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STUDENT ESSAY

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MOTIVATION IN THE GRADE OF COLONEL
US ARMY

BY

COLONEL GEORGE E. TAYLOR
ARMOR

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US ARMY WAR COLLEGE, CARLISLE BARRACKS, PENNSYLVANIA



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ABSTRACT

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TO BE SUCCESSFUL, ANY ORGANIZATION MUST INSTILL AND MAINTAIN A HIGH DEGREE OF MOTIVATION AT ALL LEVELS, BUT MOST ESPECIALLY AT THE EXECUTIVE LEVEL. THIS ESSAY SUGGESTS SPECIAL ATTENTION IN THAT ALMOST ONE-HALF OF THE COLONELS ON ACTIVE DUTY DID NOT ATTEND A SENIOR SERVICE COLLEGE (SSC), YET ALMOST ALL (99%) OF THE GENERAL OFFICERS ARE SSC GRADUATES. THE FINAL YEAR IN WHICH AN ACTIVE DUTY OFFICER CAN ATTEND A SENIOR SERVICE COLLEGE RESIDENT COURSE IS IN THE TWENTY-THIRD YEAR OF SERVICE, YET BY STATUTE HE CAN CONTINUE TO SERVE UNTIL THE TWENTY-EIGHTH YEAR FOR REGULAR ARMY LIEUTENANT COLONELS AND THIRTY YEARS FOR REGULAR ARMY COLONELS. MOTIVATION DURING THIS FIVE TO SEVEN YEAR PERIOD OF SERVICE WITH EXTREMELY LIMITED OR ALMOST NO PROMOTION POTENTIAL IS THE THESIS OF THIS ESSAY. THE DATA WAS COLLECTED BY LITERATURE SEARCH AND PERSONAL INTERVIEWS. THE MOTIVATIONAL CHALLENGE IS ADDRESSED FROM FOUR VIEWPOINTS: THE OFFICER HIMSELF; OTHER OFFICERS; HIS EMPLOYER (THE US ARMY); AND CONGRESS WHO MUST LEGISLATE BOTH PAY AND LENGTH OF SERVICE. A BRIEF REVIEW OF THE HISTORY OF MILITARY RETIREMENT AND ITS RAPIDLY GROWING COSTS(BENEFITS) IS INCLUDED. THE ESSAY CONCLUDES THAT IF THE SECRETARY OF THE ARMY MODIFIES INSTRUCTIONS TO SELECTION BOARDS, THEN OFFICERS IN THE GRADE OF COLONEL WILL BE MORE HIGHLY MOTIVATED TOWARD PERFORMANCE OF DUTY RATHER THAN MOTIVATED TO SERVICE FOR ENHANCED RETIREMENT BENEFITS.

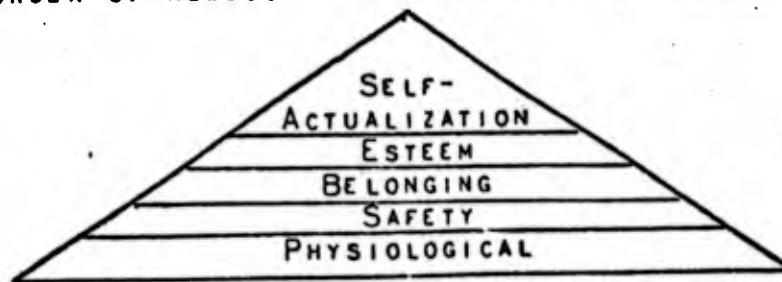
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PART I: MOTIVATIONAL THEORY

"MOTIVATION IS INFLUENCE, A FORCE THAT GIVES RISE TO BEHAVIOR."¹ THE ACTIONS AND INCENTIVES THAT DIFFERENTIATE MAN AS AN INDIVIDUAL ARE QUALITIES THAT CAN BE ASSESSED AS A SCALE OF VALUES. WHAT INTRINSIC NEEDS PROMPT AN INDIVIDUAL TO ACHIEVE, WHAT MOTIVATES?

THREE PROFESSORS, ALL PSYCHOLOGISTS, HAVE CONTRIBUTED MUCH TO THE DEFINITIONS OF THE INTRINSIC NEEDS THAT AFFECT HUMAN BEHAVIOR. ABRAHAM MASLOW OF BRANDEIS UNIVERSITY, FREDERICK HERZBERG OF WESTERN RESERVE UNIVERSITY AND DAVID MCCLELLAND OF HARVARD ALL CONDUCTED EXTENSIVE RESEARCH AND PUBLISHED SEVERAL WORKS ON MOTIVATIONAL THEORY. MASLOW AND HERZBERG ESTABLISHED OVERALL THEORIES OF MOTIVATION, MASLOW IN GENERAL AND HERZBERG MORE DIRECTLY RELATED TO JOB FUNCTIONS. MCCLELLAND CONCENTRATED ON A PARTICULAR NEED, ACHIEVEMENT, A REQUISITE THAT IS MOST IMPORTANT IN BUSINESS, INDUSTRY, OR THE PROFESSION OF ARMS.

MASLOW'S HIERARCHY OF NEEDS IS A THEORY OF MOTIVATION BASED ON NEEDS ARRANGED IN ORDER OF POTENCY.² AS THE LOWER LEVEL NEEDS WITHIN THE HIERARCHY ARE MET, THE NEED ARISES FOR SATIETY OF THE HIGHER ORDER OF NEEDS. THE HIERARCHY IS ARRANGED AS FOLLOWS:



THE LOWEST LEVEL, PHYSIOLOGICAL, IS THE NEED FOR FOOD, AIR, SLEEP, ETC. USUALLY THESE NEEDS ARE TAKEN FOR GRANTED, BUT

MASLOW REMINDS US THAT THEY MAY HAVE TREMENDOUS POTENCY. FOR EXAMPLE, ONE SELDOM THINKS OF THE NEED FOR AIR, SATISFACTION IS TAKEN FOR GRANTED, UNTIL ONE STARTS TO CHOKE ON SOMETHING AND IS UNABLE TO GET HIS BREATH, HE THEN BECOMES TOTALLY INVOLVED IN THE STRUGGLE TO SATISFY THAT NEED AND FORGETS ALL OTHER MOTIVATIONAL NEEDS AT THE MOMENT.

MOVING UP MASLOW'S SCALE OF NEEDS TO ESTEEM, ONE FINDS A TWO DIMENSIONAL NEED, THE NEED FOR SELF-ESTEEM AND THE NEED TO RECEIVE RECOGNITION AND ESTEEM FROM ONE'S FELLOW MEN. THIS IS A NEED TO HAVE ONE'S COMPETENCE ACCEPTED AND RECOGNIZED IN THE EYES OF BOTH ONESELF AND OTHERS. AND FINALLY, AT THE APEX OF MASLOW'S HIERARCHY IS THE NEED FOR SELF-ACTUALIZATION. THIS IS THE REQUIREMENT TO BECOME ALL THAT ONE IS CAPABLE OF BECOMING, TO REACH ONE'S FULL POTENTIAL IN ONE'S OWN TERMS.³

PROFESSOR HERZBERG'S CONTRIBUTION TO MOTIVATIONAL THEORY, HYGIENE-MOTIVATION THEORY, MIGHT BEST BE SUMMARIZED AS FOLLOWS; MAINTENANCE OR HYGIENE NEEDS ARE ASSOCIATED WITH THE SIDE OF MAN'S NATURE THAT WANTS TO AVOID PAIN, AND THE MOTIVATIONAL NEEDS ARE THOSE THAT MAN HAS TO SATISFY IN HIS DESIRE FOR ACHIEVEMENT, RECOGNITION, RESPONSIBILITY, ADVANCEMENT, AND THE DEVELOPMENT OF HIS INHERENT CAPABILITIES. AMONG HYGIENE NEEDS ARE SUCH THINGS AS PHYSICAL WORKING CONDITIONS, SUPERVISORY POLICIES, WAGES, AND FRINGE BENEFITS. THESE NEEDS ARE IMPORTANT, BUT THEY ARE NOT REALLY MOTIVATORS IN THE SENSE OF MAKING AN INDIVIDUAL REACH OUT AND EXPAND AND GROW. THUS HYGIENE NEEDS ARE OFTEN REFERRED TO AS MAINTENANCE NEEDS IN THAT THEY HAVE ONLY A SUSTAINING NATURE.

AS TO MOTIVATIONAL NEEDS, HERZBERG LISTS RECOGNITION, RESPONSIBILITY, ACHIEVEMENT AND GROWTH. THESE CAN BE MET ONLY BY GIVING INDIVIDUALS CHALLENGING AND INTERESTING TASKS. THIS IS THE PRIMARY REASON FOR PERSONS BECOMING HIGHLY MOTIVATED, BY HAVING A JOB THAT CAUSES THEM TO GROW AND CHALLENGES THEM TO FULL COMMITMENT TO THE TASK. HERZBERG'S CONCEPT IS THAT A CHALLENGING TASK GIVEN TO CAPABLE MANAGERS IS THE HIGHEST MOTIVATOR AND THE BEST SOURCE FOR GROWTH AND DEVELOPMENT OF THE INDIVIDUAL.⁴

DAVID MCCLELLAND'S CONCLUSION IS THAT THERE ARE PEOPLE WHO HAVE A VERY HIGH NEED TO ACHIEVE. BOTH MASLOW AND HERZBERG INCLUDE THE ACHIEVEMENT NEED IN THEIR MOTIVATIONAL NEEDS, BUT MCCLELLAND FOCUSES ON THIS IN PARTICULAR. HE FURTHER IDENTIFIES PEOPLE WHO ARE HIGH IN THE ACHIEVEMENT MOTIVATION AS HAVING THE FOLLOWING CHARACTERISTICS:

A. THEY OFTEN PREFER TO UNDERTAKE AND SOLVE PROBLEMS ALONE AND FREQUENTLY ASSUME A SENSE OF OWNERSHIP WITH THE PROBLEMS.

B. THEY GRAVITATE TO THOSE PROBLEM SITUATIONS WHERE A FAST FEEDBACK ON THEIR PERFORMANCE IS AVAILABLE. HE LIKES TO DO WELL AND KNOWS IT.

C. THIS TYPE ACHIEVER IS THE KIND WHO OFTEN SET MODESTLY RISKY PERSONAL GOALS. HE GET SATISFACTION FROM ACCOMPLISHMENT AND HIS GOALS ARE USUALLY INTERESTING, CHALLENGING, ATTAINABLE, IF OFTEN RISKY.⁵

WHEN MOTIVATION IS STRIPPED DOWN TO ITS GREATEST SIMPLICITY IT BECOMES THE PROCESS OF PURSUING THOSE COURSES OF ACTION WHICH PROMISE THE GREATEST DEGREE OF SATISFYING NEEDS. THE PROCESS IS CONTINUOUS.

THE INTENSITY OF AN ACHIEVER'S MOTIVATION IS RELATED TO HIS HEREDITY AND THE SUSTENTATIVE EXPERIENCES WHICH CREATE HIS PARTICULAR NEEDS. HIS ANTICIPATED SATISFACTION IS RELATED TO THE ENVIRONMENTAL SITUATION IN WHICH HE FINDS HIMSELF, WHETHER OR NOT THIS SITUATION PROMISES AN OPPORTUNITY FOR A HIGH DEGREE OF SATIETY, A LOW DEGREE, OR NONE AT ALL.

McCLELLAND FURTHER IDENTIFIES TWO INFLUENCES ON THIS PROCESS OF MOTIVATION WHICH MUST BE CONSIDERED IF WE ARE TO UNDERSTAND THE DETERMINANTS OF BEHAVIOR.⁶ THE FIRST IS SELF-PERCEPTION, HOW A MAN PERCEIVES HIMSELF, HIS IMAGE, HIS IDEA OF HIS OWN PERSONALITY AND INDIVIDUALITY. THIS SELF-PERCEPTION HAS TREMENDOUS IMPACT ON THE INTENSITY OF ONE'S MOTIVATION. AS ANY LEADER UNDERSTANDS, AN INDIVIDUAL CAN DEVELOP AN ALMOST AMAZING ABILITY TO RESIST CHANGING THE IMAGE HE HAS OF HIMSELF. HE CAN AND WILL DISTORT INCOMING SIGNALS IF THEY ARE IN CONFLICT WITH HIS SELF-PERCEPTION. HE SIMPLY REFUSES TO ACCEPT THE REALITY OF A CHANGING SITUATION. TO ENGENDER A DEGREE OF CHANGE IN SELF-PERCEPTION IS DIFFICULT EVEN FOR TRAINED COUNSELORS AND PSYCHOLOGISTS. HOWEVER, ONCE A PERSON CAN BE LED TO ACCEPT THESE CHANGES AND THEIR EFFECT ON HIMSELF AS A PERSON, THEN HE BECOMES FREER TO PURSUE ACTIVITIES WHICH WILL SATISFY ACHIEVEMENT NEEDS.

THE SECOND KEY INFLUENCE IS AN INDIVIDUAL'S PERCEPTION OF HIS ENVIRONMENT. PLEASE NOTE, I HAVE SAID IT IS HOW AN INDIVIDUAL PERCEIVES HIS ENVIRONMENT, NOT THE ENVIRONMENT ITSELF. WHAT AN INDIVIDUAL PERCEIVES OR THINKS TO BE HIS SURROUNDINGS IS THE REALITY OF THE SITUATION OR ENVIRONMENT EVEN THOUGH THAT REALITY MAY NOT AT ALL MATCH THE MORE OBJECTIVE VIEW OF OTHERS. THEREFORE,

HOW THE PERSON PERCEIVES OR FEELS ABOUT HIS ENVIRONMENT WILL IN GREAT PART INFLUENCE THE INTENSITY OF HIS MOTIVATION TOWARD SATISFYING HIS ACHIEVEMENT NEEDS.⁷

IN SUMMARY, MAN IS DEFINED AS A CREATURE WHO IN HIS HUMANESS IS ATTEMPTING TO MEET A SET OF NEEDS. AS HE PURSUES THE SATISFACTIONS OF THESE NEEDS, THE INTENSITY IS CONTROLLED BY TWO FACTORS; ONE IS THE INTENSITY OF THE NEED WITHIN HIMSELF, AND THE OTHER IS HIS PERCEPTION OF THE ENVIRONMENT IN WHICH HE IS OPERATING. WE SHALL NOW ADDRESS HOW THESE MOTIVATIONAL INFLUENCES AFFECT HIGH ACHIEVERS, SPECIFICALLY IN THE GRADE OF COLONEL, US ARMY.

PART II: THE MOTIVATIONAL CHALLENGE

OF THE 3544 OFFICERS SERVING IN THE GRADE OF COLONEL, US ARMY, ON 31 JULY 1975, ONLY 51.2% GRADUATED FROM ONE OF THE FIVE SENIOR SERVICE COLLEGES.⁸ THESE COLLEGES ARE THE NATIONAL WAR COLLEGE, THE INDUSTRIAL COLLEGE OF THE ARMED FORCES, THE ARMY WAR COLLEGE, THE AIR WAR COLLEGE, AND THE NAVAL WAR COLLEGE. EACH OF THESE COLLEGES CONDUCTS AN ANNUAL RESIDENT COURSE COMMENCING IN AUGUST AND GRADUATING THE FOLLOWING JUNE. THE FINAL YEAR OF ELIGIBILITY FOR ARMY OFFICERS TO ATTEND ONE OF THESE COURSES IS IN HIS TWENTY-THIRD YEAR OF COMMISSIONED SERVICE.⁹ THE US ARMY WAR COLLEGE ALSO CONDUCTS A TWO YEAR NON-RESIDENT (CORRESPONDING STUDIES) COURSE. ELIGIBILITY TO ATTEND THIS COURSE IS THROUGH THE TWENTY-FIFTH YEAR OF COMMISSIONED SERVICE. THESE CLASSES, HOWEVER, ARE COMPOSED OF APPROXIMATELY ONE-HALF ARMY RESERVE OR NATIONAL GUARD OFFICERS. AND OF THE SIX CLASSES GRADUATED TO DATE, NO US ARMY ACTIVE DUTY GRADUATE OF ANY OF THE CORRESPONDING STUDIES COURSES HAS BEEN

SELECTED FOR PROMOTION TO GENERAL OFFICER.¹⁰ THEREFORE, THE RATIONALE CONCERNING MOTIVATIONAL ASPIRATIONS FOR PROMOTION APPLIES ONLY TO THE RESIDENT COURSE FOR WHICH ELIGIBILITY ENDS IN THE TWENTY-THIRD YEAR OF SERVICE.

OF THE OFFICERS SERVING IN ALL RANKS OF GENERAL OFFICER IN THE US ARMY, MORE THAN 99% HAVE COMPLETED THE RESIDENT COURSE AT ONE OF THE FIVE SENIOR SERVICE COLLEGES.¹¹ MORE THAN ONE-HALF OF THE COLONELS CURRENTLY ON ACTIVE DUTY HAS NOT GRADUATED FROM A SENIOR SERVICE COLLEGE RESIDENT COURSE AND FOR THAT REASON HAS LITTLE OR NO PROMOTION POTENTIAL AFTER THE SELECTION LISTS ARE ANNOUNCED DURING THE FINAL YEAR OF ELIGIBILITY. FURTHERMORE, ALMOST 50% OF THE COLONELS ON ACTIVE DUTY HAS COMPLETED MORE THAN TWENTY-FIVE YEARS OF SERVICE AND HAS VERY LIMITED PROMOTION POTENTIAL IN THAT THE AVERAGE SELECTION RATES FOR OFFICERS BEYOND THE PRIMARY ZONE FOR PROMOTION TRADITIONALLY HAVE BEEN EXTREMELY LOW.¹²

IN SUMMATION, THE PROBLEM OCCURS WHEN A COLONEL HAS NOT ATTENDED A SENIOR SERVICE COLLEGE BY HIS TWENTY-THIRD YEAR OF SERVICE, HE HAS AN ALMOST ZERO CHANCE OF PROMOTION. IF HE HAS ATTENDED A SENIOR SERVICE COLLEGE BUT HAS NOT BEEN SELECTED FOR FURTHER PROMOTION BY THE END OF HIS TWENTY-FIFTH YEAR OF SERVICE, THEN PROMOTION POTENTIAL IS MINUTE REGARDLESS OF DUTY PERFORMANCE. THE ACHIEVEMENT OF THE RANK OF COLONEL IN THE US ARMY REQUIRES APPROXIMATELY TWENTY-ONE YEARS OF DEDICATED SERVICE BY OFFICERS WITH A WIDE RANGE OF SKILLS, EXPERIENCE AND EDUCATION.¹³ MOTIVATING THIS GROUP OF HIGH ACHIEVING OFFICERS, LACKING PROMOTION POTENTIAL, TO DEDICATED PERFORMANCES OF DUTY, RATHER THAN AN

ORIENTATION ON SERVICE TO QUALIFY FOR BETTER RETIREMENT BENEFITS,
IS THE UNDERLYING CHALLENGE.

PART III: DISCUSSION

WEIGHING THE MOTIVATIONAL FACTORS OF INTRINSIC NEEDS WITHIN A PERSON AND HIS PERCEPTION OF THE ENVIRONMENT IN WHICH HE IS OPERATING, THE CHALLENGE AS EXPRESSED IN PART II WILL BE DISCUSSED FROM FOUR VIEWPOINTS: FIRST, AS THE OFFICER SEES HIMSELF; SECOND, AS OTHER OFFICERS SEE HIM; THIRD, FROM THE STANDPOINT OF HIS EMPLOYER (THE US ARMY); AND FINALLY, FROM THE VIEWPOINT OF CONGRESS WHO MUST LEGISLATE HIS CONTINUED EMPLOYMENT AND COMPENSATION.

WITHIN AN AFFECTED OFFICER THE FEELING COULD BE COMPARED WITH A PROFESSIONAL FOOTBALL GAME IN WHICH THE ALL-STAR SELECTIONS ARE MADE AND ANNOUNCED AT THE END OF THE THIRD QUARTER. DURING THE FOURTH QUARTER HE CANNOT CHANGE THE SELECTION REGARDLESS OF HOW WELL HE PLAYS OR HOW MANY TOUCHDOWNS HE MAY SCORE. ALSO PRESCIENT TO THOSE PLAYING IS THE KNOWLEDGE THAT EVEN THOUGH THE REWARDS WILL NOT BE FORTHCOMING, ALL THE RISKS REMAIN. TRANSPOSING THIS ANALOGY TO THE "REAL WORLD" WITHIN THE ARMY ONE MUST SUGGEST THAT THE "RULES OF THE GAME" CERTAINLY DO NOT INSPIRE COLONELS UNDER THESE CIRCUMSTANCES TO SEEK AND PERFORM DEMANDING JOBS FOR WHICH THEY MAY HAVE OUTSTANDING QUALIFICATIONS AND EXPERIENCE. OF COURSE, THERE ARE OFFICERS WHO WILL CONTINUE TO PLAY WELL EVEN IN A "NO WIN" SITUATION SIMPLY BECAUSE THEY LOVE THEIR PROFESSION. THESE ARE THE SAME INDIVIDUALS WHO SHOULD BE PROMOTED AND GIVEN MORE RESPONSIBILITY.

A COMPARISON OF SERVICE SCHOOL ATTENDANCE BY ARMY AND AIR FORCE GENERALS AND NAVY ADMIRALS REVEALS THAT AS OF 14 NOVEMBER

1975 ONLY 282 OF 357 AIR FORCE GENERALS (78%) HAVE ATTENDED A SENIOR SERVICE COLLEGE.¹⁴ OF THE 207 UNRESTRICTED LINE FLAG OFFICERS IN THE NAVY, ONLY 109 (OR 52.6%) HAVE ATTENDED A SENIOR SERVICE COLLEGE AND 57 (OR 27.6%) HAVE ATTENDED NEITHER A SENIOR OR JUNIOR SERVICE COLLEGE. THE NAVY'S CRITERIA FOR ATTENDANCE TO SERVICE COLLEGES ARE BASED UPON AVAILABILITY AFTER OTHER KEY BIL-LETS ARE FILLED. THE NAVY ALSO ATTEMPTS TO SELECT A MINIMUM OF ONE OR TWO OFFICERS FOR PROMOTION TO FLAG RANK FROM EACH YEAR GROUP UNDER CONSIDERATION THROUGH THE TWENTY-NINTH YEAR OF SERVICE.¹⁵ IN THE AIR FORCE THE ZONE FOR SELECTION FOR PROMOTION TO GENERAL OFFICER IS NINE YEARS INCLUDING THE TWENTY-NINTH YEAR OF SERVICE.¹⁶

COMPARISON OF SERVICE COLLEGE ATTENDANCE AND PROMOTION SE-LECTION CRITERIA REVEALS THAT OFFICERS IN THE AIR FORCE AND NAVY WHO HAVE NOT ATTENDED SENIOR SERVICE COLLEGE CONTINUE TO HAVE THE OPPORTUNITY FOR PROMOTION THROUGH THE TWENTY-NINTH YEAR OF SERVICE. IN THE ARMY, THE PRECEPT IS THAT PROMOTION OPPORTUNITY EVAPORATES FOR NON-SENIOR SERVICE COLLEGE ATTENDEES WITH THE FINAL YEAR OF ELIGIBILITY, THE TWENTY-THIRD YEAR.

WHEN A GROUP OF ACHIEVERS WITH HIGH ORDER NEEDS REALIZES THERE IS NO WAY OF FULFILLING THESE NEEDS, THE SEARCH FOR SUBSTITUTES BEGINS. THESE TAKE MANY FORMS; THE PLACING OF FAMILY RESPONSI-BILITIES ABOVE DUTY, THE DEVELOPMENT OF OTHER INTERESTS SUCH AS A HOME, REAL ESTATE, INVESTMENTS, HOBBIES OR WRITING.¹⁷ THE EX-PERIENCE, EDUCATIONAL LEVEL, PRIOR COMPETITIVE ENVIRONMENT AND THE ABILITY TO FUNCTION UNDER PRESSURE PLACE COLONELS INTO A GROUP THAT REQUIRES MOTIVATION IN THE UPPER LEVELS OF ANY SCALE;

AND IF THESE MOTIVATIONAL NEEDS ARE NOT MET BY THEIR PROFESSION, THEY WILL CONSCIOUSLY OR UNCONSCIOUSLY REORDER THEIR NEEDS AND GOALS. UNDER THIS REORDERING, DUTY PERFORMANCE MAY LOSE WHILE SERVICE OR TENURE REMAINS, OR ELSE THEY WILL SIMPLY CHANGE PROFESSIONS BY RETIRING. WHEN THIS OCCURS, THE PROCESS BEGINS AGAIN WITH OVER ONE-HALF OF THE FOLLOWING GROUP OF COLONELS.

THE VIEWS OF HIS FELLOW OFFICERS CAN GREATLY INFLUENCE THE MOTIVATIONAL FACTORS OF THIS OFFICER, PARTICULARLY IN HIS PERCEPTION OF THE ENVIRONMENT IN WHICH HE IS OPERATING. IF HE IS CONSIDERED TO BE A "COMER" BY HIS PEERS, SENIORS AND SUBORDINATES, THE ENVIRONMENT IS VASTLY DIFFERENT FROM ONE WHO IS "OVER THE HILL" PROFESSIONALLY AND HAS LITTLE OR NO CHANCE OF GOING FURTHER. THE "COMER" IS FULFILLING INTRINSIC NEEDS WITHIN HIMSELF AND THIS IN TURN CREATES SELF-FULFILLMENT BY ASSOCIATION IN HIS FELLOW OFFICERS. SOMETIMES "OVER THE HILL" OFFICERS ARE REFERRED TO AS ROAD (RETIRED ON ACTIVE DUTY) OR OJR (ON JOB RETIRED).

THE IMMEDIATE SUBORDINATES OF THESE ROAD/OJR OFFICERS WILL AVOID ANY ACTIONS WHICH MIGHT JEOPARDIZE THEIR OWN MOTIVATIONAL NEEDS OR ASPIRATIONS, BUT THE DESIRE TO SERVE UNDER A "COMER" IS OBVIOUS IN THE SELF-ACTUALIZATION MOTIVATION. THERE CAN BE RENDERED A DEGREE OF RESPECT TO THAT INDIVIDUAL WHOSE PERSONAL QUALITIES AND PERFORMANCE INDICATES THAT HE TRULY LOVES AND IS DEDICATED TO HIS PROFESSION; BUT UNDER THE PRESENT RULES, A CURSORY CHECK IN THE OFFICERS' REGISTER WILL TELL IN MOST CASES, DEDICATED OR NOT, IF A COLONEL HAS PROMOTION POTENTIAL. ¹⁸

FROM HIS EMPLOYER'S VIEWPOINT, THE US ARMY, A RATHER STRANGE DICHOTOMY DEVELOPS. IT MIGHT BE SUMMARIZED AS, "HOW DO WE USE

THIS POSSIBLY EFFECTIVE OFFICER WHO HAS LITTLE FUTURE BUT A WEALTH OF EXPERIENCE VERSUS HOW DO WE MOVE THIS OFFICER OFF THE SCENE INTO RETIREMENT IN ORDER TO VITALIZE OR KEEP THE OFFICER CORPS YOUNG." FROM AN ASSIGNMENT STANDPOINT, THE UPPER ECHELONS OF THE ARMY APPEAR TO BE ALMOST FLOODED WITH COLONELS LOOKING FOR "EASY" JOBS, PARTICULARLY JOBS THAT PLACE THEM IN THE LOCALITY OF THEIR PLANNED RETIREMENT OR JOBS THAT CAN ASSIST IN THE TRANSITION TO A CIVILIAN PROFESSION. THIS IS ESPECIALLY TRUE IN THE OVER TWENTY-FIVE YEARS SERVICE CATEGORY.¹⁹

THE OBVIOUS CONCLUSION IS THAT THESE COLONELS FEEL LITTLE IS TO BE GAINED BY OUTSTANDING DUTY PERFORMANCE WITHIN THE ARMY, YET EACH ADDITIONAL YEAR OF SERVICE CAN ADD MANY THOUSANDS OF DOLLARS TO THEIR LIFETIME EARNINGS. WHEN ONE CONSIDERS THAT ONE-HALF OF THE MORE THAN 3500 COLONELS HAVE FIVE TO SEVEN YEARS SERVICE REMAINING WITHOUT PROMOTIONAL MOTIVATION, THE NUMBER OF MAN YEARS BECOMES FORMIDABLE INDEED. EXPRESSED ANOTHER WAY, THIS BECOMES MORE THAN \$57,000,000 PER YEAR PAID TO COLONELS WHO HAVE LITTLE OR NO PROMOTION POTENTIAL.²⁰

AND FINALLY, TO DISCUSS THIS BODY OF TALENT FROM THE VIEWPOINT OF CONGRESS WHO MUST LEGISLATE ANY SIGNIFICANT ACTIONS SUCH AS PROMOTION, TERMS OF EMPLOYMENT, OR REMUNERATION. MEMBERS OF CONGRESS, IN ORDER TO REMAIN SUCCESSFUL, MUST BE FINELY ATTUNED TO THE POLITICAL REALITIES OF THEIR ENVIRONMENT.

THE INCREASING COST OF THE DEPARTMENT OF DEFENSE, EVEN IN PEACETIME, IS A MAJOR CONCERN OF CONGRESS. PERSONNEL COSTS IN THE DEFENSE BUDGET HAVE SKYROCKETED TO ALMOST 60% OF THE TOTAL WITH RETIREMENT COSTS ESTIMATED TO BECOME APPROXIMATELY ONE-HALF

OF THE PERSONNEL PORTION.²¹

IN THAT CONGRESS HAS ENACTED ALL THE LEGISLATION CONCERNING RETIREMENT, IT IS APPROPRIATE TO REVIEW BRIEFLY THE HISTORY AND EVOLUTION OF THE RETIREMENT SYSTEM. "RETIREMENT PROVISIONS, AS THE CULMINATION OF A MILITARY CAREER, HAD THEIR BEGINNINGS IN 1861. THEIR PRIMARY PURPOSE, EVEN AS THIS EARLY TIME, WAS TO 'VITALIZE THE ACTIVE LIST' AND PREVENT RECURRENCES OF ... SITUATIONS SUCH AS OCCURRED DURING THE MEXICAN WAR OF 1848 WHEN ONE OFFICER WAS STILL COMMANDING A REGIMENT AT THE VENERABLE AGE OF 82."²²

THE INITIAL LAW OF 1861 PROVIDED FOR RETIREMENT AFTER 40 YEARS OF SERVICE AT 75% PAY. THIS WAS MODIFIED TO ALLOW FOR REQUESTED RETIREMENT AFTER 30 YEARS OF SERVICE. ALL RETIREMENT WAS AT THE DISCRETION OF THE PRESIDENT. ADDITIONALLY, THE PRESIDENT COULD INVOLUNTARILY RETIRE ANY OFFICER AT AGE 62 OR 45 YEARS OF ACTIVE SERVICE. ALL OFFICERS WERE MANDATORILY RETIRED AT AGE 64.²³

FEW OFFICERS IN THE PRE-WORLD WAR II PERIOD CONSIDERED THE POSSIBILITY OF A SECOND CAREER UPON RETIREMENT. THE ARMY OFFICER WAS A PROFESSIONAL WHO WAS HIGHLY QUALIFIED IN SKILLS WHICH WERE NOT READILY TRANSFERRABLE TO CIVILIAN JOBS WHEN HE RETIRED IN HIS 60's. AS A PROUD PROFESSIONAL HE ENDEAVORED TO MAINTAIN THIS STATUS THROUGHOUT A LIFETIME CAREER. HIS RETIREMENT BENEFITS WERE EXCELLENT AND THE LIFE STYLE DID NOT INDICATE A SECOND CAREER.

THE RETIREMENT LAWS REMAINED SIGNIFICANTLY UNCHANGED UNTIL POST WORLD WAR II WHEN THE OFFICER PERSONNEL ACT OF 1947 WAS PASSED. THIS ACT WAS DESIGNED TO VITALIZE THE ARMED SERVICES BY PROVIDING INCENTIVES FOR EARLY RETIREMENT FOR THE OLDER OFFICERS.

IN ESSENCE, THE ACT PROVIDED FOR RETIREMENT BASED UPON LENGTH OF TIME IN SERVICE OR AGE.²⁴

REGULAR OR RESERVE OFFICERS MAY BE RETIRED UPON APPLICATION AND APPROVAL BY THEIR SERVICE SECRETARIES AFTER 20 YEARS OF ACTIVE SERVICE, 10 WHICH MUST BE COMMISSIONED SERVICE. FOR THIS ESSAY, THE MOST SIGNIFICANT ASPECT OF THE ACT HOWEVER IS THAT REGULAR OFFICERS, EXCEPT FLAG OR GENERAL OFFICERS, ARE SUBJECT TO MANDATORY RETIREMENT IF THEY ARE NOT PROMOTED AFTER SERVING A SET NUMBER OF YEARS IN GRADE. IN THE ARMY, REGULAR ARMY LIEUTENANT COLONELS WHO ARE NOT SELECTED FOR PROMOTION TO REGULAR ARMY COLONEL ARE REQUIRED TO RETIRE AFTER 28 YEARS OF SERVICE AND REGULAR ARMY COLONELS MUST RETIRE AFTER 30 YEARS OF PROMOTION LIST SERVICE OR AFTER SERVING FIVE YEARS IN GRADE AS A PERMANENT COLONEL, WHICH EVER OCCURS LATER.²⁵

ANOTHER KEY POINT OF THE OFFICER PERSONNEL ACT OF 1947 IS THAT A CAREER OFFICER IS FACED WITH THE PROSPECT OF BEING MANDATORILY RETIRED AT A RELATIVELY YOUNG AGE, FREQUENTLY IN HIS LATE 40'S. THIS IMMEDIATELY OPENS THE NEED AND POSSIBILITY OF A SECOND CAREER. ALSO, THE DIVERSIFICATION OF CAREER JOBS WITHIN TODAY'S ARMY PROVIDES A WIDER RANGE OF MILITARY SKILLS WHICH HAVE CIVILIAN APPLICATION.²⁶

THE 1958 PAY ACT PROVIDES FOR RETIRED PAY RAISES BASED UPON THE COST OF LIVING INDEX, WHEREAS CHANGES IN ACTIVE DUTY PAY REQUIRE LEGISLATIVE ACTION. AT THE PRESENT TIME, PAY AND ALLOWANCES OF SENIOR OFFICERS ON ACTIVE DUTY IS VERY COMPARABLE TO CIVILIAN PAY. FOR EXAMPLE, A COLONEL WITH OVER TWENTY-TWO YEARS SERVICE MAKES APPROXIMATELY \$30,000 PER YEAR IN PAY AND ALLOWANCES. THIS

CAN BECOME MORE THAN A HALF-MILLION DOLLARS IN AVERAGE LIFETIME INCOME AFTER TWENTY-SIX YEARS OF SERVICE.²⁷

IN TIME OF WAR, CONGRESS IS CONCERNED BASICALLY WITH THE EFFECTIVENESS OF THE ARMY, BUT DURING PEACETIME COST BECOMES A MAJOR CONSIDERATION. THE COST OF MILITARY RETIREMENT, A LINE IN THE TOTAL FEDERAL BUDGET, WAS 1.2 BILLION DOLLARS IN 1965. THIS COST HAS RISEN TO 6.0 BILLION IN 1975, 6.9 BILLION IN 1976, AND IS ESTIMATED TO BE 8.0 BILLION IN 1978 AND MORE THAN 12 BILLION DOLLARS BY 1980.²⁸ THE EFFECT OF HAVING LESS THAN TOTALLY MOTIVATED MANAGEMENT IN THE GRADE OF COLONEL COULD RESULT IN UNFAVORABLE PUBLIC OPINION AND SUBSEQUENT LEGISLATIVE ACTION. IF THE ARMY DOES NOT CHANGE THE "RULES OF THE GAME", IT IS POSSIBLE THAT CONGRESS WILL, AND PROBABLY NOT IN THE FASHION THE ARMY WOULD DESIRE.

PART IV: ANALYSIS AND CONCLUSION

PAY IS A STRONG MOTIVATOR FOR CONTINUED EMPLOYMENT, BUT NOT NECESSARILY A MOTIVATOR FOR PERFORMANCE; WHEREAS, PERFORMANCE IS THE PRIMARY MEASURE USED FOR PROMOTION WITHIN THE US ARMY.

HOW SHOULD THE "RULES OF THE GAME" BE CHANGED TO KEEP A YOUNG, VITAL ARMY AND YET NOT ACHIEVE A CONDITION IN WHICH ALMOST ONE-FOURTH OF AN OFFICER'S YEARS CAN BE ORIENTED ON SERVICE RATHER THAN PERFORMANCE? UNDER THE PRESENT SYSTEM, AN OFFICER'S ELIGIBILITY FOR SENIOR SERVICE COLLEGE (SSC) IS FROM THE FIFTEENTH THROUGH THE TWENTY-THIRD YEAR, AND THE PRIMARY ZONE PROMOTION ELIGIBILITY FOR BRIGADIER GENERAL AND REGULAR ARMY COLONEL END WITH THE TWENTY-FIFTH YEAR. STATUTORY RETIREMENT COMES FOR REGULAR ARMY LIEUTENANT COLONELS IN THE TWENTY-EIGHTH YEAR AND

FOR REGULAR ARMY COLONELS AT THE END OF THIRTY YEARS. THE SECRETARY OF THE ARMY CAN CHANGE THE INSTRUCTIONS TO PROMOTION BOARDS AND SSC SELECTION BOARDS. IF SSC ELIGIBILITY WERE EXTENDED THROUGH THE TWENTY-SIXTH YEAR OF SERVICE AND PRIMARY ZONE PROMOTION ELIGIBILITY WERE EXTENDED TO THE TWENTY-EIGHTH YEAR, THE ARMY WOULD STILL BE FREE TO SELECT OUTSTANDING YOUNG OFFICERS. THIS, THEN, WOULD NOT PRECLUDE THE SELECTION OF MORE EXPERIENCED OFFICERS WHO ARE WELL WITHIN THE YEARS OF STATUTORY SERVICE PROVIDED BY CONGRESSIONAL ACTION.

MOTIVATIONAL THEORISTS REASON THAT MAN, ESPECIALLY A HIGH ACHIEVER, PURSUES THE SATISFACTION OF HIS NEEDS WITHIN HIS PERCEPTION OF THE ENVIRONMENT IN WHICH HE IS OPERATING AND AT AN INTENSITY PECULIAR TO HIS INDIVIDUALISM.²⁹

THE AUTHOR CONCLUDES THAT ARMY OFFICERS DO NOT REACH THE GRADE OF COLONEL WITHOUT POSSESSING HIGH ORDERS OF SKILL, EXPERIENCE, DEDICATION AND ASPIRATION. WHEN THE OPERATING ENVIRONMENT INDICATES LITTLE OR NO FURTHER PROMOTION OPPORTUNITY, THE INDIVIDUAL MUST CONCEDE THAT HE IS A "LOSER" WHEN THAT PARTICULAR ENVIRONMENT IS STRUCTURED TOWARD GREATER ENHANCEMENT.

WITH MINOR MODIFICATIONS IN THE SELECTION FOR SENIOR SERVICE COLLEGE AND PROMOTION, PARTICULARLY IN THE LATER YEARS OF ELIGIBILITY, THE OPERATING ENVIRONMENT CAN BE ALTERED SUFFICIENTLY TO REMOVE THE "LOSER" OR "NO WIN" STIGMA. WITH SUCH CHANGES THE INDIVIDUAL OFFICER GAINS BY REMAINING PROFESSIONALLY VIABLE LONGER; HIS FELLOW OFFICERS LOSE THE ABILITY TO IDENTIFY HIM AS BEING "OVER THE HILL"; THE ARMY RETAINS THE OPTION TO CHOOSE BETWEEN EXPERIENCE AND POTENTIAL; AND CONGRESS IS NOT REQUESTED TO

TO PAY THE MAMMOTH COST OF RETIRING OFFICERS, WHO WITH HIGHER
MOTIVATION CAN PRODUCE AN OUTSTANDING DUTY PERFORMANCE TO ACHIEVE
A MORE COST EFFECTIVE CAREER.

FOOTNOTES

1. ROBERT E. TANNEHILL, MOTIVATION AND MANAGEMENT DEVELOPMENT, P. 36.
2. ABRAHAM H. MASLOW, MOTIVATION AND PERSONALITY, CH. 6-8.
3. IBID.
4. FREDERICK HERZBERG, WORK AND THE NATURE OF MAN, PP. 71-76.
5. DAVID C. MCCLELLAND, THE ACHIEVING SOCIETY, PP. 52-61.
6. TANNEHILL, P. 51.
7. IBID., PP. 97-99.
8. US DEPARTMENT OF THE ARMY, MILITARY EDUCATIONAL LEVEL REPORT, MILITARY PERSONNEL CENTER, DAPC-OPD-DD, OCTOBER 1974, P. 3.
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10. A. R. KITTS, COL, "ARMY WAR COLLEGE NRI STUDENT ORIENTATION," FORT MCNAIR, WASHINGTON, 5 OCTOBER 1974.
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13. INTERVIEW WITH LEWIS B. TIXIER, COL, CHIEF, COLONELS DIVISION, OFFICER PERSONNEL DIRECTORATE, MILITARY PERSONNEL CENTER, ALEXANDRIA, 30 JUNE 1975.
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21. INTERVIEW WITH LEWIS A. ASHLEY, COL (RET), SENATE BUDGET COMMITTEE, US SENATE, WASHINGTON, 14 NOVEMBER 1975.
22. ROBERT L. SCHROEDER, LTC, OPTIMIZATION OF RETIREMENT AND COMPENSATION FOR MILITARY SERVICE - SENIOR OFFICERS, PP. 7-8.
23. IBID., PP. 8-10.
24. IBID.
25. IBID.
26. MORRIS JANOWITZ, THE PROFESSIONAL SOLDIER: A SOCIAL AND POLITICAL PORTRAIT, P. 382.
27. COMPUTATIONS BY THE AUTHOR.
28. ASHLEY.
29. HERZBERG.

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<p>To be successful, any organization must instill and maintain a high degree of motivation at all levels, but most especially at the executive level. This essay suggests special attention in that almost one-half of the colonels on active duty did not attend a senior service college (SSC), yet almost all (99%) of the general officers are SSC graduates. The final year in which an active duty officer can attend a senior service college</p>			

13

Item 20 continued.

resident course is in the twenty-third year of service, yet by statute he can continue to serve until the twenty-eighth year for Regular Army Lieutenant Colonels and thirty years for Regular Army Colonels. Motivation during this five to seven year period of service with extremely limited or almost no promotion potential is the thesis of this essay. The data was collected by literature search and personal interviews. The motivational challenge is addressed from four viewpoints: the officer himself; other officers; his employer (the US Army); and Congress who must legislate both pay and length of service. A brief review of the history of military retirement and its rapidly growing costs (benefits) is included. The essay concludes that if the Secretary of the Army modifies instructions to selection boards, then officers in the grade of colonel will be more highly motivated toward performance of duty rather than motivated to service for enhanced retirement benefits.