EFFICACY IN ROTC: LEADER-FOLLOWER CONGRUENCE

by

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Introduction

The Reserve Officer Training Corps (ROTC) is a program that is present in many colleges across the United States. Its purpose is to prepare young adults to establish a career in their respective military branch. Many high schools have junior versions of this program as well. Upon college graduation, ROTC cadets become active duty officers in their military branch and take on officer roles who oversee a number of enlisted members. They do not start at the metaphorical bottom of the ladder, but instead begin their careers with a higher rank due to their ROTC training. This fact makes ROTC cadets an important population for the military. ROTC programs should be strong so they can produce tenacious officers and leaders.

Leadership skills are important to have when one is in charge of other individuals. A significant component of leadership, and the focus of this study, is efficacy. Efficacy is the overall confidence in one's ability to perform a task or behavior successfully. Self-efficacy is one's confidence in themselves ("I believe I am good"), other-efficacy is defined as one's confidence in another individual in their group ("I believe my leader is good"), and relation-inferred self-efficacy describes the estimated confidence someone else has in them ("I believe my leader thinks I am good"). Self-efficacy, other-efficacy, and relation-inferred self-efficacy (RISE) are important to understand because they predict one's performance success (Moritz et al., 2000). Success is vital in the military because failure could cause people their lives. Ideally, officers would be highly effacious and therefore, have high performance success.

When it comes to research involving confidence in the military, there is little available. Literature involving an ROTC population is also sparse. Considering that ROTC cadets will become the military's next leaders, they are an important sample to recognize. Confident cadets should

develop into confident officers, who should then create confident followers. The purpose of this study is to (1) explore university-level ROTC cadets' confidence in themselves and their team members, as well as their estimated confidence their respective leaders or followers have in them, and (2) examine congruence between their actual confidence and estimated RISE through a questionnaire. It was hypothesized that the followers would underestimate their leaders' actual confidence in them, thus following the pattern of previous research.

Literature Review

Much of the literature reviewed was from a sports context because confidence in a military setting is extremely under-investigated. Sport research has shown that followers typically underestimate their leaders' actual confidence in them (Jackson & Beauchamp, 2010). This can have negative consequences, such as lowering their own self-efficacy and affecting their performance.

Self-efficacy

Self-efficacy theory was first introduced by Bandura in 1977. He proposed that self-efficacy can be derived from four sources: performance accomplishments, vicarious experience, verbal persuasion, and emotional arousal. Performance accomplishments, also called mastery experiences, describe the individual's past performance success or lack thereof. Vicarious experience means that the individual watches someone else perform the desired task and consequently makes a judgement on their own ability to do so. Verbal persuasion occurs when someone else attempts to influence an individual's confidence. Emotional arousal refers to one's physiological state; high arousal or stress can negatively impact one's self-efficacy. These four sources influence self-efficacy, which in turn affects performance success.

Bandura later describes how one's efficacy beliefs influence how people think, feel, motivate themselves, and act in changing environments (Bandura, 1995). Efficacy and how it is interpreted could be attributed to many factors such as personal, social, and situational factors. To contrast the belief that self-efficacy is individualistic and, therefore, opposite of collectivistic, he states that each member's self-efficacy contributes to the group (Bandura, 1995).

A meta-analysis of literature regarding self-efficacy in sport showed evidence that self-efficacy, which is influenced by RISE, is associated with performance of the desired task (Moritz et al., 2000). Forty-five studies met all inclusion criteria to be discussed in their meta-analysis. These studies used a variety of tasks and performance measures and all provided significant evidence of the relationship between efficacy and performance. Thus, it can be said that there is a substantial relationship between the two.

These literature pieces describe the concept of self-efficacy, provide four main sources that influence it, and give many examples of how self-efficacy can be affected both as an individual and as a group. One example that Bandura does not address is self-efficacy within the military. Although the ROTC environment is different than on a military base, they are still a military population and will become active duty members upon college graduation. This study addresses a "changing environment" that Bandura does not discuss.

Tripartite model of relational efficacy beliefs

Lent and Lopez established the tripartite model of relational efficacy beliefs in 2002. They proposed that three types of efficacy (self-, other-, and RISE) can describe close personal relationships. Self-efficacy describes one's confidence in his or her own ability to complete a task, other-efficacy refers to one's confidence in a teammate's ability, and RISE is the estimation of another's confidence in the individual's ability. Assuming that one's social environment affects

their self-efficacy, the other two types of efficacy that they believe to be influential are introduced into the model (Lent & Lopez, 2002).

Lent and Lopez mention that RISE beliefs may not be congruent with the other person's actual confidence. Congruence is favorable; it is better if both team members are on the same page. High congruence can lead to better performance and satisfaction with the relationship. When there is a large discrepancy and the efforts to reduce this fail, dissatisfaction and dissolution may occur (Lent & Lopez, 2002). It is also stated that RISE may alter the other person's own confidence in their abilities. They suggest a relationship between self-efficacy and RISE; RISE can have either a positive or negative effect on one's self-efficacy (Lent & Lopez, 2002).

This paper sets up the majority of the topic the current project is based on. The goal of the current study is to explore the same three forms of efficacy as Lent and Lopez, as well as congruence. Lent and Lopez's research has provided an extensive background for this study; it is just being expanded into a new context.

Research in sport regarding relational efficacy beliefs

Efficacy in the military is an under-investigated topic, so much of the literature reviewed for this study was drawn from sport research instead. One particular piece was a review of many articles pertaining to efficacy in sport (Habeeb, 2020). The article examines studies that expand on Lent and Lopez's tripartite relational efficacy model. The goals of Habeeb's review (2020) were to summarize findings to compare to the original model, and to identify how the model has been extended. Thirty articles met all inclusion criteria; these focused on varying relationships between coaches and athletes: coach-athlete, athlete-athlete, or both. It was found that the coaches and athletes reported that self-efficacy influenced RISE beliefs, as indicated by Lent and Lopez. The coaches and athletes said that both self- and other-efficacy influenced their behavior

towards their partner, choice of partner, and effort. As for RISE, the results show that a deemphasis on the outcome and more emphasis on effort increased the RISE beliefs between young athletes and their coach (McMullen et al., 2020; Saville et al., 2014). Results show that RISE had a direct effect on their self-efficacy.

Jackson and Beauchamp have led many studies with different types of efficacy and their relationships with each other. For this particular study (2010), 58 youth tennis players and their coaches provided data relating to their self-efficacy, other-efficacy, and RISE halfway through their sport season; this procedure was repeated three months later. The SE and RISE items were the same, except the RISE questions were rephrased such that it was in relation to their estimated coach's confidence. Results indicated that the more confident each partner was in each other, the more committed each member was. The athletes' RISE estimations were also related to lower commitment from them as well as low satisfaction. Low RISE values indicate that the athletes did not believe their coaches had high confidence in them; therefore, the athletes have less enjoyment and lower commitment to the sport and coach. These concepts are addressed in the current study, but from a military perspective rather than sport.

Research in military

Switching the focus towards the military, a study involving several Norwegian military academies investigated the relationship between three ideas: self-concept, self-efficacy, and military skills and abilities. Self-concept is one's perception of him/herself as an object (Boe, 2018). It is similar to self-efficacy and has several of the same elements. These are social comparison, past experiences, and reinforcements from significant people in an individual's life. The authors concluded that high levels of self-concept lead to higher self-efficacy, which in turn yields better military skills and abilities.

Hardy and his colleagues investigated two studies in 2010. The first identifies several behaviors of transformational leadership and studies the relationship between these behaviors and certain attitudinal responses of the military members. The second study implements an intervention designed to enhance the transformational leadership behaviors as defined in the first study. The authors wished to evaluate the effectiveness of the intervention and if the attitudinal responses were influenced (as described subsequently). Many different tools have been developed to measure transformational leadership behaviors since there is still discrepancy on the best way to measure them and the concept as a whole.

The transformational leadership outcomes used in Hardy's study were inspirational motivation, provides an appropriate role model, fosters acceptance of group goals and team work, high performance expectations, intellectual stimulation, individual consideration, and contingent reward. The attitudinal responses examined were self-confidence, resilience, and satisfaction with training. Based off previous research, it was hypothesized that self-confidence and resilience would have a positive relationship with the training outcomes from the first study they examined, and the intervention in the second study would also have a positive influence on these factors. Results showed that all seven transformational leadership behaviors were significantly related to the attitudinal outcomes to varying degrees. For the second study, it was hypothesized that the people who received the intervention would report higher values for the transformational leadership behaviors from the first study, as well as higher ratings for the attitudinal outcomes. The intervention modified different aspects of transformational leadership in different ways; the authors suggest that this supports the idea that these factors should be

considered separately rather than from a global point of view. They also found that the intervention had significant effects on all of the attitudinal outcomes, including self-efficacy.

Hardy et al.'s (2010) article's main focus is on transformational leadership, with self-efficacy as a small portion of the study. The items used for that portion were adapted to fit a university-level ROTC environment. These items only focus on self-efficacy, so they were also modified to fit in the context of other-efficacy and RISE to address a gap in the research regarding confidence.

Another ROTC study that focuses on leadership compared the leadership strategies of college student-athletes, ROTC cadets, and students who do not participate in either/traditional students (Buntin, 2015). Each person was given the Student Leadership Practices Inventory (LPI) questionnaire, developed by Kouzes and Posner (2003), which consisted of 30 items. The LPI identifies 5 leadership practices: challenge the process, inspire a shared vision, enable others to act, model the way, and encourage the heart. This study found that ROTC cadets were more likely to believe they utilize all five strategies than their traditional peers, and more likely to believe they utilize four of the five practices (challenge the process, inspire a shared vision, enable others to act, and model the way) more so than their student-athlete peers (Buntin, 2015).

Although this research examines the same population as the current study, its goal is to investigate leadership strategies rather than efficacy. There was a leadership model available prior to their study specifically for college students. This was not the case for efficacy; the items had to be adapted from a larger study where leadership was also the main focus. The current project expands research on the college-level ROTC population but instead approaches it from a confidence perspective instead.

Methods

Participants

Students from a university-level ROTC program participated in this study (*n* = 59). Of these cadets, twelve were classified as "leaders" for this study and forty-seven were classified as "followers." The cadet leaders were generally upperclassmen of higher rank, whereas the followers were cadets of lower rank. The followers were divided into two groups: upperclassmen (juniors) and underclassmen (freshmen and sophomores).

Further breakdown of the demographics shows that 41 of the cadets identify as male and 18 as female. When asked about race, 6 cadets marked African American, 5 Asian, 6 Latino/a, 37 Caucasian, and 5 "other." Of these 5 who chose Other, 4 were of mixed races and 1 was Native American.

Four participants began the survey but left a significant portion incomplete, so their responses were discarded.

Measures

The survey used for this project was developed from Hardy et al.'s self-confidence portion of their study (2010). The questions from their study were adapted to fit the needs of the current study in an ROTC environment. Since the items only focus on self-confidence, they were repeated several times and adjusted slightly to represent OE and RISE. Each question was answered on a 1-5 Likert scale, with 1 being "not confident at all" to 5 being "completely confident." A set of five items were repeated three times, one for each type of efficacy, and the language was adjusted slightly to ask cadets about themselves, their leaders or followers, and perceived confidence their leaders or followers had in them. It was made clear that the items were in relation to their cadet leaders, not the military officers who oversee the ROTC program. Cadets

also answered general demographic questions including race, sex, ROTC rank, birth year, time in ROTC overall, and time with current leaders or followers. See "Appendix A" for copies of each survey.

Procedures

Each cadet was given a one-time survey that was specific to their status as a leader or follower. Three separate questionnaires were made: one for the cadet leaders, one for the upperclassman followers, and one for the underclassmen followers. The follower surveys included the same questions but had minor changes in terminology so the cadets could better understand the questions.

The research team presented the project to the ROTC cadets before they completed the survey. This involved the team going to one of their classes where all members were present and explaining the concept of the project. The language used was written in advance and submitted to the IRB for approval. After the presentation, the cadets completed the online survey while sitting in class; the cadre stayed at the front of the room to ensure that the cadets had strict anonymity. The research team was readily available for any questions. Cadets accessed the questionnaire either by QR code displayed on the projector and passed out on paper, or by a link emailed to them by the cadre prior to class. Paper copies of the surveys were also available for each cadet if needed.

This study was approved by East Carolina University's IRB. A consent paragraph was displayed at the beginning of each survey. By agreeing to continue, they signified their consent to participate in the study. At the end of the survey, participants had the option to receive a $4 virtual gift card in exchange for their time. If they chose to receive the incentive, they were redirected to a separate survey to enter the email address where they wished to receive the card.

East Carolina University requires certain personal information to be collected when gift card incentives are involved, so they had to fill out another consent form including their name, Banner ID, signature, and date. The cadets' personal information was stored in a separate database from their survey responses so they were unable to be connected in any manner.

Analysis

Analyses were completed using the IBM SPSS statistics software. The data for this study was analyzed using descriptive statistics (mean and standard deviation). These means were used to compare and contrast the different types of efficacy. Congruence was also measured descriptively by comparing the cadet leaders' average other-efficacy values and their followers' average RISE results.

Results

Demographic information indicated that 41 males (69%) took part in this study and 18 females (31%). Information about race was also collected and is shown below.
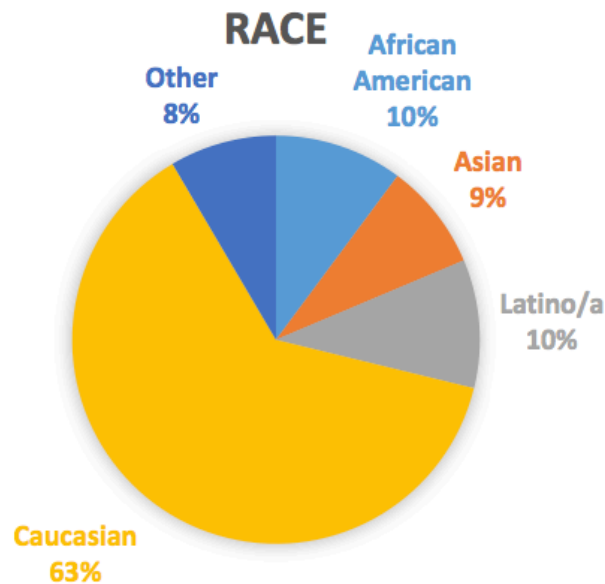

Figure 1 Graphical representation of ethnic background of sample.

Descriptive analyses yielded the means and standard deviations for all of the participants from the ROTC program, as well as their results split by group (leaders, upperclassman followers, and underclassman followers). These results can be found in Table 1 below.

	Mean	Standard Deviation
Self-efficacy	4.37	0.576
Other-efficacy	4.57	0.516
RISE	4.43	0.544

Table 1 Overall means and standard deviations for each type of efficacy for everyone who participated in this study.

Overall, the cadets had the highest average for other-efficacy with a value of 4.57. The lowest average was self-efficacy, the mean being 4.37. Standard deviations range from 0.516 to 0.576. Visual representation of each type of efficacy split by cadet status can be seen in Figure 2 and their respective standard deviation can be found below that in Table 2.
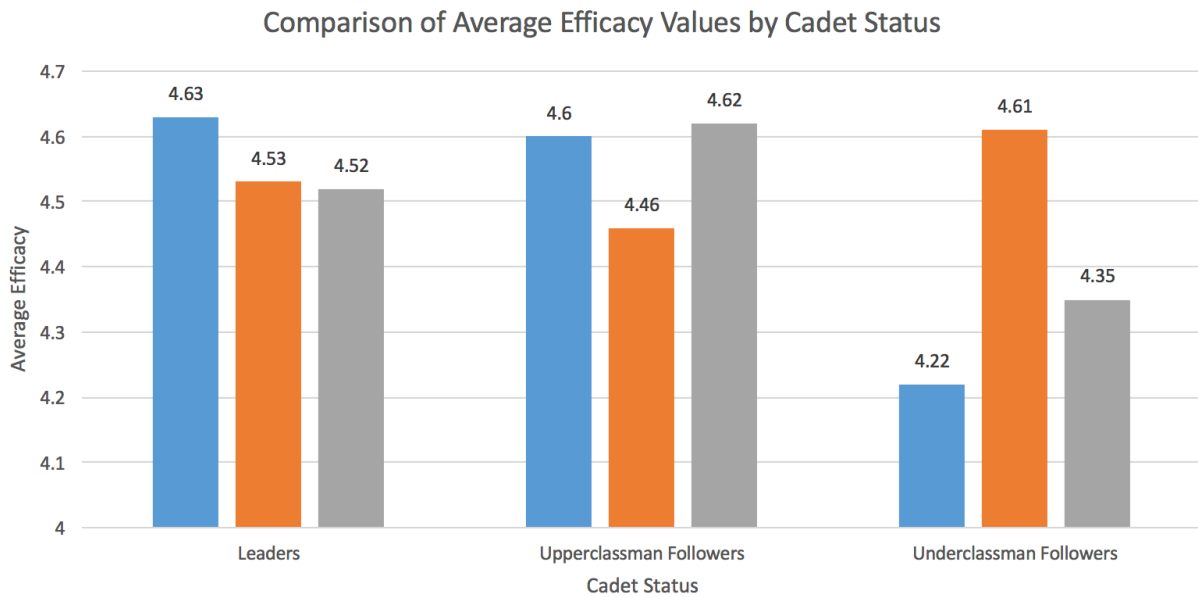

Figure 2 Average values for each type of efficacy, split by cadet status.

Initial descriptive statistics showed varying types of efficacy being the highest on average for each group. The leaders' highest average was their self-efficacy (4.63), the upperclassman followers' was their RISE (4.62), and the underclassman followers' was other-efficacy (4.61).

	Leaders	Upperclassman Followers	Underclassman Followers
Self-efficacy	0.339	0.525	0.609
Other-efficacy	0.553	0.660	0.471
RISE	0.422	0.577	0.566

Table 2 Standard deviations for each type of efficacy split by cadet status.

Correlations were calculated in addition to the descriptive statistics. All values were positive, but some had weaker relationships than others. Strong relationships can be categorized by a correlation of ±0.7 and 1. Moderately high correlations would fall in the range of ±0.5 and 0.7. Moderately low correlations fall in between ±0.3 and 0.5. Between 0 and ±0.3 would be considered low. The correlations for this particular study are represented in Table 3.

	SE	OE	RISE
SE	1	.28	.69
OE		1	.40
RISE			1

Table 3 Correlations between types of efficacy for the ROTC program as a whole.

Although the strongest correlation was found between SE and RISE overall, it still falls in the moderately high range. Cadet status correlations are displayed in Table 4.

		SE	OE	RISE
Leader	SE	1	0.246	0.479
	OE		1	0.412
	RISE			1

Upperclassman follower	**SE**	1	0.385	0.954
	OE		1	0.405
	RISE			1
Underclassman follower	**SE**	1	0.371	0.644
	OE		1	0.460
	RISE			1

Table 4 Correlations between types of efficacy as split by cadet status.

The leaders do not have any correlations higher than the moderate level (±0.5). Upperclassman follower SE and RISE have a very strong correlation, close to 1. The underclassman followers have a moderately high correlation between SE and RISE as well. All correlations were positive.

Correlations were also run based off of sex and race separately; no significant variation was found. Since race nor sex changed the outcomes significantly, the plan of analysis was not changed.

Congruence was observed by comparing the leaders' OE values, which rate their actual confidence in their followers, and the followers' RISE, which is perceived. The same goes for follower OE and leader RISE.

	Other-efficacy	**RISE**
Leader	4.53	4.52
Upperclassman Follower	4.46	4.62
Underclassman Follower	4.61	4.35

Table 5 Comparison of cadet OE and RISE values.

Discussion

This study's purposes were to examine different types of efficacy within ROTC cadets and to evaluate the congruence between cadet leaders and followers. Each cadet group reported a different type of efficacy with the highest average values: leaders were most confident in

themselves, upperclassman followers had the highest RISE values, and the underclassman followers had the most confidence in their leaders. Strongly positive correlations were found between SE and RISE, which indicates that SE and RISE have more overlap than either of these with OE. When the follower groups were averaged, overall, they underestimated their leaders' confidence in them. However, when the followers were split into two groups, they showed different outcomes. The upperclassmen believed the leaders had more confidence in them than the leaders reported. The underclassmen believed the leaders were not as confident in them as they actually were. Initial analysis shows that the cadets have high confidence overall, since all average values are above a 4 on a scale of 1-5. These descriptive statistics indicate that the ROTC cadets are greatly confident in themselves and their respective leaders and followers, and also believe their leaders or followers are highly confident in them.

Congruence measures were descriptive. Comparing the cadets' OE and RISE values and observing the difference showed whether the cadet leaders and followers were on the same page. The leaders were not asked about the upperclassmen and underclassmen separately, but were asked to rate their confidence in them as a whole. The leaders' average overall confidence in all followers a 4.53. The upperclassmen's RISE levels were a 4.62, meaning that they overestimated how confident the leaders felt about them. In contrast, the underclassman follower RISE scores were a 4.35; they underestimated their leaders' confidence in them. The amount of time spent in the program may contribute to these differences – the upperclassmen think the leaders are more confident in them since they have more experience. However, this does not appear to be the case. The average of both follower groups was a 4.49. Contrasting the

cadet leaders' OE values and the followers' mean RISE shows that overall, the leaders were more confident in their followers than they believe.

Overall patterns extend previous research as seen by the Jackson and Beauchamp study (2010) and support the hypothesis that the followers would underestimate their leaders' confidence in them. Since the results vary by follower group, the hypothesis was partially supported overall.

There is a large gap in the literature revolving around confidence in the military, so this study opens the door for this topic to be explored more. This research study begins to fill this gap by examining efficacy in the military through its future leaders, the ROTC cadets. Several pieces of literature provided key information from which the questionnaire was adapted and hypothesis was formed. The literature that emphasized efficacy was in relation to sport and the military studies were not focused on efficacy. This study creates a new combination that has not been seen in available literature.

Strengths and Limitations

The concepts examined in this research are based off of accredited sources. Self-efficacy theory, as coined by Bandura (1977), has been studied in many contexts since he first identified this quality. Lent and Lopez provided the tripartite model that this ROTC study investigates (2002). Habeeb (2020) identified many sport studies that investigate Lent and Lopez's model and drew conclusions from reading many articles. Jackson and Beauchamp (2010) laid the groundwork for the hypothesis, which was partially supported. Moritz concluded that there is a significant relationship between self-efficacy and performance (2000). Boe established the idea that self-concept leads to self-efficacy, which leads to better performance of military tasks in a military academy setting (2018), which is most similar to the ROTC population used for this study. Hardy

and his colleagues (2010) provided a template for the questionnaire items that only needed to be adjusted to fit the context of the ROTC study. Buntin found that ROTC cadets perceived that they were utilizing particular leadership strategies more so than their peers overall (2015). This is a study that partly focuses on the same sample as the current study. The quality of the literature reviewed allowed for a strong study to be developed for this ROTC research.

The lack of available research in the specific context was both good and bad: it allowed this study to introduce an under-investigated but important topic, but it was also a limitation. Confidence in the military has not been widely investigated, so there was little to base this ROTC study off of. Drawing from sport research worked well, but having an established military study on efficacy would have been better. The small section of Hardy et al.'s (2010) study examined self-confidence, but as a part of the overarching study rather than one of its own.

Future research directions

If this study were to be modified and done again in the future, there are a few suggestions to clarify or expand what was completed for this project. Asking the cadet leaders about both follower groups individually may help clear any discrepancies there may have been between groups. Another change that could be implemented to the questionnaire itself could be to add a question in the demographics portion about their future plans in the military. Someone who only plans on being active duty for four years after graduation may perceive confidence differently than someone who plans on committing twenty years to their specific branch. Lastly, performance measures could be added to expand upon these results. The leader-follower relationship is the focus of this study, so observing the forms of efficacy within the same type of relationship with an added performance component – how they perform a certain task as a team

and as an individual – may yield interesting results. It could provide information about how an individual's relational efficacy beliefs affect their performance, or if they do at all.

Application

Application of this study is wide. There is a lot of potential to expand this project to fit specific applied needs. For example, a similar process could be done with people who enlist in the military without undergoing ROTC training. Differences between the two populations could provide interesting results. ROTC cadets are trained to be military officers immediately after college; they will be leading the newer enlisted members. Enlisted members may have higher other-efficacy because they are trained to always follow their leaders, whereas ROTC cadets may have a lower other-efficacy by comparison because they know their cadet leaders in a more personal, less professional manner. This fact may have the opposite effect on RISE. Enlisted members may have a low RISE score due to their confidence in their leaders; they might believe the leaders are all-knowing and flawless, and that they could not possibly be confident in a newer member. On the other hand, the personal relationship created in an ROTC environment may lead a cadet to believe their leader is more confident in them than they actually are.

Another way to apply this study and its results could be to ask the cadets about their commanding officers and their relational efficacy beliefs. This would be similar to the current study but with more of a teacher-student or coach-athlete relationship since the officers have already experienced a long military career, as opposed to fellow college students of similar age. Comparing the results of this project with the results of this hypothetical situation could provide insight on how the change in relationship type may change the participants' relational efficacy beliefs. The differences between these hypothetical samples could inform interventions specific to each sub-population.

Overall, the application of this ROTC study would be to help the ROTC program evaluate their strengths and weaknesses to improve their program. It appears that the cadets are already very confident in themselves and others, and have high RISE values as well. This means that the ROTC program is creating highly confident cadets. Given the comparatively large gap between underclassman follower self-efficacy and the other cadet groups, there may need to be a stronger focus on the newer cadets' confidence. The officers and cadet leaders may need to emphasize the four sources of self-efficacy earlier in the program so they can begin feeling confident earlier in their experience. Giving them relatively easy tasks at the beginning can build their mastery experiences, and thus, their confidence. By enhancing the ROTC cadets' training at the follower level, they are improving the military by extension. Having a strong, confident military is essential when it comes to protecting the country they serve.

Conclusion

Efficacy was examined in a university-level ROTC population. The questionnaire they were given was adapted from Hardy's previous research in a military setting regarding self-confidence (2010), and was also adjusted to address all three types of relational efficacy beliefs as modeled by Lent and Lopez (2002). ROTC cadet confidence was shown to be high overall. This study establishes a body of research with emphasis on military members' confidence in themselves and others, and perceived confidence others have in them. Future ideas have been discussed to expand on this project, as well as its real-world significance.

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Appendix A
Leader Survey

You are being invited to participate in a research study titled "Leadership and Confidence in ROTC" being conducted by Dr. Christine Habeeb, a faculty member at East Carolina University in the Kinesiology department. The goal is to survey 250 individuals in ROTC at East Carolina University. Anyone under the age of 18 is not eligible to participate. The survey will take approximately 10-15 minutes to complete. It is hoped that this information will assist us to better understand the outcomes of military leadership styles.

Your responses will be kept confidential and no data will be released or used with your identification attached. Your participation in the research is voluntary. You may choose not to answer any or all questions, and you may stop at any time. There is no penalty for not taking part in this research study. You will have the option to receive a $4 e-gift card as compensation for your time answering this survey. At the end of the survey, you will have the option to write your email address on a separate sheet of paper to receive the gift card. This email address will not be linked to your survey responses.

Please call Dr. Christine Habeeb at 252-737-2359 for any research related questions or the University & Medical Center Institutional Review Board (UMCIRB) at 252-744-2914 for questions about your rights as a research participant. If you wish to participate, please write "I agree" to signify your consent.

Self-confidence

To what extent are you confident in YOUR ability to…..	No confidence at all		Moderate Confidence		Complete confidence
Meet the challenges of training	1	2	3	4	5
Perform the technical tasks necessary to be successful (drill/marching, uniform wear, etc.)	1	2	3	4	5
Perform the field tasks necessary to be successful (GLPs, etc.)	1	2	3	4	5
Concentrate well enough to be successful	1	2	3	4	5
Perform under pressure	1	2	3	4	5

Confidence in Followers

To what extent are you confident in your FOLLOWERS' ability to…	No confidence at all		Moderate Confidence		Complete confidence
Meet the challenges of training	1	2	3	4	5
Perform the technical tasks necessary to be successful (drill/marching, uniform wear, etc.)	1	2	3	4	5
Perform the field tasks necessary to be successful (GLPs, etc.)	1	2	3	4	5
Concentrate well enough to be successful	1	2	3	4	5
Perform under pressure	1	2	3	4	5

Relation-Inferred Self-Confidence of Followers

To what extent do you think your FOLLOWERS are confident in YOUR ability to…..	No confidence at all		Moderate Confidence		Complete confidence
Meet the challenges of training	1	2	3	4	5
Perform the technical tasks necessary to be successful (drill/marching, uniform wear, etc.)	1	2	3	4	5
Perform the field tasks necessary to be successful (GLPs, etc.)	1	2	3	4	5
Concentrate well enough to be successful	1	2	3	4	5
Perform under pressure	1	2	3	4	5

Open Ended Questions

What leadership strategies have you used that have been effective?

_____

What leadership strategies have you used that have NOT been effective?

_____

What can cadre do to support you as a leader?

_____

Demographic information

Birth Year: _____

Gender:

    Male   Female   Prefer not to answer

Ethnicity:

_____ African American   _____ Asian/Asian American

_____ Latino/a   _____ White/European American

_____ Arab/Middle Eastern   _____ Other: Please specify _____

Have you attended Field Training? Yes/No

Current ROTC Rank:

_____ 100

_____ 200

_____ 250

_____ 300

_____ 400

_____ 500

_____ 800

Time with ECU ROTC:

Years _____ Months _____

Time with current cadet corps commanders:

Years _____ Months _____

In exchange for your time completing this survey, we are able to compensate you with a $4 e-gift card. By writing your email address down, you consent to your email address being used to receive the gift card. You will be given a second sheet of paper to write your email address down. It will be stored in a separate system and will not be linked to your survey responses. If you do not wish to share your email, you are finished with the survey.

Thank you for participating!

Upperclassman Follower Survey

You are being invited to participate in a research study titled "Leadership and Confidence in ROTC" being conducted by Dr. Christine Habeeb, a faculty member at East Carolina University in the Kinesiology department. The goal is to survey 250 individuals in ROTC at East Carolina University. Anyone under the age of 18 is not eligible to participate. The survey will take approximately 10-15 minutes to complete. It is hoped that this information will assist us to better understand the outcomes of military leadership styles.

Your responses will be kept confidential and no data will be released or used with your identification attached. Your participation in the research is voluntary. You may choose not to answer any or all questions, and you may stop at any time. There is no penalty for not taking part in this research study. You will have the option to receive a $4 e-gift card as compensation for your time answering this survey. At the end of the survey, you will have the option to write your email address on a separate sheet of paper to receive the gift card. This email address will not be linked to your survey responses.

Please call Dr. Christine Habeeb at 252-737-2359 for any research related questions or the University & Medical Center Institutional Review Board (UMCIRB) at 252-744-2914 for questions about your rights as a research participant. If you wish to participate, please write "I agree" to signify your consent.

Transformational leadership

My CADET CORPS COMMANDERS…	Not at all	Once in a while	Sometimes	Fairly Often	All of the time
Inspirational motivation					
Talk optimistically about the future	1	2	3	4	5
Talk enthusiastically about what needs to be accomplished	1	2	3	4	5
Articulate a compelling vision of the future	1	2	3	4	5
Express confidence that goals will be achieved	1	2	3	4	5
Appropriate role model					
Are good role models for me to follow	1	2	3	4	5
Lead by example	1	2	3	4	5
Lead by "doing" rather than simply "telling	1	2	3	4	5
Fosters acceptance of group goals					
Encourage cadets to be team players	1	2	3	4	5
Get cadets to work together for the same goal	1	2	3	4	5
Develop a team attitude and spirit amongst cadets	1	2	3	4	5
Believe each individual is crucial to the success of the group	1	2	3	4	5
Individual consideration					
Spend time teaching and coaching cadets	1	2	3	4	5
Treat me as an individual	1	2	3	4	5
Consider that I have different needs, abilities, and aspirations from others	1	2	3	4	5
Help me develop my strengths	1	2	3	4	5
High performance expectations					
Insist on only the best performance	1	2	3	4	5
Will not settle for second best	1	2	3	4	5
Show us that they expect a lot from us	1	2	3	4	5
Emphasize trying your best	1	2	3	4	5
Intellectual stimulation					
Seek differing perspectives when solving problems	1	2	3	4	5
Get me to look at problems from many different angles	1	2	3	4	5
Suggest new ways of looking at how to complete assignments	1	2	3	4	5
Contingent reward					
Give me special recognition when I do very good work	1	2	3	4	5
Give praise when cadets improve work	1	2	3	4	5
Give me positive feedback when I perform well	1	2	3	4	5
Personally praise me when I do outstanding work	1	2	3	4	5

Confidence in leader

To what extent are you confident in your CADET CORPS COMMANDERS' ability to…	Not confident at all		Moderately confident		Completely confident
Meet the challenges of training	1	2	3	4	5
Perform the technical tasks necessary to be successful (drill/marching, uniform wear, etc.)	1	2	3	4	5
Perform the field tasks necessary to be successful (GLPs, etc.)	1	2	3	4	5
Concentrate well enough to be successful	1	2	3	4	5
Perform under pressure	1	2	3	4	5

Self-confidence

To what extent are you confident in YOUR ability to...	Not confident at all		Moderately confident		Completely confident
Meet the challenges of training	1	2	3	4	5
Perform the technical tasks necessary to be successful (drill/marching, uniform wear, etc.)	1	2	3	4	5
Perform the field tasks necessary to be successful (GLPs, etc.)	1	2	3	4	5
Concentrate well enough to be successful	1	2	3	4	5
Perform under pressure	1	2	3	4	5

Relation-Inferred Self-Confidence

To what extent do you think your CADET CORPS COMMANDERS are confident in YOUR ability to...	Not confident at all		Moderately confident		Completely confident
Meet the challenges of training	1	2	3	4	5
Perform the technical tasks necessary to be successful (drill/marching, uniform wear, etc.)	1	2	3	4	5
Perform the field tasks necessary to be successful (GLPs, etc.)	1	2	3	4	5
Concentrate well enough to be successful	1	2	3	4	5
Perform under pressure	1	2	3	4	5

Resilience

To what extent are you confident in YOUR OWN ability to...	Not confident at all		Moderately confident		Completely confident
Bounce back from performing poorly and succeed	1	2	3	4	5
Bounce back from a major mental setback and succeed	1	2	3	4	5
Bounce back from a major physical setback and succeed					
Adapt to different training situations and be successful	1	2	3	4	5
Be consistently successful week-after-week	1	2	3	4	5

Extra Effort

My CADET CORPS COMMANDERS …	Not at all	Once in a while	Sometimes	Fairly Often	All of the time
Inspire me to work harder	1	2	3	4	5
Make me more determined to achieve my goals	1	2	3	4	5
Motivate me to work hard	1	2	3	4	5
Are able to get me to put in extra effort	1	2	3	4	5

Demographic information

Birth Year: _____

Gender:

　　　Male　　　　　Female　　　　Prefer not to answer

Ethnicity:

_____ African American　　_____ Asian/Asian American

_____ Latino/a　　　　　　_____ White/European American

_____ Arab/Middle Eastern　_____ Other: Please specify _____

Have you attended Field Training? Yes/No

Current ROTC Rank:

_____ 100

_____ 200

_____ 250

_____ 300

_____ 400

_____ 500

_____ 800

Time with ECU ROTC:

Years _____ Months _____

Time with current cadet corps commanders:

Years _____ Months _____

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Thank you for participating!

Underclassman Follower Survey

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Your responses will be kept confidential and no data will be released or used with your identification attached. Your participation in the research is voluntary. You may choose not to answer any or all questions, and you may stop at any time. There is no penalty for not taking part in this research study. You will have the option to receive a $4 e-gift card as compensation for your time answering this survey. At the end of the survey, you will have the option to write your email address on a separate sheet of paper to receive the gift card. This email address will not be linked to your survey responses.

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Transformational leadership

My BRANCH CHIEFS…	Not at all	Once in a while	Sometimes	Fairly Often	All of the time
Inspirational motivation					
Talk optimistically about the future	1	2	3	4	5
Talk enthusiastically about what needs to be accomplished	1	2	3	4	5
Articulate a compelling vision of the future	1	2	3	4	5
Express confidence that goals will be achieved	1	2	3	4	5
Appropriate role model					
Are good role models for me to follow	1	2	3	4	5
Lead by example	1	2	3	4	5
Lead by "doing" rather than simply "telling	1	2	3	4	5
Fosters acceptance of group goals					
Encourage cadets to be team players	1	2	3	4	5
Get cadets to work together for the same goal	1	2	3	4	5
Develop a team attitude and spirit amongst cadets	1	2	3	4	5
Believe each individual is crucial to the success of the group	1	2	3	4	5
Individual consideration					
Spend time teaching and coaching cadets	1	2	3	4	5
Treat me as an individual	1	2	3	4	5
Consider that I have different needs, abilities, and aspirations from others	1	2	3	4	5
Help me develop my strengths	1	2	3	4	5
High performance expectations					

Insist on only the best performance	1	2	3	4	5
Will not settle for second best	1	2	3	4	5
Show us that they expect a lot from us	1	2	3	4	5
Emphasize trying your best	1	2	3	4	5
Intellectual stimulation					
Seek differing perspectives when solving problems	1	2	3	4	5
Get me to look at problems from many different angles	1	2	3	4	5
Suggest new ways of looking at how to complete assignments	1	2	3	4	5
Contingent reward					
Give me special recognition when I do very good work	1	2	3	4	5
Give praise when cadets improve work	1	2	3	4	5
Give me positive feedback when I perform well	1	2	3	4	5
Personally praise me when I do outstanding work	1	2	3	4	5

Confidence in leader

To what extent are you confident in your BRANCH CHIEFS' ability to…	Not confident at all		Moderately confident		Completely confident
Meet the challenges of training	1	2	3	4	5
Perform the technical tasks necessary to be successful (drill/marching, uniform wear, etc.)	1	2	3	4	5
Perform the field tasks necessary to be successful (GLPs, etc.)	1	2	3	4	5
Concentrate well enough to be successful	1	2	3	4	5
Perform under pressure	1	2	3	4	5

Self-confidence

To what extent are you confident in YOUR ability to...	Not confident at all		Moderately confident		Completely confident
Meet the challenges of training	1	2	3	4	5
Perform the technical tasks necessary to be successful (drill/marching, uniform wear, etc.)	1	2	3	4	5
Perform the field tasks necessary to be successful (GLPs, etc.)	1	2	3	4	5
Concentrate well enough to be successful	1	2	3	4	5
Perform under pressure	1	2	3	4	5

Relation-Inferred Self-Confidence

To what extent do you think your BRANCH CHIEFS are confident in YOUR ability to...	Not confident at all		Moderately confident		Completely confident
Meet the challenges of training	1	2	3	4	5
Perform the technical tasks necessary to be successful (drill/marching, uniform wear, etc.)	1	2	3	4	5
Perform the field tasks necessary to be successful (GLPs, etc.)	1	2	3	4	5
Concentrate well enough to be successful	1	2	3	4	5
Perform under pressure	1	2	3	4	5

Resilience

To what extent are you confident in YOUR OWN ability to...	Not confident at all		Moderately confident		Completely confident
Bounce back from performing poorly and succeed	1	2	3	4	5
Bounce back from a major mental setback and succeed	1	2	3	4	5
Bounce back from a major physical setback and succeed					
Adapt to different training situations and be successful	1	2	3	4	5
Be consistently successful week-after-week	1	2	3	4	5

Extra Effort

My BRANCH CHIEFS…	Not at all	Once in a while	Sometimes	Fairly Often	All of the time
Inspire me to work harder	1	2	3	4	5
Make me more determined to achieve my goals	1	2	3	4	5
Motivate me to work hard	1	2	3	4	5
Are able to get me to put in extra effort	1	2	3	4	5

Demographic information

Birth Year: _____

Gender:

     Male   Female   Prefer not to answer

Ethnicity:

_____ African American   _____ Asian/Asian American

_____ Latino/a   _____ White/European American

_____ Arab/Middle Eastern   _____ Other: Please specify _____

Have you attended Field Training? Yes/No

Current ROTC Rank:

_____ 100

_____ 200

_____ 250

_____ 300

_____ 400

_____ 500

_____ 800

Time with ECU ROTC:

Years _____ Months _____

Time with current branch chiefs:

Years _____ Months _____

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