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A DESCRIPTIVE STUDY OF VALUE SYSTEMS
WITHIN THE NATIONAL GUARD

THESIS

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The purpose of this study was to determine the various values that may be contaminating the military's communication and to describe the predominant levels of psychological existence.

The design of the study involved a National Guard battalion that was composed of 432 personnel. The sample drawn was 280.

Data was collected through the use of a values test. Comparisons of the differing scores of demographic variables formed the bases of the conclusions drawn in the study.

The results were highly significant at the .0001 level. The data indicate much support to the past research done in the field of Value System Analysis.

Much research is yet needed to fully describe the value levels in all military organizations. This investigation is the beginning.

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CHAPTER I

INTRODUCTION

The advent of the "New Army" concept has created much controversy in military organizations. The changes have been rapid, and have created a great deal of dissonance. The alterations have generated varying degrees of stress within the individuals that comprise military structures. Because of the difficulties that have emerged in placing more emphasis on individuality, several military organizations have made a quasi-return to the "Old Army."

This chapter will offer a brief analysis of the potential communication problems in a National Guard battalion. Chapter I will be divided into four basic areas: A discussion of the "New Army" and the "Old Army," the importance of communication theory and its application to military organizations, an explanation of the thesis problem, and an explanation of the contents of each chapter.

The Old Army and the New Army

Some degree of conformity is necessary for the military to function properly. However, the ways in which organizational communication is structured, sent, and received becomes a matter of primary concern when a doctrine of conformity is communicated to the members of military units.

The U. S. Army Infantry Human Research Unit states in Basic Problems in Small-Unit Leadership:

The ability to motivate men stems largely from the ability to understand them. That is, the leader must understand the personal values, aspirations, goals, beliefs, etc., of his subordinates before he can understand how best to interact with them in order to motivate them to outstanding performance (2, p. iv).

The "Old Army" concept is one of a more regimented, caste-type system. The "New Army" concept places more emphasis on individuality and personal freedoms. To some persons, the "Old Army" is quite acceptable and desirable. The converse is true for others.

The "New Army" concept is an attempt to enable military leaders to increase harmonious integration of the functional activities of its members by appealing to the individual soldier's desire to maintain his personal identity. When the concept began to overlap into the individual's job performance, there emerged the conflict between the individual and the organization. In the process, dissonance concerning the desirability of such a concept occurred. Recent headlines in the press have often quoted military leaders desiring a return to the "brown shoe" days.

These types of situations are not unique to the United States' military organization. Newsweek magazine, June 2, 1975, exhibited the following statement:

A secret movement to liberalize the iron-disciplined Soviet Army is getting under way, according to NATO intelligence. A new and

illegal "Cadet League," believed to have originated in Russian officers' training schools, is setting up ten-man cells within the army to organize soldiers' complaints, to promote the defense of "human rights" and to resist "oppression" by hard-fisted Red Commanders (4, p. 15).

It has been assumed in the military that any change that is planned is good for all individuals in the organization. If this is the case, why are there varying degrees of acceptance of policy changes implemented within the structure?

Recently, national defense priorities were shifted to the National Guard and the Reserve. This shift was made necessary by a substantial reduction in the size of the active duty forces. Since the major bulk of personnel comprising this portion of the military are only "part-time" soldiers, a problem of allocation, adaptation, and coordination emerged. Because the leaders of these members of the military come into contact with their subordinates on the average of sixteen hours per month, it becomes very difficult for the commanders to understand the personal values, goals, and beliefs of the individual soldier--which is basic to interact with them properly in effecting outstanding performance.

The increased reliance on the National Guard and Reserve calls attention to the importance of effective communication flow within those structures. The results of this investigation will add much insight to the individual and organizational aspects of communicative interaction within the National Guard.

Two important points must be kept in mind when interpreting the results of this investigation:

1. Most of the members of the National Guard are part-time soldiers.
2. The National Guard has a dual function:
 - A. Defense of the nation
 - B. Defense and support of state governments within the United States.

The individual national guardsman, with the exception of a few full-time personnel, are soldiers for an average of sixteen hours per month. Yet they are expected to perform with the same degree of productivity as the full-time or regular military soldier. The National Guard is not only subject to activation by order of the President of the United States, but, also, to activation by the governor of the unit's respective state.

Clearly, then, there exists a greater opportunity for communication barriers within the National Guard structure than in the regular military.

Communication Theory and the Organization

In its most basic form, communicative interactions may be thought of as the sharing of information between at least two people. It is possible to think of communication as referring to the use of symbols to achieve common or shared information about an object or event. Although this interaction is usually achieved by means of a language, a person's non-verbal behavior may provide the stimulus which is

interpreted by others. The essential point about communication is that the receiver of a message reacts not only to the behavior of the sender, but also to the receiver's inferred idea of the meaning behind the behavior of the sender. In other words, people are always trying to "read" between the lines. While, at the same time, a person designs his communications to convey particular meanings. Joe Kelly states in Organizational Behavior:

. . . it should never be forgotten that communications are need-related, that is to say they are used for the purpose of achieving something or getting somewhere. This something may be the achievement of a task such as producing so many cars per day or inventing a new product, or an increase in human satisfaction such as improving the motivation and morale of employees (3, p. 350).

Thus a definite problem in communication emerges: a potential conflict between individual and organizational needs.

If there is a difference in organizational and individual priorities, dissonance will occur. Cognitive dissonance exists when a person holds irreconcilable beliefs. Typically, a person will do something to balance the situation by accepting, rejecting, or modifying the situation that an individual perceives he is confronted with.

Coordination of individuals within an organization becomes a very complex task. R. S. Weiss states in A Structure Function Approach to Organization:

. . . all problems facing an organization can be subsumed under three headings--allocation, adaptation, and co-ordination. Allocation refers to the responsibility for apportioning functional

activities; Adaptation means the acceptance of responsibility by members of the organization; Coordination refers to the harmonious integration of the functional activities of members (5, p. 449).

All of these functions require or presuppose some measure of communication.

Adaptation, allocation, and coordination can be viewed at all levels of military organization--from the squad leader and his squad, at the lowest level, to the Joint Chiefs of Staff, at the highest level. Communication in this sense is concerned with the systematic use of symbols to achieve common or shared information about an object or event to achieve high productivity and morale.

Joe Kelly states:

. . . communication may be defined as the field of inquiry concerned with the systematic use of symbols to achieve common or shared information about an object or event . . . the nervous system of an organization which provides the information and understanding necessary to achieve both high productivity and morale (3, p. 450).

This investigation will yield information that will aid in maintaining the desirable aspects of "high productivity and morale" within the National Guard.

Perhaps the solution lies somewhere in the "shades of gray." It is quite conceivable that persons in the military can best maintain high productivity and morale by appropriate appeals to personal "values" to which the U. S. Army Infantry Research Unit at Fort Benning refers (2, p. iv).

Statement of Problem

The purpose of this study was to determine the various values that may be contaminating the National Guard's communication. Bormann et. al. state in Interpersonal Communication in the Modern Organization:

The normal result of communication in an organization is considerable misunderstanding. When communication breaks down, the inept organization first tries to answer the question, "Who is to blame?" The more sophisticated organization asks, instead, "How can we correct the situation and move ahead?" Fixing blame will come to be recognized as largely nonproductive, and since both effective and ineffective organizations inevitably have many communication breakdowns, the way of life of the future will be to anticipate failure and to develop routine preventative and corrective procedures (5, p. 300).

Management in progressive organizations is giving increasing recognition to the importance of communication as a subject of inquiry and research, and effective managers are beginning to realize that good communications are vital to good relationships. Interviews with many top level military officers have indicated the value of the approach used in this study. They stress that it could be used to devise questions for the screening of officer candidates, increased efficiency in the transmission of "orders" through the military chain of command, greater professionalism and accuracy in the preparation of press releases, improved job placement and job design within the military structure, a more satisfactory method of increasing morale and esprit de corps, improvement of military instruction, and greater efficiency in accomplishing the military mission.

The central problem of this thesis was to describe the predominant levels of psychological existence within a National Guard battalion. The investigative approach utilized was based largely on the theories of Clare Graves. The "label" given this type of study is "Value System Analysis." The Value System Analysis enables the researcher to classify the various value systems operating within a defined organizational structure.

This thesis will answer the following questions: 1) Is there a relationship between military rank, longevity in the military, age of an individual and conformity value systems? 2) Is there a relationship between educational levels of those in the military and existentialist value systems? 3) Is there a difference in value systems among officers, non-commissioned officers, and enlisted men? 4) Is there a correlation of the value systems between officers in the National Guard and business managers in private industry?

Since military rank is usually a function of longevity in the military and chronological age, it is quite probable that these factors correlate with the degree of exposure that an individual has with the military and its conformist organization. This study demonstrates the degree of correlation.

The exposure to education has been often theorized to have an effect on the existentialist value systems operating within an individual's cognitive structure. The Value System Analysis was used to test that hypothesis.

This investigation illustrates the differences in values between military supervisors and non-supervisors. The supervisors, by definition, consist of the commissioned and non-commissioned officers. The non-supervisors consist of the enlisted personnel.

The value systems of the National Guard officers were compared to the value systems of business managers in private industry as illustrated by a nation-wide study conducted by Vincent S. Flowers et. al. in 1975.

With the use of the conclusions made in this study, military management will be able to more effectively "anticipate" failure of communicative endeavors and institute procedures to eliminate or reduce barriers.

Contents of Study

Chapter I has offered a brief analysis of the communication problems that may arise in the military. A discussion of the "New Army" and "Old Army" concept has been presented to illustrate the importance of this type of study. The use of Value System Analysis and its application to the military will be presented in more detail in the remainder of this thesis.

Chapter II will present the theoretical basis upon which the research instrument was conceived.

Chapter III will explain the procedures of the investigation. This will include the procedure used to design the

test instrument, field testing, methods of refinement of the investigative method, method of test administration, and statistical procedures used to interpret the data.

Chapter IV will report the results of the research, discuss the questions to be answered, and present other findings relevant to this area of research.

Chapter V will include conclusions and implications for further research.

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CHAPTER II

HUMAN NEEDS AND VALUES

In the previous chapter, the rationale for this study was presented. The impact of Chapter I lies in the assumption made by the military as to the behavioral actions in the communicative transactions of its members. Since communication requires the sharing of information, which also results in the conveyance of sentiments and attitudes, Chapter II has been reserved for a discussion of the theory upon which this investigation is based. There is much literature available on theories that pertain to behavioral influences on communication. But, never before, has the Levels of Psychological Existence theory, formulated by Clare Graves, been applied to a military organization. Graves' optimistic view of societal structures offers a most rewarding framework within which to streamline and improve communicative channels.

Over a twenty-year period, Graves' research has indicated that man is an open-system type of organism. He states that man has been evolving into higher levels of psychological existence. Graves indicates that there are certain similarities between his framework and the writings of Abraham H. Maslow. He goes further to add that in certain respects, his work is a revision and extension of Maslow's views (1, p. 132).

This chapter will be divided into three basic areas: Maslow's Human Needs, Graves' Levels of Psychological Existence, and a summary pertaining to the potential application of Graves' theory.

Maslow's Human Needs

Maslow categorized and rank ordered sets of human needs into a conceptual hierarchy. He began with the most primitive and urgent human needs and ranged upward to "self-actualization," a rarely obtained state of perfect human achievement (2). Realizing that many levels tend to overlap and have varying degrees of strength, Maslow identified the basic breakdown as follows:

1. Need for self-actualization
2. Need for esteem
3. Need for belongingness and love
4. Safety needs
5. Physiological needs.

The physiological needs refer to the bodily needs of food, water, sleep, warmth and shelter.

The safety needs include actual physical safety and the feeling of being safe from physical and mental injury. Therefore, actually being free from illness and a feeling of freedom from illness are both included in this category.

The need for belongingness and love implies the need both to give and receive love, and the need to be part of a group and the need for other people.

The need for esteem is dichotomized into the need for personal worth, adequacy, and competence, and the need for respect, admiration, recognition, and status in the opinion of other humans.

The apex need of self-actualization is a most difficult concept to describe. Basically, it means the process of making actual a human's perception of his "self."

Maslow suggests that a person is not concerned with a higher level need until the lower level needs are satisfied and that once a need is satisfied, it no longer motivates. Maslow's theory assumes that individuals can be characterized as being primarily at an observable level at a given time or in a given set of circumstances. Therefore, human effectiveness and dignity could be defined as providing conditions and opportunities compatible with an individual's position in the "hierarchy of needs" enabling him to move towards self-actualization.

The Levels of Psychological Existence

A value theory that stands out as having a significant potential for practical application is the Levels of Psychological Existence developed by Clare W. Graves.

Theoretical Basis

The Levels of Psychological Existence theory presents an optimistic view of the struggles of society. Many persons view today's unrest, immorality and unethical behavior of the

people in our country and the world as indicative of a decline of society. Graves' explanation of the societal turmoil is quite the contrary:

From the point of view of a framework which I shall propose man's troublesome behavior can be seen as a healthy sign, as a sign of growth, rather than as a sign of decay, as a sign of searching for a better form of existence rather than a sign of disintegration of all that is good, as a sign of the emergence of that which is better, which is more human in man rather than as a sign of a breakthrough of the worst that is in him (1, p. 132).

Graves states that the reasoning that supports man's current actions of immorality and lack of ethics is quite often based upon the following three-part premise:

1. That beneath it all man is a beast driven by original sin, aggressiveness, and a death instinct.
2. That civilized human behavior, good values, can only be superimposed on man and therefore must be constantly imposed upon him lest his animalism override his humanism.
3. That these good values, Judeo-Christian ethics, Buddhist principles or the like, have been revealed to man and are the prime tenets by which he should live (1, p. 132).

It is small wonder, then, those individuals that subscribe to the aforementioned point of view would logically view man's actions as a breakdown of values. To reverse that trend of logic, Graves presents a different type of premise:

1. That man's nature is not a set thing, that it is ever emergent, that it is an open system, not a closed system.
2. That man's nature evolved by saccadic, quantum-like jumps from one steady-state system to another.

3. That man's values change from system to system as his total psychology emerges in new form with each quantum-like jump to a new steady state of being (1, pp. 132-133).

In essence, the theory states that the psychology of the human being or groups of human beings is an unfolding or emergent process marked by the progressive subordination of older lower-level value systems to newer, higher level value systems. Graves states:

As each existential state emerges, man believes that the problems of human existence are the problems with which he is faced at the level he has arrived. He develops . . . a thematic value system appropriate to his current existential state (1, p. 134).

The mature man tends to normally change his psychology as the conditions of his existence changes. Graves' research indicates:

Adult man's psychology which includes his values, develops from the existential states of man. These states emerge as man solves certain hierarchically ordered existential problems crucial to him in his existence. The solution of man's current problems of existence . . . creates, in turn, new existential problems (1, p. 133).

Graves explains this phenomena as a function of two basic components, adjustment-of-the-organism-to-the-environment and adjustment-of-the-environment-to-the-organism:

The states which emerge . . . arise as each different and ordinal set of human problems are resolved. As the two components, adjustment-of-the-organism-to-the-environment and adjustment-of-the-environment-to-the-organism, develop in their spurt and plateau fashion, higher and higher psychological systems emerge. The alteration of the components produces a cyclic emergence of existential states which dictates that the psychology, and thus the values

of every other system, is at one and the same time like and unlike its cyclic partners . . . (1, p. 134).

On a particular level of existence a person has a psychology which is peculiar to that level. His acts, feelings, motivations, ethics, values, and thoughts are behaviors he must manifest in order to solve his problems at that level.

A person does not automatically move up to another level of existence. He may not be genetically or constitutionally equipped to change in the normal upward direction if the conditions of his existence change. He may move, given certain conditions, through a hierarchically ordered series of behavior or value systems to some end, or he may stabilize and live out his life at any time at any one or a combination of levels in the hierarchy.

He may show the behavior of a level in a positive or negative manner, or he may, under certain circumstances, regress to a behavior or value system lower in the hierarchy. Graves states:

. . . an adult lives in a potentially open system of needs, values, and aspirations, but he often settles into what approximates a closed system. When he is in any one level, he has only the behavioral degrees of freedom afforded him at that level (1, p. 133).

Thus, people live in a potentially open system of needs, values and aspirations. At any one level, they have only the behavioral degrees of freedom afforded at that level.

The Value Levels

The following is intended as a brief introduction to the seven levels of human existence found in organizations. The single word label used at each level of existence inadequately describes the syndrome it represents, but is used for convenience of discussion. Graves' theory does not end at level 7; however, models for higher levels are sufficiently scarce to make their definition difficult and, for the purpose of this study, unnecessary. Also, level 1 applies to infants, people with serious brain deterioration, and certain psychopathic conditions. Level 1 will be defined, but for the purpose of this study, this level will be disregarded.

Level 1, reactive.--Man, at this level, is not aware of self or others as individuals or human beings. He reacts to feelings of pain, hunger, warmth, cold, etc. This level is mostly restricted to infants. This person is incapable of fulfilling the first level of Maslow's hierarchy, satisfaction of physiological needs.

Level 2, tribalistic.--This way of life is based on classical conditioning principles, and has come into being without awareness, thought or purpose. Man at this level believes his tribalistic way is inherent in the nature of things. His form of existence is based on myth, tradition, spirits, magic, and superstition. He has a strong need for stability and safety. In essence, man is locked into rigid

traditions of his tribe and he cannot violate them. He has a ritualistic way of life. A change in environment or anything unfamiliar will threaten people on this level to a great extent.

Man can accomplish little more than fulfillment of his physiological needs. He is aware of little more than the problems of sustenance, illness, reproduction, and disputes. His actions are usually limited to attempts to reduce these tensions.

Man on this level of existence is rarely found to be participating vigorously in organizations. He frequently will be found dependent on welfare department rolls.

The archetype of this type of person in the military is exemplified by the World War II Kamikaze pilot. The modern day version is quite frequently referred to as the "Professional Private." He must have an understanding boss that meticulously explains the rules to follow in completing a task. Productive effort is very limited because concepts, time, space, quantity, and materiality are not motivating factors.

Level 3, egocentric.--Man becomes an individual for the first time as he arrives at level 3. He subscribes to the inhumane "eye for an eye, tooth for a tooth" doctrine, being fully aware, for the first time that he is a distinct individual. He is aware that death is the ultimate end of life,

and this awareness stimulates his desires for survival. Through this realization he may intentionally manipulate the world to survive.

This type of existence is manifested by the theme that anything less than winning is disaster--to the victor belongs the spoils--and, in this type of environment, any type of rule in the game of life is acceptable for his use.

A person at the egocentric level can be typified as adhering to rugged individualism. He is often selfish, thoughtless, unscrupulous, and dishonest. He has not learned to function within the limits of societal folkways and constraints. He responds primarily to power. Anything goes in his effort to dominate and win. He interprets the reward or punishment as feedback fostering or not fostering his own survival. He perceives that many try, but few succeed. The power ethic prevails.

This type of person in the military seeks freedom of action to a point, but there must be a clear line of authority. A weapon gives this person a sense of power. He would probably enlist in combat arms instead of a technical type of military occupation.

The egocentric person is primarily concerned with fulfilling safety needs. Any type of reward at a higher level would be thought of as a bribe by someone trying to usurp the level 3's autonomy.

Level 4, conformist.--Man, on this level, develops a way of life based on the conviction that there must be a reason for it all, why the "have" shall have so much in life yet be faced with death, and a reason why the "have not" has to live his life in a miserable existence. This conviction leads to the belief of directed design--a design of the forces guiding man and his destiny. Thus, the saintly way of life, based on one of the world's great religions or great philosophies, came to be.

Man operates under a sacrificial system. He focuses his earthly existence not on the end, salvation, but on the means to that end, sacrifice of desire in the here and now. Salvation is the ultimate reward of living. Typical behavior is denial, deference, piety, modesty, self-sacrifice, harsh self-discipline and no self-indulgence.

This individual has a low tolerance for ambiguity, and finds difficulty in accepting people whose values differ from his own. He accepts his position and role in life, while realizing that inequality is a fact that one must learn to live with. He strives for perfection regardless of his assigned role. What he wants or desires is not important, but what the world expects of him by virtue of his position is.

This type of person is attracted to rigidly defined roles. He will be found in vocations such as accounting and engineering. It is quite probable that the rigidly defined roles in the military will attract this type of individual.

Chapter 4 of this investigation will illustrate a comparison of full-time and part-time members of the National Guard and their respective levels of conformity.

Level 5, manipulative.--At this level, man again tries to conquer the world but not through raw, rugged brute force, but by learning its secrets. He is ambitious to achieve higher status and recognition through the manipulation of people and things in his environment.

He needs to master the physical universe. He must express his independence from pre-determined fate. His end value is materialism and his means to the end is rational, objective positivism.

He values accomplishing and getting, having and possessing. Some important means values are achievement, gamemanship, competition, the entrepreneurial attitude, efficiency, work simplification, the calculated risk, scheming and manipulation. He will achieve goals by any means possible within constraints imposed by society.

This type of person will be miserable in the military unless he is given the opportunity to wheel and deal. He will like the military because of its options in pension and retirement money. Since status is important to him, he will undoubtedly attempt to gain recognition through outstanding job performance above and beyond the call of duty. He may even choose to attend non-commissioned or commissioned

officer schools, since this will give him greater latitudes of manipulation.

Man at this level is seeking to achieve what Maslow called the "need for esteem."

Level 6, sociocentric.--The sociocentric individual has high affiliation needs. He is basically concerned with the relation of his self to others. He is concerned with belonging and being accepted. He desires harmonious relationships. He dislikes violence, materialism, and manipulative management. He will, however, value the authority of those contemporaries whom he holds in high esteem.

He values what the peer group determines should be valued. He feels that getting along with others is more important than getting ahead.

He works best in group meetings and through collective, not individual, effort. Because of his "collective" attitude, he will not classify people into types.

The sociocentric no longer believes that hard work is the measure of a man. That there are other means to a living than hard work is a firm belief. The level 6 individual lives in the "here and now." This type of person joins the National Guard because it is the right thing to do for the good of his country, his community, and his peers. All of his military endeavors must be predicated on the belief that it is in the best interest of the unit in which he is assigned. He makes

a good team member, but would probably not accept a leadership position.

Level 7, existential.--When man reaches this level, he has a high tolerance for ambiguity. He accepts people whose values differ from his own. He likes to do jobs in his own way without constraints of authority or bureaucracy. He is goal oriented, but toward a broader arena and longer time perspective.

The existentialist has surpassed Maslow's first four levels in the hierarchy of human needs, and is now at the fifth level, or striving to achieve the need for "self-actualization." In other words, he has passed through the subsistence level systems to a being-level system.

He is no longer hampered with the basic human fears, and therefore, his conception of his existence changes markedly. He is faced with the restoration of his world so that life can continue to be.

He is in awe of existence, and thus, that which he values is not permeated with selfishness. He shuns artificial things. He values all human wants but is not a slave to any of them.

The chances of finding a career military individual with a high degree of existentialism are unlikely, and at the most, infrequent. This is simply because he desires loose structure, not the rigid military organization. He desires freedom of

choice and continuously challenging work. He is normally incompatible with the tribalistic, egocentric, or conformist boss.

The existentialist values spontaneity, simplicity and sense-making ethics. He does not value conventionality. Continuing to develop is more important than striving for a single, specific goal. The process of accomplishing something is more important to him than the recognition that comes from the accomplishment.

Summary

Needs and Values

Two theories have been identified and discussed in this chapter--Maslow's Hierarchy of Needs and Graves' Levels of Psychological Existence. Exposure to the theories presented is of considerable importance; it calls attention to the statement in Chapter I--the more one knows about an individual, the greater the communication effectiveness with that individual. It also calls attention to the futility of trying to understand someone else's behavior and needs with individual value systems.

This chapter has also demonstrated the similarities between Graves' and Maslow's theories. Chapter II illustrates that Graves' Levels of Psychological Existence theory is an extension and refinement of Maslow's Hierarchy of Needs.

Most individuals span at least two, and possibly all of Graves' value systems, even though one or two may dominate.

Therefore, stereotyping is one of the more important potential dangers in any effort to use Graves' model. A different value system may also dominate an individual during work as compared to his behavior at home. Also, for any one or a combination of reasons, value systems may change over a period of time.

Although Graves' model does not give an infallible prediction of man's behavior, it does seem to offer one of the more useful theories yet devised to aid in determining potential barriers in organizational structures. Meyers et. al. have determined in their investigations using Graves' model that because of different value systems inherent in individuals, there are different management styles that must be assumed for more effective task accomplishment (3).

Graves' model can be used to determine man's potential behavior as compared to his dominant value clusters. Once these dominant clusters are identified, management can more effectively determine the most effective methods of adaptation, allocation, and coordination.

The leader in the military organization will have greater insight as to the goals, aspirations, beliefs, and personal values of his subordinates when he understands the relationship between human needs and values. Through this greater understanding, the leader, or military manager, will know how to interact with his subordinates in order to motivate them to outstanding performance.

Application of Graves' Theory

This investigation of the National Guard may indicate that military leaders should have up to six types of management and communications to get to everyone. This is due to the fact that when one is communicating, he has the potential to send from the six dominant value levels. The receiver of a message may also be receiving the message through the same or a different level of psychological existence.

The "New Army" concept was designed to improve morale and productivity by increasing individual liberties. But, nonetheless, it failed. Perhaps, if the military had assessed the levels of psychological existence of its members, much of the dissonance it created could have been eliminated. When management assumes that workers want the same things that management wants, there is much potential for a lack of appeal to two-thirds of the employees trying to be reached (3).

Military leaders must be made aware of these potentially dangerous and expensive situations. But the implications in this study extend beyond military leadership alone--into recruiting, training, promotion, military communications within the organization and outside the organization, military instruction, maintenance of esprit de corps, and more efficiency in accomplishing the military mission.

In motivating soldiers, especially the part-time ones in the National Guard, programs must be designed to correspond

with the values of the unit members. The principal problem today is that programs are developed by individuals who think everyone wants what the formulators of the programs want. This is, perhaps, one of the reasons for the failure of recruiting programs which advertise the financial rewards of the National Guard. This type of advertising would only appeal to the person who was predominantly manipulative. When he realized that the military might hamper his efforts to "wheel and deal" he would probably reject the recruiting plea.

The remaining chapters will discuss the procedures used to determine the various value clusters found in the National Guard, and their implications. This chapter has explained the theory that supports the design of the research instrument and the vocabulary that will be used to explain the results of the study.

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CHAPTER III

THE NATURE OF VALUE SYSTEM ANALYSIS

Research in the area of communication theory has been varied and widespread. Much work has been done recently in the area of attitudinal and behavioral research. But only recently have the theories of Clare Graves been adapted for use in the area of communication.

One of the pioneers in the utilization of Graves' theories is a Dallas, Texas, psychologist, Scott Meyers. Other individuals have utilized the procedures of Meyers and collaborators in several aspects of American business and industry--e. g., employees of Texas Instruments, American Airlines, the Internal Revenue Service, Moore Business Forms, Exxon and Mobil Oil Companies, etc., to name only a few. Management in these various organizations have indicated that the Value System Analysis has enhanced their operations profoundly. These organizations have indicated that for the first time they have understood the wants and needs of their employees more fully. In the process, these organizations have revamped their communications, changed training programs, etc. In essence, the success has been found because of more efficient adaptation, allocation, and coordination of organizational functioning. This, in turn, has decreased the degree of organizational and individual conflict.

Chapter III will discuss the procedure used to design the test instrument, the administration of field testing, methods of refinement of the test instrument, the actual procedure used in population selection and actual test administration, and the statistical procedures followed.

Design of the Test Instrument

Seeking to design a test that could be used effectively and efficiently, a limitation was placed upon the length of the test instrument. Yet it was still designed in such a way that it would effectively indicate a person's value system in comparison to the major issues confronting a member of the National Guard. Through consultation with psychologists, communication theorists, military personnel, and individuals experienced in Value System Analysis, the following critical areas were selected as "Value Issues" confronting the National Guardsman:

1. The value of military appearance
2. The value of military training
3. The value of the "New Army" concept
4. The value of rank in the military
5. The value of my job in the military
6. The value I assess towards my military supervisor
7. The value of my responsibilities to others
8. The value of being an American

Following Graves' theory, each respondent was then given the opportunity to respond to each of these issues at each

value level that Graves' describes. (Value Level 1 was eliminated as a possibility). There were six possible responses devised for each issue. Each response is typical of a tribalistic response, egocentric response, conformist response, manipulative response, sociocentric response, and existentialist response. Each respondent was given the opportunity to distribute a point value in correlation to the value he placed on each response--a minimum of zero to a maximum of twelve points. But, each respondent could only distribute a maximum of twelve points for each issue. (Six different responses for each issue).

This test design followed the format of Meyers et. al. in the Texas Instruments project, Flowers et. al. in the Managerial Values for Working test conducted with the American Management Association, and Beck's Values for Teaching test.

The test design was validated by a panel of experts. It must be noted that never before has the military been subjected to the Value System Analysis, and further research should be conducted with regular units. A copy of the test, "Values for Military Organizations," is included in the appendix.

Method of Field Testing

When the preliminary test instrument was designed and completed, it was then administered to a select group of

students at North Texas State University and the community of Denton, Texas.

The pilot group consisted of the following:

1. A retired member of the Armed Forces
2. A former member of the Armed Forces
3. A member of the National Guard or Reserve
4. A member of the ROTC Cadet program of North Texas State University
5. A retired member of the National Guard or Reserve.

It was determined that if an individual could be included in any of the above categories, then that person would be an appropriate respondent for field testing of the test instrument.

During the field study, respondents were given as much time as they needed to complete the test. The average time used was approximately thirty minutes. They were tested in groups that ranged from five to thirteen in number.

Methods of Refinement

After the test, the theoretical basis of the instrument was explained to the respondents, and they were encouraged to make recommendations that they felt would improve the test design. Copies of the testing instrument were distributed at Carswell Air Force Base, along with an explanation of the theory, for possible improvements in the testing terminology and design.

The basic changes were in the area of military terminology. Phrases such as "accomplishment of the military mission" seemed to convey a clearer meaning to military personnel than "doing a good job."

The critical "Value Issues" remained the same since all experts consulted indicated that these were indicative of basic issues confronting all military personnel. The field test indicated that there was no semantic or statistical bias in the phrasing or distribution of the questions.

Personal interviews were conducted with each respondent to determine their respective predominant value systems. These interviews assisted the panel of experts in validating the final test instrument.

The field test resulted in the final testing instrument found in the appendix.

Method of Test Administration

Selection of the population was the first consideration to be made in this investigation. Therefore, the sample had to be made from a National Guard organization that could be tested with minimum effort and maximum efficiency. A National Guard battalion had to be selected that could also be observed with some degree of frequency to assist in validating the test results by the panel of experts. The anonymity of this military organization will be preserved throughout the course of this thesis.

It was desired to test as many individuals as possible during their normal duty hours. Because of certain tasks that must be accomplished during the normal drill weekend, an entire population was not tested. However, a sample of 280 of a total population of 432 was achieved.

Respondents were tested during their normal duty hours during a typical drill weekend. They were tested in groups that ranged in sizes of nine to seventy-nine. There were seven groups in all. The tests were administered in armory classrooms. Respondents were assured that the test was to be used for educational purposes only, and that an individual's anonymity would be preserved. They were encouraged to utilize as much time as necessary to complete the test, that there were no "right" or "wrong" answers, and that they would receive a complete report of the results when the investigation was completed. No individuals refused to take the test, and the atmosphere that prevailed was one of cooperation.

Statistical Procedures

In order to complete a Value System Analysis for the military, certain demographic variables had to be taken into account:

1. Military rank
2. Chronological age
3. Total years military service
4. Full-time or part-time military position

5. Marital status
6. Educational status
7. Supervisory or non-supervisory position.

These variables and the value dominance of each were utilized to ascertain the conclusions made in the Value System Analysis of the National Guard battalion tested.

Total point sums were computed for each value level response on each of the value issues presented to individual respondents. Therefore, each respondent could have exhibited a total numerical value that ranged from zero to ninety-six on a particular level of psychological existence. Statistically, the numerical value of the sum of all of the levels of psychological existence could not have been greater or less than ninety-six. A total of twelve points had to be distributed for each value issue. Therefore, a respondent could have distributed sixteen points on each of the value levels, or he could have apportioned the ninety-six point total in any way he chose. It must be noted that the value statements were randomly placed to eliminate guessing, and to insure that the respondent read each statement carefully. Only two tests had an even distribution of numerical values (sixteen points per level of psychological existence). None of the tests had the total numerical values placed on a particular value level. Therefore, these extreme results were statistically incapable of skewing the results of the investigation.

Mean value system scores were computed for each of the aforementioned demographic variables. The results will be more fully explained in Chapter IV.

Military rank was divided into three groups. Commissioned officers comprised one group, with a number of 29. Enlisted personnel made up the second group, with a number of 174. In the third group, there were 77 non-commissioned officers.

There were eight different age groups. Age was divided into intervals of five years, beginning with eighteen years.

Total years service was divided into six different groups. Group I included zero to three years service. This period of time is typically devoted to classroom and on-the-job training. Group II was comprised of those individuals with four to six years service. For all practical purposes, these individuals are expected to be able to perform their military specialty with a high degree of competence. Group III individuals consisted of those persons that have completed their initial military obligation and have re-enlisted. This group has completed seven to ten years service. Groups IV, V, and VI have completed eleven to fifteen, fifteen to twenty, and over twenty years of service, respectively. They could be labeled as the "professional" National Guardsmen, as they are normally completing military careers that lead to a retirement pension.

Military jobs were divided into two categories. One category was for those individuals who are full-time employees of the National Guard. The other category was reserved for those who have only a sixteen-hour-per-month obligation, or part-time employees.

All respondents were classified as either single or married.

Educational status was divided into three groups. Group I consisted of those individuals with a high school diploma or less. Group II consisted of those persons who had attended college or had a baccalaureate degree. Those persons that had done graduate work or had a graduate degree were placed in Group III.

Respondents were classified as supervisors or non-supervisors. If an individual was responsible for managing other personnel during his military duty hours, he was classified as a supervisor. For the most part, the only supervisors were commissioned and non-commissioned officers.

An analysis of variance was conducted to determine the probability of the results being due to chance, or other influences beyond the control of the testing environment. It was determined by the panel of experts that a .01 level of confidence was desirable to validate the results of the Value System Analysis.

Summary

This chapter has indicated that the Value System Analysis has been performed with many business organizations throughout the United States. Also, the test design of this investigation followed the basic format of previous analyses. The application of Graves' theories has been reserved for Chapter IV.

Through the utilization of experts, research of the military environment and previous Value System Analyses, the Values for Military Organizations test was designed. Field testing of select personnel, interviews, and consultation with qualified personnel were the key methods used to refine the initial instrument.

The final test was administered to 280 members of a National Guard battalion. Mean scores were computed for each demographic group. An analysis of variance was performed to assess the level of probability that the value dominant score was related to the demographic variable.

It was concluded that when a correlation equal to or greater than the .01 level of confidence was exhibited, then a definite relationship does exist between that particular demographic variable and the level of psychological existence at which it coincides.

The procedures explained in this chapter are the guidelines by which the results of the Value System Analysis shall be governed.

CHAPTER IV

RESULTS

A Value System Analysis was conducted with the cooperation of a National Guard battalion. The purpose of this chapter is to report the results of that investigation.

Certain caveats must be observed while assessing the data presented:

1. The results do not imply that one single value system is better or worse than another.
2. The data does not necessarily imply that intelligence is a correlate of the values described. Each person applies his intelligence in a style compatible with his value system.
3. Most persons display tendencies, in varying degrees, toward all six value systems.

Values in the National Guard have both cause and effect relationships to civilian vocations, education, income, community environment, and military environment.

This chapter will be divided into four basic areas: the correlation between rank and conformity, years of military service and conformity, and chronological age and conformity; the correlation between educational level and existentialism; the value differences between officers, non-commissioned officers, and enlisted men; and, a comparison of military officers to the values of business managers in the American Management Association study.

The Correlation Between Rank, Years of Military Service, Chronological Age, and Conformity

The conformist value level is characterized by the individual that operates best in an environment of rigidly defined roles. The military is one of the best examples of a conformist organization. The following data illustrate the correlation between conformity value levels and an individual in the military.

Military rank is a function of achievement of certain job prerequisites. One of the most important criteria for achieving a higher military rank is the amount of time spent at a lower rank. Therefore, longevity in the military and chronological age will normally be a function of military rank.

Table I illustrates conformity levels in comparison with military rank.

TABLE I
COMPARISON OF RANK AND CONFORMITY

Rank	Number	Level of Conformity	
		Mean	Standard Deviation
Enlisted	174	25.94	14.62
Non-commissioned	77	31.84	14.17
Commissioned	29	37.31	12.61

Enlisted personnel are usually those individuals seeking to complete their initial enlistment in the military.

Commissioned personnel have extended their military obligation through voluntary attendance at various schools to prepare themselves for a career in the service. Non-commissioned personnel have chosen not to become commissioned officers, but, for the most part, are completing their initial enlistment or have re-enlisted. The non-commissioned officer is more of a direct supervisor of personnel, while the commissioned officer tends to be more of an administrator.

Table I indicates that as rank increased in the military, so did observable levels of conformity. The analysis of variance conducted indicated a level of confidence greater than .0001. Therefore, a positive correlation was shown to exist.

Further interpretation of the data indicated that as military rank increased, levels of egocentrism decreased. This variable had a level of confidence greater than .0001. This inverse relation correlates with the increase of conformist life style an individual encounters as he achieves more rank in the military. This assumption is validated by the statistical results.

Table II exhibits the chronological age intervals and the correlate mean levels of conformity.

The following table yields the same conclusionary results as Table I: The same level of confidence for conformity relative to age increase and the same inverse correlation with egocentrism was exhibited. This was primarily due to

the fact that there was a significant positive correlation between rank and age. In essence, Table II assists in validating the results of Table I, and vice versa.

TABLE II
COMPARISON OF CHRONOLOGICAL AGE AND CONFORMITY

(Years) Age Group	Number	Level of Conformity	
		Mean	Standard Deviation
18-23	71	23.80	13.88
24-29	142	27.99	13.63
30-35	39	31.44	12.26
36-41	16	40.38	19.25
42-47	9	39.33	16.92
48-53	2	52.00	28.28
54-59	1	52.00	52.00
60-Over	0

Total years of military service and the correlate conformity level scores are found in Table III. Since longevity in the military is a positive correlate of military rank and chronological age, Table III assists in validating the data in Tables I and II.

The data indicate a positive correlation between total years of military service and conformity above the .0001 level.

TABLE III
COMPARISON OF TOTAL YEARS SERVICE AND CONFORMITY

Years Service	Number	Level of Conformity	
		Mean	Standard Deviation
0-3	63	23.83	13.88
4-6	132	27.36	12.81
7-10	43	31.19	15.25
11-15	18	32.44	7.10
15-20	17	42.00	20.25
20-Over	6	48.33	13.80

The results presented in this section are purely statistical. The theoretical application of the data will be discussed in Chapter V.

The Correlation Between Educational Levels and Existentialism

Many experts in Value System Analysis have theorized a positive relationship between exposure to academia and levels of existentialism. To investigate this hypothesis, the respondents of this investigation were divided into three groups. Group I was comprised of persons that had not completed formal education beyond a high school diploma. Group II individuals had attended college or had received a baccalaureate degree. Group III respondents had done graduate work or held a graduate degree. Eighty-three of the persons

in Group I had a high school diploma. Fifty-eight of the individuals in Group II had earned baccalaureate degrees. Twenty of the respondents in Group III possessed graduate degrees. Two of the individuals had earned the Doctor of Philosophy degree.

TABLE IV
COMPARISON OF EDUCATIONAL LEVEL AND EXISTENTIALISM

Group	Number	Level of Existentialism	
		Mean	Standard Deviation
I	101	15.15	8.70
II	155	21.05	10.39
III	24	27.29	12.06

The increase in the level of existentialism correlates positively with the increase of formal educational levels. The level of confidence exhibited for this correlation was greater than .0001. Therefore, the hypothesis was validated for this investigation.

This datum indicated a negative correlation between educational achievement and levels of tribalism. The level of significance was greater than .0001.

Theoretical implications of this datum will be discussed in Chapter V.

Value Differences Between Officers, Non-Commissioned Officers and Enlisted Men

There were no significant value differences indicated between commissioned officers and non-commissioned officers; however, the greatest difference observed was in the level of conformity. Commissioned officers had a mean score of 37.31, whereas non-commissioned officers had a mean score of 31.84. The reason for this difference is exhibited by Table I.

TABLE V
COMPARISON OF LEVELS OF PSYCHOLOGICAL EXISTENCE AMONG
COMMISSIONED OFFICERS, NON-COMMISSIONED
OFFICERS AND ENLISTED MEN

Level	Commissioned Officers (n=29)		Non-Commissioned Officers (n=77)		Enlisted Men (n=174)	
	Mean	S. D.	Mean	S. D.	Mean	S. D.
Existential	17.49	6.18	17.49	10.98	20.64	10.85
Sociocentric	14.90	7.52	15.17	9.02	15.45	7.40
Manipulative	13.66	7.62	16.26	7.12	14.25	8.36
Conformist	37.31	12.61	31.84	14.17	25.94	14.62
Egocentric	3.14	3.75	4.53	5.42	9.49	9.35
Tribalistic	9.52	5.12	10.75	6.45	10.57	6.80

Enlisted personnel significantly vary from the officers and non-commissioned officers in levels of conformity and levels of egocentrism. The statistical differences are described in Table V.

The variance of enlisted men from the other two groups is highly significant in two areas at a confidence level greater than .0001. This confidence level validates the higher degree of egocentrism and the lesser degree of conformity found in enlisted personnel as compared to their "military supervisors." The higher level of existentialism in enlisted men is probably a function of a lower concentration of conformity values.

Military Officers and Business Managers

Table VI illustrates the various value level means of business managers as computed in a study by Vincent S. Flowers et. al. and value level means of military officers in this investigation.

TABLE VI
COMPARISON OF MILITARY OFFICER AND
BUSINESS MANAGER VALUES (1)

Group	Number	Value Level Mean Scores					
		Level 7	Level 6	Level 5	Level 4	Level 3	Level 2
Officers	29	17.49	14.90	13.66	37.31	3.14	9.52
Managers	1707	28.50	18.00	22.50	10.00	3.00	7.00

Military officers tend to be more conformist than business managers. This study indicated that this is probably a function of the military organization's more rigidly defined job atmosphere. This type of environment will attract a greater

amount of persons with conformist value systems. Also, research indicates that the greater the amount of time a person spends in the military, the greater the chance that the person will adopt a conformist value system.

The conformist environment in the military, as compared to the business world, eliminates many opportunities for "wheeling and dealing." This explains the greater mean score in the manipulative value level in business managers. The business environment will attract more persons with this type of value level than the military.

Seventy-nine per cent of the business managers investigated hold a baccalaureate degree or above. The percentage of military officers achieving the same educational status is approximately the same. The lower concentration of existentialism in the military officers is explained by the constant exposure to the conformist environment.

The differences in sociocentrism, egocentrism and tribalism is statistically small. Therefore, no valid conclusions can be made for the difference.

Summary

Four major areas were presented for statistical interpretation in this chapter. All conclusions were found to be highly significant above the .0001 level.

Levels of conformity were found to be a function of military rank, total years of military service and chronological

age. There was a positive increase in conformity as the other three correlates increased. There was also an inverse correlation between egocentrism and conformity.

A positive correlation between the increase of the level of existentialism and the increase of formal educational attainment was found to exist. An inverse relationship between levels of tribalism and increased exposure to academia was also exhibited.

There were no significant differences between officers and non-commissioned officers. However, enlisted men differed markedly from these two groups. Enlisted personnel demonstrated higher levels of egocentrism and lower levels of conformity.

Military officers tended to be much more conformist than business managers. The military officer exhibited a lesser degree of manipulative value levels than did the businessmen. The officers in the National Guard had a lower concentration of existentialism.

Chapter V will apply the theoretical concepts to the statistical data presented in this chapter.

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CHAPTER V

SUMMARY AND CONCLUSIONS

The purpose of this study was to determine the various values that may be contaminating communication in a National Guard battalion. The central problem was to describe the predominant levels of psychological existence in the military unit investigated.

In order to quantifiably observe the differences, a Value System Analysis was performed. The analysis was based on the theories of Clare W. Graves.

Four major areas will be discussed in this concluding chapter: a description of value levels in the military; communication theory and the National Guard; Value System Analysis and its relation to the National Guard; and implications for further research.

Description of Value Levels in the Military

The dominant value level in the military was the level 4, or conformist. This result was expected, as the National Guard normally displays a conformist value structure. All military occupations, levels of achievement, customs, and each aspect in the military environment is rigidly defined. Each person's assigned role is meticulously defined. Each action is defined in military department regulations and any

deviation from that norm is unacceptable. Prolonged exposure to the military will result in increasing conformist values towards the military organization. Therefore, a person with a dominant value other than conformity will either change value systems towards conformity, get out of the military or have a miserable existence in that organization.

Labor and management conflict becomes more understandable in the military when viewed through Value System Analysis. Non-supervisors in the National Guard tend to be more tribalistic, more egocentric, and more existentialist than do supervisors. Supervisors have shown a highly significant greater degree of conformity than non-supervisors. These value system differences indicate great potential for communication barriers to occur as individuals perform their tasks in the military environment. The tribalistic non-supervisor will have to be told specifically how to accomplish the task. The egocentric individual considers advice as an infringement upon his personal liberties. The existentialist would prefer to be allowed to perform in his own way. The conformist supervisor, however, will expect the tasks to be accomplished according to the rules.

Personal interviews were conducted with those persons who exhibited a high degree of existentialism. Those persons indicated that the "New Army" concept had been acceptable to them. They were unhappy with the fact that some of those "New Army" privileges had been taken away. They voiced

disapproval at the return of the "Old Army" concept. These persons, for the most part, did exceptionally well in the performance of their job. However, the existentialist indicated that he would probably not re-enlist. He felt that the military infringed too much on his personal liberties and his civilian life. The Value System Analysis helped to validate the theory that increased exposure to education will increase levels of existentialism.

The comparison of military officers to business managers showed that the military environment will attract persons with a great degree of conformity as compared to the civilian supervisory positions. The conformity level dominance seems to be a typical element in the value systems cluster of a National Guard officer.

Communication in the National Guard

Many experts conclude that proper adaptation, allocation, and coordination are necessary for an organization to function properly. It has already been determined that these require some type of communication. If performed competently, effective communication will assist in increasing productivity and morale.

Probably the single most important factor to consider in this investigation is that individuals may be communicating from any of six different value systems. The statistical evidence indicates that the military supervisor

will be predominantly communicating through his conformist value system, while the enlisted person may be sending and receiving messages from any of the six value systems. An important conclusion to be drawn is that the military supervisor might need the capacity to communicate from all value levels. The unfortunate situation of the existentialist enlisted man is a case in point.

What kind of person does one find at each value level in the military?

The existentialist is usually better educated than the rest. He is chronologically younger. He usually shuns supervisory responsibilities. He will not re-enlist unless he is guaranteed greater liberty. Money is not necessarily a motivating factor.

The sociocentric feels that he is doing a service to his community and his country. He will normally have completed his initial enlistment. It is not uncommon for the sociocentric in the National Guard to have spent a year or more on active duty. The sociocentric is normally a little older than the rest of his associates.

The manipulative individual displays enthusiasm, aggressiveness, and near-perfection in accomplishing tasks. He is usually in his twenties. He is normally one step below a non-commissioned officer, or he may be a junior commissioned officer. He has usually been in the military between four and eight years. Salary, insurance programs, commissary

privileges, and other benefits are important at this value level.

Although conformity is predominant at all levels, a greater concentration is found in non-commissioned and commissioned officers. The greatest amount of conformity in the National Guard is found among the full-time personnel, especially the administrative supply technicians.

The egocentric soldiers are, for the most part, unmarried with less than three total years of service. They also have less rank and are normally among the younger group.

The tribalistic guardsman has the least amount of formal education in all of the groups considered. He must be told, specifically, how to accomplish a task. Acknowledgement of a job well done is his prime motivating factor.

The Importance of Value System Analysis in the National Guard

The National Guard represents approximately 50% of the defense of the United States. The importance of this military structure is paramount. One of the greatest obstacles to its efficient operation is the fact that the bulk of its personnel are on a part-time status. The Value System Analysis offers to enhance the military organization by assisting in the coordination of its operational tasks.

Value System Analysis has definite application in military organizational development. First of all, it could be used to prepare top-level decision makers to deal more

effectively with the complex issues in the military by providing them with an overall framework of value systems. This understanding of values can aid a commander or military administrator in responding to both internal and external issues. Secondly, the military could develop more effective management strategies in understanding and dealing with the diverse value systems of personnel at all levels. Thirdly, Value System Analysis could provide a realistic and ethical framework to use in both the initial selection of new personnel and their placement within the organization as well as the promotion of personnel.

Value System Analysis has definite applications in military management. It offers a rationale for placing supervisors and non-supervisors in appropriate relationships with each other and with the managerial approach to be used. In essence, this approach generates a set of organizational management strategies to be used by the supervisor in relating to diverse value clusters in non-supervisors.

Specific examples of application of the Value System Analysis can be briefly illustrated. It could be used to improve interviewing techniques for officer candidates. It would assist the military in determining whether or not an applicant met the criteria for their leadership training. Military communications could be written so that they would more effectively communicate to all six value levels, not just to the conformist. The public information officers

would have an effective guideline for determining how to prepare press releases for the type of audience that they have in mind. Military blocks of instruction could be tailored to fit the personnel to be instructed. Job placement personnel could more effectively gauge personal attributes necessary for each type of military occupation specialty.

If the Value System Analysis were to be utilized by the military, the resulting effect would yield a more efficient military structure. The end result would be greater productivity and morale.

Implications for Further Research

The guidelines in this investigation do not offer a panacea. But they do offer an opportunity to eliminate some of the managerial and organizational problems in the National Guard.

Similar Value System Analyses need to be conducted. An investigation of value systems in the regular military is warranted. Other studies should be done with National Guard units in various parts of the United States. Investigations that take into account such variables as community size, political atmosphere, ethnic background, and the socio-economic environment would be of extreme value.

With the steady increase in the use of communication theory in management and consequently greater reliance on it

as a catalyst for organizational efficiency, it is important that a fuller understanding of human values in communication be researched and understood. Although Graves' theory yields a valuable investigative procedure, a more comprehensive theoretical base is needed. It is hoped that this research will help toward development of that base.

APPENDIX I

VALUES FOR MILITARY ORGANIZATIONS TEST

VALUES for MILITARY ORGANIZATIONS 1975

COMMUNICATION/HUMAN RELATIONS INSTITUTE

BOX 5156, N.T. STATION

DENTON, TX 76203

(ALL RIGHTS RESERVED)

I		G		O	
d		d		d	
a		a		a	
f		f		f	
c		c		c	
b		b		b	
e		e		e	
96		96		96	

VALUES FOR MILITARY ORGANIZATIONS

This VALUES FOR MILITARY ORGANIZATIONS test represents an initial attempt to develop an instrument which will reflect the value clusters of military personnel. There are no "right" or "wrong" answers and a person's anonymity will be protected.

There are eight separate questions with six options under each. You will have a total of 12 (twelve) points to distribute among the set of options in any way you please. For example, you may choose to put all 12 points on a single statement, divide the points between just two statements, or break up the 12 points in any other distribution you find appropriate. Just be sure the total in each set adds up to 12.

Personal Data

AGE _____ TOTAL YEARS SERVICE _____ YEARS REGULAR MILITARY SERVICE _____ RANK _____

DUTY HOURS PER MONTH _____ MARITAL STATUS _____ SERVICE BRANCH _____ EDUCATION LEVEL _____

1. TO ME, MAINTAINING MY MILITARY APPEARANCE IS . . .

f		.. important, because I want to progress and make as much rank as possible while making a good impression on my superiors.
b		.. a bunch of B.S., but I'll do it as long as I have to remain in the military.
a		.. necessary to make me feel like I am a member of a close, cohesive unit and a functional and compatible team.
c		.. important, because history has proven that the regulations are necessary for an effective military, and I want to project the best possible image of my service at all times.
d		.. necessary, I guess, and I don't mind conforming to the rules of the organization as long as they don't infringe too strongly on my personal freedom.
e		.. important because the regulations and my C.O. tell me how I should look to be a good soldier.

2. TO ME, MILITARY TRAINING IS . . .

f		.. giving me a chance to show what I can really do and set myself apart from other members of the unit.
c		.. a vital part of our military system and necessary to keep our unit operating at its peak of efficiency.
b		.. a waste of time because a bunch of jackasses are trying to get everyone to do the same thing in the same way.
a		.. giving us an opportunity to get together and know each other better in a unified setting, while we learn at the same time.
e		.. good, because that seems to be the best way my superiors teach me what I need to know.
d		.. working well enough for me, and it seems to do the job in getting information to a large number of people in a short time.

3. TO ME, THE "NEW ARMY" CONCEPT (OR SIMILAR CHANGES IN THE MILITARY) . . .

a		. . gives me a better social atmosphere to get together with other people, and respond to their needs, because a soldier is still a person.
b		. . gives me a chance to do more things as I damn well please, and it's about time.
c		. . is a departure from some of our traditions, but will hopefully help keep our military strong.
d		. . may prove to be a good, workable idea since it allows more diversity.
e		. . is okay with me as long as my supervisor approves of it.
f		. . gives me a greater latitude to do what I need to do to help me in my career, both inside and outside usual military structures.

4. TO ME, RANK IN THE MILITARY . . .

e		. . is important, because it clarifies the fact that some people will inevitably lead and others will follow.
f		. . is one of the payoffs for understanding how to work in and around the system.
b		. . doesn't make a whole helluva lot of difference -- we all put our pants on the same way.
c		. . is necessary because it helps to clarify who has what jobs and responsibilities within the military structure.
a		. . is an artificial discriminator that keeps people apart and, in many ways, de-personalizes us and causes lots of friction and disharmony.
d		. . doesn't really have much impact on me one way or the other; although higher rank means more money and status, other things are more important to me in my life.

5. TO ME, MY JOB IN THE MILITARY . . .

c		. . helps me to do my part in securing the safety of the people of my country, which is a fundamental obligation of any good citizen.
f		. . lets me show what I can really do when given half a chance, and gives me the opportunity to show important people that I am capable of doing even more.
b		. . gives me a great sense of power because I am able to do things that I couldn't otherwise do as a civilian.
e		. . is necessary, because my supervisor has shown me that everything functions as a whole, and each of us must do his part to keep our unit strong and secure or we will fail our mission.
a		. . lets me learn things about myself and other people so that I can deal more effectively with others in the future and better maintain a cooperative working atmosphere.
d		. . provides me with some rewards in and of itself, and also provides me the means to do other things, as well.

6. THE KIND OF SUPERVISOR I LIKE IS ONE WHO . . .

c		. . calls the shots and isn't always changing his mind, and sees to it that everyone follows the rules.
f		. . doesn't ask me any questions just as long as I accomplish my mission.
b		. . is tough but allows me to be tough.
e		. . tells me exactly what to do and how to do it, and sometimes helps me by doing it with me.
a		. . gets us working together in close harmony by being more of a friendly person than an officer.
d		. . gives me access to the information I need and then lets me do my job in my own way.

7. EVERY PERSON IN ONE WAY OR ANOTHER HAS RESPONSIBILITIES TO OTHERS. I THINK . .

f		. . others should help a person succeed in his career, and not be a group in which the values of the older are forced on the younger.
e		. . it's important that a small group to stay together, take care of each other, and follow the rules set down by the head of the group.
d		. . a group should provide a framework for its members to experience affection, growth, disappointments, responsibilities, anger, selfishness, and other human realities.
c		. . people should be democratic and friendly in their interactions with one another, offering warmth and hospitality to others; accomplishing the mission should be a shared experience.
b		. . people should leave you alone to go your own way and should not interfere with a person's activities.
a		. . we should be a closely knit group, whose duty it is to help one another to live a moral and spiritual life.

8. BEING AN AMERICAN MEANS DIFFERENT THINGS TO DIFFERENT PEOPLE. TO ME, BEING AN AMERICAN MEANS . . .

a		. . a place where all people are valued, and the spirit of cooperation exists -- where people take care of each other.
b		. . the freedom to do what I want to without being pushed around by people who have more power or money than I have.
c		. . inheriting a great tradition of independence and democracy that our forefathers died to preserve and protect.
d		. . the opportunity to do what I like - without neglecting the duties of responsible citizenship - yet insisting on the rights of an individual.
e		. . a feeling of safety and security, and knowing that there will always be somebody in this country that I can rely on.
f		. . the opportunity to achieve personal goals and success through my own initiative without too much interference.

APPENDIX II

LEVELS OF PSYCHOLOGICAL EXISTENCE

LEVELS OF

PSYCHOLOGICAL EXISTENCE

EXISTENTIAL

High tolerance for ambiguity, accepts

people whose values differ from his own.

Likes to do jobs in his own way without

constraints of authority or bureaucracy.

Goal oriented but toward a broader arena

and longer time perspective.

MANIPULATIVE

Ambitious to achieve higher status and

recognition. Strives to manipulate

people and things within his environment.

Will achieve goals by any means possible

within constraints imposed by society.

EGOCENTRIC

Rugged individualism. Selfish,

thoughtless, unscrupulous, dishonest.

Has not learned to function within the

constraints imposed by society. Responds

primarily to power.

REACTIVE

Not aware of self or others as individuals

or human beings. Reacts to feelings of

pain, hunger, warmth, cold, etc. Mostly

restricted to infants.



SOCIOCENTRIC

High affiliation needs. Dislikes violence,

materialism and manipulative management.

Concerned with social problems.



CONFORMIST

Low tolerance for ambiguity, difficulty in

accepting people whose values differ from

his own. Attracted to rigidly defined roles

in accounting, engineering, military, etc.

Motivated by a cause, philosophy, or religion.



TRIBALISTIC

Found mostly in primitive societies and ghettos.

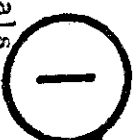
Lives in a world of magic, witchcraft and

superstition. Strongly influenced by tradition

and the power exerted by the boss, tribal

chieftan, policeman, schoolteacher, and other

authority figures.



APPENDIX III

MEAN LEVELS OF PSYCHOLOGICAL EXISTENCE (ALL GROUPS--280 RESPONDENTS)

Value Level	Mean	Standard Deviation
Existential	19.45	10.59
Sociocentric	15.32	7.86
Manipulative	14.75	7.99
Conformist	28.74	14.78
Egocentric	7.47	8.40
Tribalistic	10.51	6.54

APPENDIX IV

ORGANIZATIONAL STRATEGIES

Communication Strategy Questions

Motivation

Communication

Job Design

Management Systems and Procedures

Growth Opportunity

Maintenance

Pay and Benefits

Equal Employment Opportunity

Facilities

¹from V. Flowers, 1975.

Communication Strategy Questions

1. Is our present communication style geared toward all values?
2. Can we develop multi-level communication techniques which will reach all levels simultaneously?
3. Shouldn't our communication process be looked at as lateral rather than up or down the organizational structure?
4. Is it true that each time we communicate, we are communicating to ourselves about ourselves?

Motivation Strategies

Communication

- Level 2, tribalistic.....I would like to hear that things are getting better for people like me.
- Level 3, egocentric.....You gotta show me what's in it for me!
- Level 4, conformist.....I need to know what should be done.
- Level 5, manipulative.....What's the payoff? Show me the figures.
- Level 6, sociocentric.....What's it going to do for the employees and how does it help people?
- Level 7, existentialist.....How does it fit with the broad perspective of where society is heading?

Job Design

- Level 2, tribalistic.....I'll put up with any job as long as I have a good boss.
- Level 3, egocentric.....I really don't care as long as I get my money and people keep off my back.
- Level 4, conformist.....It's everyone's duty to do his job exactly as described by management.
- Level 5, manipulative.....Needs to be flexible to allow for some wheeling and dealing.
- Level 6, sociocentric.....Jobs should be set up to promote harmony among our fellow employees.
- Level 7, existentialist.....The goals of my work and the organization must be meaningful to me and to society.

Management Systems and Procedures

- Level 2, tribalistic.....I want my boss to make sure we know the rules.
- Level 3, egocentric.....They have rules for everything; I make my own.
- Level 4, conformist.....People shouldn't be allowed to bend rules and should do exactly what the procedures call for.
- Level 5, manipulative.....They're O.K. but you got to learn to beat the system occasionally.
- Level 6, sociocentric.....They are often too impersonal and sometimes cause conflict.
- Level 7, existentialist.....Should serve only as guidelines and permit flexibility and innovation.

Growth Opportunity

- Level 2, tribalistic.....I want to do as well as most people with jobs like mine.
- Level 3, egocentric.....There's a lot of things I could do if they would let me.
- Level 4, conformist.....I have faith that the company will put me where I'm needed the most.
- Level 5, manipulative.....I'm responsible for my own success and am constantly on the lookout for new opportunities.
- Level 6, sociocentric.....Promotions are fine, but sometimes cause hard feelings and create a "dog-eat-dog" world.
- Level 7, existentialist.....I need work of my own choosing that offers continuing challenge.

Maintenance Strategies

Pay and Benefits

- Level 2, tribalistic.....Pay helps me to meet bills and benefits to protect me in my old age.
- Level 3, egocentric.....Whatever it is, it's never enough; they give you only what they have to.
- Level 4, conformist.....Should be based on faithful and loyal service and in most cases are fairly set by management.
- Level 5, manipulative.....It's the name of the game; the guy who plays all the angles reaps the rewards.
- Level 6, sociocentric.....It is an injustice when some individuals get so much more than others do.
- Level 7, existentialist.....Money is important, but what I do is more important. It should not create financial dependency.

Equal Employment Opportunity

- Level 2, tribalistic.....I don't think we should have
to work with people we don't
want to.
- Level 3, egocentric.....Equal Opportunity--hell! I'll
take care of myself.
- Level 4, conformist.....Like it or not, we should obey
the established rules.
- Level 5, manipulative.....If they can cut it within our
system, more power to them.
- Level 6, sociocentric.....It would be easy if we all
accepted each other as human
beings.
- Level 7, existentialist.....Laws cannot create equality,
only a change in people's values.

Facilities

- Level 2, tribalistic.....Nice working conditions show us that management cares about us.
- Level 3, egocentric.....One more management trick to get more work out of me.
- Level 4, conformist.....Good working conditions are nice to have and even if they're not good, everyone should do the best they can.
- Level 5, manipulative.....Are a measure of my success; the higher positions should get the best working conditions.
- Level 6, sociocentric.....Should be arranged to improve interpersonal relations.
- Level 7, existentialist.....Working conditions aren't important when I'm involved in my work.

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