



U.S. ARMY COMBAT CAPABILITIES DEVELOPMENT COMMAND – ARMY RESEARCH LABORATORY

Organizational Commitment, Sense-of-Self, and Performance
Among Combat Medic Trainees

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Outline

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INTRODUCTION ORGANIZATIONAL COMMITMENT DEFINED

Organizational Commitment is:

- the allegiance one has toward an organization,
- psychological attachment to an organization
(Allen & Meyer, 1990, Yousef, 2017)
- not passive
- action in terms of worker engagement within the organization
(Becker, 1960; Mowday et al., 1979; Goodman, 2018)



WHY STUDY ORGANIZATIONAL COMMITMENT AMONG TROOPS?



➤ OC is related to:

- Greater work satisfaction (Lawler, Mohrman, & Ledford, 1995)
- Reduced turnover (Khan & Siddiqui, 2017)
- *Work satisfaction (Meyer et al., 2013)
- *Motivation (Meyer et al., 2013)
- *Morale (Gade, 2003; Gade, Tiggle, & Schumm, 2003)
- *Wartime readiness (Ibid, 2003)
- *Performance/job knowledge (Ibid, 2003)



WHY STUDY ORGANIZATIONAL COMMITMENT AMONG TROOPS?



- OC is related to:
 - Personal Performance (Spector, 2000)
 - Organizational Performance (Yousef, 2000)
 - Human Resource Management (Dussault & Dubois, 2003)
 - Absenteeism, turnover (Khan & Siddiqui, 2017)
 - Retention (Tremble, wt al., 2003)
 - Reenlistment (Hom & Hulin, 1981)
- Volunteer Military
 - No one HAS to do this!
 - Hazardous – requires great motivation
 - Highly Resilient Organization – requires precision & attention to detail





WHY STUDY ORGANIZATIONAL COMMITMENT AMONG TROOPS?



WHO ARE THEY?

- What are the characteristics of those who score high in organizational commitment?
- Individuals with a strong sense-of-self tend to be more resilient, motivated, and successful than those with a weak sense-of-self
- Are those scoring high in core self-evaluations also high in organizational commitment?

The purpose of this paper is to examine the relationships between 3 forms of organizational commitment with self-assessments of self-esteem, self-efficacy, self-talk, fear-of-failure, and self-rated performance.





METHOD



VOLUNTEERS:

- Soldiers attending advanced individual training in the Military Occupational Specialty (MOS) 68W (Army Combat Medic)
- $n = 579$

Affinity to Stay

INSTRUMENTATION:

- *Organizational Commitment Questionnaire (OCQ)*, (Gade et al., 2003)
 - Affective Commitment (AC): Emotional Attachment
 - **I want to stay here** because I like/am loyal to the Army
 - Continuance Commitment (CC): Costs of leaving the military
 - **I stay because I have to**, the costs of leaving are too great
- Job-Related Affective Commitment (JRAC): Emotional Attachment to one's job/military occupational specialty
 - **I stay because I like my job** and the opportunities it brings.



Instrumentation, cont.



Self-Evaluations

- Situational Self Efficacy Scale (SSE)
- Rosenberg Self-Esteem Scale (SES)
- Self-Talk Survey (ST)
- Failure Appraisal Inventory (PFAI)
- Two questions - motivation
- Two questions - personal performance
- One question - leadership ability

➤ Performance

- Grade Point Average
- Pass/Fail status

Demographics





Demographic	#	%
Gender		
Male	350	58.7
Female	228	39.4
Race		
African-American	40	7.8
Native American	9	1.5
Caucasian	407	67.2
Hispanic	71	11.7
Asian	22	3.6
Other	35	6.8

Education		
High school/GED	331	57.2
Some college/AA	224	39.0
Bachelors	22	3.8
Some Grad. School	1	.2
Marital status		
Married	72	12.4
Divorced	19	3.3
Partnered	34	5.9
Single	454	78.4



Demographics (majority)

- **Total n** = 578
- **Gender:** Male (350/58.7%)
- **Race:** Caucasian (407/67.2%)
- **Education:** High school/GED (331/57.2%)
- **Martial status:** Single (454/78.4%)





Correlations between Organizational Commitment and Self-Evaluations





Correlations between Self-Evaluations and Grade Point Averages and Pass/Fail Status





Regression Analyses

Affective Commitment = $1.62 + .31$ (Self-Talk Positive) + $.14$ (Self-assessment of Leadership Abilities) + $.22$ (Army National Guard). $R^2 = .148$, 15% of the variance

Continuous Commitment = $3.14 + .20$ (Fear of Failure) + $.51$ (children do not reside with military parent).
 $R^2 = .35$, 35% of the variance

Job-Related Affective Commitment = $-1.46 + .74$ (Self-Talk Positive) + $.02$ (Global Self-Esteem) + $.17$ (Self-Talk Negative).
 $R^2 = .278$, 28% of the variance



Correlations

Correlations between GPA and Pass/Fail Status with Affective, Continuous and Job-Related Commitment (rho)*



	AC	CC	JRAC
GPA	.05	.10*	.10*
Pass/Fail	.03	.09 *	.03



*p < .05. AC = Affective Commitment, CC = Continuous Commitment, JRAC = Job-Related Affective Commitment



DISCUSSION



Continuous Commitment

I'm here because I have to stay here (Goodman, 2018)

= Fear of Failure + children do not reside with military parent, 35%

- Supports CC definition: predicated on perceived gains & losses
- Potential costs of leaving the organization (Herscovitch & Meyer, 2002)
- Concerns - finding another job, finding a job of equal pay, disrupting their (and their families) life, and a perceived lack of alternatives

Family, Duty,
Job Stability

Professional Development



Team Work

Battle Buddy

Organizational Climate/Culture

- Young and in school
- Staff warnings: can't fall behind, brevity of training time
- Embarrassment with parents and friends (just left to join military)
- Others are doing ok, graduating
- What happens if I fail? Combat Arms? Put out of Army? Another failure?
- Family responsibility – financial payments



DISCUSSION



Job-Related Affective Commitment I'm here because I like my job



= Self-Talk Positive & Negative + Global Self-Esteem, 28%

Supports prior research (in part)

- Self-esteem - related to job satisfaction (the kind & nature of work) (Alavi, 2003; Satuf et al., 2016; Sturm & Dellert, 2016)
- Self-esteem improves self-confidence and the ability to handle pressure and fatigue (Peng et al., 2016)
- Self-esteem affects performance results achieved by workers (Kuser et al., 2016)
- Goal-directed Self-Talk improves team (Latinjak et al., 2019) and individual sports performance (Perkos et al., 2002)
- Handling pressure & fatigue (self esteem): brief schooling, all day training, barracks duty
- Talking ones' way through challenges (encouragement & chastisement)
- Long term value of training (health care/medical)



DISCUSSION

Affective Commitment

I'm here because I want to be here (belonging, meaning)

(Meyer & Allen, 1991)

Self-Talk Positive + Self-assessment of Leadership Abilities +
Army National Guard, 15%

Little to no research on these predictors w/ Affective Commitment

- Goal-directed Self-Talk improves team (Latinjak et al., 2019) and individual sports performance (Perkos et al., 2002)
- Positive self-talk typically addresses what one is doing and can do. Builds confidence & motivation. Addresses current & future contributions
- Have leadership skills - seeing future leadership positions. Well defined road map in the military.
- National Guard are typically involved in domestic matters such as floods, fires, and other emergencies and natural disasters positively impacting self-respect, helping others, needed, important



DISCUSSION - PERFORMANCE



CONTINUANCE COMMITMENT
&
JOB-RELATED AFFECTIVE COMMITMENT

IMPROVES

PASS RATE

IMPROVES

GPA

Significant but
Small





CONCLUSIONS



- A strong sense of self contributes to soldiers' emotional commitment to their Military Occupational Specialty (job assignment) and to the U.S. Army, but less so to Continuous Commitment.
- Training performance is related to CC and JRAC (small)
- Literature shows OC increases worker involvement, retention, retainment, morale, work satisfaction, wartime readiness, and job knowledge/performance





SUGGESTIONS



- Initial & continued training to increase OC - self-esteem and context-specific positive self-talk, perhaps using sports-related instructional programs
- Investigations on programs that effectively increase OC
- Investigations on JRAC, especially in light of reasons Gen. Z join the military
 - ✓ Family, Duty
 - ✓ Job Stability & Professional Development





Questions?

***OPTIMIZE
PERFORMANCE***

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