the specific problem areas; and (2) there was very little indication of the importance of these issues for the respondents. Our model usggests that such a linkage should exist, but the data do not show that is does exist.

The exceptions are provided in the direct question about commitment and policy change. In response to this question, the most frequently cited factors were pay and benefits (including graduate school, allowances, and differential pay, an indirect reference to perceived shortcomings in the performance of other officers, especially ROTC graduates), time on the job, branch assignments, geographic assignments, and promotion policies (although mostly as they apply to others). Among all of the people problems which were negatively perceived in the first tour, only poor officer performance appears in this context. Among the many job-related negative factors, only time appears. Facilities appear indirectly in response to the question on adjustment, as does the social re- quirements issue. Even sexual discrimination and the perceived unfair handling of women's problems do not play a prominant role in answering the question on policy changes that would enhance commitment. Thus, with the probable exception of sexual harassment and related female issues, the empirical effect of a wide variety of negative experiences and dissatisfactory people and job experiences on commitment remains largely unknown.

The potential for policy change, even among those problems and issues where the linkage between dissatisfaction and commitment intentions as relatively direct, is also very limited. For the most part, money questions are not within D.A.'s control. Several other areas, such as guaranteed graduate school, family

support, tours, assignments, and promotion policies, are open to manipulation. So are other areas related to administrative and management practices. However, it is not particularly useful to speculate on any specific changes without being able to predict likely outcomes in terms of performance and commitment improvements. Rather, the results of this analysis provide a useful basis for subsequent research in which the direct linkages can be established.

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One final note on the position of women is in order. Generally, females are much more negative about the Army than males. These attitudes reflect both concerns similar to those raised by males and concerns unique to females. In the latter group are a series of issues which affect career development. In additon to direct sexual harassment and the limitations in Branch choice, females complained of local job and assignment prejudice and greater difficulty getting along with NCO's, which may well be a function of gender. The magnitude of these problems is reflected, quite directly, in much less interest in staying beyong their five year obligation. Females bring still another complicating factor into this arena, having babies. For most, the possibility of raising a family while having dual Army careers is not even thinkable. Thus, given a choice and current conditons, the Army can expect that most females who want a family will leave the Army. But even beyond that, the raising of expectations at West Point and subsequent shabby treatment in the Army will soon become generally known and could have serious implications for even recruiting quality female cadets, let alone keeping them.

TABULAR RESULTS OF SMALL GROUP

INTERVIEWS FOR THE CLASS OF 1981 GRADUATES

AFTER ONE YEAR OF ACTIVE DUTY

TECHNICAL REPORT 84-7

JEROME ADAMS

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Introduction

This report presents tabular results of group interviews with members of the West Point class of 1981 who have completed approximately one year of active duty in the Army. The interviews were conducted in the Fall and Winter of 1982/83 at Army posts in CONUS, Germany, Korea, and Hawaii by members of the Project Athena research team. A standard protocol (Appendix A) was used by all interviewers, although additional items were added in some groups and probing questions varied from group to group and interviewer to interviewer.

The presentation of quantified results is based on an analysis of interview tapes. A total of 41 group interviews, including 123 Subjects, were used to develop the quantitative content analysis. Protocol questions form the basis for tables. In general, answers to each question constitute one table. In some instances, questions were combined because the substance of responses was very similar due to respondent interpretation of the questions. In tabulating responses, the analyst counted positive and negative answers to specific questions and recorded substantive comments as they were made. In addition, comments were coded for direction (positive or negative v alence) and intensity, where possible.

Answers to open-ended questions were categorized to some extent, but an attempt was made to maintain the richness of the data by refraining from categorization that was not obvious. As a result, the breadth of the responses is maintained and tables tend to be somewhat long. In most instances, categories were used to group responses under general headings, while maintaining the original language of the original answers (see Table 2 as an example). Subsequent category reduction could reduce the length of the

tables, but only at a cost in specification that could be a key in the development of successful policy interventions in problem areas.

In tables where direct, yes/no, answers were required, only the number or percent of positive responses are presented. Although some respondents answered question in the negative, others did not answer or make inaudible answers. In an effort to develop the most reliable approach to coding responses, it was decided that positive answers best represented the feelings of individual Subjects and aggregates. A similar interpretation was used in the coding and presentation of answers to open-ended questions. Individuals who did not answer were assumed to have no opinion and only voiced answers were recorded.

The criteria for using raw numbers or percentages in tables were the number of responses, their diversity, and the number of individuals in the category. In instances where very few respondents answered the question, only raw numbers are used. On questions where no response subcategories were created, percentages were not used because of the small number of respondents in the female groups. It was felt that percentages used in groups where the number of possible answer categories exceeded the total number of possible respondents could be very misleading.

Percentages were used, however, to provide comparisons for categories of answers (as opposed to individual answers). Thus, when responses could be grouped in terms of positive vs. negative, or Army vs. West Point, etc. percentages of types of answers were used to allow the reader to more readily compare the general direction or focus across all respondents and for specific subgroups. Table 11 provides a specific example of this approach.

Answers to all questions are presented in terms of four basic descriptive categories of respondents. The dimensions used are assignment location and gender. The categories of assignment are CONUS (including the continental

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U.S. and Hawaii) and Overseas (including Korea and Germany). Gender categories are male and female. Results are also aggregated for the total sample. Thus, all substantive tables have five columns, CONUS Male, CONUS Female, Overseas Male, Overseas Female, and Total for which responses are presented. Percentages, where they are used, are calculated for each subgroup also.

Presentation of the tables follows the format of the questionnaire. There are nine sections: I - Sample; II - Assessment of West Point Training; III - Transition to Active Duty; IV - First Duty Assignment; V - Satisfaction; VI - Commitment; VII - Moral and Ethical Behavior; VIII - Women in the Army; and IX - Miscellaneous Comments.

I

Sample

Table 1 describes the distribution of the respondents across the two basic dimensions, gender and location. It is notable that the total sample includes only 24 women, which may mean that responses for women are somewhat restricted or narrower than they might be if more women were included.

TABLE 1

Total Participants

	Number	% of Total
Male	99	80.5
Female	24	19.5
Total	123	
Stationed in CONUS	75	61.0
Stationed OVERSEAS	48	39.0
Total	123	
CONUS Males	62	82.7
CONUS Females	13	17.3
Total	75	
OVERSEAS Males	37	77.1
OVERSEAS Females	11	22.9
Total	48	

II

Assessment of West Point Training

Respondents were asked to assess each of the five pedestals (academic, physical, military leadership, social, and moral/ethical) of their West Point training. Results for each are separately with responses grouped in terms of problems and proposed changes or improvements. In addition, the academic training responses (Table 2) are divided into military and traditional academic subcategories. The military science pedestal (Table 4) refers only to issues and problems related to leadership training (broadly concerned).

Percentages are not used in the presentation of these results. Relative significance of specific answers may be inferred from the number who cite a particular problem and/or the number who feel strongly about their answers. The latter factor is noted by the use of exponents with the number of respondents. An exponent denotes the number in that group who feel strongly about that issued. It should be noted that very few respondents feel strongly about their answers to any of the questions.

TABLE 2

Academic * Training At West Point**

| | CONUS | | OVERSEAS | | |
	Male	Female	Male	Female	TOTAL
A. Problems					
1. Too much foreign language	2	0	0	0	2
2. Too much general management, high level organization, staff work, etc.	10	0	1	0	11
3. Academic program not useful	12	5	4	0	21
4. Military science are weakest courses	2	0	0	0	2
5. Not get anything out of military science lectures	0	0	1	0	1
B. Proposed Changes					
Military Training Area:					
1. More military history	2	0	1	0	3
2. More military writing – EER, awards, etc.	6	2	1	4	13
3. Use Army supply form at West Point as training vehicles	0	1	0	0	1
4. More military law, UCMJ, separations (law and procedures)	7	2	6	0	15
5. More training on additional duties	4	1	0	0	5

* Academic includes military classroom work as well as traditional academic fields.

* Numbers represent the number of comments on each category by respondents.

TABLE   2

Academic[*] Training At West Point[**]

(Continued)

B. Proposed Changes (Continued)	CONUS		OVERSEAS		
	Male	Female	Male	Female	TOTAL
Military Training Area (Continued)					
6. More training on supply and accountability	7	5	3^{2+}	1	16
7. More training on maintenance system	5	4	3^2	0	12
8. Branch training (including earlier branch selection)	4	3	0	0	7
9. Training in the use of regulations and pamphlets	0	2	0	0	2
10. "Case studies" not useful	1	0	0	0	1
11. Bigger emphasis on guerilla war	1	0	0	0	1
Traditional Academic Area:					
1. Have academic majors	6	1	2	0	9
2. Stress importance of academic standing to cadets	1	0	0	0	1
3. More practical engineering courses	1	0	0	0	1
4. Management courses	3	0	0	0	3
5. More academic courses	1	0	0	0	1
6. More psychology/counselling/ people management courses	5	0	3	1	9
7. More political courses	0	0	0	1	1

[+]Exponents represent the number of respondents who feel very strongly about their answers.

TABLE 2

Academic* Training At West Point**

(Continued)

	CONUS		OVERSEAS		
	Male	Female	Male	Female	TOTAL

B. **Proposed Changes** (Continued)

Traditional Academic Area (Cont'd)

		CONUS Male	CONUS Female	OVERSEAS Male	OVERSEAS Female	TOTAL
8.	German courses for those going to Germany	0	0	2	0	2
9.	A mandatory art course	1	0	0	0	1
	TOTAL POSSIBLE RESPONDENTS	62	13	37	11	123

TABLE 3

Physical Training At West Point

| | CONUS | | OVERSEAS | | |
	Male	Female	Male	Female	TOTAL
Problems					
1. Poor grades for individuals who do not do sport well in P.E. classes – This favors those who know sport in advance – should be pass/fail.	4	0	0	0	4
2. Not do enough in summers	1	0	0	0	1
Proposed Changes					
1. More dedicated time to P.E. (instead of on own)	0	1	0	0	1
2. Cut overweight people, not just threaten	1	0	0	0	1
3. More P.E. in upper classes	1	0	0	0	1
4. More emphasis on secondary team sports for training purposes	1	0	1	0	2
5. More ideas for giving P.T. in units	1	0	0	0	1
6. Stress intermurals more (instead of intercollegiate)	1	0	0	0	1
TOTAL POSSIBLE RESPONDENTS	62	13	37	11	123

TABLE 4

Military (Leadership) Training At West Point[*]

| | CONUS | | OVERSEAS | | |
Problems	Male	Female	Male	Female	TOTAL
Unrealistic Training:					
1. not taught how to deal with low quality troops	3	1	1	1	6
2. not taught how to deal with unmotivated troops	1	0	1	0	2
3. not taught how to deal with the personal problems of troops	2	0	2	1	5
4. too much theory, classes not good	0	0	3	0	3
5. things work too well – not like Army	0	0	2	1	3
Dealing with superiors:					
6. how to deal with superiors with low standards	0	1	0	0	1
7. how to deal with superiors who threaten with OER	0	1	0	0	1
8. how to deal with superiors who are unprofessional	0	1	0	0	1
9. how to deal with superiors who are more concerned with "politics" than unit	0	1	0	0	1
10. too much infantry training	3	4	1	0	8
11. Problems with CTLT	3	1	0	0	4

[*]Academic includes military classroom work as well as traditional
academic field.

TABLE 4

Military (Leadership) Training At West Point* (Continued)

Proposed Changes	CONUS		OVERSEAS		
	Male	Female	Male	Female	TOTAL
1. More training on working with NCO's	12	5^{2+}	5	2	24
2. More exposure to enlisted personnel at West Point	0	1^{1}	0	0	1
3. More innovative ideas on how to get things done	1	0	0	0	1
4. More training on "real Army" (what platoon leaders do)	5	5	8	0	18
More training on –					
5. use of negative leadership	1	0	0	0	1
6. positive leadership	1	0	2	0	3
7. training to train	2	0	0	0	2
8. winter field exercises	0	1	0	0	1
9. general leadership	1	0	0	0	1
10. situations	1	0	0	0	1
11. More leadership roles	0	1	0	0	1
12. Treatment of Plebes not a model for treatment of troops	1	0	0	0	1
13. Use Sergeants Major to teach about NCO's	1	0	0	0	1
14. Put weak leaders into leadership positions, not strong leaders	2	0	0	0	2

$^{+}$Exponents represent the number of respondents who feel very strongly about their answers.

TABLE 4

<u>Military (Leadership) Training At West Point</u>* (Continued)

	CONUS		OVERSEAS		
	Male	Female	Male	Female	TOTAL
15. Stop wasting money firing heavy weapons in training	1	0	0	0	1
16. Should give out "professional notebook" earlier	0	0	1	0	1
TOTAL POSSIBLE RESPONDENTS	62	13	37	11	123

END

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MICROCOPY RESOLUTION TEST CHART
DARDS-1963-A

TABLE 5

Social Training At West Point

Problems	CONUS		OVERSEAS		
	Male	Female	Male	Female	TOTAL
1. Not prepared to deal with non-West Point peers	1	0	0	0	1
2. Cannot talk to (meet) members of the opposite sex easily	4	0	0	0	4
3. Close control lead to weekend explosions, bad weekend drinking	1	0	2	0	3
4. Lack "social skills," not relate to people well	7	1	1	1	10
5. Women in program not help social interaction problems	1	0	0	0	1
6. No opportunity to explore (get into trouble)	1	0	0	0	1
7. No chance to be active in non-military type extra-curricular activities	0	1	0	0	1
8. The "world is culture shock"	0	0	1	0	1
9. West Point system allows shy or withdrawn person to hide, not develop	0	0	2	0	2
10. Open-door policy in rooms bad, can't have a private talk	0	0	0	1	1
11. Generally poor	0	0	1	1	2
12. Miss out on dating	0	0	2	0	2
13. Sheltered, not broad experience	0	0	1	0	1
14. West Pointer not fit in well after hours	0	0	1	0	1

TABLE 5

Social Training At West Point
(Continued)

Proposed Changes	CONUS Male	CONUS Female	OVERSEAS Male	OVERSEAS Female	TOTAL
1. More free time needed	6	0	1	2	9
2. Address problems of social drinking, drinking and driving, drugs	0	2	1	0	3
3. Provide more off-campus freedom through organized trips	0	1	0	0	1
4. Provide more freedom in lower classes	1	0	0	0	1
5. Expand social contact with local population	8	0	0	2	10
6. Relationship between cadet and Tac officers should be less formal - make transition easier	0	1	0	0	1
7. Make much of last year program optional; more senior freedom	1	0	0	1	2
8. Provide realistic expectations about family problems in Army	2	0	0	0	2
9. Help in how to dress - non-military	0	0	1	0	1
10. More freedom and responsibility (needed to learn)	0	0	3	0	3
11. Limiting drinking close to West Point is counter productive	0	0	1	0	1

TABLE 5

Social Training At West Point
(Continued)

Proposed Changes (Continued)	CONUS		OVERSEAS		TOTAL
	Male	Female	Male	Female	
12. Need better orientation on Europe	0	0	1	0	1
13. Should teach how to get along witn people	0	0	1	0	1
TOTAL POSSIBLE RESPONDENTS	62	13	37	11	123

TABLE 6

Moral/Ethical Training At West Point

Problems	CONUS Male	CONUS Female	OVERSEAS Male	OVERSEAS Female	TOTAL
1. Violators allowed to stay Getting around the system Hypocritical-preach one way and do another Many violations - nothing can do	8	0	3	0	11
2. Too idealistic, not real Army - outside people not have same standards	7	1	5	1	14
3. Too black and white	2	0	0	0	2
4. Not get anything out of classes on morals/ethics - learn from personal interaction	2	0	0	0	2
5. Not enough self-discipline (outside enforcement)	0	0	1	0	1
6. Too much time on it	0	0	1	0	1
7. Honor code a farce to many, develop "live and let live" approach	0	0	2	0	2
8. West Point training not change people, may reinforce	6	0	0	0	6
Proposed Changes					
1. More "situational training"	0	0	1	0	1
2. Make scenerios more realistic	2	1	0	0	3
TOTAL POSSIBLE RESPONDENTS	62	13	37	11	123

TABLE 7

Positive Comments About West Point Program

Academics	CONUS		OVERSEAS		
	Male	Female	Male	Female	TOTAL
1. English/writing skills learned	13	0	11	2	26
2. Psychology/counselling/ behavioral sciences/ people courses good	3	1	2	0	6
3. Math good – help organize	3	0	0	0	3
4. Broad base good	2	0	2	0	4
Military Training					
1. Not West Point role to teach being a 2LT – centra comments on more realistic training	2	0	0	0	2
2. Drill cadet good	2	0	2	1	5
3. CTLT good	4	1	3	2	10
4. Builds general confidence	1	0	0	0	1
5. Summer training generally	1	0	0	0	1
6. Camp Buckner	0	0	0	2	2

Physical Training

Virtually everybody thought the physical training was good and that it served them well on active duty.

TABLE 7

Positive Comments About West Point Program
(Continued)

	CONUS Male	CONUS Female	OVERSEAS Male	OVERSEAS Female	TOTAL
Social Training					
1. Etiquette and formal military social training good	17	2	8	3	30
2. No change (increase) in social training because would negatively affect other areas	5	0	0	0	5
3. Women at West Point help	1	0	0	0	1
4. Social training not responsibility of West Point	1	0	0	0	1
5. Helped to lose shyness	0	0	0	1	1
6. Generally good – meets needs	0	0	2	0	2
Ethical Training					
1. Idealism should be kept as a model	1	1	0	0	2
TOTAL POSSIBLE RESPONDENTS	62	13	37	11	123

III

Transition to Active Duty

Tables 8 - 10 refer to the transition from West Point status to an active duty role. The bulk of the responses are focussed on initial school assignments, but some refer to the first permanent duty assignment.

TABLE 8

Role Transition - Respondents' Own Problems

| | | CONUS | | OVERSEAS | | |
		Male	Female	Male	Female	TOTAL
1.	Getting used to free time - lead to excesses - especially at OBC	3	0	4	0	7
2.	Learning how to deal with Warrant Officers	2	1	0	0	3
3.	Learning how to take care of self - apartment, cooking, utilities, handling money	3	0	0	0	3
4.	Marital problems caused by new Army role	1	0	0	1	2
5.	Difficulty "fitting in" with unit	0	1	0	0	1
6.	Wider range of troop problems than expected	1	0	0	0	1
7.	Dealing with troops different from dealing with a plebe	1	0	0	0	1
8.	Battalion Commander expect too much at first	1	0	0	0	1
9.	Difficulty adjusting to incompetence of ROTC officers	2	0	0	0	2
10.	Learn to lead instead of do it yourself	0	0	1	0	1
11.	Unsure what to do when arrive at new assignment	0	1	1	0	2
12.	Difficult to justify 2LT rank- don't know anything	0	0	1	0	1
13.	Low motivation at first willingness to do "half-assed job"	0	0	2	0	2

TABLE 8

Role Transition – Respondents' Own Problems
(Continued)

| | | CONUS | | OVERSEAS | | |
		Male	Female	Male	Female	TOTAL
14.	Feel negative vibrations toward West Pointer	0	0	1	2	3
15.	More expected of West Pointer	0	0	2	0	2
	TOTAL POSSIBLE RESPONDENTS	62	13	37	11	123

TABLE 9

Role Transitions – Problems Other People Had

		CONUS		OVERSEAS		
		Male	Female	Male	Female	TOTAL
1.	(1)* Getting used to free time – lead to excesses – especially at OBC	9	0	5	0	14
2.	(3) Learning how to take care of themselves – apartment, cooking, utilities, handling money	5	0	2	0	7
3.	(4) Marital problems caused by new Army role	3	0	0	0	3
4.	ROTC graduates handle social interpersonal situations better	1	0	0	0	1
5.	(14) West Point officer segregated – negative feelings	2	0	0	0	2
6.	(15) More expected of West Point officers	2	0	0	0	2
7.	Carry-over of senior West Point status to 2LT job not work	0	0	1	0	1
8.	Should do more/try harder at OBC	0	0	1	0	1
9.	Big-headed West Point predecessors make it harder for those who follow	0	0	1	0	1
	TOTAL POSSIBLE RESPONDENTS	62	13	37	13	123

*Numbers in parentheses refer to cross reference categories in Table 8.

TABLE 10

Factors Contributing To Adjustment

		Number
Non-West Point		
1.	Other West Point officers at OBC	2
2.	Help from Executive Officer	1
3.	Field duty aids learning leadership	1
4.	West Point officers in unit when arrived	1
West Point Could Better Prepare		
1.	By making it acceptable to make mistakes	1
2.	By not watching upper classmen so closely	2
3.	More information about Army is about	1
4.	More information/training in Officer-NCO roles	1
5.	Training as a section leader before OJT (correction officer)	1
6.	Training in life management skills (e.g., finance)	4
7.	Guidance on what to do when report to schools	1
8.	Freedom for meals	1
9.	Earlier branch choices	1

IV

First Duty Assignment

Tables 11 and 12 refer to positive and negative aspects of the respondents' first regular duty assignment. Both positive and negative responses have been divided into the following subcategories: (1) People - Enlisted; (2) People - Officers; (3) Job; (4) Assignment/Location; and (5) Miscellaneous. This was done to provide a better feel to the types of issues raised and the relative distribution of answers across these types.

Percentages are used to describe the proportion of responses that fall into each subcategory for each analysis group (male, female, CONUS, Overseas) and for the total sample. This procedure should help to focus attention on where the problems are, substantively, geographically, and for gender.

TABLE 11

Positive Characteristics of First
Permanent Duty Assignment

		CONUS		OVERSEAS		
		Male	Female	Male	Female	TOTAL
1.	**People – Enlisted Personnel**					
a.	Working with enlisted personnel	11	2	6	4	23
b.	Seeing men succeed	7	1	0	0	8
c.	Like the people	7	0	1	0	8
d.	Like teaching	2	0	0	0	2
e.	Doing something the troops	0	0	0	1	1
f.	NCO's better than thought	3	0	0	0	3
	Subtotal of Comments	30	3	7	5	45
	Percent of total comments	46.9%	50.0%	20.1%	33.3%	37.8%
2.	**People – Officers**					
a.	C. O. cares about me	1	0	0	0	1
b.	Bn officers close	1	0	1	0	2
c.	Support from fellow officers	0	0	1	0	1
d.	Good commander	0	0	1	0	1
e.	Good officers in Battalion	2	0	1	0	3
f.	Make friends easier	0	0	1	0	1
	Subtotal of comments	4	0	5	0	9
	Percent of total comments	6.3%	0	14.7%	0	6.8%

TABLE 11

Positive Characteristics of First
Permanent Duty Assignment

(Continued)

		CONUS		OVERSEAS		
		Male	Female	Male	Female	TOTAL
3.	Job					
a.	Field duty/exercises	6	0	7	1	14
b.	Independence	1	2	0	1	4
c.	Responsibility	6	1	0	2	9
d.	Learning job/learn to manage	3	0	0	1	4
e.	Job	1	0	0	0	1
f.	Being essential part of unit/team	2	0	1	0	3
g.	See outcomes of decisions - accomplish mission - do job	6	0	1	1	8
h.	Keeping busy	2	0	0	0	2
i.	Control of unit	0	0	1	0	1
j.	Challenging job	0	0	1	0	1
k.	Technical part of job/ being an expert	0	0	1	0	1
l.	Little micromanagement	0	0	1	0	1
m.	Additional duties	0	0	1	0	1
	Subtotal of comments	27	3	14	6	50
	Percent of total comments	42.2%	50.0%	41.2%	40.0%	42.0%

TABLE 11

Positive Characteristics of First
Permanent Duty Assignment
(Continued)

	CONUS Male	CONUS Female	OVERSEAS Male	OVERSEAS Female	TOTAL
4. Assignment/Location					
a. Travel	1	0	1	1	3
b. Learn more here	0	0	2	1	3
c. A real mission here (border/DMZ)	0	0	3^{2+}	0	3
d. Local civilians appreciate your presents	0	0	2	0	2
e. Location	2	0	0	0	2
f. Respected as officer	0	0	0	1	1
g. Stationed with spouse	0	0	0	1	1
Subtotal of comments	3	0	8	4	15
Percent of total comments	4.7%	0	23.5%	26.7%	12.6%
TOTAL COMMENTS	64	6	34	15	119
Percent of total comments	53.8%	5.0%	28.6%	12.6%	
Percent of total respondents	50.4%	10.6%	30.1%	8.9%	

+Exponents represent the number of respondents who feel very strongly about their answers.

TABLE 12

Negative Characteristics of First
Permanent Duty Assignment

		CONUS		OVERSEAS		
		Male	Female	Male	Female	TOTAL
1.	People – Enlisted Personnel					
	a. Unmotivated – troops don't care	2	0	0	0	2
	b. Dumb troops – unqualified troops	5	0	0	0	5
	c. Time with problem soldiers	6	3	0	0	9
	d. Bad attitudes – all enlisted grades no sense of urgency	0	0	1^{1+}	2	3
	e. Problems dealing with NCO's	7	3	8	5	23
	f. Drug and alcohol use among troops (Korea)	0	0	2	0	2
	Subtotal of comments	20	6	11	7	44
	Percent of total comments	25.0%	28.6%	19.0%	25.9%	23.7%
2.	People – Officers					
	a. Peers who don't do their job	0	1	0	0	1
	b. Poor commander (disorganized Army)	3	0	0	0	3
	c. Poor C.O.	0	0	1	0	1
	d. Officer competency low	5	0	0	0	5
	e. Double standard for enlisted men and officers, with officers coming out on top	1	0	0	0	1

[+]Exponents represent the number of respondents who feel very strongly about their answers.

TABLE 12

Negative Characteristics of First
Permanent Duty Assignment
(Continued)

		CONUS		OVERSEAS		
2. People - Officers (Continued)		Male	Female	Male	Female	TOTAL
f.	Officers not work together	1	0	0	0	1
g.	Lack of dedication to Army	2	0	0	0	2
	Subtotal of comments	12	1	1	0	14
	Percent of total comments	15.0%	4.7%	1.7%	0	7.5%
3. Job						
a.	Time/long hours/leave time	6	4	2	1	13
b.	When it doesn't work/not see final product	3	0	0	0	3
c.	Training distractors/can't plan	4	1	0	0	5
d.	Additional duties	3	0	0	0	3
e.	Paperwork/boring/sit around	1	4	3	0	8
f.	Not doing real job/out of Branch	1	0	0	0	1
g.	Wasted time/inefficient use of time/busy work	0	1	2	3^{2+}	6
h.	2LT should be platoon leader not staff	0	0	2	2	4
i.	Crisis management/unnecessary pressure	0	0	3	2	5
j.	Mission too big for unit	0	0	0	1	1

[+]Exponents represent the number of respondents who feel very strongly about their answers.

TABLE 12

Negative Characteristics of First
Permanent Duty Assignment
(Continued)

	CONUS Male	CONUS Female	OVERSEAS Male	OVERSEAS Female	TOTAL
3. Job (Continued)					
k. Job not challenging	0	0	1	0	1
l. No positive feedback	0	0	1	0	1
m. Not use what learned in school/not working in branch/job	0	1	4^{2+}	0	5
n. Can't train for unit mission/ too much garrison	3	1	4^{3+}	0	8
o. Poor communication in chain of command	0	0	1	1	2
p. Not supervising anyone	0	0	0	1	1
q. Not prepared for (staff) job	0	0	2	1	3
r. Micromanagement leadership over supervision	3	0	1	0	4
s. Can't use leadership position to distirubte rewards to men	1	0	0	0	1
t. Not knowing career advancement opportunities	0	1	0	0	1
u. Staff job	1^{1+}	0	0	0	0
v. Fitting in unit technically (aviation)	1	0	2	0	3
w. Not control men in garrison	1	0	0	0	1
x. Political eyewash	2	0	0	0	2

[+]Exponents represent the number of respondents who feel very strongly about their answers.

TABLE 12

Negative Characteristics of First
Permanent Duty Assignment
(Continued)

		CONUS		OVERSEAS		
		Male	Female	Male	Female	TOTAL

3. **Job** (Continued)

y.	Battalion staff get away with too much	1	0	0	0	1
z.	Not like branch	1	1	0	0	2
aa.	2LT not taken seriously	0	0	2	0	2
	Subtotals of Comments	32	14	30	12	88
	Percent of total comments	40.0%	66.7%	51.7%	44.4%	47.3%

4. **Facilities**

a	Old equipment	1	0	4	0	5
b.	Short equipment	1	0	0	0	1
c.	Troop and MOS shortages	6	0	0	0	6
d.	Living conditions	0	0	4	2^{2+}	6
e.	Low morale because of shortages and living conditions conditions	0	0	2	0	2
f.	Facilities	2	0	0	2^{2+}	4
g.	Service support	0	0	0	1	1
h.	Fewer new weapons, more support	0	0	0	2	2
	Subtotal of comments	10	0	10	7	27
	Percent of total comments	12.5%	0	17.2%	25.9%	14.5%

[+]Exponents represent the number of respondents who feel very strongly about their answers.

TABLE 12

Negative Characteristics of First
Permanent Duty Assignment
(Continued)

		CONUS Male	CONUS Female	OVERSEAS Male	OVERSEAS Female	TOTAL
5.	Assignment/Location					
a.	Racial discrimination off post	0	0	0	1	1
b.	Girls don't speak English	0	0	1	0	1
c.	Not want frequent assignment change	1	0	0	0	1
d.	Short tours - not as much interest in problems because leaving "tomorrow"	0	0	1	0	1
e.	Short tour - turbulence	0	0	2	0	2
f.	Short tour - lack of institutional knowledge	0	0	2	0	2
	Subtotal of comments	1	0	6	1	8
	Percent of total comments	1.3%	0	10.3%	3.7%	4.3%
6.	Miscellaneous Comments					
a.	Must live down West Point image	4	0	0	0	4
b.	Same pay for different quality and quantity of work	1	0	0	0	1
	Subtotal of comments	5	0	0	0	5
	Total Comments	80	21	58	21	186
	Percent of Total Comments	43.0%	11.3%	31.2%	14.5%	100%
	Percent of Total Respondents	50.4%	10.6%	30.1%	8.9%	100%

(n = 123)

V

Satisfaction

General satisfaction and dissatisfaction with military, social and personal life are presented in Tables 13 and 14, respectively. Overall results are divided into military and social/personal, with dissatisfaction further divided into military-related social/personal and other social/personal. This was done because most of the dissatisfaction problems in social and personal life could be directly linked to Army/career sources. Readers are, of course, free to reaggregate and disaggregate along any helpful dimensions.

TABLE 13

Satisfaction with Military, Social
And Personal Life

| | | CONUS | | OVERSEAS | | |
		Male	Female	Male	Female	TOTAL
1.	**Military Satisfactions**					
a.	Assignment	3	1	6	0	10
b.	People in unit (enlisted and officer)	3	0	2	1	6
c.	Learning system	1	0	0	0	1
d.	Working with people (in job) helping people	4	0	0	0	4
e.	Positive feedback	1	0	0	0	1
f.	Job/unit	1	0	4	0	5
g.	Responsibility/accomplishment	1	1	2	0	4
	Subtotal of comments	14	2	14	1	31
	Percent of total comments	53.8%	50.0%	56.0%	9.1%	47.0%
2.	**Social/Personal Satisfactions**					
a.	Social activities (undefined) away from unit	1	1	4^{2+}	0	6
b.	Separate military and civilian friends	2	0	0	0	2
c.	Marriage, family and friends	5	0	4	6	15
d.	Religious activity	2	0	0	0	2
e.	Physical training, sports	1	0	0	1	2

+Exponents represent the number of respondents who feel very strongly about their answers.

TABLE 13

Satisfaction With Military, Social
And Personal Life
(Continued)

		CONUS		OVERSEAS		
		Male	Female	Male	Female	TOTAL
2.	Social/Personal Satisfaction (Continued)					
f.	Money	1	1	0	0	2
g.	Outside activity, e.g, theater group	0	0	0	1	1
h.	Travel	0	0	3	1	4
i.	Living in Germany	0	0	0	1	1
	Subtotal of comments	12	2	11	10	35
	Percent of total comments	46.2%	50.0%	44.0%	90.9%	53.0%
	Total Comments	26	4	25	11	66
	Percent of Total Comments	39.4%	6.1%	37.9%	16.7%	100.1%
	Percent of Total Respondents	50.4%	10.6%	30.1%	8.9%	100.0%

(n = 123)

TABLE 14

Dissatisfaction With Military, Social
And Personal Life

		CONUS		OVERSEAS		
		Male	Female	Male	Female	TOTAL
1.	**Dissatisfaction with the Army**					
a.	Too much _Time_ of job	8^{1+}	4	7	1	20
b.	Time away from marriage	0	1	0	0	1
c.	Move too often	2^{1}	0	0	0	2
d.	Job demanding/stretched thin	1	0	0	1	2
e.	Poor C. O./Senior officers can't be honest/security	2	0	5	0	7
f.	Others not mission oriented or no mission	2	0	0	0	2
g.	Closing jobs for women	0	1^{1}	0	0	1
h.	Job - generally (not like, boring, waste time	4	0	2	1	7
i.	Unit	1	0	0	0	1
j.	Branch - not used correctly	1	0	0	1	2
k.	Training - too much expected after six months in garrison/ distractors/poor support	1	0	3	0	4
l.	Too much field duty	1	0	0	0	1
m.	Required social functions	7	0	1	1	9
n.	Assignment	1	0	2	0	3
o.	Anti-military feelings among civilians (not respected as officer)	3	0	0	0	3

[+] Exponents represent the number of respondents who feel very strongly about their answers.

TABLE 14

Dissatisfaction With Military, Social,
and Personal Life
(Continued)

1. Dissatisfaction with the Army (Continued)	CONUS		OVERSEAS		
	Male	Female	Male	Female	TOTAL
p. Too much bureaucracy	0	0	1	0	1
q. Poor post facilities/medical facilities/quarters	0	0	9	0	9
r. No jobs for dependents/ favoritism in hiring	0	0	2	0	2
s. No Company command without Advance Course	0	0	2	0	2
t. Can't separate military life from personal life (Korea)	0	0	2	0	2
u. Not enough money	0	0	2	0	2
Subtotal of comments	34	6	38	5	83
Percent of total comments	81.0%	100.0%	84.4%	71.4%	83.0%

2. Dissatisfaction With Personal and
Social Life (Related to Army Status)

	CONUS		OVERSEAS		
	Male	Female	Male	Female	TOTAL
a. Marital problems - spouse dislikes Army/demands on time, etc.	1	0	2	0	3
b. Restricted social activity for officers	2	0	0	0	2
c. Poor social life/loneliness (location of assignment)	3	0	5	2	10
d. Separation from (girl)	1	0	0	0	1
Subtotal of comments	7	0	7	2	16
Percent of total comments	16.7%	0	15.5%	28.6%	16.0%

TABLE 14

Dissatisfaction With Military, Social,
and Personal Life
(Continued)

| | CONUS | | OVERSEAS | | |
	Male	Female	Male	Female	TOTAL
3. Dissatisfaction with Personal and Social Life					
a. Baby ties down	1	0	0	0	1
Total Comments	42	6	45	7	100
Percent of total comments	42.0%	6.0%	45.0%	7.0%	100%
Percent of total respondents	50.4%	10.6%	30.1%	8.9%	100%

(n = 123)

VI

Commitment

Tables 15 - 17 refer to commitment to an Army career, beyond the five years of required service. Respondents answered questions about Army policies and changes in Army life that might enhance commitment. However, many felt that it was too soon to be thinking seriously about what their decisions might be and had difficulty providing an answer about whether they intended to extend beyond the 5-year obligation.

TABLE 15

Disposition Toward An Army Career

| | CONUS | | OVERSEAS | | |
	Male	Female	Male	Female	TOTAL
Positive	11	2	15	1	29
Neutral	10	4	10	2	26
Negative	5	2	5	4	16
Total Respondents	26	8	30	7	71
Total Possible Respondents	62	13	37	11	123

TABLE 16

Policy Changes That Would Enhance Career Commitment

		CONUS		OVERSEAS		
		Male	Female	Male	Female	TOTAL
1.	Guaranteed graduate school	3	0	3	0	6
2.	Keep pay competitive/raise	9	1	0	0	10
3.	More efficient environment	2	0	0	0	2
4.	Not pile on work/time	3	0	1	1	5
5.	Take care of families	2	0	0	0	2
6.	No short tour	1	0	0	0	1
7.	Higher rewards for better performance	4	0	0	0	4
8.	More voice in assignments	1	0	0	0	1
9.	Longer tours/no rotation	2	0	0	0	2
10.	Eliminate up or out	1	0	0	0	1
11.	Put Branch/personnel people in field	1	0	0	0	1
12.	Less civilian influence (within service)	2	0	0	0	2
13.	Do not promote poor officers	1	0	0	0	1
14.	Greater branch choice for women	0	1	0	2	3
15.	Keep dual BAQ/other benefits	0	1	1	1^{1+}	3
16.	Open some Army Schools	0	0	1	0	1
17.	Assignment at West Point	0	0	1	0	1
	Total Comments	32	3	7	4	46
	Total Possible Respondents	62	13	37	11	123

[+] Exponents represent the number of respondents who feel very strongly about their answers.

TABLE 17

Changes in Army Life That Would Enhance Adjustment

		CONUS		OVERSEAS		
		Male	Female	Male	Female	TOTAL
1.	No women in combat arms	0	1	0	0	1
2.	Adjustment related to spouse dissatisfaction/family	2	1	0	1	4
3.	Do not agree with senior officer behavior - not do those things	1	0	0	0	1
4.	Time	0	1	0	2	3
5.	More positive feedback/ counselling on OER	0	1	0	1	2
6.	Fewer required social functions	2	2	0	0	4
7.	More special training in some areas	1	0	0	0	1
8.	Next assignment good	2	0	0	0	2
9.	No career in field unit	0	0	1	0	1
10.	Eliminate poor soldiers/officers	0	0	1	0	1
11.	Joint assignment	0	0	0	1	1
12.	Improve quality of life	0	0	1	0	1
13.	Money	0	0	2	0	2
14.	Good people leave	0	0	1	0	1
15.	Not a professional place so leave	0	0	2	0	2
16.	Attitude toward females/pregnancy	0	0	0	1	1
17.	Lack of internal communications	0	0	1	0	1
	Total Comments	8	6	9	6	29
	Total Possible Respondents	62	13	37	11	123

VII

Moral and Ethical Behavior

Tables 18 - 21 refer to reactions to observing immoral or unethical behavior of fellow officers. Many respondents took this opportunity to offer descriptions and explanations for their own behavior. Most of the discussions focussed on behaviors relating to falsifying reports, back-dating inspection, and dealing with supply shortages (or overages).

TABLE 18

Psychological Reaction To Unethical Behavior

Among Other Officers

		CONUS		OVERSEAS		
		Male	Female	Male	Female	TOTAL
1.	"Quietly outraged"/"Angry"/ "Disgusted	3	0	1	0	4
2.	Disheartening/"Rotten"/ "Disillusioned"/"Hurt"/"Bad"	5	1	0	1	7
3.	"Frustrated"	1	0	0	0	1
4.	"Shocked"	3	0	1	0	4
5.	"Bothered" by emphasis on "looking good"	3	0	0	0	3
6.	Surprised	2	0	1	0	3
7.	A "Turn-Off"	0	1	0	0	1
8.	"Guilty"	0	0	1	0	1
	Total Comments	17	2	4	1	24
	Total Possible Respondents	62	13	37	11	123

TABLE 19

How Cope With Experience When Observe

Unethical Officer

		CONUS		OVERSEAS		
		Male	Female	Male	Female	TOTAL
1.	The officers' own moral/ethical behavior - not bend					
	a. False reports/backdating - Don't do it self, but pressure	11	0	6	1	18
	b. Provide the example	3	0	0	0	3
	c. Stay out of compromising situation	1	0	0	0	1
	d. Would not have (let thieves off)	0	1	0	0	1
	Subtotal of Comments	15	1	6	1	23
	Percent of Total Comments	48.4%	16.7%	20.0%	20.0%	31.9%
2.	The officers' own moral/ethical behavior - bending the rules					
	a. if "over" (supply inventory) hold, may need it later	1	0	0	0	1
	b. West Pointer must get off pedestal	2	0	0	0	2
	c. Difficult to remain pure - must be flexible	1	1	2	0	4
	d. Get job done within limits	0	0	2	0	2
	e. Adjust to make records come out - "no way to avoid it"	0	0	2	0	2
	f. Can rationalize when not serious	0	0	4	0	4
	Subtotal of Comments	4	1	10	0	15
	Percent of Total Comments	12.9%	16.7%	33.3%	0	20.8%

TABLE 19

How Cope With Experience When Observe

Unethical Officer
(Continued)

		CONUS		OVERSEAS		
		Male	Female	Male	Female	TOTAL
3.	Reaction to others' behavior – intolerant					
a.	Make individual face issue/talk to	2	0	3	0	5
b.	Complain about breech – criticized	4	1	1	0	6
c.	Sometimes say something	1	0	0	0	1
d.	Report violation	0	0	1	0	1
e.	Isolate officer – but not report	0	0	1	0	1
	Subtotal of Comments	7	1	6	0	14
	Percent of Total Comments	22.6%	16.7%	20.0%	0	19.4%
4.	Reaction to others' behavior – tolerant – accepting					
a.	If item lost give individual a chance to find	1	0	0	0	1
b.	Can't do much about it	0	1	1	0	2
c.	More tolerant of others – especially higher grade	1	0	0	1	2
d.	Depend on offense	1	0	2	1	4
e.	Not blow whistle/ likely to overlook	0	0	1	1	2
f.	Not know what to do	0	0	0	1	1

TABLE 19

How Cope With Experience When Observe

Unethical Officer
(continued)

| | CONUS | | OVERSEAS | | |
---	Male	Female	Male	Female	TOTAL
4. (Continued)					
g. Let other do what want on minor issues, "live and let live"	0	0	4	0	4
h. Tolerance up	2	1	0	0	3
i. Lose respect but "its his problem"	0	1	0	0	1
Subtotal of Comments	5	3	8	4	20
Percent of Total Comments	16.1%	50.0%	26.7%	80.0%	27.8%
Total Comments	31	6	30	5	72
Percent of Total Comments	43.1%	8.3%	41.7%	6.9%	100.0%
Percent of Total Respondents	50.4%	10.6%	30.1%	8.9%	100.0%

(n = 123)

TABLE 20

Number Who Observed Unethical

Behavior Among Officers

| | CONUS | | OVERSEAS | | |
	Male	Female	Male	Female	TOTAL
Number	30	4	15	2	51
Total Possible	62	13	37	11	123
Percent of Total Possible	48.4%	30.8%	40.5%	18.2%	41.5%

TABLE 21

Ethical Problems

| | CONUS | | OVERSEAS | | |
	Male	Female	Male	Female	TOTAL
1. Rationalizations for unethical behavior					
a. There is difference between honor violation and regulation violation, back-dating is a regulation violation	0	1	0	0	1
b. Difficult to follow honor code in Army	1	0	0	0	1
c. Don't complain because whistle blowers get in trouble	0	0	0	1	1
d. Upper echelons don't care about reports, so no problem to change – "They have nothing to do with readiness"	2	0	0	0	2
e. Junior officer can't win – if he cheats he loses, if he doesn't cheat he loses (fails inspection)	0	0	1	0	1
f. Pressure to do it to be successful up the line	1	0	0	0	1
2. Other Comments					
a. Command emphasis must change if going to eliminate cheating (on inspections, reports, etc.)	2	0	1	0	3
b. Felt good when Battalion did not fake deadline reports	1	0	0	0	1
c. Guilty officers lose trust of others	1	0	0	0	1

TABLE 21

Ethical Problems
(Continued)

	CONUS		OVERSEAS		
	Male	Female	Male	Female	TOTAL

2. Other Comments (Continued)

d.	NCO's and officers seem to operate on different standards	0	0	1	0	1
e.	West Point prepares officer to make ethical decisions - a model	0	0	1	1	2
	TOTAL	8	1	4	2	15

VIII

Women in the Army

While there were no specific questions about attitudes towards women in the Army, a number of comments were made in the context of other questions or as a self-generated issued.

These comments are presented in Table 22. Because some are taken from previously asked questions they are partially redundant with some previous tables. However, taken alone they represent a total summary of expressed feelings on this issue.

TABLE 22

Women in the Army

		CONUS		OVERSEAS		
		Male	Female	Male	Female	TOTAL
1.	**Negative to women in Army**					
a.	If women in trouble, 9 out of 10 times it's their fault	0	1	0	0	1
b.	Women should not be in combat arms	1	0	0	0	1
c.	Women should not have babies in the Army	C	1	0	0	1
d.	If people (women) serious about the Army need to adjust to its ways	0	1	0	0	1
e.	"Turned-off" to socializing with women who are in Army—reinforce negative view of women in Army	1	0	0	0	1
f.	Not selective enough about women allowed in West Point	0	0	1	0	1
g.	Reverse discrimination – over-compensation	0	0	2	0	2
h.	Afraid of hard job	0	0	0	1	1
	Subtotal of Comments	2	3	3	1	9
	Percent of Total Comments	100%	25.0%	60.0%	9.9%	30.0%
2.	**Negative toward Army's treatment of women**					
a.	Stop pushing women around, need consistent Branch Policy, reducing number of jobs, hurt career development	0	4	1	0	5

		CONUS		OVERSEAS		
		Male	Female	Male	Female	TOTAL
2.	**Negative toward Army's treatment of women** (Continued)					
	b. I committed to 5 years, but Army didn't (put pregnant women in reserves for a year)	0	1	0	0	1
	c. Defensive about being West Point female, tired of jokes	0	1	0	0	1
	d. Dislike negative attitude toward pregnant officers	0	1	1	3	5
	e. Family not possible in duel career	0	0	0	3	3
	f. Felt resented at West Point	0	0	0	1	1
	g. Sexual harassment	0	0	0	1	1
	h. No female in Battalion (N=15) working MOS/Branch	0	0	0	1	1
	i. Female officer must prove self before given regular job "guilty until prove otherwise"	0	0	0	1^{1+}	1
	Subtotal of Comments	0	7	2	10	19
	Percent of Total Comments	0	58.3%	40.0%	90.1%	63.3%

+ Exponents represent the number of respondents who feel very strongly about their answers.

TABLE 20

Women in the Army
(Continued)

		CONUS		OVERSEAS		
		Male	Female	Male	Female	TOTAL
3.	Other Comments					
a.	West Point officials need to tell D. A. about good job women do	0	1	0	0	1
b.	Not harassed as pregnant female	0	1	0	0	1
	Total Comments	2	12	5	11	30
	Percent of Total Comments	6.7%	40.0%	16.7%	36.7%	100.1%
	Percent of Total Respondents	50.4%	10.6%	30.1%	8.9%	100.0%

(n = 123)

IX

Miscellaneous

Miscellaneous comments were generated at the end of the interview with an open-ended question about other relevent issues. The most prominent issue raised was the problem of being a West Point Officer. The results presented here include comments made in response to the open-ended question and comments made in response to other questions which include the issue of having a West Point commission. Thus, the approach was the same as used in handling comments on women in the Army. Other issues described came strictly from answers to the open-ended question or were comments which clearly did not pertain to any of the more substantive questions.

TABLE 9

Miscellaneous Comments

		CONUS		OVERSEAS		
		Male	Female	Male	Female	TOTAL
1.	**Being from West Point**					
	a. West Pointer's resented	8	1	1	0	10
	b. More is expected	4	0	2	0	6
	c. West Pointer's pick up slack for others	3	0	0	0	3
	d. Segregated by senior officers at OBC	2	0	0	0	2
	e. Must live down West Point	2	0	0	0	2
	f. Get "benefit of the doubt"	1	0	0	0	1
2.	**Other Problems**					
	a. Officers think only of selves - politicians	1	0	0	0	1
	b. Graduate school difficult because of Army requirements (time)	1	0	0	0	1
	c. Don't like way civilians look down their noses at you	3^{2+}	0	0	0	3
	d. Social line between NCO's and officers not as distinct as thought	2	0	0	0	2
	e. "Get by" people should be eliminated	0	0	2	0	2
	f. Branch (EA.) create career development problems	0	0	1	0	1
	g. Ground Commanders not think about aviation	0	0	1	0	1

Exponents represent the number of respondents who feel very strongly about their answers.

TABLE 23

Miscellaneous Comments
(Continued)

			CONUS		OVERSEAS		
			Male	Female	Male	Female	TOTAL
3.	West Point training can't teach about all troop problems		1	0	0	0	1
4.	OBC too easy: not work, not learn anything		17	2	9	2	30
5.	The Army's role in society:						
	a.	Kill the enemy - deterrence is nonsense	1	0	0	0	1
	b.	Here to deter not "kill maim and slaughter as civilians see us"	1	0	0	0	1

Appendix A

Interviewer Protocol

PLEASE FOLLOW THE STRUCTURED INTERVIEW FORMAT BY ASKING QUESTIONS
IN THE ORDER PROVIDED. OPEN-ENDED DISCUSSIONS SHOULD BE RESERVED
FOR THE LAST 30-40 MINUTES OF THE INTERVIEWS. ALSO PLEASE NOTE
DATE, LOCATION, TIME, AND NUMBER OF PARTICIPANTS FOR EACH INTER-
VIEW AT THE START OF EACH SESSION.

I. In an earlier questionnaire, you were asked to describe how your
    experiences at West Point have helped to prepare you for a career
    as an officer. In looking back on your West Point preparation:

    A. What additional academic skills/training would you like to have had?

    B. What additional physical skills/training would you like to have had?

    C. What additional military (leadership) skills/training would you like
        to have had?

    D. What additional social preparation skills/training would you like
        to have had?

    E. What additional moral or ethical guidance or program would you
        like to have had?

II. Several items in the earlier questionnaire asked you to describe feelings
     and experiences people may have in role transition from cadet to officer.

    A. In what specific areas did you encounter problems in your transition
        from cadet to officer? Probe: Problems classmates experienced.

    B. What factors contributed to your adjustment? Probe: How could West
        Point better prepare people for transition.

    C. What additional guidance/preparation would you like to have had?
        Probe: need for life management skills.

III. In an earlier survey, you were asked to comment about characteristics of
      your first permanent duty assignment.

    A. What are the three most positive aspects of your first permanent
        duty assignment?

    B. What are the three most negative aspects of your first permanent
        duty assignment?

IV. In the summer questionnaire you were asked to indicate how satisfied
     you were with your military, social, and personal life.

    A. What three aspects of your career, to date (military, social or
        personal) have contributed the most to your overall satisfaction?

IV. (Continued)

 B. What three aspects of your early career, to date (military, social, or personal) have contributed the most to your overall dissatisfaction, if any?

V. In the summer survey you were asked several questions about your adjustment and commitment to the Army.

 A. What policies within the Army do you think could be changed to enhance your commitment?

 B. What elements within Army life do you think could be modified to help your adjustment?

VI. If you personally observed an officer in your unit behaving in an unethical or deceitful way –

 A. How did you feel psychologically?

 B. How did you cope with this experience?

VII. Miscellaneous

 A. Are there any issues we have touched upon so far that you would like to discuss further or expand upon?

 B. Are there any additional issues related to your preparation at West Point and subsequent career experiences as an officer that you would like to bring to our attention or discuss.

A COMPARISON OF RESULTS FROM ONE AND TWO-YEAR INTERVIEWS

WITH WEST POINT GRADUATES IN THE CLASSES 1980-81

TECHNICAL REPORT 84-8

JEROME ADAMS

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INTRODUCTION

This report focuses on differences between those West Point graduates who have been on active duty for approximately 15 months and those who have been on active duty for approximately 27 months in terms of their answers to identical or similar interview questions. Respondents are members of the class of 1980 (27 months after graduation) and the class of 1981 (15 months after graduation). Interviews take place in small group (1 - 7 people) sessions at various locations in Germany, Korea, Hawaii, and the continental U.S. Four previous technical reports (numbers 2, 3, 5, and 6 in this series) have focussed on quantitative (numbers 2 and 5) and inter-pretative (numbers 3 and 6) descriptions of each set of independent inter-views. Summaries of these results will not be presented here.

The interviews for those with about one year of active duty addressed the following major issues: (1) West Point training; (2) transition to active duty; (3) attitudes toward the first duty assignment; (4) satis-faction; (5) commitment; (6) moral/ethical behavior; and (7) women in the Army. The interviews for those with about 2 years of active duty addressed these issues: (1) leadership; (2) position changes; (3) life and job satisfaction; (4) career planning; (5) career involvement; (6) career impace on personal life; (7) views of West Point; and (8) female officers in the Army.

Inspection of these categories shows a majority do not overlap, i.e., the questions asked were substantively different for the two classes. There are, however, three areas where questions overlap and direct com-parison is possible. They are: (1) West Point training (numbers 1 and 7, respectively); (2) commitment (numbers 5 and 5, respectively; and

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(3) satisfaction (numbers 4 and 3, respectively). The categories on women in the Army (numbers 7 and 8, respectively) also match, although they are a creation of the earlier analyses and not the result of direct questions.

Even the presence of similar questions does not insure complete comparability because questions were asked in a different context and, usually, with a somewhat different focus. Although the present analyses will attempt to examine differences across time, there are a number of factors which make such comparisons tenuous. First, the questions were asked of two different classes, 1980 and 1981, who might have different perspectives. Second, the general focus of the interviews was different. For first year respondents, the focus was on the connection between West Point training and early adjustment and problems. For the two year respondents, the focus was changes in leadership style and the interaction of Army and social/private lives. Thus, the interview context was different. This contextual difference extended to the use of several entirely different questions for which there are no comparable answers.

Despite these difficulties, it is possible to draw some comparisons between the two groups by contrasting direct answers to questions. These comparisons will constitute the most concrete elements of the following analysis. More abstract comparisons will be made by presenting the author's impressions of differences between the two groups or identifiable subgroups. These impressions will be based on the author's experience of having listened to and coded all 81 of the interview tapes and they will be clearly indicated as being impressions in the text.

The concrete comparisons will be drawn using relative emphasis rather than a direct comparison of percentages or specific references. This approach will be used because of context differences mentioned above. Even

similar questions produced a variety of responses which did not match across groups. In most instances, it is not possible to determine if this means that attitude or question differences caused the discrepancy. Therefore, in each similar question only areas of high respondent emphasis (by at least one of the groups) will be compared. Responses will range from very high concern to no concern, using a rough five point scale. Differences will be presented in terms of the levels of emphasis, e.g., class of 1980 graduates were very concerned about the issue, while class of 1981 graduates were only moderately concerned. Where it seems reasonable, explanations for differences will be offered.

Specific contrasts will be made in the four areas of obvious comparability: West Point training, satisfaction, career commitment, and women in the Army.

WEST POINT TRAINING

Table 1 shows comparisons of relative emphasis given fifteen different areas of West Point training by the two groups. A zero means no emphasis and a 4 means very high emphasis.*

Both groups show very high concern for the problems of dealing with NCO's and the practical problems of being a Lieutenant. There is almost as much concern for branch training. On the negative side, both groups would like less infantry training and less emphasis on high level organization. The combined outcome for both groups suggests that the early concern (after about a year of active duty) with practical training is not abated after an additional year of active duty.

There are differences, however. Less experienced officers seem to be more concerned with how to deal with junior enlisted personnel than the one year more experienced counterparts. This concern takes the form of proposals for more West Point training in those areas. The more junior officers also show greater concern for other areas of detailed "lieutenant" training in their proposals for maintenance and supply training, and the perceived need for additional legal training. First year graduates, then, reflect their immediate problems in calls for more detailed practical training, while the second year graduates have begun to look elsewhere for solutions to their leadership and technical problems. At least part of this difference can probably be attributed to on-the-job experience and a resultant

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*Readers can check these comparisons by examining Tables 2 and 4 in Report #6 and Table 63 in Report #2, and by reviewing interpretative Reports #3 and #6.

TABLE 1

West Point Training

Issue or Problem	Degree of Emphasis	
	Class of 1981 (1 yr. active)	Class of 1980 (2 yr. active)
1. More training on dealing with NCO's	4*	4
2. More training on being a lieutenant, more realistic training	4	4
3. More branch oriented training	3	3
4. More training on counselling	4	2
5. More training about/with junior enlisted personnel	3	1
6. Too much infantry training	3	3
7. Too much emphasis on high level organization	3	3
8. Environment too structured, not allowed to fail	0	3
9. CTLT very positive leadership learning experience	3	1
10. Cadets too restricted (time and movement)	3	1
11. Need more training on military law and legal procedures	3	1
12. Need training on supply and accountability	4	1
13. Need training on maintenance procedures	4	1
14. Should have academic majors	3	1
15. Moral/Ethical training too idealistic	3	3
16. Officer Basic Courses too easy, not worthwhile	4	2

*Numbers represent relative emphasis placed on that subject by each group. Four indicates high emphasis, 0 indicates virtually no emphasis.

loss of interest in earlier learning problems. As officers move away from the difficulties they are less likely to be worried about how others will overcome those difficulties or possibly they feel that experience is the best (and only practical) way to learn this kind of minutiae.

The only area in which the two year graduates were more likely to call for West Point changes was in leadership training, where they thought the environment was too structured and that it did not allow for failure. This perspective follows closely the earlier discussions on leadership change which were part of the two year graduate group interviews. The concern also reflects a (perhaps) more thoughtful evaluation of leadership development which was part of those interviews.

II

SATISFACTION

Both groups were asked about their satisfaction with Army life, including jobs, job-related social factors and personal life. Both groups also had some problems in interpreting what interviewers were trying to discover, although this problem was greater for the junior group (probably because of the context of the question). Variation in the approach to asking the question and the wording of the question helped to produce a wide variety of responses, but it did not prevent the appearance of similar answer categories and a reasonable basis for comparing responses across the two groups.

Table 2 shows those comparisons for categories in which at least one group expressed a strong interest. By far the most satisfying aspects in the lives of both groups were family and friends. Respondents from both groups were equally likely to express satisfaction with the travel experiences associated with the Army, with their experiences working with Army people and with their jobs, generally. However, these areas were not as important as family and friends.

The major differences in satisfaction occurred in the area of jobs. The more experienced officers were more likely to find satisfaction within their jobs (e.g. job accomplishments and receiving positive feedback), while the less experienced group was more likely to cite social activities away from work. This difference could be a reflection of time distance from the rigors of West Point. After one year of freedom (as many perceived it) there was still a substantial concern about independence and the separation of social and work lives, which can be explained, in part, by strong feelings about the restrictions at West Point. As the distance from West

TABLE 2

Satisfaction

Areas of Satisfaction	Class of 1981 (1 yr Active)	Class of 1980 (1 yr Active)
Family and Friends	4	4
Assignment (location)	3	2
Travel	3	3
Social activities away from unit	3	0
Working with people, people in unit	3	3
Job - generally	3	3
Accomplishing something on the job, getting things done	2	4
Getting positive feedback from superiors and troops	1	3

Areas of Dissatisfaction

	Class of 1981 (1 yr Active)	Class of 1980 (1 yr Active)
Time on the job, getting time off, being able to schedule in advance	4	4
Poor leadership	3	3
Insufficient time and emphasis on mission training	3	2
Poor quality troops	2	3
Crisis management	2	3
Lack of feedback	0	3
Evaluation system poor, not work	0	3
Restrictions on the job, can't do what want, the way want	0	3
Others getting the credit for your work	1	3
Required social functions	3	1

TABLE 2

Satisfaction
(Continued)

Areas of Dissatisfaction (Continued)	Class of 1981 (1 yr Active)	Class of 1980 (1 yr Active)
Resource limits - short troops, old equipment, etc.	3	2
Lieutenants not trusted	1	2
Not working in Branch (families)	2	3
Restricted social life - location, time, officer restrictions	3	3
Poor facilities - housing, services, recreation, medical, etc. (focus in Germany)	3	2

Point increases, these feelings recede and there is less problem with having to demonstrate independence. This scenerio is supported by previously described differences in perceptions of West Point training in which the junior group is more likely to prescribe greater freedom for cadets.

In all interviews, questions requesting negative responses generated more discussion and a wider variety of answers than those requesting positive responses. The question on dissatisfaction was typical. And with little exception, the most widely disliked aspect of being in the Army was the amount of time required by the job. After one year and after two years, too much time on the job was the major problem.

The genesis of the time problem could have come from a variety of sources. Some respondents felt there was just too much work, while others felt the time requirements were a function of inefficienty and mismanagement. Another group complained of a time ethic which prompted commanders to demand their officers' presence when there was really nothing to do. There was no pattern, however, which suggested that any of these factors was associated with either junior or senior lieutenants.

There were two other areas, of somewhat less importance, on which junior and senior lieutenants seemed to agree. These were the poor quality of leadership and restricted social life (primarily due to location and time). In most other areas, there was moderate to extreme disagreement. There was also a pattern in that disagreement. Lieutenants with greater experience were much more likely to be dissatisfied with factors relating to the job. Included in this list were troop quality, crisis management, lack of feedback, the officer evaluation system, restrictions in performing jobs, and others getting credit for your work. These areas reflect the

development of officers in a job environment. After two years, the officers have learned the basics of their jobs and are ready for refinements which will improve performance, such as troops and freedom to do your job the way you want. They are also becoming concerned about external rewards for doing that job. There is a difference in the general confidence level of the two groups. After about a year of active duty and usually a much shorter period on the job, the focus is still on how to do the work and learn everything that needs to be learned without making too many mistakes. In another year, confidence has increased to a point where one can begin to worry about how superiors are evaluating (not just perceiving) their performance and concern about getting the proper "credit" increases. In a sense, career concepts begin to appear in their thinking.

This seems like a reasonable sequence. For the most part, senior lieutenants feel they have mastered their jobs and are eager to get on with their career steps, either to executive officer or to company command. They are concerned with how perceived job performance is going to affect that advancement. Junior lieutenants have yet to feel that mastery of their job environments and still focus much of their attention on how the transition could have been made easier (i.e., through increased West Point training in job details) and their new social freedom, or the perceived lack of it. They are much more likely to be concerned (in this context*) about required social functions and poor (non-job) facilities. Unless there is some unique difference between these two groups, it could be inferred that over the next

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*In another question about the interference of the Army with family life, asked only of two year lieutenants, required social functions was an important issue also, but it did not appear in the context of the question on general satisfaction with life and the Army.

year, junior lieutenants would gain confidence in themselves and their ability to master their jobs, and would become more concerned about how they are evaluated. Control over the details of the job could produce a tendency to want to manipulate the work environment and increase interest in the job itself (as something being controlled by the individual rather than vice versa).

The presence of strong sentiment to increase some job training at West Point and the concern over some social freedom issues among senior lieutenants shows that this process is not complete. It may also be indicative of real, as opposed to passing, problems which need to be addressed if satisfaction levels (and, presumably, performance and commitment) are to be improved. Of course, such propositions can only be tested over time, with responses to similar questions asked after 4 or 5 years of active duty and commitment decision. In the interim, we can examine commitment intentions, which we will do in the next Section.

III

COMMITMENT

Table 3 shows commitment intentions for 1981 and 1980 West Point graduates at the time interviews were conducted. The bottom half of the Table shows commitment intentions by gender. The reader should keep in mind that expressions of intentions were voluntary and that some groups were not given an opportunity to respond directly to this question. Furthermore, responses were not directly tied to previous satisfaction answers or subsequent questions on factors which might enhance or reduce commitment.

The most dominant results shown on Table 3 are: (1) that there is little difference on expressed commitment intentions between the two groups; and (2) that females in both groups are more likely to have a negative intention to stay in the Army beyond five years. Previously discussed differences in the context of satisfaction responses seem not to be reflected in changes in intent to make the Army a career.

Unfortunately, questions following commitment responses were not the same for both groups. First year participants were asked what policy changes would enhance commitment, while two year participants were asked a series of questions about negative factors influencing commitment and factors which might influence married couples. Categories of responses were almost totally different (see Tables 53 and 54 in Report #2 and Table 16 in Report #5).

TABLE 3

Career Commitment

Total Sample	Class of 1981 (1 yr Active)	Class of 1980 (1 yr Active)
Positive	23.6%	23.3%
Neutral	21.1%	20.7%
Negative	13.0%	10.3%
TOTAL	71	72
TOTAL POSSIBLE	123	116

By Gender	Class of 1981 (1 yr Active) Male	Female	Class of 1980 (1 Yr Active) Male	Female
Positive	26.3%	20.0%	26.1%	14.3%
Neutral	20.2%	40.0%	34.1%	10.7%
Negative	10.1%	40.0%	5.7%	25.9%
TOTAL	56	15	58	14
TOTAL POSSIBLE	99	24	88	28

WOMEN IN THE ARMY

There are two opportunities for comparing responses on women in the Army, in the context of common questions and in terms of specific comments. Both will be used to inform this comparison.

The more negative attitude of women toward an Army career has already been identified (Table 3). The question raised by this difference between men and women in the context of this analyses is, is the more negative attitude of first and second year females the result of the same problems and issues or do different factors seem to be related to these attitudes? It has already been indicated that direct answers to this type of question are not possible. However, a comparison of areas of emphasis and dissatisfaction may provide some clues about possible answers.

Generally, females in their third year of active duty do not differ as much from their male peers in response to questions on West Point changes as from their younger sisters. Thus, the emphasis of first year respondents on practical training - supply, maintenance, etc. - is not there for the senior group. There is agreement, however, in the need for more training on NCO relationships and counselling. If anything, the senior respondents were even more concerned about people relationships than first year counterparts. This concern shows up in responses throughout the questionnaire.

The senior female group is also more concerned with the structured leadership environment (not being allowed to fail) at West Point, which means that they differ from their less experienced counterparts in the same way males did. There are similar differences in areas of expressed

dissatisfaction. The senior females are more likely to look like the senior males in their concern about job control, evaluation, and performance. The pattern of maturation described above seems to work for both males and females insofar as it concerns general work issues.

There are a number of issue areas, however, which both groups feel are crucial to their role in the Army and their attitude toward continuation. These issues include having families, the opportunity for advancement due to branch restrictions, misassignment, and sexual harassment of various types. These issues are constant over the two or more years of experience being reviewed. They are constant in the extensive, though not total, negative feeling they generate among female respondents. The criticism does not abate over time, which seems to indicate that both the issues and the harassment are not a function of inexperience.

The early appearance of these issues and early development of negative commitment attitudes suggests that changes in other factors and development of female officers in their jobs are not going to make a difference in career attitudes among women. This interpretation is supported by some of the responses of first year females to the question on policy changes which would enhance commitment. Half of those who responded indicated that changes in Branch assignment policies would be important in their commitment decisions. Among the senior females, difficulties in her families are cited as major negative characteristics in their decisions.

CONCLUSIONS

Based on a limited set of "comparable" data, conclusions are difficult to develop. The data suggest a maturation process in the way West Point graduates view their work and Army environment. Initially, there is great concern with learning to be a lieutenant. This is expressed in the strong and broad interest in changing West Point curricula to address practical problems. After two years of active duty, this emphasis is somewhat diminished, but in selective areas. Of continuing interest to the senior group is interaction with NCO's.

The differences in areas of dissatisfaction reflect a change in focus away from learning the details of the job (first year) and toward producing positive outcomes and receiving appropriate recognition. Career concerns are becoming more important. This change pattern could be perceived as a maturing process, but maturing is a loaded expression which connotes development which is not necessarily synononymous with concern over evaluations.

It is unclear what role this process plays in decision about commitment. There is virtually no difference in commitment, within gender, from junior to senior groups, and therefore no way to infer an effect of the change in perspective. The only clear relationship between attitudes and commitment comes from females, whose problem areas are both distinct from problems cited by males and constant over the period being studied. Females learn quickly that they are going to have a difficult time with career development, harassment, and, if they so desire, having families. They also made clear that these are issues closely related to career commitment.

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