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Underlying factors in career motivation for naval officers

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UNDERLYING FACTORS IN CAREER MOTIVATION
FOR NAVAL OFFICERS

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UNDERLYING FACTORS IN CAREER MOTIVATION
FOR NAVAL OFFICERS

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William H. Albertson

UNDERLYING FACTORS IN CAREER MOTIVATION
FOR NAVAL OFFICERS

by

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Lieutenant Commander, United States Navy

Submitted in partial fulfillment of
the requirements for the degree of

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IN
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ABSTRACT

The Navy, as well as industry, has been concerned with the problem of retaining middle management. Loss of personnel from the middle management group creates a severe financial and staffing problem in the organization. Numerous studies, questionnaires, polls, and surveys have attempted to find out why officers leave the service. It is believed that additional knowledge can be gained by ascertaining what motivates officers to make a career of the Naval Service.

In an effort to discover these job motivations, a select group of the U.S. Naval Postgraduate School students are used to test the following hypotheses:

Hypothesis I. The reasons given by a high performing officer for staying in the Navy do not differ from the reasons that might cause this officer to leave the Navy.

Hypothesis II. There is no relationship between the reasons given by high performing officers for remaining in or leaving the Navy and the central nature of the job itself.

Results of the study lead to rejection of Hypothesis I. Hypothesis II is partially supported. Factors which affect the career decisions of a naval officer are identified, which provides further insight into officer motivations.

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CHAPTER I

THE PROBLEM

Secretary of the Navy Paul H. Nitze recently stated in his annual posture statement to the House Armed Services Committee that his number one problem is the recruitment and retention of skilled, experienced, officer and enlisted personnel.¹ He indicated that the Navy Department is presently encountering extreme difficulty in effectively manning the ships and aircraft of the operating forces with technically qualified personnel.

The increased complexity indicated in the ships and aircraft of the future Navy will demand even larger numbers of these talented and highly trained people. Chief of Naval Personnel Vice Admiral B. J. Semmes, Jr., in a recent speech to the students of the U. S. Naval Postgraduate School, stated that this personnel turnover cost the Navy more than \$186 million in training investment during fiscal year 1964. According to predictions, these shortages will continue to increase

¹Navy Times, "Navy's in 'Serious Trouble', SEC NAV Nitze Warns Salons," March 17, 1965, p.20.

and if this condition persists, the Navy can well become ineffectual.

Concern over these conditions has led to the establishment of a special board, headed by Nitze and supported by an officer-civilian task group headed by Rear Admiral Alford, to make a thorough examination of the Navy and Marine Corps military manpower problems.

It is interesting to note that a similar study was conducted in 1962 as part of a review of the management of the Department of the Navy.² The Manpower Management study also stressed the problem of retention and recommended the following:

1. Increased pay scales and benefits.
2. A nation-wide campaign to gain prestige for the Navy man and his family.
3. Allowing ships to be in or close to home port as great a time as is possible. (overhaul locations, special operations, celebrations, holiday appearances, and daily operations which do not add to combat readiness would be evaluated from this

²Review of Management of the Department of the Navy, Vol. 11, Study 5, pp. 109-116, October 1962.

viewpoint.)

4. Thorough research into characteristics and trends of the youth of today, in order to determine how to develop necessary motivation for the Navy life. Basic training and education programs should be reoriented to provide this motivation.

As far as this author can determine the only recommendation of the 1962 study to be implemented to date has been the military pay raise effected in October 1963. Unfortunately, this pay increase (which appeared significant for both officer and enlisted personnel) has apparently done little, if any, to alleviate the retention problem.

Statement of the problem. The purpose of this paper is to seek a better understanding of some job characteristics that motivate an officer to remain in, or to leave the service. An attempt will be made to identify the satisfying and dissatisfying aspects of Navy life through the medium of a questionnaire and to test the relative strength of the characteristics by testing the following hypotheses:

Hypothesis I. The reasons given by a high performing officer for staying in the Navy do not differ from the reasons that might cause this officer to leave the Navy.

Hypothesis II. There is no relationship between the reasons given by high performing officers for remaining in or leaving the Navy and the central nature of the job itself.

Social purpose. Recent public pronouncements by the Secretary of the Navy and members of congress specify that more must be done to improve the quantity and quality of the officer corps of the Navy. The problem is believed to be much more complex and intricate than the results of some studies indicate. A complete all inclusive quest for information such as the Alford Board, is required to uncover the many facets of this controversy.

Better understanding of why officers remain in the Navy can lead to improved officer retention rates through increased efforts to enhance those factors that motivate in a positive direction. Identification of those job characteristics which motivate in a negative direction, that is, away from a Navy career is also important. If the negative motivators turn out to be different than the positive motivators, then the Navy can attack the retention problem from two directions simultaneously. One

approach would be to maximize those factors that lead to satisfaction, or positive motivation. The other approach can seek to minimize those factors that lead to dissatisfaction, or negative motivation. Both approaches aim towards the same objective, more officers remaining in the Navy beyond obligated service requirements; but through completely different conceptual programs.

Definitions of key terms.

1. Motivation. Motivation is a fundamental characteristic within an individual, rather than without, which incites him to action. This need for action is caused by a state of emotional disequilibrium within the individual.
2. Need. The term most commonly used to designate a state of disequilibrium is need. Thus a need is some deficit within the individual.

Assumptions. It is believed that officers desiring to leave the service, or already in civilian life, will give reasons for wanting to get out that are acceptable to others, rather than the real reasons. Therefore, a better method of identifying those elements of Navy life that motivate

and/or dissatisfy can be found by querying officers planning to remain in the service.

It is further assumed that the respondents used in this study are representative of high performance officers in the Navy.

Limitations. No attempt has been made to gather an unbiased sample of the entire officer population. The respondents were chosen specifically for their records of high performance. That was one of the criterion of selection to the Postgraduate School.³

Research significance. The many past studies concerning officer retention problems are usually supported by statistics gathered after an individual has left the service or made the decision to do so. This has raised a question concerning the validity of the information received. Asking high performing career officers why they remain in the Navy and what factors would lead them to leave the service may reveal different information than that obtained from past studies. Any additional thoughts about motivations, either positive or negative, of Naval

³See page 17.

officers is significant to Navy management. The discovery and reenforcement of those needs leading to job satisfaction is important to all management echelons. The identifications and minimization of dissatisfaction also merits attention; especially if these factors are not merely opposites of the satisfying factors.

Summary. The inability to retain a sufficient number of officers beyond obligated service imposed a severe financial burden on the Navy Department as well as hindering the proper staffing of the Naval establishment. Efforts to remedy this situation should be directed towards finding out more about why officers remain in the service. An examination of the various needs that lead to satisfaction and hence retention, may also create dissatisfaction if they are not present. This paper will test two hypotheses in an attempt to bring forth more knowledge of Navy officer motivations.

CHAPTER II

REVIEW OF SELECTED STUDIES

Numerous studies have been made for, and within, the Department of Defense in an attempt to identify the reasons Navy officers are leaving the service. Most of these polls, questionnaires and reports dwell along the same general lines, "officers and enlisted men leave the service primarily because of low pay, desire for education, lack of job satisfaction, and deprivation of home life."¹ The notion that these same factors appear over and over leads to the belief that the application of motivation theory has been neglected as a tool in attempting to more precisely define the factors affecting career decisions.

Statement of the sources searched. The most pertinent information in the job motivation area for the purpose of this paper comes from theories by Maslow, McGregor, and Herzberg, Mausner and Snyderman.

Review. Maslow in his book postulates five basic needs which, he says, are organized into successive levels.

¹Review of Management of the Department of the Navy, Vol. I, 15 December 1962, p. 118.

For example, hunger is a basic physiological need, but when the individual has plenty of food, higher needs emerge. When these needs are satisfied, newer and still higher needs come to the fore. It follows that gratification becomes as important a concept in motivation as deprivation. A want that is satisfied is no longer a want, according to Maslow.

The levels of basic needs, from low to high, are given as follows:

1. The Physiological Needs. These are hunger for food, shelter and sexual gratification. If a person is not able to earn enough to satisfy his desire for food and water, do not expect his aspiration to be any higher than the goals of satisfying these basic physiological needs. Once this individual has partially satisfied these needs, other and higher needs emerge. These new needs now dominate the individual.
2. The Safety Needs. These concern the individual's preference for a safe, orderly, predictable, organized world, which can be counted on, and in which unexpected, unmanagable, or other

dangerous things do not happen. Expression of safety needs can be perceived as a job with security, the desire for a savings account and a desire for the known or familiar.

3. The Belongingness and Love Needs. As physiological and safety needs are satisfied, the person will seek love, affection and a feeling of belongingness with people in general. A place in the group now becomes paramount, perhaps even in causing the person to forget that once, when he was hungry, he sneered at love as unimportant.
4. The Esteem Needs. All people in our society have a need for self esteem and for the esteem of others. Self esteem can be broken down into the need for strength, for achievement, for adequacy, for mastery and competence, for confidence in the face of the world, and for independence. Healthy self-esteem is based on deserved respect from others, rather than celebrity status or unwarranted adulations. Esteem of others includes the desire for reputa-

tion or prestige, status, dominance, recognition, attention, importance and appreciation. The central importance of these needs is being more and more appreciated by clinical psychologists.

5. The Need for Self-Actualization. This need emerges after the individual has satisfied all lower needs. Self fulfillment consists of a person doing what he is best equipped to do. What a man can be, he must be.²

McGregor contributes six assumptions about industrial behavior. These assumptions, called Theory Y, will be delineated after McGregor's concept of the traditional view of direction and control, Theory X.

Theory X:

1. The average human being has an inherent dislike of work and will avoid it if he can.
2. Because of this human characteristic of dislike of work, most people must be coerced, controlled, directed, threatened with punishment to get them to put forth adequate effort toward

²Abraham H. Maslow, Motivation, and Personality, pp. 80-92.

the achievement of organizational objectives.

3. The average human being prefers to be directed, wishes to avoid responsibility, has relatively little ambition, wants security above all.

Theory Y:

1. The expenditure of physical and mental effort in work is as natural as play or rest.
2. External control and the threat of punishment are not the only means for bringing about effort toward organizational objectives. Man will exercise self-direction and self-control in the service of objectives to which he is committed.
3. Commitment to objectives is a function of the rewards associated with their achievement, e.g., satisfaction of ego and self-actualization needs.
4. The average human being learns, under proper conditions, not only to accept but to seek responsibility.
5. The capacity to exercise a relatively high degree of imagination, ingenuity, and creativity in the solution of organizational problems is widely, not

narrowly distributed in the population.

6. Under the conditions of modern industrial life, intellectual potentialities of the average human being are only partially utilized.³

Frederick Herzberg, Bernard Mausner and Barbara Snyderman, in their book, The Motivation to Work indicate that previous research in job attitudes had been fragmentary in nature. To combat this they decided to investigate job attitudes in toto, factors, attitudes and effects would be handled as a unit. They also decided that these job attitudes should be studied in individuals as opposed to groups. Using the semistructured interview, Herzberg, et al, were able to accomplish the following:

1. Identification of factors that lead to positive and negative attitudes towards the job.
2. Tentatively conclude, using a sample of managerial and professional people, that satisfying factors relate to the actual job. Dissatisfiers describe the job environment. In retrospect,

³Douglas M. McGregor, The Human Side of Enterprise, pp. 33-57.

they found that satisfiers and dissatisfiers are completely different factors. Satisfiers are not the antithesis of dissatisfiers.

3. Positive effects of high satisfying attitudes are more potent than the negative effects of low, dissatisfying attitudes.
4. A general lack of individual differences occurred in factors and effects. This argues the applicability of this technique to a broader spectrum of educational and occupational backgrounds.

The Herzberg, Mausher and Snyderman illation indicated job satisfaction resulted from factors indigenous to the task. Conversely, when dissatisfaction was reported, it related to conditions circumjacent to the job. If factors that deal with conditions external to the job are below an acceptable level, dissatisfaction ensues. If, however, these conditions are corrected, dissatisfaction will be minimized but positive attitudes will not result. The foregoing can be thought of as separate scales. Dissatisfiers comprise one scale which ranges from extreme of quitting up to zero. The other scale ranges from zero up to the extreme of self-actualization. The employee has needs on both scales.

Summary. The currently accepted view of human motivation theory among many social scientists in industry has grown out of the contributions of such individuals as Herzberg, Maslow, and McGregor. Recapitulated, their view hypothesizes:

1. Human behavior is motivated by a hierarchy of needs, in ascending order: physical well being, safety, social satisfaction, egoistic gratification, and self actualization. A higher, less basic need does not provide motivation unless all lower, more basic needs are satisfied, and that once a need is satisfied it no longer motivates.
2. Healthy individuals desire to mature, to satisfy increasingly higher levels of needs; in practice they want more and more opportunity to be independent and creative and to develop their unique personalities with freedom.
3. The organization on the other hand, seeks to program individual behavior and reduce discretion; as a consequence many individuals feel alienated from their job.

4. The only healthy solution is for management to adopt policies which promote intrinsic job satisfaction, individual development, and creativity, according to which people will willingly and voluntarily work toward organizational objectives because they enjoy their work and feel it is important to do a good job.⁴

⁴Leonard R. Sayles, Individualism and Big Business, p. 57.

CHAPTER III

THE STUDY

This study was conducted at the United States Navy Postgraduate School, Monterey, California, utilizing students of the Naval Management curricular program as respondents. The objective of this program is:

to provide officers with increased education in management which will improve their capabilities for organizing, planning, directing, coordinating and controlling activities in which the resources of men, money, and materials are combined to accomplish Navy objectives.¹

The vast majority of these students are United States Navy officers and are selected to attend the Postgraduate School on the basis of their educational background, needs of the service and "potential for the service as evidenced by the officers' fitness reports."²

In addition to the educational aspects of the environment, the students have an opportunity to reflect upon,

¹United States Naval Postgraduate School, Catalogue for 1964-65, p. 35

²Bureau of Naval Personnel, The Officer's Personnel Newsletter, Vol. 9, No. 1. October 1964.

and compare their overall status with their peers. The courses presented to the Management students enhance this introspection in that comparisons can also be made with the industrial world. In fact, this accessibility to information, and free exchange thereof, is one of the prime benefits of the school. Self-evaluation by the student, coupled with the knowledge to accurately make a realistic self-appraisal, provides an unparalleled opportunity for obtaining the most accurate information possible to questions that involve value judgements and subjective interpretations.

Method. The study will undertake to determine, by analysis of questionnaire, if there is a difference between those job characteristics considered important to staying in the Navy and those job characteristics considered important to leaving the Navy. Further analysis will be made in an effort to determine what, if any, relationship exists between these positive and negative motivators when separated into factors intrinsic and extrinsic to the job itself.

Respondents. The respondents in this study consisted of 83 officers of the Armed Forces attending the

Management curriculum at the U. S. Naval Postgraduate School. Table I describes the sample of number of years commissioned service, sex, designator, and branch of service.

Technique. Data was collected through the medium of a questionnaire administered in June 1965. Of the 92 Management student, 90% completed the questionnaire. In accordance with the hypotheses stated earlier, two questions were asked each officer. The questions are generally the same as those used by F. Friedlander and E. Walton in their "Positive and Negative Motivations Toward Work."³ The first of these called for a perception of actuality and past experience, while the second reflected a dituation which probably occurred sometime in the past. The first question asked, "What would you say are the most important factors that are operating to keep you in the Navy?". The second question was, "What are some of the factors that might cause you to leave the Navy?". These questions were followed by a

³Frank Friedlander and Eugene Walton, Administrative Science Quarterly 9, No. 2, September 1964 pp. 194-207.

TABLE I
DESCRIPTION OF SAMPLE

	Mean	Standard Deviation	Range
Years commissioned service	10.7	3.71	4-20
Number by designator and service:			
11xx <u>27</u> (4 female)	23xx <u>4</u>	USMC	<u>2</u>
13xx <u>18</u>	29xx <u>2</u> (female)	Coast Guard	<u>5</u>
14xx <u>2</u>	31xx <u>18</u>		
15xx <u>1</u>	51xx <u>4</u>		
N=83			

short paragraph to provide conceptual orientation and guidance. The Herzberg interview concept was utilized to provide this frame of reference as most, if not all, of the respondents had been exposed to this theory and were familiar with the terminology.

Each question was followed by a list of factors. The respondent was asked to check whether each factor was important, or not important, to the decision required by the question. Upon completing each list, the respondent was asked to rank the three factors considered most important.

A sample questionnaire used by this study is contained in Appendix A, and a list of the categories of job characteristics investigated by the study are listed below:

1. Promotion
2. Challenging assignment
3. Recognition
4. Superior, relationship with
5. Co-worker, relationship with
6. Superior, qualification of
7. Patriotism
8. Achievement

9. Working conditions
10. Responsibility
11. Security
12. Growth
13. Fringe benefits
14. Work itself
15. Home life
16. Workgroup
17. Management policies
18. Use of best abilities
19. Adequate pay

These catagories generally are the same as those used by F. Friedlander in "Job Characteristics as Satisfiers and Dissatisfiers."⁴ Working definitions as used in this study of these catagories are provided in Appendix B.

Procedures. Information received from the respondent regarding number of years commissioned service, sex and designator were used to describe the sample in a meaningful way.

⁴Frank Friedlander, "Job Characteristics as Satisfiers and Dissatisfiers", Journal of Applied Psychology, Vol. 48 No. 6, 1964, pp. 388-392.

The first question was designed to elicit positive motivations toward remaining in the Navy. Making checks in the column indicating that a factor was important to the decision would show that the presence of the factor tended to satisfy the need in question. The other question was included to show negative motivations (away from the Navy). Factors checked as being important to this decision to leave the Navy would show either of the following: (1) the absence of an element necessary for need satisfaction or, (2) the presence of an element which would tend to dissatisfy or motivate negatively.

All job characteristics were constructed using an *a priori* approach. Friedlander's studies, mentioned earlier, were used to provide this construction thereby minimizing any reliability questions.

A comparison of the responses to each factor will test the first hypothesis, whether the reasons for staying in the service and reasons for getting out of the service depend on the same factors. The second hypothesis will be tested by an analysis of the needs inherent in the responses. The factors will be separated into three categories: (1) characteristics intrinsic to the job,

(2) characteristics peripheral to the job, generally environmental in nature, and (3) one characteristic that does not fit either the work-process or work-context group. The work of Friedlander is again used as a basis for this categorization.

Summary. Through the use of a questionnaire, Management students of the United States Postgraduate School provide empirical information regarding factors important to remaining in the Navy and factors that would lead to leaving the Navy. Comparison of positive motivators and negative motivators is made to determine the commonality of each factor to career decisions.

Each job characteristic will be examined to ascertain relevance to the job itself or the environment surrounding the job. Analysis will be made to see if positive motivators contain elements of the job and negative motivators contain elements peripheral to the job itself.

CHAPTER IV

RESULTS

Table II compares the percentages of the simple responding to each factor in each question. The factor "work itself", received the most overall attention, 127 responses, with 81 (98%) of the respondents indicating this factor as important to the decision to remain in the Navy and 46 (55%) of the respondents indicating that this factor would be important to a decision to leave the Navy. Total number of responses decreased in the order listed with working conditions receiving 25 responses; 8 (7%) important for remaining and 18 (22%) important for leaving.

Table III more clearly shows the predominant influence of each factor to the decision to remain, or leave the service. The difference between the positive and negative approaches to each factor is shown by percentage and direction. Chi square tests, one degree of freedom, were also applied to determine the significance of these differences. Work itself, responsibility, challenging assignment, promotion, growth possibilities, co-worker

PERCENTAGE OF SAMPLE RESPONDING TO EACH FACTOR

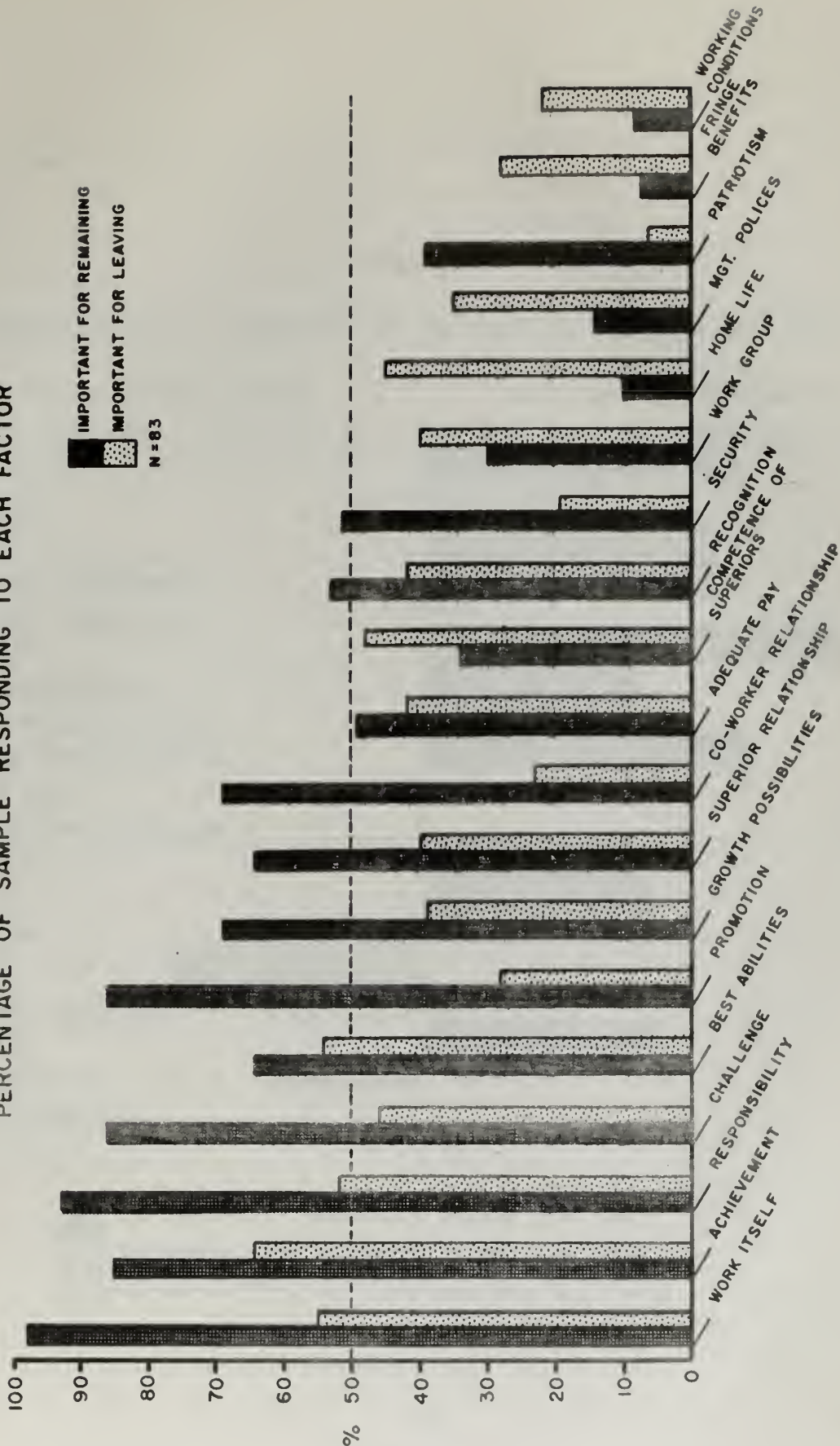
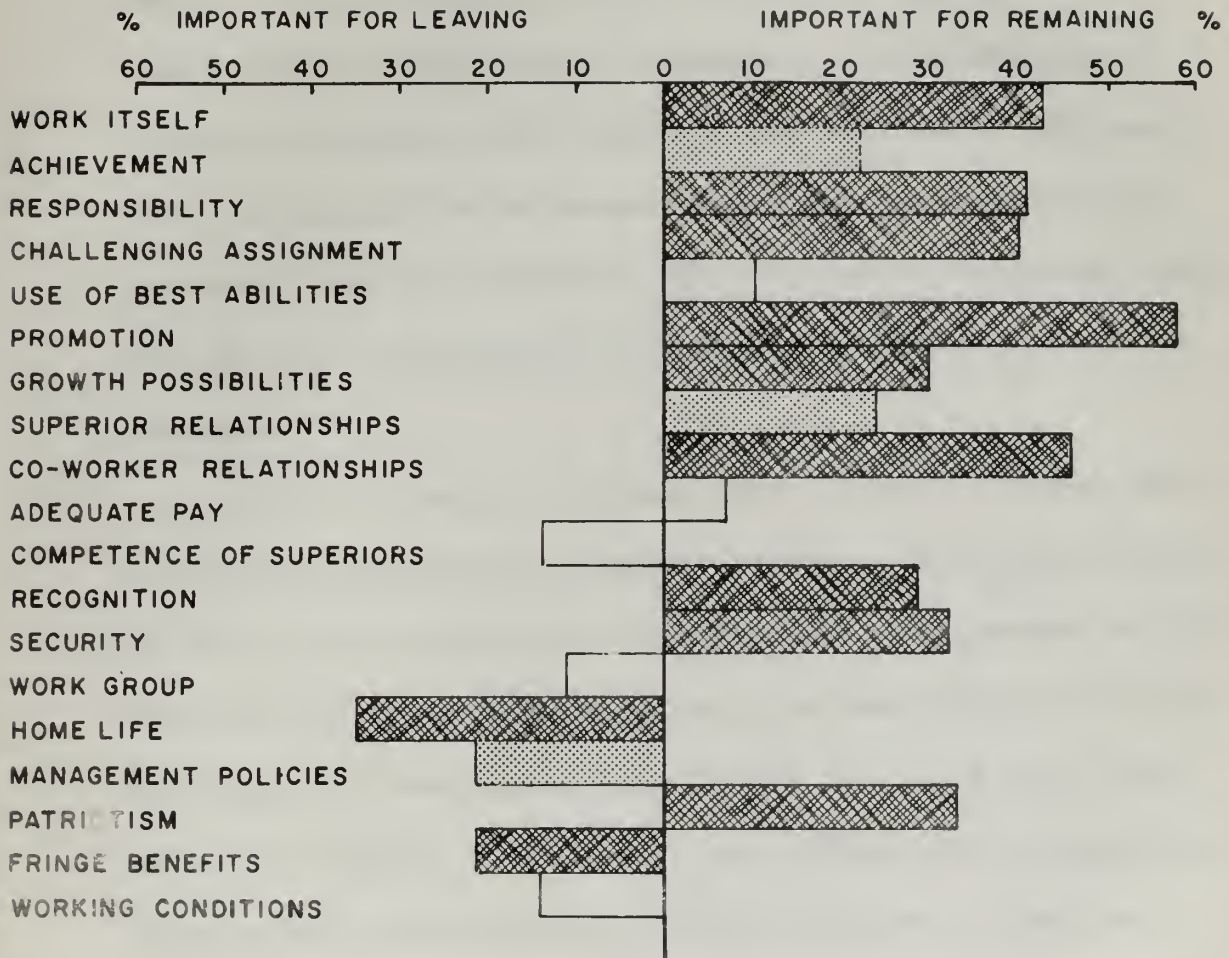


TABLE II

TABLE III

DIFFERENCES, BY PERCENT, OF RESPONSES TO EACH QUESTION



 Chi square (df=1) significant beyond .001 level
 Chi square (df=1) significant beyond .01 level
 Chi square (df=1) not significant beyond .01 level

relationships, recognition, security, home life, patriotism, and fringe benefits are all significant beyond the .001 level. Achievement, superior relationships and management policies are indicated to be significant beyond the .01 level. The remaining factors, use of best abilities, adequate pay, competence of superior, work group, and working conditions yield smaller, less significant differences. The foregoing data indicates to a large degree that the reasons a person remains in the service are different from, and not just opposite to, the reasons a person leaves the service.

A 2 X 2 matrix is presented in Table IV which portrays the relationships between the two questions, remain in or leave the Navy, and the factors when separated into characteristics intrinsic to the job or extrinsic to the job. Although the contingency coefficient is .19, a chi square of 28.31 (df=1), coupled with the differences in percentages indicate significance between variables. Factors intrinsic to the job were in 65% of the responses to the question asking which factors are operating to keep an individual in the Navy, i.e., positive motivators, factors extrinsic to the job appeared in only 35% of the responses.

A chi square of 11.89 (df=1) indicates the frequencies are significant beyond the .001 level.

TABLE IV

Relationship between decision and job characteristics

Decision Reasons	Job Characteristic		Total Response
	Intrinsic to work	Extrinsic to work	
Decision to remain in Navy	525(65)	278(35)	803(100)
Decision to leave Navy	<u>300(51)</u>	<u>283(49)</u>	<u>583(100)</u>
Totals*	825	561	1386

* Excludes 37 patriotism responses. Unable to classify.
Chi square of 28.31 (df=1) significant beyond the .001 level.

Table V provides a breakdown of the reasons for remaining in the Navy by intrinsic or extrinsic characteristics. The six most frequently checked factors are concerned entirely with characteristics that are intrinsic to the job.

Examination of the responses to the question dealing with negative motivators, factors causing an individual to leave the Navy, reveals a lower magnitude of response

than the question on positive motivators.

Table VI lists the factors, number of responses to each factor and indicates whether the factor is intrinsic or extrinsic to the job. The chi square statistic of 16.52 (df=1) appears significant beyond the .001 level but the slight difference in frequency does not give strength to the relationship. The responses are split 51 percent intrinsic to the job and 49 percent extrinsic to the job. The six most frequently checked factors are overwhelmingly related to the intrinsic characteristics. If one takes all the reasons listed under the question designed to ascertain negative motivation, the results do not show a ~~clear-cut~~ advantage to either characteristics concerned with the job itself or to influences surrounding the job. Taking the predominant reasons does reveal a clear-cut advantage for the intrinsic characteristics related to the job.

TABLE V
REASONS FOR REMAINING IN THE NAVY

Reasons	No. Responses	Characteristics	
		intrinsic to job	extrinsic to job
Work itself	81	X	
Responsibility	77	X	
Achievement	71	X	
Challenging assignment	71	X	
Promotion	71	X	
Growth possibilities	57	X	
Co-worker relationships	57		X
Best abilities	53	X	
Superior relationships	53		X
Recognition	44	X	
Security	42		X
Adequate pay	41		X
Patriotism	32*		
Remaining 6 factors combined	85		X
Totals	835	525(65%)	278(35%)

*Unable to classify.

Chi square of 11.89 (df=1) significant beyond the .001 level.

TABLE VI
REASONS FOR LEAVING THE NAVY

Reasons	No. Responses	Characteristics	
		intrinsic to job	extrinsic to job
Achievement	53	X	
Work itself	46	X	
Best abilities	45	X	
Responsibility	43	X	
Competence of superiors	40		X
Challenging assignment	38		X
Home life	37		X
Adequate pay	35		X
Superior relationships	33		X
Work group	33		X
Growth possibilities	32	X	
Management policies	29		X
Fringe benefits	23		X
Promotion	23	X	
Recognition	20	X	
Remaining three factors combined	53		X
Totals	583*	300 (51%)	283 (49%)

* Five patriotism responses omitted. Unable to classify.
Chi square of 16.52 (df=1).

CHAPTER V

SUMMARY AND CONCLUSIONS

Summary. The inability to retain a sufficient number of officers beyond obligated service has prevented the Navy from maintaining a work force that is balanced both in skill and experience. Loss of this personnel imposes a severe financial burden on the Navy Department as well as hindering the proper staffing of the Naval Establishment.

More knowledge about officer motivations, both positive and negative, is needed if the Navy desires to pursue a logical, systematic course of action in solving the retention problem. Tremendous effort has been expended in the past in trying to find out why people are unhappy with the Navy and hence, leave. It is believed that much can be gained by trying to find out why high performing officers stay in the Navy and if there is a relationship between those aspects of Navy life that satisfy and those aspects that dissatisfy these officers. Any additional information will widen the alternatives available to Navy Management in the quest for improved quality and quantity in the

officer corps.

The trend of currently accepted theories of human motivation emerges from the "hiearchy of need" concept by Maslow, the "Theory X and Theory Y" postulation advanced by McGregor, and the Herzberg, Mausner and Snyderman research indicating that "satisfiers and dissatisfiers" are not opposite ends of a common set of dimensions. Synthesized, this trend inculcates human behavior as motivated by a hierachy of needs starting with physical well being and ascending to self-actualization. Lower needs must be satisfied before higher needs emerge. Normal people desire to ascend this hierachy. They search for opportunity and challenge. Organizations, on the other hand endeavor to stifle individuals and induce conformity. Satisfaction of these needs can be brought about by management policies which promote a job atmosphere conducive to the realization of individual need satisfaction.

In order to gain additional insight in officer behavior, two hypotheses were tested, using officers who have demonstrated high performance. These were:

Hypothesis I. The reasons given by a high performing officer for staying in the Navy do not differ

from the reasons that might cause this officer to leave the Navy.

Hypothesis II. There is no relationship between the reasons given by high performing officers for remaining in or leaving the Navy and the central nature of the job itself.

Management students of the United States Naval Postgraduate School, Monterey, California were used as respondents of a questionnaire to test these hypotheses. Two questions were presented to each student: (1) What would you say are the most important factors that are operating to keep you in the Navy? (2) What are some of the factors that might cause you to leave the Navy? These questions were followed by a brief paragraph using Herzberg's conceptual framework to set the stage, then 19 factors were listed. These factors were described in the context required by the question, but the same 19 factors appeared in each question. Responses indicating a factor as important in answering the first question were taken as positive motivators or satisfiers. Responses indicating a factor as important in answering the second question were taken as negative motivators or dissatisfiers.

Conclusions. Analysis of the results indicates that

there are significant differences between the reasons a high performing officer remains in the Navy and the reasons a high performing officer leaves the Navy. Tables II and III show that the work itself, responsibility, challenging assignment, promotion, co-worker relationships, growth possibilities, recognition, security and patriotism serve to satisfy this officer while home life and fringe benefits arouse the most dissatisfaction. Hypothesis I, therefore is rejected. Reasons for remaining in the Navy are different from, and not merely opposites of, reasons given for leaving the Navy.

Hypothesis II concerned the nature of the satisfiers and dissatisfiers when related to the job. A high proportion of the satisfiers pertained to characteristics intrinsic to the job itself: responsibility, work itself, challenging assignment, promotion, achievement and growth possibilities. All eight factors classified as being concerned with characteristics intrinsic to the job exerted more influence as satisfiers than as dissatisfiers. This part of Hypothesis II is rejected. The other part of Hypothesis II cannot be rejected. Table VI shows that 51% of the classifiable responses indicating dissatisfaction,

are characteristics intrinsic to the job. Of the six ranking dissatisfiers, five are in the intrinsic category. Only the factors home life, fringe benefits and competence of superiors stand out as extrinsic to the job. These three factors are dissatisfiers.

Implications. In any consideration of motivation, the basic premise from which to begin is that human behavior revolves around the effort to satisfy needs and aspirations. Within this framework, however, each person has his own complex motives. Basic, of course, is the need for fundamental physiological requirements--food, shelter, clothing, etc. These needs can be powerful motivators if they are unsatisfied. The Department of the Navy must see that these needs continue to be satisfied, through adequate pay. On the next level, come the safety needs which appear to be satisfied for most normal Navy officers. Above this level, in the hierarchy of needs, the main efforts of this study have been directed.

It is hoped that this study has shown that the Navy's retention problem cannot be solved by simply increasing the pay of officers to the point where it competes with private industry. The factors considered most important

to making a career decision for these officers, stem from being motivated primarily by the nature of the task. Satisfaction is derived from the work itself, achievement, responsibility and the challenge of the assignment. If this approach is true, and there is a great deal of emperical evidence besides this study that suggests that it is, the Navy may wish to direct more emphasis along these lines. Navy management might begin with a concerted effort to understand the belief systems and attitudes of those in the Navy work force.

Specifically, those in positions of authority can make efforts to insure that each officer's job is a full challenge. For the high achievers, objectives can be established that make maximum demands on ingenuity and ability. More authority can be delegated to junior officers. When a subordinate has a problem or makes a suggestion, superiors are not only responsible for listening to the problem, but must also attempt to do something about it. Professionalism can be encouraged within each command. Responsibilities can be reassigned or officers transferred if the challenge begins to wane. Do not let the job become routine.

Good performance must be acknowledged. Too many senior officers reserve criticism for things that go wrong. Conversely, recognition when it is not earned, can be just as damaging as unfair criticism. Present policy of not discussing fitness reports with subordinates does little to help the individual feel a part of the Navy. Constructive criticism, if tactfully given at regular intervals makes the individual realize that his performance has been recognized and evaluated by his superiors.

The best means available to solve the retention problem is for Navy officers to become considerable better managers than they have been in the past. Management control is the ability to solve problems, not just the ability to give orders!

Recommendations. Further research is warranted in the motivation field in an effort to determine whether the satisfiers and dissatisfiers vary with officer designator. Recent work by Meyers¹ has shown that different occupational groups exhibit different motivations.

¹M. Scott Meyers, "Who Are Your Motivated Workers," Harvard Business Review, January 1964, pp. 79-88.

The possibility exists for the Navy to sample various classifications of both officer and enlisted in trying to better understand why the groups have either an inordinately high or low retention rate.

Herzberg found from his studies that some people are motivated primarily by the nature of their environment. These people realize little satisfaction from accomplishment. They are not achievers but certainly can perform adequately in routine, secure, non-creative type jobs. Investigation of ways to identify this type of Naval officer is worthwhile. The Navy has billets requiring this kind of behavior. It is felt that many of the non-selected, although still capable, officers would be delighted to remain in the Navy for these tasks. A possible side benefit might occur in that this would lessen the possibility of assigning a high achieving, self-actualizing officer to this dissatisfying job.

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APPENDIX A

APPENDIX A

Questionnaire No. ____

The purpose of this questionnaire to to gather information about those factors which are considered important to officers making career decisions.

Please provide the following general information:

Years commissioned service ____ Male ____ Female ____

Designator: 11xx ____ 23xx ____
 13xx ____ 29xx ____
 14xx ____ 31xx ____
 15xx ____ 51xx ____

Wthat would you say are the most important factors that are operating to keep you in the Navy?

Think of the time(s) when you made this decision, either during your present or any past assignments. The following is a list of some factors which may have contributed to your decision. Check each factor that was important to you in making this decision.

	This factor was important	This factor was not important
1. I felt here was a good chance I'd be promoted.	()	()
2. I received a particularly challenging assignment.	()	()

	This factor was important	This factor was not important
3. A job I did received recognition as being a particularly good piece of work.	()	()
4. The working relationship I had with my superior was very good.	()	()
5. The working relationship I had with co-workers at my level was very good.	()	()
6. I was working under a superior who really knew his job.	()	()
7. I felt patriotic.	()	()
8. I had a real feeling of achievement in the work I was doing	()	()
9. I had exceptionally good working conditions and equipment.	()	()
10. I was given increased responsibility in my job.	()	()
11. I felt secure in my job.	()	()
12. I was getting training and experience on the job that were helping my growth.	()	()
13. The Navy improved a fringe benefit program that was of importance to me.	()	()
14. I liked the kind of work I was doing.	()	()
15. My job situation changed in such a way as to improve my home life.	()	()

- | | This factor
was
important | This factor
was not
important |
|---|---------------------------------|-------------------------------------|
| 16. I was working in a group that operated very smoothly and efficiently. | () | () |
| 17. Management policies that effected my work group took into consideration our personal feelings | () | () |
| 18. The job required the use of my best abilities. | () | () |
| 19. My pay was adequate for the job I was doing. | () | () |

Of the above factors, number _____ is ranked most important.

_____ is second most important.

_____ is third most important.

What are some of the factors that might cause you to leave the Navy?

Think of the time(s) you wanted to get out of the Navy, either during your present or any past assignments. The following is a list of some factors that may have contributed to your dissatisfied feelings at that time. Check each factor that was important to your dissatisfaction.

	This factor was important	This factor was not important
1. I felt there was a poor chance I'd get promoted.	()	()
2. I received few challenging assignments.	()	()
3. A job I did received little recognition as being a particularly good piece of work.	()	()
4. The working relationship I had with my superior was very poor.	()	()
5. The working relationships I had with co-workers at my level were very poor.	()	()
6. I was working under a superior who really did not know his job.	()	()
7. I did not feel patriotic.	()	()
8. I had execptionally poor working conditions and equipment.	()	()
9. I had little feeling of achievement in the work I was doing.	()	()

	This factor was important	This factor was not important
10. I was not given increased responsibility in my job.	()	()
11. I felt insecure in my job.	()	()
12. I was not getting training and experience on the job that could help my growth.	()	()
13. The Navy did not improve a fringe benefit program that was of importance to me.	()	()
14. I disliked the kind of work I was doing.	()	()
15. My job situation changed in such a way as to ageravate my home life.	()	()
16. I was working in a group that operated with discord and inefficiency.	()	()
17. Management policies that affected my work group did not take into consideration our personal feelings.	()	()
18. The job did not require the use of my best abilities.	()	()
19. My pay was inadequate for the job I was doing.	()	()

Of the above factors, number ____ is ranked most important.

____ is second most important.

____ is third most important.

APPENDIX B

APPENDIX B

DEFINITIONS OF JOB CHARACTERISTICS

1. Promotion. An actual change in pay grade.
2. Challenging assignment. Invitation to accept responsibility for the accomplishment of a task.
3. Recognition. Some perception of the person as an individual. The work he does is acknowledged as the fruit of the person's needs and ambitions.
4. Working relationship with superiors. Evaluation by the individual of his superior's honesty, friendliness, frankness and willingness to listen.
5. Working relationship with co-workers. Evaluation by the individual of his co-worker's honesty, friendliness, frankness and willingness to listen.
6. Competence of superior. Ability to fulfill the technical and leadership aspects of the job.
7. Patriotism. Love and devotion to the welfare of the country.
8. Achievement. Successful completion of the job, solutions to problems, attainment of some goal requiring effort on the part of the individual.
9. Working conditions and equipment. Adequacy of

the physical conditions of work and the tools necessary to perform the task.

10. Responsibility. Feeling of accountability; answerable.

11. Security. Feeling of assurance of certainty. Freedom from fear or doubt.

12. Personal growth. Ability to acquire new skills or education which increase the likelihood of movement upward within the organization.

13. Fringe benefits. Advantages that are included with the job. Usually not in monetary form.

14. Work itself. Feelings generated by the actual doing of the job. The task itself is a good source of good or bad feeling.

15. Home life. The time spent in a normal community environment with family and/or friends.

16. Work group. Friendship and cooperation of others as a factor in the productivity and lack of friction in the group.

17. Management policies. Degree of identification of the group objectives with the objectives of the Navy.

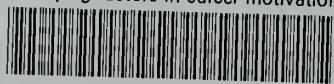
18. Best abilities. Feeling that assets of the

individual were being properly utilized. Right person in right job.

19. Adequate pay. The feeling that the amount of money received was fair for the billet being occupied.

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Underlying factors in career motivation



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