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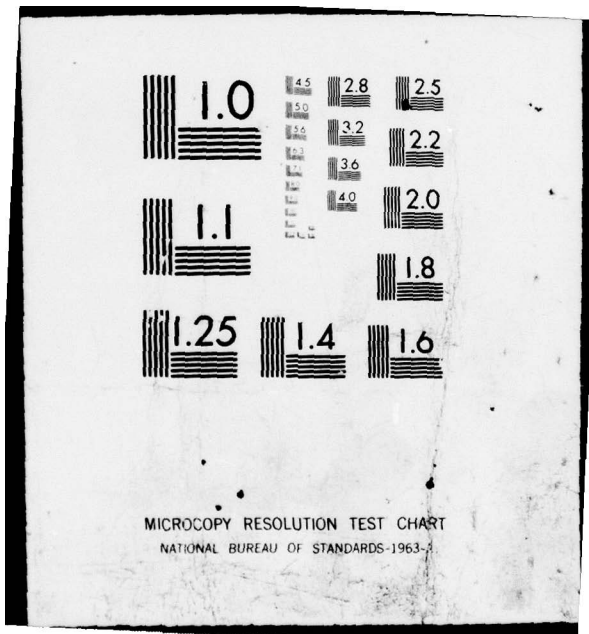
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SURFACE WARFARE JUNIOR OFFICER RETENTION: PROBLEM DIAGNOSIS AND A STRATEGY FOR ACTION

Robert L. Holzbach

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20. ABSTRACT (Continue on reverse side if necessary and identify by block number) The surface warfare community has missed its retention goals since FY76 and projections suggest that this trend will continue. To identify factors related to retention of surface warfare junior officers (JOs), previous studies on retention were reviewed and a sample of JOs at the Naval Postgraduate School was interviewed. Information obtained was used to develop a research plan designed to address critical areas affecting retention. A survey questionnaire covering the research questions to			

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be addressed by the research plan was developed and pretested. Future reports will describe results obtained by analysis of questionnaire data.

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FOREWORD

This study was initiated in support of a Chief of Naval Personnel (Pers-4) request to determine the effects of surface warfare junior officer (JO) assignments and interactions with detailers on JO retention. This report, the first in a series, provides background information and describes preliminary studies conducted in support of the project. Subsequent reports in the series will address specific factors that appear to affect JO retention and recommend actions for management consideration.

Appreciation is expressed to CDR Gordon Jones (then Pers-412) and CDR Frank Julian (NMPC-412) for their support and valuable assistance in the development of the study, as well as to the officers who participated in this project, including members of NMPC-412 and Naval Surface Forces, Pacific and Atlantic Fleets.

DONALD F. PARKER
Commanding Officer

SUMMARY

Problem

The surface warfare community has missed its retention goals since FY76 and projections suggest that this trend will continue in FY79 and FY80. In addition, significant losses within the aviation community will only aggravate the impact of losses within the surface community. Although a number of options are available to compensate for these shortfalls (e.g., extending tour lengths, increasing accessions), they are costly and counterproductive. Further, they ignore the basic source of the problem.

Purpose

The purpose of this effort was to develop a research plan for addressing the surface warfare junior officer (JO) retention problem.

Approach

1. To identify factors related to surface warfare JO retention, relevant studies were reviewed, and a sample of surface warfare JOs was interviewed.
2. An important consideration in any study of retention is the manner in which retention is measured. Using expressed career intent as the measure of retention in this research study would be advantageous, primarily because it would circumvent the time lag associated with actual retention behavior. Before a decision could be made to use career intent, however, it was necessary to determine whether it could be ultimately related to actual behavior.
3. It is not only necessary to assess determinants of career intent, but also to determine how this intent is related to the quality of the officer force. For example, if officers who express the least desire to remain in the Navy are also the better performers, the retention problem becomes much more serious. Therefore, a policy-capturing study, based on officer self-report data, was conducted in an attempt to develop a measure of officer quality.

Results

1. A research plan was developed that is designed to be responsive to the basic factors affecting JO retention. These include JO assignments and the processes involved in attaining them, their professional development, and career counseling.
2. Research questions that will guide the research approach and analyses were identified, and a questionnaire was developed and pretested as a means of obtaining answers to these questions.
3. Since analyses indicated that expressed career intent is related to actual retention, it will be used as the measure of retention.
4. A regression equation based on the following variables was selected as the basis for obtaining a measure of officer quality:
 - a. Average officer evaluation score over the three most recent fitness reports.

b. Average number of officers rated higher over the three most recent fitness reports.

c. Percentage of times officer is recommended for early promotion over the six most recent fitness reports.

Conclusion and Future Plans

The research plan developed should be useful in providing specific documentation of areas that negatively affect JO retention decisions, as well as information for guiding the development of positive corrective actions. A number of technical reports are currently planned that will address specific factors that appear to affect JO retention and recommend actions for management consideration.

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INTRODUCTION

Problem

The surface warfare community must retain approximately 500 junior officers (JOs) each year to satisfy second sea tour manpower requirements. This community is experiencing increased difficulty, however, in meeting these requirements. For example, in FY78, its retention goal of 472 officers was missed by 67 officers or 14 percent of the goal. For FY79, current projections indicate that the goal of 425 will be missed by 76 or 18 percent. Continuation statistics for surface warfare JOs show comparable downward trends.

In addition to problems associated with numerical losses, downward retention trends may lead to other negative effects. For example, the overall quality of the remaining officer force may be lowered, either because of the loss of higher quality officers or the increased augmentation of those who would not have been accepted under more favorable circumstances. A second problem is the increased difficulty in effectively managing the inventory of available officers. Finally, unacceptable officer losses may indicate generalized attitudinal and operational problems that could impact negatively on operational readiness.

A number of options are available to compensate for current and projected shortfalls of surface warfare JOs. Short-term options include (1) extending release from active duty (RAD) dates, (2) increasing the augmentation of reserve officers, and (3) increasing tour lengths. Long-term solutions include (1) increasing the number of new accessions, and (2) increasing the percentage of officers who desire to pursue a Navy career. All of these options, except for the last, address the problem indirectly. Further, they all have negative consequences that might further aggravate the problem.

Background

Retention and Continuation Trends

Retention Statistic. The formal measure of retention in the officer community is specific to a particular point in time. That is, each officer has a specified period of obligated service known as a minimum service requirement (MSR), which is based on his commissioning source and any initial training that imposes an additional obligation (e.g., flight training, nuclear power training). An officer enters the retention statistic 2 years after he completes his MSR (i.e., MSR + 2). The base for the retention statistic is the number of officers in a given MSR group who were on active duty 1 year prior to their MSR (i.e., MSR - 1). The retention statistic, therefore, is expressed as:

$$\text{Retention} = \frac{\text{MSR} + 2}{\text{MSR} - 1}$$

Retention rates are calculated each fiscal year for those officers whose MSR + 2 occurs during that year. Because MSR is a function of commissioning source, however, the officers making up the retention statistic are from a variety of year groups and, consequently, have varying lengths of cumulative service. The retention statistic, therefore, is sensitive to the retention rate for various commissioning sources, which differ in terms of year of commissioning, MSR, and number of officers commissioned. Officer retention statistics and projections are updated and reported quarterly by the Chief of Naval Operations (OP-136D2A--formerly Pers-211110).

Table 1 presents the surface warfare retention statistics for FY76 through FY80. It is anticipated that the base, or the number of officers available at MSR - 1, will stabilize somewhere between 1050 and 1100 officers beginning in FY81. The significantly lower base in FY80 is attributable, in part, to a change in the MSR of Officer Candidate School (OCS) graduates from 3 to 4 years.

Table 1
Surface Warfare Officer Retention Statistics

Item	FY76	FY77	FY78	FY79	FY80	Average
1. Base (No. available at MSR - 1)	1091.0	1487.0	1074.0	1069.0	867.0	1117.6
2. Retention goal:						
Number	494.0	490.0	472.0	425.0	410.0	458.2
Percent of base	45.3	33.0	43.9	39.8	47.3	41.9
3. Officers retained:						
Number	428.0	483.0	405.0	349.0	337.0	400.4
Percent of base	39.2	32.5	37.7	32.6	38.9	36.2
4. Shortfall (2 - 3):						
Number	66.0	7.0	67.0	76.0	73.0	57.8
Percent of goal	13.4	1.4	14.2	17.9	17.8	12.9
Percent of base	6.0	0.5	6.2	7.1	8.4	5.6

Note. Retention statistics for FY79 and FY80 are projected. Source: OP-136D2A/Pers-211110 Memorandum.

Although retention goals have declined steadily from FY76 to FY80--from a high of 494 officers to a low of 410, they were missed in all of the years for which data are available and are projected to be missed in FY79 and FY80. As shown in Table 1, the average shortfall was 12.9 percent of the goal. In FY77, the one year in which the actual retention approximated the goal, the base was significantly larger than in other years. The retention goals for the other years have been or will be missed by an average of 15.8 percent, which translates to a requirement to retain, on the average, an additional 6.9 percent of the base.

Looking at the data in Table 1 in another way, we find that the retention rate is, on the average, 36.2 percent of the base while a rate of 41.9 percent is required to satisfy established goals. Thus, if one assumes that, beginning in FY81, the MSR - 1 base will average 1075 officers, the retention goal will average 41.9 percent of the base (N = 450), and the actual retention rate will average 36.2 percent of the base (N = 389), then the surface warfare community will miss its retention goal by 61 officers or 13.5 percent. To meet the estimated retention goal of 400 officers for FY81 and beyond, assuming that retention rates will continue to average 36.2 percent, an MSR - 1 base of 1244, or an additional 169 officers, will be required. Assuming that it would cost \$50,000 to train each officer, the additional 169 accessions required each year would cost \$8.45 million.

Clearly, such losses cannot continue for long without presenting difficult management problems. As mentioned earlier, immediate solutions, such as increasing sea tour lengths and augmentation rates, are likely to compound the problem. Increasing lengths could lead to increased dissatisfaction that could, in turn, lead to decreased retention rates. Increasing augmentation rates could result in lowering the overall quality of the community. A more satisfactory solution would be to increase the retention rate to permit a realistic sea-shore rotation pattern, using augmentation only to enhance the overall quality of the community.

It should be noted that retention problems in the surface warfare community are not as severe as those in other warfare communities. The nuclear submarine community, for example, is projected to miss its FY79 retention goal of 154 officers by 50 or 32.5 percent; and the aviation community, its goal of 421 pilots by 78 or 18.5 percent. Future aviation losses will be even greater, because the dramatic increase in resignation requests in the last few years will not be fully reflected in the retention statistics until FY80 and later.

Although the surface warfare community appears to be in a better position than the other warfare communities, a number of factors must be considered. First, the Navy Enlisted Science and Engineering Program (NESEP), which has historically provided a small but significant number of surface warfare officers (SWOs) has been discontinued. Although the number of NESEP officers can be replaced through other accession sources, their historically high retention rate cannot. Second, with the increased shortages being experienced by the aviation community, the surface community will be faced with a much greater demand to fill 1000/1050 billets, which have traditionally been filled by aviators. Third, the nuclear submarine community is striving to increase its share of the total number of new accessions, especially those from the United States Naval Academy (USNA) and the Naval Reserve Officers Training Corps--Scholarship (NROTC-S) programs. USNA and NROTC-S graduates are particularly sought after, not only because 80 percent of them are required to have engineering or science majors, but also because they typically have high retention rates. Thus, if the surface community's share of USNA and NROTC-S graduates decreases, accession shortages must be made up through other sources (e.g., Officer Candidate School) that typically have lower retention rates.

Continuation Statistics. Continuation statistics, which measure the number of officers on board at the end of the year in which their MSR occurs, provide another, more current measure of officer resignation decisions. They are routinely calculated to compensate for the archival nature of the retention statistic, using the number of officers reaching their MSR in a given year as the base, and counting those remaining on duty at the end of that year as "continued."

Officer continuation statistics are published yearly in BUPERS Notice 1133; those for FY77 and FY78 are presented in Table 2. As shown, for both years, the continuation goal was missed by a wide margin. This implies that future retention goals will be very difficult to meet, given early losses during the MSR year.

Officer Career System

Upon commissioning, officers assigned to the surface warfare community are assigned the 116X designator. As indicated previously, they incur an MSR based on their commissioning source and any initial training that imposes an additional obligation. Table 3 lists the primary surface warfare accession sources, along with their applicable MSR and typical accession number. Additional accessions have been provided through the NESEP, the Reserve Officer Course (ROC), and a variety of other sources, including maritime academies and transfers from the aviation and submarine communities.

Table 2
Surface Warfare Officer Continuation Statistics

Item	FY77	FY78
1. Base (No. reaching MSR during year)	970.0	785.0
2. Continuation Goal:		
Number	736.0	635.0
Percent of base	75.9	80.9
3. Officer Continued (Available at end of year):		
Number	575.0	442.0
Percent of base	59.3	56.3
4. Shortfall (2 - 3):		
Number	161.0	193.0
Percent of goal	21.9	30.4
Percent of base	16.6	24.6

Table 3
Surface Warfare Accession Sources

Source	MSR (yrs)	Typical Input
United States Naval Academy	5	200-300
Naval Reserve Officer Training Course-- Scholarship Program	5	300-600
Naval Reserve Officer Training Course-- College Program	4	50-100
Officer Candidate School	4	200-400

Surface warfare JOs are developed professionally through formal schools and experience on the job. They receive their initial training through the Surface Warfare Officer School Basic Course, a 16-week program that prepares them to assume the duties of a ship division officer. During their first sea tour, they are expected to complete the Personal Qualification Standards (PQS) for surface warfare officers, whereupon they are eligible to receive the 111X designation and to be awarded the Surface Warfare pin. The next formal training JOs typically receive is the 6-month Department Head School, which prepares them to assume the duties of a department head--usually served aboard two ships over a 3-year period. Other professional development opportunities, which are available throughout the officers' career, range from short schools to satisfy specialized billet requirements to the Naval Postgraduate School (PGS), where they can earn a masters degree in a variety of major disciplines.

A number of aspects of the JO's professional development should be highlighted. First, his completion of PQS requirements is influenced by a combination of individual initiative, opportunity, and command emphasis. Individual initiative in completing the required work is self-explanatory. The opportunity to complete PQS requirements may vary with ship type, operational schedule, and billet assigned. Under certain conditions, PQS attainment is facilitated while, under others, it is made more difficult. Command emphasis also may vary from strong support of the PQS program to a laissez-faire attitude, or from enforcing very strict standards for completing PQS items to accepting a demonstration of nominal skills. Second, at present, the JO must complete his PQS requirements and be accepted by the Department Head School before he finishes his initial tour of sea duty. As a result, officers are sometimes involuntarily extended beyond their normal sea tour to allow them to attain the 111X designator and to be accepted for the Department Head School. Third, augmentation boards and PGS screening boards typically will not consider applicants until they have completed PQS requirements and have been accepted for the Department Head School.

Officer promotions to the ranks of lieutenant junior grade (LTJG) and lieutenant (LT) are relatively certain. The first real screening of officers occurs during selection of lieutenant commanders (LCDRs). Currently, in-zone considerations for LCDR occurs after 9-10 years of commissioned service, which means that an officer will have invested a considerable length of time before he receives a firm commitment from the Navy for a 20-year career, as well as a definite assessment of his standing relative to his peers. Throughout his career, however, the officer has received indirect feedback as to his standing through fitness reports, augmentation results, and the Department Head School selection.

The last aspect of the officer career system that will be covered is officer assignments and related activities. An officer's initial sea tour is normally 3 years in duration. During this period, the ship will undergo two or three deployments of 6 to 9 months' duration, experience a wide variety of inspections and assist visits, undergo periods of shipyard and in-port repairs, and participate in a number of training and Fleet exercises. Following the initial sea tour, the officer can expect a 2- to 3-year shore tour followed by a Department Head tour aboard two different ships for a total of 3 years. During the initial sea tour, the officer's career decision will undoubtedly be influenced by ship type, operational tempos, work characteristics, and superiors and peers.

The process of searching for, negotiating, and obtaining new assignments is depicted in Figure 1. As shown, the placement officer, the detailer, and the individual officer are linked by the triad of detailing (i.e., needs of the Navy, individual needs, and individual desires). The needs of the Navy are considered to be primarily the concern of the placement officer who communicates them to the detailer; individual needs, of the

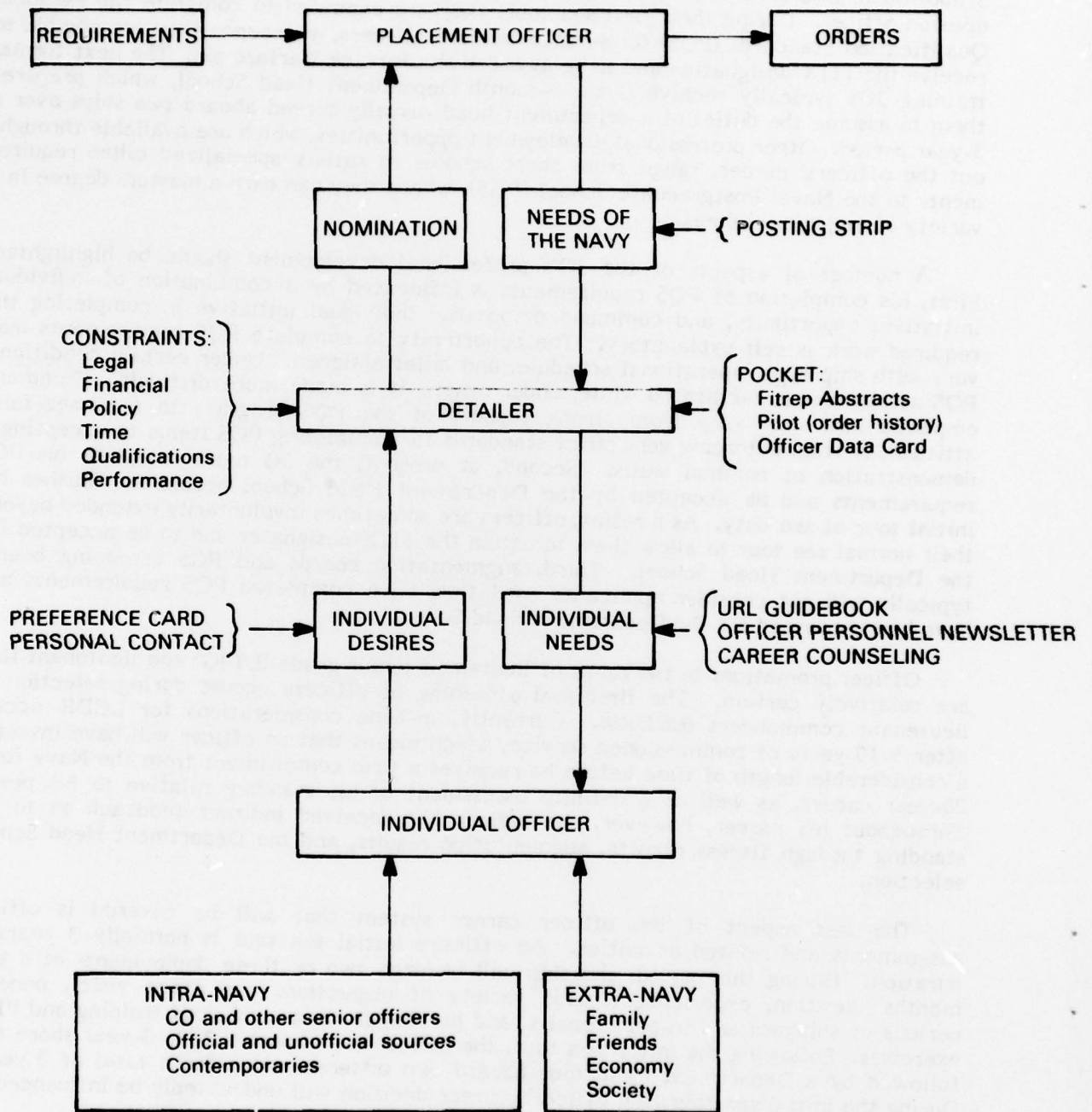


Figure 1. Surface warfare officer assignment process.

detailer who communicates them to the individual officer; and individual desires, of the individual officer who communicates them to his detailer. The three individuals are affected by a number of external inputs: The placement officer is influenced by billet requirements as expressed by various major Navy claimants; the detailer, by various constraints limiting his flexibility to assign officers; and the individual officer, by both intra- and extra-Navy sources.

The detailer is made aware of the needs of the Navy through posting strips, which are computer-generated notices of billets that will be vacated within the next 6 months. The posting strip includes information on the activity type, location/homeport, billet title, allowed designator and grade, and additional qualification designator (AQD) requirements. The placement officer also maintains a master list of billets under his cognizance. This list, which is called a "slate," contains much of the same information as the posting strip.

The detailer identifies individual officer career needs based on (1) the "pocket" he maintains on the officer, (2) the implications of recent screening and selection board actions, and (3) current policy trends. The "pocket" includes an abstract of previous fitness reports, a history of previous orders issued to the officer called the "pilot," and the officer data card. This information assists the detailer in identifying those billets that he feels would most benefit the JO's career, commensurate with his proven or potential ability.

The individual officer is made aware of his career needs through his detailer, who recommends billets based on the preceding analysis. The officer also receives career guidance through the Officer Personnel Newsletter and the Unrestricted Line (URL) Officer Career Planning Guidebook. Using the URL Guidebook, he can assess his own strengths and weaknesses, career needs, and standing among his contemporaries.

An officer anticipating his next assignment typically develops preferences that may be influenced by his individual career needs and by sources both within and outside of the Navy. Once he has decided where he would like to be assigned, he advises his detailer through his preference card, along with phone and/or letter contact. The detailer uses this information in locating billets that will satisfy not only individual desires, but also individual needs and needs of the Navy.

Purpose

The purposes of this project was to develop a research plan designed to address the surface warfare JO retention problem.

APPROACH

Identification of Factors Related to Surface Warfare Junior Officer Retention

Literature Review

In most of the previous studies on junior officer (JO) retention, officers have been asked for their opinions about general aspects of their Navy experience. In one three-part study (Fields, 1965a, b; Somer, 1965), a sample of USN and USNR officers with 110X, 131X, and 135X designators was surveyed to obtain information on officer resignation, augmentation, and voluntary recall to active duty. The most significant reasons cited by these officers for leaving the Navy included: (1) limited home life, (2) excessive sea duty, (3) poor utilization of abilities/skills, (4) restriction of self-expression, (5) insufficient pay, and (6) unsatisfactory superiors. These aspects of Navy life were also cited as the least desirable features of duty assignments along with (1) excessive administrative duties, (2) unscheduled operations, (3) time in local operations, and (4) nonessential stand-by periods. An additional finding of interest from these studies is that the third year of active duty appears to be critical for career decisions. During this period, considerable changes occur in the percent of officers expressing career interest, for both those who eventually left and those who stayed.

In a two-part study on the values of JOs (Githens, 1966; Neumann, Abrahams, & Githens, 1972), 644 NROTC officers who were commissioned between 1951 to 1961 and were on active duty as of the Fall of 1964 were surveyed. Results showed that the following career characteristics discriminated high and low tenure officers: (1) full use of abilities, (2) satisfactory home life, (3) success through ability alone, (4) work under consistent and intelligent personnel policies, (5) technically qualified superiors, (6) feelings of accomplishment, (7) personally respected superiors, (8) recognition for work well done, and (9) high quality of fellow officers. Although these characteristics were rated as above average in importance by both low and high tenure officers, the low tenure officers were considerably less confident of obtaining them in the Navy.

Lassiter and Proctor (1973, 1975, 1976) and Proctor, Lassiter, and Soyars (1976) conducted a series of studies on JO retention. They sampled line officers (except special warfare) who reached their MSR in FY73, FY74, or FY75. These officers were asked to assess the organizational climate at their command on five dimensions: (1) upward influence--downward involvement, (2) mutual support, (3) encouragement of initiative, (4) organization image, and (5) rewards and recognition. Organizational climate data obtained were used, along with data on officer performance, commissioning sources, and warfare community, in predicting retention. Results showed that officers who remained in the Navy assessed the organizational climate of their command more positively and were higher performers, on the average, than those who left.

Robertson and Pass (1979) analyzed the retention behavior of surface warfare officers who were commissioned between 1966 and 1970. They found that actual retention was related to commissioning source and to initial assignment. USNA graduates had the highest retention rate; and OCS graduates, the lowest. Those who were initially assigned to small combatants had the highest retention rates; and those who were assigned to staff and supporting shore activities, the lowest.

When officers resign from the Navy, they are asked to complete an exit questionnaire, which solicits their reasons for leaving. The Bureau of Naval Personnel reports that, over the past 2 years (FY77 and FY78), two reasons consistently emerge--family separation and desire to continue education. Githens (1979) reanalyzed the exit questionnaires completed by officers who resigned from the Navy during FY74 and the

first half of FY75. Using his coding scheme, he found a similar pattern to that reported by BUPERS, except that assignments and detailing problems, which did not receive a significant ranking using the Bureau's procedures, emerged as the third most important reason for leaving.

A review of the previous studies on officer retention indicate the following:

1. The majority did not focus directly on the surface warfare community, but, rather, on a combination of warfare communities.
2. They concentrated on either attitudinal impressions or generalized assignment characteristics, or looked at assignments and retention behavior independent of individual assessments.
3. The majority of them used samples comprised of officers commissioned prior to and during the Viet Nam build-up.
4. They identified (a) family separation (including related issues such as length of sea duty, home life, and operations while in home port) and (b) utilization of skills (including related issues such as desire to continue education, excessive administrative duties, and recognition for work) as the primary negative factors of Navy life.

Exploratory Interviews

Sample. To obtain first-hand information on the current concerns of surface warfare JOs, 21 officers who were surface warfare qualified (i.e., they had been assigned the 1110 designator) were interviewed at the Naval Postgraduate School (NPGS), Monterey, CA during the period 12-14 September 1977. Questions included related to three areas: (1) career goals and planning, (2) career management, or (3) attitudes toward Navy experiences. The majority of officers were LTs, with a few holding the LCDR rank. Also, the majority were USNA graduates, with a few being commissioned through OCS or NESEP.

It should be noted that the officers in this sample are atypical. First, all of them have either served in department head billets or have been screened for the Department Head School. Second, by attending NPGS, they have committed themselves to either a 4- or 6-year payback obligation, depending on their date of entry to the NPGS program. Third, almost all were fully committed to a Navy career extending up to their eligibility for retirement. During the interviews, which lasted about 1 hour and were conducted using a semistructured format, they were open and forthright in their comments and responses to questions.

Interview Results. A synopsis of information obtained during the interviews is provided below.

When the officers were asked about their lifetime career goals--essentially what they sought in their work or job, most immediately responded by describing why they liked being in the Navy. The most succinct reason given is that they enjoy being a surface warfare officer (SWO). Most said that they enjoy the variety, travel, responsibility, adventure, and sense of achievement in their duties. Most seemed to truly enjoy sea duty. As one officer said, "When standing midwatch on the bridge, I have a great sense of satisfaction knowing the Captain is sleeping soundly." Although these are very positive

statements, they must be tempered by negative comments made later in the interviews, dealing with the workload, amount of freedom, and family separation associated with sea duty.

When asked to describe their goals as a Navy officer, most indicated that they were inclined to pursue a career that corresponds to the recognized track for a surface warfare officer: department head, executive officer (XO), and commanding officer (CO). Although they generally agreed that XO and CO billets aboard destroyers are more desirable than those aboard auxiliary or amphibious ships, some of them reacted negatively to the apparent lower prestige attributed to auxiliary and amphibious ships. There were differences in Navy goals at and beyond the 20-year point. Some were committed to retiring at that point; others, to making a career decision; while still others, to seeking a full Navy career through Flag ranks. A number of career officers, however, either had no desire for Flag rank or were uncertain about it, primarily due to the alleged politics involved in obtaining and performing at that level.

Most of the officers were relatively uncertain as to their goals following their CO tour. This is due to the relatively distant time frame, as well as the fact that the SWOs' training and experiences are oriented toward command at sea. When given post command goals tended to be operationally oriented (e.g., Fleet Commander); few officers specified goals that were directly related to their postgraduate education.

Career choice points for SWOs appear to revolve around assignment decisions. The JO makes his first career decision when he has spent from 18 to 30 months in his initial sea tour. At this point, he should be completing SWO qualifications, initiating actions affecting his subsequent shore assignment, and applying for Department Head School. *This is the first time in his career--since commissioning--that his decisions will have long-term career implications.* For example, if he completes the Department Head School, he is obligated to an additional 2 years of service, with a certain sea duty billet. If he graduates from NPGS, he is obligated for an additional 4 to 6 years. At this point, the JO has had an opportunity to gauge his standing among his peers from his fitness reports and selection for the Department Head School. Officers who are not career motivated at this time are likely to seek shore duty not requiring additional obligations.

SWOs make their next career decision after completing their department head tour. By this time, the officer has been in the "hot seat," as one officer described it. Interview responses indicated that many officers decide to leave the Navy during this tour. They also make career decisions following XO and CO screening results, promotion actions, and post-CO billets.

Officers indicated that their COs were the most frequent source of Navy career information, followed by XOs, department heads, and detailers. Some officers mentioned obtaining career-relevant information from the Officer Personnel Newsletter, the billet summary, and the Navy Times. Most of the career information sought appeared to concern future assignments--the advisability of seeking or accepting various billets for the individual's career enhancement. For example, some officers asked their CO for advice concerning the advisability of seeking assignment to NPGS. Others tried to plan their personal career path, either by seeking information about the career pattern from their XO or CO, or by following the careers of various officers known to the JO.

Some officers said they needed more career-relevant information. In particular, they felt BUPERS ought to provide more explicit, stable, long-range career planning for

officers. For example, several noted that, although the career emphasis during the Viet Nam conflict was on "in-country" duty, such duty now appeared to have a neutral or negative effect on the individual's career.

Many officers expressed a distrust of their detailers. They said that their detailers "talk with forked tongues," did not always have their best interests at heart, and were, on occasion, more concerned with the billets to be filled than with the career concerns of the individual officer. It was mentioned that, "When detailers start selling a billet by taking recourse to a blue and gold, apple pie, and motherhood approach, you know you are getting a raw deal." They suggested that officer-detailer interaction could be improved if detailers provided (1) increased counseling for JOs, including a straightforward appraisal of the officer's standing among his compatriots, and (2) a more complete explanation when officers do not attain their preferred assignment. Some officers felt that many JOs are hesitant to contact their detailer, and others, that JOs do not realize that they can deal with the Bureau, bypassing their detailer if necessary. Although most of the officers making these comments concerning detailers initially or ultimately received their desired assignment, they experienced a wide range of difficulty in satisfying their desires, which led to an underlying distrust for detailers.

Comments on the officer preference card were favorable; officers who mentioned it indicated that it is a good way to communicate assignment preferences to detailers. Most of those commenting updated their preference cards yearly, as well as prior to the negotiations for subsequent assignments.

As mentioned earlier, officers considered their CO as a valuable source of career-based information. They also considered him as having a great influence on officer retention. One officer said, "A bad CO can drive a JO out faster than anything I know." Another said that his "first CO was so bad that I was prepared to leave when my MSR was up, but my next CO turned me around." "Bad" COs were described as those who "screamed" on the bridge; had concern only for their own welfare, not for the men or the ship; did not counsel JOs; did not assign meaningful jobs or responsibilities to JOs (e.g., not allowing them to qualify for OOD underway); and did not recognize good performance. Most of the officers, however, reported that they had been very favorably impressed by most or all of their previous COs, describing them as being respected professionally, demanding but fair, willing to talk informally to their JOs about career matters, interested in developing the professional skills of their JOs, and appreciative of good performance and initiative from their JOs. Some of these officers also said that it was important to realize that less than desirable superiors are not characteristic of the entire Navy and they will not remain in their billets forever.

This overall favorable impression of previous COs may account for the goal of most of those interviewed--to attain command at sea. Many officers interviewed, however, said that this goal was not as attractive as it had once been for them, although it was still desirable. The primary reasons given were that COs had lost much of their authority and responsibility--they were taking "too many rudder orders from their superiors"; and they were too involved in unnecessary crisis management, inspections, and paper work. Among the comments received in this area are: "I feel that ships are working for and supporting the shore establishment--not the other way around," and "nonessential crises tend to burn people out." Perhaps the most succinct statement concerning the CO's billet was that it "does not seem to be as much fun as it used to be." A number of officers noted that a Naval Institute Proceedings article by R. Mumford (1977), entitled "Get off my back, Sir," accurately described the problem.

Surface warfare qualifications were mentioned by a number of officers. Many were upset by the changes in the requirements during the start-up phase of the program, and others were critical of the degree of consistency in administering the program across different ships. Overall, though, they felt that the intent of the program is sound and worthwhile.

A few officers commented on fitness reports and promotion of officers. The heart of the comments on fitness reports is that they are, on occasion, influenced by such nonperformance factors as an upcoming XO screen, and that people in Washington only look at the numerical scores and do not consider the written portion. The comments on promotions centered on the opinion that some officers who are below standard are promoted because of their ability to "snow" their CO. It was also mentioned that some officers who were not seen as being particularly outstanding had received early promotions.

A number of comments focused on duties assigned to JOs. For example, officers noted that JOs were assigned to less than meaningful jobs; should be rotated more frequently between billets; and had to complete too much paper work in connection with collateral duties, inspections, and crises management.

Pay and benefits were also mentioned by a number of officers. Most said that, although they were not in the Navy because of the money, they were uncertain over the considerable publicity about the erosion of benefits. It appears that stability in the area is desired. Some were upset because they felt the informal contract they had agreed to when they entered the Navy is in jeopardy. They said that current trends would not influence their decision to remain in the Navy but they might affect the recruiting of future officers. A number of officers mentioned sea pay as a desirable item. They felt that, while on sea duty, they deserved sea pay as much as submariners and aviators deserve the special pay they receive. The fact that aviators were drawing flight pay while attending NPGS instead of flying was particularly upsetting.

A number of officers mentioned family separation as an area of concern. Those who were establishing families were concerned about the effect that sea duty would have on their family unit. They emphasized the importance of the CO's wife in providing support to the wives of the other officers during deployments. Also, they noted that providing an "R&R period" during deployments would relieve the negative effects of long deployments.

Determining Method of Measuring Retention

An important consideration in any study of retention is the manner in which retention is measured. As stated previously, the official Navy measure of retention is based on an officer's minimum service requirement (MSR). Officers who are still on active duty 2 years after they reach their MSR are considered as career officers. If this measure is adopted for use in the current study of surface warfare (JO) retention, however, the relevancy of data obtained would be reduced because of the time lag.

Using expressed career intent as a measure of retention instead of actual behavior would provide a number of advantages. First, data and opinions could be obtained from officers currently on active duty, thus negating the need to rely on retrospective data or historical records. The sample studied would be of immediate rather than of historical interest. Second, expressed career intent would not only provide Navy management with an indication of future retention behavior, but also help them to identify the critical career decision points for officers.

The use of career intent as a retention measure, however, is acceptable only if it is ultimately related to actual behavior at the MSR + 2 point. There is ample evidence to support the notion that the two are related. In the civilian sector, Kraut (1975) showed that intent to remain was significantly related to both short-term (18 months) and long-term (1½ to 5½ years) turnover. In the military sector, expressed career intent has been related to actual behavior for both enlisted and officer personnel. Alley and Gould (1975) found that the reenlistment behavior of airmen could be predicted from expressed career intent as early as the first year of their enlistment; and Shenk (1972), that Air Force officer retention was related to expressed intent even prior to commissioning. Finally, Bridges (1969) developed a Military Career Commitment Gradient (MCCOG) for measuring career intent at the U.S. Military Academy, West Point. Validation of the MCCOG showed that retention behavior of U.S. Military Academy graduates is significantly related to career intent measures obtained before commissioning (Butler, 1973; Butler & Bridges, 1976).

In reviewing the studies cited above, a number of facts become apparent:

1. The closer expressed career intent is to the decision point, the more strongly related it is to actual behavior.
2. The relation between career intent and actual behavior is usually moderate.
3. Significant career decisions are made between the second and third years of active duty.
4. For officers, a sufficient time beyond MSR must be allowed to obtain a valid picture of the relationship between career intent and actual behavior.

Development of Measure of Officer Quality

It is not only necessary to assess determinants of career intent, but also to determine how this intent is related to the quality of the officer force. For example, if those officers expressing the least desire to remain in the Navy are the better performers, the retention problem becomes much more serious. Therefore, since quality retention is the real objective, a measure of officer quality must be obtained.

The Report on the Fitness of Officers (NAVPERS 1611/1) or the "fitness report" is the generally accepted standard for measuring officer performance. An officer's fitness report is a significant input to various selection and screening boards, including those convened for augmentation, Department Head School selection, and promotions. Lassiter and Proctor (1973), in their study of officer retention, used the average of the overall evaluation scores on an officer's last three fitness reports to measure officer quality. Previously, Githens, Rimland, and Steinemann (1965) had shown that these scores were only slightly affected by type of assignment, and that they correlated highly with other fitness report variables. Fitness reports, however, do not directly yield a single index of an officer's performance level. Other indicators of officer quality considered by various screening and selection boards include assignments, PQS completion, and additional qualifications. These pieces of information are taken as a whole, evaluated, and used to judge officer quality. Therefore, because of an unwillingness to use the fitness report as an arbitrary measure of officer quality, a policy-capturing study (Christal, 1967) was conducted to obtain an alternate measure of officer quality.

In this study, three detailers evaluated the overall quality of a random sample of 49 officers from YG74 who were nearing the end of their first sea tour. They based their judgment on information obtained from the (1) BUPERS Officer Data Card (NAVPERS 1301/51) and (2) Officer Fitness Report Data Sheet (a summary of all of an officer's fitness reports) for each officer. Individual names were removed from both types of records; judgments were made on a 10-point scale, where 1 was low and 10 high.

The variables used by the detailers in making their judgments were coded to obtain a set of potential predictors. These variables are listed below:

1. Officer Data Card:

- a. SWO qualification and date.
- b. Additional qualification designators (AQD).
- c. Commissioning source.
- d. Previous designators.

2. Fitness Report:

- a. Performance factors (blocks 29 through 37).
- b. Desirability (blocks 58 through 61).
- c. Personal traits (blocks 67 through 72).
- d. Warfare skills (blocks 38 through 40).
- e. Command (block 57).
- f. Evaluation score (block 51).
- g. Number of officers rated higher (from block 52).
- h. Number of officers rated lower (from block 52).
- i. Number times recommended for early promotion (block 62).
- j. Average scores--based on from two to six fitness reports--for variables a through h above.
- k. Standard score and percentile score of officer's standing among his peers--based on from one to six fitness reports.

Table 4, which presents the means, standard deviations (SDs), and intercorrelations for the quality judgments of the 49 SWOs, shows that there was strong agreement among the three detailers. The intraclass reliability correlation (r) of the average judgment (Ebel, 1951) is .95.

Table 4
Means, Standard Deviations, and Intercorrelations
for Detailer Quality Judgments (N = 49)

Judgment Made by:	Mean	SD	Detailer		
			A	B	C
Detailer A	6.71	2.59			
Detailer B	5.92	2.63	.87*		
Detailer C	6.49	2.37	.88*	.94*	
Averaged A-C	6.37	2.43	.95*	.97*	.97*

Note. Quality judgments on a 1-10 scale where 10 is high.

* $p \leq .001$

A number of stepwise multiple regression equations were run to maximize the prediction of detailer judgments of officer quality. Because of the strong agreement among the three raters, the averaged quality judgment was used as the criterion and the variables used in their judgments, as the predictors. Results showed that the following variables are most predictive of detailer judgments:

1. Average officer evaluation score over the three most recent fitness reports (block 51).
2. Average number of officers rated higher over the three most recent fitness reports (block 52).
3. The percentage of times recommended for early promotion over the six most recent fitness reports (block 62).

Thus, the regression equation based on these variables was selected as the basis for obtaining a measure of officer quality. The multiple correlation (R) for this equation is .95 ($p < .001$).

Additional regression equations were calculated that used, to varying degrees, less information than that used in the regression above. This was done so that an estimate of officer quality could be obtained in situations where (1) an officer had received fewer than three fitness reports or (2) the information available from the fitness reports was not complete. In the second instance, it was assumed that missing data would always include the number of officers rated higher (No. 2 above).

Table 5 presents the multiple R's and variables used in each of the regression equations run. These equations are ordered based on a priority scheme that determines which equations will be used to estimate officer quality in cases of missing data. The priority scheme is based on two principles. First, estimated quality will be based on performance over as many fitness reports as possible, up to three. Second, the maximum number of variables will be used whenever possible. As shown, these principles did not yield a perfect correspondence between priority and absolute size of the multiple correlations (R). For example, the R for the equation listed as Number 3 is .90, while that for the equation listed as Number 4 is .92. The differences between R's is slight, however. Further, the results obtained based on this priority scheme must be cross-validated. Using the priority scheme shown in Table 5, the correlation (r) between predicted officer quality and averaged detailer judgments of quality is .95 (N = 49, $p < .001$).

The equations developed to predict detailer judgments of officer quality were cross-validated on an independent sample of 36 officers. The cross-validation study differed in three important respects from the earlier one:

1. The sample consisted of those officers who participated in the pretest of the Surface Warfare Officer Career Questionnaire. Therefore, it was not a strictly random sample and included officers from a variety of year groups.
2. Fitness report information was obtained from the officers rather than from official records.
3. Detailers based their quality judgments on information obtained from microfiche copies of actual fitness reports rather than from the summary abstracts of fitness reports and the officer data cards.

As before, three detailers provided independent quality ratings on the 36 officers using a 1 to 10 scale. Table 6 presents the means, SDs, and intercorrelations of their ratings. Although the intraclass reliability (r) of the average ratings (Ebel, 1951) is less than that obtained with the earlier judgments (.85 vs. .95), it is still quite high. Possible reasons for the lower intraclass reliability include: (1) detailers used microfiche data rather than a fitness report summary sheet, (2) the earlier sample was more homogeneous as to year group, and (3) judgments made on this sample had less variance (SD of average rating = 1.45 vs. 2.43 for the earlier study).

Predicted quality scores were obtained by entering the fitness report data from the cross-validation sample into the policy capturing equations obtained earlier. Table 7 presents the cross-validated correlations for these equations. The correlation of primary interest is that obtained by the composite equation, which is based on the priority scheme presented in Table 5. The obtained cross-validation correlation of .84 is sufficiently large to justify the use of the officer quality prediction equations in obtaining a measure of officer quality.

Table 5
Policy Capturing Multiple Regressions

Equation Priority	Variables											R	df	F
	Average Quality Judgment Criterion	Average Evaluation Score			Average Number Rated Higher			Percentage of Times Recommended for Early Promotion ^a						
		No. Fitness Reports 1	2	3	No. Fitness Reports 1	2	3							
1	x		x				x					.95	3,44	127.44*
2	x		x									.92	2,45	127.73*
3	x		x									.90	1,46	189.57*
4	x			x					x			.92	3,44	79.45*
5	x			x								.91	2,45	105.02*
6	x			x								.87	1,46	137.78*
7	x									x		.89	2,46	88.05*
8	x		x									.88	1,47	160.05*
9	x										x	.77	1,47	69.51*

^aThis variable is based on up to six fitness reports.

*p ≤ .001.

Table 6
Means, Standard Deviations, and Intercorrelations for Detailer
Quality Judgments (Cross-Validation Sample) (N = 36)

Judgment Made by:	Mean	SD	Detailer		
			A	B	C
Detailer A	7.11	1.12			
Detailer B	7.00	1.71	.72*		
Detailer C	6.50	1.89	.70*	.85*	
Average of A-C	6.87	1.45	.85*	.95*	.95*

Note. Quality judgments on a 1 to 10 scale where 10 is high.

* $p \leq .001$.

Table 7
Cross-Validation Correlations

Equation	Original Multiple R	Cross-Validation	
		r	N
1	.95*	.79*	31
2	.92*	.78*	31
3	.90*	.74*	33
4	.92*	.78*	33
5	.91*	.78*	33
6	.87*	.70*	35
7	.89*	.58*	36
8	.88*	.66*	36
9	.77*	.66*	34
Composite	.95*	.84*	36

Note. The composite equation is based on the priority scheme presented in Table 5.

* $p < .001$

RESEARCH PLAN DESIGNED TO ADDRESS THE SURFACE WARFARE JUNIOR OFFICER RETENTION PROBLEM

Focus/Objectives

Information obtained through the literature survey and the interviews conducted at the Naval Postgraduate School shows that resignation decisions of surface warfare junior officers (JOs) are affected by a number of diverse and complex factors. The following areas appear to be the most critical for research on JO retention:

1. Assignments and assignment patterns.
2. Officer evaluations of assignments.
3. Officer assignment process.
4. Commanding officers and their effect on career decision.
5. Professional development.
6. Career counseling.
7. Officer career decision process.
8. Officer quality.

Within these areas, the nature of the assignments received and the process of attaining them present a potentially significant effect on JO career decisions. These factors cut across most aspects of the JO's career, including job duties, professional development, advancement potential, and quality of life for both the JO and spouse. This research plan, therefore, will focus on JO assignments and the process of attaining them with the purpose of (1) identifying impediments to quality retention and (2) recommending and/or evaluating actions intended to enhance the retention of high quality JOs. The specific objectives of the plan are listed below:

1. Determine how JO assignments and the processes involved in attaining them affect quality JO retention.
2. Identify strengths and weaknesses of detailer/constituent interactions by evaluating JO perceptions of such interactions and assess the benefits of specific programs and activities in improving them.
3. Identify the process by which JOs make career decisions, and determine how much influence informational sources (e.g., CO, detailer, spouse) have on JO assignment decisions.
4. Identify the positive and negative factors associated with career counseling and determine how this counseling affects constituent decision processes and quality JO retention.

Research Questions

The following research questions will serve to guide the research approach and analyses, and to define issues where positive action is needed.

1. General:
 - a. The indicators of JO quality and ways to measure them.
 - b. The relationship between expressed career intent and actual behavior.

2. JO Assignments and Process:
 - a. The effect of ship type and billets assigned on career intent.
 - b. The effect of assignment location on career intent.
 - c. The effect of operational schedules on career intent.
 - d. The percentage of JOs who receive assignments that agree with their expressed preferences, and the effect of this on career intent.
 - e. The accuracy and feasibility of preference cards in describing a JO's desired assignment.
 - f. JO attitudes towards the timeliness of assignment orders and/or notification, and their effect on career intent.
3. Detailer/Constituent Interactions:
 - a. The frequency, duration, and quality of interaction between JOs and their detailers, and the effect of such interaction on career intent.
 - b. The effect of detailer field trips on the accuracy of JO perceptions and career intent.
4. Constituent Decision Processes:
 - a. The point when JOs make a firm career commitment decision.
 - b. The nature and importance of influence exerted by COs, detailers, and spouses on assignment decisions and career intent.
 - c. The effect of estimates and evaluations of future assignments on career intent.
5. Career Counseling:
 - a. The sources, accuracy, and importance of career-relevant information.
 - b. The level of understanding and acceptance of JO career development needs.
 - c. The amount of confidence, trust, and acceptance placed in career counseling provided by COs and detailers.
 - d. The immediate and mid-range career concerns of JOs.

Survey Instrument

Answers to the research questions listed above are being obtained through a research questionnaire survey approach. This questionnaire was developed based on information obtained from previous research findings and interviews with JOs. The initial version was pretested on 25 surface warfare JOs from the San Diego area--20 of which were assigned to sea duty and 5 to shore duty. Their ranks ranged from Ensign to Lieutenant. The questionnaire was revised to reflect comments provided by these officers, and administered to 21 JOs on the East Coast. The final version of the questionnaire, which

includes minor changes resulting from the East Coast pretest, is contained in the appendix. It consists of seven sections: (1) Background, (2) Professional Qualifications, (3) Career Intentions, (4) Assignment History and Evaluation, (5) Assignment Process, (6) Decision Process, and (7) Supplemental Questions.

Sections 1, 2, and 4 through 6 contain questions constructed specifically for this study. Section 3, Career Intentions, consists of only one question: "To what degree are you now certain that you will continue an active military career until mandatory retirement?" Respondents are to answer this question using the Military Career Commitment Gradient (MCCOG) developed by Bridges (1969). Finally, Section 7 contains questions modified for Navy use from the following psychological scales:

1. Job Involvement (Lodahl & Kejner, 1965).
2. Organizational Commitment (Moyday, Steers, & Porter, 1978).
3. Spouse Support Roles (Mar, 1974).
4. Self-esteem (Rosenberg, 1965).

The questionnaire was administered in November 1978 to a sample of male JOs (111X or 116X designators) who had not been assigned to a department head tour. The sample was limited to those officers because (1) meeting department head tour requirements represents a significant "crunch" point toward which JO retention is frequently directed, and (2) preparing for and completing the department head tour typically takes an officer beyond the MSR + 2 retention point.

The questionnaire will be sent to approximately 11 percent of the potential sample. This distribution will be randomly selected and will include officers with various lengths of service, commissioning sources, activity and billet types, and geographical locations. Results should reflect assignment patterns covering a wide spectrum of activity types and billets.

Retention and Quality Measures

As indicated in the previous section, using career intent as the measure of retention rather than the official Navy measure would provide a number of advantages. Since career intent has been found to be related to actual behavior at the MSR + 2 point, it will be used as a measure of retention in this research plan.

The policy-capturing study conducted to develop a measure of officer quality is described in detail in the previous section. A regression equation based on the following variable was selected as the basis for obtaining this measure:

1. Average officer evaluation score over the three most recent fitness reports.
2. Average number of officers rated higher than officer being rated over the three most recent fitness reports.
3. Percentage of times officer is recommended for early promotion over the six most recent fitness reports.

CONCLUSIONS AND FUTURE PLANS

The surface warfare community has not met its retention goals for the past few years, and projections suggest shortfalls will continue. Barring significant increases in accessions, difficulties in meeting billet requirements for surface warfare junior officers (JOs) should be anticipated.

The potential reasons for JO resignation decisions that have been identified for empirical research include the following:

1. Family separation aggravated by significant workload requirements while in home port.
2. Characteristics of assignments including the nature of the work, seemingly endless crises, and restriction of initiative.
3. Difficulties in obtaining surface warfare qualifications and consistency in administering the program across ships.
4. Relationships with superior officers affecting working relationships, professional development, and career counseling.
5. Officer assignment processes including discussions with detailers, and obtaining career information.

The research plan developed to address the JO retention problem should provide specific documentation of those areas that negatively affect officer retention decisions, as well as information designed to help guide the development of positive corrective actions.

A number of technical reports are currently planned that will address specific factors that appear to affect JO retention and recommend actions for management consideration. These reports, as currently conceived, will address the following areas:

1. JO attitudes concerning the assignment process and its effect on career intent.
2. JO experiences and evaluation of their initial assignments, and the effect of assignments on career intent.
3. JO career decision process, including the influence of career information sources and the timing of specific career decisions.
4. The role and attitudes of JO spouse's toward Navy careers.
5. The attainment of SWO qualifications and its effect on career intent.
6. Correlates of officer quality.
7. Summary report: Highlights and synthesis of the surface warfare JO retention project.

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APPENDIX
SURFACE WARFARE JUNIOR OFFICER
CAREER QUESTIONNAIRE

SURFACE WARFARE JUNIOR OFFICER
CAREER QUESTIONNAIRE

Privacy Act Notice

Under the authority of 5 USC 301, information regarding your background, attitudes, experiences, and future intentions in the Navy is requested to provide input to a series of studies on officer retention. The information provided by you will not become part of your official record, nor will it be used to make decisions about you which will affect your career in anyway. It will be used by the Navy Personnel Research and Development Center for statistical purposes only. You are not required to provide this information. There will be no adverse consequences should you elect not to provide the requested information or any part of it.

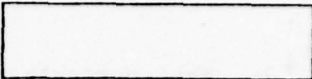
INSTRUCTIONS

The following questionnaire is being distributed to a random sample of Surface Warfare Junior Officers. Its purpose is to identify and document the concerns and experiences of officers in the Surface Line as they relate to career motivation and career development. Your frank, honest, and forthright answers on the questionnaire are encouraged. Your name and SSAN is requested to provide a basis for a longitudinal evaluation of actual career decisions. The provisions of the Privacy Act will be strongly enforced.

Some of the questions may appear to be personal in nature. They are necessary to obtain a full and accurate picture of the factors affecting career motivation and career development of Surface Junior Officers. However, if any question appears unreasonably personal or too intrusive into your privacy, please omit it and continue with the balance of the questionnaire.

Thank you for your assistance. Please mark your answers on the questionnaire itself and return it directly to the Navy Personnel Research and Development Center, San Diego, CA 92152 by using the return envelope provided.

NOTE: If you would like to receive an information letter on the general findings from the questionnaire, please print your name and address in the space provided:



I. BACKGROUND

1. Name: _____
 Rank First M. I. Last
2. SSAN: _____ - _____ - _____ 3. DOB: _____
 Month Year
4. Race: BLACK CAUCASION HISPANIC ORIENTAL OTHER _____
5. Marital Status: UNMARRIED ENGAGED MARRIED--HOW LONG? _____
6. Number of Children living with you and ages: _____
7. Commissioning Source: USNA NROTC(S) NROTC(C) OCS NESEP OTHER _____
8. Date of Commissioning: _____
 Month Year
9. Undergraduate School: _____ Major: _____
10. Undergraduate Class Rank:

	Top 20%	Next 20%	Middle 20%	Next 20%	Bottom 20%
Academic:	()	()	()	()	()
Military:	()	()	()	()	()
11. Designator: 1110 1115 1160 1165 Other _____
12. Were you a SWOS Basic Distinguished Graduate? NO YES DID NOT ATTEND SWOS
13. Were you ever assigned to a community other than Surface Warfare?
 NO YES - which one? _____
14. Have you requested augmentation?
 - () No, I was commissioned a Regular Officer.
 - () No, and do not plan to do so.
 - () No, and I am undecided right now.
 - () No, but I plan to do so.
 - () Yes, and was refused. I do not plan to reapply.
 - () Yes, and was refused. I plan to reapply.
 - () Yes, and am awaiting the results.
 - () Yes, and was accepted.

II. PROFESSIONAL QUALIFICATIONS

1. What percentage of the SWO PQS have you completed? _____ % N/A
2. When were you awarded the 111X designator? _____ N/A
Month Year
3. Have you qualified as an EOOW?
NO YES - when? _____
Month Year
4. Have you been selected for the Department Head Course?
() No, I have not applied.
() No, I applied but have not been notified of the results.
() No, I applied but was not selected.
() No, but I plan to.
() Yes.
5. Have you been selected for the Navy Postgraduate School, or another Navy sponsored full time postgraduate degree program?
() No, I have not applied.
() No, I applied but have not been notified of the results.
() No, I applied but was not selected.
() No, but I plan to.
() Yes.
6. Please complete the following table by providing the indicated information from your last six fitness reports, starting with your most recent one. Please circle your position on the Evaluation and Summary rankings. The first two lines are filled in as examples.

Date (block 13)	Evaluation and Summary (blocks 51 & 52)									EARLY PROMOTION		
	TOP				TYPICALLY EFFECTIVE		BOTTOM			(block 62) RECMD	(block 66) RANKING	(block 65) NUM RECMD
	1%	5%	10%	30%	50%	50%	30%	MARG	UNSAT			
5/78	2	(1)	1		1					YES	3	of 3
11/77	1	(3)		1				1		NO		of
												of
												of
												of
												of
												of
												of

III. CAREER INTENTIONS

MCCOG

This item concerns the intensity of your desire for a career as an officer in the military service. It consists of (1) a question and (2) a response gradient extending continuously between two defined extreme values.

Selected areas on the gradient are described, both verbally and in terms of probabilities, to provide you with some meaningful, reference points and to provide for more precision in scalar interpretation.

At selected scalar points, percentages beside the gradient indicate the judged probability (number of judged chances in 100) of one voluntarily continuing his active military career until mandatory retirement. Note, however, you definitely should not limit yourself to the few points for which descriptions are provided.

Due to the procedures for analyzing this item, it is very important that you follow these instructions precisely.

INSTRUCTIONS

Step one. Read carefully the statement of the question in the box at the bottom of this page.

Step two. At the bottom of the gradient, read the definition of that extreme point on the gradient.

Step three. At the top of the gradient, read the definition of that extreme point.

Step four. At the middle of the gradient, the 50% point, read the description of that point.

Step five. Locate the general area on the gradient which seems to correspond best with your current commitment; thoughtfully read the descriptions of the near points and decide on the exact point on the gradient that most closely represents your current level of commitment.

Step six. Blacken the response space between the nearest pair of dotted lines; thus, if the point you initially selected is about midway between two response spaces, mark the response space which most nearly reflects your degree of commitment.

QUESTION:

To what degree are you now certain that you will continue an active military career until mandatory retirement?

MILITARY CAREER COMMITMENT GRADIENT
A MILITARY CAREER VS. A NON-MILITARY CAREER

.....-100%--There is infinite probability that I will continue my active
.....military career as long as I possibly can, a career as an officer
.....in active military service is more important to me than is any-
.....thing else in the world. There is absolutely no chance at all
.....that anything in the world could ever develop that could cause
.....me to voluntarily resign.

.....-99.995%

.....-99.9%--I am virtually certain that I will continue my active military
.....career as long as I am allowed to do so--that I will NOT
.....voluntarily resign.

.....-99%--I am almost certain I will make a continuing military career if
.....possible

.....-95%

.....-90%--I am confident that I will make a continuing military career and
.....NOT voluntarily resign.

.....-85%

.....-75%--I am very likely to continue my military career as long as possible.

.....-65%--I probably will remain in the military service after completion of
.....my military obligation as an officer.

.....-50%--I am not inclined the least bit either way at present.

.....-35%--I am not sure but probably will resign after completing my military
.....obligation as an officer.

.....-25% I am very likely to resign when I can honorably do so after com-
.....pleting my military obligation as an officer.

.....-15%

.....-10%--At this time, I am confident I will resign my commission after
.....completing my military obligation.

.....-5%

.....-1%---As of now, I am almost certain that I will get out of the military
.....service as soon as I possibly can.

.....-0.1%--I am virtually certain that I will resign when I can.

.....-0.005%

.....In my personal feelings, attitudes and thoughts, I am utterly
.....committed to a completely non-military occupational career and
.....life as soon as it is at all possible. There is absolutely no
.....possibility whatsoever that I will continue as an officer in
.....the military service beyond my minimal obligated military duty.

.....-0%--

IV. ASSIGNMENT HISTORY AND EVALUATION

A. First Sea Tour

In this section (pages 5 through 10) a number of questions are presented that seek information about your first sea tour. Please answer these questions as they apply to your first full sea tour following commissioning as a Surface Warfare Officer. If you were split-toured, first sea tour applies to your first ship assignment.

1. Ship Type (e.g., AOE, CVN, DD, LST): _____
2. Homeport: _____
3. Date reported (month, year): _____
4. PRD (month, year): _____
5. During your first sea tour, in which of the following areas have you been assigned, and for how long?
 - () Deck _____ (months)
 - () Engineering _____ (months)
 - () Navigation _____ (months)
 - () Operations _____ (months)
 - () Weapons _____ (months)
 - () Other _____ (months)
6. What has been the operational status, in months, of your ship since you reported aboard?

<u>STATUS</u>	<u>MONTHS</u>
a. Underway while deployed	_____
b. Inport while deployed	_____
c. Local operations	_____
d. Inport upkeep (homeport)	_____
e. Shipyard overhaul (including non-homeport upkeep)	_____

7. Approximately how many hours per week do you typically work while your ship is in each of the five operational status types identified in Question 6? Please break the time down into the time devoted to watch station, billet duties, collateral duties, and professional development (PQS).

	TOTAL HRS/WK	WATCH STATION (%)	BILLET DUTIES (%)	COLLATERAL DUTIES (%)	PROFESSIONAL DEVELOPMENT (%)
a. Underway while deployed	<input type="text"/>	_____	_____	_____	_____
b. Inport while deployed	<input type="text"/>	_____	_____	_____	_____
c. Local operations	<input type="text"/>	_____	_____	_____	_____
d. Inport upkeep (homeport)	<input type="text"/>	_____	_____	_____	_____
e. Shipyard overhaul (including non-homeport upkeep)	<input type="text"/>	_____	_____	_____	_____

8. Have you been (or will you be) extended in this sea tour beyond your initial PRD?

N/A NO YES - how long? _____ (months)

9. If you answered YES to Question 8, what was (is) the reason?

- () Complete PQS/attain SWO designator
- () Attain Department Head Course selection
- () Awaiting relief
- () Shortage of PCS funds
- () Own request not included under (a) or (b)
- () No reason given
- () Other _____

10. When on a deployment, what is your evaluation of the following aspects of your job and related duties?

	<u>Very Negative</u>	<u>Negative</u>	<u>Neutral</u>	<u>Positive</u>	<u>Very Positive</u>
a. Challenge	()	()	()	()	()
b. Separation from family/friends	()	()	()	()	()
c. Use of skills & abilities	()	()	()	()	()
d. Working environment	()	()	()	()	()
e. Hours of work required	()	()	()	()	()
f. Work pressure	()	()	()	()	()
g. Interesting duties	()	()	()	()	()
h. Ability to plan & schedule activities	()	()	()	()	()
i. "Adventure"	()	()	()	()	()
j. Opportunity to complete PQS	()	()	()	()	()
k. Sense of accomplishment	()	()	()	()	()
l. Opportunity to grow professionally	()	()	()	()	()
m. Doing something important	()	()	()	()	()
n. Relationships in wardroom	()	()	()	()	()

11. When not deployed, what is your evaluation of the following aspects of your job and related duties?

	<u>Very Negative</u>	<u>Negative</u>	<u>Neutral</u>	<u>Positive</u>	<u>Very Positive</u>
a. Challenge	()	()	()	()	()
b. Separation from family/friends	()	()	()	()	()
c. Use of skills & abilities	()	()	()	()	()

	<u>Very Negative</u>	<u>Negative</u>	<u>Neutral</u>	<u>Positive</u>	<u>Very Positive</u>
d. Working environment	()	()	()	()	()
e. Hours of work required	()	()	()	()	()
f. Work pressure	()	()	()	()	()
g. Interesting duties	()	()	()	()	()
h. Ability to plan & schedule activities	()	()	()	()	()
i. "Adventure"	()	()	()	()	()
j. Opportunity to complete PQS	()	()	()	()	()
k. Sense of accomplishment	()	()	()	()	()
l. Opportunity to grow professionally	()	()	()	()	()
m. Doing something important	()	()	()	()	()
n. Relationships in wardroom	()	()	()	()	()

12. Using the following scale, what is your evaluation of your CO's in the following areas? (1=Very Negative, 2=Negative, 3=Neutral, 4=Positive, 5=Very Positive)

	<u>1st CO</u>	<u>2nd CO</u>	<u>3rd CO</u>
a. Seamanship	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Management ability	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Leadership	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Interest in JO professional development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Interest in welfare of his crew	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Interest in welfare of his wardroom	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

13. Which of the following officers had the greatest influence on your career decisions?

CO XO DEPARTMENT HEAD OTHER DEPARTMENT HEADS OTHER JO's

14. What is your evaluation of the individual identified in Question 13 in the following areas as they apply to you?

	<u>Very Negative</u>	<u>Negative</u>	<u>Neutral</u>	<u>Positive</u>	<u>Very Positive</u>
a. Working relationship	()	()	()	()	()
b. Leadership	()	()	()	()	()
c. Career guidance	()	()	()	()	()
d. Professional development	()	()	()	()	()

15. What is your overall evaluation of the following groups?

	<u>Very Negative</u>	<u>Negative</u>	<u>Neutral</u>	<u>Positive</u>	<u>Very Positive</u>
a. Wardroom	()	()	()	()	()
b. Immediate superiors	()	()	()	()	()
c. Immediate subordinates	()	()	()	()	()
d. CPO's and PO1's	()	()	()	()	()
e. PO2's and below	()	()	()	()	()

16. Based on fleet competitions, exercises, inspections, meeting commitments, general reputation, etc., how good is your--

	<u>One of the Worst</u>	<u>Below Average</u>	<u>Average</u>	<u>Above Average</u>	<u>One of the Best</u>
a. Ship	()	()	()	()	()
b. Department	()	()	()	()	()
c. Division	()	()	()	()	()

17. What is your evaluation of the geographic location of your duty assignment?

VERY NEGATIVE NEGATIVE NEUTRAL POSITIVE VERY POSITIVE

18. Approximately how long (in months) did it take you to feel that you "fitted in" with your--

- a. Command/activity _____ still don't
- b. Local community _____ still don't

19. How helpful were the following people or groups in easing your adjustment to your initial assignment on this ship?

	<u>Very Unhelpful</u>	<u>Unhelpful</u>	<u>Neutral</u>	<u>Helpful</u>	<u>Very Helpful</u>
a. CO	()	()	()	()	()
b. XO	()	()	()	()	()
c. Department Head	()	()	()	()	()
d. Other JO's	()	()	()	()	()
e. CPO/PO's	()	()	()	()	()
f. Other _____	()	()	()	()	()

20. How helpful were the following people or groups in easing your adjustment to the geographic location of your assignment?

	<u>N/A</u>	<u>Very Unhelpful</u>	<u>Unhelpful</u>	<u>Neutral</u>	<u>Helpful</u>	<u>Very Helpful</u>
a. CO	<input type="checkbox"/>	()	()	()	()	()
b. XO	<input type="checkbox"/>	()	()	()	()	()
c. Department Head	<input type="checkbox"/>	()	()	()	()	()
d. Other JO's	<input type="checkbox"/>	()	()	()	()	()
e. Spouse of CO or XO	<input type="checkbox"/>	()	()	()	()	()
f. Other spouses	<input type="checkbox"/>	()	()	()	()	()
g. Family services	<input type="checkbox"/>	()	()	()	()	()
h. Friends in the area	<input type="checkbox"/>	()	()	()	()	()
i. Family/relatives	<input type="checkbox"/>	()	()	()	()	()
j. Church/community	<input type="checkbox"/>	()	()	()	()	()
k. Other _____	<input type="checkbox"/>	()	()	()	()	()

B. Second Sea Tour

Please answer these questions (pages 11 through 16) as they apply to your second sea tour following commissioning as a Surface Warfare Officer. If you were split-toured, this section applies to the second half of the split-tour.

- 1. Ship type (e.g., AOE, CVN, DD, LST): _____
- 2. Homeport: _____
- 3. Date reported (month, year): _____
- 4. PRD (month, year): _____

5. During your second sea tour, in which of the following areas have you been assigned, and for how long?

- () Deck _____(months)
- () Engineering _____(months)
- () Navigation _____(months)
- () Operations _____(months)
- () Weapons _____(months)
- () Other _____(months)

6. What has been the operational status, in months, of your ship since you reported aboard?

<u>STATUS</u>	<u>MONTHS</u>
a. Underway while deployed	_____
b. Inport while deployed	_____
c. Local operations	_____
d. Inport upkeep (homeport)	_____
e. Shipyard overhaul (including non-homeport upkeep)	_____

7. Approximately how many hours per week do you typically work while your ship is in each of the five operational status types identified in Question 6? Please break the time down into the time devoted to watch station, billet duties, collateral duties, and professional development (PQS).

	TOTAL HRS/WK	WATCH STATION (%)	BILLET DUTIES (%)	COLLATERAL DUTIES (%)	PROFESSIONAL DEVELOPMENT (%)
a. Underway while deployed	<input type="text"/>	_____	_____	_____	_____
b. Inport while deployed	<input type="text"/>	_____	_____	_____	_____
c. Local operations	<input type="text"/>	_____	_____	_____	_____
d. Inport upkeep (homeport)	<input type="text"/>	_____	_____	_____	_____
e. Shipyard overhaul (including non-homeport upkeep)	<input type="text"/>	_____	_____	_____	_____

8. Have you been (or will you be) extended in this sea tour beyond your initial PRD?

N/A NO YES - how long? _____ (months)

9. If you answered YES to Question 8, what was (is) the reason?

- () Complete PQS/attain SWO designator
- () Attain Department Head Course selection
- () Awaiting relief
- () Shortage of PCS funds
- () Own request not included under (a) or (b)
- () No reason given
- () Other _____

10. When on a deployment, what is your evaluation of the following aspects of your job and related duties?

	<u>Very Negative</u>	<u>Negative</u>	<u>Neutral</u>	<u>Positive</u>	<u>Very Positive</u>
a. Challenge	()	()	()	()	()
b. Separation from family/friends	()	()	()	()	()
c. Use of skills & abilities	()	()	()	()	()
d. Working environment	()	()	()	()	()
e. Hours of work required	()	()	()	()	()
f. Work pressure	()	()	()	()	()
g. Interesting duties	()	()	()	()	()
h. Ability to plan & schedule activities	()	()	()	()	()
i. "Adventure"	()	()	()	()	()
j. Opportunity to complete PQS	()	()	()	()	()
k. Sense of Accomplishment	()	()	()	()	()
l. Opportunity to grow professionally	()	()	()	()	()
m. Doing something important	()	()	()	()	()
n. Relationships in wardroom	()	()	()	()	()

11. When not deployed, what is your evaluation of the following aspects of your job and related duties?

	<u>Very Negative</u>	<u>Negative</u>	<u>Neutral</u>	<u>Positive</u>	<u>Very Positive</u>
a. Challenge	()	()	()	()	()
b. Separation from family/friends	()	()	()	()	()
c. Use of skills & abilities	()	()	()	()	()

	<u>Very Negative</u>	<u>Negative</u>	<u>Neutral</u>	<u>Positive</u>	<u>Very Positive</u>
d. Working environment	()	()	()	()	()
e. Hours of work required	()	()	()	()	()
f. Work pressure	()	()	()	()	()
g. Interesting duties	()	()	()	()	()
h. Ability to plan & schedule activities	()	()	()	()	()
i. "Adventure"	()	()	()	()	()
j. Opportunity to complete PQS	()	()	()	()	()
k. Sense of accomplishment	()	()	()	()	()
l. Opportunity to grow professionally	()	()	()	()	()
m. Doing something important	()	()	()	()	()
n. Relationships in wardroom	()	()	()	()	()

12. Using the following scale, what is your evaluation of your CO's in the following areas? (1=Very Negative, 2=Negative, 3=Neutral, 4=Positive, 5=Very Positive)

	<u>1st CO</u>	<u>2nd CO</u>	<u>3rd CO</u>
a. Seamanship	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Management ability	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Leadership	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Interest in JO professional development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Interest in welfare of his crew	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Interest in welfare of his wardroom	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

13. Which of the following officers had the greatest influence on your career decisions?

CO XO DEPARTMENT HEAD OTHER DEPARTMENT HEADS OTHER JO's

14. What is your evaluation of the individual identified in Question 13 in the following areas as they apply to you?

	<u>Very Negative</u>	<u>Negative</u>	<u>Neutral</u>	<u>Positive</u>	<u>Very Positive</u>
a. Working relationship	()	()	()	()	()
b. Leadership	()	()	()	()	()
c. Career guidance	()	()	()	()	()
d. Professional development	()	()	()	()	()

15. What is your overall evaluation of the following groups?

	<u>Very Negative</u>	<u>Negative</u>	<u>Neutral</u>	<u>Positive</u>	<u>Very Positive</u>
a. Wardroom	()	()	()	()	()
b. Immediate superiors	()	()	()	()	()
c. Immediate subordinates	()	()	()	()	()
d. CPO's and PO1's	()	()	()	()	()
e. PO2's and below	()	()	()	()	()

16. Based on fleet competitions, exercises, inspections, meeting commitments, general reputation, etc., how good is your--

	<u>One of the Worst</u>	<u>Below Average</u>	<u>Average</u>	<u>Above Average</u>	<u>One of the Best</u>
a. Ship	()	()	()	()	()
b. Department	()	()	()	()	()
c. Division	()	()	()	()	()

17. What is your evaluation of the geographic location of your duty assignment?

VERY NEGATIVE NEGATIVE NEUTRAL POSITIVE VERY POSITIVE

18. Approximately how long (in months) did it take you to feel that you "fitted in" with your--

- a. Command/activity _____ still don't
- b. Local community _____ still don't

19. How helpful were the following people or groups in easing your adjustment to your initial assignment on this ship?

	<u>Very Unhelpful</u>	<u>Unhelpful</u>	<u>Neutral</u>	<u>Helpful</u>	<u>Very Helpful</u>
a. CO	()	()	()	()	()
b. XO	()	()	()	()	()
c. Department Head	()	()	()	()	()
d. Other JO's	()	()	()	()	()
e. CPO/PO's	()	()	()	()	()
f. Other _____	()	()	()	()	()

20. How helpful were the following people or groups in easing your adjustment to the geographic location of your assignment?

	<u>N/A</u>	<u>Very Unhelpful</u>	<u>Unhelpful</u>	<u>Neutral</u>	<u>Helpful</u>	<u>Very Helpful</u>
a. CO	<input type="checkbox"/>	()	()	()	()	()
b. XO	<input type="checkbox"/>	()	()	()	()	()
c. Department Head	<input type="checkbox"/>	()	()	()	()	()
d. Other JO's	<input type="checkbox"/>	()	()	()	()	()
e. Spouse of CO or XO	<input type="checkbox"/>	()	()	()	()	()
f. Other spouses	<input type="checkbox"/>	()	()	()	()	()
g. Family services	<input type="checkbox"/>	()	()	()	()	()
h. Friends in the area	<input type="checkbox"/>	()	()	()	()	()
i. Family/relatives	<input type="checkbox"/>	()	()	()	()	()
j. Church/community	<input type="checkbox"/>	()	()	()	()	()
k. Other _____	<input type="checkbox"/>	()	()	()	()	()

C. First Shore Tour

In this section a number of questions are presented that seek information about your first shore tour. By first shore tour is meant the first normal 2-3 year tour at a shore installation you receive following commissioning. Short assignments ashore to attend SWOS basic or to await further orders, for example, are not included. If you have not been assigned to your first shore tour, please omit this section.

1. Activity: _____
2. Location: _____
3. Date assigned: _____
4. PRD (month, year): _____
5. Primary duties:
 - () Operational staff
 - () Support staff
 - () Instructor
 - () Recruiting
 - () Other _____
6. Approximately how many hours per week do you work? _____
7. Have you been (or will you be) extended in your first shore tour?
N/A NO YES - how long? _____ (months)
8. If YES, what was (is) the reason?
 - () Awaiting relief
 - () Short time remaining in the service
 - () Shortage of PCS funds
 - () Own request not covered above
 - () No reason given
 - () Other _____

9. Overall, how do you evaluate your first shore tour in terms of--

	<u>Highly Unfavorable</u>	<u>Unfavorable</u>	<u>Neutral</u>	<u>Favorable</u>	<u>Highly Favorable</u>
a. Location	()	()	()	()	()
b. Type duties	()	()	()	()	()
c. Co-workers	()	()	()	()	()
d. Superiors	()	()	()	()	()

V. ASSIGNMENT PROCESS

1. For your most recent experience with a new assignment (PCS change) how much time (in months) relative to your PRD did you receive--

- a. Informal notification: _____ months prior to PRD, or
 _____ months after PRD
- b. Formal notification (orders): _____ months prior to PRD, or
 _____ months after PRD

2. When did this change of assignment occur? _____
 Month Year

3. Was this a sea or shore assignment? SEA SHORE

4. Did the assignment involve a change in geographic locations? NO YES

5. Was this assignment to the Navy Postgraduate School or SWO Department Head Course? NO YES

6. How satisfactory was the amount of notification time you received for--

	<u>More than enough</u>	<u>Just about right</u>	<u>Cut it too close</u>	<u>Totally unsat</u>
a. Informal notification	()	()	()	()
b. Formal notification	()	()	()	()

7. If you answered "cut it too close" or "totally unsatisfactory" to Question 6, were there special circumstances that may have affected the timing of your notification?

- No
- Yes - awaiting results of a board action
- Yes - assignment of relief
- Yes - availability of appropriate billet
- Yes - other _____

8. How well does your current assignment agree with your desires in the following areas, as expressed on your preference card? (check one)

	<u>CHOICE</u>			<u>Acceptable</u>	<u>Not Acceptable</u>
	<u>1st</u>	<u>2nd</u>	<u>3rd</u>		
a. Location	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Type billet	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Type activity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

9. How did you rank the following in importance to you?

- a. Location _____
- b. Type billet _____
- c. Type activity _____

10. If you now have orders to a new billet, or have been informally notified of your next billet, how well does it agree with your desires in the following areas, as expressed on your preference card? (check one)

	<u>CHOICE</u>			<u>Acceptable</u>	<u>Not Acceptable</u>
	<u>1st</u>	<u>2nd</u>	<u>3rd</u>		
a. Location	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Type billet	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Type activity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

11. How did you rank the following in importance to you?

- a. Location _____
- b. Type billet _____
- c. Type activity _____

12. Which of the following statements best describes your experiences with obtaining new assignments?

- () Tends to run smoothly--my detailer locates an acceptable billet relatively quickly.
- () Tends to run smoothly but there is a certain amount of uncertainty and discussion with my detailer along the way.
- () Tends to be a very difficult, unhappy experience. However, I eventually receive a satisfactory or acceptable assignment.
- () Tends to be a frustrating, anxiety producing experience. Only through the intervention of senior officers or extreme efforts on my part do I ultimately receive a satisfactory or acceptable assignment.
- () Tends to be a completely hopeless situation. No amount of effort on my part or by others is successful in influencing the system.

13. About how often do you (or do you plan to) interact with your detailer?

- a. About _____ times within a year of PRD.
- b. About _____ times a year otherwise.

14. What is the purpose of these interactions? (check one or more)

- () To keep in touch
- () To learn more about recent trends and policies
- () To seek career advice
- () To determine status of requests, letters, etc.
- () Other _____

15. How effective do you feel are the following ways of interacting with your detailer?

	<u>Number times used</u>	<u>Very Ineffective</u>	<u>Ineffective</u>	<u>So-So</u>	<u>Effective</u>	<u>Very Effective</u>
a. Preference card	<input type="checkbox"/>	()	()	()	()	()
b. Letter	<input type="checkbox"/>	()	()	()	()	()
c. Telephone	<input type="checkbox"/>	()	()	()	()	()
d. Personal visit	<input type="checkbox"/>	()	()	()	()	()

16. What is your evaluation of your current detailer in the following areas?

	<u>Don't Know</u>	<u>Very Negative</u>	<u>Negative</u>	<u>Neutral</u>	<u>Positive</u>	<u>Very Positive</u>
a. Knowledge of current policy trends	<input type="checkbox"/>	()	()	()	()	()
b. Knowledge of available billets	<input type="checkbox"/>	()	()	()	()	()
c. Knowledge of billet requirements	<input type="checkbox"/>	()	()	()	()	()
d. Knowledge of your career development needs	<input type="checkbox"/>	()	()	()	()	()
e. Knowledge of your individual desires	<input type="checkbox"/>	()	()	()	()	()
f. Knowledge of previous communications	<input type="checkbox"/>	()	()	()	()	()
g. Can trust what he says	<input type="checkbox"/>	()	()	()	()	()
h. Looks out for my best interests	<input type="checkbox"/>	()	()	()	()	()
i. Willing to listen to my problems, desires, needs, etc.	<input type="checkbox"/>	()	()	()	()	()
j. Provides useful career counseling	<input type="checkbox"/>	()	()	()	()	()

17. When was the last time you communicated with your current detailer?

Month

Year

18. Overall, how satisfied are you with:

	<u>Very</u> <u>Unsatisfied</u>	<u>Unsatisfied</u>	<u>Neutral</u>	<u>Satisfied</u>	<u>Very</u> <u>Satisfied</u>
a. Assignments received	()	()	()	()	()
b. Interaction with detailers	()	()	()	()	()
c. Availability of detailers	()	()	()	()	()
d. Continuity of detailers	()	()	()	()	()
e. Responsiveness of detailers	()	()	()	()	()
f. Credibility of detailers	()	()	()	()	()

19. Have you ever attended a detailer field trip meeting at your command?

- () No - Meeting has never been scheduled.
- () No - I was not available when trip was scheduled
- () No - I chose not to attend a scheduled meeting
- () Yes - _____ months prior to my PRD

20. If you have attended a detailer field trip meeting, to what extent--

	<u>N/A</u>	<u>Very</u> <u>Little</u>	<u>Little</u>	<u>Some</u>	<u>Great</u>	<u>Very</u> <u>Great</u>
a. did it provide clarification of assignment policies and practices?	<input type="checkbox"/>	()	()	()	()	()
b. did it give you an appreciation of SWO career paths and alternatives?	<input type="checkbox"/>	()	()	()	()	()
c. did it resolve some assignment problems you had?	<input type="checkbox"/>	()	()	()	()	()
d. was it conducted in an open and honest manner?	<input type="checkbox"/>	()	()	()	()	()
e. was it a useful and beneficial meeting?	<input type="checkbox"/>	()	()	()	()	()

VI. DECISION PROCESS

1. About how long prior to your PRD do you typically start--
 - a. thinking about your next assignment? _____ months
 - b. actively seeking advice from friends, peers, XO, CO, etc.? _____ months
 - c. communicating with your detailer? _____ months
2. From the time you reported to your first full assignment (e.g., first sea tour), when did, or will, you make the following decisions:

<u>Decision</u>	<u>Months Since Reporting</u>	<u>N/A - Have not/will not consider this</u>
a. Complete SWO PQS	_____	<input type="checkbox"/>
b. Apply for the Department Head Course	_____	<input type="checkbox"/>
c. Apply for the PG School	_____	<input type="checkbox"/>
d. Remain indefinitely in the Navy past initial obligated service	_____	<input type="checkbox"/>
e. Seek a designator change from Surface Warfare	_____	<input type="checkbox"/>

3. Looking ahead to a career as a SWO, for approximately how many years from now do you have a relatively clear idea of what your career path (billets, promotions, etc.) will be? _____ (years)
4. How attractive does this career path appear to you?
 VERY UNATTRACTIVE UNATTRACTIVE NEUTRAL ATTRACTIVE VERY ATTRACTIVE
5. If you were able to change your designator from Surface Warfare, how attractive would that career path appear to you?
 VERY UNATTRACTIVE UNATTRACTIVE NEUTRAL ATTRACTIVE VERY ATTRACTIVE
6. What is your evaluation of the following aspects with regard to a Navy career:

	<u>Very Negative</u>	<u>Negative</u>	<u>Neutral</u>	<u>Positive</u>	<u>Very Positive</u>
a. Change of billets at 2-3 year intervals	()	()	()	()	()
b. Possibility of change of geographic location with billet changes	()	()	()	()	()
c. Sea duty	()	()	()	()	()
d. Shore duty	()	()	()	()	()

	<u>Very Negative</u>	<u>Negative</u>	<u>Neutral</u>	<u>Positive</u>	<u>Very Positive</u>
e. Overseas assignments, accompanied	()	()	()	()	()
f. Overseas assignments, unaccompanied	()	()	()	()	()
g. Job security	()	()	()	()	()
h. Promotional opportunities	()	()	()	()	()
i. Educational opportunities	()	()	()	()	()
j. Pay and allowances	()	()	()	()	()
k. Health benefits and care	()	()	()	()	()
l. Commissary and exchange benefits	()	()	()	()	()
m. Retirement benefits	()	()	()	()	()
n. Separation from family/friends	()	()	()	()	()
o. Hours of work required	()	()	()	()	()
p. Work pressure	()	()	()	()	()
q. Freedom to do the job	()	()	()	()	()
r. Friendships/social life in Navy	()	()	()	()	()

7. On a 1 to 5 scale, where 1 is very low, 3 is moderate, and 5 is very high, please evaluate the following sources of information in terms of their (a) accuracy, (b) honesty, and (c) availability in providing you with career planning information and guidance.

	<u>Accuracy</u>	<u>Honesty</u>	<u>Availability</u>
a. CO	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. XO	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Department Head	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Other senior officers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Other JO's	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	<u>Accuracy</u>	<u>Honesty</u>	<u>Availability</u>
f. Detailers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Officer Personnel News Letter	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Unrestricted Line Officer Career Planning Guidebook	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. Officer Billet Summary	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. Navy Times	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k. Public media	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

8. For the following information sources, how much have you made use of them for career information and counsel:

	<u>Never</u>	<u>Rarely</u>	<u>Occasionally</u>	<u>Frequently</u>	<u>Consistently</u>
a. CO	()	()	()	()	()
b. XO	()	()	()	()	()
c. Department Head	()	()	()	()	()
d. Other senior officers	()	()	()	()	()
e. Other JO's	()	()	()	()	()
f. Detailers	()	()	()	()	()
g. Officer Personnel News Letter	()	()	()	()	()
h. Unrestricted Line Officer Career Planning Guidebook	()	()	()	()	()
i. Officer Billet Summary	()	()	()	()	()
j. Navy Times	()	()	()	()	()
k. Public media	()	()	()	()	()

9. When you are completing your Officer Preference Card, do you have a good idea of available billets for which you would be fully competitive based on your experience and past performance?

DEFINITELY NOT NO SOMEWHAT YES DEFINITELY YES

10. Do you feel the billets you have received are those in which you are fully competitive based on your experience and past performance?

DEFINITELY NOT NO SOMEWHAT YES DEFINITELY YES

11. Using a 1 to 5 scale, where 1 is very low, 3 is moderate, and 5 is very high, please evaluate the following assignments in terms of (a) your basic interest in the assignment and related duties, and (b) their potential to advance your career:

	<u>Interest</u>	<u>Career Advancement</u>
DIVISION OFFICER:		
Navigation	<input type="checkbox"/>	<input type="checkbox"/>
Weapons	<input type="checkbox"/>	<input type="checkbox"/>
Operations	<input type="checkbox"/>	<input type="checkbox"/>
Deck	<input type="checkbox"/>	<input type="checkbox"/>
Engineering	<input type="checkbox"/>	<input type="checkbox"/>
POST GRADUATE SCHOOL	<input type="checkbox"/>	<input type="checkbox"/>
DEPARTMENT HEAD:		
Combat Systems	<input type="checkbox"/>	<input type="checkbox"/>
Weapons	<input type="checkbox"/>	<input type="checkbox"/>
Operations	<input type="checkbox"/>	<input type="checkbox"/>
Deck	<input type="checkbox"/>	<input type="checkbox"/>
Engineering	<input type="checkbox"/>	<input type="checkbox"/>
LT COMMAND	<input type="checkbox"/>	<input type="checkbox"/>
XO	<input type="checkbox"/>	<input type="checkbox"/>
LCDR/CDR COMMAND	<input type="checkbox"/>	<input type="checkbox"/>
TOUR IN WASHINGTON, D.C.	<input type="checkbox"/>	<input type="checkbox"/>
NROTC ASSIGNMENT	<input type="checkbox"/>	<input type="checkbox"/>
RECRUITING	<input type="checkbox"/>	<input type="checkbox"/>
FOREIGN SHORE	<input type="checkbox"/>	<input type="checkbox"/>
JOINT STAFF	<input type="checkbox"/>	<input type="checkbox"/>

	CIVILIAN			<u>Comparable</u>	NAVY		
	<u>Substantially Better</u>	<u>Much Better</u>	<u>Better</u>		<u>Better</u>	<u>Much Better</u>	<u>Substantially Better</u>
n. Chance for spouse to develop own interests	()	()	()	()	()	()	()
o. Quality of superiors	()	()	()	()	()	()	()
p. Retirement program	()	()	()	()	()	()	()
q. Variety of assignments	()	()	()	()	()	()	()
r. Educational opportunities	()	()	()	()	()	()	()
s. Promotional opportunities	()	()	()	()	()	()	()
t. Social life	()	()	()	()	()	()	()

15. PLEASE GO BACK TO QUESTION 14 AND CIRCLE THOSE 5 CHARACTERISTICS THAT ARE MOST IMPORTANT TO YOU AND CROSS OUT THOSE 5 CHARACTERISTICS THAT ARE LEAST IMPORTANT TO YOU.

Questions 16 through 24 should be answered if you are currently married or expect to be married shortly. If you expect to be married shortly check this box and read the word "spouse" in the following questions to mean the person to whom you will be married.

16. How does your spouse evaluate the following aspects of your Navy career:

	<u>Don't Know</u>	<u>Very Negative</u>	<u>Negative</u>	<u>Neutral</u>	<u>Positive</u>	<u>Very Positive</u>
a. Geographical location changes	<input type="checkbox"/>	()	()	()	()	()
b. Sea duty	<input type="checkbox"/>	()	()	()	()	()
c. Shore duty	<input type="checkbox"/>	()	()	()	()	()
d. Family separation	<input type="checkbox"/>	()	()	()	()	()
e. Overseas assignment, accompanied	<input type="checkbox"/>	()	()	()	()	()

	<u>Don't know</u>	<u>Very Negative</u>	<u>Negative</u>	<u>Neutral</u>	<u>Positive</u>	<u>Very Positive</u>
f. Overseas assignment, unaccompanied	<input type="checkbox"/>	()	()	()	()	()
g. Your job security	<input type="checkbox"/>	()	()	()	()	()
h. Pay	<input type="checkbox"/>	()	()	()	()	()
i. Health benefits	<input type="checkbox"/>	()	()	()	()	()
j. Commissary & exchange benefits	<input type="checkbox"/>	()	()	()	()	()
k. Retirement benefits	<input type="checkbox"/>	()	()	()	()	()
l. Standard of living	<input type="checkbox"/>	()	()	()	()	()
m. Effects on dependents	<input type="checkbox"/>	()	()	()	()	()

17. Has your spouse attended a detailee field trip briefing for spouses and officers?

- () Yes
- () No - meeting not scheduled
- () No - not interested
- () No - not aware of meeting
- () No - conflicting schedule
- () No - other _____

18. How does your spouse feel towards your Navy career?

- () Completely supportive
- () Moderately supportive
- () Neutral
- () Moderately antagonistic
- () Completely antagonistic

19. Which of the following best describes the extent to which you and your spouse arrive at decisions regarding future assignments?

- Seek little or no input from spouse
- Seek input from spouse but retain decision prerogative
- Seek input from spouse with aim of arriving at a mutually agreeable decision
- Defer to spouse's wishes

20. How is your spouse employed?

- Full time housewife
- Naval Officer
- Professional
- Clerical
- Business/Finance
- Teacher
- Other _____

21. If your spouse is employed outside the home, to what extent do your PCS moves to different geographic locations cause difficulties with your spouse's employment?

- Extreme impact
- Considerable impact
- Moderate impact
- Slight impact
- Insignificant impact

22. How well does (did) your spouse like the geographic location of your first sea duty assignment?

VERY LITTLE LITTLE SOMEWHAT MUCH VERY MUCH

23. Approximately how much time (in months) did it take your spouse to feel that she "fitted in" with

- a. her job (if employed) _____ months
- b. local community _____ months

24. How helpful were the following people or groups in easing your spouse's adjustment to the geographic location of your first sea duty assignment?

	N/A	<u>Very Unhelpful</u>	<u>Unhelpful</u>	<u>Neutral</u>	<u>Helpful</u>	<u>Very Helpful</u>
a. CO	<input type="checkbox"/>	()	()	()	()	()
b. XO	<input type="checkbox"/>	()	()	()	()	()
c. Department Head	<input type="checkbox"/>	()	()	()	()	()
d. Other JO's	<input type="checkbox"/>	()	()	()	()	()
e. Spouse of CO/XO	<input type="checkbox"/>	()	()	()	()	()
f. Other Spouses	<input type="checkbox"/>	()	()	()	()	()
g. Family services	<input type="checkbox"/>	()	()	()	()	()
h. Friends in the area	<input type="checkbox"/>	()	()	()	()	()
i. Family/relatives	<input type="checkbox"/>	()	()	()	()	()
j. Church/community	<input type="checkbox"/>	()	()	()	()	()
k. Other _____ _____	<input type="checkbox"/>	()	()	()	()	()

— End of "Spouse" Questions —

VII. SUPPLEMENTAL QUESTIONS

1. What is your level of agreement to the following statements?

	STRONGLY DISAGREE	MODERATELY DISAGREE	SLIGHTLY DISAGREE	UNCERTAIN	SLIGHTLY AGREE	MODERATELY AGREE	STRONGLY AGREE
a. The major satisfaction in my life comes from my job.	()	()	()	()	()	()	()
b. The most important things that happen to me involve my work	()	()	()	()	()	()	()
c. I'm really a perfectionist about my work.	()	()	()	()	()	()	()
d. I live, eat, and breathe my job.	()	()	()	()	()	()	()
e. I am very much involved personally in my work.	()	()	()	()	()	()	()
f. Most things in life are more important than work.	()	()	()	()	()	()	()
g. I am willing to put in a great deal of effort beyond that normally expected in order to help the Navy be successful.	()	()	()	()	()	()	()
h. I talk up the Navy to my friends as a great organization to work for.	()	()	()	()	()	()	()
i. I feel very little loyalty to the Navy.	()	()	()	()	()	()	()
j. I would accept almost any type job assignment in order to remain in the Navy.	()	()	()	()	()	()	()
k. I find that my values and the Navy's values are very similar.	()	()	()	()	()	()	()
l. I am proud to tell others that I am part of the Navy.	()	()	()	()	()	()	()
m. I could just as well be working for a different organization as long as the type of work were similar.	()	()	()	()	()	()	()

	STRONGLY DISAGREE	MODERATELY DISAGREE	SLIGHTLY DISAGREE	UNCERTAIN	SLIGHTLY AGREE	MODERATELY AGREE	STRONGLY AGREE
n. The Navy really inspires the very best in me in the way of job performance.	()	()	()	()	()	()	()
o. It would take very little change in my present circumstances to cause me to leave.	()	()	()	()	()	()	()
p. I am extremely glad that I chose the Navy to work for, over other organizations I was considering at the time I joined.	()	()	()	()	()	()	()
q. There's not too much to be gained by staying with the Navy indefinitely.	()	()	()	()	()	()	()
r. Often, I find it difficult to agree with the Navy's policies on important matters relating to its employees.	()	()	()	()	()	()	()
s. I really care about the fate of the Navy.	()	()	()	()	()	()	()
t. For me this is the best of all possible organizations for which to work.	()	()	()	()	()	()	()
u. Deciding to join the Navy was a definite mistake on my part.	()	()	()	()	()	()	()
v. I agree with the effort to change policies to permit women to serve aboard Navy ships.	()	()	()	()	()	()	()
w. Women officers should be given the same opportunity as their male counterparts, including sea duty and flying status.	()	()	()	()	()	()	()
x. Managing sexually integrated crews aboard ship will raise leadership issues for which my experience and training has not prepared me.	()	()	()	()	()	()	()

2. How actively does your spouse participate in your Navy career?

	<u>Strongly</u> <u>Disagree</u>	<u>Disagree</u>	<u>Slightly</u> <u>Disagree</u>	<u>Slightly</u> <u>Agree</u>	<u>Agree</u>	<u>Strongly</u> <u>Agree</u>
a. She encourages you when things are not going well at work.	()	()	()	()	()	()
b. She takes care of everything at home including calling a repairman.	()	()	()	()	()	()
c. She helps entertain people who are important to your Navy career.	()	()	()	()	()	()
d. She works actively with other Navy spouses on Navy-related projects.	()	()	()	()	()	()
e. She doesn't expect you to help around the home.	()	()	()	()	()	()
f. She is willing to (offers to) discuss your work with you a lot.	()	()	()	()	()	()
g. She is so involved in her home/education/career that she can't spare the time to get involved in your career.	()	()	()	()	()	()
h. She expresses pride in your career success, she has a strong source of motivation for you to achieve.	()	()	()	()	()	()
i. She is always willing to make sacrifices to help your career.	()	()	()	()	()	()
j. She is active in the community/social life.	()	()	()	()	()	()
k. She exhibits high expectations of excellence in you.	()	()	()	()	()	()
l. She projects a good image as a Navy Officer's spouse.	()	()	()	()	()	()

3. Please indicate your personal opinion on each of the following statements.

	<u>Strongly</u> <u>Disagree</u>	<u>Disagree</u>	<u>Slightly</u> <u>Disagree</u>	<u>Slightly</u> <u>Agree</u>	<u>Agree</u>	<u>Strongly</u> <u>Agree</u>
a. I feel that I'm a person of worth, at least on an equal plane with others.	()	()	()	()	()	()
b. I feel that I have a number of good qualities.	()	()	()	()	()	()
c. All in all, I am inclined to feel that I am a failure.	()	()	()	()	()	()
d. I feel I do not have much to be proud of.	()	()	()	()	()	()
e. I wish I could have more respect for myself.	()	()	()	()	()	()
f. I am able to do things as well as most other people.	()	()	()	()	()	()
g. At times I think I am no good at all.	()	()	()	()	()	()
h. On the whole, I am satisfied with myself.	()	()	()	()	()	()
i. I take a positive attitude toward myself.	()	()	()	()	()	()
j. I certainly feel useless at times.	()	()	()	()	()	()

If you would like to comment on any aspect of your Navy career as it affects your desire to continue as a Surface Warfare Officer, please use this space.

Thank you for your assistance with this questionnaire.

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