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A STUDY OF THE IMPLICATIONS OF COMMISSIONING SOURCE ON ARMY OFFICER EXPECTATIONS OF ORGANIZATIONAL REALITY

by

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Bachelor of Science

United States Military Academy, 1975

Submitted in Partial Fulfillment of the
Requirements for the Degree of Master of Science
in the College of Business Administration
University of South Carolina
1983

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To My Family: Rebecca, Bo & Douglas

Acknowledgements

Grateful acknowledgement is given to the committee which supervised this research. Professors Thomas A. DeCotiis and Edwin T. Cornelius III provided invaluable guidance and support throughout this project; and stimulated the author's interest in this area by their prior outstanding course presentations.

In addition, the assistance of Lieutenant Colonel Patrick L. Canary (Professor of Military Science - University of South Carolina), who greatly aided data collection, was most appreciated. Others who provided outstanding support were Colonel Carmen Cavezza, Colonel Robert Rose, Lieutenant Colonel Ralph Burr, Lieutenant Colonel John Matthews, Captain Cornelius Begley, Lieutenant Guy Cochran and Mr. Robert Stevens.

Special thanks are also given to all of those who participated in the study and to the United States Army, who provided the author the time and financial resources to pursue an advanced degree.

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Abstract

A STUDY OF THE IMPLICATIONS OF COMMISSIONING SOURCE ON ARMY OFFICER EXPECTATIONS OF ORGANIZATIONAL REALITY

Captain Robert R. Reynolds

Realistic job preview studies have consistently shown that when individuals enter an organization with realistic expectations there is a reduction in voluntary turnover. The main objective of this study, therefore, was to determine whether the United States Army's three commissioning sources were addressing the voluntary turnover problem by adequately preparing their members for the realities of organizational life.

This study was cross-sectional in design and involved participants from the United States Military Academy (USMA), the Officer Candidate School (OCS), the University of South Carolina Reserve Officer Training Course (ROTC), the Infantry Officer Basic Course (IOBC) and a separate Infantry Brigade. Commissioning source and officer basic course member expectations of job satisfaction, military environment and task dimensions of work, were measured and compared with the reality reported for these dimensions by the Infantry Brigade respondents. Officer preparation strengths and weaknesses were assessed and recommendations for improvement were made.

As anticipated, commissioning source and officer basic course expectations were generally inflated when compared to the reality reported by the brigade officers. In particular, general, intrinsic and extrinsic job satisfaction, military "pay and status" considerations, and operations related tasks were the most inflated. Among the commissioning sources, the USMA and OCS groups were the most realistic and the ROTC group the most unrealistic.

Limitations of the study, implications for practice, and future research were discussed. Overall, it was concluded that the commissioning sources can better prepare future officers for the realities of organizational life. To do so, would alleviate the "reality shock" associated with the transition from organization outsider to insider and, hopefully, reduce the voluntary turnover problem.

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I. Introduction

Organizational Entry

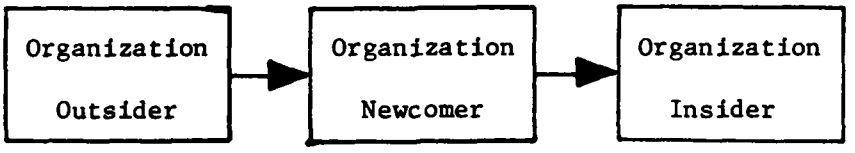
Organizational entry, as described by Wanous (1980, p. 1), "concerns movement into and out of businesses, schools, the armed forces, etc.," and may be viewed from either the individual's or the organization's perspective. If viewed from the organization's perspective the entry process becomes one of selection and the ability of the individual to perform satisfactorily, whereas, from an individual's viewpoint organizational entry involves satisfying personal needs through participation (Wanous, 1977). The intent of this study is to focus on changes in individual perceptions and attitudes, with emphasis on factors that influence job satisfaction, as the "boundary" is crossed from outside to inside an organization.

Stages of Organizational Entry

Figure 1 represents Wanous' (1976) concept of organizational entry as a three stage process:

Figure 1

Organizational Entry Stages



These stages parallel those found in the socialization literature (Feldman, 1976; Louis, 1980), with the major difference being the names given the stages. Louis (1980) outlined the events of each stage and

found outsiders in an "anticipation" state where expectations concerning organizational life are formed. These expectations are then brought forward by organizational newcomers where, for the first time, the individual's expectations "encounter" organizational reality. The degree to which expectations are not met contributes to the "reality shock" effect, described by Hughes (1958), which involves important personnel outcomes. Essentially, the greater the discrepancy between individual expectations and organizational reality, the more likely th individual will experience loss of commitment to the organization, increased absenteeism, decreased performance and a greater propensity to quit (Wanous, 1980). Successful transition through the newcomer stage will enable the individual to become an insider. Characteristic of this stage are perceptions and expectations more in line with organizational reality as the individual internalizes organizational norms and values. According to Louis (1980) the insider, having "learned the ropes", receives more responsibility and is then considered a valuable member of the organization.

The Military Setting

The above personnel outcomes, during the initial employment/ obligation period, are a vital concern of the United States Army. The All-Volunteer status of the Army necessitates the proper utilization and retention of trained personnel if combat readiness and force levels are to be maintained. This study will investigate the preparation of future officers for organizational entry and concentrate on reducing one of the personnel outcomes associated with the entry process; namely, turnover.

The United States Army has three primary sources of commission for its officer corps; the United States Military Academy (USMA), the Reserve Officer Training Course (ROTC), and the Officer Candidate School (OCS). The specific missions of these sources are as follows:

> United States Military Academy (USMA) - To educate, train and inspire the Corps of Cadets so that each graduate shall have the character, leadership, intellectual foundation and other attributes essential to progressive and continuing development throughout a career of exemplary service to the nation as an officer of the regular Army (USMA Catalog, 1981-1982).
>
> Reserve Officer Training Course (ROTC) - To attract and train men and women while in college to become effective officers in the active and reserve components of the United States Army (University of South Carolina Army ROTC Cadet Guide, 1980, p. 1-1).
>
> Officer Candidate School (OCS) - To train selected personnel in the fundamentals of leadership and basic military skills, to instill in them the professional ethic, to evaluate their potential for service and to commission those who qualify as second lieutenants in the United States Army, Army National Guard or the United States Army Reserve (accepted change to AR 350-10, dated 15 October 1981).

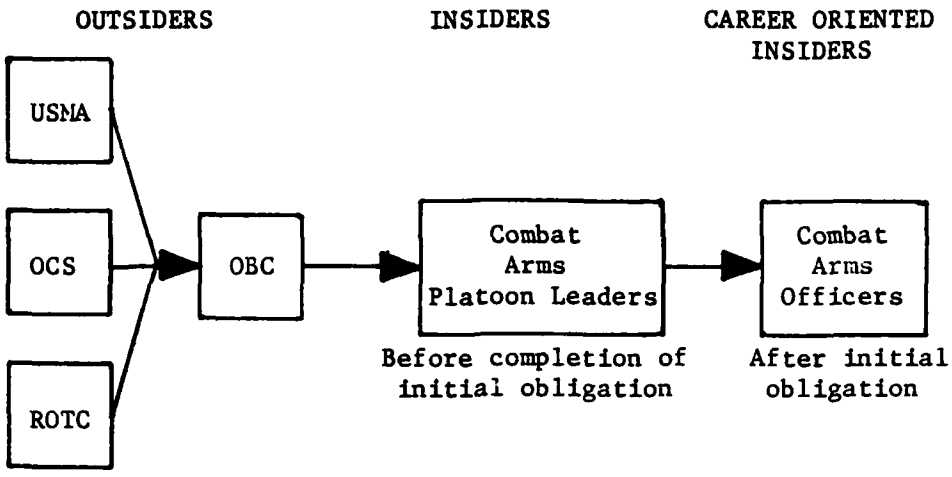
The main thrust of the above mission statements is to train cadets and officer candidates to acquire the necessary attributes, qualities and skills to become a successful officer. No where, however, is preparing future officers for organizational entry mentioned. The question, therefore, is not whether adequate preparation is provided for required leadership and technical skills; rather, it is how well future officers are prepared for the realities of Army life.

Army Officer Organizational Entry Stages (Combat Arms)

Drawing from Figure 1, U.S. Army combat arms officer organizational entry stages are depicted by Figure 2.

Figure 2

Army Officer Organizational Entry Stages
(Combat Arms)



In comparison with the stages in Figure 1, the stages in Figure 2 are not similarly defined because of the obligation incured with a military commission. Initially, however, Army officer organizational entry is analagous to civilian corporate entry. In both instances, new members undergo training programs prior to their first assignment. Newly commissioned officers first attend a branch (e.g. Infantry) specific school, which essentially is a continuation of the commissioning source process; just as corporate management new hires participate in management training programs. Therefore, organizational entry evaluations should be postponed until after the individual arrives at his or her first assignment. There are two main differences, however, between Figures 1 and 2. First, in Figure 1 the newcomer can exit the organization during the newcomer stage, whereas, in Figure 2, the officer must complete his or her obligated tour of service. If the decision to leave is made early during the officer's obligation period then the Army is faced with the possibility of retaining a poorly motivated, marginally performing officer who is simply "putting in time". Thus it is critical for initial officer experiences to meet individual expectations. Second, terming the officer a "newcomer" during the initial obligation period would be misleading because the individual may, in fact, have five years commissioned service (USMA graduates) before the initial obligation is completed. For the purpose of this study, the term "insider" will refer to combat arms platoon/section leaders with the rank of first or second lieutenant. These positions are the most often held during the initial obligation

period, the major emphasis of commissioning source and officer basic course preparation and, they provide the experiences upon which decisions to stay beyond initial obligation periods are usually made. Consequently, of particular interest to this study will be how well "reality shock" is minimized during the insider (initial obligation) stage. The implications of aligning initial individual expectations with organizational reality for voluntary turnover are significant.

Voluntary Turnover

Price (1977), for example, cited two correlates of voluntary turnover; specifically, short tenure and youth. Army turnover data supports these correlates. Table 1 illustrates high turnover during years four through six. This is expected as it is during this period that initial service, schooling and assignment obligations are fulfilled. Table 2 looks at loss rates by source of commission, for all reasons, and finds significant attrition after the completion of initial obligations. (The increase in attrition from 1981 to 1982, despite worsening economic conditions, was due to stricter management controls as fewer officers were permitted to go beyond their initial obligation. This more than offset the expected decrease in voluntary release from active duty and unqualified resignations). Thus, Price's correlates indicate the need to correctly manage the initial employment period if voluntary turnover due to unmet expectations is to be reduced. The costs of turnover will be discussed next followed by what can be done to reduce turnover during the newcomer stage.

Table 1

OPMD Commissioned Officer Voluntary Turnover[1]

Years of Active Federal Service	Percent of Voluntary Turnover For Service Years 1 Through 19[2] FY 1980	FY 1981	FY 1982
1	.73	.36	.10
2	1.20	.47	.38
3	4.50	3.30	2.20
4	14.00	15.20	13.90
5	15.80	18.50	18.70
6	12.60	14.70	12.00
7	7.70	7.50	10.10
8	5.60	4.50	5.40
9	3.60	3.40	4.30
10	2.20	1.90	3.00
11	2.40	2.60	2.40
12	2.10	2.20	1.40
13	1.20	.91	1.50
14	.84	.80	.89
15	.84	.84	.41
16	.36	.36	.17
17	.33	.18	.13
18	.28	.00	.03
19	.00	.00	.03
20	.00	.00	.00

[1]Voluntary turnover included unqualified resignations, relief from active duty (voluntary loss after completion of an obligation) and expiration of obligated tour.

[2]The 20 year cutoff was used due to the retirement option at that year. Total losses: 1980 = 3560; 1981 = 2733; and 1983 = 2900. Data

Data provided by Department of the Army Personnel Center (DAPC-OPD-D) Alexandria, Virginia.

Table 2

Loss By Source of Commission After Completion of

Initial Active Duty Obligation

	Regular Army			Other Than Regular Army
Year	USMA 5 Yr. Obligation	ROTC (Scholarship) 4 Yr. Obligation	ROTC & OCS (DMG)* 3 Yr. Obligation	ROTC & OCS 3 Yr. Obligation
1980	21.86%	36.60%	8.03%	20.70%
1981	16.53%	28.64%	7.95%	15.30%
1982	14.07%	37.41%	13.44%	20.20%

*DMG - Distinguished Military Graduate - awarded on Regular Army Commission.

Data provided by Department of the Army Personnel Center (DAPC-OPD-D) Alexandria, Virginia.

Turnover Costs

First, it should be recognized that all turnover costs are not bad. Positive costs include the removal of marginal and poor performers, increased performance due to better promotional opportunities, elimination of long standing conflicts, and the possible infusion of new ideas (Rowland & Ferris, 1982). Most turnover costs are negative, however, and Roseman (1981) separates them into tangible and intangible categories. Tangible costs include recruitment, selection, orientation and training, and separation expenses in actual monetary outlays (advertising, brouchures, etc.), man hours (training) and performance (decreased output until the "ropes" are learned). Wanous (1980, p. 7-8) cited turnover costs ranging from $6,000 for an insurance claims investigator (1972) to $86,000 for a Naval Academy educated officer (1977) to $200,000 for a Ph. D. research scientist if the scientist did not remain for two years. These costs, multiplied by turnover rates, makes this an expensive process especially since most turnover, as mentioned above, occurs before the individual can make a significant contribution to the organization. Intangible costs mainly include the effects on individuals who remain with the organization. For example, negative attitudes toward jobs may develop as workers view a quitter as one who rejects their (the stayers) current position for something better (Rowland & Ferris, 1982). Also, the leaver may have been a critical member of the work group with possible impact on decision-making, conflict resolution and productivity considerations (Roseman, 1981). In any event, although turnover may have positive results, the majority of the time it is

detrimental to the organization. The lost expertise, coupled with replacement costs and the negative impact on remaining workers, makes this an important area to manage. The first step in managing voluntary turnover is to determine the major reason why it occurs and, then, how it takes place. These areas are addressed next.

Met Expectations - Job Satisfaction Turnover Linkage

March and Simon (1958) stated, "The literature on the factors associated with employee motivation to leave an organization suggests that the primary factor influencing their motivation is employee satisfaction with the job as defined by him" (p. 94). Several sources since then (Mobley 1977, Mobley, Horner & Hollingsworth 1978, Spencer, Steers & Mowday 1981 and Price 1977) have also noted the importance of job satisfaction in the turnover process, however the direct relationship between the two has been consistently "negative", but "weak" (Spencer et al., 1981). The Mobley (1977) model, shown at Figure 3, built upon March and Simon's (1958) model by incorporating "ease of movement" and "desirablity of movement" variables. It is important to note that first, job satisfaction, which can be directly influenced by the organization, is the motivating force for the turnover behavior. Second, other "intermediate linkages" such as search utility (D.), usually determined by economic conditions, influence the turnover decision but may be out of the organization's control. Third, the individuals intent to quit immediately precedes the actual behavior and is the single most significant determinant in predicting actual turnover (Mobley et al. 1978).

The Employee Turnover Decision Process

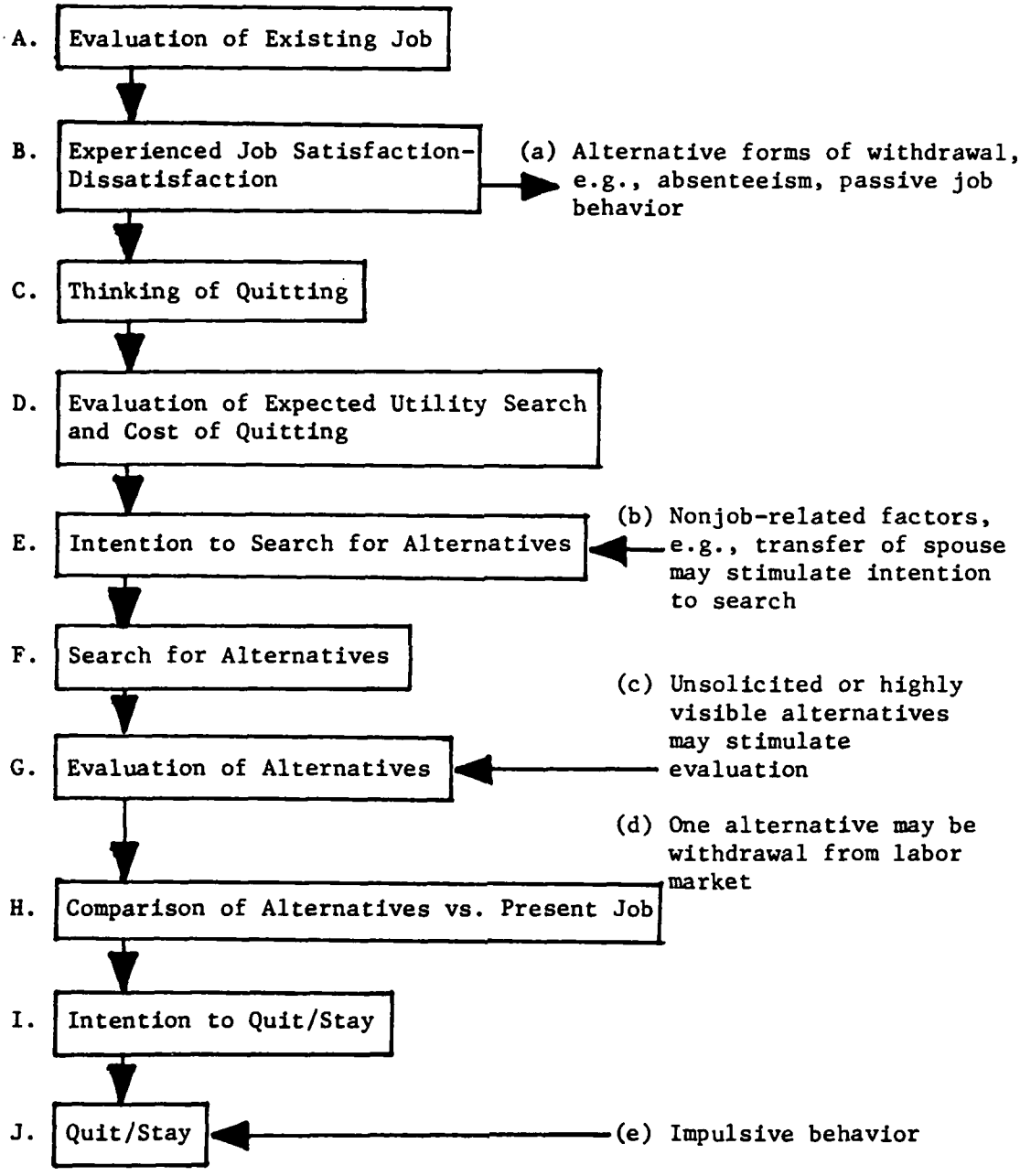


Figure 3

Source: W. H. Mobley. "Intermediate Linkages in the Relationship between Job Satisfaction and Employee Turnover." Journal of Applied Psychology, 1977, 62, p. 238.

Having determined that job dissatisfaction is the motivating force behind the decision to quit an organization, how dissatisfaction occurs and its relationship to organizational entry is an issue.

Wanous & Lawler (1972) reviewed job satisfaction theories and, consistent with the "reality shock" concept discussed earlier, found seven of nine theories involving some sort of comparative process. "Importance," "should be" and "would like" criteria were applied to job facets and compared to current perceptions of the situation. The degree to which the two matched dictated the individuals positive or negative orientation toward the organization or the level of job satisfaction. Porter and Steers (1973) used a similar comparison technique in developing their "met expectation" model to predict turnover. Essentially, this model contends that each individual enters the organization with a set of expectations, usually concerning pay, promotion, supervisors and co-workers, etc., which in sum, if met, would result in job satisfaction. These expectation sets, of course, vary from individual to individual, however, "whatever the composition of the individuals expectation set, it is important that these factors be substantially met if the employee is to feel it is worthwhile to remain with the organization" (Porter & Steers, 1973, p. 171). Thus, the implied importance of individuals entering an organization with a realistic expectation set regarding organizational reality. To illustrate this concept, Porter and Steers' model is shown in Figure 4. It depicts two groups; column E represents both stayers and leavers who entered the organization with similar mean expectation levels and column E represents the adjusted

expectation levels of those who stayed with the organization and increased their knowledge of the job. Differential reward levels are represented by R_1, R_2, and R_3.

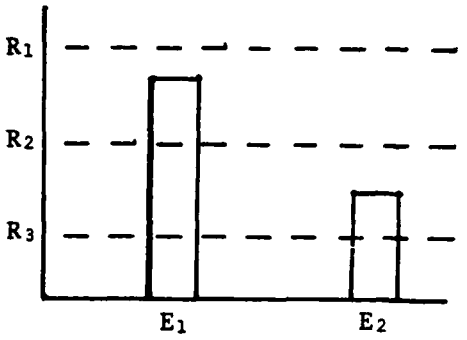


Figure 4

Hypothetical example of Expectations X Rewards interaction as they relate to decision to withdraw. (From Porter & Steers, 1973, p. 172).

For those who entered the organization with mean expectation levels represented by E_1 the model indicated that those who received rewards at the R_1 level would have had their expectations exceeded resulting in high job satisfaction and a tendency to stay with the organization. If, however, rewards for the E_1 group were at the R_2 or R_3 levels then the reverse would be true. Expectations would not be met, dissatisfaction would ensue and turnover would occur. Group E_2, on the other hand, has a revised downward expectation set due to increased knowledge about the organization and the job. It is clear that they now have a greater opportunity to have their expectations met by increasing the number of potential reward levels, in this case, from one to two.

Of importance to this study was Porter and Steers (1973) recommendation, based on the above model, that turnover can be reduced by "increasing the present or potential employee's accuracy and realism of expectations through increased communications concerning the nature of the job and probable potential payoffs for effective performance" (p. 172). It appears that this recommendation could help reduce the "reality shock" associated with organizational entry.

The Porter and Steers model addressed the consequences of unrealistic expectations in relation to job satisfaction and turnover. Kotter (1973), discussing the "psychological contract" in the "joining-up process," concurred with the above assessment and found that individuals who entered an organization with more expectation matches than mismatches generally were more satisfied, more productive during the first year and tended to stay longer on the job. Brief (1982), discussing the socialization of newly hired professionals (nurses), continued this met expectation theme, and concluded that unless expectations, in this case fostered by the education process, were met there would be an increasing decline in commitment to the organization and probable organizational withdrawal. Wanous (1976) drew a similar conclusion in his study of MBA students and telephone operators. If, as shown in Figure 4, expectations influence job satisfaction and turnover then the most important controllable factor influencing these expectations is the accuracy or "quality" (Wanous, 1977) of information the outsider possesses. This accuracy of information issue will be discussed next.

Accuracy of Outsider Information

The information an individual possesses about an organization prior to organizational entry is an important issue due to its impact on expectations (Wanous, 1977). Wanous (1977 & 1980) investigated this area and concluded that outsiders typically have inflated expectations about organizations and the inflation is most prominent for job factors which are highly valued (except pay where accurate information is often available). Wanous (1977 & 1980) reviewed the literature concerning outsider information accuracy and found that studies in this area typically measured expectations, or expectation related factors (attitudes toward the organization, job satisfaction, perceptions), as the individual moved from outside to inside the organization.

The Wanous (1976) study investigated the expectations and attitudes of MBA students and telephone operators as they moved from organizational outsider to newcomer to insider (Figure 1). The MBA portion of the study considered three different schools (N's = 212, 282, 259), was cross-sectional in nature, and measured questionnaire data prior to entry and two and nine months after entry. Telephone operator data (N = 46) was longitudinal and collected prior to entry and one and three months following entry. MBA results, using a questionnaire factor analyzed into intrinsic and extrinsic dimensions, showed that organizational entry had a significant effect on outsider expectations for intrinsic, but not extrinsic, factors with the largest decline occuring between the newcomer and insider stages. The telephone operators, utilizing the Minnesota Satisfaction Questionnaire (Weiss, Dawis,

England & Lofquist, 1967) and a task composite, exhibited a significant decline in both intrinsic and extrinsic factors during the move from outsider to newcomer; however, no entry effect was found on task expectations. Wanous concluded that the timing of the decline was a function of the intensity of involvement with the organization. Therefore, the operators, completely immersed in their work environment, would have a quicker decline than the MBA students whose actual day to day contact with the organization was considerably less. Overall, Wanous concluded that outsider expectations were inflated relative to the beliefs of insiders with the greatest discrepancy existing for organizational or job intrinsic characteristics.

Schneider (1972) studied expectations and preferences of 1,125 newly hired insurance agents to ascertain whether new agent preferences and expectations are realistic in view of the organizational climate described by present employees (insiders). He found, utilizing his six dimension Agency Climate Questionnaire, that new agent expectations were more realistic than preferences, and, when compared to managers (N = 123), assistants (N = 130) and old agents (N = 109), new agent expectations were closest to the manager's perception of the climate. Since managers generally described their work climate in a more favorable way than did assistants or agents, he concluded that new agent expectations can be considered quite positive.

Dunnette, Arvey, and Banas (1973) also witnessed poor accuracy of outsider information and expectations. Essentially, this study, utilizing information from 525 employees and 495 terminees of the Ford

Motor Company, was designed to ascertain whether or not high college graduate initial turnover was due to early job experiences. The results for both groups indicated that first job experiences met expectations only for the extrinsic pay factor. The other four intrinsic factors (interesting work, opportunities to advance, sense of accomplishment and use of abilities) fell short of expectations. Also, those who stayed with the company viewed later assignments as better matching pre-entry expectations; whereas, terminees did not. Thus, although Wanous (1977) cites problem with having to recall first job experiences, the results point toward high expectations, initial disenchantment, and a linkage to turnover.

Other studies (Hoiberg & Berry, 1978, Smith, Roberts, & Hulin, 1976) have noted similar trends in high outsider expectations and a general downward movement of expectations and perceptions after entry.

Causes of High Outsider Expectations

Vroom and Deci (1971) continued a study started by Vroom in 1966 by having subjects describe their organizations 1 and 3 1/2 years after entry. The Vroom (1966) study, had previously shown that the instrumentality-goal (I-G) index (the degree to which the chosen alternative could produce valued rewards) for the organization increased significantly after the organizational choice was made (post-decision dissonance). One year later, however, this index declined significantly from .68 to .37 ($p < .001$, $n = 39$) and; likewise, the organization attractiveness-satisfaction index fell from 9.86 to 8.28 ($p < .001$, $n = 6$). At the 3 1/2 year mark there was a slight increase in the I-G

score and a slight decrease in the attractiveness-satisfaction scores although neither change was significant. Furthermore, this study found that the more one's post-decision dissonance raised expectations, the greater the I-G index declined after one year. The I-G index for the high expectation group was actually lower after one year than those who did not experience as great an expectation change due to post-decision dissonance. This supports the "reality shock" concept of entry; that is when the discrepancy between expectations and reality is large the subsequent "shock" is great.

Lawler, Kuleck, Rhode and Sourensen (1975) confirmed the Vroom and Deci (1971) findings with their study of 431 accounting students. Questionnaires administered prior to application, after organization choice, and one year after employment showed that the firms attractiveness and the attitudes towards working in the CPA firms declined, as expected, after one year from post-choice levels (1.8 decline on a 5 point scale, $p < .10$, $t = 1.8$). Again, after accepting employment the attractiveness of the chosen organization increased in relation to the others considered (post-decision dissonance), thereby, raising expectations prior to organizational entry. The post-entry decline in attractiveness attest to the magnitude of the post-choice attitude shift as these one year ratings, despite their large drop, were still higher than the pre-application ones. In addition, 80 percent of the students chose the firm most attractive to them prior to interviewing, illustrating important image considerations, and 99 percent after interviewing said they chose the job offer most attractive to them. Thus, attractiveness

of an organization and the expectations accompanying this perception, before and after choice, are important organizational entry considerations.

Another source contributing to inflated expectations is the recruiter. Ward and Athos (1972) studied Harvard MBA graduate (N = 378) expectations following recruitment interviews, and compared these expectations with descriptions of the company as described by the recruiters (N = 325). Of the 14 factors considered, five were rated lower, seven were rated higher by the graduates and two were the same. This, plus the .48 correlation between student expectations and recruiter descriptions, led the authors to conclude that the recruiter has a significant impact on recruit expectations. A parallel can be made to the Army, as the commissioning sources perform the recruiter function of supplying organizational information. It is expected, therefore, that the commissioning sources will have a significant impact on individual expectations.

Conclusions

The studies reviewed above suggests some interesting findings. First, the concept that outsiders possess inflated expectations can be found in several settings, including the military (Hoiberg & Berry (1978), and business and educational settings (Wanous, 1980). Second, these inflated expectations are a function of an individuals preferences and hopes, influenced by post-decision dissonance, the educational process, recruiter biases and experience. Wanous (1980) stated that the consequence of unrealistic expectations is low satisfaction. This is

consistent with the Porter and Steers (1973) model and the studies discussed above. Dunnette et al. (1975) and Katzell (1968) took the process one step further and found a significant relationship between turnover and the confirmation of expectations. In addition, Vroom and Deci (1971) found subsequent higher satisfaction among those who left an organization although this finding as the author has pointed out, may be tainted due to post-decision dissonance contamination.

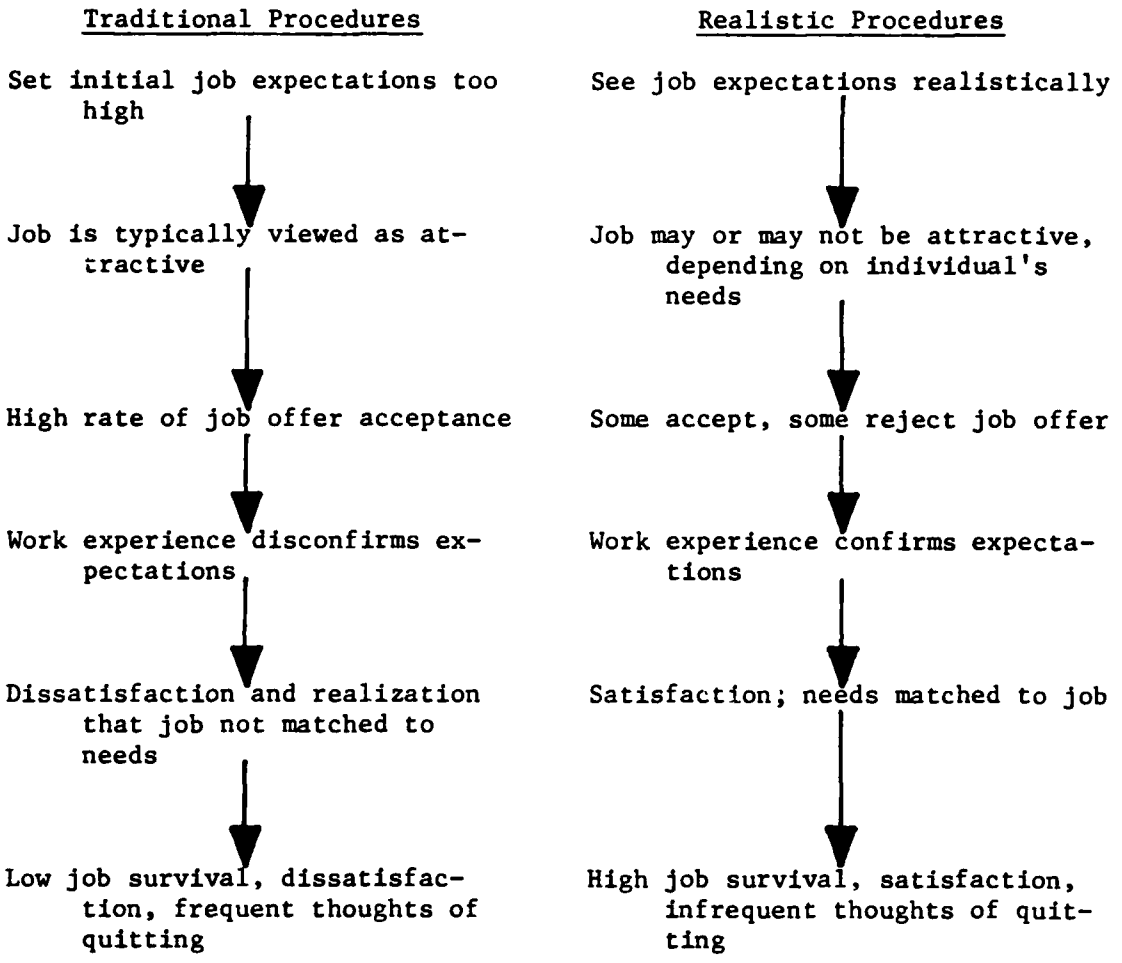
Having discussed the existance of inflated "outsider" expectations and their impact on job satisfaction and turnover, the next area considered is the importance of providing realistic and accurate information to the organizational outsider.

Realistic Job Previews (RJP's)

The literature in this area has mainly focused on the role RJP's have had in reducing newcomer turnover (Popovich & Wanous, 1982). Reilly, Brown, Blood and Malatesta (1981) surveyed the RJP turnover literature and found that when turnover data was combined from 11 applicable studies, there was a 5.7 percent reduction (19.8% - 25.5%) in turnover for those receiving a relistic job preview. Wanous (1975) believes this occurs because RJP's break from the traditional method of company's trying to "sell" their organization by putting forth only attractive information. In contrast, RJP's present information, both good and bad, concerning the organization and the job (see Figure 5). Wanous (1980) refers to this process as the "vaccination" effect where the outsider is given a small dose of organization reality in order to

Figure 5

Typical Consequences of Job Preview Procedures



(From Wanous 1975, p. 54)

bring typically inflated expectations in line with actual organization conditions.

As noted, the Katzell (1968) and Dunnette et al. (1973) studies found a significant relationship between met expectations and turnover. Horner (1979), studying the turnover effects of RJP's administered to 678 Marinee Corps male enlisted basic trainees, also found signficant support for the met expectations-turnover linkage as did Reilly et al. (1981) with the RJP study of 844 telephone service representative candidates.

Studies which have investigated whether RJP's lower expectations by providing accurate "insider" data have found this to be true in support of the Porter and Steers (1973) model. Wanous (1973) presented a traditional recruiting film and a RJP film to two different groups of female employees (total N = 80) after a job offer was extended but before job acceptance. Then, using a modified Job Descriptive Index (JDI) (Smith, Kendall & Hulin, 1969) and the Minnesota Satisfaction Questionnaire Short Form (Weiss et al., 1967) expectations were measured after the films were viewed. Wanous found that the expectations of the RJP group were significantly lower than those of the traditional group, for dimensions specifically addressed by the films, and that job survival for the RJP group after three months was greater (62% - 50%), but not statistically significant. Dugoni and Ilgen (1981) also found a lowering of expectations, following their RJP presentation to food store baggers and checkers, and a marginally significant decrease in turnover. Youngberg

(1963) conducted another study which measured expectations and again, a RJP lowered expectations (Reilly et al., 1981).

Thus, the studies above tend to support the Porter and Steers (1973) model. Realism, provided by RJP's, lower-expectations to conform more with organizational reality and met expectations have been positively linked to turnover. Whether realism enhances greater job satisfaction, as predicted by Porter and Steers, is open to question as studies (Dugoni and Ilgen, 1981 and Youngberg, 1963) have provided conflicting results (Reilly et al. 1981). In the job satisfaction area it is clear, however, that all the realism in the world cannot take the place of a good work environment (Wanous, 1980). Telling someone about an awful situation may prepare him or her for that fact but will not make the situation more satisfying. In these instances only changing the job will produce positive results (Ilgen and Dugoni, 1981).

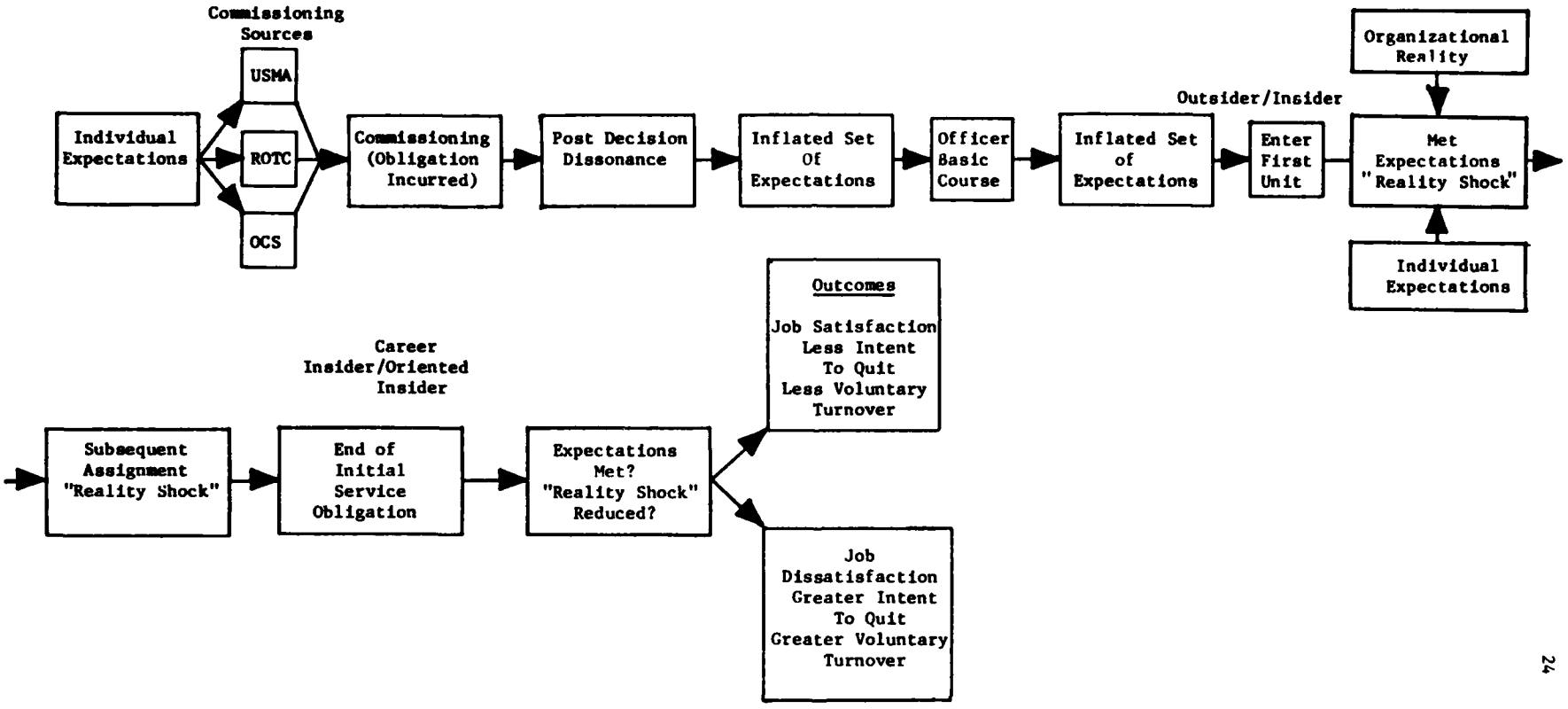
Study Model and Focus

Study Model

The above literature leads to the following model for the purposes of this study (see Figure 6). The individual enters one of the three commissioning sources with a set of expectations primarily directed toward the commissioning experience. The commissioning sources provide the training essential for the individual to become an effective officer and influence organizational reality sets by serving educational (what you will be doing in a unit and how to do it), recruiter (what the organization will be like, "war stories") and experience (providing

Figure 6

Army Officer Organizational Entry Process



opportunities to use learned skills) functions. Successful completion of the program will result in commissioning and with it a service obligation. Having crossed this boundary, it is expected that post-decision dissonance (Vroom, 1964) will raise expectations in order to justify the incurred obligation. As a newly commissioned officer the individual will next enter his or her officer basic course which serves essentially the same functions as the commissioning sources. This experience will, however, answer some questions for the new officer (e.g. pay and status considerations) and provide greater role clarity as branch specific skills and knowledge are learned. The expectation gap may close here but, overall, expectations will remain inflated due to the "unrealistic" nature of the "school" environment. Following this experience, the officer then enters a unit and expectations meet reality. The degree to which past experiences prepare the officer for this entry will determine the magnitude of the "reality shock" incurred. If this first assignment, and subsequent ones prior to the completion of the initial service obligation, meets the expectations of the individual in a postive manner, then it is likely that greater job satisfaction and a stronger career intent will ensue (Porter & Steers, 1973). Of course, the reverse will be true if expectations are markedly different from organizational reality, and if this gap does not close during subsequent assignments.

Study Focus

Of particular importance to this study is the impact of the commissioning source and officer basic course experiences on "outsider"

expectation sets. Using organizational "insiders" to portray reality, expectations will be compared to determine entry preparation strengths and weaknesses. The lessons learned will, hopefully, provide valuable information, concerning the accuracy of information transmitted, in order to ease the transition from organizational outsider to insider.

Hypotheses

The first five of the six hypotheses below consist of two parts. The first part involves outsider (OBC, USMA, ROTC and OCS)-insider comparisons with expected results based on the literature and information presented in each section. The second part will involve commissioning source comparisons. The reasons for commissioning source predicted directional findings are presented next.

The USMA, ROTC, and OCS commissioning sources differ markedly in their programs for preparing future officers. They range from 14 weeks (OCS) in duration to four years (ROTC and USMA) and have different amounts of actual exposure to Regular Army units prior to commissioning. Wanous (1976) discussed the "intensity" of entry and it's relationship to the speed of disillusionment of expectations after entry. This principal can be applied to the commissioning sources, as they try to close the expectation-reality gap, to conjecture which source best prepares its members for organizational entry. The USMA experience is an intense four year program which provides the majority of military training during the summer months. Of particular importance to this study, is the summer spent with a Regular Army unit as a platoon leader during the Cadet Troop Leading Training (CTLT) program. This, plus daily

contact with military officer instructors, prior service cadets and possible military family background, provides the majority of input for the cadet's expectation set. OCS is a highly structured, fast paced 14 week program designed to teach officer candidates the responsibilities and ethics of the officer corps and develop troop leading skills. Organizational reality knowledge here is primarily a function of prior service. The majority of individuals in this program usually have had some prior service which will affect their views and the views of those without prior service when unit experiences are discussed. The short duration of this program does not permit the exposure, in an officer capacity, to a regular unit that the West Point cadet is afforded. Finally, the ROTC experience, except for military colleges, is the least intensive of the commissioning sources. Military subjects are taught throughout the academic year, however, the majority of military training occurs at the six week Advanced Camp prior to the cadet's senior year. There is not a regular army unit orientation program like CTLT, interaction with military instructors is less frequent and, in general, there is not much exposure to the realities of the military organization. In conclusion, the USMA experience should provide the most realistic expectation set followed, in order, by the OCS and ROTC programs.

General Satisfaction and Military Environment Expectations

Wanous (1980) concluded that outsiders typically have inflated expectations when compared to reality as depicted by insiders. This was supported by various investigations cited in this study and is expected to remain true in this case. Essentially, commissioning

sources and officer basic courses are more oriented toward providing the skills necessary for an individual to become an effective officer than they are toward preparing the individual for organizational entry. This is not to say that this latter area is totally neglected, as orientation programs do exist and those individuals with prior service provide valuable entry information for others. The following hypotheses are, therefore, stated:

Hypothesis 1a. Expected general satisfaction by OBC, USMA, OCS and ROTC groups is greater than actual general satisfaction reported by insiders.

1b. Compared to actual general satisfaction reported by insiders, expected general satisfaction by USMA members is the most realistic followed by the OCS and ROTC groups; the latter being the most unrealistic.

Hypothesis 2a. General expectations about various aspects of the military environment are more positive for OBC, USMA, OCS, and ROTC groups than the actual military environment reported by insiders.

2b. Compared to the actual military environment reported by insiders, the general expectations about various aspects of the military environment for USMA members are most realistic, followed by the OCS and ROTC groups; the latter being the most unrealistic.

Intrinsic and Extrinsic Job Satisfaction and Job Task Expectations

The Lawler et al. (1975), Vroom and Deci (1971), and Wanous (1976) studies mentioned earlier, all measured expectations prior to and after organizational entry. There was a general decreasing trend in satisfaction associated with increased tenure (Wanous, 1980). The Wanous (1976) and Donnette et al. (1973) studies found that outsider and insider satisfaction expectations differed most for intrinsic factors; whereas,

extrinsic factors, due to information availability, were well-known by outsiders. In addition, Wanous (1976) concluded that since telephone operators accuractely predicted their job tasks prior to entry, then outsiders must have a good idea of what tasks their job will entail. Reilly et al. (1981) pointed out, however, that job complexity may be an issue here. Basically, the telephone operator's job tasks, not being very complex, may be easier to predict than tasks associated with more complex managerial positions.

The military organization is a complex management/leadership environment for a new officer. Information such as pay and promotion opportunities are readily available to an outsider, however, the majority of knowledge (tactical and interpersonal) is gained through experience. The above discussion leads to the following hypotheses.

Hypothesis 3a. Expected intrinsic satisfaction by OBC, USMA, OCS and ROTC groups is greater than actual intrinsic satisfaction reported by insiders.

3b. Compared to actual intrinsic satisfaction reported by insiders, expected intrinsic satisfaction by USMA members is the most realistic followed by the OCS and ROTC groups; the latter being the most unrealistic.

Hypothesis 4a. Expected extrinsic satisfaction by OBC, USMA, OCS and ROTC groups is the same as actual extrinsic satisfaction reported by insiders.

4b. Compared to the actual extrinsic satisfaction reported by insiders, expected extrinsic satisfaction by USMA, OCS and ROTC groups are equally realistic.

Hypothesis 5a. OBC, USMA, OCS and ROTC groups have expectations of time spent performing job related tasks that are significantly different from the time actually spent performing these tasks as reported by insiders.

5b. Compared to the time actually spent performing job related tasks as reported by insiders, USMA members are the most realistic in their estimation of time spent performing job related tasks followed by the OCS and ROTC groups; the latter being the most unrealistic.

Officer Basic Course Impact on Expectations

Finally, the Officers Basic Course is the first contact newly commissioned officers have with the army after commissioning. It is anticipated that the experience, despite possible post-decisional entry dissonance, will help clarify future roles, provide needed technical expertise and overall, have a positive influence on the individuals expectations set.

Hypothesis 6. Expectations of OBC members are more realistic, when compared to the organizational reality portrayed by insiders, than are the expectations of the USMA, ROTC and OCS groups.

II. Methodology

This section will discuss three main areas. First, the participants in each of the study's five major groups will be described; second, the study's questionnaire development and administration will be considered and; finally, the statistical techniques used to analyze the data will be outlined.

Subjects

The subjects for this study were obtained from three different locations. Fort Benning, Georgia provided an officer candidate company for OCS data, an officers basic course class for OBC input and an infantry brigade for "insider" information. ROTC data was collected from the University of South Carolina Army ROTC Department located in Columbia, South Carolina and USMA input was provided by a cadet company at West Point, New York.

Fort Benning, Georgia was chosen to provide the data outlined above because it is well-known (home of the Infantry), possesses OBC and OCS training units and houses a separate infantry brigade. This study's focus necessitated that the OCS sample be drawn there as it is the only place an OCS commission is provided. The Infantry Officer Basic Course was chosen because it is the Army's largest branch and is representative of the other Army branch specific basic courses. Also, the approval authority to administer the questionnaire controlled both the OCS and OBC schools; thereby, minimizing red tape. Next, the separate infantry brigade was selected because its separate status dictates an

organizational structure similar to that of a division. Thus, there was an attractive combination of combat arms, combat service support and combat support officers in one location. This brigade, in addition to normal mission requirements for a unit of this type, also provided support for the Infantry School. It is not expected that this additional responsibility will influence the study. Finally, the fact that Fort Benning is well-known has implications concerning the questionnaire used and will be discussed later.

The major demographic information concerning the Fort Benning groups, outlined above are shown in Table 3. The OCS group, as expected, has more prior service, a greater length of prior service and, consequently, older members than the other groups. The class utilized for the study was in the 11th week of their 14 week program and was the furthest along of the classes in residence.

The OBC sample was surveyed in the final week of their 14 week course. Those in the class who were not surveyed were foreign students and Air Force officers participating in exchange programs. All of OBC officers were in receipt of their initial assignment orders and the majority were to report to their first units in the near future (within 45 days). One surprising statistic was the high percent of prior service in this group. This is explained by the fact that 43 of the 65 students came from the OCS commissioning source which, as illustrated above, traditionally has a high percentage of participants with prior service.

Table 3

OCS, OBC and Insider Demographic Data

Group	N	Mean Age	Sex	Prior Service	Length of Prior Service* 0-3 yrs.	Length of Prior Service* Over 3 yrs.	Military Family
OCS	91	Greater Than 25 yrs. (73.63%)	Male 90.11%	65.93% Yes	24.18%	41.75%	26.37% Yes
			Female 9.89%				
OBC	65	23-24 yrs. (27.69%)	Male 100%	60.00% Yes	30.77%	33.84%	38.46% Yes
		Greater Than 25 yrs. (58.46%)					
Insiders**	30	21-22 yrs. (60%)	Male 100%	30.00%	10.00%		46.67% Yes

* Percentage of total group

** Subset of group n = 96

Next, the insider group is a subset of the total brigade sample (n = 96). This subset includes all non-staff, combat arms officers with the rank of second or first lieutenant who have been in the brigade greater than three months. For 86.6 percent this is their first assignment other than army schools. The Brigade sample was refined to portray the organizational insider, in the initial obligation period, performing a task (primarily a platoon/section leader) which is the major focus of the commissioning source experience. The group described above best accomplished this objective.

Major demographic data for all ROTC and USMA cadets surveyed and for only senior cadets are shown in Table 4. The seniors have been singled out due to the fact that they have had the most contact with the commissioning source and are expected to be the most representative of the USMA and ROTC "product". For that matter, there is no reason to believe that the ROTC program or the cadet company selected for this study differ significantly from other programs or companies with a similar purpose. The only exception might be the environment presented by military (ROTC) colleges, however, these schools are in the minority when the entire ROTC program is considered.

Overall, the most significant difference across all groups has to do with prior service, the length of prior service and it's corresponding impact on age. It remains to be seen whether or not prior service affects expectations.

Table 4

ROTC and USMA Demographic Data

Group	N	Mean Age	Sex	Prior Service	Length of Prior Service* 0-3 yrs.	Over 3 yrs.	Military Family
ROTC	80	18-22 yrs. (72.50%)	Male 86.25%	37.50% Yes	27.5%	10.0%	36.25% Yes
			Female 12.50%				
USMA	75	18-22 yrs. (93.33%)	Male 94.67%	14.67% Yes	13.3%	1.33%	21.33% Yes
			Female 5.33%				
ROTC SENIORS	24	21-22 yrs. (54.17%)	Male 83.33%	45.83%	45.84%	4.17%	29.17% Yes
			Female 16.67%				
USMA SENIORS	22	21-22 yrs. (81.82%)	Male 100%	27.27%	27.27%	0.0%	22.73% Yes

* Percentage of total group

Questionnaire Development

The questionnaires developed for this study (see Appendices A and and B) contained four main parts. The first three were designed to measure outsider expectations and insider perceptions of organizational life from job satisfaction, military environment, and task perspectives. The final part provided career intent and demographic data.

The Minnesota Satisfaction Questionnaire Short Form (Weiss et al., 1967) comprised the first twenty questions and investigated the following dimensions of work:

Intrinsic

1. Activity
2. Variety
3. Independence
4. Social Status
5. Moral Values
6. Creativity
7. Responsibility
8. Security
9. Social Service
10. Authority
11. Ability Utilization
12. Achievement

Extrinsic

1. Supervision (Human Relations)
2. Supervision (Technical Competence)
3. Compensation
4. Advancement
5. Recognition
6. The way policies are put into practice.

(Source: Cook, Hepworth, Wall, & Warr, 1981, p. 25-26)

This questionnaire was used by Wanous (1976) to track expectations prior to and satisfaction after organizational entry for telephone operator personnel. Cook et al. (1981), citing numerous studies considering the MSQ's validity and reliability, concluded that the MSQ provides a valuable overall job satisfaction score. Some reservations were expressed for the intrinsic and extrinsic scales, however, they were still considered valid and reliable.

The next twenty questions were military specific attitude questions which utilized a five point Likert scale ranging from strongly disagree to strongly agree. These questions were based upon the author's experience, other officer input, faculty recommendations, and the Army's General Organization Questionnaire (GOQ) (USA Organizational Effectiveness Training Center, Fort Ord, California, 1977). The intent was to further investigate the MSQ dimensions listed above, however, this time from a military unit perspective.

The next 11 questions, relating to tasks performed on the job, were obtained from the Officer Occupational Survey Program--Pilot Project (1979) conducted by the U. S. Army Military Personnel Center, Alexandria, Virginia. This study was designed to assess officer job content and outline the abilities and responsibilities associated with the job in order to better educate the Officer Corps. The portion of the study used here involved infantry company grade officers (lieutenants and captains) who responded to a multitude of tasks by indicating the average time spent performing a specified task in relation to all other tasks performed. Again, a five point Likert scale was used and

responses ranged from "very much below average" to "very much above average" time spent performing. Of the 26 task groupings for infantry officers 11 were chosen for use in this study's questionnaire. All of the 11 could be applied to any of the combat arms branches and those selected reflected both ends of the "time spent performing" scale. The intent of these questions was to ascertain whether or not outsiders had an accurate idea of how their time would be spent during day to day operations.

Finally, career intent and demographic questions were developed. The career intent questions incorporate March and Simon's (1958) "ease of movement" and "desirability of movement" considerations and the demographic data investigated characteristics which could have a bearing on expectation sets. Prior service and military family variables were important demographic considerations.

Outsider and Insider Surveys

The insider survey (see Appendix A) was worded so that responses would indicate conditions as they existed at the time of the survey administration. The outsider survey (see Appendix B) involved "expectations" which necessitated a different set of instructions. In order to bring all outsider expectations to a common point of reference, their questionnaire included the instructions; "Assume when answering the questions that your first assignment will be as a combat arms platoon leader in an infantry brigade located at Fort Benning, Georgia." As mentioned earlier, Fort Benning is a highly visible and well-known post. This, plus its link with the Infantry School, provides the outsider

some idea of the Brigade's function. It was felt that focusing responses in this manner would provide more compatible expectation sets than if one individual's expectations centered on a unit in Europe and another's on a unit in the United States.

In addition to revising instructions, questions were reworded for the outsider survey. For example, the insider's "On my present job this is how I feel about . . ." was changed to read, "As a combat arms platoon leader this is how satisfied I expect I will be about . . ." (MSQ Items) for the outsiders. The final difference between the two surveys involved demographic data. More information was needed to better define brigade groups.

After the initial surveys were constructed they were reviewed by faculty advisors and two other Army officers to insure clarity of the questions. Minor wording adjustments were made to remove possible ambiguity. The author then discussed the questionnaire with the first surveyed group (ROTC) and found that no further question revision was necessary.

Survey Administration

Because survey administration utilized either class or training time every effort was made to meet the surveyed unit's needs. This resulted in a variety of administration methods.

The Brigade Surveys were administered in two different ways. One method involved the author administering the questionnaire to brigade company grade officers in a classroom setting, and a second method involved battalion adjutants supervising questionnaire distribution and

return. Training priorities and time constraints necessitated this last aproach in two of the infantry battalions. Sixty-two of the ninety-six brigade surveys were personally administered by the author.

The ROTC, OCS and OBC questionnaires were answered in a classroom setting. All, except 21 of the ROTC surveys, were supervised by the author. The 21 ROTC survey just mentioned were administered by ROTC instructors. The West Point questionnaires were mailed to the company tactical officer who distributed and supervised the return of the instrument. In all groups each participant received an instruction and study objective cover sheet, the questionnaire and an answer sheet.

Analysis Procedures

The first step was to perform a factor analysis to determine whether the military environment questions (Q21 - Q40) could be reduced to a more manageable number of factors. The factor analysis performed was the "iterative principal factor method," followed by rotation to simple structure using the varimax criterion. The computer program used was "PRINIT" from the Statistical Analytical System (SAS) software package (Helwig & Council, 1979).

Once this was accomplished, means were plotted for each of the five (Insiders, OBC, USMA, OCS and ROTC) total groups and then separately for USMA and ROTC senior classes on all the dependent measures. This was followed by an analysis of variance (ANOVA) test to ascertain whether or not there was a significant difference among the group means at the .05 level of significance. Where a significant difference did exist among group means, post-hoc tests were conducted to find out where (between

which groups) the differences occured. The Newman-Keuls method for unequal sample sizes was used to accomplish this objective. This test was particularly attractive because it enabled the level of significance (.05) to be equal for all ordered pairs no matter how many steps the means were apart (Winer, 1962). In this case there was a maximum of five steps. Post-hoc tests were performed, where necessary, for total group samples and for comparisons when the USMA and ROTC groups consisted of senior cadets only.

III. Results

Factor Analysis

Results of the factor analysis of the military environment questions (Q21-Q41) indicated that four factors could account for the pattern of responses among "insiders." Table 5 contains the rotated factor loadings of the "marker" items for each factor.

Factor 1 was interpreted as a "global" expectation factor. The items loading on Factor 1 do not point to any particular dimension of work. Instead, they are more global in nature, touching on recognition, decision-making, knowing what is expected, and the quality of evaluations.

Factor 2 (Table 5), however, was more specific and deals primarily with the intrinsic dimension of work. This factor was called "intrinsic" military environment considerations.

Factor 3 (Table 5) concentrates on "pay and status" military environment considerations. The last three rankings tangentially address the pay and status issue by incorporating the concept that job status involves a control issue (e.g. not having to punch a time clock) which would enable the individual to influence these areas (e.g. attend school, leave when work is completed) if they so desired.

Finally, Factor 4 (Table 5) involves quality of decisions, how they are made and teamwork. All of these facets relate to "decision-making," the term applied to this factor.

Table 5

Factor "Marker" Items

Factor 1: Global Expectations

Loading Rank	Job Facet	Loading
1	Q22-Recognition by Supervisor	.72
2	Q23-Recognition for performance rather than how well liked	.70
3	Q25-Freedom to make own decisions	.69
4	Q26-Commander accessability for guidance	.67
5	Q24-Inclusion in decision-making	.64
6	Q33-Knowing what is expected	.63
7	Q21-Receipt of fair and objective efficieny reports	.60
8	Q36-Supervisor emphasis on teamwork	.59
9	Q34-Knowing unit's missions/objectives	.51

Factor 2: Intrinsic Military Environment

Loading Rank	Job Facet	Loading
1	Q29-Interesting and challenging work	.77
2	Q30-Ability to advance skills and/or personal education	.48
3	Q31-Time at work being productively spent toward mission accomplishment	.42
4	Q35-Subordinates with personal motivation	.36

Factor 3: Pay and Status

Loading Rank	Job Facet	Loading
1	Q39-Civilian Community Status	.64
2	Q37-Pay versus expenses consideration	.56
3	Q38-Military Community Status	.49
4	Q40-Time to take care of personal and family needs	.45
5	Q31-Time at work being productively spent	.39
6	Q30-Ability to advance skills and education	.36

Factor 4: Decision-Making

Loading Rank	Job Facet	Loading
1	Q28-Decisions being made after consulting those who do the job	.60
2	Q36-Commanders emphasis on teamwork	.43
3	Q27-Superiors decisions for the good of the unit and not personal gain	.42

Hypotheses Results

The results presented below reflect the total responses (n's) for the OBC (n = 65), USMS (n = 75), ROTC (n = 80), and OCS (n = 91) groups, and the previously defined insider group (n = 30). Reduced sample size results, limiting the USMA and ROTC samples to seniors who have undergone the entire commissioning experience (USMA n = 22, ROTC n = 24), are shown in Appendix C. The reasons for considering the total outsider groups will be presented in the discussion section.

Hypotheses 1a. and 1b. - General Satisfaction

The results of the Minnesota Satisfaction Questionnaire (MSQ) (Weiss et al., 1967) for general satisfaction support Hypothesis 1a. that outsider expectations would be higher than the actual reported satisfaction of insiders. Table 6 presents the results of the ANOVA test and the results of the Newman-Keuls analysis. These data indicate that the OBC, USMA, ROTC and OCS groups had significantly higher satisfaction scores than the insider group at the .05 level of significance.

Hypothesis 1b. is partially supported by the findings. As expected, the USMA mean was closer to the insider mean than were the OCS and ROTC group means; however, the USMA mean was not significantly different from the OCS mean. In addition, table 6 C. shows that the ROTC group mean was not only significantly higher than the insider group, but also significantly higher than the USMA and OCS groups. Thus, as predicted, the ROTC group was the most unrealistic for the expected satisfaction of general satisfaction measures.

Table 6

Analysis of Variance Results for General Satisfaction

A. Means and Standard Deviations

	GROUPS				
	Insiders +	OBC ++	USMA ++	OCS ++	ROTC ++
Means	3.46	3.66	3.68	3.74	3.90
Standard Deviations	.557	.455	.376	.422	.371

\+ Actual Satisfaction
++ Expected Satisfaction

B. Summary Table

Source	DF	Sum of Squares	Mean Square	F valve	p.
Groups	4	5.12	1.28	7.21	.0001
Error	336	59.65	.177		

C. Post-Hoc Analysis

	Insiders	OBC	USMA	OCS	ROTC
Insiders		**	**	**	**
OBC					**
USMA					**
OCS					**
ROTC					

** - The column and row groups with this symbol at their intersection have significantly different means at the .05 level of significance.

Hypotheses 2a. and 2b. - Military Environment Considerations

This hypothesis will be analyzed separately for the four factors presented earlier.

The results for Factor 1 (global expectations) provided partial support for Hypothesis 2a. (Table 7). The means for the outsider group were in the expected direction (higher). However, a significant difference was only found between ROTC and insider groups.

The data also provided partial support for Hypothesis 2b. The means of the USMA and OCS groups were equal and neither of these groups differs significantly from the insider group. In contrast, the ROTC results provided clear support for Hypothesis 2b. in that their results were significantly higher than the USMA and ROTC data and thus, more unrealistic.

The results with Factor 2 ("intrinsic" military environment) considerations (Table 8) were similar to the results for Factor 1. The means were again in the desired direction (higher), and only the ROTC group was significantly different from the insider results at the .05 level of significance. In this instance, the OCS mean was closer to the insider mean than the USMA result, however, neither were significantly different from the insider group. The fact that the ROTC group was again significantly different (higher) from the OCS and USMA groups provides qualified support for the directional hypothesis.

The "pay and status" results (Factor 3) are presented in Table 9. The post-hoc analysis provided support for Hypothesis 2a. as OBC, USMA, OCS and ROTC means all were significantly higher than the insider group.

Table 7

Analysis of Variance Results for "Global"

Military Environment Considerations

A. Means and Standard Deviation

	GROUPS				
	Insiders+	OBC++	USMA++	OCS++	ROTC++
Means	3.55	3.59	3.64	3.64	3.85
Standard Deviations	.860	.533	.393	.489	.471

\+ Actual Conditions
++ Expected Conditions

B. Summary Table

Source	DF	Sum of Squares	Mean Square	F valve	p.
Groups	4	3.68	.920	3.42	.0093
Error	336	90.36	.269		

C. Post-Hoc Analysis

	Insiders	OBC	USMA/OCS	ROTC
Insiders				**
OBC				**
USMA/OCS				**
ROTC				**

** - The column and row groups with this symbol at their intersection have significantly different means at the .05 level of significance.

Table 8

Analysis of Variance Results for the "Intrinsic"

Military Environment Consideration

A. Means and Standard Deviation

	GROUPS				
	Insiders+	OBC++	USMA++	OCS++	ROTC++
Means	3.49	3.76	3.72	3.62	3.97
Standard Deviations	.640	.607	.609	.689	.533

\+ Actual Conditions
++ Expected Conditions

B. Summary Table

Source	DF	Sum of Squares	Mean Square	F valve	p.
Groups	4	7.435	1.858	4.87	.0008
Error	336	128.310	.381		

C. Post-Hoc Analysis

	Insiders	OBC	USMA	OCS	ROTC
Insiders					**
OCS					**
USMA					**
OBC					
ROTC					

** - The column and row groups with this symbol at their intersection have significantly different means at the .05 level of significance.

Table 9

Analysis of Variance Results for "Pay and Status"

Military Environment Considerations

A. Means and Standard Deviations

	GROUPS				
	Insiders+	OBC++	USMA++	OCS++	ROTC++
Means	3.02	3.37	3.47	3.50	3.74
Standard Deviations	.672	.694	.515	.581	.566

\+ Actual Conditions
++ Expected Conditions

B. Summary Table

Source	DF	Sum of Squares	Mean Square	F valve	p.
Groups	4	12.67	3.169	8.91	.0001
Error	336	119.48	.355		

C. Post-Hoc Analysis

	Insiders	OBC	USMA	OCS	ROTC
Insiders		**	**	**	**
OBC					**
USMA					**
OCS					**
ROTC					

** - The column and row groups with this symbol at their intersection have significantly different means at the .05 level of significance.

Thus, the hypothesis is accepted. This finding does not hold true for Hypothesis 2b., however, as there was not a significant directional difference between the commissioning source groups. The mean scores were in the desired direction, but the differences were not great enough for statistical purposes. Hypothesis 2b. is therefore, rejected.

Analysis of variance tests for Factor 4 ("Decision-Making") are presented in Table 10. The results indicated that outsider and insider group means were not significantly different at the .05 level. Post-hoc tests were, therefore, not necessary, and Hypothesis 2a. and 2b. were not supported for this factor.

In conclusion, of the four factors considered, only one, "pay and status," supported Hypothesis 2a. The other three factors had mean distributions in the desired direction (outsiders higher than insiders), however, the hypothesis was rejected on statistical grounds. Hypothesis 2b. failed to withstand the prediction that USMA members had more realistic expectations con-cerning the military environment than did OCS or ROTC members. In fact, OCS means were closer to insider means than USMA results in two of the four areas considered (one other area was tied). Post-hoc tests did point out that the ROTC group, across the board, had the highest mean for each area.

Hypotheses 3a. and 3b. - Intrinsic Satisfaction

Minnesota Satisfaction Questionnaire (Weiss et al., 1967) results for intrinsic factors provided partial support for Hypothesis 3a. (which predicted outsiders will have higher intrinsic satisfaction expectations

Table 10

Analysis of Variance Results for "Decision-Making"

Military Environment Considerations

A. Means and Standard Deviations

	GROUPS				
	Insiders+	OBC++	USMA++	OCS++	ROTC++
Means	3.43	3.53	3.60	3.57	3.73
Standard Deviations	.914	.602	.558	.520	.557

\+ Actual Conditions
++ Expected Conditions

B. Summary Table

Source	DF	Sum of Squares	Mean Square	F valve	p.
Groups	4	2.54	.636	1.79	.1307
Error	336	119.50	.355		

than the intrinsic satisfaction reported by insiders). The results in Table 11 illustrate that expectations were significantly higher for ROTC and OCS members when compared to insiders. However, USMA and OBC members did not differ significantly from insiders but their means were in the hypothesized direction. The support for Hypothesis 3b. is illustrated by Table 11 C. The USMA group was significantly closer to the insider group than were the ROTC and OCS groups and although not significantly different, the ROTC mean (4.04) was higher than the OCS mean (3.90). Thus, Hypothesis 3b. was accepted.

Hypotheses 4a. and 4b. - Extrinsic Satisfaction

The extrinsic satisfaction results, derived from MSQ (Weiss et al., 1967) questions, led to the rejection of the hypothesis that outsiders can accurately predict extrinsic related organizational factors (Table 12). All outsider group expectations were significantly higher than reported insider satisfaction. Likewise, the inter-commmissioning source comparison Hypothesis 4b. was rejected since the ROTC group was significantly different (higher) than the OCS and USMA groups. The anticipated similar expectation levels did not occur in this instance.

Hypotheses 5a. and 5b. - Job Related Tasks

Hypothesis 5a. contends that outsiders will have unrealistic expectations regarding tasks actually performed on the job. Table 13 presents the means and standard deviations by group for each task item, and Table 14 provides analysis of variance results. Results of the analysis of variance tests indicated that outsider expectations regarding

Table 11

Analysis of Variance Results for Intrinsic Satisfaction

A. Means and Standard Deviations

	GROUPS				
	Insiders+	OBC++	USMA++	OCS++	ROTC++
Means	3.66	3.83	3.81	3.91	4.04
Standard Deviation	.563	.471	.433	.466	.389

\+ Actual Satisfaction
++ Expected Satisfaction

B. Summary Table

Source	DF	Sum of Squares	Mean Square	F valve	p.
Groups	4	3.99	.998	4.86	.0008
Error	336	68.94	.205		

C. Post-Hoc Analysis

	Insiders	OBC	USMA	OCS	ROTC
Insiders				**	**
USMA					**
OBC					**
OCS					
ROTC					

** - The column and row groups with this symbol at their intersection have significantly different means at the .05 level.

Table 12

Analysis of Variance Results for Extrinsic Satisfaction

A. Means and Standard Deviation

	GROUPS				
	Insiders+	OBC++	USMA++	OCS++	ROTC++
Means	3.12	3.44	3.53	3.54	3.75
Standard Deviation	.629	.532	.435	.486	.462

\+ Actual Satisfaction
++ Expected Satisfaction

B. Summary Table

Source	DF	Sum of Squares	Mean Square	F valve	p.
Groups	4	9.26	2.31	9.51	.0001
Error	336	81.86	.243		

C. Post-Hoc Analysis

	Insiders	OBC	OCS/USMA	ROTC
Insiders		**	**	**
OBC				**
OCS/USMA				**
ROTC				

** - The column and row groups with this symbol at their intersection have significantly different means at the .05 level.

Table 13

Job Task Mean and Standard Deviation by Group

Job Task	Insiders		OBC		USMA		OCS		ROTC	
	M	SD	M	SD	M	SD	M	SD	M	SD
1. Supervision/Management	3.46	.89	3.75	.83	3.73	.81	3.63	.86	3.66	.81
2. Training/Training Management	2.76	1.04	3.73	.95	3.42	.85	3.86	1.01	3.75	.78
3. Administration	3.06	.94	3.16	.89	3.21	.87	3.00	.80	3.33	1.01
4. Personnel Management	2.63	.85	3.13	.88	3.00	.83	2.76	.79	3.18	.85
5. Logistics (supply)	3.60	.96	3.32	.97	3.13	.96	3.01	.81	3.22	.99
6. Individual Weapons	3.00	1.23	2.89	1.18	2.78	1.01	3.13	.97	3.33	1.10
7. Defensive Operations	2.53	1.19	3.35	.97	2.98	.86	3.17	.97	3.40	1.02
8. Offensive Operations	2.50	1.16	3.38	.98	3.04	.93	3.19	.99	3.52	1.19
9. Logistics (maintenance)	3.93	.98	3.27	.97	3.33	.93	3.35	.94	3.35	.91
10. Military Justice	2.53	.89	2.80	.95	2.45	.85	2.54	.90	2.78	1.02
11. Nuclear, Biological, Chemical Operations	2.06	1.01	3.18	1.04	2.32	.94	3.07	1.10	3.17	1.05

C-8. Job Task Mean and Standard Deviation by Group

Job Task	Insiders		OBC		USMA		OCS		ROTC	
	M	SD	M	SD	M	SD	M	SD	M	SD
1. Supervision/Management	3.46	.89	3.75	.83	4.00	.82	3.63	.86	3.75	.74
2. Training/Training Management	2.76	1.04	3.73	.95	3.72	1.02	3.86	1.01	3.63	.78
3. Administration	3.06	.94	3.16	.89	3.31	.78	3.00	.80	3.63	.82
4. Personnel Management	2.63	.85	3.13	.88	3.00	.82	2.76	.79	3.25	.90
5. Logistics (supply)	3.60	.96	3.32	.97	3.36	.90	3.01	.81	3.50	.88
6. Individual Weapons	3.00	1.23	2.89	1.18	2.77	.75	3.13	.97	3.29	.95
7. Defensive Operations	2.53	1.19	3.35	.97	2.86	.71	3.17	.97	3.33	1.01
8. Offensive Operations	2.50	1.16	3.38	.98	2.86	.83	3.19	.99	3.70	1.40
9. Logistics (maintenance)	3.93	.98	3.27	.97	3.41	.73	3.35	.94	3.21	.88
10. Military Justice	2.53	.89	2.80	.95	2.36	.78	2.54	.90	3.13	.95
11. Nuclear, Biological, Chemical Operations	2.06	1.01	3.18	1.04	2.27	1.03	3.07	1.10	3.17	1.05

Table 14

Analysis of Variance Job Related

Task Results

Task: Supervisor/Management

Source	DF	Sum of Squares	Mean Square	F valve	p.
Group	4	2.09	.524	.75	.5587
Error	336	235.11	.699		

Task: Training/Training Management

Source	DF	Sum of Squares	Mean Square	F valve	p.
Group	4	32.51	8.12	9.56	.0001
Error	336	285.68	.850		

Task: Administration

Source	DF	Sum of Squares	Mean Square	F valve	p.
Group	4	5.32	1.33	1.64	.1649
Error	336	273.47	.813		

Task: Personnel Management

Source	DF	Sum of Squares	Mean Square	F valve	p.
Group	4	12.75	3.18	4.52	.0014
Error	336	237.06	.705		

Task: Logistics (supply)

Source	DF	Sum of Squares	Mean Square	F valve	p.
Group	4	9.41	2.35	2.70	.0306
Error	336	293.02	.872		

Task: Individual Weapons

Source	DF	Sum of Squares	Mean Square	F valve	p.
Group	4	14.11	3.52	3.03	.0178
Error	336	391.13	1.16		

Task: Defensive Operations

Source	DF	Sum of Squares	Mean Square	F valve	p.
Group	4	21.10	5.27	5.44	.0003
Error	336	325.70	.969		

Task: Offensive Operations

Source	DF	Sum of Squares	Mean Square	F valve	p.
Group	4	27.21	6.80	6.24	.0001
Error	336	366.15	1.09		

Task: Logistics (maintenance)

Source	DF	Sum of Squares	Mean Square	F valve	p.
Group	4	10.17	2.54	2.85	.0241
Error	336	300.49	8.94		

Task: Military Justice

Source	DF	Sum of Squares	Mean Square	F valve	p.
Group	4	7.07	1.76	2.02	.0915
Error	336	294.36	.876		

Task: Nuclear, Chemical, Biological (NBC) Operations

Source	DF	Sum of Squares	Mean Square	F valve	p.
Group	4	59.81	14.95	13.80	.0001
Error	336	363.98	1.08		

supervision/management, administration, and military justice tasks did not differ significantly from the insider responses. Where differences did occur, post-hoc tests were conducted, and it was found that all outsider group means were significantly higher than the insider group means for training/training management and defensive and offensive operations. In addition, all outsider means were significantly lower than the insider mean for logistics (maintenance), and only USMA (for NBC) and OCS (for personnel management) means were comparable to insider reality for those two areas. Thus, overall, there were significant differences between outsider expectations and insider reality with task questions; especially for operations related tasks. The outsider's realistic expectations for supervision and administrative areas, however, provided only partial acceptance of Hypothesis 5a.

Next, there is little support for Hypothesis 5b. which states that the USMA group means would be closest to insider reality followed by OCS and ROTC, in order. Only for the NBC task were USMA and insider means similar and significantly different from OCS and ROTC means. In addition, unlike earlier, there is not even a directional mean statement which can be made to support the hypothesis, as the group closest to and furthest from insider "reality" is not constant. Clearly Hypothesis 5b. must be rejected.

Hypothesis 6 - The OBC Experience

Hypothesis 6 was designed to investigate whether or not the OBC experience after commissioning helped to close the "reality" gap between commissioning source groups and insiders. If this were true, then

the previous results would have shown OBC expectation means for satisfaction, military environment and task factors closest to the reality presented by insiders. In the expected satisfaction areas there is only directional support for this effect for general and extrinsic satisfaction. Here, the OBC expectation mean was closest to the insider mean, however, this was more than offset by the fact that there was a significant difference between the groups. Military environment and job task expectation results also rejected Hypothesis 6. Again, a significant positive relationship between the OBC and insider groups did not exist.

IV. Discussion

This study has focused on outsider expectations of intrinsic and extrinsic job satisfaction facets of work, job tasks, and work environment. With respect to the United States Army, the results indicate that outsiders typically have inflated expectations for job satisfaction areas, are more realistic about the military work environment, and are more accurate in their perception of time spent performing administrative tasks than operations tasks.

The results for the MSQ (Weiss et al. 1967) general and extrinsic satisfaction facets found all outsider groups significantly higher than the insider group, while only the OCS and ROTC groups were significantly higher for the intrinsic satisfaction facet. Of the four military facets of work considered, only one, "pay and status", exhibited significantly higher expectations for all outsider groups, and only the ROTC group was significantly higher for the "global" and "intrinsic" facets. All outsider groups had accurate expectations for the "decision-making" facet. Next, all outsider groups had accurate expectations for the time spent performing supervision/management, administration and military justice tasks, and inaccurate expectations for training/training management, defensive and offensive operations and maintenance tasks. In addition, among the commissioning sources, the USMA and OCS groups were consistently the most realistic and the ROTC group the most unrealistic. These results are similar to those obtained by Wanous (1976), Schneider (1972), Dunnette et al. (1973), Hoiberg and Berry

(1978) and Smith et al. (1976), but are unique in some important respects.

Dunnette et al. (1973) and Wanous (1976), for example, concluded that the reason outsiders had realistic extrinsic expectations was because this information was more readily available. Therefore, it was not expected in the present study that the MSQ extrinsic scale would reflect inflated expectations for all outsider groups. Specifically, advancement and compensation information is readily available but, apparently, outsiders are not knowledgeable of its content. In addition, the quality of instructor/cadre supervision may raise extrinsic expectations of outsiders due to a limited comparative base, truly outstanding instructors/cadre, or both. In any event, the sum of the above yields unrealistic extrinsic (MSQ) expectations.

Next, it was not expected for the MSQ intrinsic dimension that only the ROTC and OCS groups would be significantly higher than the insiders, as both the Wanous (1976) and Dunnette et al. (1973) studies found this to be the area with the greatest expectation distortion. In addition, the "intrinsic" military environment factor produced similar results to those of the MSQ; thereby, not replicating the Wanous (1976) and Dunnette et al. (1973) results. Apparently, intrinsic job information can be accurately transmitted to outsider groups, witness the USMA and OCS results, despite Wanous' (1976) concern that the intrinsic satisfaction facet is the most difficult to present.

Expectations of time spent performing job tasks also provided unexpected results, as it appears the determining factor is not job

complexity (Reilly et al., 1981), as originally believed, but rather the amount of information provided the outsider. The Ward and Athos (1972) study applies here with the commissioning source serving the recruiter role. Essentially, the majority of officer preparation is directed toward tactical operations and not administrative functions. Therefore, it was not surprising to find operations task expectations inflated and maintenance expectations underestimated. What was not anticipated, however, was that outsiders would have accurate administrative task expectations. Less commissioning source emphasis in this area apparently had a positive, but unintentional, influence on the outsiders' expectations.

Another unexpected result was the closeness of the USMA and OCS expectations relative to the insider expectations. It was hypothesized that the USMA cadet would have more realistic expectations than the other commissioning sources due to the intensity and length of their program, daily interaction with officers and their summer orientation program (CTLT). Inspection of the means for each of the five groups generally found this to be true, however, statistically significant results occured in only one instance (intrinsic satisfaction). Apparently, the high percentage (65.93%) of prior service personnel in the OCS group greatly influenced this group's expectations and made them comparable to those of the USMA cadets.

Finally, the failure of the OBC group to close the "reality" gap after commissioning, has to be linked to the "unrealistic" school environment. Although role clarity and increased technical proficiency

are being achieved, the officer is still essentially responsible only for him or herself and not subject to the time demands of a regular line unit. These latter two facts, more than anything, prevented the OBC experience from accurately portraying the realities of organizational life.

Study Limitations

As mentioned earlier in the methods section, the entire USMA and ROTC samples were used for analysis. This was done because of a statistical power problem which occured when the USMA and ROTC samples were limited to senior cadets with n's of 22 and 24, respectively. It would have been advantageous for this study to have drawn the entire USMA and ROTC sample from their respective senior classes. These individuals would have undergone the entire commissioning experience and, as discussed earlier, would have been most representative of the USMA and ROTC "product." However, if this were done (see Appendix C) significant differences between groups, especially among the commissioning sources, would have been lost. It is not believed that the approach taken in this study minimizes the importance of the findings because five of the seven satisfaction and military environment variables had similar mean rank orders regardless of whether or not the USMA and ROTC groups utilized the entire sample or only seniors. Similar findings can be observed for the 11 task items (see Annex C, Table 8) although there is more variance in the rank orders for these questions. Thus, due to the fact that group mean rank orders generally remained constant for the

variables considered, any lost differences between groups, when only senior USMA and ROTC cadets were utilized, can be attributed to a statistical power problem. For this reason the total USMA and ROTC sample was used.

A second limitation of this study is its cross-sectional design. Whether expectations are met can be better assessed by a longitudinal study. Although this study found expected comparability between groups, March and Simon's (1958) caution, that job satisfaction is defined by the individual, should be kept in mind. Each individual has an unique expectation set and, therefore, the best way to assess the match between outsider expectations and organizational reality is to track the individual through the various stages of the entry process. The present focus on finding where improved information is needed to prepare future officers for organizational entry, can be accomplished without such "tracking," however.

Implications for Practice

The earlier discussion of the Mobley (1977) turnover model pointed out that intent to leave an organization immediately preceded the turnover behavior and that there were factors within and outside the organization's influence which affected the turnover decision. Thus, the organization can influence many factors which affect intent to stay. Of importance is the identification of the factors that influence the decision to stay and how the commissioning sources can directly influence intent by improving the accuracy of information.

To determine which variables most influence the intent to make the Army a career, a stepwise multiple regression was performed. Six variables enter the equation [general satisfaction (MSQ), intrinsic satisfaction (MSQ), pay-ease of movement (Appendix A, Question 54), try-ease of movement (Appendix A, Question 53), "decision-making" (Factor 4) and "intrinsic" military environment (Factor 2)] and explained .225 percent of the variance in career intent. These variables are more interesting for their practical relevance than their statistical significance. For example, the satisfaction and military environment dimensions can be directly influenced by commissioning source preparation and assigned unit programs and policies. The degree to which accurate information is provided the outsiders by the commissioning sources, and the extent to which the unit work environment is satisfying, will determine whether expectations are met and influence the turnover decision. At the unit level, sponsorship programs (where new unit arrivals are provided with an insider "sponsor"), if properly administered, can be a valuable transition aid. Louis (1980) cited the importance of providing "relevant and reliable" responses to specific new member information needs, in order to reduce organizational entry anxiety. Unit sponsorship programs can accomplish this aim. In addition, Kotter (1973) discussed the importance of the new member's first supervisor, job environment and job assignment. Where these variables are carefully managed there is a greater chance for expectations to be met and job satisfaction. Thus, "in advance" (commissioning source) and "in response" (assigned unit) (Louis, 1980) information are important organizational entry

considerations. Next, the ease of movement variables will be indirectly influenced by the individual's level of met expectations. If realistic expectations lead to greater job satisfaction (Porter & Steers, 1973) then the search utility of being able to find a better (more rewarding) job would diminish. Likewise, the extent to which outsiders and insiders are appraised of their total compensation package, may increase satisfaction in this area and reduce the importance of pay and benefits as a precursor of voluntary turnover.

The above model did not include the job task variables or the extrinsic satisfaction (MSQ) dimension. It has been shown, however, that outsiders in this study had unrealistic expectations for both of these areas. Therefore, it is imperative that the commissioning sources address these issues.

It is clear that across the board the commissioning sources can do a better job of preparing future officers for organizational entry. Schein (1968) called for more "apprenticeship experience" which would provide greater and earlier insight into organizational reality. The USMA, Cadet Troop Leading Training Program is a step in the right direction and it is apparent that ROTC cadets, in particular, need a similar experience prior to the start of their junior year. In any event, all outsider groups could benefit from increased direct contact with platoon leaders in the field whether it be in "apprenticeship" or seminar settings. This contact would help provide more realistic expectations, reduce uncertainity and lessen the "reality shock" associated with the move from organizational outsider to insider.

In addition, the commissioning source cadre have to be made aware of their impact on the outsider's expectation set. Care must be taken to balance both good and bad points concerning organizational life.

Finally, the lessons learned in the present study should be disseminated. Cadets and officer candidates need to know that their intrinsic and extrinsic job satisfaction expectations are high; that "pay and status" expectations are unrealistic; and, that they will be spending more time performing maintenance and less time training than they expect. Armed with this knowledge more questions can be asked and, hopefully, expectations can be better brought in line with reality. If this occurs then, as Porter and Steers (1973) predict, job satisfaction will increase and voluntary turnover will decline.

Future Research

This study has concentrated on combat arms officers and should be expanded to include combat support and combat service support officers as well. Whether the expectations of these groups differ significantly from those of the combat arms officers is not known, but may dictate the need for different preparation information.

Next, insider data should be obtained from different type units (divisional, training, separate, etc.) in order to ascertain whether insider satisfaction and attitudes vary by unit type. If so, they could have important organizational entry preparation implications.

Finally, the best methods for presenting organizational entry reality to outsiders needs to be investigated. Apprenticeship and seminar techniques have been mentioned; however, these and other

methods have to be tested to find the most effective way to present organizational reality to large numbers of future Army officers.

Appendix A

Brigade Survey

(Insiders)

BRIGADE SURVEY

This questionnaire is designed to measure how you feel about your job, unit and career. It also will investigate how you spend your time conducting various activities. The purpose is to use the data generated, concerning organizational reality, to better prepare future and newly commissioned officers for organizational entry.

If this study is to be a success, it is imperative that all questions be answered as honestly and thoughtfully as possible. This is not a test and there are no right or wrong answers. Again, frankness and honesty are critical.

To ensure COMPLETE CONFIDENTIALITY please do not write your name or social security number anywhere on the questionnaire or answer sheet. Individual responses will be transferred to computer data cards and grouped for required statistical purposes.

Thank you for your assistance.

INSTRUCTIONS

1. Most questions can be answered by filling in one of the answer spaces. If you cannot find the exact answer for a question please pick the one closest to it.

2. Be sure to match the questions on the questionnaire with the corresponding number on the answer sheet and please use only a No. 2 pencil.

3. Again, all individual responses will be confidential and your honesty and thoughtfulness is vitally important.

4. Be sure to follow the appropriate response scales for each group of questions.

5. The term supervisor is the person you directly work for--your rater.

The questions below are dimensions of work people commonly assess when evaluating their job. Please ask yourself how satisfied you are in your present job before answering.

Use the following response scale for questions 1-20.

1	2	3	4	5
Very Dissatisfied	Dissatisfied	Neither Satisfied or Dissatisfied	Satisfied	Very Satisfied

On my present job this is how I feel about:

1.	Being able to keep busy all the time.	1 2 3 4 5
2.	The chance to work alone on the job.	1 2 3 4 5
3.	The chance to do different things from time to time.	1 2 3 4 5
4.	The chance to be "somebody" in the community.	1 2 3 4 5
5.	The way my company commander handles his people.	1 2 3 4 5
6.	The competence of my commander in making decisions.	1 2 3 4 5
7.	Being able to do my job without compromising my values.	1 2 3 4 5
8.	The way my job provides for steady employment.	1 2 3 4 5

RESPONSE SCALE

1	2	3	4	5
Very Dissatisfied	Dissatisfied	Neither Satisfied or Dissatisfied	Satisfied	Very Satisfied

10.	The chance to tell people what to do.	1	2	3	4	5
11.	The chance to do something that makes use of my abilities.	1	2	3	4	5
12.	The way unit (company/battalion) policies are put into practice.	1	2	3	4	5
13.	My pay and the amount of work I do.	1	2	3	4	5
14.	The chances for advancement in the officer corps.	1	2	3	4	5
15.	The freedom to use my own judgment.	1	2	3	4	5
16.	The chance to try my own methods of doing the job.	1	2	3	4	5
17.	The working conditions.	1	2	3	4	5
18.	The way my peers get along with each other.	1	2	3	4	5
19.	The praise I get for doing a good job.	1	2	3	4	5
20.	The feeling of accomplishment I get from the job.	1	2	3	4	5

For questions 21-40 please use the following response scale:

1	2	3	4	5
Strongly Disagree	Disagree	Neither Agree or Disagree	Agree	Strongly Agree

In my present job I . . .

21.	Receive fair and objective efficiency reports.	1	2	3	4	5
22.	Have a supervisor who lets me know when I have done a job well.	1	2	3	4	5
23.	Gain recognition based on what I do rather than how well someone likes me.	1	2	3	4	5

RESPONSE SCALE

1	2	3	4	5
Strongly Disagree	Disagree	Neither Agree or Disagree	Agree	Strongly Agree

24.	Am included in the decision making of the unit/ section.	1	2	3	4	5
25.	Have the freedom to make my own decisions regarding my platoon/company/section (e.g. policies, training needs, etc.).	1	2	3	4	5
26.	Find my commander accessable for guidance when I have to make tough decisions.	1	2	3	4	5
27.	Find decisions of my superiors being made for the good of the unit and not for personal gain.	1	2	3	4	5
28.	Find decisions being made after getting information from those who actually do the job.	1	2	3	4	5
29.	Have interesting and challenging work.	1	2	3	4	5
30.	Am able to advance my skills and/or personal education.	1	2	3	4	5
31.	Find time at work being productively spent toward mission accomplishment.	1	2	3	4	5
32.	Work in a supportive environment that is willing to underwrite honest mistakes to aid learning.	1	2	3	4	5
33.	Know what is expected of me.	1	2	3	4	5
34.	Know the unit's/section's missions and objectives.	1	2	3	4	5
35.	Have subordinates who possess the personal motivation to become as proficient in their Military Occupational Specialty (MOS) as possible.	1	2	3	4	5
36.	Have a supervisor who emphasizes team work.	1	2	3	4	5
37.	Find that my pay covers expenses.	1	2	3	4	5
38.	Find that my position as an officer affords me favorable treatment within the military organization.	1	2	3	4	5

RESPONSE SCALE

1	2	3	4	5
Strongly Disagree	Disagree	Neither Agree or Disagree	Agree	Strongly Agree

39. Find that my position as an officer affords me favorable treatment within the civilian community. 1 2 3 4 5

40. Have enough time to take care of personal and family needs. 1 2 3 4 5

Questions 41 to 51 below illustrate activities you may likely perform depending on your job, both in training exercises and day to day tasks. Using the response scale below, rate the amount of time you spend on each activity in relation to the time you spend on other activities.

RESPONSE SCALE

1	2	3	4	5
Very Much Below Average	Below Average	Average	Above Average	Very Much Above Average

For example, if you rate an activity "5", that means you expect to spend "very much above average" time performing that activity in relation to the time you expect to spend on other activities in your job.

41. Supervision and Management 1 2 3 4 5
Examples: (Evaluating subordinates, conducting Inspections, counseling (performance, personal and disciplinary), conducting briefings, etc.)

42. Training/Training Management 1 2 3 4 5
Examples: (Identifying training needs, prioritizing training needs, obtaining resources for training, plan, conduct and evaluate training, etc.)

43. Administration 1 2 3 4 5
Examples: (Write memorandums/directives, prepare military and non-military correspondence, resolve pay complaints, order publications, etc.)

RESPONSE SCALE

1 Very Much Below Average	2 Below Average	3 Average	4 Above Average	5 Very Much Above Average

44.	Personnel Management Examples: (Prepare discharge actions, conduct reenlistment programs, brief new personnel, conduct line of duty investigations, review personnel action requests, etc.)	1 2 3 4 5
45.	Logistics (Supply/Mess) Examples: (Prepare Reports of Survey, inventory unit property, inspect property for serviceability, inspect dining facility and field mess operations, coordinate logistical operations, etc.)	1 2 3 4 5
46.	Individual Weapons Examples: (Perform maintenance, engage stationary and moving targets, battlesight zero and qualify, conduct night firing, maintain ammunition, etc.)	1 2 3 4 5
47.	Conduct Defensive Operations Examples: (Plan and conduct sector, position, and strong point defenses, conduct ground reconnaissance, prepare defensive fire plan, camouflage self and equipment, construct obstacles, etc.)	1 2 3 4 5
48.	Conduct Offensive Operations Examples: (Plan and conduct deliberate, hasty and counterattacks, conduct reconnaissance, plan and conduct passage of lines and river crossing operations, etc.)	1 2 3 4 5
49.	Logistics (Maintenance) Examples: (Inspect for operator preventative maintenance, inspect maintenance on NBC, weapons systems, communications and individual equipment, etc.)	1 2 3 4 5
50.	Military Justice Examples: (Administer non-judicial punishment or non-punitive disciplinary action, conduct searches and seize evidence, interview witnesses, administer rights warning, etc.)	1 2 3 4 5

RESPONSE SCALE

1	2	3	4	5
Very Much Below Average	Below Average	Average	Above Average	Very Much Above Average

51. Nuclear, Biological and Chemical (NBC) Operations Examples: (Cross a contaminated area, direct the protection and decontamination of self and equipment, calculate effects of NBC attack on unit personnel, employ chemical alarm systems, etc.) 1 2 3 4 5

Please use the following response scale to answer questions 52 through 54.

1	2	3	4	5
Strongly Disagree	Disagree	Neither Agree or Disagree	Agree	Strongly Agree

52. I presently intend to make the military a career. 1 2 3 4 5

53. If I tried I expect I could find another job that would be as equally rewarding as what I am doing now. 1 2 3 4 5

54. If I tried I expect I could find another job that would provide equal or better pay and benefits than those the military provides. 1 2 3 4 5

55. My source of commission is: 1 OCS 2 ROTC 3 USMA

56. Did you have prior service before commissioning? 1 YES 2 NO

57. Length of prior service: 1 N/A 2 0-1 YR 3 1-3 YRS 4 3-5 YRS 5 GREATER THAN 5 YEARS

58. Do you come from a family where one or both of your parents are (were) career military? 1 YES 2 NO

59. Sex: 1 MALE 2 FEMALE

60. Age: 1 21-23 2 24-26 3 27-30 4 OLDER THAN 30

61. Marital status:

1	2	3	4
SINGLE	MARRIED	MARRIED WITH CHILDREN	WIDOWED OR DIVORCED

62. Race:

1	2	3	4
WHITE	BLACK	HISPANIC	OTHER

Branch:

If the alternatives in item 63 do not apply, leave 63 blank on the answer sheet, and go on to item 64.

63.

1	2	3	4	5
INFANTRY	ARMOR	FIELD ARTILLERY	ENGINEERS	SIGNAL

64.

1	2	3	4	5
MILITARY INTELLIGENCE	AIR DEFENSE ARTILLERY	ADJUTANT GENERAL	MILITARY POLICE	OTHER

65. Rank:

1	2	3	4
SECOND LIEUTENANT	FIRST LIEUTENANT	CAPTAIN	OTHER

66. Length of commissioned service:

1	2	3	4	5
0-2 YRS	2-4 YRS	4-6 YRS	6-8 YRS	OVER 8 YRS

67. Length of time in current unit (brigade):

1	2	3	4
LESS THAN 3 MTHS	3-6 MTHS	6 MTS-1 YR	GREATER THAN 1 YR

68. Is this your first assignment other than schools?

1	2
YES	NO

69. Are you currently serving in a staff position?

1	2
YES	NO

Appendix B

Survey of Expectations

(Outsiders)

SURVEY OF EXPECTATIONS

This questionnaire is designed to measure what you expect to experience when assigned to your first line unit. Assume when answering the questions that your first assignment will be as a combat arms platoon leader in an infantry brigade located at Fort Benning, Georgia. The purpose is to use this information to better prepare future and newly commissioned officers for organizational entry.

If this study is to be helpful, it is imperative that all questions be answered as honestly and thoughtfully as possible. This is not a test and there are no right or wrong answers. Again, frankness and honesty are critical.

To ensure COMPLETE CONFIDENTIALITY please do not write your name or social security number anywhere on the questionnaire or answer sheet. Individual responses will be transferred to computer data cards and grouped for required statistical purposes.

Thank you for your assistance.

INSTRUCTIONS

1. Most questions can be answered by filling in one of the answer spaces. If you cannot find the exact answer for a question please pick the one closest to it.

2. Remember to answer the questions based upon what you expect to experience in your first unit as a combat arms platoon leader.

3. Be sure to match the questions on the questionnaire with the corresponding number on the answer sheet and please use only a No. 2 pencil.

4. Again, all individual responses will be confidential and your honesty and thoughtfulness is vitally important.

5. Be sure to follow the appropriate response scales for each group of questions.

The questions below are some dimensions of what people think about when entering a new job or profession. Please answer as to how satisfied you expect to be when you are in your first unit as a combat arms platoon leader.

Use the following response scale for questions 1-20.

1	2	3	4	5
Very Dissatisfied	Dissatisfied	Neither Satisfied or Dissatisfied	Satisfied	Very Satisfied

As a combat arms platoon leader this is how satisfied I expect I will be about:

1.	Being able to keep busy all the time.	1 2 3 4 5
2.	The chance to work alone on the job.	1 2 3 4 5
3.	The chance to do different things from time to time.	1 2 3 4 5
4.	The chance to be "somebody" in the community.	1 2 3 4 5
5.	The way my company commander handles his people.	1 2 3 4 5
6.	The competence of my commander in making decisions.	1 2 3 4 5

RESPONSE SCALE

1	2	3	4	5
Very Dissatisfied	Dissatisfied	Neither Satisfied or Dissatisfied	Satisfied	Very Satisfied

7.	Being able to do my job without compromising my values.	1	2	3	4	5
8.	The way my job provides for steady employment.	1	2	3	4	5
9.	The chance to do things for others.	1	2	3	4	5
10.	The chance to tell people what to do.	1	2	3	4	5
11.	The chance to do something that makes use of my abilities.	1	2	3	4	5
12.	The way unit (company/battalion) policies are put into practice.	1	2	3	4	5
13.	My pay and the amount of work I do.	1	2	3	4	5
14.	The chances for advancement in the officer corps.	1	2	3	4	5
15.	The freedom to use my own judgment.	1	2	3	4	5
16.	The chance to try my own methods of doing the job.	1	2	3	4	5
17.	The working conditions.	1	2	3	4	5
18.	The way my peers get along with each other.	1	2	3	4	5
19.	The praise I get for doing a good job.	1	2	3	4	5
20.	The feeling of accomplishment I get from the job.	1	2	3	4	5

For questions 21-40 please use the following response scale:

1	2	3	4	5
Very Unlikely	Unlikely	Neither Likely or Unlikely	Likely	Very Likely

As a combat arms platoon leader how likely will you . . .

21.	Receive fair and objective efficiency reports.	1	2	3	4	5
22.	Have a commander who lets you know when you have done a job well.	1	2	3	4	5
23.	Gain recognition based on what you do rather than how well someone likes you.	1	2	3	4	5
24.	Be included in the decision making of the company.	1	2	3	4	5
25.	Have the freedom to make your own decisions regarding your platoon (e.g. platoon policies, training need, etc.).	1	2	3	4	5
26.	Find your commander accessable for guidance when you have to make tough decisions.	1	2	3	4	5
27.	Find decisions of your superiors being made for the good of the unit and not for personal gain.	1	2	3	4	5
28.	Find decisions being made after getting information from those who actually do the job.	1	2	3	4	5
29.	Have interesting and challenging work.	1	2	3	4	5
30.	Be able to advance your skills and/or personal education.	1	2	3	4	5
31.	Find time at work being productively spent toward mission accomplishment.	1	2	3	4	5
32.	Work in a supportive environment that is willing to underwrite honest mistakes to aid learning.	1	2	3	4	5
33.	Know what is expected of you.	1	2	3	4	5
34.	Know the unit's missions and objectives.	1	2	3	4	5

RESPONSE SCALE

1	2	3	4	5
Very Unlikely	Unlikely	Neither Likely or Unlikely	Likely	Very Likely

35. Have subordinates who possess the personal motivation to become as proficient in their Military Occupational Specialty (MOS) as possible. 1 2 3 4 5

36. Have a commander who emphasizes team work. 1 2 3 4 5

37. Find that your pay covers expenses. 1 2 3 4 5

38. Find that your position as an officer affords you favorable treatment within the military organization. 1 2 3 4 5

39. Find that your position as an officer affords you favorable treatment within the civilian community. 1 2 3 4 5

40. Have enough time to take care of personal and family needs. 1 2 3 4 5

Questions 41 to 51 below illustrate activities you can expect to perform as a combat arms platoon leader, both in training exercises and day to day tasks. Using the response scale below, rate the amount of time you expect to spend on each activity in relation to the time you expect to spend on other activities.

RESPONSE SCALE

1	2	3	4	5
Very Much Below Average	Below Average	Average	Above Average	Very Much Above Average

For example, if you rate an activity "5", that means you expect to spend "very much above average" time performing that activity in relation to the time you expect to spend on other activities in your job.

41. Supervision and Management 1 2 3 4 5
Examples: (Evaluating subordinates, conducting Inspections, counseling (performance, personal and disciplinary), conducting briefings, etc.)

RESPONSE SCALE

1 Very Much Below Average	2 Below Average	3 Average	4 Above Average	5 Very Much Above Average

42. Training/Training Management 1 2 3 4 5
Examples: (Identifying training needs, prioritizing training needs, obtaining resources for training, plan, conduct and evaluate training, etc.)

43. Administration 1 2 3 4 5
Examples: (Write memorandums/directives, prepare military and non-military correspondence, resolve pay complaints, order publications, etc.)

44. Personnel Management 1 2 3 4 5
Examples: (Prepare discharge actions, conduct reenlistment programs, brief new personnel, conduct line of duty investigations, review personnel action requests, etc.)

45. Logistics (Supply/Mess) 1 2 3 4 5
Examples: (Prepare Reports of Survey, inventory unit property, inspect property for serviceability, inspect dining facility and field mess operations, coordinate logistical operations, etc.)

46. Individual Weapons 1 2 3 4 5
Examples: (Perform maintenance, engage stationary and moving targets, battlesight zero and qualify, conduct night firing, maintain ammunition, etc.)

47. Conduct Defensive Operations 1 2 3 4 5
Examples: (Plan and conduct sector, position, and strong point defenses, conduct ground reconnaissance, prepare defensive fire plan, camouflage self and equipment, construct obstacles, etc.)

48. Conduct Offensive Operations 1 2 3 4 5
Examples: (Plan and conduct deliberate, hasty and counterattacks, conduct reconnaissance, plan and conduct passage of lines and river crossing operations, etc.)

RESPONSE SCALE

Very Much Below Average	Below Average	Average	Above Average	Very Much Above Average

49. Logistics (Maintenance) 1 2 3 4 5
Examples: (Inspect for operator preventative maintenance, inspect maintenance on NBC, weapons systems, communications and individual equipment, etc.)

50. Military Justice 1 2 3 4 5
Examples: (Administer non-judicial punishment or non-punitive disciplinary action, conduct searches and seize evidence, interview witnesses, administer rights warning, etc.)

51. Nuclear, Biological and Chemical (NBC) Operations 1 2 3 4 5
Examples: (Cross a contaminated area, direct the protection and decontamination of self and equipment, calculate effects of NBC attack on unit personnel, employ chemical alarm systems, etc.)

Please use the following response scale to answer questions 52 through 54.

1 Strongly Disagree	2 Somewhat Disagree	3 Undecided	4 Somewhat Agree	5 Strongly Agree

52. I presently intend to make the military a career. 1 2 3 4 5

53. If I tried I expect I could find another job that would be as equally rewarding as I anticipate a military career will be. 1 2 3 4 5

54. If I tried I expect I could find another job that would provide equal or better pay and benefits than those the military will provide. 1 2 3 4 5

55. My future or present source of commission is (will be): 1 OCS 2 ROTC 3 USMA

56. Present status:

1	2	3	4	5
FRESHMAN-SOPHOMORE	JUNIOR	SENIOR	OBC	OCS
-------USMA & ROTC-------				

57. Did you have military service prior to beginning commissioning procedures? 1 YES 2 NO

58. Length of prior service: 1 N/A 2 0-1 YR 3 1-3 YRS 4 3-5 YRS 5 GREATER THAN 5 YEARS

59. Do you come from a family where one or both of your parents are (were) career military? 1 YES 2 NO

60. Sex: 1 MALE 2 FEMALE

61. Age: 1 18-20 2 21-22 3 23-24 4 25-26 5 OLDER THAN 26

62. Marital status: 1 SINGLE 2 MARRIED 3 MARRIED WITH CHILDREN 4 WIDOWED OR DIVORCED

63. Race: 1 WHITE 2 BLACK 3 HISPANIC 4 OTHER

Current or future branch choice:

If the alternatives in item 64 do not apply, leave 64 blank on the answer sheet, and go on to item 65.

64. 1 INFANTRY 2 ARMOR 3 FIELD ARTILLERY 4 ENGINEERS 5 AIR DEFENSE ARTILLERY

65. 1 SIGNAL 2 MILITARY POLICE 3 MILITARY INTELLIGENCE 4 ADJUTANT GENERAL 5 OTHER

Appendix C

Analysis of Variance Reduced Sample Results

(USMA and ROTC Seniors)

Table 1

C-1. Analysis of Variance Results for

General Satisfaction

A. Means and Standard Deviations

	GROUPS				
	Insiders+	OBC++	USMA++	OCS++	ROTC++
Means	3.45	3.66	3.67	3.74	3.89
Standard Deviations	.56	.46	.35	.42	.32

\+ Actual Conditions
++ Expected Conditions

B. Summary Table

Source	DF	Sum of Squares	Mean Square	F valve	p.
Groups	4	2.89	.72	3.82	.0051
Error	227	43.13	.19		

C. Post-Hoc Analysis

	Insiders	OBC	USMA	OCS	ROTC
Insiders				**	**
USMA					
OBC/OCS					
ROTC					

** - The column and row groups with this symbol at their intersection have significantly different means at the .05 level of significance.

Table 2

C-2. Analysis of Variance Results for Extrinsic Satisfaction

A. Means and Standard Deviations

	GROUPS				
	Insiders+	OBC++	USMA++	OCS++	ROTC++
Means	3.12	3.44	3.41	3.54	3.75
Standard Deviations	.63	.53	.40	.47	.38

\+ Actual Conditions
++ Expected Conditions

B. Summary Table

Source	DF	Sum of Squares	Mean Square	F valve	p.
Groups	4	6.10	1.53	6.00	.0001
Error	227	57.74	.25		

C. Post-Hoc Analysis

	Insiders	USMA	OBC/OCS	ROTC
Insiders		**	**	**
USMA				**
OBC/OCS				**
ROTC				

** The column and row groups with this symbol at their intersection have significantly different means at the .05 level of significance.

Table 3

C-3. Analysis of Variance Results for "Intrinsic"

Military Environment Consideration

A. Means and Standard Deviations

	GROUPS				
	Insiders+	OBC++	USMA++	OCS++	ROTC++
Means	3.49	3.76	3.71	3.63	3.99
Standard Deviation	.64	.61	.66	.69	.46

\+ Actual Satisfaction
++ Expected Satisfaction

B. Summary Table

Source	DF	Sum of Squares	Mean Square	F valve	p.
Groups	4	4.01	1.00	2.47	.0958
Error	227	92.30	.41		

C. Post-Hoc Analysis

	Insiders	OBC	USMA	OCS	ROTC
Insiders					**
USMA					
OBC					
OCS					
ROTC					

** - The column and row groups with this symbol at their intersection have significantly different means at the .05 level.

Table 4

C-4. Analysis of Variance Results for the "Pay and Status"

Military Consideration

A. Means and Standard Deviation

	GROUPS				
	Insiders	OBC	USMA	OCS	ROTC
Means	3.02	3.38	3.42	3.50	3.67
Standard Deviation	.67	.69	.62	.58	.53

\+ Actual Satisfaction
++ Expected Satisfaction

B. Summary Table

Source	DF	Sum of Squares	Mean Square	F valve	p.
Groups	4	7.07	1.77	4.51	.0016
Error	227	89.04	.39		

C. Post-Hoc Analysis

	Insiders	OBC	USMA	OCS	ROTC
Insiders		**	**	**	**
OBC					
USMA					
OCS					
ROTC					

** - The column and row groups with this symbol at their intersection have significantly different means at the .05 level.

Table 5

C-5. Analysis of Variance Results for

"Intrinsic" Satisfaction

A. Means and Standard Deviations

	GROUPS				
	Insiders+	OBC++	USMA++	OCS++	ROTC++
Means	3.66	3.83	3.87	3.90	4.02
Standard Deviations	.56	.47	.41	.46	.31

\+ Actual Satisfaction
++ Expected Satisfaction

B. Summary Table

Source	DF	Sum of Squares	Mean Square	F valve	p.
Groups	4	2.01	.50	2.34	.0558
Error	227	48.71	.21		

Table 6

C-6. Analysis of Variance Results for "Global"

Military Environment Considerations

A. Means and Standard Deviation

	GROUPS				
	Insiders+	OBC++	USMA++	OCS++	ROTC++
Means	3.55	3.59	3.59	3.64	3.82
Standard Deviations	.86	.53	.40	.49	.46

+ Actual Conditions
++ Expected Conditions

B. Summary Table

Source	DF	Sum of Squares	Mean Square	F valve	p.
Groups	4	1.22	.30	1.00	.4111
Error	227	69.40	.31		

Table 7

C-7. Analysis of Variance Results for "Decision-Making"

Military Environment Consideration

A. Means and Standard Deviation

	GROUPS				
	Insiders+	OBC++	USMA++	OCS++	ROTC++
Means	3.43	3.54	3.59	3.58	3.75
Standard Deviations	.91	.60	.65	.52	.40

\+ Actual Conditions
++ Expected Conditions

B. Summary Table

Source	DF	Sum of Squares	Mean Square	F valve	p.
Groups	4	1.42	.35	.95	.4341
Error	227	84.41	.37		

C-9. Analysis of Variance Job Related Task Results

Task: Supervisor/Management

Source	DF	Sum of Squares	Mean Square	F valve	p.
Group	4	4.21	1.05	1.48	.2080
Error	227	161.06	.71		

Task: Training/Training Management

Source	DF	Sum of Squares	Mean Square	F valve	p.
Group	4	31.69	7.92	8.03	.0001
Error	227	223.83	.99		

Task: Administration

Source	DF	Sum of Squares	Mean Square	F valve	p.
Group	4	8.32	2.08	2.89	.0232
Error	227	163.40	.72		

Task: Personnel Management

Source	DF	Sum of Squares	Mean Square	F valve	p.
Group	4	10.38	2.59	3.70	.0062
Error	227	159.37	.70		

Task: Logistics (supply)

Source	DF	Sum of Squares	Mean Square	F valve	p.
Group	4	10.99	2.75	3.44	.0095
Error	227	189.50	.80		

Task: Individual Weapons

Source	DF	Sum of Squares	Mean Square	F valve	p.
Group	4	5.30	1.33	1.20	.3131
Error	227	251.49	1.11		

Task: Defensive Operations

Source	DF	Sum of Squares	Mean Square	F valve	p.
Group	4	16.68	4.17	4.28	.0024
Error	227	221.44	.98		

Task: Offensive Operations

Source	DF	Sum of Squares	Mean Square	F valve	p.
Group	4	25.52	6.38	5.82	.0002
Error	227	248.87	1.10		

Task: Logistics (maintenance)

Source	DF	Sum of Squares	Mean Square	F valve	p.
Group	4	10.61	2.65	3.03	.0185
Error	227	198.91	.88		

Task: Military Justice

Source	DF	Sum of Squares	Mean Square	F valve	p.
Group	4	9.99	2.50	2.98	.0199
Error	227	190.11	.84		

Task: Nuclear, Chemical, Biological (NBC) Operations

Source	DF	Sum of Squares	Mean Square	F valve	p.
Group	4	39.29	9.82	8.65	.0001
Error	227	257.81	1.14		

C-10. Post-Hoc Job Task Results

1.	Supervision/Management	- Post-Hoc test not necessary.
2.	Training/Training Management	- All outsiders were significantly higher than insiders and USMA was significantly lower than OBC and OCS.
3.	Administration	- ROTC was significantly higher than OCS.
4.	Personnel Management	- ROTC was significantly higher than Insiders.
5.	Logistics (Supply)	- No difference among groups.
6.	Individual Weapons	- Post-Hoc test not necessary.
7.	Defensive Operations	- OCS, ROTC and OBC were significantly higer than USMA and Insiders.
8.	Offensive Operations	- OCS, ROTC and OBC were significantly higher than USMA and Insiders; ROTC was significantly higher than USMA.
9.	Logistics (Maintenance)	- ROTC was significantly higher than USMA.
10.	Military Justice	- Post-Hoc test not necessary.
11.	Nuclear/Biological/Chemical Operations	- OCS, ROTC and OBC were significantly higher than Insiders and USMA.

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