LEVEL II

Research Problem Review 78-27

CAREER COUNSELING ATTITUDES AND OPINIONS OF ARMY OFFICERS

CAREER DEVELOPMENT AND SOLDIER PRODUCTIVITY TECHNICAL AREA

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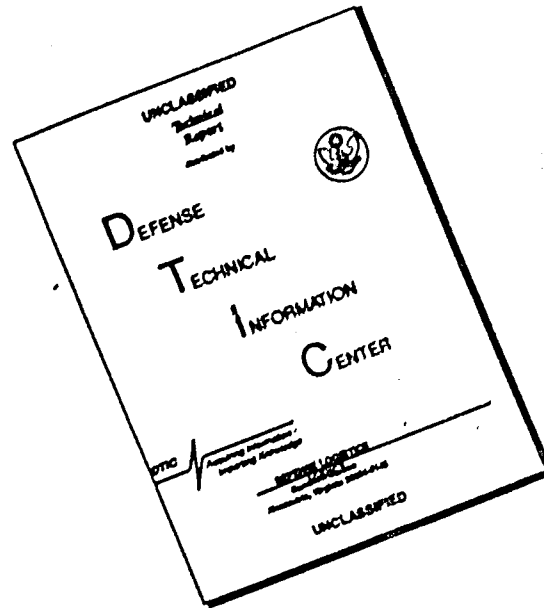Research Institute for the Behavioral and Social Sciences

September 1978

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A Field Operating Agency under the Jurisdiction of the
Deputy Chief of Staff for Personnel

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Career Progression
Systems

ARI — Research Problem Review-78-27

CAREER COUNSELING ATTITUDES AND OPINIONS OF ARMY OFFICERS

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FOREWORD

The Career Development & Soldier Productivity Technical Area of
the Army Research Institute for the Behavioral and Social Sciences
(ARI) conducts research on Army officer and enlisted career progression
systems, the role of women in the Army, and occupational qualifications
and measurement. Part of the technology base research on career progres-
sion, in support of the Officer Personnel Management System (OPMS), has
been the design of an experimental computer-aided career counseling
system.

This Research Problem Review presents the results of the initial
1972 fieldwork, which showed that Army officers felt a need for more
adequate career information and counseling, and that a computer-aided
career information system would be acceptable to them. Other ARI
publications describe the later research: Technical Paper 294 reported
the feasibility of a computer-aided assignment system that used the
Infantry Branch as a prototype, Research Memorandum 77-2 described the
assignment algorithm used, Research Memorandum 77-3 described the
algorithm's successful application to the Quartermaster Branch. Research
Memorandum 77-23 presented data bases on alternate specialty selections,
and Research Problem Review 77-14 described a 1976 field tryout of the
Officer Career Information & Planning System. Continuing investigations
focus on cost-benefit analysis of the system.

Work is done under Army Project 2Q162717A766, Manpower Systems
Management, FY 78; Task C, Career Progression Systems. The work has
been responsive to a series of Human Resource Needs on Officer Career
Counseling from the Deputy Chief of Staff for Personnel, including HRN
76-46 and 75-43. At the time of the initial survey, the Officer Personnel
Operations (OPO) provided officer career guidance. OPO later became the
Officer Personnel Directorate (OPD) in the Army Military Personnel
Center (MILPERCEN) and is now known as the Officer Personnel Management
Directorate in MILPERCEN.

JOSEPH ZEIDNER
Technical Director

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CAREER COUNSELING ATTITUDES AND OPINIONS OF ARMY OFFICERS

BRIEF

Requirement:

To learn whether Army officers considered that an improved system for providing career information and counseling would be desirable, and if so what kind of information and counseling system they would consider most useful.

Procedure:

A survey questionnaire was given to 615 officers at four Army posts in 1972. The officers were selected to provide a cross-sectional sample as to rank, branch, and type of assignment; 50% were from the combat arms. Interviews supplemented the questionnaire. Officers provided background information on their careers, opinions on how the then-current system affected them, and opinions on four different proposed counseling systems described in the questionnaire. Answers were tablulated and analyzed.

Findings:

Results were consistent with earlier Army investigations. Officers generally felt the need for more guidance and information at critical career decision points. They would prefer counseling by a trained, knowledgeable counselor, but considered a computer-aided system an acceptable source of information for specific data on potential assignments and assignment options.

Officers who lacked information or did not understand the assignment procedures were likely to consider the Army system arbitrary and irrational, somewhat less likely to make the Army a career.

Utilization of findings:

This survey demonstrated enough officer interest to encourage ARI to design and evaluate an experimental computer-aided career counseling system and to further investigate Army career development.

CAREER COUNSELING ATTITUDES AND OPINIONS OF ARMY OFFICERS

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CAREER COUNSELING ATTITUDES AND OPINIONS OF ARMY OFFICERS

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BACKGROUND

Three Army studies--the Franklin Institute study on junior officer retention,[1] the Army War College study of military professionalism,[2] and a study of the officer evaluation system[3]--have indicated that many officers felt that they would benefit substantially from improvement of the career guidance and counseling system. From the officers' standpoint, the major objections to the current system have been that insufficient information is available when career decisions are being made; preference forms have little influence on assignment; and assignment officers and counselors at career branch are difficult to contact. Research was suggested to improve or aid the present system, making use of recent technological advances.

Present career guidance information is widely fragmented, in sources such as Army regulations and career branch documents which may not be readily available to all officers, and must be updated often to be useful. Lack of information or guidance often forces officers to depend on their own or fellow officers' resources in making important career decisions, a situation contributing to poor career decisions and inefficient use of officers' capabilities. The cost of this inefficient use of manpower and this job dissatisfaction shows the need for an improved career counseling system in the redesigned Officer Personnel Management System (OPMS).

To respond appropriately to these problems, the Army Research Institute for the Behavioral and Social Sciences (ARI) established a Work Unit originally entitled Information Content Requirements and System Design for Officer Career Counseling (OCC), which has now become the Career Progression Systems Work Unit with a broader mission.

As a first step in this research, ARI personnel designed a survey questionnaire to measure officers' expressions of their career counseling needs, career information needs, and preferences for counseling system

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[1] Franklin, D. L., Braybrook, W. M., Farber, A., Crawshaw, J. L., Stein, D. P., and Blair, J. F. Career motivation of Army personnel--junior officer's duties. Technical Report 1-212, Franklin Institute Research Laboratories, September 1968.

[2] U.S. Army War College. Leadership for the 1970's. Carlisle Barracks, Penna.: U.S. Army War College, 20 October 1971.

[3] The Officer Efficiency Reporting System--OERS. OERS Study Group, Office of the Deputy Chief of Staff for Personnel-CSD, 25 June 1969.

features, in order to plan the research program. Because the purpose of the questionnaire was to suggest hypotheses, not to confirm them, elaborate statistical analysis of the items was neither planned nor performed. A preliminary questionnaire was administered at Fort Bragg, North Carolina, where a small sample of officers was also interviewed. The final version was given to a cross section of officers at each of four installations, in conjunction with both group and individual interviews, and provided current, first-hand information on the problem. Findings were used in planning an experimental computer-aided career counseling system, a laboratory facility to be used for research on career guidance systems and features of these systems at ARI, in the field, and at the Career Branches in the Officer Personnel Directorate (OPD), now titled the Officer Personnel Management Directorate and at the time of the survey titled the Office of Personnel Operation (OPO).

METHOD

SAMPLE

The final questionnaire was given at Fort Hood, Texas, Fort Meade, Maryland, Fort Belvoir, Virginia, and Fort Jackson, South Carolina, to a total sample of 615 officers in January-March 1972.[4] Table 1 shows the distribution of the sample by grade, by branch, by component, and by installation. Installations were carefully selected to provide a cross section of grades, branches, and types of assignments. Fifty percent of the sample was from the combat arms, and a good representation was obtained across branches and grades.

Following administration of the questionnaires, ARI personnel interviewed the officers to obtain opinions and information not elicited in the written material. Most of the officers were interviewed in groups of 30 which were homogeneous as to grade. A smaller number were interviewed individually at each installation to provide further opportunity for free expressions of attitudes and for validation of the written data. Names of officers were not recorded, and participants were assured that their answers would be anonymous.

QUESTIONNAIRE

The questionnaire consisted of three parts. Part I, General Information, requested personal background data on the officer, his experiences in the Army (particularly with relation to career guidance), and his attitudes about Army career counseling. Part II, Proposed Counseling Systems, described four hypothetical alternative systems for providing career information and career guidance to Army officers

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[4] Because a few officers failed to answer every item, the total number of respondents is not 615 for every question.

Table 1

CHARACTERISTICS OF OFFICER SAMPLE
(N = 615)

Characteristic	Category	Number
Grade	2LT	97
	1LT	195
	Capt.	167
	Maj.	103
	LTC	46
	Col.	1
	Not indicated	6
		615
Branch	Infantry	134
	Armor	98
	Air Defense	9
	Field Artillery	63
	Engineer	90
	Signal	30
	Chemical	5
	Quartermaster	16
	Ordnance	19
	Transportation	20
	Adjutant General	22
	Military Police	23
	Finance	4
	Military Intelligence	17
	Women's Army Corps	19
	Army Nurse Corps	4
	Dental Corps	3
	Medical Corps	1
	Medical Service Corps	17
	Judge Advocate General	6
	Chaplains	14
	Other	1
		615
Component	RA	194
	Res	413
	Other	6
	Not indicated	2
		615
Installation	Fort Hood	240
	Fort Meade	135
	Fort Belvoir	105
	Fort Jackson	135
		615

and requested reactions to each proposal, in order to elicit opinions and attitudes on different ways of providing career guidance. Part III, Characteristics of Career Guidance Systems, requested evaluations of specific characteristics of possible guidance systems. The actual questionnaire is given in Appendix A as the vehicle for presenting summary statistics.

The questionnaire also sought information on user acceptability of computer-aided technology in a career information and planning system.

RESULTS

Results are presented in several ways. Those which bear most directly on the design of an Army career progression system are discussed in the text. Percentages or means for the total group for each item of the questionnaire appear in Appendix A. The actual questionnaire is used as the vehicle for these statistics. In Appendix B these data are broken out separately for company and field grade officers, and also according to the career intentions of the officers (expressed as "career," "undecided," or "leave" on the basis of responses to Question 17: "What are your plans for making the Army a career for twenty or more years?"). The data were also analyzed by combat versus technical specialty and by post location, but as no significant differences appeared, these analyses are not discussed in this report. Appendix C contains a compilation of free responses, either to the open-ended questions or during the interviews that followed, which have been culled and grouped by type of content to identify problem areas for research planning.

The results presented in the text may be compared with the results in the appendixes for better understanding of the characteristics of the total group and the subgroups. For example, percentages in Table 3 of the text may be compared with percentages for item 16 in Table B-1 of Appendix B, and means in Table 12 of the text may be compared with means for items 170-174 in Table B-1. Slight discrepancies in sums of means and percentages from various sections of the report are the result of roundoff and the varying numbers of officers who answered each item. Such discrepancies do not change the interpretation of the results. For a sample of this size, all differences between pairs of means greater than .2 are statistically significant at the p< .05 level. [5]

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[5] In Appendix B the $\underline{t}$ test was used to compare means when the group was divided into company and field grade subgroups. Dunn's test (or the Bonferroni $\underline{t}$ test) was used for paired comparisons between means when the group had been divided into three subgroups according to career intentions. The large number of items involved in the questionnaire make comparisons between individual pairs of means difficult to interpret. Many statistically significant differences may not represent meaningful differences or may be chance.

For purposes of analysis, the scales for certain items have been inverted from the format of the actual questionnaire so that the magnitude of the mean values reported is consistent with the magnitude of the dimensions assessed.

OFFICER ATTITUDES AND OPINIONS

Part I of the questionnaire was concerned with officer attitudes regarding the areas of (1) career satisfaction, (2) satisfaction with branch, (3) assignment information, (4) influences on assignment preferences, (5) contact with career branch, and (6) adequacy of information about career decisions.

Career satisfaction. A direct measure of career satisfaction is whether or not individuals want to remain in their jobs. Consequently, the officers were asked about their present plans for making the Army a career. Of the total group, 55% indicated that they either definitely or probably would seek a career in the Army. Only 32% responded that they either probably or definitely would not seek a career in the Army. The remaining 13% were undecided. Not surprisingly, the data show a trend for the percentage of careerists to increase with grade (Table 2).

Table 2

RESPONSE TO THE QUESTION "WHAT ARE YOUR PRESENT PLANS
FOR MAKING THE ARMY A CAREER FOR TWENTY OR MORE YEARS?"

Choice	No. Company Grade	No. Field Grade	Total No. Officers	Total % Officers
Definitely will seek a career in the Army	111	128	239	39
Probably will seek a career in the Army	83	16	99	16
Undecided about a career in the Army	76	3	79	13
Probably will not seek a career in the Army	76	2	78	13
Definitely will not seek a career in the Army	117	1	118	19
No Response	2	0	2	--
Total	465	150	615	100

Another question relating to career satisfaction was: "If you were given more voice in decisions which affect your Army career, what effect would this have on your decision to remain in the Army?" Predictably, officers indicated that more voice in career decisions would influence them to stay. However, one-third of the LTC sample said that this would not affect their decisions (Table 3).

Table 3

RESPONSE TO THE QUESTION "IF YOU WERE GIVEN MORE VOICE IN
DECISONS WHICH AFFECT YOUR ARMY CAREER WHAT EFFECT WOULD
THIS HAVE ON YOUR DECISION TO REMAIN IN THE ARMY?"

| | % Grade of Responding | | | | |
Choice	2LT	1LT	CPT	MAJ	LTC
Strong influence to stay	45	47	60	60	48
Slight influence to stay	35	34	23	26	19
No effect	20	19	17	14	33
	100	100	100	100	100

For many officers the development of a career pattern may contribute to their decision to make a career in the Army. For example, among the sample of those who intend to stay in the Army 74% indicated that they saw a career pattern evolving for them, whereas only 42% of the undecided and 26% of the officers leaving indicated that they could detect a pattern (Appendix B, question 28, choices 1 and 2).

Satisfaction with branch. The questionnaire results, in general, indicate that officers are satisfied with their current career branches (Appendix A, question 18). Branch assignment is probably not a significant factor in officer attrition. However, officers with definite plans to make the Army a career are more satisfied with their branches than are officers who have decided against or are undecided about an Army career (Appendix B, question 18).

Assignment information. To determine whether officers felt that the assignment system served them effectively, they were asked: "How often are you getting the assignments from your branch which you need for your Army career development?" Most of those who found the question applicable felt that they always or usually got such assignments. However, one in five felt that they seldom or never got the assignments needed (Appendix A, question 23). In particular, company grade officers and officers with uncertain career plans felt that they were getting the necessary assignments less often from their branch (Appendix B, question 23). Of course, without adequate information about career patterns, officers may not know whether they are getting the assignments they need for career development.

When asked about the Preference Form (DA Form 483), the officers said they felt that preferences have a moderate influence at best in determining assignments (Appendix A, question 21) but should have a much greater influence (Appendix A, question 22). This discrepancy can be expected to contribute to feelings of career dissatisfaction. When the group is divided by grade, this discrepancy is greater for company grade than for field grade officers. Similarly, the difference is greater for officers without firm career plans than for careerists (Appendix B, questions 21-22).

Officers most frequently found out about available assignments by directly contacting their branch. The commanding officer was also a frequent source of this information, while senior and fellow officers were less frequent sources (Appendix A, questions 46-52). A comparison of the subgroup responses (Appendix B, question 46-52) shows that company grade officers were more likely to ask advice of peers than were field grade officers, who tended to consult with more official sources (branch and commanding officer). Likewise, career officers more frequently consulted the official sources than did the undecided and departing officers. An officer career guidance system which is responsive and up to date might correct many of the undesirable aspects of these ad hoc methods, especially for the undecided and departing officers.

Influences on assignment preferences. To determine what factors influence assignment preferences of officers, the group was asked to rate each of a set of likely factors according to the following scale:

    4 = major influence
    3 = moderate influence
    2 = little influence
    1 = no influence

In Table 4 the evaluated factors are arranged by their degree of influence, based on their mean ratings by the entire group (from Appendix A, questions 53-64). The emphasis the officers placed on interesting work and using their education and skills points out the potential value of computerized procedures which can match men to jobs on the basis of a number of variables which include their interests and background skills (Table 4).

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Table 4

DEGREE OF INFLUENCE OF VARIOUS FACTORS ON ASSIGNMENT PREFERENCES

Factor	Degree of Influence[a]
Interesting work	Major
Utilization of present education and skills	Major
Increase in advancement possibilities	Major
Geographical location	Moderate to major
Personal or family needs	Moderate to major
Chance to get more civilian education	Moderate to major
Chance to acquire skills useful after leaving the Army	Moderate
Recreational facilities available	Moderate
Chance to work under a specific commander or senior officer	Little to moderate
Contact with higher ranking officers	Little
Pressure from senior officers	Little

[a] The labels are meant to convey a general impression of the results in terms of the rating scale used.

Source of career guidance. To identify the usefulness of sources of Army career guidance, the officers were asked to judge the usefulness of a set of possible sources of information according to the following scale:

4 = extremely useful
3 = moderately useful
2 = not very useful
1 = not at all useful
0 = never used

The responses of the total group identified the two categories in Table 5, which presents sources of information in the rank order of their usefulness (from Appendix A, questions 71-89). Note that the data indicate that there are no "extremely useful" sources of career guidance information.

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Table 5

PERCEIVED USEFULNESS OF SOURCES OF CAREER GUIDANCE

Perceived Usefulness	Source
Moderately Useful	Career Branch Manager
	Fellow officer of higher grade
	Commanding officer
Not very useful	Advanced Branch course information
	Branch Newsletter
	DA Pamphlet 600-3
	Branch basic course presentation
	Fellow officers of same grade
	OCS, ROTC, USMA presentation
	Army Times
	Military professional journals
	Field Personnel Officer
	Army Regulations
	Branch School Newsletter
	Army Personnel Letter
	Senior enlisted men
	Army Information Digest
	Soldiers
	Friends and Relatives

There is some indication that personal contact with fellow officers and commanding officers comprises a large part of the career guidance information sources for this group. These sources may be inadequate in terms of obsolete information, perpetuated misconceptions, or individual differences in capacity for informal counseling.

Contact with career branch. A source of dissatisfaction frequently found in Army studies is the inaccessibility of assignment officers in the career branch, due to their heavy work load. To get information about this problem, the group was asked how often they used any of several indicated methods of contacting their branch (other than mailing in preference forms). As Table 6 shows, each officer, on the average, had telephoned his branch twice, visited once, and written once. Since the sample has a preponderance of junior officers and the scale does not specify more than three contacts, these data may be conservative. For the career branch assignment officers, these contacts represent a considerable workload, one which might be alleviated by an improved career information system. On the other hand, the reported frequency of contacts may be too low for adequate career counseling. For example, officers who intended to stay in the Army contacted the career branch significantly more often than officers who were uncertain about or had no intention of staying in (Appendix B, questions 65-70).

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Table 6

MEAN NUMBER OF TIMES DIFFERENT METHODS
WERE USED TO CONTACT THE CAREER BRANCH

Method of Contact	Approximate Average: Number of Times Used by each Officer
Telephoned	2 contacts
Visited	1 contact
Wrote	1 contact
Senior Officer telephoned in behalf of counselee	1/2 contact
Senior Officer wrote in behalf of counselee	0
Other	1/2 contact

Adequacy of information about career decisions. Because officers' careers involve numerous important decisions, the group was asked to rate the adequacy of their information for patricipating in each decision. The following numerical scale was used:

    4 = very adequate
    3 = moderately adequate
    2 = moderately inadequate
    1 = very inadequate
    0 = does not apply

Table 7 shows that the group felt the available information was inadequate for many important career decisions, particularly for decisions about assignments (Appendix A, questions 90-99). The effect was again most pronounced for company grade and undecided subgroups (Appendix B, questions 90-99).

Table 7

PERCEIVED ADEQUACY OF THE INFORMATION USED TO MAKE CAREER DECISIONS

Rating on Adequacy of Available Information	Type of Career Decision
Adequate	Applying for Voluntary Indefinite
	Applying for RA
Moderately Adequate	Requesting Initial Branch selection
	Requesting Job-related technical training
	Requesting Graduate education
Inadequate	Making choices for recent assignment preference forms
	Requesting specific command assignments
	Requesting specific staff assignments
	Requesting Branch change
	Requesting Special career field

REACTIONS TO PROPOSED COUNSELING SYSTEMS

Part II of the questionnaire consisted of brief descriptions of four alternative career counseling systems for officers: computerized counseling, OPD counselors on post, OPD counselors in Washington, D.C., and professional counselors on post. Each description identified the counselors and the functions they would perform; the officers were then asked several questions about the system (Appendix A, questions 100-159).

The questions fell into two categories: the first was a set of open-ended items designed to elicit opinions about desirable system features; the second set asked the officers to rate the proposed system's usefulness for specific decisions and to indicate how satisfactory they felt it would be as an operational system. To eliminate any influence of the order of presentation, four versions of the questionnaire with the descriptions in different sequences were administered. Responses to the first set of open-ended questions have been incorporated into Appendix C. The group responses to the second set of evaluative questions are discussed here.

Table 8 shows the group ratings of how helpful the examinees felt the proposed systems would be for making the specific decisions indicated, using the following scale:

    4 = very helpful
    3 = moderately helpful
    2 = not very helpful
    1 = not at all helpful

Consistently, the higher ratings were given to counseling systems which include a counselor on post and a relatively low usefulness was anticipated for the computerized system. As a group, the officers seemed to want an available counselor and would prefer one with professional training. The negative attitude of the officers to a computerized system was probably influenced by lack of familiarity with on-line systems like the one described in the questionnaire. Paradoxically, such a system is probably the only feasible way of delivering some of the most desirable features of any counseling system (e.g., ready availability on post, current and complete information from one source, and knowledgeable career advice). Other designers of computerized career counseling systems have reported that users change from negative to highly positive attitudes after experience with the system.[6]

After evaluating the usefulness of each system for specific career decisions, officers were asked to indicate how satisfactory they would find that system, using the following scale to rate overall satisfaction:

    4 = very satisfactory
    3 = satisfactory
    2 = unsatisfactory
    1 = very unsatisfactory

The mean ratings are presented by grade and for the total group in Table 9. Significant differences appear between field and company grade officers in their ratings of OPD counselors in D.C. and professional counselors on post. In contrast to company grade officers, field grade officers indicated that they found OPD counselors satisfactory (Table 9 and Appendix B, questions 100-159). Field grade officers also had reservations about professional counselors on post, while junior officers gave this alternative the highest rating. When samples with different career intentions were compared (Table 10), it was apparent that all groups favored any alternatives to the present system other than a computerized system. However, officers who did not have definite Army career intentions were clearly less favorable than careerists to a system with OPD counselors in D.C. and were more in favor of professional counselors on post.

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[6] Super, D. E. Computers and counselor roles. In D. E. Super, Computer-assisted counseling. New York: Columbia University Teachers College, 1970.

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Table 8

MEAN VALUES OF THE USEFULNESS OF ALTERNATIVE CAREER COUNSELING
SYSTEMS FOR MAKING SPECIFIC CAREER DECISIONS

Career Decision	Computerized Counseling	Alternative System		
		OPD Counselors on Post	OPD Counselors in D.C.	Professional Counselor on Post
Applying for Voluntary Indefinite	2.7	3.3	3.0	3.3
Applying for Regular Army	2.7	3.3	3.1	3.3
Selecting branch	2.5	2.9	2.7	3.0
Selecting graduate education	2.6	3.0	2.8	3.3
Selecting special career field	2.7	3.1	2.8	3.3
Selecting job-related technical training	2.6	3.0	2.7	3.2
Making choices for assignment preference form	2.9	3.3	3.0	3.3
Deciding whether or not to make a career of Army	2.0	2.8	2.5	2.9

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Table 9

MEAN RATINGS OF SATISFACTION WITH ALTERNATIVE COUNSELING SYSTEMS, BY GRADE

	Alternative Systems			
Grade	Computerized Counseling	OPD Counselors on Post	OPD Counselors in D.C.	Professional Counselors on Post
2LT	2.2	3.2	2.7	3.4
1LT	2.4	3.0	2.6	3.3
CPT	2.3	3.0	2.7	3.3
MAJ	2.2	3.2	3.0	2.8
LTC	2.0	3.4	3.0	2.6
Average for Total Sample	2.3	3.1	2.7	3.2

Table 10

MEAN RATINGS OF SATISFACTION WITH ALTERNATIVE
COUNSELING SYSTEMS, BY CAREER INTENTION

	Alternative Systems			
Career Intentions	Computerized Counseling	OPD Counselors on Post	OPD Counselors in D.C.	Professional Counselors on Post
Career	2.2	3.2	2.9	3.1
Undecided	2.4	3.0	2.8	3.4
Leave	2.2	3.0	2.6	3.3
Average for Total Sample	2.3	3.1	2.7	3.2

REACTIONS TO CHARACTERISTICS OF POSSIBLE CAREER GUIDANCE SYSTEMS

Part III of the questionnaire requested reactions to specific characteristics of possible career guidance systems, including methods of being assigned, methods of influencing assignments, methods of interacting with a career guidance/information system, types of counselor preferred, and types of useful information.

Methods of being assigned. In order to elicit more comparable responses than would be produced if respondees were allowed to propose unique assignment methods, reactions were restricted to four specific alternatives for making assignments. The mean of the group's rank-ordering of these alternatives (Appendix A, questions 160-163) indicates that officers did not feel strongly about whether an experienced branch officer (alternative 161) or a computer (alternative 162) assigned them, if rules known to the officer were used, and if the computer assignment was reviewed by experienced branch personnel. Either alternative was significantly preferred to the present system (alternative 160) in which experienced branch personnel use rules not fully spelled out to the officer as a basis for making assignments.

The factor which officers seemed to want most in an improved career guidance system was knowledge of the rules that determine who gets which assignment. Although reservations about a computerized system were indicated by the low ranking for assignment by computer only (alternative 163), inclusion of a human element seemed to ameliorate this attitude.

Methods of influencing assignments. The officer group was asked to rank three possible ways of influencing their assignments. The mean rankings (Appendix A, questions 164-166) indicated that officers wanted to provide specific assignment preferences themselves and have these preferences reviewed and acted upon by experienced personnel.

Types of counselor preferred. Several sets of questions in Part III requested the officers to evaluate several types of personnel as potential sources of career guidance in specified situations, using the following scale:

    4 = excellent
    3 = good
    2 = fair
    1 = poor

The group was first asked to evaluate the counselors with regard to how good they thought each would be in helping them plan their next assignments. The results in Table 11 reveal two trends: (1) Ratings of the OPD assignments officer became more favorable with increasing grade, while ratings of the professional career counselor independent of OPD became less favorable; (2) the nonprofessional career counselor independent of OPD was clearly the least desirable alternative.

Table 11

MEAN RATINGS OF TYPES OF CAREER COUNSELORS
FOR PLANNING NEXT ASSIGNMENT, BY GRADE

Type of Counselor	Grade				
	2LT	1LT	CPT	MAJ	LTC
Commanding Officer	2.5	2.4	2.4	2.6	2.4
OPD Assignment Officer	2.8	2.9	3.0	2.9	3.0
OPD Career Counselor	2.7	2.7	2.7	2.6	2.8
Non-Professional Career Counselor, Independent of OPD	2.3	2.4	2.4	2.2	2.1
Professional Career Conselor, Independent of OPD	2.9	3.1	3.0	2.8	2.5

Another question asked how good each of several types of counselors
would be in helping officers plan as assignment sequence. Responses to
this question (Table 12) show trends similar to those in Table 11.
Company grade officers indicated that they felt that a professional
career counselor independent of OPD would be the most helpful alternative
in planning a long-range assignment sequence, while field grade officers
have more confidence in OPD personnel than their juniors.

Why should there be this apparent difference between field and company
grade officers in their confidence in OPD personnel? The field grade
officers may have learned through experience that the OPD personnel
do a good job in assigning them, or it may be primarily the officers who
had this attitude early in their careers are those who succeeded in the
Army. Did those officers who voluntarily left the service do so in part
because they actually were poorly assigned, or merely because they felt
they were poorly assigned because they lacked information about the
assignment system? The quality of performance may also enter in; those
officers with high OERs may have been given more attention by OPD,
received good assignments, and remained in the Army to achieve the
higher grades.

Table 12

MEAN RATINGS OF TYPES OF CAREER COUNSELOR FOR
PLANNING AN ASSIGNMENT SEQUENCE, BY GRADE

	Grade				
Type of Counselor	2LT	1LT	CPT	MAJ	LTC
Commanding Officer	2.1	2.2	2.2	2.3	2.1
OPD Assignment Officer	2.5	2.9	2.8	2.9	2.9
OPD Career Counselor	2.9	2.8	2.8	2.8	3.0
Non-Professional Career Counselor, Independent of OPD	2.5	2.5	2.4	2.3	2.2
Professional Career Counselor, Independent of OPD	3.0	3.1	3.0	2.9	2.7

Types of information. The final set of questions in Part III was
designed to evaluate specific questions within categories of information
that could be put into or made available from a career guidance system.
The officers were asked to indicate how useful (or valuable) they felt
each type of information was, according to the scale below:

    4 = of GREAT value, DEFINITELY INCLUDE in system
    3 = of MODERATE value, INCLUDE in system
    2 = of SOME value, POSSIBLY INCLUDE in system
    1 = of NO value, DO NOT INCLUDE in system

The group first evaluated types of general information (Appendix A,
questions 185-188). From the high scores assigned to these items,
officers are very concerned about keeping their personal career infor-
mation and assignment preferences up to date. A computerized system
which should assure that this information is maintained would certainly
be favorably regarded by these officers.

The next category included information related to career planning.
The officers evaluated the items using the scale described above
(Appendix A, questions 190-199). These data indicate that educational
information, particularly career-enhancing educational information,
was valued most highly, even more than information on an officer's
relative standing among his peers (question 188). An optimistic
interpretation is that these data reflect a healthy attitude, i.e.,
"I'll try to improve myself as much as possible, regardless of how much
ahead or behind the field I am right now."

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Types of information about specific assignments were evaluated on the same scale (Appendix A, questions 200-210). The most valued items pertained to how well an officer's qualifications fit the job and how much the job would enhance his career. A trained counselor could provide useful input and guidance on both these factors.

Others assigned great value to information regarding their own promotion to higher rank, as indicated by the responses to questions 211-217 (Appendix A). The entire list of types of information about eligibility for and probability of promotion received high ratings, indicating that officers wanted all this information available in an improved counseling system. A possible interpretation of the uniformly high mean values assigned to these items is that they reflect the same factor that operates with the assignment process, i.e., wanting to understand the factors which influence one's career. A restricted range of choices might be far more acceptable if the policies or logic underlying the restrictions were understood.

FREE-RESPONSE COMMENTS

The free responses compiled in Appendix C, made either to the open-ended questions or during the interviews which followed, were culled, grouped by type of content, and quoted exactly wherever possible. Because the purpose was to identify problem areas for research planning, the situation in which the responses were elicited predisposed officers to express criticism rather than praise; these items were included in this report because several senior officers had expressed keen interest in the candid expression of officer attitudes toward career guidance and assignment. Caution should be exercised in interpreting these comments, as no data were obtained on their generality or exhaustiveness, and many officers did not volunteer comments at all. Readers are urged not to overreact to these comments nor to overgeneralize from them with regard to either the population of Army officers or the problem areas of career counseling and assignment.

CONCLUSIONS AND IMPLICATIONS

The data obtained from the questionnaires are generally consistent with the findings of early Army studies. Officers had some criticism of the current career counseling/assignment system; they felt that adequate information was not readily available when they made decisions at critical points in their careers. Officers indicated that they would like to have input from trained and knowledgeable counselors when making specific assignment preference decisions and career plans.

The questionnaire also examined what officers want in an improved assignment and counseling system. The group agreed that they want most an interesting job which offers good advancement possibilities.

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Other important factors for assignments were personal or family needs, geographical location, and opportunities for civilian education. A system which provides better information on these factors and a list of realistic assignment options would make officer preference statements more meaningful.

A point which recurred during the interviews is the negative effect of lack of information. Not understanding the policies governing assignments, promotions, or the development of a desirable career pattern, an officer may interpret much of what he experiences as arbitrary or irrational.

These responses of a cross section of Army officers encourage exploring the use of computer-aided systems for satisfying officers' career information and counseling needs. It is not realistic to consider providing a human counselor who can always be completely informed and available to every officer who needs guidance or information. On the other hand, human counselors should be retained in the system to provide the judgment and experience which cannot be imparted to a computer. A computer-aided system with complementary machine and human counseling resources could provide readily available up-to-date resources and allow the counselor time to perform those functions which cannot be relegated to a computer. One of the goals of the experimental computer-aided career-counseling facility being developed at ARI is to work out the optimal mix of human and machine elements of an improved career progression information system.

APPENDIXES

APPENDIX A   RESPONSES OF TOTAL SAMPLE TO THE QUESTIONNAIRE

Appendix A reproduces the survey questionnaire as a vehicle for summarizing the specific responses of the total officer sample. For questions 6-9, 12-52, 113, 128, 143, and 158, the numbers recorded in the answer position represent the percentage of the total sample (N = 615) who responded to that alternative. For items 10-11 the mean number of years is shown. For questions 53-99, 105-112, 120-127, 135-142, 150-157, and 160-217 the numbers represent means of rated ordinal responses. Items 1-5 provide administrative data, and questions 100-104, 114-119, 129-134, 144-149, and 159 request free-response comments which are presented in Appendix C. Because some officers did not answer every item, the total number of respondents is not 615 for every question, but the response failures represent only a negligible proportion of the sample. Where means are used, the number identifying non-ordinal response alternatives such as "does not apply," "no opinion," "don't know" is not included in the calculation. At the time of the survey, the Officer Personnel Operations (OPO) provided career guidance. OPO later became the Officer Personnel Directorate (OPD) in the Army Military Personnel Center (MILPERCEN) and is now known as the Officer Personnel Management Directorate in MILPERCEN.

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GENERAL INFORMATION
for Officers Participating in Research to
Improve Officer Career Guidance

1. The research objective

The Army Research Institute for the Behavioral and Social Sciences (ARI) is conducting research on career counseling and guidance for officers in order to improve the current system.

2. Your part in this research

You are among an initial group of officers selected to represent a cross section of grades, branches, and assignments. You are being asked to help us identify the most important problems and to provide a basis for formulation of a research approach which will, in the long run, produce the most meaningful results for you, for other officers, and for the Army. Your frank, thoughtful replies will be highly valuable for research planning. Your answers will be used to develop a questionnaire to be distributed to officers Army-wide. Ultimately, important improvements in officer career guidance will result.

3. Confidentiality of your answers

Your specific responses will be known only to ARI research scientists, and there will be no attempt to connect you or your unit with your answers. In this way, we hope you will feel free to give completely frank answers. This questionnaire is anonymous. Do not sign your name.

4. Ignore the numbering system. Questions are numbered for keypunching convenience only.

5. Read and respond to the items rapidly. Give your first impressions without pondering over the alternatives. Do not hesitate to write down additional comments that occur to you and to make any suggestions about the project as a whole.

6. Thank you for your assistance.

PART I: GENERAL INFORMATION

For each of questions 6 through 29 place a check (✓) in the blank
beside the correct (or the best) answer.

6. What is your current grade?

    %

    1 16 Second Lieutenant
    2 32 First Lieutenant
    3 28 Captain
    4 16 Major
    5   8 Lieutenant Colonel
    6   0 Colonel

7-8. What is your career branch?

    %

    1   22 Infantry
    2   16 Armor
    3   1 Air Defense
    4   10 Field Artillery
    5   15 Engineer
    6   5 Signal
    7   1 Chemical
    8   3 Quartermaster
    9   3 Ordnance
    10   3 Transportation
    11   4 Adjutant General
    12   4 Military Police
    13   1 Finance
    14   3 Military Intelligence
    15   3 Women's Army Corps
    16   1 Army Nurse Corps
    17   1 Dental Corps
    18   0 Medical Corps
    19   3 Medical Service Corps
    20   0 Veterinary Corps
    21   1 Judge Advocate General
    22   2 Chaplains

9. What is you component?

    %

    1 31 Regular Army
    2 68 Reserve
    3   1 Other: Specify _____

10-11. How many full years of active federal <u>commissioned</u> service have you completed?

.4.7 years

12. Are you serving in other than your first obligated tour?

%
1 13 Does not apply
2 43 Yes
3 5 No, but I plan to extend
4 39 No

13. Have you ever received an accelerated promotion?

%
1 7 Yes
2 93 No

14. Have you ever been passed over for a promotion?

%
1 4 Yes
2 96 No

15. What is the highest level of formal education that you have completed?

%
1 - Did not complete high school
2 3 Completed high school
3 16 Attended college, but did not receive degree
4 61 Received college degree (B.S., B.A., or equivalent)
5 7 Attended graduate school but did not receive graduate degree
6 10 Received Master's degree (M.S., M.A., or equivalent)
7 2 Received Doctor's degree (Ph.D., M.D., J.D., or equivalent

16. If you were given more voice in decisions which affect your Army career, what effect would this have on your decision to remain in the Army?

%
1 52 Strong influence to stay
2 28 Slight influence to stay
3 19 No effect

17. What are your present plans for making the Army a career for twenty or more years?

%
1 39 Definitely will seek a career in the Army
2 16 Probably will seek a career in the Army
3 13 Undecided about a career in the Army
4 13 Probably will not seek a career in the Army
5 19 Definitely will not seek a career in the Army

Although the following questions are directed toward those planning to make a career in the Army, answers are requested from every officer. If you are planning to leave the Army, answer the following questions AS IF YOU WERE PLANNING A CAREER IN THE ARMY, that is, as if you were planning to stay in the Army for 20 to 30 years.

18. How satisfied are you with your current career branch?

%
1 40 Very satisfied
2 39 Moderately satisfied
3 11 Moderately dissatisfied
4 7 Very dissatisfied
5 3 No opinion

19. In making your initial branch choice, were you allowed to put as your first choice any branch you preferred?

%
1 73 Yes
2 7 Yes, but I was strongly advised to select a specific one
3 19 No

20. Were you originally assigned to the branch that you indicated in writing as being your first choice?

%
1 63 Yes
2 37 No

21. How much influence do you think your Preference Form has in determining your assignments?

%
1 8 Great influence
2 36 Moderate influence
3 37 Small influence
4 14 No influence
5 5 Don't know

22. How much influence do you think your Preference Form should have in determining your assignments?

%
1 53 Great influence
2 46 Moderate influence
3 1 Small influence
4 0 No influence
5 1 Don't know

23. How often are you getting the assignments _from_ _your_ _branch_ which you need for your Army career development?

%

1. 12 Always
2. 35 Usually
3. 13 Half the time
4. 12 Seldom
5. 4 Never
6. 24 Does not apply

24. How free do you feel to talk to your _commanders_ about changing an assignment?

%

1. 40 Very free
2. 36 Moderately free
3. 17 Moderately unfree
4. 7 Very unfree

25. How successful have you been in dealing with your _commanders_ about changing an assignment?

%

1. 20 Very successful
2. 28 Moderately successful
3. 11 Moderately unsuccessful
4. 10 Very unsuccessful
5. 32 Haven't tried

26. How free do you feel about contacting your _branch_ about changing an assignment?

%

1. 47 Very free
2. 34 Moderately free
3. 14 Moderately unfree
4. 6 Very unfree

27. How successful have you been in dealing with your _branch_ about changing an assignment?

%

1. 19 Very successful
2. 17 Moderately successful
3. 9 Moderately unsuccessful
4. 13 Very unsuccessful
5. 43 Haven't tried

28. Thus far have you been able to see an Army career-building pattern evolving for you?

      %

1 17 Yes, there is a clear pattern
2 37 Yes, there is a vague pattern
3 18 No, there is no pattern
4 17 I can't tell if there is a pattern
5 11 Does not apply

29. How satisfied are you with your Army career development?

      %

1 13 Very satisfied
2 44 Moderately satisfied
3 19 Moderately dissatisfied
4   9 Very dissatisfied
5 16 No opinion

Questions 30 through 38 are factors which could influence you to select a particular career branch. Place a check (✓) in the blank beside each factor that led you to make your first choice of branch as recorded in your initial branch selection. Check as many as apply.

    %

30. 41 Previous formal education

31. 25 Work experience (non-military)

32. 18 Previous military experience (other than ROTC, OCS, or USMA)

33. 39 ROTC, OCS, or USMA training

34. 77 My personal preference

35. 15 Army needs at the time

36. 26 Advice from senior officers

37.   4 Pressure from military superiors

38. 18 Others: Specify _____

Questions 39 through 45 are possible reasons for changing branch. If you plan to change or have changed branch, place a check (✓) in the blank beside each of your reasons for changing branch. Check as many as apply. If you have not changed or do not plan to change branch, check Does Not Apply.

%

39. __19__ Opportunities to use my education and skills better in new branch

40. __7__ Work uninteresting in old branch

41. __6__ Past assignments more appropriate for new branch

42. __8__ Army career opportunities limited in old branch

43. __1__ Pressure from military superiors

44. __7__ Others: Specify _____

45. __71__ Does not apply

Questions 46 through 52 are possible methods of finding available assignments. Place a check (✓) in the blank beside each method which you have used. Check as many as apply.

%

46. __69__ Contacting my branch

47. __48__ Talking with my commanding officer

48. __40__ Talking with senior officers in my unit

49. __29__ Talking with senior officers in other units

50. __43__ Talking with fellow officers in my unit

51. __38__ Talking with fellow officers in other units

52. __9__ Others: Specify _____

Questions 53 through 64 are factors that could influence your assignment preferences. Select the number on the scale below that shows how much influence each factor has on your assignment preferences, and write the number in the blank beside the factor. Mark each question.

4 = Major influence
3 = Moderate influence
2 = Little influence
1 = No influence

Mean

53. 3.3 Geographical location

54. 2.1 Chance to work under a specific commander or senior officer

55. 1.9 Contact with higher ranking officers

56. 3.2 Personal or family needs

57. 2.4 Recreational facilities

58. 2.7 Chance to acquire skills useful after leaving the Army

59. 3.3 Increase in advancement possibilities

60. 3.4 Utilization of present education or skills

61. 3.1 Chance to get more civilian education

62. 1.4 Pressure from senior officers

63. 3.6 Interesting work

64. 2.5 Other factors: Specify _____

Questions 65 through 70 are possible methods of contacting your career branch in Washington, D.C. Select the number on the scale below that shows how often you have used each method to contact your branch, and write the number in the blank beside the method. (Do not include mailing your preference forms.) Mark each question.

4 = Never
3 = Once
2 = Twice
1 = Three or more times

Mean

65. 3.0 I visited

66. 2.0 I telephoned

67. 3.4 A senior officer telephoned for me

68. 3.0 I wrote

69. 3.8 A senior officer wrote for me

70. 3.5 Others: Specify _____

Questions 71 through 89 are possible sources of Army career guidance or information. Select the number on the scale below that shows the usefulness of each source, and write the number in the blank beside that source. Mark each source.

4 = Extremely useful
3 = Moderately useful
2 = Not very useful
1 = Not at all useful
0 = Haven't used this source

Mean

71. 3.1 Your commanding officer

72. 3.1 Fellow officers of higher grade

73. 2.6 Fellow officers of my grade

74. 3.1 Career branch managers

75. 2.4 Field personnel officers

76. 2.2 Senior enlisted men

77. 2.4 Army Regulations

78. 2.6 DA Pamphlet 600-3, "Career Planning for Army Officers"

79. 1.9 Friends and relatives (non-military)

80. 2.3 Army Personnel Letter

81. 2.4 Branch school newsletter

82. 2.7 Branch newsletter

83. 2.1 Army Information Digest

84. 2.5 Army Times

85. 2.0 Soldiers

86. 2.4 Military professional journals

87. 2.5 OCS, ROTC, or USMA presentations

88. 2.6 Branch Basic Course presentations

89. 2.7 Advanced Branch Course presentations

Questions 90 through 99 are <u>decisions</u> made by Army officers in the course of their careers. Select the number on the scale below that shows the <u>adequacy</u> of the <u>information</u> that you used to make each decision, and write the number in the blank beside that decision. If you have not made the decision, enter "0" for <u>Does</u> <u>Not</u> <u>Apply</u>. Mark <u>each</u> question.

4 = Very adequate
3 = Moderately adequate
2 = Moderately inadequate
1 = Very inadequate
0 = Does not apply

Mean

90. <u>3.4</u> Applying for Voluntary Indefinite

91. <u>3.2</u> Applying for Regular Army

92. <u>2.9</u> Initial branch selection

93. <u>2.3</u> Changing branch

94. <u>2.7</u> Job-related technical training

95. <u>2.8</u> Graduate education

96. <u>2.4</u> Special Career Field (e.g., Foreign Area Specialist, Research and Development, etc.)

97. <u>2.5</u> Selecting specific command assignments

98. <u>2.5</u> Selecting specific staff assignments

99. <u>2.5</u> Making choices for recent assignment Preference Forms

Part II

PROPOSED COUNSELING SYSTEMS

Four possible alternatives for a new system of providing career
information and vocational guidance to Army officers are briefly outlined
in this section. Following the description of each system are questions
about that system.

Read the description of each system, and then answer the questions
about that system. If you are not now planning to make the Army a
career, try to answer from the point of view of a career officer, that
is, as if you were planning to stay in the Army for twenty or thirty
years.

Alternative A:

COMPUTERIZED COUNSELORS

WHO ARE THE COUNSELORS?

Counselors are computer consoles located on most CONARC and possibly some overseas posts. They are geographically located to be accessible to officers on all posts.

Each console is connected to one central computer located in Washington, D.C. The central computer contains a great store of very current vocational information, such as which assignments are available, the requirements of available assignments, and desired characteristics of individual officers.

Using the data from the central computer, the consoles use many of the question and answer techniques of a person trained in vocational counseling.

WHAT ARE THE COUNSELOR'S FUNCTIONS?

Using the rules which the officer will know (e.g., how much weignt is given to rank education, training, OERs, the officer's preferences), the computer matches requirements of available assignments with the characteristics of the officer to be assigned, thus providing a narrowed range of assignments from which the officer selects his preferences.

The officer inputs his preferences to the computer. Then the computer gives the officer a tentative assignment. At a later specified date, the computer makes final assignments which are based on characteristics and preferences of all available officers. The officer may request a review of his assignment by OPO.

The consoles assist the officer in setting career goals based on the officer's abilities, interests, values, etc. The consoles help the officer establish long-range career plans involving assignments, education, and military training.

PLEASE WRITE LEGIBLY, OR PRINT.   BE BRIEF BUT CLEAR.   IF YOU NEED MORE
SPACE, WRITE ON THE BACK OF THE PAGE.

100.   What is the most important advantage for officers of this system?

101.   List any other important advantages for officers.

102.   What is the most important disadvantage for officers of this system?

103.   List any other important disadvantages for officers.

104.   What, if anything, is missing from this system?   List only
important items.

A system may not be equally good for all decision points in an officer's career. Some decision points are listed below. Select the number on the scale below that shows how <u>helpful</u> you think this system would be for making each decision. Write the number in the blank beside the decision. Mark <u>each</u> decision.

4 = Very helpful
3 = Moderately helpful
2 = Not very helpful
1 = Not at all helpful

Mean

105. <u>2.7</u> Applying for Voluntary Indefinite

106. <u>2.7</u> Applying for Regular Army

107. <u>2.5</u> Selecting branch

108. <u>2.6</u> Selecting graduate education

109. <u>2.7</u> Selecting Special Career Field

110. <u>2.6</u> Selecting job-related technical training

111. <u>2.9</u> Making choices for assignment Preference Form

112. <u>2.0</u> Deciding whether or not to make a career of the Army

113. If the Army develops and adopts a <u>computerized career guidance</u> system along these lines, how satisfactory would <u>you</u> find it? Check (✓) one of the following.

4   <u>8</u>   Very satisfactory
3   <u>32</u> Satisfactory
2   <u>39</u> Unsatisfactory
1   <u>21</u> Very unsatisfactory

114. List any comments you have on this system.

Alternative B:

OPO COUNSELORS FREQUENTLY ON POST

WHO ARE THE COUNSELORS?

Counselors are OPO assignment officers who have received a short course in Army career counseling and have experience as Army officers. They are not professionals in vocational guidance.

Operating out of a branch office in Washington, D.C., each counselor regularly visits posts within a limited geographical area. All CONARC posts and possibly some overseas posts will either be visited by or close to a post which is visited by a counselor.

WHAT ARE THE COUNSELOR'S FUNCTIONS?

In Washington, D.C., a central computer keeps track of all available assignments, the requirements for these assignments, and the competition for the assignments from the various posts. Officers' records are kept on post for ease in updating by the officers and for use by the counselor.

The counselor has a computer console on post to help him use the central computer to find vacancies and to narrow the range of possible assignments for a given officer to those for which he is qualified.

The counselor helps the officer select his next assignment by discussing his realm of possible assignments and then learning the officer's preferences.

The counselor makes a tentative assignment while the officer is present. Later, the counselor coordinates the assignment he has made with assignments made from other posts and makes a final assignment. He reports the final assignment to the officer.

Counselors give some help to officers in setting career goals and in establishing long-range career plans.

QUESTIONS ON OPO COUNSELORS FREQUENTLY ON POST

PLEASE WRITE LEGIBLY, OR PRINT. BE BRIEF BUT CLEAR. IF YOU NEED MORE
SPACE, WRITE ON THE BACK OF THE PAGE.

115. What is the most important advantage for officers of this system?

116. List any other important advantages for officers.

117. What is the most important disadvantage for officers of this system?

118. List any other important disadvantages for officers.

119. What, if anything, is missing from this system? List only
      important items.

A system may not be equally good for all decision points in an officer's career. Some decision points are listed below. Select the number on the scale below that shows how helpful you think this system would be for making each decision. Write the number in the blank beside the decision. Mark each decision.

> 4 = Very helpful
> 3 = Moderately helpful
> 2 = Not very helpful
> 1 = Not at all helpful

Mean

120. <u>3.3</u> Applying for Voluntary Indefinite

121. <u>3.3</u> Applying for Regular Army

122. <u>2.9</u> Selecting branch

123. <u>3.0</u> Selecting graduate education

124. <u>3.1</u> Selecting Special Career Field

125. <u>3.0</u> Selecting job-related technical training

126. <u>3.3</u> Making choices for assignment Preference Form

127. <u>2.8</u> Deciding whether or not to make a career of the Army

128. If the Army develops and adopts an officer career guidance system along these lines (OPO COUNSELORS FREQUENTLY ON POST), how satisfactory would you find it? Check (✓) one of the following.

    %
4 <u>29</u> Very satisfactory
3 <u>54</u> Satisfactory
2 <u>15</u> Unsatisfactory
1   <u>2</u> Very unsatisfactory

129. List any comments you have on this system.

Alternative C:

OPO COUNSELORS IN WASHINGTON, D.C.

WHO ARE THE COUNSELORS?

Counselors are OPO assignment officers who have received a short course in Army Career Counseling and have experience as Army officers. They are not professionals in vocational guidance. They are stationed in branch offices in Washington, D.C., and are available to all officers by visit, phone, or mail.

WHAT ARE THE COUNSELOR'S FUNCTIONS?

Counselors have access to a central computer which keeps records of all available assignments, the requirements for each assignment, and desired officer characteristics (rank, education, training, past assignments, preferences, OERs, long range career plans, etc.).

When a request is received, the counselor solicits from the officer updated information on his experience and qualifications and his preferences about general assignment characteristics (geographical location, type of assignment preferred, civilian education facilities nearby, etc.). These characteristics and preferences are given to the computer.

Using the computer, the counselor selects from all possible assignments those for which a given officer is qualified. A list of these assignments is mailed to the officer for his selection of those he prefers.

Counselors give some help to officers in setting career goals and in establishing long-range career plans.

QUESTIONS ON OPO COUNSELORS IN WASHINGTON, D.C.

PLEASE WRITE LEGIBLY, OR PRINT. BE BRIEF BUT CLEAR. IF YOU NEED MORE
SPACE, WRITE ON THE BACK OF THE PAGE.

130. What is the most important advantage for officers of this system?

131. List any other important advantages for officers.

132. What is the most important disadvantage for officers of this system?

133. List any other important disadvantage for officers.

134. What, if anything, is missing from this system? List only
      important items.

A system may not be equally good for all decision points in an officer's career. Some decision points are listed below. Select the number on the scale below that shows how helpful you think this system would be for making each decision. Write the number in the blank beside the decision. Mark each decision.

4 = Very helpful
3 = Moderately helpful
2 = Not very helpful
1 = Not at all helpful

Mean

135. 3.0 Applying for Voluntary Indefinite

136. 3.1 Applying for Regular Army

137. 2.7 Selecting branch

138. 2.8 Selecting graduate education

139. 2.8 Selecting Special Career Field

140. 2.7 Selecting job-related technical training

141. 3.0 Making choices for assignment Preference Form

142. 2.5 Deciding whether or not to make a career of the Army

143. If the Army develops and adopts an officer career guidance system along these lines (OPO COUNSELORS IN WASHINGTON, D.C.), how satisfactory would you find it? Check (✓) one of the following.

    %
    4 13 Very satisfactory
    3 54 Satisfactory
    2 28 Unsatisfactory
    1   6 Very unsatisfactory

144. List any comments you have on this system.

Alternative D:

PROFESSIONAL COUNSELORS ON POST

WHO ARE THE COUNSELORS?

Counselors are civilians professionally trained in vocational guidance. Counselors are permanently stationed on most major CONARC and some overseas posts and are easily accessible to officers from all posts.

Officers' records are maintained at the counselor stations, where both the officers and counselors can easily update and use them.

Computer consoles connect the counselors with a central assignment data bank in Washington, D.C. This data bank contains relevant information about assignment vacancies, assignment requirements, number of men eligible, etc.

WHAT ARE THE COUNSELOR'S FUNCTIONS?

The counselor uses his computer console to input an individual officer's characteristics and preferences to the central computer. From the computer he receives a list of available assignments which match the officer's requirements. The officer and the counselor decide which of the available jobs will be best for the officer's career goals.

The counselor's sole responsibility is to represent officers, and he has no responsibility for filling jobs. He is independent of OPO, acting as a liaison with OPO branch personnel whose major job is to fill vacancies. The counselor has a strong influence with OPO in determining all assignments; and in exceptional cases, he can actually make the assignments. The counselor is continually helping officers find their best assignment.

Counselors have special skills and can therefore assist officers in setting realistic career goals based on the abilities, interests, and values of the individual officer. Counselors help officers establish long-range career plans involving assignments, education, and military training.

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QUESTIONS ON PROFESSIONAL COUNSELORS ON POST

PLEASE WRITE LEGIBLY, OR PRINT. BE BRIEF BUT CLEAR. IF YOU NEED MORE
SPACE, WRITE ON THE BACK OF THE PAGE.

145. What is the most important advantage for officers of this system?

146. List any other important advantages for officers.

147. What is the most important disadvantage for officers of this system?

148. List any other important disadvantages for officers.

149. What, if anything, is missing from this system? List only
      important items.

A system may not be equally good for all decision points in an officer's career. Some decision points are listed below. Select the number on the scale below that shows how helpful you think this system would be for making each decision. Write the number in the blank beside the decision. Mark each decision.

4 = Very helpful
3 = Moderately helpful
2 = Not very helpful
1 = Not at all helpful

Mean

150. <u>3.3</u> Applying for Voluntary Indefinite

151. <u>3.3</u> Applying for Regular Army

152. <u>3.0</u> Selecting branch

153. <u>3.3</u> Selecting graduate education

154. <u>3.3</u> Selecting Special Career Field

155. <u>3.2</u> Selecting job-related technical training

156. <u>3.3</u> Making choices for assignment Preference Form

157. <u>2.9</u> Deciding whether or not to make a career of the Army

158. If the Army develops and adopts an officer career guidance system along these lines (PROFESSIONAL COUNSELORS ON POST), how satisfactory would you find it? Check (✓) one of the following.

%
4 <u>46</u> Very satisfactory
3 <u>33</u> Satisfactory
2 <u>15</u> Unsatisfactory
1 <u>6</u> Very unsatisfactory

159. List any comments you have on this system.

Part III

CHARACTERISTICS OF CAREER GUIDANCE SYSTEMS

The following questions ask you to evaluate specific characteristics of possible career guidance systems. These characteristics resemble, but are independent of, the systems presented in Part II.

In questions 160 through 163 rank the four ways of having your assignments made. Write 1 in the blank beside your first choice, 2 beside your second choice, etc.[a]

160. 2.0 By experienced branch personnel who use a combination of rules and their own judgment (as is done now).

161. 3.3 By experienced branch personnel who use a combination of rules that I know (e.g., how much weight is given to rank, education, training, OERs, my preferences) and their own judgment.

162. 3.2 By a computer using rules that I know (e.g., how much weight is given to rank, education, training, OERs, my preferences), with the final decision made by experienced branch personnel.

163. 1.7 By a computer using rules that I know (e.g., how much weight is given to rank, education, training, OERs, my preferences).

In questions 164 through 166 rank the three ways of influencing your assignments. Write 1 in the blank beside your first choice, 2 beside your second, and 3 beside your third.

164. 1.9 Provide information about myself, including preferences for general locations and types of assignment, to experienced personnel who make the final decision.

165. 2.6 Provide my specific assignment preferences, selected from a list of available assignments, to experienced personnel who make the final decision.

166. 1.6 Provide branch personnel with my preferred next assignment that I have selected after personally contacting commanders who have submitted requisitions to fill specific vacancies.

In questions 167 through 169 rank the three methods of interacting with a career guidance/information system, assuming identical information would come from each. Write 1 beside your first choice, 2 beside your second, and 3 beside your third.

167. 1.7 Interaction with a computer console that supplies information, answers career questions, and records my preferences.

168. 2.8 Interaction with a human counselor who supplies information, answers career questions, and records my preferences.

169. 1.5 Interaction by mail with a counselor who supplies information, answers career questions, and records my preferences.

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[a] To keep these data consistent with other data in the report, a rank of 1 was set equal to 3 and a rank of 3 set equal to 1, etc. for purpose of data analysis. (i.e., A high value indicates a more favorable mean ranking than a low value.)

Questions 170 through 184 ask you to evaluate types of personnel who may provide career guidance. Select the number on the scale below that shows how good you think each counselor would be in the specified situation, and write the number in the blank beside that counselor. Mark each question.

4 = Excellent
3 = Good
2 = Fair
1 = Poor

Types of career counselor for helping you plan your next assignment.

Mean

170. 2.4 My commanding officer

171. 2.9 OPO assignment officer

172. 2.7 OPO career counselor (non-professional)

173. 2.3 Career counselor independent of OPO (non-professional)

174. 3.0 Professional career counselor independent of OPO

Types of career counselor for helping you get your preferred next assignment.

Mean

175. 2.2 My commanding officer

176. 3.3 OPO assignment officer

177. 2.7 OPO career counselor (non-professional)

178. 2.1 Career counselor independent of OPO (non-professional)

179. 2.5 Professional career counselor independent of OPO

Types of career counselor for helping you plan an assignment sequence to reach your long range career goals.

Mean

180. 2.2 My commanding officer

181. 2.9 OPO assignment officer

182. 2.8 OPO career counselor (non-professional)

183. 2.4 Career counselor independent of OPO (non-professional)

184. 3.0 Professional career counselor independent of OPO.

Questions 185 through 217 ask you to evaluate types of information that can be received from or input to a career guidance system. Select the number on the scale below that shows how useful (valuable) you feel each type of information is to you and write the number in the blank beside that question. Mark each question.

> 4 = Of GREAT value, DEFINITELY INCLUDE in system
> 3 = Of MODERATE value, INCLUDE in system
> 2 = Of SOME value, POSSIBLY INCLUDE in system
> 1 = Of NO value, DO NOT INCLUDE in system

Types of general information

Mean

185. 3.7 My updated career information provided to OPO.

186. 3.6 My updated assignment preferences provided to OPO.

187. 3.2 My career status rank order among officers of like status.

188. 3.1 My rank order among officers of like status on OER ratings.

Career planning information

Mean

190. 3.7 Realistic career goals for me.

191. 3.1 Branches that are career enhancing for me.

192. 3.4 Branch I should choose based on my abilities, interests, values, career ambitions, etc.

193. 3.4 Assignments I should try to get.

194. 3.6 Military schooling that is career enhancing for me.

195. 3.5 Military schooling that fits my abilities, interests, values, etc.

196. 3.6 Civilian education programs that are career enhancing for me.

197. 3.4 Civilian education programs that fit my abilities, interests, values, etc.

198. 3.3 Special Career Fields (Research and Development, Computer Science, etc.) that are career enhancing for me.

199. 3.0 Retirement career goals and planning.

Continue to use the following scale.

4 = Of GREAT value, DEFINITELY INCLUDE in system
3 = Of MODERATE value, INCLUDE in system
2 = Of SOME value, POSSIBLY INCLUDE in system
1 = Of NO value, DO NOT INCLUDE in system

Information about specific assignments

Mean

200. 3.7 Special requirements (rank, training, education, interpersonal skills, etc.)

201. 3.3 Duties

202. 2.9 Number of officers currently eligible for this assignment

203. 3.4 My current probability of getting this assignment (based on rank, skills, OERs, competition, etc.)

204. 3.4 Career enhancement potential

205. 3.5 Promotion potential

206. 2.2 Contact with high ranking officers

207. 3.1 Geographical location

208. 3.0 Civilian education facilities nearby

209. 3.4 Housing facilities

210. 2.7 Recreational facilities

Information about your promotion to next higher rank

Mean

211. 3.6 Number of officers eligible

212. 3.6 Percent of eligibles to be promoted

213. 3.6 Minimum time of commissioned service before becoming eligible

214. 3.6 Minimum time in current rank before becoming eligible

215. 3.4 Maximum time of eligibility

216. 3.7 My current probability of promotion

217. 3.2 Characteristics of last group that got promoted (branch, average OERs, date of rank, etc.)

APPENDIX B COMPARISONS AMONG SUBGROUPS OF THE TOTAL SAMPLE

Appendix B tabulates the responses of subjects to allow comparisons among the subgroups of the total sample. The responses of company and field grade officers are displayed in the first two data columns; the responses of officers with different career intentions are presented in the last three columns.

The data for company and field grade officers are contrasted to determine whether differences exist in the responses of officers as a function of grade. Of the total sample, 76% were company grade and the remaining 24% were field grade officers

The total sample was divided into subgroups with different career intentions on the basis of how they responded to question 17. Those officers indicating that they "definitely ..." or "probably will seek a career in the Army" were assigned to the Career group, those "undecided about a career in the Army" were assigned to the Undecided group and the subgroup responding that they "probably..." or "definitely will not seek a career in the Army" were assigned to the Leave group. Of the total sample, 55% were in the Career subgroup, 13% in the Undecided subgroup, and the remaining 32% in the Leave subgroup.

The importance of career intentions as a variable is threefold: (1) they will color the attitude of the respondent to the questionnaire items; (2) they are, in a sense, the ultimate measure of counseling success; and (3) career intentions are a useful classification variable to identify target populations for counseling.

As with Appendix A the numerical response data for all subgroups are presented and labeled either as percentages or means, as appropriate for each question. The specific number of examinees (N) on which each mean (X) was based is shown in the adjacent column. Questions 6-9, 12-52, 113, 128, 143, and 158 give the percentage of the total sample, while questions 53-99, 105-112, 120-127, 135-142, 150-157, and 160-217 give the mean of rated responses. For item 11 the mean number of years for each group is presented. Because a complete reproduction of the questionnaire appears in Appendix A, only items for which numerical data exist are shown.

Table B-1

THE RESPONSES OF EXAMINEES DIVIDED INTO SUBGROUPS DIFFERING
BY GRADE AND CAREER INTENTIONS
(Total sample N = 615)
(page 1 of 23)

Question No.	Text of Question	Grade Level		Career Intentions		
		Company	Field	Career	Undecided	Leave
6.	What is your current grade?			Percent of Subsample:		
	1. Second Lieutenant	21	–	7	36	24
	2. First Lieutenant	42	–	14	40	60
	3. Captain	36	–	36	21	14
	4. Major	–	69	29	4	1
	5. Lt Colonel	–	31	13	–	0
	6. Colonel	–	1	–	–	–
7-8.	What is your career branch?			Percent of Subsample:		
	1. Infantry	20	28	29	14	12
	2. Armor	16	15	18	14	14
	3. Air Defense	2	1	2	2	–
	4. Field Artillery	11	8	9	11	12
	5. Engineer	15	13	11	16	21
	6. Signal	6	1	3	7	8
	7. Chemical	1	3	1	0	2
	8. Quartermaster	2	3	3	4	2
	9. Ordnance	3	3	3	2	3
	10. Transportation	3	3	4	4	2
	11. Adjutant General	4	3	3	4	5
	12. Military Police	4	3	3	6	4
	13. Finance	0	2	1	–	–
	14. Military Intelligence	3	2	2	2	4
	15. Women's Army Corps	4	1	2	6	4
	16. Army Nurse Corps	1	1	0	1	1
	17. Dental Corps	0	1	1	1	–
	18. Medical Corps	–	1	–	–	–
	19. Medical Service Corps	3	3	2	4	4
	20. Judge Advocate General	1	2	1	1	–
	21. Chaplains	1	6	4	–	–
9.	What is your component?			Percent of Subsample:		
	1. Regular Army	23	61	44	27	11
	2. Reserve	76	38	55	70	89
	3. Other: Specify	1	1	1	2	–

NOTE: Different N's within subsamples will cause percentages to differ; e.g., Colonels comprise 1% of the field grade officers but only 0.2% of the total sample.

Question No.	Text of Question	Grade Level		Career Intentions		
		Company	Field	Career	Undecided	Leave
10-11.	How many full years of active federal commmissioned service have you completed? Presented by subsample.					
	Mean years completed	2	13	7	2	1
	Number	456	150	338	81	194
12.	Are you serving in other than your first obligated tour?					
				Percent of Subsample:		
	1. Does not apply	7	35	22	6	3
	2. Yes	38	57	56	28	22
	3. No, but I plan to extend	6	–	6	6	2
	4. No	49	8	15	59	74
13.	Have you ever received an accelerated promotion?					
				Percent of Subsample:		
	1. Yes	6	8	8	4	6
	2. No	94	92	93	96	94
14.	Have you ever been passed over for a promotion?					
				Percent of Subsample:		
	1. Yes	–	16	8	1	–
	2. No	100	84	92	99	100
15.	What is the highest level of formal education that you have completed?					
				Percent of Subsample:		
	1. Did not complete high school	–	–	0	–	–
	2. Completed high school	4	2	3	2	2
	3. Attended college, but did not receive degree	17	13	23	17	3
	4. Received college degree (B.S., B.A., or equivalent)	64	52	55	60	75
	5. Attended graduate school but did not receive graduate degree	7	8	6	11	7
	6. Received Master's degree (M.S., M.A., or equivalent)	6	20	10	6	10
	7. Received Doctor's degree (Ph.D., M.D., J.D., or equivalent	2	5	2	2	3

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Question No.	Text of Question	Grade Level		Career Intentions		
		Company	Field	Career	Undecided	Leave
16.	If you were given more voice in decisions which affect your Army career, what effect would this have on your decision to remain in the Army?					
				Percent of Subsample:		
	1. Strong influence to stay	51	57	66	64	25
	2. Slight influence to stay	31	24	18	31	47
	3. No effect	18	19	16	5	28
17.	What are your present plans for making the Army a career for twenty or more years?					
				Percent of Subsample:		
	1. Definitely will seek a career in the Army	24	85	71	–	–
	2. Probably will seek a career in the Army	18	11	29	–	–
	3. Undecided about a career in the Army	16	2	–	100	–
	4. Probably will not seek a career in the Army	16	1	–	–	39
	5. Definitely will not seek a career in the Army	25	1	–	–	61
18.	How satisfied are you with your current career branch?					
				Percent of Subsample:		
	1. Very satisfied	39	45	48	28	32
	2. Moderately satisfied	38	42	41	44	33
	3. Moderately dissatisfied	11	11	8	12	14
	4. Very dissatisfied	8	2	1	7	15
	5. No opinion	4	–	0	7	5
19.	In making your initial branch choice, were you allowed to put as your first choice any branch you preferred?					
				Percent of Subsample		
	1. Yes	72	79	78	68	68
	2. Yes, but I was strongly advised to select a specific one	8	7	6	10	9
	3. No	20	15	16	22	23

Table B-1 (page 4 of 22)

Question No.	Text of Question	Grade Level		Career Intentions		
		Company	Field	Career	Undecided	Leave

20. Were you originally assigned to the branch that you indicated in writing as being your first choice?

Percent of Subsample:

1.	Yes	60	71	68	64	53
2.	No	40	29	32	36	47

21. How much influence do you think your Preference Form <u>has</u> in determining your assignments?

Percent of Subsample:

1.	Great influence	8	8	10	5	5
2.	Moderate influence	34	39	39	32	32
3.	Small influence	35	42	37	42	36
4.	No influence	15	11	11	16	19
5.	Don't know	8	1	3	5	8

22. How much influence do you think your Preference Form <u>should have</u> in determining your assignments?

Percent of Subsample:

1.	Great influence	56	40	46	60	60
2.	Moderate influence	41	57	52	36	38
3.	Small influence	1	2	2	2	−
4.	No influence	−	1	−	−	−
5.	Don't know	2	−	−	1	1

23. How often are you getting the assignments <u>from your branch</u> which you need for your Army career development?

Percent of Subsample:

1.	Always	12	14	18	6	5
2.	Usually	29	50	44	27	21
3.	Half the time	11	19	39	17	11
4.	Seldom	10	15	14	14	7
5.	Never	7	2	3	4	7
6.	Does not apply	32	1	8	32	48

Question No.	Text of Question	Grade Level		Career Intentions		
		Company	Field	Career	Undecided	Leave
24.	How free do you feel to talk to your <u>commanders</u> about changing an assignment?					
				Percent of Subsample:		
	1. Very free	37	49	48	35	29
	2. Moderately free	36	38	36	32	38
	3. Moderately unfree	20	9	13	25	21
	4. Very unfree	7	4	4	9	11
25.	How successful have you been in dealing with your <u>commanders</u> about changing an assignment?					
				Percent of Subsample:		
	1. Very successful	18	23	24	11	16
	2. Moderately successful	22	44	37	24	14
	3. Moderately unsuccessful	11	10	10	14	12
	4. Very unsuccessful	10	7	7	10	14
	5. Haven't tried	38	16	23	42	44
26.	How free do you feel about contacting your <u>branch</u> about changing an assignment?					
				Percent of Subsample:		
	1. Very free	44	53	51	47	38
	2. Moderately free	34	35	35	27	34
	3. Moderately unfree	16	9	11	24	16
	4. Very unfree	6	3	2	2	12
27.	How successful have you been in dealing with your <u>branch</u> about changing an assignment?					
				Percent of Subsample:		
	1. Very successful	17	20	20	12	18
	2. Moderately successful	13	30	23	11	8
	3. Moderately unsuccessful	8	12	10	11	5
	4. Very unsuccessful	13	15	13	17	12
	5. Haven't tried	50	23	33	48	58
28.	Thus far have you been able to see an Army career-building pattern evolving for you?					
				Percent of Subsample:		
	1. Yes, there is a clear pattern	12	31	26	6	6
	2. Yes, there is a vague pattern	34	44	48	36	20
	3. No, there is no pattern	19	15	13	25	23
	4. I can't tell if there is a pattern	19	9	12	25	21
	5. Does not apply	16	1	1	9	30

Table B-1 (page 6 of 23)

Question No.	Text of Question	Grade Level		Career Intentions		
		Company	Field	Career	Undecided	Leave
29.	How satisfied are you with your Army career development?					
				Percent of Subsample:		
	1. Very satisfied	10	22	21	2	3
	2. Moderately satisfied	42	51	55	43	26
	3. Moderately dissatisfied	18	22	18	26	18
	4. Very dissatisfied	10	5	4	12	15
	5. No opinion	21	–	3	16	38

Questions 30 through 38 are factors which could influence you to select a particular career branch. Place a check (√) in the blank beside each factor that led _you_ to make your _first_ _choice_ _of_ _branch_ as recorded in your initial branch selection. Check as many as apply.

				Percent of Subsample:		
30.	Previous formal education	42	41	34	42	55
31.	Work expereince (non-military)	24	27	20	31	29
32.	Previous military experience (other than ROTC, OCS, or USMA)	14	29	25	15	7
33.	ROTC, OCS, or USMA training	39	43	42	42	37
34.	My personal preference	77	79	76	82	77
35.	Army needs at the time	14	20	17	20	9
36.	Advice from senior officers	25	33	33	27	16
37.	Pressure from military superiors	4	5	3	6	4
38.	Others: Specify _____	20	13	15	21	21

Table B-1 (page 7 of 23)

Question No.	Text of Question	Grade Level		Career Intentions		
		Company	Field	Career	Undecided	Leave

Questions 39 through 45 are possible reasons for changing branch. If you plan to change or have changed branch, place a check (✓) in the blank beside each of your reasons for changing branch. Check as many as apply. If you have not changed or do not plan to change branch, check Does Not Apply.

Percent of Subsample:

Question No.	Text of Question	Company	Field	Career	Undecided	Leave
39.	Opportunities to use my education and skills better in new branch	22	11	13	25	27
40.	Work uninteresting in old branch	8	7	6	6	10
41.	Past assignments more appropriate for new branch	6	7	5	7	5
42.	Army career opportunities limited in old branch	9	8	8	12	6
43.	Pressure from military superiors	2	1	1	1	1
44.	Others: Specify _____	9	7	7	14	6
45.	Does not apply	70	77	77	60	67

Questions 46 through 52 are possible method of finding available assignments. Place a check (✓) in the blank beside each method which you have used. Check as many as apply.

Percent of Subsample:

Question No.	Text of Question	Company	Field	Career	Undecided	Leave
46.	Contacting my branch	63	86	77	65	55
47.	Talking with my commanding officer	47	51	55	44	36
48.	Talking with senior officers in my unit	39	48	46	46	28
49.	Talking with senior officers in other units	26	39	33	33	22
50.	Talking with fellow officers in my unit	46	35	42	56	40
51.	Talking with fellow officers in other units	38	38	37	41	38
52.	Others: Specify _____	9	9	9	10	8

Table B-1 (page 8 of 23)

| Question No. | Text of Question | Grade Level | | | | Career Intentions | | | | | |
| | | Company | | Field | | Career | | Undecided | | Leave | |

Questions 53 through 64 are factors that could influence your assignment preferences. Select the number on the scale below that shows _how much influence_ each factor has _on your assignment preferences_, and write the number in the blank beside the factor. Mark _each_ question.

		$\overline{X}$	N	$\overline{X}$	N	$\overline{X}$	N	$\overline{X}$	N	$\overline{X}$	N
4 = Major influence						Mean response for each N					
3 = Moderate influence											
2 = Little influence											
1 = No influence											
53.	Geographical location	3.3	461	3.2	148	3.2	335	3.3	81	3.5	193
54.	Chance to work under a specific commander or senior officer	2.0	452	2.4	145	2.2	330	2.1	78	2.0	189
55.	Contact with higher ranking officers	1.8	451	2.0	144	2.0	329	1.8	78	1.7	188
56.	Personal or family needs	3.3	458	3.0	147	3.1	333	3.3	81	3.5	191
57.	Recreational facilities	2.5	452	2.1	144	2.2	330	2.4	78	2.6	188
58.	Chance to acquire skills useful after leaving the Army	2.8	456	2.3	145	2.5	332	2.8	79	3.1	190
59.	Increase in advancement possibilities	3.3	454	3.4	147	3.6	333	3.2	80	3.0	188
60.	Utilization of present education or skills	3.4	455	3.4	147	3.4	333	3.3	79	3.4	190
61.	Chance to get more civilian education	3.3	456	2.7	145	3.1	333	3.4	78	3.0	190
62.	Pressure from senior officers	1.4	451	1.4	144	1.4	329	1.4	78	1.4	188
63.	Interesting work	3.6	458	3.6	147	3.6	334	3.6	81	3.5	190
64.	Other factors: Specify _____	2.5	83	2.5	31	2.5	70	2.7	13	2.4	31

Question		Grade Level		Career Intentions		
No.	Text of Question	Company	Field	Career	Undecided	Leave

Questions 65 through 70 are possible methods of contacting your career branch in Washington, D.C. Select the number on the scale below that shows how often you have used each method to contact your branch, and write the number in the blank beside the method. (Do not include mailing your preference forms.) Mark each question.

4 = Never					Mean response for each N					
3 = Once										
2 = Twice		X	N	X	N	X	N	X	N	X	N
1 = Three or more times										

		X	N	X	N	X	N	X	N	X	N
65.	I visited	3.5	430	1.8	145	2.6	324	3.6	75	3.6	176
66.	I telephoned	2.2	457	1.5	146	1.8	333	2.3	80	2.5	190
67.	A senior officer telephoned for me	3.5	425	3.3	133	3.3	310	3.5	74	3.6	174
68.	I wrote	3.4	426	2.0	142	2.7	316	3.4	73	3.6	179
69.	A senior officer wrote for me	3.9	416	3.7	131	3.8	306	3.8	71	3.9	170
70.	Others: Specify _____	3.6	166	3.0	41	3.3	108	3.5	35	3.7	64

Questions 71 through 89 are possible sources of Army career guidance or information. Select the number on the scale below that shows the usefulness of each source, and write the number in the blank beside that source. Mark each source.

4 = Extremely useful											
3 = Moderately useful											
2 = Not very useful											
1 = Not at all useful					Mean response for each N					
0 = Haven't used this source		X	N	X	N	X	N	X	N	X	N

		X	N	X	N	X	N	X	N	X	N
71.	Your commanding officer	3.0	422	3.2	145	3.2	326	3.0	75	2.9	166
72.	Fellow officers of higher grade	3.1	440	3.1	147	3.1	332	3.1	81	3.0	174
73.	Fellow officers of my grade	2.5	435	2.6	141	2.5	322	2.6	78	2.6	176
74.	Career branch managers	3.1	330	3.0	143	3.1	299	3.0	57	3.0	117
75.	Field personnel officers	2.6	255	2.1	124	2.4	241	2.4	42	2.6	96

Question No.	Text of Question	Grade Level				Career Intentions				
		Company		Field		Career		Undecided		Leave
		Mean response for each N								
		$\bar{X}$	N	$\bar{X}$	N	$\bar{X}$	N	$\bar{X}$	N	$\bar{X}$	N
76.	Senior enlisted men	2.3	284	1.8	70	2.1	192	2.3	48	2.5	114
77.	Army Regulations	2.4	337	2.4	132	2.5	289	2.4	62	2.2	118
78.	DA Pamphlet 600-3, "Career Planning for Army Officers"	2.6	297	2.5	131	2.7	284	2.5	50	2.3	94
79.	Friends and relatives (non-military)	1.9	267	1.6	55	1.7	151	1.9	54	2.0	117
80.	Army Personnel Letter	2.3	246	2.4	121	2.4	238	2.3	41	2.2	88
81.	Branch school newsletter	2.4	239	2.4	99	2.5	215	2.4	39	2.1	84
82.	Branch newsletter	2.7	301	2.7	124	2.8	272	2.7	47	2.4	106
83.	Army Information Digest	2.2	222	2.0	119	2.2	232	2.2	31	2.0	78
84	Army Times	2.5	379	2.6	131	2.6	303	2.6	63	2.4	144
85.	Soldiers	2.1	314	1.9	96	2.0	239	2.0	48	2.1	123
86.	Military professional journals	2.4	229	2.5	125	2.5	236	2.4	40	2.2	78
87.	OCS, ROTC, or USMA presentations	2.6	340	2.2	81	2.5	225	2.5	61	2.6	135
88.	Branch Basic Course presentations	2.6	350	2.3	115	2.5	253	2.6	60	2.6	152
89.	Advanced Branch Course presentations	2.8	125	2.7	128	2.8	192	2.8	17	2.6	44

Table B-1 (page 11 of 23)

Question No.	Text of Question	Grade Level Company		Field		Career Intentions Career		Undecided		Leave	
		$\bar{X}$	N	$\bar{X}$	N	$\bar{X}$	N	$\bar{X}$	N	$\bar{X}$	N

Questions 90 through 99 are <u>decisions</u> made by Army officers in the course of their careers. Select the number on the scale below that shows the <u>adequacy</u> of the <u>information</u> that you used to make each decision, and write the number in the blank beside that decision. If you have not made the decision, enter "0" for <u>Does Not Apply</u>. Mark <u>each</u> question.

4 = Very adequate
3 = Moderately adequate
2 = Moderately inadequate
1 = Very inadequate
0 = Does not apply

Mean response for each N

Question No.	Text of Question	$\bar{X}$	N	$\bar{X}$	N	$\bar{X}$	N	$\bar{X}$	N	$\bar{X}$	N
90.	Applying for Voluntary Indefinite	3.3	261	3.5	102	3.5	231	3.2	45	3.1	87
91.	Applying for Regular Army	3.2	182	3.3	109	3.4	215	2.8	44	3.0	32
92.	Initial branch selection	2.8	419	3.2	138	3.1	310	2.8	75	2.7	172
93.	Changing branch	2.2	109	2.8	33	2.6	73	2.0	25	2.1	44
94.	Job-related technical training	2.5	109	2.9	92	2.9	178	2.0	37	2.4	71
95.	Graduate education	2.8	176	2.8	89	2.8	166	2.5	42	2.9	57
96.	Special Career Field (e.g., Foreign Area Specialist, Research and Development, etc.)	2.3	128	2.6	54	2.6	112	2.0	33	1.9	37
97.	Selecting specific command assignments	2.4	420	2.8	113	2.8	235	1.9	39	2.2	59
98.	Selecting specific staff assignments	2.3	118	2.8	128	2.7	227	2.0	38	2.2	51
99.	Making choices for recent assignment Preference Forms	2.4	302	2.7	142	2.6	297	2.0	55	2.2	92

Question No.	Text of Question	Grade Level		Career Intentions					
		Company	Field	Career		Undecided		Leave	

A system may not be equally good for all decision points in an officer's career. Some decision points are listed below. Select the number on the scale below that shows how <u>helpful</u> you think a computerized counseling system would be for making each decision. Write the number in the blank beside the decision. Mark <u>each</u> decision.

					Mean response for each N					
4 = Very helpful										
3 = Moderately helpful		$\overline{X}$	N	$\overline{X}$	N	$\overline{X}$	N	$\overline{X}$	N	$\overline{X}$	N
2 = Not very helpful										
1 = Not at all helpful										

No.	Text of Question	$\overline{X}$	N	$\overline{X}$	N	$\overline{X}$	N	$\overline{X}$	N	$\overline{X}$	N
105.	Applying for Voluntary Indefinite	2.7	429	2.6	139	2.7	310	2.8	76	2.6	182
106.	Applying for Regular Army	2.7	429	2.6	139	2.8	310	2.8	76	2.5	182
107.	Selecting branch	2.6	428	2.4	139	2.5	310	2.5	76	2.5	181
108.	Selecting graduate education	2.6	428	2.6	139	2.7	309	2.6	76	2.4	182
109.	Selecting Special Career Field	2.7	429	2.6	138	2.7	309	2.6	76	2.6	182
110.	Selecting job-related technical training	2.7	429	2.5	139	2.7	310	2.8	76	2.5	182
111.	Making choices for assignment Preference Form	2.9	428	2.7	139	2.8	310	3.0	75	2.9	182
112.	Deciding whether or not to make a career of the Army	2.0	429	2.0	139	2.0	310	2.3	76	1.9	182

113. If the Army develops and adopts a <u>computerized career guidance</u> system along these lines, how satisfactory would <u>you</u> find it?

Percent of Subsample:

	Company	Field	Career	Undecided	Leave
4 = Very satisfactory	8	10	8	6	8
3 = Satisfactory	34	24	30	43	30
2 = Unsatisfactory	40	37	40	36	38
1 = Very unsatisfactory	19	28	21	14	24

Question No.	Text of Question	Grade Level Company	Field	Career Intentions Career	Undecided	Leave

A system may not be equally good for all decision points in an officer's career. Some decision points are listed below. Select the number on the scale below that shows how _helpful_ you think the system of an OPO counselor frequently on post would be for making each decision. Write the number in the blank beside the decision. Mark _each_ decision.

4 = Very helpful

3 = Moderately helpful

? = Not very helpful

1 = Not at all helpful

Mean response for each N

Question No.	Text of Question	$\bar{X}$	N	$\bar{X}$	N	$\bar{X}$	N	$\bar{X}$	N	$\bar{X}$	N
120.	Applying for Voluntary Indefinite	3.3	435	3.3	134	3.4	314	3.2	77	3.2	178
121.	Applying for Regular Army	3.2	435	3.3	135	3.4	315	3.2	77	3.1	178
122.	Selecting branch	2.9	434	2.9	135	3.0	315	2.9	77	2.8	177
123.	Selecting graduate education	3.0	435	3.1	135	3.1	315	2.9	77	2.8	178
124.	Selecting Special Career Field	3.1	434	3.2	135	3.2	314	3.0	77	3.0	178
125.	Selecting job-rated technical training	3.0	434	3.1	135	3.1	315	2.9	77	2.9	177
126.	Making choices for assignment Preference Form	3.2	434	3.3	135	3.3	315	3.2	77	3.2	177
127.	Deciding whether or not to make a career of the Army	2.7	434	2.9	134	2.8	314	2.7	77	2.6	177

128. If the Army develops and adopts an officer career guidance system with OPO COUNSELORS FREQUENTLY ON POST how satisfactory would _you_ find it?

Percent of Subsample

	Company	Field	Career	Undecided	Leave
4 = Very satisfactory	26	40	33	20	25
3 = Satisfactory	56	46	52	59	55
2 = Unsatisfactory	16	12	13	18	18
1 = Very unsatisfactory	2	2	2	3	1

Question No.	Text of Question	Grade Level		Career Intentions		
		Company	Field	Career	Undecided	Leave

A system may not be equally good for all decision points in an officer's career. Some decision points are listed below. Select the number on the scale below that shows how <u>helpful</u> you think the system of an OPO counselor in Washington, D.C. would be for making each decision. Write the number in the blank beside the decision. Mark <u>each</u> decision.

		Mean response for each N								
4 = Very helpful										
3 = Moderately helpful		$\bar{X}$	N	$\bar{X}$	N	$\bar{X}$	N	$\bar{X}$	N	$\bar{X}$	N

No.	Text of Question	$\bar{X}$	N	$\bar{X}$	N	$\bar{X}$	N	$\bar{X}$	N	$\bar{X}$	N
135.	Applying for Voluntary Indefinite	3.0	429	3.1	133	3.1	304	2.9	78	2.9	180
136.	Applying for Regular Army	3.0	430	3.2	133	3.2	304	2.9	78	2.9	181
137.	Selecting branch	2.6	428	2.8	132	2.7	303	2.7	78	2.5	179
138.	Selecting graduate education	2.8	429	3.0	133	3.0	304	2.7	78	2.7	180
139.	Selecting Special Career Field	2.8	428	3.0	133	2.9	303	2.8	78	2.7	180
140.	Selecting job-rated technical training	2.7	429	2.9	133	2.8	304	2.7	78	2.6	180
141.	Making choices for assignment Preference Form	2.9	429	3.1	133	3.1	304	2.8	78	2.9	180
142.	Deciding whether or not to make a career of the Army	2.5	429	2.6	133	2.6	304	2.5	78	2.3	180

143. If the Army develops and adopts an officer career guidance system with OPO COUNSELORS IN WASHINGTON, D.C. how satisfactory would you find it?

Percent of Subsample :

	Company	Field	Career	Undecided	Leave
4 = Very satisfactory	12	21	16	16	7
3 = Satisfactory	52	61	58	51	50
2 = Unsatisfactory	29	18	21	30	35
1 = Very unsatisfactory	7	1	4	4	8

Question No.	Text of Question	Grade Level				Career Intentions					
		Company		Field		Career		Undecided		Leave	

A system may not be equally good for all decision points in an officer's career. Some decision points are listed below. Select the number on the scale below that shows how <u>helpful</u> you think the system with professional counselors on post would be for making each decision. Write the number in the blank beside the decision. Mark <u>each</u> decision.

		Mean response for each N									
4 = Very helpful		$\overline{X}$	N	$\overline{X}$	N	$\overline{X}$	N	$\overline{X}$	N	$\overline{X}$	N
3 = Moderately helpful											
2 = Not very helpful											
1 = Not at all helpful											
150.	Applying for Voluntary Indefinite	3.3	424	3.2	134	3.3	306	3.2	74	3.3	178
151.	Applying for Regular Army	3.4	424	3.2	134	3.4	306	3.3	74	3.2	178
152.	Selecting branch	3.1	423	2.7	133	3.0	306	3.2	73	3.0	177
153.	Selecting graduate education	3.4	423	3.1	134	3.4	305	3.4	74	3.3	178
154.	Selecting Special Career Field	3.4	423	3.0	134	3.3	305	3.3	74	3.2	178
155.	Selecting job-related technical training	3.3	423	3.0	134	3.2	305	3.2	74	3.3	178
156.	Making choices for assignment Preference Form	3.3	423	3.0	134	3.2	305	3.4	74	3.3	178
157.	Deciding whether or not to make a career of the Army	3.0	423	2.5	135	2.8	306	3.1	74	2.8	178

158. If the Army develops and adopts an officer career guidance system with PROFESSIONAL COUNSELORS ON POST, how satisfactory would <u>you</u> find it?

Percent of Subsample:

	Company	Field	Career	Undecided	Leave
4 = Very satisfactory	50	30	44	48	49
3 = Satisfactory	35	31	30	41	36
2 = Unsatisfactory	11	24	17	11	12
1 = Very unsatisfactory	4	15	9	0	4

Table B-1 (page 16 of 23)

Question No.	Text of Question	Grade Level		Career Intentions		
		Company	Field	Career	Undecided	Leave
		$\bar{X}$ N	$\bar{X}$ N	$\bar{X}$ N	$\bar{X}$ N	$\bar{X}$ N

Mean response for each N

Rank the four ways of having your assignments made. Write 1 beside your first choice, 2 beside your second choice, etc.[a]

Question No.	Text of Question	Company $\bar{X}$ N	Field $\bar{X}$ N	Career $\bar{X}$ N	Undecided $\bar{X}$ N	Leave $\bar{X}$ N
160.	By experienced branch personnel who use a combination of rules and their own judgment (as is done now).	2.0 432	2.1 141	2.8 320	2.0 77	2.0 176
161.	By experienced branch personnel who use a combination of rules that I know (e.g., how much weight is given to rank, education, training, OERs, my preferences) and their own judgment.	3.2 449	3.4 146	3.3 330	3.3 78	3.2 187
162.	By a computer using rules that I know (e.g., how much weight is given to rank, education, training, OERs, my preferences), with the final decision made by experienced branch personnel.	3.2 443	3.0 143	3.1 320	3.2 78	3.2 188
163.	By a computer using rules that I know (e.g., how much weight is given to rank, education, training, OERs, my preferences).	1.7 424	1.6 137	1.6 308	1.6 77	1.8 176

Rank the three ways of influencing your assignments. Write 1 beside your first choice, 2 beside your second, and 3 beside your third.[a]

Mean response for each N

Question No.	Text of Question	Company $\bar{X}$ N	Field $\bar{X}$ N	Career $\bar{X}$ N	Undecided $\bar{X}$ N	Leave $\bar{X}$ N
164.	Provide information about myself, including preferences for general locations and types of assignment, to experienced personnel who make the final decision.	1.9 453	1.9 147	1.9 331	1.8 79	1.9 190

[a] To keep these data consistent with other data in the report, a rank of 1 was set equal to 3 and a rank of 3 was set equal to 1, etc., for purposes of data analysis (i.e., a high value indicates a more favorable mean ranking than a low value).

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Question No.	Text of Question	Grade Level Company X̄	N	Field X̄	N	Career Intentions Career X̄	N	Undecided X̄	N	Leave X̄	N
		Mean response for each N									
165.	Provide my specific assignment preferences, selected from a list of available assignments, to experienced personnel who make the final decision.	2.5	454	2.8	147	2.7	332	2.4	79	2.4	190
166.	Provide branch personnel with my preferred next assignment that I have selected after personally contacting commanders who have submitted requisitions to fill specific vacancies.	1.6	452	1.4	145	1.4	328	1.8	79	1.7	190

Rank the three methods of interacting with a career guidance/information system, assuming identical information from each. Write 1 beside your first choice, 2 beside your second, and 3 beside your third.[a]

Question No.	Text of Question	Grade Level Company X̄	N	Field X̄	N	Career Intentions Career X̄	N	Undecided X̄	N	Leave X̄	N
		Mean response for each N									
167.	Interaction with a computer console that supplies information, answers career question, and records my preferences.	1.7	453	1.6	146	1.6	330	1.8	79	1.7	190
168.	Interaction with a human counselor who supplies information, answers career questions, and records my preferences.	2.8	453	2.8	147	2.8	331	2.8	79	2.8	190
169.	Interaction by mail with a counselor who supplies information, answers career questions, and records my preferences.	1.5	452	1.7	146	1.6	329	1.5	79	1.4	190

[a] To keep these data consistent with other data in the report, a rank of 1 was set equal to 3 and a rank of 3 was set equal to 1, etc., for purposes of data analysis (i.e., a high value indicates a more favorable mean ranking than a low value).

Table B-1 (page 18 of 23)

Question No.	Text of Question	Grade Level		Career Intentions		
		Company	Field	Career	Undecided	Leave

Questions 170 through 184 ask you to evaluate types of personnel who may provide career guidance. Select the number on the scale below that shows how good you think each counselor would be in the specified situation, and write the number in the blank beside that counselor. Mark each question.

4 = Excellent
3 = Good
2 = Fair
1 = Poor

Types of career counselor for helping you plan your next assignment.

		Mean response for each N									
		$\bar{X}$	N	$\bar{X}$	N	$\bar{X}$	N	$\bar{X}$	N	$\bar{X}$	N
170.	My commanding officer	2.4	460	2.6	148	2.5	336	2.4	79	2.3	193
171.	OPO assignment officer	2.9	458	3.0	150	3.0	336	2.8	79	2.8	193
172.	OPO career counselor (non-professional)	2.7	459	2.7	150	2.7	337	2.6	79	2.7	193
173.	Career counselor independent of OPO (non-professional)	2.4	458	2.1	150	2.2	336	2.3	79	2.4	193
174.	Professional career counselor independent of OPO	3.0	460	2.7	150	2.9	337	3.0	80	3.0	193

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Table B-1 (page 19 of 23)

Question No.	Text of Question	Grade Level				Career Intentions					
		Company		Field		Career		Undecided		Leave	
		$\bar{X}$	N	$\bar{X}$	N	$\bar{X}$	N	$\bar{X}$	N	$\bar{X}$	N

Types of career counselor for helping you <u>get</u> your <u>preferred next assignment.</u>

Mean response for each N

No.	Text of Question	$\bar{X}$	N	$\bar{X}$	N	$\bar{X}$	N	$\bar{X}$	N	$\bar{X}$	N
175.	My commanding officer	2.1	455	2.2	150	2.3	336	2.0	78	2.0	191
176.	OPO assignment officer	3.3	456	3.3	150	3.4	336	3.2	78	3.2	192
177.	OPO career counselor (non-professional)	2.7	457	2.6	150	2.7	336	2.6	78	2.6	193
178.	Career counselor independent of OPO (non-professional)	2.1	456	2.0	148	2.0	333	2.1	78	2.2	193
179.	Professional career counselor independent of OPO	2.6	458	2.3	150	2.4	336	2.6	79	2.6	193

Types of career counselor for helping you plan an assignment sequence to reach your long range career goals.

Mean response for each N

No.	Text of Question	$\bar{X}$	N	$\bar{X}$	N	$\bar{X}$	N	$\bar{X}$	N	$\bar{X}$	N
180.	My commanding officer	2.1	457	2.3	150	2.2	336	2.2	79	2.0	192
181.	OPO assignment officer	2.9	458	2.9	149	3.0	336	2.9	79	2.8	192
182.	OPO career counselor (non-professional)	2.8	458	2.8	149	2.9	336	2.7	78	2.8	193
183.	Career counselor independent of OPO (non-professional)	2.4	457	2.3	147	2.3	333	2.4	78	2.4	193
184.	Professional career counselor independent of OPO.	3.0	457	2.8	150	2.9	337	3.0	78	3.0	192

Table B-1 (page 20 of 23)

Questions 185 through 217 ask you to evaluate types of information that can be recieved from or input to a career guidance system. Select the number on the scale below that shows how useful (valuable) you feel each type of information is to you and write the number in the blank beside that question. Mark each question.

4 = Of GREAT value, DEFINITELY INCLUDE in system
3 = Of MODERATE value, INCLUDE in system
2 = Of SOME value, POSSIBLY INCLUDE in system
1 = Of NO value, DO NOT INCLUDE in system

Question No.	Text of Question	Grade Level				Career Intentions					
		Company		Field		Career		Undecided		Leave	
		$\bar{X}$	N	$\bar{X}$	N	$\bar{X}$	N	$\bar{X}$	N	$\bar{X}$	N
Types of general information											
				Mean response for each N							
185.	My updated career information provided to OPO.	3.7	461	3.7	150	3.8	337	3.6	81	3.7	193
186.	My updated assignment preferences provided to OPO.	3.6	461	3.5	150	3.6	337	3.5	81	3.6	193
187.	My career status rank order among officers of like status.	3.2	461	3.2	150	3.3	337	3.1	81	3.1	193
188.	My rank order among officers of like status on OER ratings.	3.0	461	3.2	149	3.2	336	2.9	81	2.9	193
Career planning information											
				Mean response for each N							
190.	Realistic career goals for me.	3.7	462	3.6	150	3.7	338	3.6	81	3.7	193
191.	Branches that are career enhancing for me.	3.2	461	2.8	148	3.0	335	3.3	81	3.3	193
192.	Branch I should choose based on my abilities, interests, values, career ambitions, etc.	3.5	461	3.0	148	3.2	335	3.6	81	3.5	193
193.	Assignments I should try to get.	3.4	461	3.5	149	3.5	336	3.5	81	3.3	193

Table B-1 (page 21 of 23)

Question No.	Text of Question	Grade Level		Career Intentions		
		Company	Field	Career	Undecided	Leave
		Mean response for each N				
		X̄ N	X̄ N	X̄ N	X̄ N	X̄ N
194.	Military schooling that is career enhancing for me	3.6 460	3.6 150	3.7 338	3.6 80	3.5 192
195.	Military schooling that fits my abilities, interests, values, etc.	3.5 461	3.5 149	3.5 337	3.6 80	3.5 193
196.	Civilian education programs that are career enhancing for me	3.6 462	3.5 149	3.7 337	3.6 81	3.5 193
197.	Civilian education programs that fit my abilities, interests, values, etc.	3.5 462	3.4 148	3.5 336	3.4 81	3.4 193
198.	Special Career Fields (Research and Development, Computer Science, etc.) that are career enhancing for me	3.4 461	3.0 149	3.2 337	3.2 80	3.4 193
199.	Retirement careers goals and planning	3.0 462	2.9 150	3.0 338	2.9 81	3.0 193

Information about specific assignments

Question No.	Text of Question	Company	Field	Career	Undecided	Leave
		Mean response for each N				
200.	Special requirements (rank, training, education, interpersonal skills, etc.)	3.7 462	3.7 150	3.7 338	3.7 81	3.7 193
201.	Duties	3.4 462	3.2 150	3.3 338	3.4 81	3.4 193
202.	Number of officers currently eligible for this assignment	3.0 462	2.6 150	2.8 338	2.9 81	3.0 193

Table B-1 (page 22 of 23)

Question No.	Text of Question	Grade Level				Career Intentions					
		Company		Field		Career		Undecided		Leave	
		$\bar{X}$	N	$\bar{X}$	N	$\bar{X}$	N	$\bar{X}$	N	$\bar{X}$	N
		Mean response for each N									
203.	My current probability of getting this assignment (based on rank, skills, OERs, competition, etc.)	3.5	462	3.2	150	3.4	338	3.5	81	3.4	193
204.	Career enhancement potential	3.4	461	3.4	150	3.5	337	3.3	81	3.3	193
205.	Promotion potential	3.5	460	3.5	150	3.6	338	3.3	80	3.4	192
206.	Contact with high ranking officers	2.2	462	2.0	150	3.2	338	2.2	81	2.1	193
207.	Geographical location	3.2	462	3.0	150	3.0	338	3.2	81	3.3	193
208.	Civilian education facilities nearby	3.1	462	2.9	150	3.0	338	3.1	81	3.1	193
209.	Housing facilities	3.3	462	3.4	150	3.4	338	3.2	81	3.4	193
210.	Recreational facilities	2.7	461	2.5	150	2.6	337	2.5	81	2.9	193
	Information about your promotion to next higher rank	Mean response for each N									
211.	Number of officers eligible	3.6	462	3.5	149	3.6	338	3.4	81	3.5	192
212.	Percent of eligibles to be promoted	3.6	462	3.6	149	3.6	338	3.6	81	3.6	192
213.	Minimum time of commissioned service before becoming eligible	3.6	462	3.4	149	3.6	338	3.5	81	3.6	192

Table B-1 (page 23 of 23)

Question No.	Text of Question	Grade Level				Career Intentions					
		Company		Field		Career		Undecided		Leave	
		Mean response for each N									
		$\overline{X}$	N	$\overline{X}$	N	$\overline{X}$	N	$\overline{X}$	N	$\overline{X}$	N
214.	Minimum time in current rank before becoming eligible	3.6	462	3.4	149	3.6	338	3.5	81	3.6	192
215.	Maximum time of eligibility	3.4	460	3.3	149	3.4	337	3.3	80	3.4	192
216.	My current probability of promotion	3.7	461	3.7	149	3.8	337	3.7	81	3.7	192
217.	Characteristics of last group that got promoted (branch, average OERs, date of rank, etc.)	3.2	461	3.2	149	3.2	337	3.2	81	3.1	192

APPENDIX C FREE-RESPONSE COMMENTS OF OFFICERS

Appendix C presents the free-response opinions and observations of officers regarding various aspects of the existing career counseling system with suggestions for improving future systems. All comments included are either direct quotes or close paraphrases (without quotation marks) of representative statements made by officers either to open-ended questionnaire items (questions 100-104, 114-119, 129-134, 144-149, and 159) or during the group or individual interviews.

ARI scientists performed a content analysis of item similarity and reduced the pool of comments to manageable size by deleting duplication. The similarity categories are presented in Table C-1. Following Table C-1 are the actual responses, grouped by these categories. If a response would fit more than one category, it was assigned randomly to one of the overlapping classifications.

The predominantly negative character of the free-response comments is a result of the framework of the group and individual sessions, which predisposed officers to express criticism of the current system. A purpose of the survey was to form a basis for planning research which would be responsive to needs and problems.

Readers are urged to exercise caution regarding the interpretation of this Appendix. The anonymity of sources precludes any generalizing from the critical comments to the attitudes of Army officers as a whole, as there is no way of knowing whether those who volunteered free responses were representative of the entire group.

Table C-1

ORGANIZATION OF FREE-RESPONSE COMMENTS

I. Current Systems

    A. Criticisms of OPD
    B. Career Constraints
        1. The Branch System
        2. Career Patterns

II. The Assignment Problem

    A. Branch vs. Post Assignment
    B. Criticisms and recommendations concerning assignments

III. Counseling Needs

    A. Why is Counseling Needed?
    B. What is Needed?
        1. Characteristics of Good Counselors
        2. Authority of Counselors

IV. Counseling Alternatives: Who or What?

    A. Counselors With Army Knowledge
    B. Counselors on Post
    C. Computer Counselors
        1. Features and Advantages of Computerized System
        2. Human vs. Computer Counselor

V. System Features

    A. General Information and Features to Include in an Improved
       Counseling System
    B. Specific Information and Features to Include in an Improved
       Counseling System

VI. Miscellaneous

I.   Current System

A.   Criticisms of OPD

Should do away with preference form - Management doesn't use
     it. (applause)
Want feedback from preference form.
It's expensive to call - time's too short.
OPD's records are six months out of date.
Why one man and not another? Explain the Why of decisions.
"Reimburse officers for travel to OPD."
"OPD is a big mystery; can't be reached; men are afraid to
     ask OPD."
The OPD counselors in DC with computer consoles would be
     "slow to react-(the system) needs more speed."
"Letters mean very little when a real problem exists."
"Counselors operating out of D.C.-the moment money gets
     short he stops coming."
"I've yet to meet anybody from OPD who really knew anything
     to help me. They're like recruiters with slots to fill."
Current system appears strongly biased in favor of aggressive
     officers stationed around D.C. They can visit OPD. Men
     based overseas are "out of luck."
"OPD counselors help their buddies out and screw over the rest."
The most important advantage of OPD counselor in D.C. is that
     "you have a specific person you could call, write or see
     anytime."
"If I had not contacted OPD, I would have gotten out. OPD
     needs to get on the ball to encourage good men to stay.
     My commander sent me to OPD."
"personal biases (of OPD officers) should be rectified"
"hard to get to OPD and when you get there you don't get
     info you need-you get run-around. Want straight answers
     to questions - tell you if not qualified and how to get
     qualified."
Need better OPD contact with overseas officers. Both mail
     and phone are bad.

B.   Career Constraints

1.   The Branch System

"I am not at all convinced that the Army needs branch designa-
     tions ... Even if the Army helps branches it should make
     assignments across branch lines flexible (so as to
     utilize specialized civilian training of officers)."

Branches are different. Grade structure is different.
Been treated well by Branch.
Do not lock officers into areas.
"Old branch too impersonal. New one seems to take more
    interest in the individual."
Lock all (branch) officers into similar promotion ladders
    providing equality of experience and opportunity.
Assure temporal continuity of branch career development
    policies.
"Contacting my branch did not gain information about
    assignment openings"

2. Career Patterns

What is needed is "a closer contact with the young officers
    coming on active duty so that they will not be afraid
    to approach (OPD branch) for help."
"Provide a variety of opinions on what to do next as an
    aid in developing a clearer picture of what is actually
    needed to complete a career"
The counseling system should recognize career patterns and
    recognize when diversions are necessary ... know career
    development patterns.
Keep in touch with man (provide feedback).
Provide scheduled counseling.
System must recognize officer's changing desires with age
    and experience.
System must incorporate the rapidly changing thinking at DA
    level on career planning and development.
Update preference forms to agree with current (career
    development) patterns. Assure that system has auto-
    matic update so that it tracks developing and changing
    patterns.
Assist officer to develop long term plans based on his
    abilities and needs. Should also allow him to change
    them.
Provide answers to long term effect that an assignment will
    have on career ... subtleties of preference.
Would like to know "what are your chances in completing
    career patterns."
Force young officers to career planning early.
"A separate career development system should be set up
    for reserve officer on active duty to eliminate the
'get what's left after the regulars have been served'
attitude that prevails today."

II.   The Assignment Problem

A.   Branch vs. Post Assignment

Assure that command doesn't alter your assignment when
     (after) you arrive.
Commanders use you where you have experience, not where
     you need experience.
Use branch to assign men to posts, but not to positions
     on post.
"The preference form is a 'dream sheet'. Doesn't assign
     you to job, but to post, you determine where you go."
"OPD only gets you to an area, then commander does what
     he needs."
Local assignments are more important than locations. Com-
     manders don't want central assignments. More informa-
     tion needed on post to aid commanders.
Remove OPD from DC and assign at post level to reduce
     hesitancy toward using service and eliminate the stigma
     attached to DC.

B.   Criticisms and Recommendations Concerning Assignments

Junior officers do not know what they want or need. Don't
     give them too much information. (from a Major and a LTC)
Provide list of all available assignments, not just those
     branch wants you to know about.
"Preferences are jokes - why bother? No one looks at them."
Eliminate race prejudice from assignment process.
Equalize opportunity of reserve officers.
Eliminate clique preferences.
Place officers where they are qualified.
Eliminate "human factor" in assignment decisions.
Equalize opportunity of all officers for each assignment.
Reserve career development positions for career officers.
The system should exercise professional military judgment
     in assignments.
Provide timely assistance.
Provide long lead time on assignments, especially "following
     short tour." Assignments should be made at least a year
     in advance.
"Need to monitor whether an officer gets the job OPD sends
     him to; officer should give feedback to OPD."

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III.   Counseling Needs

A. Why is Counseling Needed?

"Junior officers don't get cold facts (Just idealistic snow
     jobs)"
"There is no counseling system. Each individual makes his
     own way. Bright ones learn how to get ahead."
"Vocational counseling (is) needed in developing a career,
     and training an officer for assignments at higher levels
     of command."
Assure good professional training of officers with less
     than optimal characteristics (develop their careers -
     help them overcome their weaknesses with on-the-job
     experience).
Discover and utilize man's interests and needs in addition
     to stated preferences in assignment decisions.
"The most important advantage of professional counselors is
     their understanding of personality and occupational
     requirements."
"Experienced counselors (not semi-pro, school taught)
     capable of informing the officer of his needs and jobs
     available to him are needed."
Success of career counselors hinges on % times they succeed
     in placing each man to his liking.
Records aren't available on post, only get vague answers
     to questions about career planning.
Don't understand how to fill out preference form.
"Allow me to obtain jobs I'll be happy doing."
Provide easy access to information about Special Career Fields.
Officers need a professional counselor to talk to for certain
     problems (e.g. going to medical school)
"There is no feeling that the officer has much choice of
     his future."
"What is needed is ability to project what I am going to
     be doing in the next 5 to 7 years; I need to plan for
     my family."
"The Army loses many talented young men because they don't
     get challenging jobs to start with; they need work
     appropriate to their potential."

B. What is Needed?

1. Characteristics of Good Counselors

The counselors should be selected on basis of their desire
     to help fellow officers. "OPD (should not be) just
     another assignment."
"Make counseling a tour toward promotion to lure good men."

Make counselor an Army officer career field with training
    program.
"Officers assigned to OPD should have their masters in
    Guidance and Counseling."
"Give counselors professional counseling training."
Counselors should be readily approachable - not sarcastic,
    evasive, etc.
Important to have impartial counselor
"To be frank with the officer as to how he stands"
"Local commander not always available and doesn't know
    all answers; would like computer terminal as information
    source, coupled with professional counselor."

2. Authority of Counselors

"We don't want a shrink, we want someone with power!"
Counselors need a direct chain of command to OPD. Not
    to post.
Provide firm (decision rules) lines of authority between
    civilian counselors and OPD.
Interact directly with individual who has the authority to
    make a decision.
"The (professional) counselor should be an authorized OPD
    representative and not independent of OPD in order to
    prevent bogging down of communications."

IV.   Counseling Alternatives

Who or What?

A. Counselors with Army Knowledge

"It's doubtful if civilian counselors really understand
    military system well enough to give best advice on
    career development."
The career counselor should have work experience in OPD.
Use retired military as counselors, they have a military
    background and contacts at OPD.
Counselors should be field grade or retired field grade
    officers with special training.
The career counselor should be a professional senior officer
    of his own branch, who is independent of OPD.
"Any career counselor should have had an overseas tour
    Counselors advising on overseas tours when they haven't
    had one themselves is ridiculous."
Use only military to plan military careers.
Avoid parochial counseling. The counselor should have
    served at many bases.

B. Counselors on Post

"Counselors tied to desks don't know what is going on in
   the field."

"You can talk back when OPD counselors come to your post."

"1) Teams should be sent out with both professional
     counselors and branch-oriented non professional counselors.

2) Computer consoles should remain on post...

3) OPD should remain as further counseling opportunity."

"Senior officers would not know when or if their subordinates
   were leaving and for what reasons" when there are pro-
   fessional counselors on post.

Professional counselors on post "might be denied access to
   information that would be beneficial to career development."

"Personality of counselor is a major factor and will differ
   post to post."

"I feel it would be of tremendous value if for no other
   reason, the individual could be assured the counselor
   would have up-to-date info on trends, requirements and
   needs of his branch and generally throughout the Army,
   and an unbiased outlook."

Best system would be OPD visits to post plus a computer
   console on post.

"This system would bring the officer closer to his travel.
   It would be ideal if counseling on career schooling,
   applications related training, etc., or all information
   that OPD counselors now give could be done on this level.
   It would get officers to take a greater part in their
   career planning."

"These traveling salesman type counselors are not a reliable
   source because people know that he isn't going to be
   around when the final orders come down and something
   is wrong."

C. The Computer as Counselor

a. Criticisms of a Totally Computerized System

"Would like to find out about assignments that are available -
   then go to someone to talk to."

Any system must have a human review/override provision to
   mitigate effects of other human factors such as a bad OER
   which might produce undue bias on machine.

Computer should have counselor who can answer non-programmed
   questions.

"Personal contact with counselor creates the feeling that
   officer has control over career as opposed to being
   controlled."

The officer misses the chance to "<u>sell</u>" himself by showing
his strength of character or personality" in computerized
counseling.

The counselor should be an "emotional human being that has
had many of the same problems as the man planning his
career (rather than a computer)."

Computerized counseling doesn't provide "eye ball contact!"

"If an officer has potential a computer can't see it. If
he has had a bad break the computer can't see it."

Computerized counseling is "too impersonal to be used for
such an important step as choosing a career."

"It is like throwing dice for an assignment if the human
counselor isn't there to be an interpreter for the computer."

"When the phones can't connect you to DC, how can you expect
a computer to work?"

b. The Computer as Counselor: Features and Advantages

"Possibly the West Point Protective Association would be
broken down - which would be good".

The computer would avoid "moody, variable OPD."

Reduce pressure/conflict-of-interest on counselors to fill
particular slots.

Reduce effect of personality clashes of man with OPD,
Counselor, Superiors.

System should try to emphasize performance over promotions
so that officers will put more emphasis on doing their
current jobs well.

An immediate and firm decision capability.

System should be active - directing inquiry to discover
man's wants and needs rather than passive - waiting
for him to specify the same.

The computer is less expensive and more objective.

V.   System Features

A. <u>General Information and Features to Include in an
    Improved Counseling System</u>

Officers need to be able to get good information on what
programs are open (e.g. Special Career Fields)

Simplify career information booklets

Information on available choices should be current and
allow easy comparison of alternatives.

Need good information source for latest Army policies.

Explain rules used in making final decisions via consoles.
Maintain stability and continuity of policies so that
    officers have a chance to learn the rules.
Provide counselors with background statements, preference
    statements, records of each officer being interviewed.
Provide capability for counselor to query officer's peers
    and superiors.
"The officer could feel that he is taking an active part
    in his career management."
"Counselor should be 'liable' for promises made. Promises
    broken make planning impossible. Impt. to have accuracy
    of information."
"There is a need to know rules - they should be clear and
    established."
"Each officer should be able to make his decisions and
    have decisions made for him, on a MAXIMUM amount of
    relevant data"
It is important to know the assignments available to an
    officer - the type of unit, assignments that he must
    have for career development, etc.

B. Specific Information and Features to Include in an
    Improved Counseling System

"need rank among peers, why so ranked, and what to do about
    it."
The system should remember the positions that the officer
    is particularly interested in and notify him when they
    open up.
"If my 'individual characteristics' limit me to a certain
    list of assignments, I would like to know what "individual
    characteristics" would be necessary to get there."
"In many assignments an officer actually knows very little
    about duties before he arrives."
"The officer can study list for assignments and doesn't have
    to make quick decision."
Allow direct communication between the man submitting the
    requisition and the man considering the job.
Provide opportunity for officer to review his own record -
    check his status and opportunities.
Provide information on "cultural environment in the geo-
    graphical location."
Provide information on cost of living in area.
Assure fullest possible information available on all aspects
    (including small but important aspects) re position.
Provide information on housing, civilian community, educa-
    tional facilities.
Need "How to" information e.g. "go voluntary indefinite"
Lists of vacancies are no good if probability of getting
    them is not known.

VI.   Miscellaneous

Army has no place for individual who just wants to do his
    job. It is oriented toward influencing your superior,
    and that is more important than doing your job well.
According to this officer, there is a technique to getting
    good OERs.
It does not depend on skills only, but on personal contact
    with superiors.
His work hasn't changed over the years but his OERs have
    gone up because he has learned to use his personality
    and to deal with his commander's personality.
Provide more information to C/O so that he can properly
    assign and counsel men.
"I like to travel; many young officers join for this reason"
"There is a lot of chronic griping - this may influence
    good men not to make Army a career."
"The real problem is not need for career guidance but
    proper utilization."
"ROTC doesn't offer much in terms of guidance."
"Have had no problems."
"When I need career counseling, I contact my father in the
    Pentagon."