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PERSONAL VALUES AND MILITARY ADMINISTRATION

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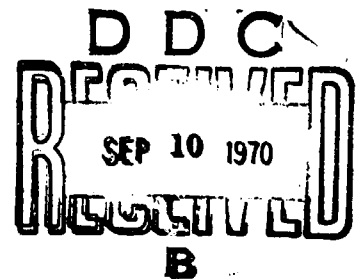
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<p>This report describes the development of an instrument to measure the personal values of naval officers. As a first step, the conceptual model underlying the measurement of values is explained. The model revolves around the meanings an individual attaches to a carefully selected set of concepts. This is followed by a description of the studies relating to measurement of personal value systems of managers, educational administrators, and army officers. Finally, the procedures used in developing a suitable personal values questionnaire (PVQ) for the Navy are explained. A thorough search of literature relating to the Navy yielded the initial pool of 200 concepts. These were then tested for their relevancy and reliability through sample surveys of naval officers. After eliminating the less relevant and less reliable concepts, the final PVQ has been developed which contains 86 concepts.</p>		

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Personal Values and Military Administration

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The purpose of the present project is to develop an instrument for assessing the personal values of naval officers. This is one step in a larger research effort aimed at describing, measuring, and understanding the personal value systems of naval officers and their relevance to behavior.

The concept of "personal values" is viewed as a relatively permanent perceptual framework which shapes the general nature of an individual's response patterns. Values are viewed as similar to attitudes but are more ingrained, permanent and stable in nature. Likewise, a "value" is seen as being more general and less tied to any specific referent than is the case with many attitudes. In short, "value" as used in this project is closer to ideology or philosophy than it is to attitude.

The importance to the Navy of good officers is readily apparent. The significance and importance of studying the value systems of naval officers can be seen when one considers seriously the following reasonable assertions and their implications.

1. Personal value systems influence an officer's perceptions of problem situations he faces.
2. Personal value systems influence an officer's decisions and solutions to problems.

3. Personal value systems influence the way an officer looks at other individuals and groups of individuals thus influencing interpersonal relationships.
4. Personal value systems influence the extent to which an officer will accept or resist pressures and goals of military life and military functions.
5. Personal value systems set the limits for the determination of what is and what is not ethical behavior by an officer.
6. Personal value systems influence not only the perception of individual and institutional success, but its achievement as well.

The basic assumption underlying the total research effort is that the meanings attached to a carefully specified set of concepts by an individual officer will provide a useful description of his personal value system, which in turn may be related to his behavior in predictable ways.

Conceptually, this assumption can be diagrammed as follows:

meanings attached to a set of concepts by an officer $\xrightarrow{\text{yields}}$ description of the personal value system of an officer $\xrightarrow{\text{yields}}$ propensities to behave in predictable ways

The theoretical importance of the meanings an individual attaches to concepts is at the root of a great deal of research aimed at a better understanding of human behavior. Attitude measurement, interest measurement, personality assessment, need assessment, and verbal learning experiments, for example, lean heavily on the assumption that modes of the valuation process for individuals provide predictive clues about their behavior. How concepts are grouped; valuation in terms of like

or dislike, important or unimportant and right or wrong; whatever reaction a concept elicits from an individual; all are expressions of what the concept means to the individual and may have implications for his value system and for understanding behavior.¹

Related Research

A research interest in the concept of "values" is due largely to the German psychologist, Spranger, who classified people according to the main value which they held. In his book, Types of Men (1928), Spranger argued for the existence of six major human values, which were called theoretical, economic, aesthetic, social, political and religious. Spranger's theoretical notions were made operational through work of Allport and Vernon (1931). Their Study of Values asks subjects to provide 120 responses, 20 of which are scored for each of the six values. Factor analyses of the Allport-Vernon test by Lurie (1937), Duffy and Crissy (1940), and Brogden (1952) have suggested that fewer than six factors could account for the item response correlations. Lurie found four factors which might be called social and altruistic, pragmatic and utilitarian, theoretical and religious. Duffy and Crissy analyzed the correlations between the original six value scores and obtained three factors which correspond closely to the first three factors found by Lurie. Brogden inter-correlated sixty items from the scale and factor analyzed the results. He found a number of inter-correlated primary factors which gave rise to several higher-order factors. The major factor was entitled "idealism versus practicality." This and other research on the Spranger value types clearly suggests that the concept of value has potential relevance to the understanding of behavior.

The book, The Authoritarian Personality, by Adorno, Frenkel-Brunswik, Levinson and Sanford (1950), provided further support for the attempt to measure attitudes at the level of values, ideology and philosophy. The rationale for development of the Authoritarianism Scale (F) was described by the authors:

There gradually evolved a plan for constructing a scale that would measure prejudice without appearing to have this aim and without mentioning the name of any minority group . . . It was clear at the time the new scale was being planned that anti-Semitism (A-S) and ethnocentrism (E) were not merely matters of surface opinion but general tendencies, with sources, in part at least, deep within the structure of the person. Would it not be possible to construct a scale that would approach more directly these deeper, often unconscious forces? If so, and if this scale would be validated by means of later clinical studies, would we not have a better estimate of anti-democratic potential than could be obtained from the scales that were more openly ideological?

The hypotheses used in item development and item selection by Adorno, et. al., in developing the F scale are useful to anyone interested in the study of values.

The work of Strong on Vocational Interests also suggests that there is something stable about the way an individual organizes his experience. Strong (1955) found an amazing consistency of interest profiles over an 18-year period:

Permanence measured by test-retest correlation over an 18-year period ranges among 17 scales from .79 to .48 with a median of .69. It is doubtful if any type of test, excepting intelligence tests, has greater permanence over long periods of time than is shown by interest tests.

Thurstone (1952) factor analyzed scale score correlations on the Strong Vocational Interest Blank and found four major interest factors which he labeled "Interest in Science", "Interest in Language", "Interest in People", and "Interest in Business". Interest as a variable is a stable

organizational characteristic of adults which offers tentative hypotheses for value measurement.

One of the most ambitious attempts to organize all levels of attitudes into a systematic theoretical structure is represented by the work of Eysenck. Eysenck (1954) provided considerable evidence that all political and social attitudes could be systematically placed within the framework of two independent dimensions: Tender-mindedness vs. Conservatism. Eysenck's summary outlines his conclusion:

1. To begin with, it has been shown that social and political actions of all kinds are mediated through attitudes, and that consequently the study of the nature, development and modification of attitudes is of fundamental importance to the development of scientific psychology of politics.
2. Attitudes were shown to be very similar in many ways to habits. Attitudes and habits are both learned modifications of the central nervous system; both are dispositions to act which cannot be observed directly; both concepts are hypothetical constructs which require lining up with antecedent conditions and consequent behavior for their measurement; and lastly, both denote persisting states of the organism which are a necessary, but not a sufficient condition for the evocation of any particular type of action.
3. Attitudes as so defined show a considerable degree of organization or structure. The fact that a person holds a particular attitude carries with it implications about other attitudes, and these implications can be given mathematical expression in the form of correlation coefficients. When such empirically determined correlations are further analyzed, it is found that they can all be regarded as being determined by two main principles or factors. One of these factors is the well known Radicalism-Conservatism continuum (R-factor). The other, which is quite independent of the first, was called Tough-minded versus Tender-minded (T-factor) in memory of a similar distinction made by William James in the philosophical field. In combination, these two factors, principles or dimensions, appear sufficient to account for the great majority of observed relationships between social attitudes in this country, in the United States, in Sweden, Germany and other countries having similar forms of social organization.
4. They also appear sufficient to account for the observed relationships between different political parties in this

country. Thus, Fascists were found to be a tough-minded Conservative group, Communists, a tough-minded Radical group, Conservatives and Socialists were found to be Conservative and Radical respectively on the R-factor, and intermediate with respect to the Radicalism-Conservatism variable. These relationships, which had been predicted from analysis of the interrelations between attitudes, were found in several independent studies and may therefore be regarded as firmly established. They indicate quite clearly that two dimensions are necessary in order to describe the positions of the main political groups active in this country at the moment.

5. Detailed experimental analysis disclosed that while the R-factor could truly be called a major dimension of social attitudes, the T-factor was of a different character altogether. It appeared essentially as a projection onto the field of social attitudes of certain fundamental personality traits, in the sense that a person's social attitude (Radical, Conservative, or intermediate) would seek expression in terms of the fundamental personality variables so closely connected with the T-factor.

A major methodological advance which is related to the measurement of value systems is represented by the attempt to subject meaning to quantitative measurement by Osgood and his associates (1957). Their rationale may be specified by the following statements:

1. Words represent things because they produce in human organisms some replica of the actual behavior toward these things as a mediation process.
2. Meaning is defined as the representational mediation process between things and words which stand for them.
3. The semantic differential measurement operation relates to the functioning of representational processes in language behavior and hence may serve as an index of these processes (meaning).
4. Meaning, as measured by the semantic differential, should be predictive of likely behavior.

Most of the research done by Osgood and his associates has been directed toward the development of an adequate measurement system for meaning. They have succeeded in showing that meaning has several independent dimensions which can be measured by using sets of bipolar adjectives, such as good-bad, strong-weak, active-passive, to determine the meaning of a concept for an individual. The semantic differential measurement method provides a quantitative expression of the meaning of any concept to an individual.

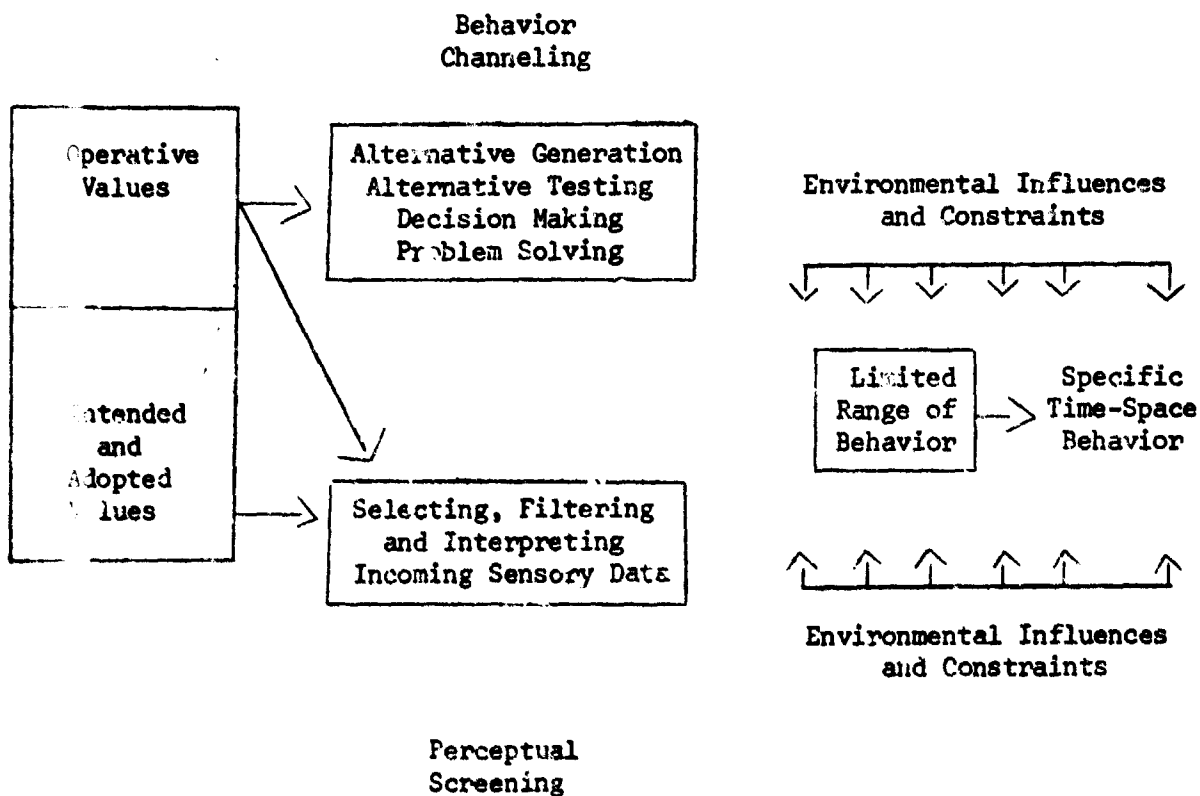
England (1967) developed a theoretical model of the relationship of values to behavior, developed an instrument to measure personal values of managers and tested the model on a national sample of 1,072 managers of business enterprises. The theoretical model is presented in Figure 1. Two major classes of personal values are recognized: operative values, or those that have the greatest influence on behavior, and intended and adopted values, or those that may be professed but do not directly influence behavior to any great degree. The model also indicates the two primary ways in which values can influence behavior: behavior channeling and perceptual screening. Behavior channeling would be illustrated by the behavior of an individual who places a high value on honesty and integrity when he is approached with a proposition which involves deception and questionable ethics. His behavior would be channeled away from the questionable proposition as a direct result of his operative values. Behavior channeling represents direct influence of operative values on behavior. Perceptual screening, on the other hand, represents indirect influence of such values on behavior. Examples of perceptual screening underlie the common expressions, "He hears only what he already agrees

with," and "You can't teach an old dog new tricks." The power of personal values to select, filter and influence interpretation of what one "sees" and "hears" is well known in common experience and in the scientific study of behavior.²

The model further indicates that the impact of values on behavior must be considered in relation to other environmental influences and constraints before specific statements can be made about an individual behaving in such and such a way at a given time and under certain conditions. Values are one part of the story, but not the whole story.

Figure 1

Theoretical Model of the Relationship between Values and Behavior



The Measurement of Values

England's attempt to "get at" a manager's values through the use of a carefully specified set of concepts was influenced by the work of Charles Osgood and represents an adaptation of his methodology (Osgood, Suci, and Tannenbaum, 1957).

In England's study of managers, concern was not just with any aspect of meaning of any concept or set of concepts. Rather, it was necessary to specify a particular set of concepts and certain modes of the valuation process that would be relevant to a personal value system for managers. The concepts in the present form of the Personal Values Questionnaire were selected from the voluminous literature dealing with organizations and with individual and group behavior. In addition, ideological and philosophical concepts were included to represent major belief systems. An initial pool of 200 concepts was reduced to 96 concepts through the use of a panel of expert judges. Preliminary findings with a pilot sample of managers further reduced the concepts to the set of 66 used in the instrument. These concepts were categorized into five classes: goals of business organizations, personal goals of individuals, groups of people, ideas associated with people, and ideas about general topics. Figure 2 lists the 66 concepts in the PVQ by categories.

The PVQ uses four scales to represent four modes of valuation. The primary mode of valuation was what might be called the power mode of valuation (important-unimportant scale). The rationale behind the

use of this scale is similar to that underlying most value measurement -- the general value of objects or ideas to an individual is largely a function of how important or unimportant he thinks the object or idea is. Because of concern about the behavioral effect of values, it was necessary to determine why individuals thought certain concepts were important or unimportant. To do this, three secondary modes of valuation were used. The pragmatic mode of valuation was represented by a "successful" scale; the ethical-moral mode of valuation was obtained through a "right" scale; and the affect or feeling mode of valuation was measured through use of a "pleasant" scale. It was reasoned that a combination of primary and secondary modes of valuation would be a better predictor of the likely behavior of a manager than would either mode alone. For example, if manager A were generally pragmatically oriented (e.g., when he said something was important, he was most apt to see it as successful as opposed to right or pleasant), his behavior would be predicted best by viewing it as a joint function of those concepts he thought were important and successful. In a more general sense, what is being suggested is that an individual's behavior (insofar as it is influenced by his personal values) is best explained by utilizing both of these things he considers important and his personal mode of orientation. Symbolically, one would say $B_v \rightarrow f(I \cap PO)_c^3$

Major results from the study of American managers show that as a group, managers' primary orientations are pragmatic; that is, when managers view some concept as important they also tend to view it as successful. As seen in Figure 3, thirty-nine (of sixty-six) concepts are rated by the total group of managers as being of "high importance"; twenty-

Figure 2

Concepts Used to Measure Managers' Values

<u>Goals of Business Organizations</u>	<u>Personal Goals of Individuals</u>
High Productivity	Leisure
Industry Leadership	Dignity
Employee Welfare	Achievement
Organizational Stability	Autonomy
Profit Maximization	Money
Organizational Efficiency	Individuality
Social Welfare	Job Satisfaction
Organizational Growth	Influence
	Security
	Power
	Creativity
	Success
	Prestige

<u>Groups of People</u>	<u>Ideas Associated With People</u>	<u>Ideas About General Topics</u>
Employees	Ambition	Authority
Customers	Ability	Caution
My Co-workers	Obedience	Change
Craftsmen	Trust	Competition
My Boss	Aggressiveness	Compromise
Managers	Loyalty	Conflict
Owners	Prejudice	Conservatism
My Subordinates	Compassion	Emotions
Workers	Skill	Equality
My Company	Cooperation	Force
Blue Collar Workers	Tolerance	Liberalism
Government	Conformity	Property
Stockholders	Honor	Rational
Technical Employees		Religion
Me		Risk
Labor Unions		
White Collar Employees		

nine of these are likewise seen as successful. The second part of Figure 3 shows that 562 of the managers (over half) assign more of the concepts to the "high importance-successful" cell than to any of the other eight categories. In short, these data indicate that, as a group, managers are best described as pragmatically oriented, and when considered as individuals, more managers are pragmatically oriented than are ethically-morally oriented or are affect oriented. Figure 3 also shows that managers' secondary orientation is moralistic and ethical. Of the thirty-nine concepts rated "high importance", ten also are seen as "right". Individually, 276 of the managers (about one-fourth) assign more of the concepts to the "high importance-right" cell than to any of the other eight combinations.

These data show that managers, whether considered as a group or individually, are not affect oriented; the concepts that are viewed as important by them are not viewed as pleasant.

The Value Profile of American Managers, as shown in Figure 4, allows interpretation of the responses of the 1,072 managers to the 66 concepts in value terms with implications for behavior. When one considers managers as a group and utilizes the finding that managers are pragmatically oriented, the Value Profile would suggest the following:

(1) The 29 concepts which are rated as "high importance" and are viewed as "successful" represent the operative values for these managers. They are considered important and fit the primary orientation (pragmatic) pattern of the group and should influence the behavior of the managers more than the ideas and concepts in any other cell in the Value Profile. For example, the fact that the characteristics Ambition,

Figure 3

General Value Orientation of Managers (N = 1,072)

As a total group, Managers' primary orientation is pragmatic
 As a total group, Managers' secondary orientation is moralistic and ethical

Supporting data:

High Importance Average Importance Low Importance

Successful 1st Ranked	29	7	2
Right 1st Ranked	10	11	0
Pleasant 1st Ranked	0	6	1

66

The 66 concepts are assigned to one of the nine categories (cells) by a joint modal frequency method for the total group of managers. For example, more of the total group of managers responded "high importance-successful" than in any other category of response to each of 29 concepts. Thus, 29 concepts are assigned to the "high importance-successful" category.

Successful 1st Ranked	562	101	0
Right 1st Ranked	276	87	0
Pleasant 1st Ranked	12	29	5

1072

Each of the 1,072 managers is assigned to that category (cell) that contains the highest number of concepts for him. For example, 562 managers responded "high importance-successful" to more of the 66 concepts than to any of the other eight response categories.

Ability, and Skill represent operative values for managers while the characteristics Loyalty, Trust, and Honor are intended values would be reflected in their own behavior and in their expectations about others' behavior.

(2) The nine concepts found in the cells labeled "Adopted Values -- Situationally Induced" are those that have been observed as being successful in the manager's organizational experience but which he finds difficult to internalize and view as being of high importance. Managers seem to be saying, for example, that Labor Unions are successful (they do have a large impact on what goes on in organizations) but that they should not be considered as important as other groups such as Customers or Managers or Owners. The values represented by these nine concepts would not be expected to influence the behavior of managers to the extent that operative values would, since managers are not as wholly committed to adopted values as they are to operative values.

(3) The 10 concepts found in the cells labeled "Intended Values -- Socio-culturally Induced" are those that have been considered as highly important by the manager throughout most of his life but they do not fit his organizational experience. Here the interpretation would be that managers, for example, have viewed "rationality" as an important criterion for behavior but that their organizational environment has not always rewarded "rationality." It is as if they were saying that we have always considered it important to be rational but don't see it as being highly useful in our organizational life. The complexities of organizational requirements do not square with individual notions of what is and what is not rational. These intended values where there

Figure 4
Managerial Value Profile (N = 1,072)

	High Importance	Average Importance	Low Importance
Successful 1st Ranked	<p>High Productivity Industrial Leadership Organizational Stability Profit Maximization Organizational Efficiency Organizational Growth Employees Customers My Co-workers Craftsmen My Boss Managers Owners My Subordinates My Company</p> <p>Stockholders Technical Employees Me White Collar Employees Ambition Ability Skill Cooperation Achievement Job Satisfaction Creativity Success Change Competition</p> <p>Operative Values</p>	<p>Labor Unions Aggressiveness Influence Power Compromise Conflict Risk</p> <p>Adopted Values Situationally Induced</p>	<p>Prejudice Force</p>
Right 1st Ranked	<p>Employee Welfare Trust Loyalty Honor Dignity Individuality Government Property Rational Religion</p> <p>Intended Value Socio-culturally Induced</p>	<p>Social Workers Laborers Blue Collar Workers Obedience Compassion Tolerance Authority Caution Conservatism Equality Liberalism</p> <p>Values with Low Behavioral Relevance</p>	<p>Conformity</p>
Pleasant 1st Ranked		<p>Leisure Autonomy Money Security Prestige Emotions</p>	

is conflict between what one has learned to believe and what one sees in his accepted environment have been termed "professed" or "talking" values by a number of authors. Employee Welfare, for example, is viewed as highly important as an organizational goal by managers but it may not affect their behavior greatly because it doesn't fit their primary pragmatic orientation. It is a professed value but not one that is operative or directly influential of behavior to any large extent.

(4) Finally, the 18 concepts found in the cells labeled "Low Behavioral Relevance" are those that would not be expected to influence a manager's behavior to any large extent since they are not considered important and do not fit the pragmatic orientation of managers.

A second study, similar to the American managers study was conducted at Colorado State University by Douglas Sjogren, George W. England, and Richard Meltzer (1969). This study was directed toward an assessment of personal values of educational administrators. An instrument for measuring the value orientation of educational administrators was constructed following the model developed by England for measuring the value orientation of managers. A reliability study of the instrument was conducted by administering the Personal Values Questionnaire on a test-retest basis to 43 graduate students in education and seven educational administrators at Colorado State University. The results indicated that the reliability of the PVQ is not as high as desired and further refinement is needed to increase reliability.

The PVQ was administered to a sample of 210 educational administrators. The results were used to describe the value orientation of the administrators as well as for an examination of the validity of the instrument.

Following England's interpretive procedures, the educational administrators were found to have a primary value orientation as ethical-moralists and a secondary orientation as pragmatists. England's work with managers indicated a reversal of these orientations in this group. According to this interpretation, it would be expected that the primary determiner of administrators' behavior is the ethical question, that is, "Is it the right thing to do?" The secondary determiner is the pragmatic question, "Will it do the job?" There was some indication, however, that the orientation might have been a function of the concepts used in the instrument, and that a different sample of concepts might yield a different primary value orientation.

The validity data were not encouraging in that the scores and classifications of the PVQ had little or no relationship with or discriminatory power on a number of personal characteristic variables. The low relationships were likely caused in part by the homogeneity of the administrator group.

England (1970) recently completed a study comparing the personal values of managers in the United States, Korea, and Japan. This study concludes (1) personal value systems of managers can be meaningfully measured even though they are complex in nature, (2) there is a general value pattern which is characteristic of managers in all three countries as well as country specific differences, (3) a cultural explanation better fits the observed country differences than does an explanation based on technological considerations although both are clearly involved, (4) there is a great deal of variation in personal value systems from individual to individual both within and between countries, (5)

personal values seem to operate at the level of corporate strategy and goals as well as at the level of day-to-day decisions, (6) the personal value systems of individual managers influence the organization in both a direct and indirect manner at the same time that personal value systems are influenced by organizational life, (7) differences in personal value systems may help to explain the nature of some conflict between individuals in an organization while similarity of value patterns is probably responsible for much accommodation among individuals, and finally and perhaps most importantly, (8) the study and thoughtful examination of one's own personal value system may well be helpful in the effort that all must make in the "strain toward consistency" between what one believes and what one does.

Finally, a study by Tyler (1969) was completed which examined the personal values of Army officers. The findings of this study are as follows:

1. The PVQ is an effective instrument for measuring values of Army officers as well as business managers;
2. In general, the values of Army officers were very similar to those of business managers; and,
3. Army officers are generally of a pragmatic value orientation.

Other related projects on personal values measurement which are currently under way or recently completed at the University of Minnesota include studies of Canadian managers, their personal values and their relationship to managerial behavior as measured by the in-basket technique. A follow-up study is currently under way performing the same operation with a sample of American managers. A nine month test-retest

reliability study of the PVQ was conducted on the Canadian sample with results indicating generally good reliability over the nine month period. Additional studies have been completed, examining the relationships between job satisfaction and PVQ, and the correlations between PVQ scores not previously analyzed and in-basket scores. Finally, personal value questionnaires have been administered to a sample of labor union leaders in Minnesota. This data will be examined and compared with findings of American managers.

This review of research related to the concept of value suggests the possibility of developing a broad measurement of value systems for naval officers. It can be inferred further that such a measurement would be predictive of major categories of behavior.

The project described in the remainder of this report is an attempt to extend the work of England to another domain of management, that of leading and directing men. The positions of an officer and of a manager of a business organization are similar and it is logical to expect that useful results would emerge in a study of naval officers as was the case for business managers. The differentiation between operative and intended or adopted values increases the likelihood that significant behavior predictions can be made. It is a common difficulty with attitude scales and value inventories that they are either so specific or so general that they have little predictive value. By differentiating between the two kinds of values, a way has been developed for the assessment of idealized values of the individuals as well as those values that are operative and most influential of behavior.

The following section describes the procedures used in the study and presents the results in terms of reliability data on the instrument developed to measure the personal values of naval officers.

PROCEDURES

The procedures used in this study were similar to those used by England in his work with managers of business enterprises. This section contains a description of the procedures used in instrument development and reliability assessment.

Instrument Development

A thorough search of the literature dealing with naval officer training and leadership, Navy operational practice and procedure, as well as pertinent articles from other branches of the armed services was conducted. This survey was made to identify a list of concepts which were of special relevance or concern to naval personnel. This literature search plus the inclusion of certain ideological and philosophical concepts yielded a pool of approximately 200 concepts as the original item pool. These concepts were categorized into eight general classes: Ideas associated with individuals, Ideas associated with groups, Personal Goals, Military Goals, Military Concerns, Military Functions and Practices, Groups of People, and General Ideas.

A series of research seminars were conducted. The purpose of these seminars was to critically evaluate each concept in terms of its relevance in relation to the literature.

A total of 170 concepts survived the first series of research seminars and were assembled into one of two relevancy forms. Each of

these forms contained 100 concepts, with some concepts appearing on both forms while, in other instances, different words which were believed to have similar meanings were placed on alternative forms. These relevancy forms enabled the respondent to rate each concept as to the degree of relevancy or concern it might have for a naval officer. The respondents were also requested to add any concepts which they believed to be relevant but were not presently on either of the forms. The rating scale ranged from 0 (no relevance) to 100 (highest relevance). These forms were then given to a sample of naval officers at the United States Naval Post Graduate School at Monterey, California, and to a group of defense contract administrators. The size of the sample for the first relevancy form was 49 and for the second form it was 64. The format of the relevancy forms and the mean relevancy values for each of the 170 concepts are shown in Appendix A.

The 170 concepts were also incorporated into two tryout forms of an instrument patterned after the PVQ. The concepts on the two tryout forms were the same as on the relevancy forms. The tryout forms of the PVQ were also administered to a sample of naval officers (N = 56) at Monterey. The sample responding to the relevancy form was independent from the one responding to the PVQ.

The tryout instrument differed from the PVQ in that a fourth secondary mode of valuation was included. In both the PVQ and the tryout forms, the respondent rated the importance of the concept on a three point scale. This scale is the power mode of valuation and is considered the primary mode of valuation. The PVQ also included three secondary modes of valuation: successful, right, and pleasant. The re-

spondent ranked these three modes for each concept to indicate the meaning of the concept. Thus a concept with a rank of one on successful would indicate that this concept was primarily associated with success and so on. The tryout forms included the same secondary modes of valuation, but a fourth mode was added. "Traditional" was added to form 1, and "Customary" was added to form 2 of the tryout instrument. It was felt that certain concepts associated with the military might be best expressed as they relate to the time honored way of doing things and, therefore, some mode for expression of this should be included. Appendix B contains the response distribution for each of the concepts in the tryout groups. The numbers in the cells are the number of people who placed the concept in a given importance category on the primary mode and who assigned the concept a rank of one on the secondary mode.

The data from the relevancy forms and the responses to the tryout forms of the PVQ were used in selecting the concepts to be incorporated into the final form of the PVQ. The decision rule used for evaluating a concept required a mean relevancy score of approximately 70 or better, a reasonable distribution among the cells on the basis of importance rating and number one ranking on the tryout forms, and a reasonable representation from each of the general classes of concepts. Some items with relatively high relevancy ratings were not selected because they were judged to be redundant with another item with a high rating or because the tryout group's responses were not well distributed among the cells. Likewise, a concept with a lower rating was included because it was judged to be not redundant and the responses were well distributed among the cells. In those cases where different words

having the same meaning were under consideration, the concept having the highest mean was chosen. Total concept variance was used as an aid when two concepts were similar in other respects, with preference given to that concept which displayed more variance.

Table 1 contains the average of the means and the range of ratings of the selected and rejected concepts by general category and for the total group of concepts.

The data in Table 1 do reveal that the selected concepts had a higher relevancy rating than those that were rejected. In many cases, the differences were slight, and selection was made in favor of those concepts which had the highest variance, indicating that the concept would do a better job of differentiating among respondents. Among those concepts which were accepted, the greatest range occurred in the general category Ideas associated with groups. The responses to the concept Prejudice account for the unusually low values (38 for the Monterey sample, 30 for the contract administrators). This concept was included in both forms, and the difference in response between the two forms is greater than for any other concept which was accepted. The decision to include Prejudice and some other concepts which were lower in mean score was based on their important ideological connotations.

The final form of the personal values questionnaire (naval officers) containing the 88 selected concepts was printed. A copy of this instrument is included as Appendix C. It was decided to choose traditional rather than customary for the fourth response on the secondary mode of valuation. The reason for doing so was that the response distribution was somewhat better for traditional. The last two pages of the ques-

tionnaire contained questions designed to elicit background information and job satisfaction scores from the naval officers who were surveyed. Items 8, 9, and 10 are a job satisfaction scale developed by Hoppock (1935). Responses on these personal information items may be used for future correlations of personal values and job satisfaction.

Procedures for Reliability Assessment

To assess the reliability of the final form of the naval officers' PVQ, test-retest methodology was used. 100 PVQ forms were mailed to the United States Post Graduate School at Monterey, California, and administration of these PVQ forms began on May 12, 1970, and were mailed back soon after their completion. The same respondents were administered the PVQ a second time beginning May 21, 1970. Sixty-nine individuals responded both times and form the test-retest reliability sample.

Item reliability of each of the 88 concepts in the PVQ was assessed in terms of both primary and secondary modes of valuation. As described earlier in the report, primary mode of valuation refers to ranking the concept on a three point importance scale viz. high importance, average importance and low importance; and secondary mode of valuation refers to ranking the concepts as either successful or right or pleasant or traditional. To assess reliability of the concepts, the following two matrices were prepared for each concept.

These matrices show the frequency with which naval officers classify the concept in a particular way when responding to the PVQ at two times. For example, cell 1 in matrix 1 shows the proportion of naval officers who classified the concept as being of high importance

Concept A - Matrix I

Administration - 1

	High Importance	Average Importance	Low Importance	Total
Administration 2 High Importance	1	2	3	4
Average Importance	5	6	7	8
Low Importance	9	10	11	12
Total	13	14	15	16

Concept A - Matrix II

Administration - 1

	Successful	Right	Pleasant	Traditional	Total
Administration 2 Successful	1	2	3	4	5
Right	6	7	8	9	10
Pleasant	11	12	13	14	15
Traditional	16	17	18	19	20
Total	21	22	23	24	25

both the times. Similarly, cell 2 on the same matrix shows the proportion of naval officers who classified the concept as being of average importance in their first administration but reclassified it as being of high importance in the second administration. The amount of agreement between the two administrations (which would be the diagonal cells in both the matrices) is reproduced in Appendices D and E.

To eliminate unreliable concepts from the PVQ, the following decision rules were employed:

- a) A concept would be regarded as unreliable and thus excluded from the PVQ, if the proportion of naval officers classifying it similarly in both the administrations of the PVQ is less than 36 per cent. This represents a reliability coefficient of approximately .60 value which is above chance level.
- b) A concept would be excluded if it received significant negative responses from the naval officers.

As shown in the last column in Appendix D, the lowest figure recorded on the importance scale is for the concept Prejudice. However, even in this case, the percentage of naval officers classifying it similarly in both administrations of the PVQ is 47.8, which means a reliability coefficient of about .69. This is clearly above our decision rule. The median percentage of naval officers classifying the 88 concepts similarly on the importance scale is 69.1, which amounts to a .83 reliability coefficient. Following is the overall distribution of concepts classified similarly on the importance dimension.

<u>Range of % of Naval Officers Classifying the Concept Similarly</u>	<u>Number of Concepts</u>
0 - 35.9 (r < .60)	0
36 - 51.9 (r ≥ .60 < .72)	1
52 - 67.9 (r ≥ .72 < .82)	30
68 - 83.9 (r ≥ .82 < .91)	53
84 - 100 (r ≥ .91)	4

For the successful - right - pleasant - traditional dimension of valuation (Appendix E), there is only one concept, Diplomacy, which is ranked similarly both the times by less than 36 per cent of naval officers. The median percentage of naval officers classifying the 88 concepts similarly on this dimension is 54.4, which implies a reliability coefficient of .73. Following is the percentage distribution of similarity for the concepts on this dimension.

<u>Range of % of Naval Officers Classifying the Concept Similarly</u>	<u>Number of Concepts</u>
0 - 35.9 (r < .60)	1
36 - 51.9 (r ≥ .60 < .72)	30
52 - 67.9 (r ≥ .72 < .82)	53
68 - 83.9 (r ≥ .82 < .91)	4
84 - 100 (r ≥ .91)	0

Thus, on the basis of our first decision rule, the only concept found unreliable and thus to be excluded from the final PVQ form is Diplomacy. On the basis of our second decision rule - which was to exclude a concept if it received significant negative responses - the concept - Communism - was excluded. The final PVQ form, therefore,

includes 86 concepts - the two concepts eliminated being Diplomacy and Communism. Finally, it also was decided to delete the pleasant mode of secondary valuation and retain the traditional mode. The reason for doing so was that, in general, the traditional mode was used as a response much more frequently by the naval officers' sample than was the pleasant mode. The final PVQ form incorporating all these changes is included as Appendix F.

As a part of the reliability assessment of the PVQ, by-person analysis of the data was also undertaken. The first use of the by-person analysis was to classify the naval officers who were in the test-retest sample into one of four categories of primary value orientation. These categories are pragmatic, moralistic, affect and traditionalistic. The following steps are involved in classifying subjects:

1. Among the concepts which a naval officer reports as being of high importance, identify the proportion classified as successful, as right, as pleasant and as traditional. More precisely, one identifies the largest of the following conditional probabilities: the probability of responding successful given high importance $P(S/HI)$; the probability of responding right given high importance $P(R/HI)$; the probability of responding pleasant given high importance $P(P/HI)$; and the probability of responding traditional given high importance $P(T/HI)$.

2. Compare the largest of the above probabilities to its complement. For example, if $P(S/HI)$ is the largest of the four - then its complement is the probability of responding successful given average

or low importance, that is, $P(S/Al) + P(S/LI)$. This can be alternatively written as $P(S/\overline{HI})$, \overline{HI} being not high importance. If $P(S/HI)$ is greater than its complement $P(S/\overline{HI})$, then the individual is classified as pragmatic. If $P(S/\overline{HI})$ is greater than $P(S/HI)$, then he is classified as mixed.

On this basis, the test-retest sample of naval officers was classified into the primary value orientations. This information is shown in Table 2. As is evident, this sample of naval officers appears to be generally pragmatic. Note here the diagonal cells identified with asterisks in the table which show the extent to which the naval officers retained their primary value orientation in the two administrations of the PVQ. By adding these cells we find that the primary value orientations of 45 naval officers remained the same for the first and second administrations of the PVQ. This represents about 65% of the total sample and would be roughly equal to a reliability coefficient of .80.

It was also decided to work out correlations of 18 PVQ scores for the 69 naval officers in the test-retest sample. These 18 PVQ scores are probability scores and are used in analyzing the personal value system and its relationship to behavior. These are shown in Table 3. In general, these correlations appear to be significant.

Survey of Naval Officer Value Systems

Work is presently underway to obtain a large diverse sample of naval officers for purposes of examining their value systems. Such an analysis will be designed to provide information relevant to the following major research questions:

- a) Description of the personal values of naval officers,

- b) Study of the differences in personal values for officers with different personal (age, education) and organizational (source of commission, rank, occupational specialty) characteristics,
- c) Comparison of naval officers' data with managerial data,
- d) Examination of the relationships between personal values and different behavioral measures.

Table 2

Distribution of Naval Officers by Their Primary Value Orientation in the Test-Retest Sample (N = 69)

Administration 1

		Pragmatic	Moralistic	Affect	Tradition- alistic	Mixed	Total
Administration 2	Pragmatic	30*	5	0	1	1	37
	Moralistic	4	13*	0	0	3	20
	Affect	1	0	1*	0	0	2
	Tradition- alistic	1	0	0	0*	0	1
	Mixed	4	4	0	0	1*	9
	Total	40	22	1	1	5	69

Table 3

Test-Retest Correlation Coefficients
For 18 PVQ Scores (N = 69)

PVQ Score	Correlation Coefficient
P(S)	.814
P(R)	.617
P(P)	.616
P(T)	.680
P(HI)	.769
P(\overline{HI})	.769
P(S \cap HI)	.767
P(R \cap HI)	.843
P(P \cap HI)	.535
P(T \cap HI)	.362
P(S/HI)	.714
P(R/HI)	.752
P(P/HI)	.592
P(T/HI)	.293
P(S/ \overline{HI})	.757
P(R/ \overline{HI})	.722
P(P/ \overline{HI})	.548
P(T/ \overline{HI})	.553

Note: S = Successful, R = Right, P = Pleasant, T = Tradition-
alistic

HI = High Importance, \overline{HI} = Not High Importance

FOOTNOTES

1. For a brilliant exposition of this point, see G. W. Allport, "Traits Revisited," American Psychologist, XXI, No. 1 (1966), pp. 1-10.
2. See for example, L. Postman, J. S. Bruner, and E. McGinnies, "Personal Values as Selective Factors in Perception," Journal of Abnormal and Social Psychology, XLIII (1948), pp. 142-154.
3. This expression would be read: the behavior of an individual insofar as behavior is a function of values, is best indicated by the joint function of those concepts he considers important and those concepts which fit his primary orientation. For a pragmatically oriented individual, behavior is best predicted by those concepts considered important and successful; for a moral-ethically oriented individual, behavior is best predicted by those concepts considered important and right; while for an affect oriented individual, behavior is best predicted by those concepts considered important and pleasant.

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APPENDIX A

RELEVANCY FORMS FORMAT

Instructions to Judging Panel

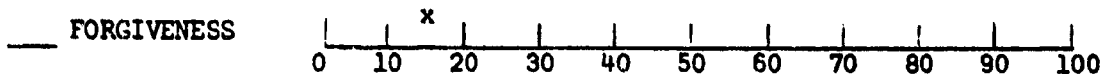
The enclosed list of terms or concepts has been established as a pool from which we will select the most relevant for use in an inventory designed to measure the value systems of Naval officers. The list includes concepts or terms which may or may not have relevance for the Naval officer because of his position as a Naval officer. Our first step in refining the list is to have a panel of persons who have Naval experience or have experience in dealing with Naval personnel judge the relevancy or concern of each term to the Naval officer. Relevancy should be considered in such terms as importance of the concept to a Naval officer's work, time spent on the item, and how much of a problem it presents. You are one person on this panel.

For each term there is a 100 point scale from 0-100 divided into 10 equal segments. Read each term, and then judge its relevancy to the Naval officer. Indicate your judgment by marking "x" at an appropriate point on the scale using the following rules:

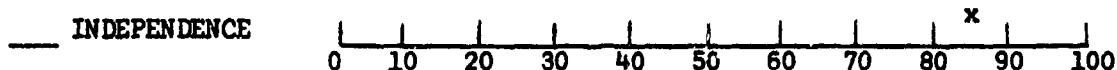
- a. If you judge the term to be of little relevancy or concern, you should mark "x" in the segments with the lower numbers. Absolutely no relevancy would yield a mark at the zero point.
- b. If you judge the term to be of high relevancy or concern, you should mark "x" in the segments with the higher numbers. Highest relevancy would yield a mark at the 100 point.
- c. If you judge the term to be of medium relevancy or concern, you should mark "x" in the segments with the middle numbers. An average relevancy would yield a mark at the 50 point.
- d. If you judge the term to be so ambiguous that you cannot judge its relevancy, you should place "x" in the space provided on the left side of the term.

Generally, one's first impression on a task such as this is most reliable. The following examples would clarify the above rules:

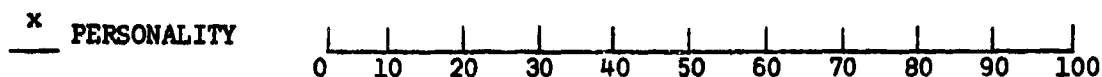
Examples



The "x" marked at a point between 10 and 20 indicates that this concept was judged to be of low relevancy to the Naval officer.



The "x" marked at a point between 80 and 90 indicates that this concept was judged to be of high relevancy to the Naval officer.



The "x" marked on the left side of the concept indicates that the concept is so ambiguous that its relevancy cannot be judged.

When you have completed the task of judging all the concepts for their relevancy, we would appreciate your reading the list again. As you read the list again, you may think that:

- a. Some concepts are redundant with each other. Write down the number of such concepts on the same line on the blank sheet provided. For example, if concepts 10 and 60 are considered redundant, write 10 - 60.
- b. Some concepts should be worded differently to be more relevant. Write down the number of the concept and the new wording you may want to give it. For example, if you think concept 94 should be reworded as independence, write down 94 - independence.
- c. Some concepts should be reclassified in a category different from the one in which it is classified in the list. Write down the number of the concept and the classification symbol of each category. All the eight categories of concepts used in the list have been classified as A, B, C, D, E, F, G, and H respectively. Thus, if you want concept 20 to be reclassified in category F, write down 20 - F.

If you think of relevant concepts that have not been included in the list but should be, please write these down on the sheet provided.

MEAN RELEVANCY VALUES OF THE 170 CONCEPTSIdeas Associated with Individuals

	<u>Monterey</u>	<u>Contract Administrators</u>
Stamina	73	70
Self-expression	73	66
Maturity	72	80
Foresight	70	70
Ability	78	78
Self-confidence	76	74
Experience	70	71
Enthusiasm	73	74
Honesty	83	84
Ambition	72	71
Loyalty	83	82
Caution	58	50
Dignity	68	69
Judgment	79	88
Resourcefulness	72	78
Responsibility	91	82
Aggressiveness	71	70
Courage	74	68
Individuality	60	53
Initiative	76	79
Emotional stability	75	81
Self-discipline	73	75
Rationality	69	70
Trust	78	66
Anxiety	44	42
Consideration for others	73	67
Alertness	82	79
Dependability	88	85
Cheerfulness	55	59
Discretion	77	71

Ideas Associated with Individuals (Continued)

	<u>Monterey</u>	<u>Contract Administrators</u>
Integrity	78	82
Decisiveness	83	84
Dedication	84	80
Proficiency	89	88
Ingenuity	77	68
Respect	80	76
Honor	83	79
Sociability	61	59
Stress	56	61
Attitude	80	74
Common Sense	77	83
Endurance	63	67
Adaptability	75	77
Generosity	44	32
Persistence	62	68
Competence	81	92
Self-respect	82	77
Calmness	63	67
Tolerance	59	57
Insight	59	59
Commitment	70	61
Patience	59	65

Ideas Associated with Groups

Comradship	61	56
Morale	78	76
Team work	79	76
Status	54	56
Conformity	48	44
Friendship	57	50
Cooperation	76	78

Ideas Associated with Groups (Continued)

	<u>Monterey</u>	<u>Contract Administrators</u>
Human relations	72	72
Esprit de Corps	74	74
Prejudice	48	38
Competition	69	63

Personal Goals

Occupational satisfaction	84	72
Advancement	81	78
Occupational security	60	60
Shore duty	50	55
Privileges of Rank	59	63
My job	74	81
Job satisfaction	73	81
Promotion	76	77
Prestige	56	71
Pay	66	63
Service reputation	77	73
Rank	76	73
Job security	59	54
Military career	72	72
Sea duty	60	51
Achievement	85	77

Military Goals

Organizational effectiveness	83	76
Concern for personnel	80	74
Ship security	78	80
Military capability	79	78
Military power	69	70
Military effectiveness	74	80

Military Goals (Continued)

	<u>Monterey</u>	<u>Contract Administrators</u>
National security	37	82
Balanced readiness	79	73
Technological advancement	71	70
Ship welfare	73	68
Crew welfare	77	75
Mission accomplishment	83	82
Defense	80	74
Military alliance	62	53
Combat effectiveness	79	82
Supporting national policies	74	69

Military Concerns

Nuclear weapons	69	74
Propaganda	47	45
Surrender	46	50
Tactics	73	79
Cold war	51	50
Conventional weapons	66	69
Weapons systems	75	77
Professionalism	79	81
Supply	77	75
Strategies	72	75
Limited conflicts	66	54
Diplomacy	68	66

Military Functions and Practices

Military pride	79	66
Logistics	73	73
Respectfulness	75	71
Duty	71	70

Military Functions and Practices (Continued)

	<u>Monterey</u>	<u>Contract Administrators</u>
Military bearing	59	65
Punctuality	80	74
Seamanship	69	75
Coordination	75	76
Personal conduct	75	76
Leadership	87	89
Authority	76	71
Orderliness	69	68
Military training	82	71
Challenge	65	68
My occupational specialty	71	69
Military discipline	77	75
Reconnaissance	62	59
Communication	81	77
Combat	74	69
Vigilance	70	73
Control	78	77
Military tradition	56	49
Military awards	60	58
Planning	81	80
Obedience	74	74
Maneuver	59	67
Attack	75	73
Influence	56	58
Military courtesy	63	56
Rules and regulations	73	70
Neatness	63	61
Assignment	66	63
Inspections	60	53

Groups of People

	<u>Monterey</u>	<u>Contract Administrators</u>
Civilians	58	50
My supervisors	78	74
My subordinates	79	66
Commanding officers	80	77
Draftees	57	49
Congressmen	60	55
Defense Department	74	61
My immediate superior	74	77
N.C.O.'s	76	65
Midshipmen	59	60
Taxpayers	63	54
Enlisted men	76	66
My parent command	73	71
Shipmates	76	79
Enemy	72	80
Commissioned officers	78	66

General Ideas

Decision making	83	83
Risk	67	65
Communism	52	62
Peace	63	68
Education	76	81
War	65	66
Government	70	73
Freedom	76	80
Idealism	56	55
Fear	45	42
Human life	78	76
Conflict	55	56
Patriotism	81	90

APPENDIX B

RESPONSE DISTRIBUTION FOR EACH CONCEPT USED IN THE TWO TRYOUT FORMS

Abbreviations:

- H - High Importance
- A - Average Importance
- L - Low Importance
- S - Successful
- R - Right
- P - Pleasant
- C - Customary
- T - Traditional

Form 1

Ideas Associated with Individuals

	Anxiety				Cheerfulness				Proficiency		
	H	A	L		H	A	L		H	A	L
S	1	3	3	S	3	0	0	S	22	1	0
R	1	4	1	R	4	1	0	R	5	0	0
P	0	1	0	P	14	6	0	P	0	1	0
T	0	9	6	T	0	0	1	T	0	0	0
	Consideration for others				Discretion				Stamina		
	H	A	L		H	A	L		H	A	L
S	2	1	0	S	4	3	0	S	8	9	0
R	19	3	0	R	13	4	0	R	6	1	0
P	4	0	0	P	0	1	0	P	2	1	0
T	0	0	0	T	1	3	0	T	0	2	0

Experience				Integrity				Ingenuity			
	H	A	L		H	A	L		H	A	L
S	14	9	1	S	1	0	0	S	13	10	0
R	0	0	0	R	20	2	0	R	1	0	0
P	1	1	0	P	1	0	0	P	2	1	0
T	1	2	0	T	5	1	0	T	1	1	0
Dignity				Decisiveness				Respect			
	H	A	L		H	A	L		H	A	L
S	1	1	0	S	20	3	0	S	5	3	0
R	5	3	0	R	5	0	0	R	11	1	0
P	3	6	0	P	0	0	0	P	3	1	0
T	2	6	2	T	1	0	0	T	4	1	0
Alertness				Dedication				Self-expression			
	H	A	L		H	A	L		H	A	L
S	17	6	0	S	9	8	0	S	8	11	0
R	3	1	0	R	7	1	0	R	1	0	0
P	1	0	0	P	0	0	0	P	2	5	1
T	0	1	0	T	1	3	0	T	0	1	0
Dependability				Responsibility				Ability			
	H	A	L		H	A	L		H	A	L
S	9	2	0	S	13	2	0	S	17	8	0
R	17	0	0	R	12	0	0	R	2	0	0
P	0	0	0	P	1	0	0	P	1	1	0
T	1	0	0	T	1	0	0	T	0	0	0

Loyalty				Aggressiveness				Self-confidence			
	H	A	L		H	A	L		H	A	L
S	4	1	0	S	10	11	2	S	15	6	0
R	13	4	0	R	2	0	0	R	3	0	0
P	1	1	0	P	0	0	0	P	3	2	0
T	2	2	1	T	0	3	1	T	0	0	0

Caution				Courage				Individuality			
	H	A	L		H	A	L		H	A	L
S	3	5	1	S	5	4	0	S	2	6	1
R	0	5	2	R	5	4	0	R	4	4	0
P	0	0	1	P	0	0	0	P	3	2	1
T	0	7	5	T	6	5	0	T	0	5	1

Honor				Social Ability			
	H	A	L		H	A	L
S	1	1	0	S	1	3	0
R	14	0	0	R	2	0	0
P	1	0	0	P	5	14	1
T	9	2	1	T	0	2	0

Ideas Associated with Groups

Comradship				Teamwork				Human Relations			
	H	A	L		H	A	L		H	A	L
S	2	2	0	S	15	3	0	S	5	3	1
R	1	1	0	R	6	0	0	R	2	1	0
P	4	12	0	P	2	1	1	P	5	10	0
T	3	4	0	T	0	1	0	T	0	2	0

Esprit de Corps*				Competition*				Conformity*			
	H	A	L		H	A	L		H	A	L
S	8	0	0	S	9	7	0	S	0	3	1
R	6	0	0	R	2	0	0	R	0	2	0
P	3	3	1	P	3	2	0	P	0	6	1
T	3	5	0	T	3	1	2	T	1	9	6

Morale*				Status*				Prejudice*			
	H	A	L		H	A	L		H	A	L
S	9	2	0	S	3	4	0	S	0	0	2
R	8	0	0	R	2	2	0	R	2	3	0
P	7	0	0	P	2	5	0	P	0	0	0
T	3	0	0	T	1	5	6	T	2	12	9

Personal Goals

Occupational Satisfaction				Job Security				Advancement			
	H	A	L		H	A	L		H	A	L
S	8	1	0	S	3	3	1	S	10	5	0
R	8	0	0	R	4	3	0	R	8	1	0
P	11	1	0	P	3	4	1	P	3	1	0
T	0	0	0	T	0	5	2	T	1	0	0

Sea Duty				Service Reputation				Military Career			
	H	A	L		H	A	L		H	A	L
S	3	4	1	S	9	2	0	S	10	3	0
R	3	0	1	R	5	0	0	R	1	0	0
P	1	2	1	P	5	1	0	P	6	5	1
T	2	6	4	T	4	3	0	T	1	2	0

* These concepts were included on both Form 1 and Form 2.

Achievement				Rank			
	H	A	L		H	A	L
S	16	5	1	S	11	9	0
R	4	0	0	R	1	0	0
P	2	1	0	P	1	0	0
T	0	0	0	T	0	5	2

Military Goals

Organizational Effectiveness				Defense			Military Capability				
	H	A	L		H	A	L		H	A	L
S	16	3	0	S	7	5	0	S	12	4	0
R	6	0	0	R	4	0	0	R	6	0	0
P	3	0	0	P	2	1	0	P	0	1	0
T	0	0	1	T	0	0	0	T	3	3	0

Balanced Readiness				Ship Security			Military Power				
	H	A	L		H	A	L		H	A	L
S	6	7	1	S	5	2	0	S	7	8	0
R	8	2	0	R	12	5	0	R	1	1	0
P	0	0	0	P	0	1	0	P	0	1	0
T	0	2	1	T	1	2	1	T	4	4	3

Concern for Personnel				Crew Welfare			
	H	A	L		H	A	L
S	3	0	0	S	0	2	0
R	20	1	0	R	17	1	0
P	2	0	0	P	6	1	0
T	3	0	0	T	2	0	0

Military Concerns

Nuclear Weapons				Weapons Systems*				Supply*			
	H	A	L		H	A	L		H	A	L
S	7	8	4	S	12	6	1	S	12	6	1
R	3	2	1	R	3	3	0	R	4	2	1
P	0	0	0	P	0	0	0	P	1	0	0
T	0	2	0	T	3	0	1	T	2	0	0
Propaganda*				Cold War*				Limited Conflicts*			
	H	A	L		H	A	L'		H	A	L
S	3	4	3	S	3	4	3	S	6	7	2
R	3	3	1	R	2	1	0	R	2	2	0
P	0	0	0	P	0	0	0	P	1	0	0
T	1	5	7	T	1	11	4	T	3	4	1
Surrender*				Professionalism*				Strategy*			
	H	A	L		H	A	L		H	A	L
S	2	1	0	S	12	2	0	S	10	7	1
R	1	1	1	R	13	1	0	R	2	4	0
P	3	0	0	P	1	0	0	P	0	0	0
T	3	9	8	T	0	0	0	T	2	2	1
Tactics*				Diplomacy*							
	H	A	L		H	A	L				
S	11	7	0	S	8	6	0				
R	4	1	1	R	0	5	0				
P	0	0	0	P	0	2	1				
T	2	2	1	T	1	5	1				

* These concepts were included on both Form 1 and Form 2.

Military Functions and Practices

	Pride				Authority				Orderliness		
	H	A	L		H	A	L		H	A	L
S	8	2	0	S	5	3	0	S	6	5	0
R	6	2	0	R	10	4	0	R	8	1	1
P	4	1	1	P	3	0	0	P	1	2	0
T	4	0	1	T	1	2	1	T	1	3	1

	Reconnaissance				Control				Planning		
	H	A	L		H	A	L		H	A	L
S	6	9	3	S	12	6	0	S	12	3	2
R	2	4	1	R	5	3	1	R	10	0	0
P	0	0	0	P	0	0	0	P	0	0	0
T	1	1	2	T	0	2	0	T	1	0	1

	Communications				Challenge				Obedience		
	H	A	L		H	A	L		H	A	L
S	17	3	2	S	8	5	0	S	8	2	0
R	6	0	0	R	2	4	2	R	6	5	0
P	0	1	0	P	6	0	0	P	0	0	0
T	0	0	0	T	0	1	1	T	4	2	2

	Military Discipline				Military Training				Occupational Specialty		
	H	A	L		H	A	L		H	A	L
S	7	4	0	S	11	5	0	S	7	13	1
R	10	3	0	R	7	1	0	R	2	1	0
P	0	0	0	P	0	0	0	P	0	2	0
T	2	2	1	T	1	2	2	T	0	0	3

	Combat			Military Tradition			Maneuver				
	H	A	L	H	A	L	H	A	L		
S	4	6	2	S	2	1	0	S	3	10	1
R	0	4	0	R	2	2	0	R	4	1	1
P	0	0	0	P	0	3	0	P	1	0	0
T	3	7	3	T	5	11	3	T	1	4	3

	Vigilance			Military Awards			
	H	A	L	H	A	L	
S	11	3	0	S	5	4	2
R	7	3	0	R	0	4	0
P	0	0	0	P	2	4	2
T	2	1	2	T	0	4	2

Groups of People

	Enlisted Men			Commissioned Officers			N.C.O.'s				
	H	A	L	H	A	L	H	A	L		
S	11	2	0	S	12	2	0	S	14	2	0
R	5	2	0	R	5	3	0	R	6	2	0
P	2	0	0	P	2	1	0	P	1	0	0
T	4	3	0	T	2	2	0	T	2	2	0

	Civilians			My Superiors			My Subordinates				
	H	A	L	H	A	L	H	A	L		
S	2	4	2	S	6	4	0	S	9	1	0
R	2	3	1	R	6	4	0	R	8	3	0
P	0	6	1	P	1	2	0	P	1	2	0
T	2	4	1	T	2	4	0	T	2	3	0

Commanding Officers				My Parent Command			
	H	A	L		H	A	L
S	12	2	0	S	5	3	1
R	4	2	0	R	3	3	0
P	1	1	0	P	4	4	0
T	3	4	0	T	1	3	2

General Ideas

Decision-making*				Fear*			Conflict*				
	H	A	L	H	A	L	H	A	L		
S	19	3	0	S	0	3	1	S	0	7	2
R	5	0	0	R	0	5	2	R	0	3	0
P	1	0	0	P	1	0	0	P	0	1	0
T	1	0	0	T	0	10	8	T	1	12	2

Peace*				War*			Risk*				
	H	A	L	H	A	L	H	A	L		
S	0	0	0	S	0	3	0	S	2	13	0
R	0	3	0	R	1	1	0	R	4	1	0
P	9	6	0	P	0	1	0	P	0	0	0
T	0	1	1	T	6	12	4	T	1	5	2

Freedom*				Education*			Government*				
	H	A	L	H	A	L	H	A	L		
S	0	0	0	S	13	1	0	S	3	1	1
R	16	1	0	R	5	1	0	R	7	2	0
P	7	0	0	P	5	1	0	P	2	0	0
T	4	0	1	T	0	2	0	T	5	7	2

* These concepts were included on both Form 1 and Form 2.

Idealism*				Human life*				Patriotism*			
	H	A	L		H	A	L		H	A	L
S	1	0	0	S	2	0	0	S	1	0	0
R	4	7	0	R	16	1	0	R	18	1	0
P	0	6	1	P	5	0	0	P	0	0	0
T	0	7	2	T	4	1	1	T	6	2	1
Communism*											
	H	A	L		H	A	L		H	A	L
S	4	2	1								
R	2	2	0								
P	0	0	0								
T	3	8	7								

* These concepts were included on both Form 1 and Form 2.

Form 2Ideas Associated with Individuals

Stress				Enthusiasm				Competence			
	H	A	L		H	A	L		H	A	L
S	0	8	0	S	5	4	0	S	14	2	0
R	0	2	0	R	5	1	0	R	6	2	0
P	0	0	0	P	6	3	0	P	0	1	0
C	2	11	3	C	0	1	0	C	0	0	0
Judgment				Endurance				Maturity			
	H	A	L		H	A	L		H	A	L
S	8	2	0	S	4	8	2	S	8	2	0
R	13	1	0	R	2	3	0	R	8	2	0
P	0	0	0	P	0	2	0	P	0	1	0
C	0	1	0	C	0	4	0	C	0	4	0
Honesty				Resourcefulness				Self-respect			
	H	A	L		H	A	L		H	A	L
S	2	0	0	S	8	4	1	S	2	2	0
R	19	3	0	R	7	2	0	R	13	3	0
P	1	0	0	P	1	1	0	P	1	1	0
C	1	0	0	C	0	1	0	C	0	2	1
Foresight				Adaptability				Ambition			
	H	A	L		H	A	L		H	A	L
S	6	9	0	S	6	8	0	S	8	11	0
R	3	4	0	R	0	2	1	R	2	2	0
P	0	3	0	P	3	3	0	P	0	1	0
C	0	0	0	C	0	2	0	C	0	1	0

B-12 -

Attitude				Generosity				Calmness			
	H	A	L		H	A	L		H	A	L
S	2	3	0	S	0	1	0	S	2	3	0
R	7	2	0	R	1	9	1	R	2	5	0
P	7	3	0	P	0	7	2	P	3	6	0
C	0	1	0	C	0	2	2	C	0	2	2
Common Sense				Persistence				Emotional Stability			
	H	A	L		H	A	L		H	A	L
S	10	3	0	S	4	12	2	S	6	1	1
R	7	2	0	R	3	3	0	R	4	2	0
P	0	0	0	P	0	1	0	P	4	3	0
C	3	0	0	C	0	0	0	C	1	3	0
Rationality				Initiative				Patience			
	H	A	L		H	A	L		H	A	L
S	4	3	1	S	12	4	0	S	1	7	1
R	4	5	1	R	5	3	0	R	5	2	0
P	2	3	0	P	1	0	0	P	2	6	0
C	0	3	0	C	1	0	0	C	0	2	0
Tolerance				Insight				Self-discipline			
	H	A	L		H	A	L		H	A	L
S	1	3	0	S	4	7	3	S	6	4	0
R	4	9	0	R	2	3	1	R	6	3	0
P	0	6	1	P	1	3	0	P	1	2	0
C	0	1	1	C	0	1	1	C	0	1	0

	Trust			Commitment			
	H	A	L	H	A	L	
S	5	2	0	S	1	7	3
R	13	3	0	R	3	5	1
P	1	1	0	P	0	1	0
C	0	1	0	C	0	5	0

Ideas Associated with Groups

	Human Relations			Friendship			Cooperation				
	H	A	L	H	A	L	H	A	L		
S	5	4	0	S	0	2	0	S	4	3	0
R	3	4	0	R	3	2	0	R	5	2	0
P	4	3	0	P	6	10	0	P	4	5	0
C	0	3	0	C	0	3	0	C	0	3	0

	Esprit de Corps*			Competition*			Conformity*				
	H	A	L	H	A	L	H	A	L		
S	8	2	0	S	4	5	2	S	0	2	2
R	5	2	0	R	0	2	0	R	0	4	1
P	2	1	0	P	2	1	0	P	0	2	0
C	0	6	0	C	1	8	1	C	0	8	7

	Morale*			Status*			Prejudice*				
	H	A	L	H	A	L	H	A	L		
S	7	1	0	S	2	6	4	S	0	0	1
R	5	4	0	R	0	1	0	R	2	2	0
P	6	1	0	P	0	6	0	P	0	0	1
C	2	0	0	C	0	2	5	C	2	9	9

* These concepts were included on both Form 1 and Form 2.

Personal Goals

Job Satisfaction				Occupational Security				Promotion			
	H	A	L		H	A	L		H	A	L
S	4	2	0	S	1	6	0	S	8	7	1
R	7	1	0	R	1	2	0	R	2	2	0
P	11	1	0	P	4	5	2	P	4	0	0
C	0	0	0	C	1	3	1	C	1	1	0

Shore Duty				Prestige				Pay			
	H	A	L		H	A	L		H	A	L
S	0	1	0	S	1	5	0	S	4	3	0
R	3	1	0	R	5	1	0	R	5	4	0
P	5	10	2	P	5	3	1	P	3	3	1
C	1	3	0	C	1	4	0	C	2	1	0

Privileges of Rank				My Job			
	H	A	L		H	A	L
S	1	2	0	S	8	5	0
R	5	6	0	R	5	0	0
P	0	6	0	P	6	0	0
C	2	3	2	C	1	1	0

Military Goals

Military Effectiveness				Technological Advancement				Mission Accomplishment			
	H	A	L		H	A	L		H	A	L
S	9	6	0	S	10	8	0	S	12	4	0
R	7	2	0	R	3	4	0	R	5	3	0
P	1	0	0	P	0	0	0	P	0	1	0
C	0	1	0	C	0	1	0	C	1	0	0

National Security				Combat Effectiveness			Ship Welfare				
	H	A	L		H	A	L		H	A	L
S	8	1	0	S	9	6	0	S	3	3	1
R	13	2	0	R	5	4	0	R	9	3	0
P	1	0	0	P	0	0	0	P	4	1	0
C	1	0	0	C	2	0	0	C	2	0	0
Military Alliance				Supporting National Policies							
	H	A	L		H	A	L		H	A	L
S	2	6	0	S	1	4	0				
R	3	5	0	R	12	8	0				
P	1	0	1	P	0	0	1				
C	0	5	3	C	0	0	0				

Military Concerns

Conventional Weapons				Weapon Systems*			Supply*				
	H	A	L		H	A	L		H	A	L
S	4	8	2	S	7	3	2	S	8	4	1
R	1	3	1	R	5	6	0	R	4	3	2
P	0	0	0	P	0	0	0	P	0	1	0
C	1	3	3	C	1	1	1	C	1	1	1
Propaganda*				Cold War*			Limited Conflicts*				
	H	A	L		H	A	L		H	A	L
S	3	6	2	S	3	5	1	S	4	4	2
R	2	1	1	R	4	1	0	R	4	2	0
P	0	0	0	P	0	1	0	P	0	0	0
C	2	2	6	C	1	6	4	C	1	7	2

* These concepts were included on both Form 1 and Form 2.

Surrender*				Professionalism*				Strategies*			
	H	A	L		H	A	L		H	A	L
S	4	0	0	S	8	2	0	S	5	6	0
R	2	3	0	R	10	1	0	R	3	4	2
P	0	1	4	P	2	1	0	P	1	0	0
C	2	7	3	C	2	0	0	C	2	2	1

Tactics*				Diplomacy*			
	H	A	L		H	A	L
S	8	4	0	S	8	2	1
R	6	2	1	R	2	3	0
P	0	0	0	P	0	3	1
C	0	2	3	C	0	5	1

Military Functions and Practices

Attack				Influence				Neatness			
	H	A	L		H	A	L		H	A	L
S	8	9	0	S	2	9	0	S	3	4	0
R	4	1	1	R	0	4	0	R	4	5	0
P	0	0	0	P	1	3	3	P	1	3	1
C	0	1	2	C	0	4	0	C	0	4	1

Military Intelligence				Coordination				Logistics			
	H	A	L		H	A	L		H	A	L
S	6	5	0	S	9	7	0	S	10	4	2
R	7	5	1	R	5	5	0	R	2	1	1
P	0	0	0	P	0	0	0	P	2	0	0
C	1	1	0	C	0	0	0	C	2	2	0

* These concepts were included on both Form 1 and Form 2.

Military Bearing				Personal Conduct				Respectfulness			
	H	A	L		H	A	L		H	A	L
S	4	5	0	S	5	3	0	S	2	3	0
R	5	2	0	R	9	2	0	R	5	1	0
P	0	1	1	P	0	0	1	P	2	2	0
C	2	3	3	C	2	3	1	C	1	9	1
Punctuality				Leadership				Assignment			
	H	A	L		H	A	L		H	A	L
S	3	2	0	S	8	3	0	S	3	6	0
R	8	7	1	R	10	1	0	R	4	3	0
P	0	0	0	P	1	0	0	P	2	4	0
C	0	5	0	C	2	7	0	C	0	1	3
Duty				Military Courtesy				Inspection			
	H	A	L		H	A	L		H	A	L
S	4	5	0	S	2	2	0	S	1	3	3
R	6	4	0	R	4	4	1	R	0	4	0
P	0	2	0	P	2	1	0	P	0	0	0
C	2	2	1	C	0	9	1	C	1	8	6
Seamanship				Rules and Regulations							
	H	A	L		H	A	L				
S	5	4	0	S	0	1	0				
R	5	4	3	R	6	4	2				
P	0	0	0	P	0	0	0				
C	3	1	1	C	0	13	0				

Groups of People

	Congressmen				Draftees				Midshipmen		
	H	A	L		H	A	L		H	A	L
S	3	3	2	S	1	3	0	S	2	2	0
R	1	3	2	R	1	5	1	R	6	2	1
P	0	2	0	P	0	0	0	P	0	1	0
C	2	5	3	C	3	7	5	C	2	10	0

	Shipmates				Defense Department				Taxpayers		
	H	A	L		H	A	L		H	A	L
S	4	4	0	S	4	4	0	S	3	1	0
R	5	2	0	R	2	2	2	R	7	6	0
P	7	1	0	P	0	0	0	P	0	0	0
C	0	3	0	C	2	9	1	C	3	5	1

	Enemy				My Immediate Supervisors		
	H	A	L		H	A	L
S	6	3	0	S	5	4	0
R	1	0	0	R	6	1	1
P	0	0	0	P	1	0	0
C	7	6	3	C	4	4	0

General Ideas

	Decision making*				Fear*				Conflict*		
	H	A	L		H	A	L		H	A	L
S	9	3	0	S	1	3	1	S	0	4	1
R	5	3	0	R	0	2	2	R	1	1	0
P	1	0	0	P	1	0	0	P	0	0	0
C	4	2	0	C	1	9	6	C	1	5	3

* These concepts were included on both Form 1 and Form 2.

Peace*				War*				Risk			
	H	A	L		H	A	L		H	A	L
S	0	0	0	S	3	2	1	S	1	7	0
R	13	2	1	R	2	1	0	R	2	2	0
P	4	6	0	P	0	0	0	P	3	10	1
C	0	0	0	C	5	9	3	C	3	10	1

Freedom*				Education*				Government*			
	H	A	L		H	A	L		H	A	L
S	0	1	0	S	6	0	0	S	4	0	0
R	17	1	0	R	14	1	0	R	3	5	0
P	6	1	0	P	2	1	0	P	1	0	0
C	0	0	0	C	0	2	0	C	3	8	2

Idealism*				Human Life*				Patriotism*			
	H	A	L		H	A	L		H	A	L
S	0	4	1	S	1	0	0	S	1	0	0
R	3	5	0	R	14	4	0	R	17	3	0
P	0	2	1	P	3	1	0	P	0	1	0
C	0	7	3	C	2	1	0	C	3	0	1

Communism*			
	H	A	L
S	4	1	1
R	1	2	0
P	0	2	0
C	6	6	5

* These concepts were included on both Form 1 and Form 2.

APPENDIX C

PERSONAL VALUES QUESTIONNAIRE

This questionnaire is part of a research study of personal values. The aim of the study is to find out how individuals look at a wide range of topics. These topics are about ideas associated with individuals, ideas associated with groups, groups of people, military goals, personal goals, military functions and practices, military concerns, and general topics.

You will be asked to judge the degree to which each topic is: (1) pleasant, (2) right, (3) successful, and (4) traditional. In completing this questionnaire, please make your judgments on the basis of what these topics mean to you as an individual.

Under no circumstances will your individual responses be made available to anyone except the research workers. The data we are attempting to gather are for use only in our research project on personal values.

In advance, we wish to thank you for your participation in this study. It is through cooperation in studies such as this that we all advance our understanding of human behavior.

Instructions

Rate how important a topic is to you by placing an "x" on the appropriate line: the left line signifies high importance; the middle line, average importance; and the right line, low importance.

Then specify which of the four descriptions (pleasant, right, successful, and traditional) best indicates the meaning of the topic to you; indicate your choice by placing the number "1" on the line next to it. Then indicate which description least indicates the topic's meaning to you by writing the number "4" in the space provided. Next, decide which of the two remaining descriptions best indicates what the topic means to you and place the number "2" on the line next to it. Finally, the number "3" should be written next to the remaining description. Complete all topics in this manner and check to see that the four descriptions for each topic have been ranked in the manner instructed.

Examples

As an example, take the topic FORGIVENESS. If you felt that it is of average importance, you would make a check mark on the middle line as indicated. If you felt that, of the four descriptions (pleasant, right, successful, and traditional), "right" best indicates what the topic means to you, you would write the number "1" next to "right". If the description "successful" least indicates what the topic means to you, then you would write the number "4" next to "successful", as shown in the sample below. Then you would decide which of the two remaining descriptions, "pleasant" or "traditional", best indicates what the topic means to you. Suppose you decide on "pleasant". You would then write the number "2" next to it, as shown below. The number "3" should be written next to the remaining description, in this case "traditional".

For some topics you may feel that none of the descriptions apply. For example, you may feel that, for the topic DISHONESTY, neither "pleasant", "right", "successful", nor "traditional" indicates the meaning to you. If you have this trouble you may begin by deciding which description least indicates the topic's meaning to you. For example, for the topic DISHONESTY, if you felt that "right" least indicates the topic's meaning to you, you would write the number "4" next to "right", and so on for the remaining descriptions, as shown in the sample.

FORGIVENESS

High		Low
Imp.		Imp.
<u>2</u>	pleasant	
<u>1</u>	right	
<u>4</u>	successful	
<u>3</u>	traditional	

DISHONESTY

High		Low
Imp.		Imp.
<u>2</u>	pleasant	
<u>4</u>	right	
<u>3</u>	successful	
<u>1</u>	traditional	

Ideas Associated with IndividualsSTAMINA

High _____ Low
 Imp. _____ Imp.
 ___ pleasant
 ___ right
 ___ successful
 ___ traditional

EXPERIENCE

High _____ Low
 Imp. _____ Imp.
 ___ pleasant
 ___ right
 ___ successful
 ___ traditional

DIGNITY

High _____ Low
 Imp. _____ Imp.
 ___ pleasant
 ___ right
 ___ successful
 ___ traditional

SELF-EXPRESSION

High _____ Low
 Imp. _____ Imp.
 ___ pleasant
 ___ right
 ___ successful
 ___ traditional

ENTHUSIASM

High _____ Low
 Imp. _____ Imp.
 ___ pleasant
 ___ right
 ___ successful
 ___ traditional

JUDGMENT

High _____ Low
 Imp. _____ Imp.
 ___ pleasant
 ___ right
 ___ successful
 ___ traditional

MATURITY

High _____ Low
 Imp. _____ Imp.
 ___ pleasant
 ___ right
 ___ successful
 ___ traditional

HONESTY

High _____ Low
 Imp. _____ Imp.
 ___ pleasant
 ___ right
 ___ successful
 ___ traditional

RESOURCEFULNESS

High _____ Low
 Imp. _____ Imp.
 ___ pleasant
 ___ right
 ___ successful
 ___ traditional

FORESIGHT

High _____ Low
 Imp. _____ Imp.
 ___ pleasant
 ___ right
 ___ successful
 ___ traditional

AMBITION

High _____ Low
 Imp. _____ Imp.
 ___ pleasant
 ___ right
 ___ successful
 ___ traditional

RESPONSIBILITY

High _____ Low
 Imp. _____ Imp.
 ___ pleasant
 ___ right
 ___ successful
 ___ traditional

ABILITY

High _____ Low
 Imp. _____ Imp.
 ___ pleasant
 ___ right
 ___ successful
 ___ traditional

LOYALTY

High _____ Low
 Imp. _____ Imp.
 ___ pleasant
 ___ right
 ___ successful
 ___ traditional

AGGRESSIVENESS

High _____ Low
 Imp. _____ Imp.
 ___ pleasant
 ___ right
 ___ successful
 ___ traditional

SELF-CONFIDENCE

High _____ Low
 Imp. _____ Imp.
 ___ pleasant
 ___ right
 ___ successful
 ___ traditional

CAUTION

High _____ Low
 Imp. _____ Imp.
 ___ pleasant
 ___ right
 ___ successful
 ___ traditional

COURAGE

High _____ Low
 Imp. _____ Imp.
 ___ pleasant
 ___ right
 ___ successful
 ___ traditional

INDIVIDUALITY

High _____ Low
 Imp. _____ Imp.
 ___ pleasant
 ___ right
 ___ successful
 ___ traditional

EMOTIONAL STABILITY

High _____ Low
 Imp. _____ Imp.
 ___ pleasant
 ___ right
 ___ successful
 ___ traditional

RATIONALITY

High _____ Low
 Imp. _____ Imp.
 ___ pleasant
 ___ right
 ___ successful
 ___ traditional

INITIATIVE

High _____ Low
 Imp. _____ Imp.
 ___ pleasant
 ___ right
 ___ successful
 ___ traditional

SELF-DISCIPLINE

High _____ Low
 Imp. _____ Imp.
 ___ pleasant
 ___ right
 ___ successful
 ___ traditional

TRUST

High _____ Low
 Imp. _____ Imp.
 ___ pleasant
 ___ right
 ___ successful
 ___ traditional

Ideas Associated with Groups

COOPERATION

High _____ Low
 Imp. _____ Imp.
 ___ pleasant
 ___ right
 ___ successful
 ___ traditional

ESPRIT DE CORPS

High _____ Low
 Imp. _____ Imp.
 ___ pleasant
 ___ right
 ___ successful
 ___ traditional

COMPETITION

High _____ Low
 Imp. _____ Imp.
 ___ pleasant
 ___ right
 ___ successful
 ___ traditional

HUMAN RELATIONS

High _____ Low
 Imp. _____ Imp.
 ___ pleasant
 ___ right
 ___ successful
 ___ traditional

PREJUDICE

High _____ Low
 Imp. _____ Imp.
 ___ pleasant
 ___ right
 ___ successful
 ___ traditional

Personal Goals

JOB SATISFACTION

High _____ Low
 Imp. _____ Imp.
 ___ pleasant
 ___ right
 ___ successful
 ___ traditional

PROMOTION

High _____ Low
 Imp. _____ Imp.
 ___ pleasant
 ___ right
 ___ successful
 ___ traditional

PRESTIGE

High _____ Low
 Imp. _____ Imp.
 ___ pleasant
 ___ right
 ___ successful
 ___ traditional

PAY
 High _____ Low
 Imp. _____ Imp.
 _____ pleasant
 _____ right
 _____ successful
 _____ traditional

JOB SECURITY
 High _____ Low
 Imp. _____ Imp.
 _____ pleasant
 _____ right
 _____ successful
 _____ traditional

SEA DUTY
 High _____ Low
 Imp. _____ Imp.
 _____ pleasant
 _____ right
 _____ successful
 _____ traditional

SERVICE REPUTATION
 High _____ Low
 Imp. _____ Imp.
 _____ pleasant
 _____ right
 _____ successful
 _____ traditional

MILITARY CAREER
 High _____ Low
 Imp. _____ Imp.
 _____ pleasant
 _____ right
 _____ successful
 _____ traditional

ACHIEVEMENT
 High _____ Low
 Imp. _____ Imp.
 _____ pleasant
 _____ right
 _____ successful
 _____ traditional

RANK
 high _____ Low
 Imp. _____ Imp.
 _____ pleasant
 _____ right
 _____ successful
 _____ traditional

Military Goals

MILITARY EFFECTIVENESS
 High _____ Low
 Imp. _____ Imp.
 _____ pleasant
 _____ right
 _____ successful
 _____ traditional

TECHNOLOGICAL ADVANCEMENT
 High _____ Low
 Imp. _____ Imp.
 _____ pleasant
 _____ right
 _____ successful
 _____ traditional

MISSION ACCOMPLISHMENT
 High _____ Low
 Imp. _____ Imp.
 _____ pleasant
 _____ right
 _____ successful
 _____ traditional

NATIONAL SECURITY
 High _____ Low
 Imp. _____ Imp.
 _____ pleasant
 _____ right
 _____ successful
 _____ traditional

SHIP WELFARE
 High _____ Low
 Imp. _____ Imp.
 _____ pleasant
 _____ right
 _____ successful
 _____ traditional

DEFENSE
 High _____ Low
 Imp. _____ Imp.
 _____ pleasant
 _____ right
 _____ successful
 _____ traditional

BALANCED READINESS
 High _____ Low
 Imp. _____ Imp.
 _____ pleasant
 _____ right
 _____ successful
 _____ traditional

CREW WELFARE
 High _____ Low
 Imp. _____ Imp.
 _____ pleasant
 _____ right
 _____ successful
 _____ traditional

Military Concerns

WEAPONS SYSTEMS

High _____ Low
 Imp. _____ Imp.
 ___ pleasant
 ___ right
 ___ successful
 ___ traditional

SUPPLY

High _____ Low
 Imp. _____ Imp.
 ___ pleasant
 ___ right
 ___ successful
 ___ traditional

LIMITED CONFLICTS

High _____ Low
 Imp. _____ Imp.
 ___ pleasant
 ___ right
 ___ successful
 ___ traditional

PROFESSIONALISM

High _____ Low
 Imp. _____ Imp.
 ___ pleasant
 ___ right
 ___ successful
 ___ traditional

STRATEGIES

High _____ Low
 Imp. _____ Imp.
 ___ pleasant
 ___ right
 ___ successful
 ___ traditional

DIPLOMACY

High _____ Low
 Imp. _____ Imp.
 ___ pleasant
 ___ right
 ___ successful
 ___ traditional

Military Functions and Practices

MILITARY PRIDE

High _____ Low
 Imp. _____ Imp.
 ___ pleasant
 ___ right
 ___ successful
 ___ traditional

MILITARY INTELLIGENCE

High _____ Low
 Imp. _____ Imp.
 ___ pleasant
 ___ right
 ___ successful
 ___ traditional

COORDINATION

High _____ Low
 Imp. _____ Imp.
 ___ pleasant
 ___ right
 ___ successful
 ___ traditional

LOGISTICS

High _____ Low
 Imp. _____ Imp.
 ___ pleasant
 ___ right
 ___ successful
 ___ traditional

MILITARY BEARING

High _____ Low
 Imp. _____ Imp.
 ___ pleasant
 ___ right
 ___ successful
 ___ traditional

PERSONAL CONDUCT

High _____ Low
 Imp. _____ Imp.
 ___ pleasant
 ___ right
 ___ successful
 ___ traditional

RESPECTFULNESS

High _____ Low
 Imp. _____ Imp.
 ___ pleasant
 ___ right
 ___ successful
 ___ traditional

PUNCTUALITY

High _____ Low
 Imp. _____ Imp.
 ___ pleasant
 ___ right
 ___ successful
 ___ traditional

LEADERSHIP

High _____ Low
 Imp. _____ Imp.
 ___ pleasant
 ___ right
 ___ successful
 ___ traditional

DUTY

High _____ Low
 Imp. _____ Imp.
 ___ pleasant
 ___ right
 ___ successful
 ___ traditional

SEAMANSHIP

High _____ Low
 Imp. _____ Imp.
 ___ pleasant
 ___ right
 ___ successful
 ___ traditional

AUTHORITY

High _____ Low
 Imp. _____ Imp.
 ___ pleasant
 ___ right
 ___ successful
 ___ traditional

ORDERLINESS

High	Low
Imp. _____	Imp. _____
_____ pleasant	
_____ right	
_____ successful	
_____ traditional	

CHALLENGE

High	Low
Imp. _____	Imp. _____
_____ pleasant	
_____ right	
_____ successful	
_____ traditional	

MILITARY DISCIPLINE

High	Low
Imp. _____	Imp. _____
_____ pleasant	
_____ right	
_____ successful	
_____ traditional	

MILITARY TRAINING

High	Low
Imp. _____	Imp. _____
_____ pleasant	
_____ right	
_____ successful	
_____ traditional	

MY OCCUPATIONAL SPECIALTY

High	Low
Imp. _____	Imp. _____
_____ pleasant	
_____ right	
_____ successful	
_____ traditional	

Groups of PeopleCONGRESSMEN

High	Low
Imp. _____	Imp. _____
_____ pleasant	
_____ right	
_____ successful	
_____ traditional	

MIDSHIPMEN

High	Low
Imp. _____	Imp. _____
_____ pleasant	
_____ right	
_____ successful	
_____ traditional	

SHIPMATES

High	Low
Imp. _____	Imp. _____
_____ pleasant	
_____ right	
_____ successful	
_____ traditional	

DEFENSE DEPARTMENT

High	Low
Imp. _____	Imp. _____
_____ pleasant	
_____ right	
_____ successful	
_____ traditional	

TAXPAYERS

High	Low
Imp. _____	Imp. _____
_____ pleasant	
_____ right	
_____ successful	
_____ traditional	

ENEMY

High	Low
Imp. _____	Imp. _____
_____ pleasant	
_____ right	
_____ successful	
_____ traditional	

MY IMMEDIATE SUPERIOR

High	Low
Imp. _____	Imp. _____
_____ pleasant	
_____ right	
_____ successful	
_____ traditional	

ENLISTED MEN

High	Low
Imp. _____	Imp. _____
_____ pleasant	
_____ right	
_____ successful	
_____ traditional	

COMMISSIONED OFFICERS

High	Low
Imp. _____	Imp. _____
_____ pleasant	
_____ right	
_____ successful	
_____ traditional	

N.C.O.'S

High	Low
Imp. _____	Imp. _____
_____ pleasant	
_____ right	
_____ successful	
_____ traditional	

MY PARENT COMMAND

High	Low
Imp. _____	Imp. _____
_____ pleasant	
_____ right	
_____ successful	
_____ traditional	

General Ideas

DECISION MAKING

High _____ Low
Imp. _____ Imp.
_____ pleasant
_____ right
_____ successful
_____ traditional

PEACE

High _____ Low
Imp. _____ Imp.
_____ pleasant
_____ right
_____ successful
_____ traditional

WAR

High _____ Low
Imp. _____ Imp.
_____ pleasant
_____ right
_____ successful
_____ traditional

RISK

High _____ Low
Imp. _____ Imp.
_____ pleasant
_____ right
_____ successful
_____ traditional

EDUCATION

High _____ Low
Imp. _____ Imp.
_____ pleasant
_____ right
_____ successful
_____ traditional

GOVERNMENT

High _____ Low
Imp. _____ Imp.
_____ pleasant
_____ right
_____ successful
_____ traditional

COMMUNISM

High _____ Low
Imp. _____ Imp.
_____ pleasant
_____ right
_____ successful
_____ traditional

PERSONAL INFORMATION

1. Your age (check one):

- | | |
|----------------------------------|-------------------------------------|
| <input type="checkbox"/> 20 - 25 | <input type="checkbox"/> 38 - 43 |
| <input type="checkbox"/> 26 - 31 | <input type="checkbox"/> 44 - 49 |
| <input type="checkbox"/> 32 - 37 | <input type="checkbox"/> 50 or over |

2. Sex:

- Male
 Female

3. Total time in military service (check one):

- | | |
|---------------------------------------|--|
| <input type="checkbox"/> Under 1 year | <input type="checkbox"/> 6 - 10 years |
| <input type="checkbox"/> 1 - 3 years | <input type="checkbox"/> 11 - 15 years |
| <input type="checkbox"/> 4 - 5 years | <input type="checkbox"/> Over 15 years |

4. Title of your present rank:

5. Total time in present rank (check one):

- | | |
|---------------------------------------|--|
| <input type="checkbox"/> Under 1 year | <input type="checkbox"/> 6 - 10 years |
| <input type="checkbox"/> 1 - 3 years | <input type="checkbox"/> 11 - 15 years |
| <input type="checkbox"/> 4 - 5 years | <input type="checkbox"/> Over 15 years |

6. Occupational specialty:

7. Major field of present college preparation:

8. Choose the one of the following statements which best tells how well you like your job. Place a check mark in front of that statement.

- 1. I hate it.
- 2. I dislike it.
- 3. I don't like it.
- 4. I am indifferent to it.
- 5. I like it.
- 6. I am enthusiastic about it.
- 7. I love it.

9. Check one of the following to show HOW MUCH OF THE TIME you feel satisfied with your job.

- 1. All the time
- 2. Most of the time
- 3. A good deal of the time
- 4. About half of the time
- 5. Occasionally
- 6. Seldom
- 7. Never

10. Check one of the following to show how you think you compare with other people:

- 1. No one likes his job better than I like mine.
- 2. I like my job much better than most people like theirs.
- 3. I like my job better than most people like theirs.
- 4. I like my job about as well as most people like theirs.
- 5. I dislike my job more than most people dislike theirs.
- 6. I dislike my job much more than most people dislike theirs.
- 7. No one dislikes his job more than I dislike mine.

APPENDIX D

Percentage of Naval Officers (N = 69) who ranked the concept
similarly both the times on primary mode of valuation

Concept	Ranked both the times as being of			Total Who ranked similarly both times
	High Importance	Average importance	Low Importance	
<u>Ideas Associated with Individuals</u>				
Stamina	30.4	33.3	0.0	63.7
Experience	43.5	26.1	1.4	71.0
Dignity	23.5	45.6	0.0	69.1
Self-Expression	58.0	13.0	0.0	71.0
Enthusiasm	40.6	21.7	0.0	62.3
Judgment	81.2	1.4	0.0	82.6
Maturity	58.0	13.0	0.0	71.0
Honesty	81.2	5.8	0.0	87.0
Resourcefulness	50.7	17.4	0.0	68.1
Foresight	39.1	33.3	0.0	72.4
Ambition	50.7	26.1	1.4	78.2
Responsibility	85.5	2.9	0.0	88.4
Ability	55.1	17.4	0.0	72.5
Loyalty	46.4	18.8	0.0	65.2
Aggressiveness	15.9	46.4	4.3	66.6
Self Confidence	49.3	17.4	0.0	66.6
Caution	1.4	62.3	7.2	70.9
Courage	44.1	29.4	0.0	73.5
Individuality	11.6	44.9	2.9	59.4
Emotional Stability	46.4	21.7	0.0	68.1
Rationality	43.5	23.2	0.0	66.7
Initiative	73.5	10.3	0.0	83.8
Self Discipline	51.5	17.6	0.0	69.1
Trust	51.5	11.8	0.0	63.3
<u>Ideas Associated with Groups</u>				
Cooperation	50.7	20.3	0.0	71.0
Esprit De Corps	55.1	18.8	0.0	73.9
Competition	26.5	36.8	2.9	66.2
Human Relations	51.5	19.1	1.5	72.1
Prejudice	3.0	28.4	16.4	47.8
<u>Personal Goals</u>				
Job Satisfaction	73.9	10.1	0.0	84.0
Promotion	49.3	24.6	1.4	75.3
Prestige	36.7	34.8	2.9	75.4
Pay	26.1	43.5	1.4	71.0
Job Security	26.5	38.2	8.8	73.5
Sea Duty	10.3	35.3	19.1	64.7

Concept	Ranked both the times as being of			Total
	High Importance	Average Importance	Low Importance	
<u>Personal Goals</u>				Who ranked similarly both times
Service Reputation	57.4	17.6	0.0	75.0
Military Career	33.8	33.8	2.9	70.5
Achievement	67.6	10.3	0.0	77.1
Rank	28.4	38.8	0.0	67.2
<u>Military Goals</u>				
Military Effectiveness	62.7	14.9	0.0	77.6
Technological Advancement	31.3	23.9	1.5	56.7
Mission Accomplishment	71.6	9.0	0.0	80.6
National Security	64.7	14.7	0.0	79.4
Ship Welfare	42.6	20.6	0.0	63.2
Defense	40.6	26.1	0.0	66.7
Balanced Readiness	31.9	23.2	2.9	58.0
Crew Welfare	58.8	17.6	0.0	76.4
<u>Military Concerns</u>				
Weapons Systems	29.0	31.9	8.7	69.6
Supply	37.7	31.9	0.0	69.6
Limited Conflicts	7.2	44.9	7.2	59.3
Professionalism	65.2	10.1	0.0	75.3
Strategies	29.0	29.0	2.9	60.9
Diplomacy	23.4	30.4	5.8	59.4
<u>Military Functions and Practices</u>				
Military Pride	42.0	23.2	1.4	66.6
Military Intelligence	33.3	31.9	1.4	66.6
Coordination	44.9	17.4	0.0	62.3
Logistics	46.4	24.6	0.0	71.0
Military Bearing	20.3	49.3	2.9	72.5
Personal Conduct	55.1	26.1	0.0	81.2
Respectfulness	18.8	42.0	1.4	62.2
Punctuality	31.9	39.1	0.0	71.0
Leadership	76.8	7.2	0.0	84.0
Duty	40.6	27.5	0.0	68.1
Seamanship	21.7	42.0	5.8	69.5
Authority	39.1	21.7	0.0	60.8
Orderliness	11.6	52.2	2.9	66.7
Challenge	34.8	29.0	1.4	65.2
Military Discipline	34.8	23.2	0.0	58.0
Military Training	45.6	27.9	0.0	73.5

Concept	Ranked both the times as being of			Total Who ranked similarly both times
	High Importance	Average Importance	Low Importance	
<u>Military Functions and Practices, con't</u>				
My Occupational Specialty	56.7	16.4	0.0	73.1
<u>Groups of People</u>				
Congressmen	10.1	39.1	11.6	60.8
Midshipmen	11.6	50.7	7.2	69.5
Shipmates	55.1	24.6	0.0	79.7
Defense Department	71.4	52.2	5.8	75.4
Taxpayers	20.3	36.2	2.9	59.4
Enemy	42.0	23.2	2.9	68.1
My Immediate Superior	42.0	27.5	0.0	69.5
Enlisted Men	47.8	29.0	1.4	78.2
Commissioned Officers	34.8	40.6	0.0	75.4
N.C.O.'s	48.4	32.4	0.0	80.9
My Parent Command	30.4	37.7	2.9	71.0
<u>General Ideas</u>				
Decision Making	76.8	4.3	0.0	81.1
Peace	53.6	20.3	0.0	73.9
War	23.2	24.6	7.2	55.0
Risk	16.2	52.9	2.9	72.0
Education	68.1	7.2	0.0	75.3
Government	29.0	39.1	2.9	71.0
Communism	23.5	20.6	8.8	52.9

APPENDIX E

Percentage of Naval Officers (N. = 69) who ranked the concept similarly both the times on secondary mod^s of valuation.

Concept	Ranked both times as				Total
	Successful	Right	Pleasant	Traditional	
<u>Ideas Associated with Individuals</u>					Who ranked similarly both times
Stamina	58.0	4.3	0.0	1.4	63.7
Experience	52.2	4.3	0.0	10.1	66.6
Dignity	1.5	22.1	7.4	17.6	48.6
Self-Expression	55.9	10.3	1.5	0.0	67.7
Enthusiasm	34.3	7.5	11.9	0.0	53.7
Judgment	53.6	13.0	0.0	1.4	68.0
Maturity	38.2	10.3	0.0	4.4	52.9
Honesty	2.9	60.3	0.0	2.9	66.1
Resourcefulness	63.8	8.7	1.4	0.0	73.9
Foresight	65.2	8.7	0.0	1.4	75.3
Ambition	58.0	5.8	0.0	1.4	65.2
Responsibility	39.1	13.0	0.0	2.9	55.0
Ability	55.9	8.8	0.0	1.5	66.2
Loyalty	4.4	32.4	1.5	16.2	54.5
Aggressiveness	57.4	2.9	1.5	1.5	63.3
Self-Confidence	49.3	7.2	0.0	2.9	59.4
Caution	8.7	20.3	4.3	17.4	50.7
Courage	13.2	23.5	0.0	17.6	54.3
Individuality	11.6	14.5	5.8	11.6	43.5
Emotional Stability	27.5	15.9	5.8	2.9	52.1
Rationality	33.3	14.5	0.0	1.4	49.2
Initiative	55.2	6.0	0.0	0.0	61.2
Self-Discipline	26.5	20.6	0.0	2.9	50.0
Trust	8.8	41.2	4.4	2.9	57.3
<u>Ideas Associated with Groups</u>					
Cooperation	33.3	7.2	13.0	0.0	53.5
Esprit De Corps	23.2	7.2	2.9	21.7	55.0
Competition	27.9	4.4	1.5	14.7	48.5
Human Relations	17.9	20.9	13.4	0.0	52.2
Prejudice	1.5	9.2	4.5	46.2	61.5
<u>Personal Goals</u>					
Job Satisfaction	24.6	11.6	21.7	1.4	59.3
Promotion	42.0	7.2	5.8	1.4	56.4
Prestige	42.0	5.8	20.3	4.3	44.9
Pay	10.1	15.9	17.4	2.9	46.3
Job Security	2.9	14.5	27.5	4.3	49.2
Sea Duty	7.2	1.4	5.8	36.2	50.6
Service Reputation	18.8	8.7	4.3	20.3	52.1

E-2

Concept	Ranked both times as				Total Who ranked simi- larly both times
	Successful	Right	Pleasant	Traditional	
<u>Personal Goals, con't</u>					
Military Career	18.8	10.1	13.0	18.8	60.7
Achievement	44.9	5.8	2.9	4.3	57.9
Rank	32.4	2.9	7.4	7.4	50.1
<u>Military Goals</u>					
Military Effectiveness	30.4	17.4	0.0	4.3	52.1
Technological					
Advancement	51.5	10.3	0.0	1.5	67.7
Mission					
Accomplishment	36.8	10.3	0.0	2.9	50.0
National Security	17.4	26.1	0.0	8.7	52.2
Ship Welfare	14.5	37.7	7.2	1.4	60.8
Defense	19.1	32.4	1.5	1.5	54.5
Balanced Readiness	26.1	27.5	0.0	4.3	57.9
Crew Welfare	15.9				
<u>Military Concerns</u>					
Weapons Systems	39.1	14.5	0.0	10.1	63.7
Supply	36.2	15.9	1.4	4.3	57.8
Limited Conflicts	13.4	17.9	1.5	11.9	44.7
Professionalism	24.6	21.7	0.0	5.8	52.1
Strategies	50.7	11.6	0.0	7.2	69.5
Diplomacy	14.5	7.2	2.9	8.7	33.3
<u>Military Functions and Practices</u>					
Military Pride	7.2	17.4	1.4	27.5	53.5
Military Intelligence	40.6	17.4	0.0	4.3	62.3
Coordination	49.3	14.5	0.0	2.9	66.7
Logistics	44.9	11.6	0.0	0.0	56.5
Military Bearing	0.0	20.3	2.9	29.0	52.2
Personal Conduct	5.9	35.3	2.9	8.8	52.9
Respectfulness	4.5	26.9	6.0	14.9	52.3
Punctuality	7.4	38.2	7.4	2.9	55.9
Leadership	41.2	19.1	0.0	1.5	61.8
Duty	5.8	21.7	2.9	7.2	37.6
Seamanship	14.7	7.4	1.5	27.9	51.5
Authority	20.3	23.2	0.0	14.5	58.0
Orderliness	11.6	17.4	5.8	11.6	46.4
Challenge	21.7	10.1	4.3	8.7	44.8
Military Discipline	11.6	24.6	0.0	17.4	53.6
Military Training	31.9	18.8	0.0	4.3	55.0
My Occupational Specialty	32.4	13.2	10.3	2.9	58.8

Concept	Ranked both times as				Total
	Successful	Right	Pleasant	Traditional	
<u>Groups of People</u>					Who ranked simi- larly both times
Congressmen	5.8	4.3	2.9	46.4	59.4
Midshipmen	7.2	11.6	2.9	37.7	59.4
Shipmates	14.5	7.2	11.6	7.2	40.5
Defense Department	13.0	24.6	0.0	17.4	55.0
Taxpayers	2.9	31.9	0.0	11.6	46.4
Enemy	10.1	8.7	1.4	30.4	50.6
My Immediate Superior	17.4	11.6	4.3	11.6	44.9
Enlisted Men	18.8	17.4	1.4	13.0	50.6
Commissioned Officers	21.7	11.6	1.4	11.6	46.3
N.C.O.'s	14.7	19.1	0.0	13.2	47.0
My Parent Command	18.8	15.9	2.9	15.9	53.5
<u>General Ideas</u>					
Decision Making	44.9	20.3	0.0	1.4	66.6
Peace	4.3	29.0	5.8	2.9	42.0
War	11.6	2.9	1.4	40.6	56.5
Risk	32.4	8.8	0.0	8.8	50.0
Education	39.1	18.8	2.9	1.4	62.2
Government	10.1	14.5	1.4	11.6	37.6
Communism	4.4	2.5	0.0	39.7	47.0

APPENDIX F

PERSONAL VALUES QUESTIONNAIRE

This questionnaire is part of a research study of personal values. The aim of the study is to find out how individuals look at a wide range of topics. These topics are about ideas associated with individuals, ideas associated with groups, groups of people, military goals, personal goals, military functions and practices, military concerns, and general topics.

You will be asked to judge the degree to which each topic is: (1) traditional, (2) right, and (3) successful. In completing this questionnaire, please make your judgments on the basis of what these topics mean to you as an individual.

Under no circumstances will your individual responses be made available to anyone except the research workers. The data we are attempting to gather are for use only in our research project on personal values.

In advance, we wish to thank you for your participation in this study. It is through cooperation in studies such as this that we all advance our understanding of human behavior.

Ideas Associated with Individuals

<u>STAMINA</u>			<u>EXPERIENCE</u>			<u>DIGNITY</u>		
High		Low	High		Low	High		Low
Imp. _____		Imp. _____	Imp. _____		Imp. _____	Imp. _____		Imp. _____
_____ traditional			_____ traditional			_____ traditional		
_____ right			_____ right			_____ right		
_____ successful			_____ successful			_____ successful		
<u>SELF-EXPRESSION</u>			<u>ENTHUSIASM</u>			<u>JUDGMENT</u>		
High		Low	High		Low	High		Low
Imp. _____		Imp. _____	Imp. _____		Imp. _____	Imp. _____		Imp. _____
_____ traditional			_____ traditional			_____ traditional		
_____ right			_____ right			_____ right		
_____ successful			_____ successful			_____ successful		
<u>MATURITY</u>			<u>HONESTY</u>			<u>RESOURCEFULNESS</u>		
High		Low	High		Low	High		Low
Imp. _____		Imp. _____	Imp. _____		Imp. _____	Imp. _____		Imp. _____
_____ traditional			_____ traditional			_____ traditional		
_____ right			_____ right			_____ right		
_____ successful			_____ successful			_____ successful		
<u>FORESIGHT</u>			<u>AMBIITION</u>			<u>RESPONSIBILITY</u>		
High		Low	High		Low	High		Low
Imp. _____		Imp. _____	Imp. _____		Imp. _____	Imp. _____		Imp. _____
_____ traditional			_____ traditional			_____ traditional		
_____ right			_____ right			_____ right		
_____ successful			_____ successful			_____ successful		
<u>ABILITY</u>			<u>LOYALTY</u>			<u>AGGRESSIVENESS</u>		
High		Low	High		Low	High		Low
Imp. _____		Imp. _____	Imp. _____		Imp. _____	Imp. _____		Imp. _____
_____ traditional			_____ traditional			_____ traditional		
_____ right			_____ right			_____ right		
_____ successful			_____ successful			_____ successful		

SELF-CONFIDENCE
High _____ Low
Imp. _____ Imp.

_____ traditional
_____ right
_____ successful

CAUTION
High _____ Low
Imp. _____ Imp.

_____ traditional
_____ right
_____ successful

COURAGE
High _____ Low
Imp. _____ Imp.

_____ traditional
_____ right
_____ successful

INDIVIDUALITY
High _____ Low
Imp. _____ Imp.

_____ traditional
_____ right
_____ successful

EMOTIONAL STABILITY
High _____ Low
Imp. _____ Imp.

_____ traditional
_____ right
_____ successful

RATIONALITY
High _____ Low
Imp. _____ Imp.

_____ traditional
_____ right
_____ successful

INITIATIVE
High _____ Low
Imp. _____ Imp.

_____ traditional
_____ right
_____ successful

SELF-DISCIPLINE
High _____ Low
Imp. _____ Imp.

_____ traditional
_____ right
_____ successful

TRUST
High _____ Low
Imp. _____ Imp.

_____ traditional
_____ right
_____ successful

Ideas Associated with Groups

COOPERATION
High _____ Low
Imp. _____ Imp.

_____ traditional
_____ right
_____ successful

ESPRIT DE CORPS
High _____ Low
Imp. _____ Imp.

_____ traditional
_____ right
_____ successful

COMPETITION
High _____ Low
Imp. _____ Imp.

_____ traditional
_____ right
_____ successful

HUMAN RELATIONS
High _____ Low
Imp. _____ Imp.

_____ traditional
_____ right
_____ successful

PREJUDICE
High _____ Low
Imp. _____ Imp.

_____ traditional
_____ right
_____ successful

Personal Goals

JOB SATISFACTION

High _____ Low
Imp. _____ Imp.

_____ traditional
_____ right
_____ successful

PROMOTION

High _____ Low
Imp. _____ Imp.

_____ traditional
_____ right
_____ successful

PRESTIGE

High _____ Low
Imp. _____ Imp.

_____ traditional
_____ right
_____ successful

PAY

High _____ Low
Imp. _____ Imp.

_____ traditional
_____ right
_____ successful

JOB SECURITY

High _____ Low
Imp. _____ Imp.

_____ traditional
_____ right
_____ successful

SEA DUTY

High _____ Low
Imp. _____ Imp.

_____ traditional
_____ right
_____ successful

SERVICE REPUTATION

High _____ Low
Imp. _____ Imp.

_____ traditional
_____ right
_____ successful

MILITARY CAREER

High _____ Low
Imp. _____ Imp.

_____ traditional
_____ right
_____ successful

ACHIEVEMENT

High _____ Low
Imp. _____ Imp.

_____ traditional
_____ right
_____ successful

RANK

High _____ Low
Imp. _____ Imp.

_____ traditional
_____ right
_____ successful

Military Goals

MILITARY EFFECTIVENESS

High _____ Low
Imp. _____ Imp.

_____ traditional
_____ right
_____ successful

TECHNOLOGICAL ADVANCEMENT

High _____ Low
Imp. _____ Imp.

_____ traditional
_____ right
_____ successful

MISSION ACCOMPLISHMENT

High _____ Low
Imp. _____ Imp.

_____ traditional
_____ right
_____ successful

NATIONAL SECURITY

High _____ Low
 Imp. _____ Imp.

___ traditional
 ___ right
 ___ successful

SHIP WELFARE

High _____ Low
 Imp. _____ Imp.

___ traditional
 ___ right
 ___ successful

DEFENSE

High _____ Low
 Imp. _____ Imp.

___ traditional
 ___ right
 ___ successful

BALANCED READINESS

High _____ Low
 Imp. _____ Imp.

___ traditional
 ___ right
 ___ successful

CREW WELFARE

High _____ Low
 Imp. _____ Imp.

___ traditional
 ___ right
 ___ successful

Military Concerns

WEAPONS SYSTEMS

High _____ Low
 Imp. _____ Imp.

___ traditional
 ___ right
 ___ successful

SUPPLY

High _____ Low
 Imp. _____ Imp.

___ traditional
 ___ right
 ___ successful

LIMITED CONFLICTS

High _____ Low
 Imp. _____ Imp.

___ traditional
 ___ right
 ___ successful

PROFESSIONALISM

High _____ Low
 Imp. _____ Imp.

___ traditional
 ___ right
 ___ successful

STRATEGIES

High _____ Low
 Imp. _____ Imp.

___ traditional
 ___ right
 ___ successful

Military Functions and Practices

MILITARY PRIDE

High _____ Low
 Imp. _____ Imp.

___ traditional
 ___ right
 ___ successful

MILITARY INTELLIGENCE

High _____ Low
 Imp. _____ Imp.

___ traditional
 ___ right
 ___ successful

COORDINATION

High _____ Low
 Imp. _____ Imp.

___ traditional
 ___ right
 ___ successful

LOGISTICS

High _____ Low
Imp. _____ Imp.

___ traditional
___ right
___ successful

MILITARY BEARING

High _____ Low
Imp. _____ Imp.

___ traditional
___ right
___ successful

PERSONAL CONDUCT

High _____ Low
Imp. _____ Imp.

___ traditional
___ right
___ successful

RESPECTFULNESS

High _____ Low
Imp. _____ Imp.

___ traditional
___ right
___ successful

PUNCTUALITY

High _____ Low
Imp. _____ Imp.

___ traditional
___ right
___ successful

LEADERSHIP

High _____ Low
Imp. _____ Imp.

___ traditional
___ right
___ successful

DUTY

High _____ Low
Imp. _____ Imp.

___ traditional
___ right
___ successful

SEAMANSHIP

High _____ Low
Imp. _____ Imp.

___ traditional
___ right
___ successful

AUTHORITY

High _____ Low
Imp. _____ Imp.

___ traditional
___ right
___ successful

ORDERLINESS

High _____ Low
Imp. _____ Imp.

___ traditional
___ right
___ successful

CHALLENGE

High _____ Low
Imp. _____ Imp.

___ traditional
___ right
___ successful

MILITARY DISCIPLINE

High _____ Low
Imp. _____ Imp.

___ traditional
___ right
___ successful

MILITARY TRAINING

High _____ Low
Imp. _____ Imp.

___ traditional
___ right
___ successful

MY OCCUPATIONAL SPECIALTY

High _____ Low
Imp. _____ Imp.

___ traditional
___ right
___ successful

Groups of People

CONGRESSMEN

High _____ Low
Imp. _____ Imp.

_____ traditional
_____ right
_____ successful

MIDSHIPMEN

High _____ Low
Imp. _____ Imp.

_____ traditional
_____ right
_____ successful

SHIPMATES

High _____ Low
Imp. _____ Imp.

_____ traditional
_____ right
_____ successful

DEFENSE DEPARTMENT

High _____ Low
Imp. _____ Imp.

_____ traditional
_____ right
_____ successful

TAXPAYERS

High _____ Low
Imp. _____ Imp.

_____ traditional
_____ right
_____ successful

ENEMY

High _____ Low
Imp. _____ Imp.

_____ traditional
_____ right
_____ successful

MY IMMEDIATE SUPERIOR

High _____ Low
Imp. _____ Imp.

_____ traditional
_____ right
_____ successful

ENLISTED MEN

High _____ Low
Imp. _____ Imp.

_____ traditional
_____ right
_____ successful

COMMISSIONED OFFICERS

High _____ Low
Imp. _____ Imp.

_____ traditional
_____ right
_____ successful

PETTY OFFICERS

High _____ Low
Imp. _____ Imp.

_____ traditional
_____ right
_____ successful

MY PARENT COMMAND

High _____ Low
Imp. _____ Imp.

_____ traditional
_____ right
_____ successful

General Ideas

DECISION MAKING

High _____ Low
Imp. _____ Imp.

_____ traditional
_____ right
_____ successful

PEACE

High _____ Low
Imp. _____ Imp.

_____ traditional
_____ right
_____ successful

WAR

High _____ Low
Imp. _____ Imp.

_____ traditional
_____ right
_____ successful

RISK
High _____ Low
Imp. _____ Imp.

_____ traditional

_____ right

_____ successful

EDUCATION
High _____ Low
Imp. _____ Imp.

_____ traditional

_____ right

_____ successful

GOVERNMENT
High _____ Low
Imp. _____ Imp.

_____ traditional

_____ right

_____ successful

PERSONAL INFORMATION

1. Your age (check one):

- | | |
|----------------------------------|-------------------------------------|
| <input type="checkbox"/> 20 - 25 | <input type="checkbox"/> 38 - 43 |
| <input type="checkbox"/> 26 - 31 | <input type="checkbox"/> 44 - 49 |
| <input type="checkbox"/> 32 - 37 | <input type="checkbox"/> 50 or over |

2. Sex:

- Male
 Female

3. Total time in military service (check one):

- | | |
|---------------------------------------|--|
| <input type="checkbox"/> Under 1 year | <input type="checkbox"/> 6 - 10 years |
| <input type="checkbox"/> 1 - 3 years | <input type="checkbox"/> 11 - 15 years |
| <input type="checkbox"/> 4 - 5 years | <input type="checkbox"/> Over 15 years |

4. Title of your present rank:

5. Total time in present rank (check one):

- | | |
|---------------------------------------|--|
| <input type="checkbox"/> Under 1 year | <input type="checkbox"/> 6 - 10 years |
| <input type="checkbox"/> 1 - 3 years | <input type="checkbox"/> 11 - 15 years |
| <input type="checkbox"/> 4 - 5 years | <input type="checkbox"/> Over 15 years |

6. Occupational specialty:

7. Formal education (check highest completed):

- Some high school
 High school diploma
 Some college
 College degree
 Post-graduate work

8. Choose the one of the following statements which best tells how well you like your job. Place a check mark in front of that statement.

- 1. I hate it.
- 2. I dislike it.
- 3. I don't like it.
- 4. I am indifferent to it.
- 5. I like it.
- 6. I am enthusiastic about it.
- 7. I love it.

9. Check one of the following to show HOW MUCH OF THE TIME you feel satisfied with your job.

- 1. All the time
- 2. Most of the time
- 3. A good deal of the time
- 4. About half of the time
- 5. Occasionally
- 6. Seldom
- 7. Never

10. Check one of the following to show how you think you compare with other people.

- 1. No one likes his job better than I like mine.
- 2. I like my job much better than most people like theirs.
- 3. I like my job better than most people like theirs.
- 4. I like my job about as well as most people like theirs.
- 5. I dislike my job more than most people dislike theirs.
- 6. I dislike my job much more than most people dislike theirs.
- 7. No one dislikes his job more than I dislike mine.