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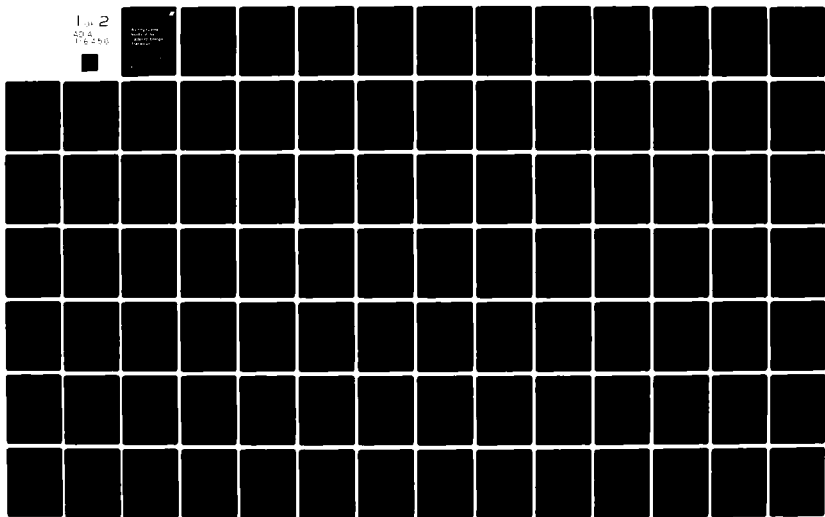
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A Longitudinal Study of the Cadet-to-Ensign Transition

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16. Abstract This study was undertaken to determine the specific tasks for which newly graduating Ensigns from the CG Academy were adequately and inadequately prepared. Attitudinal, expectation, and job related data were collected from the Academy staff, the Ensign, and his or her prospective Commanding Officer before the Ensign graduated, after being at their first unit for eight months, and again for a subpopulation at 15 months. Performance data were also captured. The findings indicate that: Ensigns and their Commanding Officers have significantly differing perceptions of the duties of the Ensign; the Academy staff does not differ from the field in either expectation, attitudinal, or job related areas (as had been the folklore); performance differences in the Ensign can be attributed somewhat to differences between their attitudes and those of their Commanding Officers, but more significantly to the differences between the Ensigns' job / organization expectations while at the Academy, and their subsequent perception of reality. Expectation disparity, regardless of direction (high expectations unmet or low expectations overmet) has a major impact on performance ratings. Recommendations were made to make minor adjustments to the Academy's Professional Military curriculum, but in general the study found that the Academy appears to be achieving the goals of its charter.			
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TECHNICAL REPORT

A Longitudinal Study of
the Cadet-to-Ensign
Transition

Study prepared for the U. S. Coast Guard
Academy Professional and Military
Training Advisory Committee,
Submitted 1 February 1982

by

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Department of Transportation

U. S. Coast Guard

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EXECUTIVE SUMMARY

This study was done for the Professional and Military Training Advisory committee (PMTAC) at the U. S. Coast Guard Academy. It was undertaken to determine the specific tasks which newly commissioned Academy ensigns were the most and the least prepared to do at their first units. The ultimate goal was to indentify areas where emphasis at the Academy should or could be shifted to improve the readiness of the Ensign to "best" perform his on her duties afloat.

Multiple administrations of a survey instrument were used to collect the necessary information. The Class of 1980, their Commanding Officers, and the Academy staff were used. Pregraduation (May 1980) and post-graduation (Jan 81 and Sep 81) survey data were collected from matched pair samples. In addition, performance appraisal data (Mar & Sep 81) were also collected. Various statistical analyses were done with the data. The results of these analyses were used to formulate the study finding. Where possible, recommendations are provided.

In summary, the findings showed that the "duties of Ensign afloat" are viewed much differently by the Ensign and his or her Commanding Officer. Commanding Officers view the job as composed primarily of OOD duties while Ensigns see their jobs as being primarily a division officer. Tasks which Commanding Officer report as most important are also those at which Ensigns have the greatest skill. The data show that celestial navigation is viewed as one of the least important task to unit operations. The data also show that Ensign writing skill is neither a particular strength nor a weakness.

Attitudinal and expectation data were also collected to assess how prepared the Ensign is to "fit" into the organization. These data showed that the Academy staff and field Commanding Officers share very similar sets of attitudes and expectations. New ensigns do not share these same attitudes and expectations. Where the differences between the Ensigns and Commanding Officers attitudes and expectations are greatest, negative trends in performance and organizational continuation intentions were found.

The study does provide a methodology which could be used to gather valuable data about Ensign performance and organizational "fit". To improve the system in the future, all questionnaire response scales should be at least 5-point scales. The methodology for resampling Commanding Officers should ensure that adequate matched pairs are surveyed. In future studies, consideration should be given to broadening the scope to permit determining how well prepared the Ensign is for engineering duties afloat.

SUMMARY AND RECOMMENDATIONS

SUMMARY OF PURPOSE AND METHODOLOGY

This research was undertaken to gather data about present strengths and weaknesses of the Professional and Military training at the Coast Guard Academy. Past research by the Professional and Military Training Advisory Committee (PMTAC) had pointed out that field commanders were not satisfied with Academy graduates (PMTAC, 1977). These field surveys all pointed to the same basic issues, that both the Ensigns and the field commanders felt that the Ensign was unprepared for dealing with "the general duties of Ensign afloat". Further studies conducted by Human Resources Research Organization (1974) and North Carolina State University (1978) support these claims. In an effort to more clearly and systematically identify "problem areas", this study has been somewhat more detailed, looking at some of the specific tasks which Ensigns perform in their first assignment.

Underlying this research is the social learning theory as postulated by Bandura (1977). This theory states that people tend to place a subjective value on each task they might be required to do. Then, based upon this value and the particular knowledge, skill, and experience of the individual, certain expectations about the tasks are formed before the task is performed. It is very likely that the expectations of the job will tend to vary considerably from individual to individual. Research has shown that motivation and performance will likely be influenced significantly by these expectations.

Field Commanding Officers also have an idea about what the Ensign's job will be, as well as a set of expectations about the knowledge level, skill level, and attitudes of the graduates whom they will receive. There is a considerable body of research which indicates that people's observations of performance are influenced by their expectations. One goal of this study was to identify and quantify the expectations of the cadets and of their prospective Commanding Officers just prior to graduation. We hypothesize that the greater the disparity between these sets of expectations, the greater the perception of field commanders that the graduates were not "...ready to assume the general duties of Ensign afloat."

The subjective perception of "lack of readiness" is frequently attributed to the Academy as a training deficiency. This research attempts to identify the skill and knowledge deficiencies that do exist. In addition, we want to determine what unrealistic expectations (both those of the cadets and their COs) are contributing to the problem. Finally, we want to examine the attitudes and performance of Ensigns longitudinally through their transition from cadet to Ensign. Our goal was to identify the strengths and weaknesses which could be attributed to the Academy process.

By identifying areas of strength and weaknesses, it was our hope that action could be suggested to either modify the Academy PMT curriculum to better meet the needs of the field or to alert the field

where they expect something different than the Academy can offer. Either action would go far towards reducing the present frustration of both the Ensign ("They never told me this was the way things would be!") and the field commanders ("What are they teaching these kids, anyway!").

The basic research methodology involved repeated surveying of the Academy Staff, the Class of 1980 and the CO's of the units to which they were assigned. Surveys were administered in May 1980, January 1981, and September 1981. Fitness report data were collected for the sample for the 30 September 1980, 30 May 1981, and 30 September 1981 reporting periods.

SUMMARY OF JOB CONTENT RESULTS

To indicate the Cadet's perception of the job, we will indicate only those tasks which were selected as very likely to be a part of the job and those very unlikely to be a part of the job: Cadets reported that they would be supervisors. At least eight of the 20 most frequently selected tasks dealt with supervision. These include functioning as a supervisor, dealing with enlisted people, enlisted performance appraisal, and setting standards of performance. A second cluster deals with oral and written communications, grammar, structure, and format. The cadets feel that they will be making decisions, conducting inport drills, using radiotelephone procedures and conducting pre-mast investigations.

They list as least likely that they will be dealing with the press. They also predict that they will not be in Weapons Department (ASWO, GUNO, FIRST LT) or in Operations Department (OPS, CICO, OCEANO). Apparently cadets expect to be either in engineering, communications, or the navigator.

Commanding Officers, on the other hand, felt that the cadets would be primarily deck watch officers, performing tasks related to navigation, piloting, shiphandling, maintaining logs, and position fixing. Secondly, they felt that cadets would be supervisors, but with much less emphasis than that predicted by the cadets. COs agreed that the cadets would need oral and written communication skills. As far as specific job titles were concerned, COs indicated only that the cadets would not be in supply, nor act as ASWO or OCEANO. They also agreed that cadets would not be dealing with the press, and added contractors to that as well. In summary, the major differences are that the cadet sees himself as primarily a supervisor, with few deck watch officer tasks listed. Their COs see the cadets job to be primarily as a DWO with supervisory tasks second. The Academy Staff responses were much closer to those of Commanding Officers than of cadets.

Looking at skill predictions, cadets felt most skilled at navigation and DWO tasks, log keeping, acting as a subordinate and executing the sword manual of arms. They felt least skilled at Supply and Weapons related jobs, maintaining budgets, planning, and conducting technical training for their divisions. Commanding

Officers felt that the cadets would be proficient at DWO and navigation tasks, communicating orally and in writing, service etiquette, acting as a subordinate and dealing with other JOs. They predicted skill deficiencies in conducting technical training, career counseling, reenlistment interviews, and a few other supervisory tasks. They agreed that cadets would have little skill in supply related tasks, or in dealing with contractors. They also predicted little skill as boarding officers. Academy staff responses were midway between the skill predictions of COs and cadets.

After the Ensigns had been at their units for eight months, their perception of the content of their job had changed very little. There was an upward shift of the frequency of communication and administrative paperwork tasks, and a slight downward shift of supervisory tasks. Ensigns predicted a strong supervisory role and subsequently report only a slight difference between their prediction and the reality of the job as they view it. Of the tasks listed as not being part of their job, the Ensign's predictions had been very accurate, only career counseling being added to the list of tasks which they report not doing. All in all, cadets report the job to be very much like they expected it to be.

The actual job content from the COs perspective is different from the job content reported by the Ensigns. The CO sees the Ensign primarily performing a group of DWO and position fixing/navigation tasks. This cluster makes up over half of the Ensign's job as far as the CO is concerned. Other clusters are oral and written communication, acting as a supervisor, performing performance appraisal for subordinates, acting as inport OOD, conducting pre-mast investigations, and determining the material resource needs for their divisions. The COs listed a number of specific jobs as not belonging to the realm of the Ensign, i.e. department head positions, OCEANO, ASWO, supply, and First Lieutenant. They also indicated that Ensigns did not speak publically or deal with the press, perform in repair parties, use NBC monitoring equipment, take a vessel in tow, or use a sword or march.

After being on the job for eight months, Ensigns feel themselves to be highest skilled at navigation, piloting, and other DWO position-fixing tasks. They also feel skilled in writing, formal and informal investigations, inport OOD (including training QMOWs, and inspecting liberty parties) and "acting in a subordinate capacity" (we do not know what this means to the Ensign).

The Ensigns report having little skill at various specific jobs: Supply, all WHEC Weapons Department jobs (ASWO, GUN, etc), and boating officer. They also report little skill at using NBC monitoring equipment, at coordinating fund raising or official social functions, and at conducting careers development and reenlistment interviews.

Commanding Officers report the lowest Ensign performance includes specific jobs (Weps Dept, ASWO, Deck, GUN, Supply, OCEANO, etc), ship/air operations, both conducting and planning technical training, and career development and reenlistment interviews. There appears to

be little difference, then, between the COs report of the Ensign's skill and the Ensign's self report.

SUMMARY OF EXPECTATIONS RESULTS

Cadets, while still at the Academy, feel that the Coast Guard is generally a "healthy" organization. They see formal organizational structure as the strongest point. They expect that productivity is important and valued by the Coast Guard. On the other hand, human resource use and the ability of the organization to manage interpersonal conflict were perceived as weak.

Cadets describe themselves as being committed to the missions of the Coast Guard as they see them; having high self-confidence and a strong orientation toward teamwork. They have pride in the Coast Guard, feel that the members of their peer group are also oriented toward teamwork, and that it is important for a leader to have power. They also feel that their power base is not necessarily a function of position, but must include consideration for subordinates as well. They indicate that acceptance of authority should not be followed blindly, trust other people, and do not feel victimized or resentful of their Academy experience.

With respect to general expectations, cadets feel assured of promotion to Lieutenant, expect to make the Coast Guard a career, expect to spend between 51 and 60 hours a week on the job and expect to spend a high proportion of time in routine tasks. They feel that their performance will significantly impact the workload of their peers. They do not know exactly what jobs they want, feel that they will have little control over their jobs, that they will have little opportunity to display creativity, and they they will do little long range planning.

After being at their first assignment for eight months, the Ensign's attitudes are somewhat different. The Coast Guard is seen as even healthier with only human resource management seen as weak. This also holds true sixteen months after graduation. Responsibility and self confidence remain high through sixteen months; resentment, amount of long range planning, and use of their own creative efforts remain low. Ensigns feel that they are even more team oriented, feel a stronger desire to avoid certain jobs, that their jobs include much red tape, that they work long hours, and that their chances for promotion are somewhat less than earlier predicted, but still high.

Originally they felt that they would have little control over the jobs they got. This feeling of control increased somewhat at eight months, but decreased to an even lower point at sixteen months. They also feel less and less that either they or their peers are working at full capacity, or that they will have to work hard for promotion. They feel that their chances for having their own command within their first five years (originally moderately good) are poor.

Overall, the differences over time can be summarized by saying that Ensigns think that they are not working as hard as they expected,

that their performance has less impact than expected, that they have little opportunity to use their creative talents. They feel self-confident, responsible, more team oriented, and less committed to the Coast Guard. This latter idea is reflected in the attitude scales and again in career intentions, which fell off significantly with time. The Ensign at sixteen months is less sure of a career in the Coast Guard.

Commanding Officers of the field units to which the Ensigns were assigned agreed that the Coast Guard was basically healthy and that the way in which human resources are managed was weak. This held true for both the May 1980 and January 1981 survey administrations.

In stating the way they hoped Cadets would respond to the first survey, Commanding Officers want an Ensign who has a high sense of responsibility, is committed to the missions of the Coast Guard, is self confident, has a strong team orientation, and is committed to the Coast Guard as an organization. They want the Ensign to be results oriented, to have high trust, and to understand the need for personal power. The Ensign should be highly committed to a career in the Coast Guard. The Ensign also should feel that he or she will have to work hard for promotion, will have to work at full capacity and will have ample opportunity to implement original ideas. However, COs indicate that the Ensign should not expect to do much long range planning or put forth creative effort. They also think that the Ensign should expect to have to deal with considerable red tape. The Ensigns should also not expect much control over their jobs.

Staff responses were very similar to those of field COs. The only differences were that the Staff indicated that Ensigns should not expect to be involved in lifesaving.

Comparing the responses of the three groups shows only minor substantive differences between the field COs and Staff. COs indicated that the cadet would have higher levels of resentment and feelings of victimization about their academy experience and a greater propensity to originate new ideas. COs leaned more towards results on an effort-results continuum than did the Academy Staff (i.e. "Working hard is far more important than getting results").

However, there were differences between the responses of the cadets and those of the Staff and COs. In general, the Staff's and CO's hoped-for responses were of considerably greater magnitude than the cadets. The differences appear not so much as a different ranking (those constructs hoped to be high were rated as high by cadets) but as a matter of degree. There were statistically significant differences on 13 of the 17 attitude scales and 8 of the 23 general expectation items.

These data show that both CO's and staff desire a greater degree of commitment, responsibility, pride, etc., than the cadets report. COs and Staff want the cadet to feel that he (the cadet) will have more opportunities to be original and creative than are reported by the cadets. COs also desire a stronger response on the "we'll have to

work hard for promotion" item than the cadets gave. COs and Staff are relatively sure of the cadet's eventual promotion to Commander. Cadets are less sure. CO's hope for a much higher career/continuance rating ("I will probably stay in the Coast Guard for 20 years, but no longer") than indicated by the cadets ("I will probably stay in the Coast Guard beyond my initial obligation, but not for 20 years").

The field responses to the second survey can be put in the perspective of the difference between what the CO wanted the Ensign to say and how he feels the Ensign will respond now, after seeing the Ensign's performance for eight months (hope or expectation vs. observation). Specifically, COs feel that the Ensigns are less committed to missions, display less individuality, more trust, more resentment, a higher sense of being victimized, a lower sense of responsibility, are more effort than results oriented, and have less pride in the Coast Guard than they had hoped. These differences on 8 of 17 scales are significant, indicating considerable differences between the hopes and observations of the COs about the Ensigns.

The COs felt that Ensigns report more personal control over their jobs, a correct prediction. They also correctly predicted a decrease in the Ensign's perception of his necessity to work hard for promotion; and that his performance, good or bad, impacts the workload of peers. COs also feel that Ensigns will have less desire for particular jobs than they reported on the first survey, and less chance of having their own command.

SUMMARY OF PERFORMANCE REPORTS RESULTS

The survey results were analyzed along with fitness report marks for three periods in an attempt to determine the best predictors of performance (Overall Performance on the report). Section 3.3.2.1 of this study report discusses the findings. In summary, demographic variables and reported skill differences were not useful in predicting the distribution of performance marks, i.e. class standing, major, sex, race, etc. did not prove to be significant predictors of high or low performance. From this, we can speculate that we have not found any skill variable which can be called a strength or weakness of the Academy professional and military training process. On the other hand, attitudes, perception of organizational health and general expectations were somewhat useful in predicting high and low performance ratings. By combining job expectation disparity and attitudinal data, the researchers were able to account for over 96% of the variance in performance marks. These results demonstrate the significance of attitudinal and expectation match in the performance rating process. The data suggest that the Academy can be of greatest help to the new Ensign by ensuring that the graduate's attitudes and expectations match those of the Coast Guard they are entering.

FINDINGS AND RECOMMENDATIONS

Using the results of this research, the researchers have been able to extract several findings which are directly related to the hypotheses formed at the outset of the study. Only those findings

which were felt the most significant, were well supported by the study, and were directly related to the goals of the study are included in this section. The researchers have taken the liberty of providing some other observations and recommendations which they consider very important. This section may be of value to the PMTAC in formulating input to the Superintendent.

Ensigns and Commanding Officers view the priority of the tasks which are part of an Ensign's job as being different. Dividing the Ensign's world of work up into two categories - OOD tasks and Division Officer tasks, the Ensign see the job as composed primarily of Division Officer tasks. Commanding Officers view the job as composed primarily of OOD tasks.

FINDING: The Commanding Officer, The Ensign, and the Ensign's supervisor interpret the Ensign's job in different ways.

RECOMMENDATIONS:

1. Periodically, steps should be taken to identify the scope of the Ensign's job. This should include inputs from multiple sources - the Commanding Officer, the Ensign, the Ensign's supervisor, and others who might be able to contribute significant information.
2. The Academy should take steps to insure that graduating Ensigns are aware of the tasks which Commanding Officers consider to be the most important parts of their jobs.

This study identified, from a list of over 100 tasks, those tasks (1) which are most part of and most not a part of the Ensign's job, (2) which are of greatest and least importance to the job, and (3) at which Ensigns have the greatest and least skills.

It must be realized that, when asked, Commanding Officers will normally be very able and willing to differentiate between what they see as the strengths and weaknesses of the Ensigns who they receive. They will also tend to be much more sensitive to weaknesses. It is very likely that these same weaknesses will be attributed to the Academy training process. This research does not show any major areas of skill deficiencies which can be traced to the Academy. Instead, the Academy appears to be preparing the Ensign (in a commendatory fashion) for the job as the CO sees it.

FINDINGS:

1. Tasks which CO's report as most important are also those at which the Ensigns have the greatest skill. These are primarily OOD tasks.

2. Many tasks which the Ensigns report as part of and most important to their jobs are not reported as tasks for which the Ensign is most skilled. These are primarily Division Officer tasks for which experience has been the most accepted teacher.

RECOMMENDATION:

The Academy should continue efforts to provide opportunities for cadets to learn and use their leadership skills in their daily lives.

3. The data show that celestial navigation is viewed by Commanding Officers as one of the LEAST important tasks to the unit operation.

RECOMMENDATION:

The Academy should look at the emphasis given to celestial navigation in the classroom and on cadet cruises. This may be an area where time can be gained for other professional training.

4. The study does not provide evidence that writing ability of the graduating Ensign is either a strength (most skilled) or a weakness (least skilled).

When the study data and field reports are combined, it is apparent that a "problem" does exist from the perception of the Commanding Officer. In reviewing the data, we believe that the problem is, at least for the most part, due to format and style difficulties.

RECOMMENDATION:

The Academy should make every effort to increase the awareness of cadets about the general format and style of written materials, e.g. letters, memos, instructions, and reports, in the Coast Guard using actual manuals and instructions wherever possible.

Probably the most significant findings of the study came from the data collected about additudinal variables. It is these variables that tend to provide information about how well individuals "fit" the organization and particular unit to which they are attached. Data were collected about Ensign personal characteristics, organizational characteristics, and Coast Guard life (both today and career) from Commanding Officers, Academy staff members, and members of the Class of 1980.

FINDINGS:

1. Field Commanding Officers and the Academy staff share very similar attitudes about the Ensign and the Coast Guard.
2. Cadets do not share those same attitudes just prior to graduation.
3. Where the difference between these two sets of attitudes is greatest, the study found that attitudes and the reported performance of the Ensign declined over time.

RECOMMENDATIONS:

1. The data from this study suggest that the Academy can be greatest help to the Ensign and the Coast Guard by placing increased attention on shaping the attitudes of the Ensign to match the Coast Guard they are entering.
2. Both survey and anecdotal data suggest that a major need exists for increased emphasis on accountability as an expected and important part of the way we do business in the Coast Guard.
4. The study does show that CO's expectations of the Ensign's skills and attitudes may not be accurate in many cases. The resulting mismatch between expectations and reality appears to contribute significantly to the differences in performance levels which CO's report.

RECOMMENDATIONS:

1. The Academy should consider publishing information e.g. Alumni Bulletin articles, to the field about the skill level and attitudes of the graduating Ensign.
2. The Academy should consider continued research to maintain accurate data about the best Ensign-Coast Guard attitudinal "fit".

ADDITIONAL RESEARCHER OBSERVATIONS:

Determining the best set of professional and military skills to be taught at the Academy is a complex process - one that should begin at the job and work back. There are many critical skills (such as shiphandling, supervision, and communications skills) which are, and should be unquestionably part of the curriculum. There is also a large body of knowledge that must be absorbed (safety, career information, personnel systems, fiscal systems, service behavior, etc). There are still other things that are not learned because of their relation to a specific job-skill (military drill, for example) but because they contribute to a process - the development of certain attitudes or values, rather than to performances.

In the opinion of the researchers, the relationship of the various segments of PMT should be classified in this way, or some similar way, not from the curriculum out, but from the job of Ensign in. This will better enable the Academy to measure its effectiveness at the macro-level and, if necessary, at the micro-level, i.e. specific skills and knowledge within a more general category.

From our research, we can conclude that the Academy is doing an excellent job of preparing prospective deck watch officers. We can also conclude that the development of supervisory skills is at a much lower level and is, in general, not perceived as adequate (at least by the Ensign).

There is considerable research to support the ideas that training which can be applied is more effective. In addition, the closer the opportunity for application is to the training, the more likely the skill transfer to the workplace is to occur. Similarly, skills which are modeled in the workplace by those around the student tend to be acquired much more rapidly than non-modeled skills. Skills which are not modeled will tend to be discontinued.

Many skills can be trained at the Academy: but because of the military structure, environment, and traditions, many can't. Not all Cadets can be trained to be leaders, simply because not all Cadets have sufficient opportunity to lead. Cadets cannot be trained to "deal with enlisted personnel", but they can be trained (to a limited degree) to deal with other people. These skills can be trained, but historically they will not be used within a structure that does not nurture their growth. We would recommend only training the supervisory skills necessary to effectively operate in the field if these skills are used to supervise cadets while at the Academy.

As the process of training these skills proceeds, it will be necessary to determine if the skills are being transferred to the first assignment. If not, other causes, including the internal Academy structure, will require investigation. Until these obstacles are eliminated, further fine-tuning of the training process will probably have little impact on skill transfer. Other changes will be required to achieve the desired impact.

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Section 1: Introduction

Since its beginning in 1975, the major focus of the Professional Military Training Advisory Committee (PMTAC) has been to act as a feedback gathering body; to advise the Superintendent, U. S. Coast Guard Academy, of the concerns of field Commanding Officers as those concerns apply to the preparation of Cadets for their roles as Commissioned Officers onboard ships. The charter for the Committee (COMDT INST 5420.20) called for the Committee to "review and make recommendations concerning the Academy professional and military training..." in order to insure that graduates were prepared to successfully perform their shipboard duties. To ascertain the effectiveness of this preparation process, the PMTAC has frequently asked field officers for their subjective input.

In the winter of 1976, the officers of the classes of 1973, 1974, and 1975 were surveyed by the PMTAC, along with 150 Commanding Officers, Executive Officers and Engineer Officers on major cutters. The purpose of this survey was to "...identify existing field problems..." related to the Academy curricula, the degree to which graduates were prepared for their entry level jobs, and the meaning of "entry level" to field personnel (PMTAC 1977). The results of this survey are summarized in the U. S. Coast Guard Academy Alumni Bulletin (Jan/Feb 1977), but it must be noted that field officers expressed their concern that Academy graduates were not "...ready to assume the general duties of ensign afloat...and..."able to satisfactorily perform as division officer(s)." None of the officers reported that graduates were "excellent or above" in preparation. In fact, most responded that the graduates were "below satisfactory in preparation for every duty." (PMTAC, 1977). Particular deficiencies were noted in duties involving administrative paperwork.

The results of this data gathering effort were very general but nonetheless, useful to the PMTAC and to the Academy. In conjunction with a 1972-1973 Junior Officer Job Task Analysis conducted by Human Resources Research Organization (Powers, Caviness, Jacobs, and Maxey, 1974) this information resulted in a steady effort by the Academy to establish Professional Competency Objectives (PCO's), the first step toward generating performance standards for junior officers.

Additional field surveys were conducted in the winters of 1976-77 and 1977-78. The purpose of these surveys was to assess the effectiveness of the "joining process" for the graduates of the classes of 1976 and 1977, respectively. Instruments were sent to the ensigns asking about their problems (in the transition between the Academy and the field) and perceived strengths and weaknesses. A parallel instrument was sent to field CO's requesting their perspectives of the same issues. In summary, both surveys indicated that the logistic transition was not difficult, but that the ensign felt that he was unprepared for both dealing with subordinates and the administrative workload that confronted him. (PMTAC, 1977a).

The general thrust of all of the Committee's research to date

indicates a perception by both field and the graduate that some sort of a mismatch exists between the graduate and the job. The Professional Competency Objectives were a major step in confronting this mismatch. Now that the broad problem has been addressed, a more specific approach is necessary in order to determine the specific areas of mismatch. In other words, additional, more refined data are required.

This study is designed to help meet that need. At the Fall 1978 Committee meeting the idea of refining the data gathering effort was discussed. Chief, Leadership and Management (LAM) Program, Yorktown, VA was asked to examine the possibility of using LAM resources along with Academy expertise to develop a research methodology. In doing so, considerable research was conducted on past PMTAC recommendations, the West Point Study, the HUMMRO report (1974) and the Training Requirements Study conducted by researchers at North Carolina State University in 1978. In addition, the literature on the entire process of organizational entry and socialization and the social learning theory were consulted. A summary of that research related to the Academy - field transition is presented here, and serves as the theoretical foundation of this study. The process of organizational socialization may best be described as the process of "learning the ropes".

Many theories of organizational socialization are useful in understanding the thrust of this study. The first is an adaption of a theory postulated by Schein (1971). Schein, one of the major investigators of socialization, has well described the importance of this process:

"The process is so ubiquitous and we go through it so often during our careers that it is all too easy to overlook it. Yet it is a process which can make or break a career, and which can make or break organization systems of manpower planning. The speed and effectiveness of socialization determine employee loyalty, commitment, productivity, and turnover. The basic stability and effectiveness of organizations therefore depends upon their ability to socialize new members". (Schein, 1968, p.2)

Other researchers examine organizational socialization as a developmental process with specifically defined career phases:

1. Pre-entry
Preparation, education, anticipatory socialization (expectations). The individual has become an aspirant or applicant.
2. Entry (transition)
Recruitment, testing, screening, selection, acceptance; induction, orientation. The individual is basically a "recruit".
3. Basic training (novitiate)

- Training, indoctrination, testing of the individual by others and the organization, tentative acceptance.
4. Initiation (transition)
Passage through first inner inclusion boundary, acceptance as a member, conferring organizational status, rite of passage.
 5. First assignment
Granting of responsibility, assignment to a specific job, preparation for higher status, seeking visibility, finding sponsors.
 6. Promotion or leveling off
Passage through hierarchical boundaries.
 7. Second assignment
Processes as in 5 above. Individual is a fully accepted, legitimate member.
 8. Gaining of tenure
Individual becomes the "old timer".
 9. Termination/exit
Rites of exit, testimonial dinners, etc.
 10. Post exit
Granting of peripheral status, emeritus/alumnus.

This process appears to occur twice with respect to the socialization of Coast Guard officers: once at the Academy and again after graduation.

From interviews, the researchers feel that the cadet actually experiences all ten phases of this process while at the Academy. The first four stages, through the initiation transition (4th class year) are obvious. Stages five through eight occur as the cadet aspires to positions of responsibility within the regimental structure. The gaining of tenure, exit ritual and post-exit phases also can be seen to parallel 1st class year, graduation, and acceptance as alumni. By the time of graduation the cadet is well socialized into the culture and life of the organization of the Academy.

Upon graduation this process repeats. The ensign experiences pre-entry anticipatory socialization with reference to his or her first assignment ("this is how it will be"). Entry is the logistic of transfer and reporting aboard. The novitiate is the process of finding ones way around, and the "...here's how it really is; how things really work around here." Breaking in as deck watch officer is also part of this process. An initiation of sorts occurs as the ensign is psychologically tested by other members of the wardroom, and as certain qualifications are granted. The ensign becomes, usually within a few months, a full fledged wardroom member. This process usually takes longer for student engineers, since they are primarily socialized into a different group.

Upon acceptance by peers and seniors, the first regular assignment occurs. This usually means that the officer begins to perform as a division officer, and collateral duties commensurate with displayed skill level and motivation are assigned. This granting of

responsibility is the concrete signal of acceptance. Preparation for higher status (coaching) begins, and the ensign usually seeks a sponsor or champion.

Over the course of the first tour, the ensign is usually promoted, and may be assigned further duties or even moved to new (horizontal) tasks. In some instances promotion to department head (gunnery division officers to weapons department head) may even occur. This may result in entering the "second assignment" phase. (In a broader perspective, of course, reassignment, transfer, may be viewed as the second assignment.) The phase of granting of tenure begins when the next group of graduating ensigns report aboard. The "old timer" is consulted for advice not only about specific duties but about norms and values, and may even be a sponsor. Exit is usually affected with a "going away party" or the award of some form of organizational reward (if warranted), and an official relief of some sort, such as writing letters of relief, resource inventories, etc.

The post-exit stage is seen in such things as the CO saying "...you may be moving on, but I'll always remember you as a GALLATIN sailor!" Contacts are frequently maintained with peers for years after the strong socializing experience of the first assignment. In a micro-sense, this cycle repeats itself 10 or more times in a 20 or 30 year career. In a macro-sense, this cycle is a career.

This theory is especially relevant to this study in looking at the cadet's anticipatory socialization (pre-entry) prior to first assignment, through the "first regular assignment" or granting of acceptance and responsibility at his or her first unit.

During the anticipatory phase of socialization near the end of 1st class year, the cadet develops a set of expectations, concerning not only what he or she will be doing (task responsibilities) but also about what role behaviors are expected, and how he or she will be able to adjust to the norms and values of the work group and peer group. There is a case for these expectations affecting performance. Of course, the organization's expectations of the newly reporting graduate may also impact their performance, either through the effects of the self-fulfilling prophecy or because those managers having high performance expectations of the new ensign are more likely to offer challenging assignments. Part of this study is designed to address these concepts, as described by the hypotheses.

Another associated body of research has to do with the relationships between expectations and perceptions of reality (the degree of disparity of these dual perceptions) and performance. It is felt that the disparity, or expectancy disconfirmation, may contribute to lower levels of performance. This too is addressed by this study.

A third area of theoretical importance is the concept of multiple socialization. Many socialization researchers look at the overall process; Feldman examines it from three distinct perspectives. One is socialization as the acquisition of a set of appropriate role

behaviors. This consists of the individual's acquisition of role definition (this is how you are expected to act and what output is expected of you), and how the individual is expected to manage intergroup role conflicts. A second is socialization as the development of professional skills and abilities. This is one of the primary foci of the entire Academy experience. The third is socialization as adjustment to the work group norms and values. By dividing socialization into these three, somewhat interdependent aspects, a more specific understanding of the entire process and its impact on performance may be achieved. This study will focus primarily on socialization as the development of professional skills and abilities.

Given the problems addressed earlier, such as the potential mismatch of expectations between cadet/ensign and field CO's and the research on socialization discussed above, we have formulated the following research scheme and hypotheses:

1. Some attempt will be made to quantify the specific tasks for which ensigns and field CO's feel that the ensign is best prepared and least prepared.
2. An examination of the expectations of the graduate about his or her first assignment, both in the context of tasks and attitudinal variables.
3. An examination of the perceptions of the ensigns after they have been at their first assignment for at least six months.
4. Hypothesis 1: The difference between expectations and perceived reality, whether the ensign's expectations are undermet or overmet (disconfirmed), correlates with performance evaluation, both formal (fitness reports) and informal (CO subjective performance ratings).
5. An examination of the expectations of field CO's about the newly reporting ensign, both performance and attitude.
6. An examination of the CO's perceptions of the ensign's performance and attitude after he or she has been aboard for at least six months.
7. Hypothesis 2: The expectations of the CO about the new ensign will correlate with the ensign's performance ratings. High expectations will correlate with high performance ratings (which may or may not reflect high levels of performance).
8. An examination of the ensign's attitude change about self, others and the organization as the setting changes from the Academy to the field.

A number of possible distributions exist within these scales. For example, looking at pre-responses, the "A" column indicates the job expectations. If this is high, and the other two columns low, it would indicate a certain feeling of not only inability but low valence or possibly unwillingness to perform that task as well. On the other hand, high responses in all three columns may represent a high level of motivation. Other combinations indicate varying degrees of expectation, valence, and self-efficacy.

The same survey task list was administered to field Commanding Officers. The differences lie only in the categories of response. Rather than attempting to measure job expectations, we wanted to measure the CO's expectations about the ensign's skill (on the pre-administration) and the CO's perception of actual job performance (on the post-administration). On the first administration, column "A" asks if the ensign will be doing it; "B" asks for the CO's prediction (based on experience in similar situations) of the ensign's entry-level skill at each task; and "C" asks how important it is to the CO that this be a part of the ensign's job.

On the second administration of the survey to the field, the inputs of the Executive Officer and Department Head were also solicited. In this case, column "A" solicits the actual role of the ensign ("Have they been performing this task?"); "B" solicits actual (perceived) skill at the task; and "C" examines whether or not the task is important to the operation of the unit.

The survey administered to the academy staff on both occasions was identical to the field pre-survey. The staff was asked to rate the tasks by "A", whether the task would be part of the ensign's job; "B" how skilled the ensign would be (prediction); and "C", how important it was that the task be a part of the ensign's job.

(One hypothesis was that the responses of the ensign about his or her job predictions would be very similar to the staff responses because of the impact of the socializing experience.)

The first administration included 104 tasks; in the second administration, six tasks were added bringing the total to 110.

In the job analysis mentioned above, analyzing the job of ensign has resulted in the data provided in Table 2-1 with respect to the tasks of this survey. For each survey task that was part of the job analyses, the first column represents the percent of ensigns who perform the task, the second column the relative time spent by those who do perform it, and the third column the perception of formal training required. This information is provided to demonstrate the degree to which this survey represents the world of work of the ensign. In other words, how representative is this list of tasks of the job of the ensign as determined by a very detailed analysis?

Section 2: Methodology

Instrumentation

2.1 Job expectations: (80211, 80212, 80213 - first admin
80261, 80262, 80263 - second admin)

This instrument was designed using interview data from 200 interviews of line and staff managers and supervisors (E-6 to O-6). These interviews were for the purpose of constructing the task inventory used in the 1980 Coast Guard Job Analysis of Management and Supervision (Wehrenberg & Lanterman, 1979). Sections and tasks from the inventory were also used in the survey instrument. Additional tasks were developed using the Academy Professional Competency Objectives provided by the PMTAC. The final list was reduced to a reasonable length, and additional tasks were added by the Committee at the Spring PMTAC Meeting in March 1980. A three point Likert-style response set (versus five or seven) was also decided on at this meeting.

The three categories of response were generated by the researcher as a result of his work in social learning theory (Bandura, 1977). For the first administration to the ensigns, the "A" column quantified role or job expectations ("How likely is it that you will be performing this task?"); the "B" column quantified efficacy expectations for each task ("How skilled do you expect to be at this task upon arrival at your first assignment?"); the "C" column quantified valence for each task ("How important is it to you that this task be a major part of your job?"). In expectancy theory (Lawler 1973) the force of motivation is a function of self efficacy, outcome expectations (will this behavior lead to this outcome?), and valence.

We are unfortunately prevented from directly measuring the force of motivation for a specific task by our inability to quantify outcome expectations. This inability lies in the fact that while at the Academy, the structure of rewards is significantly different from that of the field. In interviewing a sample of Cadets we found them unable to predict what behaviors lead to what outcomes in all but a most general way. However, this does not detract from our ability to measure job expectations.

For the second administration to the ensigns the "A" column quantified actual role and job-content (from the ensigns perspective "Have you been performing this task?"). Column "B" quantifies actual performance (perception of self-efficacy) ("How skilled are you at this task?"). Column "C" quantifies a frustration - underemployment construct, the perceived importance of the task to the operation of the unit.

TABLE 2-1

TASKS ANALYZED BY MANAGEMENT AND SUPERVISION JOB ANALYSIS

	% ENSIGNS PERFORMING	RELATIVE TIME SPENT	TRAINING EMPHASIS REQUIRED
	A	B	C
1. Investigate the current level of training and needs for training in their division/department.	41.66	6.03	3.33
2. Develop a technical training plan.	8.33	0.42	4.04
4. Conduct administrative training for members of their work group.	8.33	1.68	2.72
5. Conduct supervisory training for members of their work group.	54.80		5.29
6. Prepare training materials.	17.07		4.00
7. Set standards of performance for the members of their division/department.	25.00	1.38	3.568
8. Determine if the work accomplished meets established standards.	8.33	0.84	4.48
9 10. Decide on a course of action based on their own observations of a situation.	25.00	1.76	4.385
11. Decide on a course of action based on the inputs of others.	25.00	2.00	4.276
12. Decide on a course of action based on policies, records, and reports.	8.33	0.70	5.333
13. Set goals and review progress with members of their division/department.	16.66	0.56	4.000
15. Conduct performance appraisal interviews with the members of their division/department.	100.00		5.45
16. Assign specific duties or jobs to the members of their division/department.	33.00		3.667
17. Deal with performance problems.	16.66	2.22	4.875
18. Conduct career development and reenlistment interviews.	16.66	1.72	6.130
19. Delegate responsibility and authority to the members of their division/department in order to make the best use of their own time.	25.00	1.33	5.00
20. Function in a subordinate capacity.	8.33	1.68	4.73

	A	B	C
21. Function in a supervisory capacity.	16.66	1.34	5.06
25. Deal directly with the general public.	16.66	2.15	3.80
26. Deal directly with outside contractors.	23.00	2.21	4.00
29. Draft letters using correct format.	16.66	1.16	4.00
31. Prepare enlisted performance evaluations.	8.33	0.84	5.45
32. Maintain division/department files using standard CG filing system.	75.00	2.57	4.55
33. Determine requirements for material resources for division/department.	8.33	3.56	4.45
34. Determine funding requirements and administer funds for division/department.	8.33	3.56	4.61
35. Make work assignments taking personnel and other resources into account.	16.66	1.40	4.75
36. Speak at public functions on behalf of the Coast Guard.	8.33	0.46	7.33
37. Deal with press or representatives or other media in explaining Coast Guard missions or operations.	8.33	1.87	5.10
38. Arrange or conduct tours of Coast Guard facilities and operational units.	14.28		3.33
64. Perform duties as sponsor for newly reporting personnel.	65.51		3.56
84. Deal with equal opportunity issues.	8.33	2.10	3.56
85. Deal with individuals with drug or alcohol related problems.	8.33	2.20	6.70

2.2 Organizational Health (80221, 80222, 80223 - first admin
80271, 80272, 80273 - second admin)

This instrument is an adaptation of an organizational health survey (OHS) developed by Kehoe and Reddin, published by Reddin (1978). The twenty four questions collapse to eight scales;

Productivity -

The degree to which the organization is seen as placing a high value on productivity.

Leadership -

The degree to which the organization is seen as having effective leadership.

Organization Structure -

The degree to which the organization structure is seen as appropriate.

Communication -

The degree to which the organization is seen as having open communication.

Conflict Management -

The degree to which disagreement is seen to occur when necessary and to be used productively.

Human Resource Management -

The degree to which the organization's human resources are seen to be well utilized.

Participation -

The degree to which participation is seen to be used.

Creativity -

The degree to which the organization is seen as creative.

In each case (ensign, field personnel, or staff) for each administration, the respondents were asked to respond as they felt about the Coast Guard at the time of the survey administration.

Test retest reliability (Reddin, 1978) is $r^2=0.88$ ($n=715$, two weeks between administrations) and intra-scale reliability ranged from 0.79 to 0.94 (this study).

Table 2-2 lists the questions by number from the survey instrument (Appendix A) for each scale.

Table 2-2

Organizational Health Survey
(80221, 80222, 80223, 80271, 80272, 80273)

SCALE NAME	QUESTION NUMBERS
Productivity	Q1, Q9, Q17
Leadership	Q2, Q10, Q18
Organizational Structure	Q3, Q11, Q19
Communication	Q4, Q12, Q20
Conflict Management	Q5, Q13, Q21
Human Resource Management	Q6, Q14, Q22
Participation	Q7, Q15, Q23
Creativity	Q8, Q16, Q24

2.3 Attitudes and Expectations: (80231, 80232, 80233 - first admin)
(80281, 80282, 80283 - second admin)

Many of the scales in this instrument were constructed for a study conducted by Patterson in 1978 of the impact of recruit training on the attitudes of recruits (Patterson and Price, 1978). Intrascale reliability is very high, on the order of $r^2=0.85$ or better, and in the recruit training study, reflected wide variance. Considering the socially desirable nature of the constructs (i.e. self-confidence or responsibility) this variance is a necessity.

The constructs were chosen to reflect a number of attitudes, both personal (i.e. self-esteem) and organizational/personal (i.e. power values). It was hypothesized in the recruit training study and in this one that these areas would be those most likely to change as a function of the assimilation/orientation period, and would be most likely to change as a result of unrealized expectations about life in the Coast Guard. Simply put, if people expect one thing and find another, the disparity may be reflected in less positive attitudes about both the organization and themselves (Louis, 1980; Feldman, 1981). Scales are listed in Table 2-3.

The first and second administrations to the ensign both asked for predictions, based on their Academy experience (first) and later, their shipboard experience (second). The field and Academy staff were asked to respond as they felt an ensign should respond. This method, rather than just predictions, was felt to better capture the unconscious expectations (hopes) without the influence of conscious rationalization. The hypothesis is that the disparity between hoped - for attitudes and observed behavior would better predict the dissatisfaction of field personnel with new ensigns than the disparity between expected attitudes (cynicism?) and observed behavior.

Questions Q51 to Q72 were designed to capture expectations about life in the Coast Guard and the ensigns chances within it. Field and staff people were again asked to respond as they hoped the ensign would. The two administrations to the field and Academy staff were identical; however, on the second administration the ensign was asked (where appropriate) to report as things were rather than predictions. For example, the first administration asked "How many hours do you expect to spend on the job in an average week?"; while the second asked "How many hours do you spend on the job in an average week?"

The final question in this section, Q73, addressed career intentions. In previous studies (Wehrenberg & Patterson, 1981, for example) this has proven to be a surrogate for overall satisfaction/dissatisfaction. It only predicts future behavior effectively, however, at the extremes ($r^2=0.75$). The intent is only to demonstrate the attitudinal shift related to unmet expectations. Once again, field and staff were asked for their "hopes".

Table 2-3

Attitudes and Expectations Survey
(80231, 80232, 80233, 80231, 80232, 80233)

SCALE NAME	QUESTION NUMBERS
Commitment to the CG	Q1, Q2
Commitment to missions	Q3, Q4, Q5
Self-esteem	Q6, Q7, Q8
Individuality	Q9, Q10, Q11
Acceptance of authority	Q12, Q13, Q14
Team self-orientation	Q15, Q16, Q17
Team others-orientation	Q18, Q19, Q20
Trust	Q21, Q22, Q23
Resentment	Q24, Q25, Q26
Victimization	Q27, Q28, Q29
Responsibility	Q30, Q31, Q32
Orderliness	Q33, Q34, Q35
Effort-results orientation	Q36, Q37, Q38
Pride in the CG	Q39, Q40, Q41
Self-confidence	Q42, Q43, Q44
Power values	Q45, Q46, Q47
Machiavellian orientation	Q48, Q49, Q50

2.4 Forced Choice Ranking of Characters:

(80241, 80242, 80243 - first admin)

(80291, 80292, 80293 - second admin)

This section was designed to force a rank ordering of four socially desirable individual characteristics. The forced choice method, although difficult for respondents to use, was chosen to ensure a rank ordering could be achieved. Ensigns were simply asked which characteristic was most important in each pair "I would rather have (a) or (b)." Field and staff respondents were asked which characteristic was most important (desired) in the graduating ensign. The administrations were the same except that field personnel, in the second administration, were also asked to rate the new ensign on the four characteristics. In this way, some feeling for what the CO feels is important could be compared to his or her overall impression of the new ensign. Although no reliability data are reported, the results have tremendous face validity, a posteriori.

Table 2-4 lists the characteristics from the survey and the manner in which they were defined.

Table 2--

Individual Characteristics
(80241, 80242, 80243, 80291, 80292, 80293)

<u>Characteristic Dimension</u>	<u>Traits</u>
1. Professional expertise	Knowledge and skill, primary and collateral duties.
2. Ability to deal with people	Leadership, human relations, communications skills, management effectiveness
3. Personal qualities	Force, initiative, judgement, integrity.
4. Willingness to learn	Motivation, self development, accepts new responsibilities.

2.5 SAMPLE

The sample consisted of three separate groups: the graduating class (1980) of the Coast Guard Academy (n=158); the Commanding Officers, Executive Officers, and Department Heads of the units to which the Ensign graduates were assigned (maximum n=158); and a random sample of officers and civilians on the faculty and Commandant of Cadets' staff (n=100).

The first administration was in May 1980, just prior to graduation at the Academy. The instruments were administered by the Commandant of Cadets' staff to the Ensigns, by mail survey to the field unit Commanding Officers, and by the Superintendent's staff to the faculty and Commandant of Cadets' staff. All instruments were sealed by the respondents and returned to LAM Yorktown.

The second administration was in January 1981. The instruments (with only slight modifications from the first administration) were administered by mail to the Ensigns and field personnel and again by the Superintendent's staff to the Faculty and Commandant of Cadets' staff.

Table 2-5 lists the frequency distribution and percent-of-response of the overall sample. Table 2-6 is a demographic description of the Ensign respondents, including a separate description of those responding to both administrations (matched pair pre and post data); tables 2-7 and 2-8 are demographic descriptions of the field and staff respondents, respectively.

	FIRST ADMIN			SECOND ADMIN			PAIRS
	SENT	REC'D	%	SENT	REC'D	%	
Ensign	104	99	95	158	92	58	51
Field	73	59	81	158	92	58	14
							(CO's only)
Staff	100	85	85	100	59	59	41

TABLE 2-5: Description
of total sample.

TABLE 2-6 (a)

ENSIGN FIRST ADMINISTRATION
SAMPLE DESCRIPTION

SEX	FREQUENCY	CUMULATIVE FREQUENCY	PERCENT
FEMALE	8	8	8.081
MALE	91	99	91.919

RACE	FREQUENCY	CUMULATIVE FREQUENCY	PERCENT
WHITE	94	94	95.918
HISPANIC	2	96	2.041
ORIENTAL/ POLYNESIAN	1	97	1.020
BLACK	1	98	1.020

MAJOR	FREQUENCY	CUMULATIVE FREQUENCY	PERCENT
CHEMICAL ENG.	5	5	5.208
ELECTRICAL ENG.	7	12	7.292
MARINE ENG.	4	16	4.167
OCEAN ENG.	8	24	8.333
MARINE SCIENCE	10	34	10.417
MATH SCIENCE	23	57	23.958
PHYSICAL SCIENCE	9	66	9.375
GOVERNMENT	14	80	14.583
MANAGEMENT	16	96	16.667

MARITAL	FREQUENCY	CUMULATIVE FREQUENCY	PERCENT
SINGLE	91	91	93.814
MARRIED	6	97	6.186

STANDING	FREQUENCY	CUMULATIVE FREQUENCY	PERCENT
Top 20%	20	20	20.408
21-40%	30	50	30.612
41-60%	23	73	23.469
61-80%	13	86	13.265
Bot 20%	12	98	12.245

FIRST ASSIGN.	FREQUENCY	CUMULATIVE FREQUENCY	PERCENT
DECK	70	70	71.429
ENGINEERING	23	98	28.571

UNIT TYPE	FREQUENCY	CUMULATIVE FREQUENCY	PERCENT
WHEC	23	23	23.571
WMEC	31	59	31.633
WAGB	12	71	12.245
WLB	25	96	25.510
WLM	1	97	1.020
OTHER AFLOAT	1	98	1.020

Table 2-5 (b)

ENSIGN SECOND ADMINISTRATION

SAMPLE DESCRIPTION

SEX	FREQUENCY	CUM FREQ	PERCENT
FEMALE	7	7	7.692
MALE	84	91	92.308

RACE	FREQUENCY	CUM FREQ	PERCENT
WHITE	89	89	96.739
HISPANIC	2	91	2.174
BLACK	1	92	1.087

MAJOR	FREQUENCY	CUM FREQ	PERCENT
CHEMICAL ENG.	7	7	7.692
ELECTRICAL ENG.	10	17	10.989
MARINE ENG.	4	21	4.396
OCEAN ENG.	9	30	9.890
MARINE SCIENCE	6	36	6.593
MATH SCIENCE	21	57	23.077
PHYSICAL SCIENCE	10	67	10.989
GOVERNMENT	14	81	15.385
MANAGEMENT	10	91	10.989

MARITAL	FREQUENCY	CUM FREQ	PERCENT
SINGLE	70	72	76.087
MARRIED	18	90	19.565
DIVORCED	1	91	1.087
OTHER	1	92	1.087

STANDING	FREQUENCY	CUM FREQ	PERCENT
Top 20	25	25	27.778
21-40%	22	47	24.444
41-60%	16	63	17.778
61-80%	15	78	15.667
Bot 20	12	90	13.333

FIRST ASSIGNMENT	FREQUENCY	CUM FREQ	PERCENT
DECK	60	61	65.667
ENGINEERING	23	89	31.111

TYPE OF UNIT	FREQUENCY	CUM FREQ	PERCENT
WREC	24	26	29.213
WMEC	32	58	35.955
WAGB	10	68	11.235
WLB	19	87	21.348
WLM	2	89	2.247

Table 2-6 (c)

ENSIGN MATCHED PAIRS

SAMPLE DESCRIPTION

SEX	FREQUENCY	CUM FREQ	PERCENT
FEMALE	4	4	7.843
MALE	47	51	92.157
RACE	FREQUENCY	CUM FREQ	PERCENT
WHITE	49	49	96.078
HISPANIC	1	50	1.961
BLACK	1	51	1.961
MAJOR	FREQUENCY	CUM FREQ	PERCENT
CHEMICAL ENG.	1	1	1.961
ELECTRICAL ENG.	6	7	11.765
OCEAN ENG.	5	12	9.804
MARINE SCIENCE	5	17	9.804
MATH SCIENCE	14	31	27.451
PHYSICAL SCIENCE	6	37	11.765
GOVERNMENT	8	45	15.686
MANAGEMENT	6	51	11.765
MARITAL	FREQUENCY	CUM FREQ	PERCENT
SINGLE	49	49	96.078
MARRIED	2	51	3.922
STANDING	FREQUENCY	CUM FREQ	PERCENT
Top 20%	10	10	19.608
21-40%	18	28	35.294
41-60	11	39	21.569
61-80%	9	48	17.647
B 20%	3	51	5.882

FIRST ASSIGNMENT	FREQUENCY	CUM FREQ	PERCENT
DECK	39	39	76.471
ENG	12	51	23.529

TYPE OF UNIT	FREQUENCY	CUM FREQ	PERCENT
WHEC	11	11	21.569
WMEC	23	34	43.096
WAGB	5	39	9.804
WLB	11	50	21.569
WLM	1	51	1.961

Table 2-7 (a)

FIELD FIRST ADMINISTRATION

SAMPLE DESCRIPTION

RANK	FREQUENCY	CUM FREQ	PERCENT
0-3	4	4	6.780
0-4	15	19	25.424
0-5	27	46	45.763
0-6	13	59	22.034

YEARS IN SERVICE	FREQUENCY	CUM FREQ	PERCENT
8	1	1	1.695
9	1	2	1.695
11	2	4	6.780
12	3	7	5.085
13	4	11	6.870
14	1	12	1.695
15	3	15	5.085
16	7	22	11.864
17	5	27	8.475
18	2	29	3.390
19	5	34	3.475
20	7	41	11.864
21	1	42	1.695
22	1	43	1.695
23	3	46	5.085
24	6	52	10.169
25	1	53	1.695
26	3	56	5.085
27	1	57	1.695
29	1	58	1.695
33	1	59	1.695

TIME AT UNIT MONTHS	FREQUENCY	CUM FREQ	PERCENT
Months			
7	1	1	1.695
8	2	3	3.390
9	1	4	1.695
10	9	13	15.254
11	8	21	13.559

12	7	23	11.864
13	1	29	1.695
20	1	30	1.695
21	3	33	5.085
22	14	47	23.729
23	6	53	10.169
24	4	57	6.760
26	1	58	1.695

TYPE OF UNIT	FREQUENCY	CUM FREQ	PERCENT
WHEC	12	12	20.339
WMEC	20	32	33.898
WAGB	5	37	8.475
WLB	20	57	33.898
WLM	2	59	3.390

EDUCATION	FREQUENCY	CUM FREQ	PERCENT
HS	3	3	5.085
SOME COLL	7	10	11.864
AS	2	12	3.390
BS	14	26	23.729
PG	5	31	8.475
MS	20	51	33.898
TOWARD Ph.D	3	59	13.559

BILLET LEVEL	FREQUENCY	CUM FREQ	PERCENT
CO	55	55	94.323
XO	3	58	5.172

Table 2-7 (b)

FIELD SECOND ADMINISTRATION

SAMPLE DESCRIPTION

RANK	FREQUENCY	CUM FREQ	PERCENT
0-1	1	1	1.087
0-2	3	4	3.261
0-3	25	29	27.174
0-4	38	67	41.304
0-5	15	82	16.304
0-6	10	92	10.870

TIME IN SERVICE (YEARS)	FREQUENCY	CUM FREQ	PERCENT
0	1	1	1.087
2	1	2	1.087
4	2	4	2.174
5	1	5	1.087
6	3	8	3.261
7	8	16	8.596
9	7	23	7.609
10	7	30	7.609
11	7	37	7.609
12	8	45	8.596
13	3	48	3.261
14	2	50	2.174
15	1	51	1.087
16	4	55	4.348
17	6	61	6.522
18	6	67	6.522
19	3	70	3.261
20	3	73	3.261
21	6	79	6.522
22	2	81	2.174
23	5	86	5.435
24	1	87	1.087
26	2	89	2.174
27	1	90	1.087
34	1	91	1.087

TIME AT UNIT MONTHS	FREQUENCY	CUM FREQ	PERCENT
0	1	1	1.087
6	9	10	9.783
7	11	21	11.957
8	11	32	11.957
12	1	33	1.087
14	1	34	1.087
17	1	35	1.087
18	9	44	9.783
19	6	50	6.522
20	16	66	17.391
21	7	73	7.609
22	2	75	2.174
23	3	78	3.261
24	1	79	1.087
26	1	80	1.087
31	3	83	3.261
34	1	84	1.087
>36	8	92	2.400

AGE IN YEARS	FREQUENCY	CUM FREQ	PERCENT
0	1	1	1.087
21	1	2	1.087
23	1	3	1.087
25	1	4	1.087
27	1	5	1.087
28	4	9	4.343
29	5	14	5.435
30	5	19	5.435
31	7	26	7.609
32	3	34	9.696
33	6	40	6.522
34	9	49	9.783
35	1	50	1.087
36	6	56	6.522
37	1	57	1.087
38	9	66	9.783
39	3	69	3.261
40	4	73	4.348
41	5	78	5.435
43	5	83	5.435
44	1	84	1.087
45	8	92	8.696

TYPE OF UNIT	FREQUENCY	CUM FREQ	PERCENT
WHEC	26	26	28.889
WMEC	34	60	37.778
WAGB	7	67	7.778
WLB	20	87	22.222
WLM	2	89	2.222
WPB	1	90	1.111

EDUCATION	FREQUENCY	CUM FREQ	PERCENT
HS	4	4	4.706
COLL	4	8	4.706
AS	8	16	9.412
BS	25	41	29.412
PG	5	46	5.882
MS	25	71	29.412
SOME MS	13	84	15.294
TOWARD PH.D.	1	85	1.176

BILLET LEVEL	FREQUENCY	CUM FREQ	PERCENT
CO	39	39	45.349
XO	14	53	16.279
DEPT HEAD	33	86	38.372

Table 2-7 (c)

FIELD MATCHED PAIRS

SAMPLE DESCRIPTION

RANK	FREQUENCY	CUM FREQ	PERCENT
0-3	1	1	7.143
0-4	7	8	50.000
0-5	4	12	28.571
0-6	2	14	14.286

TIME IN SERVICE (YEARS)	FREQUENCY	CUM FREQ	PERCENT
8	1	1	7.143
11	1	2	7.143
12	2	4	14.286
13	1	5	7.143
14	1	6	7.143
16	3	9	21.429
20	3	12	21.429
23	1	13	7.143
33	1	14	7.143

TIME AT UNIT MONTHS	FREQUENCY	CUM FREQ	PERCENT
8	1	1	7.143
10	3	4	21.429
11	4	8	28.571
12	4	12	28.571
21	1	13	7.143
23	1	14	7.143

AGE IN YEARS	FREQUENCY	CUM FREQ	PERCENT
30	1	1	7.143
32	1	2	7.143
33	1	3	7.143
34	1	4	7.143
35	2	6	14.286
37	2	8	14.286
39	1	9	7.143
40	1	10	7.143
42	2	12	14.286

44	1	13	7.143
50	1	14	7.143

TYPE OF UNIT	FREQUENCY	CUM FREQ	PERCENT
WHEC	2	2	14.286
WMEC	4	6	28.571
WAGB	1	7	7.143
WLB	6	13	42.857
WLM	1	14	7.143

EDUCATION	FREQUENCY	CUM FREQ	PERCENT
COLLEGE	3	3	21.429
BS	4	7	28.571
MS	6	13	42.857
MS+	1	14	7.143

BILLET LEVEL	FREQUENCY	CUM FREQ	PERCENT
CO	13	13	92.857
XO	1	14	7.143

Table 2-3 (a)

ACADEMY STAFF FIRST ADMINISTRATION

SAMPLE DESCRIPTION.

STATUS	FREQUENCY	CUM FREQ	PERCENT
MILITARY - PCTS	9	9	10.588
MILITARY - ROTATING	58	67	68.235
CIVILIAN	18	85	21.175

DIVISION	FREQUENCY	CUM FREQ	PERCENT
CADET ADMIN	11	11	13.415
ACADEMIC	61	72	74.390
ATHLETIC	1	73	1.220
ADMISSION	8	81	9.756

DEPARTMENT	FREQUENCY	CUM FREQ	PERCENT
PHYS. ED.	3	3	4.339
ECON/MGT	8	11	12.903
COMP. SCI	2	13	3.226
MATH	8	21	12.903
HUMANITIES	6	27	9.677
PHYS/OCEAN SCI.	11	38	17.742
APPLIED SCI/ENG	11	49	17.7-2
NAUTICAL SCI/LAW	12	61	19.355
OTHER	1	62	1.613

RANK	FREQUENCY	CUM FREQ	PERCENT
O-2	3	3	4.285
O-3	30	33	42.857
O-4	15	48	21.429
O-5	7	55	10.000
O-6	11	66	15.714
GS-13	1	67	1.429
GS-14	1	68	1.429

AGE IN YEARS	FREQUENCY	CUM FREQ	PERCENT
25	1	1	1.190

26	1	2	1.190
27	5	7	5.952
28	8	15	9.524
29	8	23	9.524
30	5	28	5.952
31	3	31	3.571
32	7	38	8.333
33	4	42	4.762
34	7	49	8.333
35	1	50	1.190
36	2	52	2.381
37	3	55	3.571
39	1	56	1.190
41	3	59	3.571
42	3	62	3.571
43	1	63	1.190
44	6	69	7.143
45	3	72	3.571
46	3	75	3.571
47	2	77	2.381
48	2	79	2.381
50	2	81	2.381
51	3	84	3.571

TIME IN SERVICE IN YEARS	FREQUENCY	CUM FREQ	PERCENT
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1	3	3	3.614
3	2	5	2.410
4	1	6	1.205
5	4	10	4.819
6	7	17	8.434
7	8	25	9.639
8	8	33	9.639
9	4	37	4.819
10	9	46	10.843
11	6	52	7.229
12	4	56	4.819
14	3	59	3.614
15	2	61	2.410
17	1	62	1.205
18	3	65	3.614
19	1	66	1.205
20	3	69	3.614
21	2	71	2.410
23	2	73	2.410
24	2	75	2.410

26	3	73	3.614
27	2	80	2.410
28	1	81	1.205
29	1	82	1.205
30	1	83	1.205

TIME AT UNIT IN MONTHS	FREQUENCY	CUM FREQ	PERCENT
8	1	1	1.205
9	6	7	7.229
10	8	15	9.539
11	2	17	2.410
12	3	20	3.614
13	1	21	1.205
17	4	25	4.819
21	3	28	3.614
22	4	32	4.819
23	1	33	1.205
24	6	39	7.229
25	1	40	1.205
30	1	41	1.205
33	2	43	2.410
34	3	46	3.614
35	3	49	3.614
36	1	50	1.205
41	1	51	1.205
43	1	52	1.205
44	1	53	1.205
45	2	55	2.410
46	2	57	2.410
47	1	58	1.205
48	4	62	4.819
56	1	63	1.205
60	2	65	2.410
72	1	66	1.205
76	1	67	1.205
84	2	69	2.410
90	1	70	1.205
100	13	83	13.500

EDUCATION	FREQUENCY	CUM FREQ	PERCENT
HIGH SCHOOL	1	1	1.235
AS/AA	1	2	1.235
BS/BA	15	17	18.519
SOME PG	4	21	4.938
MS/MA	27	48	33.333
MS+	17	65	20.988
Ph.D.	16	81	19.753

Table 2-3 (b)

ACADEMY STAFF SECOND ADMINISTRATION

SAMPLE DESCRIPTION

STATUS	FREQUENCY	CUM FREQ	PERCENT
MILITARY - PCTS	21	21	35.593
MILITARY - ROTATING	38	59	64.407

DIVISION	FREQUENCY	CUM FREQ	PERCENT
ADMIN-	10	10	16.949
ACADEMY	45	55	76.271
ATHLETIC	1	56	1.595
ADMISSIONS	3	59	5.085

DEPARTMENT	FREQUENCY	CUM FREQ	PERCENT
PHYS. ED.	3	4	6.522
ECON/MGT	5	9	10.870
COMP. SCI.	2	11	4.348
MATH	5	16	10.870
HUMANITIES	6	22	13.043
PHYS/OCEAN SCI	10	32	21.739
APPLIED SCI/ENG	6	38	13.043
NAUTICAL SCI/LAW	7	45	15.217
OTHER	1	46	2.174

RANK	FREQUENCY	CUM FREQ	PERCENT
O-2	2	2	3.922
O-3	21	23	41.176
O-4	11	34	21.559
O-5	2	36	3.922
O-6	3	44	15.585
GS-11	2	46	3.922
GS-13	3	49	5.882

AGE IN YEARS	FREQUENCY	CUM FREQ	PERCENT
27	2	2	3.333
23	1	3	11.333

29	3	12	5.085
30	7	19	11.864
31	2	21	3.390
32	3	24	5.085
33	5	29	8.475
34	4	33	6.780
35	2	35	3.390
36	1	36	1.695
37	1	37	1.695
38	2	39	3.390
40	1	40	1.695
42	2	42	3.390
43	1	43	1.695
44	3	46	5.085
45	2	48	3.390
46	2	50	3.390
47	4	54	6.780
50	1	55	1.695
52	2	57	3.390
54	1	58	1.695

TIME IN SERVICE IN YEARS	FREQUENCY	CUM FREQ	PERCENT
1	1	1	1.887
2	1	2	1.887
4	1	3	1.887
5	1	4	1.887
6	5	9	9.434
7	4	13	7.547
8	5	18	9.434
9	2	20	3.774
10	3	23	5.660
11	5	28	9.434
12	10	38	18.868
13	1	39	1.887
14	1	40	1.887
15	2	42	3.774
18	1	43	1.887
21	1	44	1.887
22	1	45	1.887
23	2	47	3.774
24	1	48	1.887
25	1	49	1.887
26	1	50	1.887
27	1	51	1.887
30	1	52	1.857

TIME AT UNIT IN MONTHS	FREQUENCY	CUM FREQ	PERCENT
7	1	1	1.754
16	1	2	1.754
18	3	5	5.263
19	3	8	5.263
20	4	12	7.013
22	1	13	1.754
23	1	14	1.754
24	2	16	3.509
25	2	18	3.509
26	1	19	1.754
30	4	23	7.013
31	2	25	3.509
32	3	28	5.263
33	1	29	1.754
36	1	30	1.754
38	1	31	1.754
43	2	33	3.509
44	2	35	3.509
54	1	36	1.754
55	3	39	5.263
60	1	40	1.754
66	1	41	1.754
80	1	42	1.754
96	1	43	1.754
>100	14	57	15.000

EDUCATION	FREQUENCY	CUM FREQ	PERCENT
AS/AA	1	1	1.724
BS/BA	10	11	17.241
PG	5	16	8.621
MS	13	29	22.414
MS+	13	42	22.414
Ph.D.	16	58	27.586

AGE IN YEARS	FREQUENCY	CUM FREQ	PERCENT
26	1	1	2.273
27	3	4	6.818
28	7	11	15.909
29	5	16	11.364
30	2	18	4.545
31	1	19	2.273
32	5	24	11.364
33	4	28	9.091
34	3	31	6.818
35	1	32	2.273
37	3	35	6.818
39	1	36	2.273
42	1	37	2.273
44	2	39	4.545
45	1	40	2.273
46	1	41	2.273
47	1	42	2.273
51	2	44	4.545

TIME IN SERVICE IN YEARS	FREQUENCY	CUM FREQ	PERCENT
1	2	2	4.651
3	1	3	2.326
4	1	4	2.326
5	3	7	6.977
6	6	13	13.953
7	3	16	6.977
8	4	20	9.302
9	2	22	4.651
10	4	26	9.302
11	6	32	13.953
12	2	34	4.651
14	1	35	2.326
15	1	36	2.326
18	1	37	2.326
21	1	38	2.326
23	2	40	4.651
24	1	41	2.326
25	1	42	2.326
30	1	43	2.326

TIME AT UNIT IN MONTHS	FREQUENCY	CUM FREQ	PERCENT
8	1	1	2.273

Section 3: Results

The results of this research will be presented in three sections. The first is a discussion and presentation of the data from the first (pre) survey administration (Section 3-1). This discussion will address three important elements of the study: the cadet's expectations and attitudes about themselves and their coming assignments; the expectations and attitudes of field CO's concerning the about-to-report ensign; and the expectations and attitudes of Academy staff about the graduating ensigns.

The second area is an analysis of the second (post) administration compared with the first (Section 3-2). This will result in a quantified look at the disparity between expectations and performance as seen by field CO's.

The third area presents the correlations between performance ratings (fitness reports and the performance scales of the post survey) and the expectations-perception disparity (Section 3-3).

The data were analyzed using an IBM 3300 at the Applied Physics Lab, Johns Hopkins University and the DEC-20 at the GSB, Stanford University: Statistical Analysis System (SAS 79); various descriptive and inferential statistical programs, in particular least-squares regression, matched pair t-tests of significance, and orthogonally rotated factor analysis.

3.1 First Administration:

A brief summary of the data from the first administration was presented at the Fall 1980 meeting of the PMTAC to the Committee, Superintendent, Commandant of Cadets, Dean, and members of their staffs.

3.1.1 Organizational Health Section:

Table 3-1 lists the mean responses for all three groups. On a five point scale, the cadets felt that the organization structure (3.14) was the healthiest aspect of the Coast Guard (i.e. "No one part of this organization has too much power"). Two groups, cadets and Staff, felt that the way in which conflict is managed was the weakest (i.e. "Conflict is accepted and used productively"). The Staff felt that organizational communication (3.40) was the healthiest (i.e. "I can always talk freely with my superior"). CO's also indicate that communication is healthy (3.55). However, CO's feel that the way in which our human resources are managed (2.58) is the weakest aspect measured (i.e. "This organization uses the qualifications of its members").

There were significant, ($p < 0.01$) differences between cadet's and the staff's responses on three scales. The staff indicated that communications, participation, and creativity were all healthier than did the cadets. The CO's differed from the cadets on four scales, the same three as the Staff and the conflict management scale. CO's and Academy staff differed significantly on only one scale, conflict management, CO's feeling that it was managed more productively than did the Academy Staff.

Table 3-1

Mean Responses to Organizational Health Survey
First Administration

Scale name	MEAN/SD		
	Staff	Cadet	Field
Productivity	2.84/0.8	2.86/0.6	2.70/0.7
Leadership	2.82/0.8	2.82/0.6	3.15/0.8
Org. Structure	3.04/0.8	3.14/0.7	2.99/0.9
Communications	3.40/0.8	* 2.75/0.7	* 3.55/0.7
Conflict Mgt.	2.38/0.8	2.29/0.6	* 3.14/0.8
Human Res. Mgt.	2.60/0.8	2.42/0.7	2.58/0.9
Participation	3.07/0.8	* 2.56/0.6	* 3.40/0.6
Creativity	2.87/0.8	* 2.55/0.8	* 3.43/0.8

* Significant ($p < 0.01$) difference between groups on this dimension, (i.e. Staff mean of 3.40 was significantly higher than the cadet mean of 2.75 on the Communications scale. Field 3.14 was significantly higher than cadet 2.29 on the Conflict Management Scale).

3.1.2 Attitudes and Expectations

As indicated in the introduction, the cadet was asked to respond to the items as he or she felt about each item at the time of administration. In other words, the cadet was asked to agree or disagree (five point scale) with a statement like "Do you feel a sense of fulfillment in knowing that the Coast Guard serves the public?" (commitment to missions scale) or "Power is based more on your position than your personality" (Mach scale). On the other hand, COs and Staff were asked to respond as they felt a newly reporting ensign should respond. Based on interviews, this captures the feelings of COs and the Staff about how they want or hope an ensign would respond. As mentioned, disappointment, an emotion, stems from the difference between what one hopes will occur and what does occur. Asking COs how the ensign will respond, or to predict the ensign's response based on expectations (rationally mitigated by experience) does not capture the degree of disappointment (or surprise in the event that the ensign was "better than I hoped").

The responses for all three groups are listed in Table 3-2. The following discussion will first examine individual group responses and then the differences between groups.

3.1.2.1

Cadets describe themselves as being committed to the missions of the Coast Guard; having high self-confidence and a strong orientation toward teamwork. They have pride in the Coast Guard, feel that the members of their reference group are also oriented toward teamwork, and that it is important for a leader to have power. They also feel that their power base is not necessarily a function of position, but must account for consideration for subordinates as well. They indicate that acceptance of authority should not be followed blindly, trust other people, and do not feel victimized or resentful of their academy experience.

With respect to general expectations, the cadet feels assured of promotion to Lieutenant, that he or she will make the Coast Guard a career, expects to spend between 51 and 60 hours a week on the job and will spend a high proportion of time in routine tasks. They feel that their performance will significantly impact the workload of their peers. They do not know exactly what jobs they want, feel that they will have little control over their jobs, that they will have little opportunity to display creativity, and that they will do little long range planning.

Commanding Officers want an ensign who has a high sense of responsibility, is committed to the missions of the Coast Guard, is self confident, has a strong team orientation, and is committed to the Coast Guard as an organization. They want the ensign to be results oriented, have high trust, and an understanding of the need for personal power. The ensign should be highly committed to a career in the Coast Guard, should feel that he or she will have to work hard for promotion, will have to work at full capacity and will have ample opportunity to implement original ideas. However, COs indicate that the ensign should not expect to do much long range planning or put forth creative effort. They also think that the ensign should expect to have to deal with considerable red tape. The ensigns should also not expect much control over their jobs.

Staff responses were very similar to those of field COs. The only differences were that the Staff indicated that ensigns should not expect to be involved in lifesaving.

3.1.2.2

Comparing the responses of the three groups shows only minor substantive differences between the field COs and Staff. COs indicated that the cadet should have higher levels of resentment and feelings of victimization, and a greater propensity to originate new ideas. COs leaned more towards results on an effort-results continuum than did the Academy Staff (i.e. "Working hard is far more important than getting results"). However, although these differences were statistically significant, the scales were not at either the high or low end of a rank ordering and did not substantively impact a matched rank ordering of these constructs.

However, there were differences between the responses of the cadets and those of the Staff and COs. In general, the Staff and COs

hoped-for responses were considerably higher (or lower for inverse scales) than the cadets. The differences appear not so much as a different ranking (those constructs hoped to be high were rated as high by cadets) but as a matter of degree. As indicated in Table 3-2, there were statistically significant differences on 13 of the 17 attitude scales and 8 of the 23 general expectation items. To summarize by example, COs and the Staff are desirous of a greater degree of commitment, responsibility, pride, etc., than the cadets report. COs and Staff want the cadet to feel that he or she (the cadet) will have more opportunities to be original and creative than are reported by the cadets. COs also desire a stronger response on the "we'll have to work hard for promotion" item than the cadets gave.

COs and Staff are relatively sure of the cadet's eventual promotion to Commander ($x=3.949$ and 3.848 respectively). Cadets are less sure ($x=3.469$). CO's hope for a much higher career/continuance rating ($x=5.220$, corresponding to slightly higher than "I will probably stay in the Coast Guard for 20 years, but no longer") than indicated by the cadets ($x=4.021$, slightly above "I will probably stay in the Coast Guard beyond my initial obligation, but not for 20 years").

Table 3-2

Mean Responses to Attitude Scales and
General Expectation Items

SCALE NAME	STAFF PREDICTIONS		CADET RESPONSE		FIELD PREDICTIONS
Commitment to the CG	3.964	*	3.222	*	4.103
Commitment to Missions	4.313		4.067		4.351
Self Esteem	3.803	*	3.558		3.856
Individuality	3.591		3.448	*	3.787
Acceptance of Authority	3.210	*	2.832		3.006
Team-Self Orientation	4.012		3.842	*	4.103
Team-Other Orientation	3.917	*	3.559	*	4.141
Trust	2.266	*	2.613	*	2.269
Resentment	1.821	*	2.195	*	1.367
Victimization	1.980	*	2.670	*	1.508
Responsibility	4.571	*	4.290	*	4.621
Orderliness	3.734	*	3.394	*	3.989
Effort-Results Orientation	2.730	*	3.119	*	2.350
Pride in the Coast Guard	3.917	*	3.633	*	4.079
Self Confidence	4.060		3.923	*	4.294
Power Values	3.159	*	3.559	*	3.045
Mach	2.921	*	2.735		2.927
Know the Jobs I Want	3.085		2.786		3.169
Desire Certain Jobs	3.869		3.768		4.102
Desire to Avoid Certain Jobs	3.357		3.616		3.271
Will Have Control Over Jobs	2.402		2.323		2.390
Hard Work for Promotion	4.131	*	3.677	*	4.237
Work At Full Capacity	4.000		3.687		4.017
Peers Work at Full Capacity	3.439	*	2.960	*	3.627
Lots of Red Tape	3.321	*	3.717	*	2.983
Opportunity to Originate	3.643	*	3.071	*	3.085
Performance Impacts Workload Of Peers	3.940		3.828	*	4.169
Chances of Lifesaving	3.037		2.909		3.475
Routine Tasks	3.747		3.919		3.814
Fighting Fires	1.078	*	1.414	*	1.966
Long Range Planning	1.378		1.747		1.492
Own Creative Efforts	1.976		1.818		1.864
Hours on the Job	3.627	*	3.969		3.898
Number of Subordinates	3.235		3.177		3.305
Promotion to LT	4.228		4.133		4.373
Promotion to CDR	3.843	*	3.469	*	3.949
Off Duty Education	3.650		3.357		3.457
Postgraduate Education	3.813	*	3.596		3.831
Own Command	3.177		3.040		3.356
Continuance	5.215	*	4.021	*	5.220

3.1.3 Forced Choice Section

Table 3-3 lists the rank orderings by all three groups. These constructs were ordered by "importance in the new ensign" by all three groups. CO's and staff responses were identical, interviews indicating the rationale for selection being that personal qualities were the least likely to be changed, and thus the ensign must have them (force, initiative, judgement, integrity). However, interviewing the cadets indicated that their rational was one of concern. They ranked "Ability to deal with people" as high because it is the construct they are least confident about.

Table 3-3

Rank Ordering of Forced Choice Personal Constructs

STAFF	CADET	FIELD
Personal Qualities	Ability to deal with people	Personal Qualities
Ability to deal with people	Personal Qualities	Ability to deal with people
Willingness to learn	Willingness to learn	Willingness to learn
Professional Expertise	Professional Expertise	Professional Expertise

3.1.4 Job Expectations

3.1.4.1 Within groups.

Table 3-4 lists those tasks from the task listing which were selected by cadets as most likely to be a part of their jobs. It is clear that cadets feel that they will be supervisors, since eight of the 20 deal with supervision (maintain roles, function in a supervisory position, deal with enlisted personnel, perform enlisted performance appraisal, setting and checking against standards, etc.). A second cluster deals with communicating orally and in writing, using correct format, structure, and grammar. Making decisions is indicated, as are a few technical areas such as conducting inport drills, using R/T procedures, and conducting pre-mast investigations. This, then, is how the cadets see their jobs at their first units

after the academy.

Table 3-5 lists those jobs chosen by cadets as least likely to be part of their job. In terms of tasks, they are sure only that dealing with the press, using a sword and marching will not be part of their jobs. They predict that they will not be in weapons department (WEPS, ASWO, GUN, FIRST LT) and most likely not in operations (OPS, CICO, OCEANO). That leaves all the cadets expecting to be navigator, communications officer, or in engineering. Of course, they may also be expecting not to be a division officer.

Table 3-6 lists those tasks at which cadets feel they will be most skilled. Clearly, cadets feel skilled at navigation (seven of ten skills). They also feel fairly proficient at log-keeping, acting as a subordinate, and executing the sword manual of arms (!?). Table 3-7 lists those tasks at which cadets feel they will be least skilled. All weapons related jobs are indicated (WEPS, ASWO, GUN), as are commissary and NAFA officer. Maintaining a budget and planning and conducting technical training are also jobs for which cadets feel unqualified.

A quick glance at Table (in section) shows that those jobs for which cadets feel unskilled are also those that are seen as being unimportant to the unit. Nine of the bottom 13 tasks are listed in both groups (columns B and C of pre-data). However, only two of the tasks at which cadets feel skilled are listed as being important to the unit. (Dealing with other junior officers, and using correct grammar, punctuation and spelling).

Looking at all three sections (Will you be doing it? How good will you be? Is it important to the unit?) together, of the 20 tasks listed as most likely to be a part of the cadet's new job, there is considerable overlap with those tasks felt to be important to the unit. However, only two of these 20 tasks were felt to be areas of skill on the part of the Cadet; functioning in a subordinate capacity and using correct grammar, spelling, and punctuation. Table 3-8 displays this relationship. Table 3-9 shows that there is considerable overlap in those tasks selected as least likely to be part of the job, self perceived skill, and importance to unit (9 of the 20 overlap). For example, at task 41 (Act as ASWO) cadets feel that ASWO will not be part of their job; they feel that they would not be skilled at it; and that it is not important to their unit.

Table 3-10 lists those tasks indicated by COs as most likely to be part of the ensign's (cadet) job. Four major clusters are evident: supervision, navigation and DWO, communication, and some technical skills (R/T procedures, logkeeping, pre-mast investigations, duty as inport OOD conducting emergency drills, and using the Underway Checklist).

Table 3-11 lists the tasks selected by COs as least likely to be part of the ensign's job. Specific assignments included are Supply Officer, NAFA Officer, ASWO, OCEANO, and Safety Officer. The ensign is also not expected to deal with outside contractors or the public, either by speaking or dealing with the press. They will also not be

expected to march or carry a sword.

Table 3-12 lists these tasks at which the ensign will be most skilled. Included are the DWO and navigation skills, service etiquette, communicating orally and using correct grammar and structure, acting in a subordinate capacity, and dealing with other JOs. Table 3-13 lists the tasks at which COs feel the ensign will be least skilled. Included are conducting technical training, career counseling and reenlistment interviews for subordinates. The ensign is also seen as being unskilled at dealing with outside contractors, using NBC warfare equipment, and are unqualified as ASWO, OCEANO, Supply and NAFA Officer, and Boarding Officer.

Table 3-14 lists those tasks considered by COs as being important to their unit's operation. The tasks listed are very similar to those indicated as likely to be part of the ensign's job. Supervision, communications, DWO and navigation, and import OOD skills. Table 3-15 lists those tasks considered as being least important to their unit's operation. Included are NAFA, ASWO and OCEANO, coordinating fund raising, using NBC warfare equipment, speaking to the public or dealing with contractors, and marching and using a sword.

Table 3-16 lists the tasks which the Academy staff felt would be most likely to be a part of the cadet's first job. Again, the major clusters are communicating (oral, written, logs, RT procedures, etc) and navigating skills. They also feel that the cadet will be dealing directly with enlisteds.

Table 3-17 lists those tasks indicated as being least likely a part of the cadet's job. Certain job titles are listed (OPS, NAV, Morale Officer) as are public speaking, dealing with media and outside contractors. CG history, use of a sword, and marching are also not envisioned as part of the cadet's new job.

Table 3-18 lists those tasks at which the Staff feels the cadet will be most skilled upon arrival at their first unit. These clusters are navigation and service etiquette/marching/sword wielding.

Those tasks at which cadets are predicted to be least skilled are listed in Table 3-19. The two major clusters are determining resource requirements/administering funds and training/performance appraisal/career development. Duties involving ship/air ops and NBC warfare are also listed.

Tables 3-20 and 3-21 list those tasks felt by the staff as being most and least important to the unit respectively. Most important were communicating (oral and written), DWO duties such as navigation, and maintaining roles and dealing with enlisted personnel. Least important were dealing with the press and public, marching/sword carrying, and many collateral duties such as CFC coordinator, CG Mutual Assistance and Voting Officer.

Table 3-4

20 Tasks Most Frequently Selected
By Cadets As Most Likely To Be
A Part of Their Jobs. (X2.613)

TASK NUMBER	TASK
28 -	Communicate orally.
30 -	Use correct grammar, spelling, punctuation.
21 -	Function in a supervisory capacity.
24 -	Deal directly with enlisted personnel.
27 -	Communicate in writing.
29 -	Draft letters using correct format.
31 -	Prepare enlisted performance evaluations.
22 -	Deal directly with senior officers.
20 -	Function in a subordinate capacity.
9 -	Make decisions.
15 -	Conduct performance appraisal interviews with the members of your division/department.
8 -	Determine if the work accomplished meets established standards.
14 -	Recognize and maintain the proper roles and relationships among the members of your division.
12 -	Decide on a course of action based on policies, records, and reports.
7 -	Set standards of performance for the members of your division/department.
102 -	Conduct in-port emergency drills.
73 -	Use correct radiotelephone procedures.
19 -	Delegate responsibility and authority to the members of your division/department in order to make the best use of your own time.
103 -	Use knowledge of ships tactical data.
83 -	Conduct a pre-mast investigation.

Table 3-5

10 Tasks Listed By Cadets As
Least Likely To Be A Part
Of Their Job (Descending, $x < 1.650$)

TASK NUMBER	TASK
52 -	Act as gunnery officer.
37 -	Deal with press or representatives or other media in explaining Coast Guard missions or operations.
53 -	Act as first lieutenant.
57 -	Act as weapons officer.
40 -	Act as combat-information-center officer.
51 -	Act as Operations Officer.
77 -	Execute the sword manual of arms.
56 -	Act as oceanographic officer.
76 -	Form a group into a marching element.
41 -	Act as antisubmarine warfare officer.

Table 3-6

10 Tasks At Which Cadets Feel
They Will Be Most Skilled.
($x > 2.82$)

TASK NUMBER	TASK
68 -	Determine position by visual bearings, ranges.
65 -	Use charts and navigational instruments or equipment to fix geographic positions.
70 -	Use maneuvering boards.
20 -	Function in a subordinate capacity.
69 -	Determine geographic position by celestial navigation.
77 -	Execute the sword manual of arms.
71 -	Use correct piloting skills.
95 -	Determine height of tide and current velocity.
67 -	Use electronic navigation systems (i.e. radar, loran, omega, etc.).
78 -	Maintain logs.

Table 3-7

10 Tasks At Which Cadets Feel
That They Will Be Least Skilled
(x<1.50)

- 4 - Investigate the current level of training and needs for training in your division/department.
- 26 - Deal directly with outside contractors.
- 44 - Act as commissary officer.
- 47 - Act as NAFA officer.
- 56 - Act as oceanographic officer.
- 34 - Determine funding requirements and administer funds for division/department.
- 52 - Act as gunnery officer.
- 2 - Develop a technical training program.
- 41 - Act as antisubmarine warfare officer.
- 57 - Act as weapons officer.

Table 3-3

20 Tasks Most Frequently Selected
By Ensigns As Most Likely To
Be A Part Of Their Jobs (A>2.800)

TASK	MEAN		
	A	B	C
28 -	2.961	2.490	2.920 2
30 -	2.961	2.490	2.860 2
21 -	2.961	2.588 1	2.860 2
24 -	2.941	1.863	2.960 2
27 -	2.941	2.373	2.800 2
29 -	2.922	2.176	2.760
31 -	2.922	1.686	2.900 2
22 -	2.902	2.392	2.863 2
20 -	2.902	2.725 1	2.725
9 -	2.902	2.196	2.980 2
13 -	2.882	2.098	2.843 2
8 -	2.882	2.235	2.922 2
14 -	2.863	2.255	2.922 2
12 -	2.843	2.196	2.843 2
7 -	2.843	2.100	2.902 2
102 -	2.863	2.137	2.745
73 -	2.840	2.280	2.740
19 -	2.804	1.961	2.843 2
103 -	2.804	2.137	2.706
83 -	2.800	2.080	2.540

1 overlapped with top "B" skill predictions by ensign.

2 overlapped with top 20 "C" important that this task be a part of their jobs.

Table 3-3

20 Tasks Most Frequently Selected
By Ensigns At Least Likely
To Be A Part Of Their Jobs
(A<1.970)

TASK	MEAN		
	A	B	C
41 -	1.176	1.333 1	1.580 2
76 -	1.300	2.480	1.460 2
56 -	1.412	1.412 1	1.725 2
77 -	1.440	2.680	1.600 2
51 -	1.451	1.471 1	1.745 2
40 -	1.471	1.824	1.940 2
57 -	1.471	1.314 1	1.725 2
53 -	1.549	1.549 1	1.765 2
37 -	1.647	1.843	2.040
52 -	1.647	1.373 1	1.824 2
36 -	1.686	1.902	2.060
58 -	1.706	1.490 1	1.843 2
90 -	1.720	1.560	1.920 2
47 -	1.725	1.431 1	1.745 2
45 -	1.784	1.471 1	1.840 2
38 -	1.843	2.098	2.020
79 -	1.860	2.340	2.320
26 -	1.922	1.431	2.200
25 -	1.961	1.941	2.340
42 -	1.961	1.686	2.120
46 -	1.961	2.216	2.160

- 1 overlapped with bottom 20 "B" skill predictions by ensigns.
2 overlapped with bottom 20 "C" importance to unit.

Table 3-10

Tasks Listed By COs As Most Likely
To Be Part Of The Ensign's Job
(x>2.92)

TASK NUMBER	TASK
8 -	Determine if the work accomplished meets established standards.
23 -	Deal directly with junior officers.
24 -	Deal directly with enlisted personnel.
27 -	Communicate in writing.
28 -	Communicate orally.
65 -	Use charts and navigational instruments or equipment to fix geographic positions.
66 -	Use knowledge of bouys, lights, and other navigational aids.
68 -	Determine position by visual bearings, ranges.
70 -	Use maneuvering boards.
71 -	Use correct piloting skills.
83 -	Conduct a pre-mast investigation.
93 -	Perform duties as inport OOD.
94 -	Use the Getting-Underway-Checklist.
102 -	Conduct in-port emergency drills.
14 -	Recognize and maintain the proper roles and relationships among the members of your division/department.
20 -	Function in a subordinate capacity.
54 -	Act as deck watch officer.
73 -	Use correct radiotelephone procedures.
78 -	Maintain logs.
95 -	Determine height of tide and current velocity.

Table 3-11
Tasks Listed By COs As Least
Likely To Be Part Of The Ensign's Job
(x<1.60)

TASK NUMBER	TASK
45 -	Act as supply officer.
47 -	Act as NAFA officer.
42 -	Act as safety officer.
37 -	Deal with press or representatives or other media in explaining Coast Guard missions or operations.
26 -	Deal directly with outside contractors.
41 -	Act as antisubmarine warfare officer.
76 -	Form a group into a marching element.
36 -	Speak at public functions on behalf of the Coast Guard.
56 -	Act as oceanographic officer.
77 -	Execute the sword manual of arms.

Table 3-12
Tasks At Which COs Feel The
Ensign Will Be Most Skilled
(x>2.50)

TASK NUMBER	TASK
95 -	Determine height of tide and current velocity.
70 -	Use maneuvering boards.
65 -	Use charts and navigational instruments or equipment to fix geographic positions.
66 -	Use knowledge of bouys, lights, and other navigational aids.
67 -	Use electronic navigation systems (i.e. radar, loran, omega, etc.).
68 -	Determine position by visual bearings, ranges.
80 -	Use or display your knowledge of service etiquette.
86 -	Use knowledge of the rules of the nautical road.
20 -	Function in a subordinate capacity.
28 -	Communicate orally.
30 -	Use correct grammar, spelling, punctuation.
71 -	Use correct piloting skills.
76 -	Form a group into a marching element.
77 -	Execute the sword manual of arms.
73 -	Use correct radiotelephone procedures.
23 -	Deal directly with junior officers.

Table 3-13

Tasks at Which COs Feel the
Ensigns Will be Least Skilled
($x < 1.50$)

- 18 - Conduct career development and reenlistment interviews.
- 49 - Act as wardroom mess treasurer.
- 3 - Conduct technical training for members.
- 56 - Act as oceanographic officer.
- 59 - Act as boarding officer.
- 26 - Deal directly with outside contractors.
- 41 - Act as antisubmarine warfare officer.
- 45 - Act as supply officer.
- 47 - Act as NAFA officer.
- 90 - Use NBC warfare monitoring equipment.

Table 3-14

Tasks Listed By COs As Being
Most Important For Unit Operation
($x = 3.00$)

- 8 - Determine if the work accomplished meets established standards.
- 9 - Make decisions.
- 12 - Decide on a course of action based on policies, records, and reports.
- 21 - Function in a supervisory capacity.
- 27 - Communicate in writing.
- 28 - Communicate orally.
- 30 - Use correct grammar, spelling, punctuations.
- 54 - Act as deck watch officer.
- 66 - Use knowledge of bouys, lights, and other navigational aids.
- 68 - Determine position by visual bearings, ranges.
- 70 - Use maneuvering boards.
- 71 - Use correct piloting skills.
- 86 - Use knowledge of the rules of the nautical road.
- 93 - Perform duties as inport OOD.
- 94 - Use the Getting-Underway-Checklist.

Table 3-15

Tasks Listed By COs As Being
Least Important To Unit Operation
(x<2.10)

- 47 - Act as NAFA officer.
- 60 - Act as coordinator for Combined Federal Campaign.
- 90 - Use NBC warfare monitoring equipment.
- 41 - Act as antisubmarine warfare officer.
- 36 - Act as oceanographic officer.
- 36 - Speak at public functions on behalf of the Coast Guard.
- 76 - Form a group into a marching element.
- 26 - Deal directly with outside contractors.
- 77 - Execute the sword manual of arms.

Table 3-16

Tasks Listed By Staff As
Most Likely To Be Part Of
The Ensign's Job (x>2.80)

TASK NUMBER	TASK
20	Function in a subordinate capacity.
24	Deal directly with enlisted personnel.
28	Communicate orally.
66	Use knowledge of bouys, lights, and other navigational aids.
67	Use electronic navigation systems (i.e. radar, loran, omega, etc.).
93	Perform duties as inport OOD.
30	Use correct grammar, spelling, punctuation.
27	Communicate in writing.
78	Maintain logs.
86 -	Use knowledge of the rules of the nautical road.
65 -	Use charts and navigational instruments or equipment to fix geographic positions.
54 -	Act as deck watch officer.
73 -	Use correct radiotelephone procedures.

Table 3-17

Tasks Listed By Staff As
Least Likely To Be Part
Of The Ensign's Job (x<2.00 descending)

TASK NUMBER	TASK
92 -	Perform duties involved in coordinated ship/air operations.
48 -	Act as morale officer.
46 -	Act as navigator.
25 -	Deal directly with the general public.
2 -	Develop a technical training plan.
51 -	Act as Operations Officer.
79 -	Use your knowledge of Coast Guard history.
90 -	Use NBC warfare monitoring equipment.
76 -	Form a group into a marching element.
37 -	Deal with press or representatives or other media in explaining Coast Guard missions or operations.
36 -	Speak at public functions on behalf of the Coast Guard.
26 -	Deal directly with outside contractors.
77 -	Execute the sword manual of arms.

Table 3-18

Tasks At Which Staff Feels
The Ensign Will Be Most Skilled
(x>2.30)

TASK NUMBER	TASK
77 -	Execute the sword manual of arms.
76 -	Form a group into a marching element.
20 -	Function in a subordinate capacity.
65 -	Use charts and navigational instruments or equipment to fix geographic positions.
68 -	Determine position by visual bearings, ranges.
80 -	Use or display your knowledge of Coast Guard history.
86 -	Use knowledge of the rules of the nautical road.
66 -	Use knowledge of bouys, lights, and other navigational aids.
70 -	Use maneuvering boards.
69 -	Determine geographic position by celestial navigation.
95 -	Determine height of tide and current velocity.
101 -	Inspect liberty parties.

Table 3-19

Tasks At Which Staff
Feels The Ensign Will Be
Least Skilled ($x < 1.50$ descending)

TASK NUMBER	TASK
92 -	Perform duties involved in coordinated ship/air operations.
90 -	Use NBC warfare monitoring equipment.
33 -	Determine requirements for material resources for division/department.
1 -	Investigate a current level of training and needs for training in your division/department.
2 -	Develop a technical training plan.
31 -	Prepare enlisted performance evaluations.
45 -	Act as supply officer.
47 -	Act as NAFA officer.
34 -	Determine funding requirements and administer funds for division/department.
18 -	Conduct career development and reenlistment interviews.
26 -	Deal directly with outside contractors.

Table 3-20

Tasks Listed By Staff As
Being Most Important For
Unit Operation ($x > 2.90$)

TASK NUMBER	TASK
24 -	Deal directly with enlisted personnel.
20 -	Function in a subordinate capacity.
27 -	Communicate in writing.
28 -	Communicate orally.
14 -	Recognize and maintain the proper roles and relationships among the members of your division/department.
30 -	Use correct grammar, spelling, punctuation.
66 -	Use knowledge of bouys, lights, and other navigational aids.
67 -	Use electronic navigation systems (i.e. radar, loran, omega, etc.).
93 -	Perform duties as Import POD.
54 -	Act as deck watch officer.

Table 3-21

Tasks Listed By Staff As Being Least
Important For Unit Operation (x<2.00 descending)

TASK NUMBER	TASK
60 -	Act as coordinator for Combined Federal Campaign.
61 -	Coordinate the CG Mutual Assistance Fund.
76 -	Form a group into a marching element.
2 -	Develop a technical training plan.
36 -	Speak at public functions on behalf of the Coast Guard.
37 -	Deal with press or representatives or other media in explaining Coast Guard missions or operations.
47 -	Act as NAFA officer.
62 -	Act as Voting Officer.
77 -	Execute the sword manual of arms.
26 -	Deal directly with outside contractors.

Table 3-22

Tasks Listed By Ensigns
As Being Part Of Their Job
(A>2.80)

TASK NUMBER	TASK
24 -	Deal directly with enlisted personnel
28 -	Communicate orally.
109 -	Reprimand subordinates, either in writing or in person.
30 -	Use correct grammar, spelling, punctuation.
20 -	Function in a subordinate capacity.
21 -	Function in a supervisory capacity.
9 -	Make decisions.
14 -	Recognize and maintain the proper roles and relationships among the members of your division/department.
102 -	Conduct in-port emergency drills.
22 -	Deal directly with senior officers.
27 -	Communicate in writing.
83 -	Conduct a pre-mast investigation.
10 -	Decide on a course of action based on your own observations of a situation.
11 -	Decide on a course of action based on the inputs of others.
19 -	Delegate responsibility and authority to the members of your division/department in order to make the best use of your time.
107 -	Prepare reports of investigation.
29 -	Draft letters using correct format.
12 -	Decide on a course of action based on policies, records, and reports.

Table 3-23

Tasks Listed By Ensigns As
Not Being Part Of Their Job
(AK1.51)

TASK NUMBER	TASK
41 -	Act as antisubmarine warfare officer.
45 -	Act as supply officer.
61 -	Coordinate the CG Mutual Assistance Fund. functions.
76 -	Form a group into a marching element.
77 -	Execute the sword manual of arms.
63 -	Coordinate official social ceremonial functions.
58 -	Act as deck department head.
56 -	Act as oceanographic officer.
36 -	Speak at public functions on behalf of the Coast Guard.
40 -	Act as combat-information-center officer.
51 -	Act as Operations Officer.
47 -	Act as NAFA officer.
18 -	Conduct career development and reenlistment interviews.
37 -	Deal with press or representatives or other media in explaining Coast Guard missions or operations.
44 -	Act as commissary officer.
57 -	Act as weapons officer.
72 -	Compute search and rescue information (i.e. datum, search pattern type, search area size, etc.).
53 -	Act as first lieutenant.

Table 3-24

Tasks Listed By COs As
Being Part Of The Ensign's Job
(X=3.00)

TASK NUMBER	TASK
14 -	Recognize and maintain the proper roles and relationships among the members of your division/department.
20 -	Function in a subordinate capacity.
21 -	Function in a supervisory capacity.
28 -	Communicate orally.
30 -	Use correct grammar, spelling, punctuation.
31 -	Prepare enlisted performance evaluations.
33 -	Determine requirements for material resources for division/department.
54 -	Act as deck watch officer.
65 -	Use charts and navigational instruments or equipment to fix geographic positions.
6 -	Prepare training materials.
7 -	Set standards of performance for the members of your division/department.
8 -	Determine if the work accomplished meets established standards.
70 -	Use maneuvering boards.
71 -	Use correct piloting skills.
73 -	Use correct radiotelephone procedures.
83 -	Conduct a pre-mast investigation.
86 -	Use knowledge of the rules of the nautical road.
93 -	Perform duties as import OOD.
94 -	Use the Getting-Underway-Checklist.
106 -	Prepare official correspondence.

Table 3-25

Tasks Listed By COs As Not
Being Part Of The Ensign's Job

TASK NUMBER	TASK
89 -	Perform duties as repair party officer.
90 -	Use NBC warfare monitoring equipment.
58 -	Act as deck department head.
51 -	Act as Operations Officer.
104 -	Take a disabled vessel in tow.
76 -	Form a group into a marching element.
56 -	Act as oceanographic officer.
53 -	Act as first lieutenant.
37 -	Deal with press or representatives or other media in explaining Coast Guard missions or operations.
41 -	Act as antisubmarine warfare officer.
36 -	Speak at public functions on behalf of the Coast Guard.
45 -	Act as supply officer.
77 -	Execute the sword manual of arms.

Table 3-26

Tasks At Which Ensign
Report Being Most Skilled
(B>2.50)

TASK NUMBER	TASK
65 -	Use charts and navigational instruments or equipment to fix geographic positions.
20 -	Function in a subordinate capacity.
68 -	Determine position by visual bearings, ranges.
67 -	Use electronic navigation systems, (i.e. radar, loran, omega, etc.).
66 -	Use knowledge of bouys, lights, and other navigational aids.
70 -	Use maneuvering boards.
94 -	Use the Getting-Underway-Checklist.
93 -	Perform duties as import OOD.
86 -	Use knowledge of the rules of the nautical road.
83 -	Conduct a pre-mast investigation.
78 -	Maintain logs.
71 -	Use correct piloting skills.
30 -	Use correct grammar, spelling, punctuation.
101 -	Inspect liberty parties.
100 -	Supervise and conduct on-the-job training for quarterdeck watchstanders.
95 -	Determine height of tide and current velocity.
82 -	Conduct an informal investigation in accordance with the MCM.
73 -	Use correct radiotelephone procedures.

Table 3-27

Tasks At Which Ensigns
Report Being Least Skilled
(3<1.90)

TASK NUMBER	TASK
42 -	Act as safety officer.
44 -	Act as commissary officer.
47 -	Act as NAFA officer.
51 -	Act as Operations Officer.
52 -	Act as gunnery officer.
58 -	Act as deck department head.
90 -	Use NBC warfare monitoring equipment.
99 -	Serve as boat-Officer.
18 -	Conduct career development and reenlistment interviews.
53 -	Act as first lieutenant.
56 -	Act as oceanographic officer.
57 -	Act as weapons officer.
61 -	Coordinate the CG Mutual Assistance Fund.
63 -	Coordinate official social ceremonial functions.
45 -	Act as supply officer.
41 -	Act as antisubmarine warfare officer.

Table 3-28

Tasks Listed By COs At
Which Ensigns Are
Most Skilled (X>2.50)

TASK NUMBER	TASK
68 -	Determine position by visual bearings, ranges.
67 -	Use electronic navigation systems (i.e. radar, loran, omega, etc.).
65 -	Use charts and navigational instruments or equipment to fix geographic positions.
94 -	Use the Getting-Underway-Checklist.
93 -	Perform duties as import OOD.
70 -	Use maneuvering boards.
66 -	Use knowledge of bouys, lights, and other navigational aids.
23 -	Deal directly with junior officers.
86 -	Use knowledge of the rules of the nautical road.
101 -	Inspect liberty parties.
96 -	Prepare weather observation logsheet.
83 -	Conduct a pre-mast investigation.
20 -	Function in a subordinate capacity.

Table 3-29

Tasks Listed By COs At
Which Ensigns Are
Least Skilled (X<1.50)

TASK NUMBER	TASK
3 -	Conduct technical training plan.
57 -	Act as weapons officer.
49 -	Act as wardroom mess treasurer.
92 -	Perform duties involved in coordinated ship/air operations.
90 -	Use NBC warfare monitoring equipment.
53 -	Act as first lieutenant.
52 -	Act as gunnery officer.
18 -	Conduct career development and reenlistment interviews.
2 -	Develop a technical training plan.
45 -	Act as supply officer.
41 -	Act as antisubmarine warfare officer.
56 -	Act as oceanographic officer.
58 -	Act as deck department head.

Table 3-30

Tables Listed By Ensigns As
Being Most Important To Unit
Operation (X>2.75)

TASK NUMBER	TASK
7 -	Set standards of performance for the members of your division/department.
8 -	Determine if the work accomplished meets established standards.
9 -	Make decisions.
65 -	Use charts and navigational instruments or equipment to fix geographic positions.
66 -	Use knowledge of bouys, lights, and other navigational aids.
67 -	Use electronic navigation systems (i.e. radar, loran, omega, etc.).
71 -	Use correct piloting skills.
86 -	Use knowledge of the rules of the nautical road.
87 -	Use damage control equipment.
93 -	Perform duties as inport OOD.
102 -	Conduct in-port emergency drills.
21 -	Function in a supervisory capacity.
22 -	Deal directly with senior officers.
27 -	Communicate in writing.
33 -	Determine requirements for material resources for division/department.
34 -	Determine funding requirements and administer funds for division/department.
68 -	Determine position by visual bearings, ranges.
94 -	Use the Getting-Underway-Checklist.

Table 3-31

Tasks Listed By Ensign As
Being Least Important To
Unit Operation (x<2.CO)

TASK NUMBER	TASK
38 -	Arrange or conduct tours of Coast Guard facilities and operational units.
80 -	Use or display your knowledge of service etiquette.
101 -	Inspect liberty parties.
60 -	Act as coordinator for Combined Federal Campaign.
61 -	Coordinate the CG Mutual Assistance Fund.
62 -	Act as Voting Officer.
47 -	Act as NAFA officer.
49 -	Act as wardroom mess treasurer.
74 -	Use various forms of communications (i.e. flaghoist, light) to send and receive messages and information.
90 -	Use NBC warfare monitoring equipment.
98 -	Determine strain on a line.
63 -	Coordinate official social ceremonial functions.
56 -	Act as oceanographic officer.
79 -	Use your knowledge of Coast Guard history.
41 -	Act as antisubmarine warfare officer.
76 -	Form a group into a marching element.
27 -	Communicate in writing.

Table 3-32

Tasks Listed By COs As
Being Most Important For
Unit Operation (x>2.90)

TASK NUMBER	TASK
54 -	Act as deck watch officer.
65 -	Use charts and navigational instruments or equipment to fix geographic positions.
67 -	Use electronic navigation systems (i.e. radar, loran, omega, etc.).
68 -	Determine position by visual bearings, ranges.
71 -	Use correct piloting skills.
86 -	Use knowledge of the rules of the nautical road.
93 -	Perform duties as inport OOD.
94 -	Use the Getting-Underway-Checklist.
110 -	Determine if subordinates are qualified for promotion.
102 -	Conduct in-port emergency drills.
78 -	Maintain logs.
66 -	Use knowledge of bouys, lights, and other navigational aids.
24 -	Deal directly with enlisted personnel.
10 -	Decide on a course of action based on your own observations of a situation.

Table 3-33

Tasks Listed By COs As
Being Least Important To
Unit Operation (X<1.80)

TASK NUMBER	TASK
92 -	Perform duties involved in coordinated ship/air operations.
90 -	Use NBC warfare monitoring equipment.
69 -	Determine geographic position by celestial navigation.
37 -	Deal with press or representatives or other media in explaining Coast Guard missions or operations.
40 -	Act as combat-information-center officer.
57 -	Act as weapons officer.
60 -	Act as coordinator for Combined Federal Campaign.
61 -	Coordinate the CG Mutual Assistance Fund.
62 -	Act as Voting Officer.
76 -	Form a group into a marching element.
26 -	Deal directly with outside contractors.
36 -	Speak at public functions on behalf of the Coast Guard.
41 -	Act as antisubmarine warfare officer.
49 -	Act as wardroom mess treasurer.
56 -	Act as oceanographic officer.
77 -	Execute the sword manual of arms.

3.1.4.2 Between Groups

The purpose of this section is to analyze the differences between the three groups sampled. For example, what differences exist between the groups on specific task expectations? Do CO's and cadets see the ensign's first job in the same way? If not, what are the differences? Is there a major disparity between CO and cadet perceptions of the ensign's skill at certain important tasks?

Tasks most likely to be part of the ensign's job: (refer to Tables 3-4, 3-10, and 3-16)

As indicated in section 3.1.4.1, cadets predict that their job will be supervisory in nature (8 or 20 tasks). COs, however, disagree with this, indicating that the ensign's supervisory tasks (3 or 20) will probably not include setting standards of performance, performance appraisal, and the delegation of authority. On the other hand, COs indicate that tasks involving navigation, piloting, and rules of the road will be a major part of the ensign's job (6 or 20 tasks). These tasks are conspicuous in their absence from the cadet's list. Cadets also feel that they will have some decision-making responsibilities. COs do not see this as an important part of the ensign's job.

Interestingly, the perceptions of the Academy Staff are much closer to COs than to cadets. They also place a high emphasis on navigation tasks while not listing supervisory tasks. All three groups indicate that writing and oral communication tasks will be part of the ensign's job. Staff and COs also indicate that R/T and logkeeping tasks will be part of the ensign's job while the cadet does not.

Tasks least likely to be part of the ensign's job: (refer to tables 3-5, 3-11, and 3-17)

There is considerable agreement among the three groups on the tasks least likely to be part of the ensign's job. Dealing with the public, marching and sword wielding, and some specific duty titles (ASWO, OCEANO) are so indicated. The only major differences are that the cadets rule themselves out of any Weapons/Deck department jobs (ASWO, GUNNERY, 1st LT, WEPS) and CIC officer. CO's and the Staff do not agree with this perception.

Tasks at which ensign's will display the most skill: (refer to Tables 3-6, 3-12, and 3-18)

Once again, there is considerable agreement among the three groups. All three lists are heavily weighted toward the tasks in navigation, piloting, and rules of the road. The cadets do not feel that they are skilled at communicating, nor do the Academy Staff. However, COs predict that the ensign will be skilled. All three groups feel that the ensigns will be able to form a group into a marching element and execute the sword manual of arms. COs and Staff indicate that the ensign will display skill in service etiquette. Cadets feel that they will be skilled at logkeeping. COs and Staff do not share that prediction.

Tasks at which ensigns will display the least skill: (refer to Tables 3-7, 3-12, and 3-19).

Here, the results are less clear. All three groups agree that ensigns will have little skill at tasks related to finance (NIFA, funding, determining resource requirements, supply officer, mess treasurer, etc.) and technical training for subordinates. There are a number of specific jobs for which there is no agreement (WEPS, GUN, ASWO etc. listed by the ensign; Boarding Officer listed by the CO; and Ship/Air operations listed by the staff). Interestingly, the COs and Staff indicate that the ensign will have little skill at performance appraisal and career development interviews.

Importance of Task to Unit:

All three groups agreed that navigation, communication, and supervision were the areas most important to unit operation. They also agreed that a cluster of collateral duties (CFC Coordinator, CG Mutual Assistance, Voting Officer, etc.) were least important to unit operation, as were marching and executing the sword manual of arms.

3.1.4.3

Looking at these data from a different perspective, what is the disparity of the three constructs (task part of job, skill level, task importance to unit) within groups?

Of the 20 tasks listed by the cadets as most likely to be part of their job, 14 were chosen as being important to the unit's operation (Table 3-8). However, only two of those tasks were listed as being areas in which the cadets felt they were or would be skilled. Thus, there is some perception by cadets that they are not being adequately prepared for their first assignment. This will be further analyzed in the pre-post comparison. There is a much higher incidence, however, of overlap in those tasks which were selected by cadets as least likely to be part of their job. On nine of twenty tasks, cadets felt skilled at something they perceived would not be a part of their job.

COs feel that there is a somewhat greater overlap. Nine of twenty tasks that the COs selected as likely to be part of the ensign's job were also indicated as areas of high skill expectations. Most of these tasks were related to position fixing (navigation, piloting, etc.).

The Staff indicated an overlap in job content and skill level of the ensign in only four of thirteen tasks, all related to navigation. The next section of the report will develop these issues in greater detail.

3.2 Second Administration:

This section will compare the responses to the first (pre) and second (post) administrations of the survey. The data will be presented first within each group, then across groups. The clearest way to present this data will be to discuss the significant differences between each group's responses on the first and second administrations. In other words, now that the ensign has been at his or her unit for some time, what perceptions or attitudes have changed? Or, now that COs have had the opportunity to observe the ensign's actual performance, what perceptions and attitudes have changed? The differences were determined by matching an individual's pre and post responses and comparing the differences to zero (SAS t-test of significance for matched pairs).

3.2.1 Organizational Health Section:

In the ensign's responses, there were differences ($p < 0.05$) on three of the eight scales. On all three, the post data indicated that the ensign's saw the Coast Guard as healthier after being at their first unit for eight months. Communication ($t = 4.11$, $p < 0.001$), Conflict Management ($t = 4.45$, $p < 0.001$) and Participation ($t = 5.21$, $p < 0.001$) were seen as healthier at the first unit than at the Academy. There were no significant differences on the other five scales.

Field COs reported no significant ($p < 0.05$) differences on any of the scales, as would be predicted. The arrival of a new ensign could hardly be expected to make the Coast Guard a more or less healthy organization.

Academy Staff report no differences, the expected result.

3.2.2 Attitudes and Expectations

Ensigns report differences ($p < 0.05$) on four of the seventeen attitude scales. Commitment to missions decreased considerably (-0.706 , $t = -4.25$, $p < 0.0001$). Team-Self orientation ("When people cooperate they usually produce more") increased ($t = 2.31$, $p < 0.03$) as did Self Confidence ($t = 2.17$, $p < 0.04$). The ensign's sense of being Victimized ("I am being treated unfairly") decreased ($t = -3.50$, $p < 0.001$). There were no significant differences on the other attitude scales.

In the single item attitude and expectation questions, 51 through 72, there were significant differences on 6 of the 22 questions. The ensign reported more control over jobs assigned (Q54) than predicted ($t = 2.34$, $p < 0.03$), but also indicated that they would not have to work as hard for promotion as expected ($t = -2.86$, $p < 0.01$), were not working at full capacity ($t = -2.42$, $p < 0.02$), and that their shipmates were also not working at full capacity ($t = -2.30$, $p < 0.03$). These three questions

combine to indicate an overall sense of underemployment, at least from the standpoint of their prior expectations. The ensigns also indicate that their own performance, good or bad, did not impact the workload of their peers as much as had been expected ($t=-4.17$, $p<0.001$). After being at their first unit for some months, the ensigns also felt that their chances for promotion to CDR were less than they had originally felt ($t=-2.61$, $p<0.2$).

On question 73, a statement of career intent, the ensign's response was more than half a point lower than the pre response. The pre score of 4.176 equates to slightly above "I will probably stay in the Coast Guard beyond my initial obligation, but not for 20 years." The post score of 3.673 is halfway between that description and "Even if I could resign today I would complete my initial obligation." The difference is significant ($t=2.86$, $p<0.007$). No other differences were significant.

The field responses to this section can be put in the perspective of the difference between what the CO wanted the ensign to say and how he or she feels the ensign will respond now, after seeing the ensign's performance for eight months (hope or expectation vs. observation). Specifically, on the scaled items, COs feel that the ensigns are less committed to missions ($t=-2.58$, $p<0.03$); display less individuality ($t=-2.65$, $p<0.03$); more trust ($t=2.51$, $p<0.03$); more resentment ($t=2.85$, $p<0.02$); a higher sense of being victimized ($t=3.32$, $p<0.01$); a lower sense of responsibility ($t=-4.40$, $p<0.001$); are more effort than results oriented ($t=2.41$, $p<0.04$); and have less pride in the Coast Guard ($t=-2.32$, $p<0.04$) than they had hoped. These differences on 8 of 17 scales are significant, indicating considerable differences between the hopes and observations of the COs about the ensigns.

There were significant differences in the responses of COs on 3 of the 22 single item expectation questions. The COs felt that ensigns report more personal control over their jobs ($t=3.95$, $p<0.002$), a correct prediction. They also correctly predicted a decrease in the ensign's perception of his or her necessity to work hard for promotion ($t=-3.39$, $p<0.006$), and that his or her performance, good or bad, has impacted the workload of peers ($t=-2.69$, $p<0.02$). COs also feel that ensigns will have less desire for particular jobs ($t=-3.96$, $p<0.002$) and less chance of having their own command ($t=-2.50$, $p<0.03$). There were no other significant ($p<0.05$) differences on these items.

Looking at the Academy Staff's responses, there were no significant ($p<0.05$) differences on any of the scaled attitude questions, as would be expected since nothing had occurred to change the Staff's perceptions. On the single items, there were differences on only two. The Staff predicts that after the ensign has been aboard for awhile, they will indicate that they have to work harder for promotion ($t=2.03$, $p<0.05$), just opposite the actual responses by both

the ensigns and field CO's. The staff also felt that the ensign's would spend more time in routine tasks than they (the ensigns) had predicted ($t=2.61$, $p<0.02$). There were no other significant differences in the Staff's responses.

3.2.3 Forced Choice Section:

There were some changes in the rank ordering of the four constructs offered. The question to the ensign is "now that you have been aboard for awhile, which of these four constructs has been most important to you?" Ability to deal with people was still ranked first, but willingness to learn moved up from third to second. Personal qualities moved down, and professional expertise was still listed last.

The Staff was asked "which of these... is most important to you?", in both the pre and post. There was one change, ability to deal with people moving up to first and personal qualities moving down to second. Professional expertise was, once again, ranked at least important.

Field COs were asked in the pre "Which of these...is the most important quality in the ensign to you?" and in the post "At which...has he or she displayed the most competence?" In essence, the difference between what the CO wanted and what he or she got. In the pre, the order was personal qualities, ability to deal with people, willingness to learn, and professional expertise. In the post, the order changed to willingness to learn, personal qualities, professional expertise, and the ability to deal with people. Although this ordering cannot be assessed in a statistical sense, the differences seem fairly clear.

3.2.4 Job Expectations:

Again, for the sake of clarity, this section will be broken up into a pre-post analysis within each of the three groups, and then a narrative description of the differences across groups.

The number of scales and questions involved in this section makes it extremely difficult to present the results in a clear manner. The researchers have chosen the following strategy hoping to generate as little confusion as possible.

3.2.4.1 Within Groups Job Content:

The first question we wanted to answer had to do with actual job content from the ensign's perspective. This can be seen from Table 3-22, a listing of the jobs which ensigns indicated they were doing. These can be clustered to include many communication skills (written,

oral, grammar, punctuation, format, draft letters, reports, etc); supervisory skills, such as delegation, reprimanding, maintaining roles, etc; and decision making based on many different types of information. No navigational/piloting skills were listed.

Those things listed as not part of their jobs in general (as listed in Table 3-23) were clustered into relations with the press and public; conducting career development and reenlistment interviews; and a long list of specific job titles, including all weapons/deck department jobs, all supply related jobs, etc. Marching and the sword manual of arms are also not part of the ensign's job.

There is very little difference between expected and actual job content at the bottom (These things will not be part of my job; these things are not part of my job") but some difference at the top. The ensigns predicted a much more supervisory role and fewer communication responsibilities than they report. They also feel that they have more decision-making authority than predicted. Other than those areas, the cadet seems to be able to predict the job of ensign fairly well.

The actual job content from the COs perspective is somewhat different (Table 3-24). The CO sees the ensign performing many Deck Watch Officer and position fixing/navigation tasks. This cluster makes up over half of the ensign's job (as far as the CO is concerned). Other clusters are oral and written communication, acting as a supervisor, performing performance appraisal for subordinates, acting as import OOD, conducting pre-mast investigations, and determining the material resource needs for their division.

COs listed a number of specific jobs as not belonging to the realm of the ensign: No department head positions, Oceanographic officer, ASW officer, supply, and First Lieutenant. They also indicated (Table 3-25) that ensigns did not speak publicly or deal with the press, perform in repair parties, use NBC monitoring equipment, take a vessel in tow, or use a sword or march.

The Academy Staff perceptions of the ensign's job did not change; see Tables 3-16 and 3-17.

3.2.4.2 Within Groups Skill Level:

The ensigns were also queried about their self-perceived skill at various tasks. Ensigns feel themselves to be highest skilled (Table 3-26) at navigation, piloting, and other DWO position-fixing tasks. They also feel skilled at writing, formal and informal investigations, import OOD (including training QMOWs, and inspecting liberty parties) and "acting in a subordinate capacity".

The ensigns report having little skill at various specific jobs (Table 3-27): Supply, all WHEC weapons, department jobs (ASW, etc).

etc), boating officer. They also report little skill at using NBC monitoring equipment, at coordinating fund raising or official social functions, and at conducting careers development and reenlistment interviews.

Commanding Officers were asked to report their perceptions of the ensign's actual performance (the first administration asked for their performance predictions)! They report the highest ensign performance (Table 3-29) at DWO duties (navigation, piloting, rules of the road, etc), making weather observations, inport OOD, dealing with other JOs, conducting pre-mast investigations, and functioning in a subordinate capacity.

COs feel that the areas of the ensign's lowest performance (Table 3-29) include specific jobs (Weps dept, ASWO, Deck, GUN, Supply, OCEANO, etc), ship/air operations, both conducting and planning technical training, and career development and reenlistment interviews.

The Academy staff post responses were not different from their pre responses (Tables 3-18 and 3-19).

3.2.4.3 Within Groups, task importance to unit operation:

In this scale, the ensigns were asked how important a specific task was to the operation of their unit (vs. the pre "How important is it to you that this task be part of your job). The ensigns indicate (Table 3-30) that the DWO navigation task cluster; communicating orally; inport OOD and emergency drills; the use of damage control equipment; dealing with Senior Officers; and decision making are important to the unit's operation. They also indicated that a management cluster, consisting of determining funding and resource requirements, setting standards, determining if work meets standards, and supervising others was most important.

The ensigns report at (Table 3-31) many specific jobs are "least important" to unit operation: NAFA Officer, wardroom mess treasurer, OCEANO, and CIC Officer. They also list: arranging and conducting tours, speaking at public functions, coordinating official social functions, service etiquette in general, knowledge of Coast Guard history, coordinating fund raising, marching, sword manual-of-arms, inspecting liberty parties, and the use of flaghoist and flashing light.

Commanding Officers indicated that the following were most important to unit operation (Table 3-32): the DWO/navigation cluster; inport OOD and emergency drills; log-keeping; and a new cluster consisting of dealing with enlisted personnel and determining if subordinates are qualified for promotion. Making decisions based on personal observations were also listed as important to unit operation.

COs listed as least important (Table 3-33): dealing with the press, contractors, and public speaking; ship/air operations; use of WEC Warfare monitoring equipment; specific job titles such as CIC officer, OCEANO, WEPS and ASWO; collateral duties such as fund raising coordinator, voting officer, and mess treasurer; marching and the sword manual-of-arms; and surprisingly, celestial navigation.

Academy Staff, once again, responded as they did on the first administration (see Tables 3-20 and 3-21).

3.2.4.4 Between Groups Differences.

(Due to the similarity of the Academy Staff first and second administration responses, only the differences between the ensigns and Commanding Officers will be addressed in this section.)

Job Content: The major difference between ensign and CO responses had to do with those things pertaining to DWO/navigation tasks. COs listed these as an important part of their job. Ensigns did not. Instead, ensigns felt that their supervisory duties were much more complex than did COs. Both listed written and oral communications as being part of the ensign's job. At the bottom of the list, both the COs and ensigns indicated that WEPS jobs and dealing with the press and public were not part of the ensign's job. Ensigns also listed conducting career development and reenlistment interviews: COs did not.

Skill level: Ensigns and COs report that ensigns are skilled at: DWO/NAV, conducting investigations, import OOD duties, and acting in a subordinate capacity. However, the ensigns feel that they are highly skilled at writing; COs do not indicate this. Both groups feel that the ensigns have little skill at Supply and weapons related jobs and conducting career development and reenlistment interviews. COs indicate that the ensigns have little skill at planning and conducting technical training and at tasks involved in coordinated ship/air operations. Ensigns indicate little skill at coordinating fund raising, COs do not.

Task Importance: These listings were strikingly similar between COs and ensigns. Both listed the DWO/NAV cluster, import OOD and emergency drills, and supervising (dealing with enlisted personnel) as being important to unit operation. Ensigns also indicated oral communication, determining resource needs, setting and checking standards, and decision making. COs added determining if subordinates meet qualifications for advancement.

The "least important" listing was even more parallel. The only differences are that ensigns discount the importance of coordinating official social functions and service etiquette in general. COs indicate that celestial navigation is not important to unit operation.

3.2.4.5

Due to the complex nature of this analysis (the number of variables, within/between group views, pre-post views) the following matrix is provided for those readers wishing to make various comparisons. Comparing tables will indicate similarities and differences for each combination.

		Pre		Post	
		high	low	high	low
Ensign	Content	3-4,	3-5	3-22,	3-23
	Skill	3-6,	3-7	3-26,	3-27
	Importance	-	-	3-30,	3-31
COs	Content	3-10,	3-11	3-24,	3-25
	Skill	3-12,	3-13	3-28,	3-29
	Importance	3-14,	3-15	3-32,	3-33
Staff	Content	3-16,	3-17	-	-
	Skill	3-18,	3-19	-	-
	Importance	3-20,	3-21	-	-

Section 3.3 Comparison With Performance Data

In this section, the information discussed previously will be analyzed along with information gathered from the actual fitness reports of the officers in the sample. First, fitness report data from the sample will be summarized (3.3.1). Then the information will be presented so that the predictors of performance can be ascertained from among the many variables of the surveys administered to the cadets/ensigns. This section will test Hypothesis 1 (3.3.2). Unfortunately, due to the fact that Field COs delegated their responses on the second survey, there were only 14 matched pairs, thus Hypothesis 2 was not testable.

3.3.1 Fitness Report Summary

Fitness report data were gathered only from those officers responding to both the pre and post surveys. This resulted in an N of 34. An attempt was made to gather information from the first two fitness reports on each officer, but because of the timing of the report cycle and the fact that many newly commissioned officers spend much of their first few months TAD at various schools, most first reports were submitted for continuity only, or had more "not observed" evaluations than actual performance data. Thus, the summary data presented in Table 3-34 is for the ensign's second report for the period ending 30 March 1981. The information presented on a copy of an actual report form represents the means (marked by an X) for each category measured. The dots indicate the minimum and maximum score for each section (where applicable). Although the spread appears great, the standard deviation are on the order of less than one box, so the data are normally distributed about the points indicated. Both attitude, comparison, and all personal qualities are skewed toward the high end of the scale. The minimum fitness report index (sum of overall performance, attitude, comparison, and overall qualities) was 4 and the maximum 33. Mean FRI was 26.

3.3.2 Survey Variables Predicting Performance

Since FRI is a rather global quantity, the analyses to follow were performed individually on each of the four major areas of the fitness report: Overall Performance, Attitude, Comparison, and Overall Evaluation of Personal Qualities. The question researched is "What combination of the variables discussed earlier in this report (job expectations, organizational health, attitude and general expectations) best predict the distribution of fitness report marks?" Only the analysis for Overall Performance will be presented in this report, although analyses for the other three marks are available. Although no direct causal relationship will be posited, the correlations may be supported in existing literature and may also support existing research. The method used to determine this relationship was a series of stepwise regressions on each of the four

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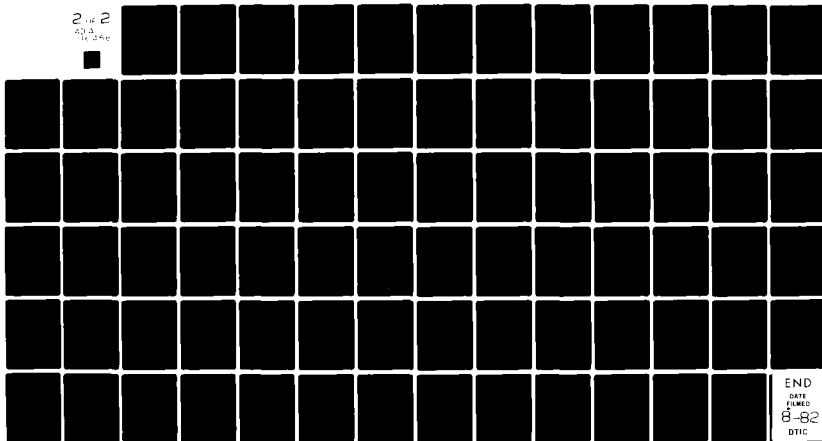
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A LONGITUDINAL STUDY OF THE CADET-TO-ENSIGN TRANSITION.(U)
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dependent variables.

3.3.2.1 Overall Performance

The best predictors of overall performance are displayed in Table 3-35. In summary, no demographic variable (geographic location, sex, marital status, class standing, whether assigned to deck or engineering, etc) accounted for more than three percent of the variance in the distribution of marks for overall performance.

Of the attitude scales, there was a direct relationship between the Ensign's perception of his or her own self esteem (post) and overall performance. The higher self-esteem, the higher the performance. There was an inverse relationship between resentment and performance (higher sense of resentment correlating with lower performance); between orderliness and performance (the more orderly by nature, the lower the performance); and between commitment to the Coast Guard and performance (the more committed to the Coast Guard, the lower the performance).

Of the Organizational Health scales, two correlated significantly with overall performance ratings. The higher the Ensign's response (post) on the leadership scale ("Our senior managers are a good example to our junior managers") the higher overall performance. On the other hand, the higher the Cadet's (pre) response on the productivity scale ("My supervisor will often discuss my productivity with me") the lower their performance.

Of the individual attitude and expectation questions (51-73 of Part 3 of the survey), two variables from the post survey were useful in predicting performance: Ensigns who feel that they have the opportunity to originate new ideas and practices in their jobs show higher overall performance; and those Ensigns who feel that they do not have the opportunity to pursue their education off-duty show higher overall performance. Three other variables entered the regression, but as the difference between pre and post responses. Performance marks were higher for those Ensigns who accurately predicted their workload. In other words, if individuals predicted (pre) that they would have a job requiring that they work at full capacity and subsequently (post) reported that this was the case, their performance was higher. At the same time, individuals who predicted that they would not have to work at full capacity and reported that this was so performed at higher levels. Those for whom reality (post) and predictions (pre) were mismatched (high-low or low-high) indicated lower performance. Perception of chances for promotion to lieutenant was related to performance marks in the same way; the greater the difference between pre and post, the lower the performance.

The best predictions of performance were variables created by

determining the differences between the actual content of the job and the Cadet's prediction of the content of the job. For each variable (i.e. Act as boarding officer), the Cadet's were asked to predict if they would be doing it and after they had been on the job, whether or not that particular task was actually a part of their job. The differences can be analyzed to determine those tasks for which a match exists and those tasks for which reality and expectations are mismatched. Correct predictions have no measurable impact on performance but of the variables for where there was a significant mismatch, the ten most disparate variables accounted for 96 percent of the variance in overall performance rating distributions. These differences can be classified into tasks which the Cadet did expect to be doing but isn't (expectations undermet) and those which the Cadet did not expect to be doing but are (expectations overmet).

Job Content Expectations undermet:

Cadets who predicted that they would be: drafting letters, conducting career and enlistment interviews, dealing with security or communications, making weather observations and "acting in a subordinate capacity; who subsequently report that these tasks are not part of their jobs are marked higher in overall performance than others.

Job Content Expectations overmet:

Cadets who predicted that they would not be: acting as a boarding officer, acting as a sponsor for newly reporting personnel, using damage control equipment, using their knowledge of the U.S.M.J., or acting as ASWO; who subsequently report that these tasks are part of their jobs are marked higher in overall performance than others. Again, Table 3-35 displays these data.

Another created variable was also useful in predicting performance ratings. This is the difference between the Cadet's prediction of skill (I will be good at it) and the Ensign's self reported skill level at that task (I am good at it) after being on the job. Again, these can be divided into two sets: those tasks for which the Cadet's predicted skill level was high but subsequently reported that they weren't as good as they thought they would be: those tasks for which actual reported skill level (unrealistically high efficacy expectations) was higher than predicted (unrealistically low efficacy expectations).

Unrealistically high EE: Cadets who predicted that they would be good at: conducting inport drills, dealing with the public, dealing with Senior officers, acting as supply officer, and making decisions based on the input of others; who subsequently report that they do poorly at these tasks are marked higher in performance than others (neither ensigns nor field COs listed these tasks as being an

important part of the Ensign's job).

Unrealistically low EE:

Cadets who predicted that they would be poor at: Developing a technical training plan for their division, pre-mast investigations, duties involved in ship-air operations, and arranging tours of CG facilities; who subsequently reported that they were skilled at these tasks were marked higher in performance than others.

Table 2-35

Best Predictions of Overall Performance

Variable Name	weight	Cum variance %
(Post) Resentment	-0.34	36.9
(Pre) Productivity	-0.36	57.4
(Post-Pre) Skill at developing a technical training plan	-0.28	67.5
(Post-pre) Skill at duties involved in ship-air operations	-0.25	75.2
(Post-pre) Job Content; act as boarding officer	+0.29	80.1
(Post-pre) Job Content; draft letters	-0.48	87.6
(post) Opportunity to originate new ideas and practices	+0.27	91.5
(post) Chances to pursue off-duty education	-0.30	94.4
(Post-pre) Job requires that I work at full capacity.	-0.09	95.1

3

Section 3.4

The tables in this section tabulate the results of a third survey conducted in September 1981 as compared to the previous administrations. Mean Fitness Report data are also presented in a manner similar to that of the previous section.

Table 3-35	Organizational Health
Table 3-37	Attitude Scales
Table 3-38	Attitudes & Expectations
Table 3-39	Rank ordering forced choice section.
Table 3-40	Fitness Report data, Second and third report

The implications of these data are discussed in the Summary section.

Table 3-36

Comparison of Organizational Health Scale
Responses over time (by administration)

Variable Name	ADMIN		
	1	2	3
Productivity	2.88	3.01	3.10
Leadership	2.84	3.07	3.15
Organizational Structure	3.25	3.15	3.05
Communications	2.86	3.31	3.37
Conflict Management	2.29	3.76	2.76
Human Resource Management	2.44	2.54	2.40
Participation	2.50	2.98	2.93
Creativity	2.56	2.82	2.80

Means on a scale of 1= strongly disagree (that this is healthy in the Coast Guard) to 5= strongly agree (that this is healthy in the Coast Guard). A score of less than 3 indicates some disagreement that that particular feature is healthy.

Table 3-37

Comparison of Attitude Scale Responses
over time (by administration)

Variable Name	ADMIN		
	1	2	3.
Commitment to the Coast Guard	3.35	3.02	3.00
Commitment to missions	4.10	3.39	3.50
Self-esteem	3.54	3.62	3.72
Individuality	3.43	3.53	3.72
Acceptance of authority	2.90	2.88	2.63
Team self-orientation	3.75	3.99	4.03
Team others-orientation	3.52	3.51	3.57
Trust	2.62	3.69	2.93
Resentment	2.23	2.29	2.48
Victimization	2.65	2.34	2.52
Responsibility	4.28	4.35	4.22
Orderliness	3.45	3.28	3.40
Effort-results orientation	3.08	3.15	2.97
Pride in the Coast Guard	3.54	3.41	3.38
Self-confidence	3.81	3.99	3.85
Power Values	3.51	3.43	3.58
Mach scale	2.67	2.67	2.83

Means on a scale of 1 = strongly agree to 5 = strongly disagree. On the Efforts-results scale 1 = results orientation, .5 = effort orientation.

Table 3-33

Comparison of Attitudes and Expectations
Responses over time (by administration)

Variable Name	ADMIN		
	1	2	3
Know the jobs I want	2.70	2.84	3.35
Desire certain jobs	3.71	3.73	4.05
Desire to avoid certain jobs	3.63	3.86	3.85
Have control over jobs I get	2.35	2.78	2.30
Work hard for promotion	3.87	3.18	3.40
Work at full capacity	3.61	3.12	3.00
Peers work at full capacity	2.84	2.51	2.45
Lots of red tape	3.77	3.75	3.90
Opportunity to originate	3.12	3.41	3.45
Performance workload	3.96	3.35	3.75
Chances of lifesaving	3.12	2.78	3.45
Job will have routine tasks	3.86	3.86	3.60
Fighting fires	1.59	1.69	2.40
Long range planning	1.78	1.71	1.60
Job involves own creative efforts	1.78	1.67	1.85
Hours on the job	3.88	3.65	3.95
Number of subordinates	3.28	3.12	3.30
Chances of promotion to LT	4.08	3.96	3.90
Chances of promotion to CDR	3.47	3.20	3.15
Chances for off-duty education	3.26	3.28	3.40
Chances for PG school	3.55	3.46	3.25
Chances for own command	3.02	2.90	2.35
Career intent	4.18	3.67	3.51

See section 1 and Appendix A for scale explanations.

Table 3-39

Comparison of Rank Ordering Section
by time (by administration)

Variable (quality)	RANK ORDER BY ADMIN		
	1	2	3
Professional ability	4	4	3
Ability to deal with people	1	1	1
Personal qualities	2	3	4
Willingness to learn	3	2	2

Table 3-10

Second and Third Fitness Report Marks

FR Area	MEAN MARKS	
	SECOND	THIRD
Overall Performance	4.174	7.350
Attitude	6.786	7.600
Comparison	6.857	6.800
Overall Personal Qualities	6.893	7.350

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APPENDIX I

UNITED STATES COAST GUARD
LMDP SURVEY 80200 SERIES
PMTAC

This survey has been designed to gather information about your expectations and attitudes concerning the Coast Guard and your first assignment. Your Commanding Officers are responding to a similar survey. Your responses are important in comparing expectations and points of view. Please respond to each item as accurately as you can.

7. Marital Status:

(17)

1. Single, never married
2. Married
3. Separated
4. Divorced
5. Other

8. Your class standing:

(13)

1. Top 20%
2. 21-40%
3. 41-60%
4. 61-80%
5. Bottom 20%

9. At your first assignment, your job will be:

(19)

1. Deck
2. Engineering

10. Type of unit to which you will be assigned:

(20)

- 0 WHEC
- 1 WHEC
- 2 WAGB
- 3 WLB
- 4 WLM
- 5 WPS
- 6 WLI
- 7 Other Afloat
- 8 Other Ashore

The duty areas listed in this section have been selected as being representative of the types of tasks a newly commissioned officer might be expected to perform. We need to know how likely you feel that you will be performing these tasks, how proficient you expect yourself to be when you get to your first assignment, and how important it is to you that these tasks be a part of your job.

SCALE FOR COLUMN A

How likely is it that you will be performing this task?

1. unlikely
2. may perform
3. likely

SCALE FOR COLUMN B

How skilled do you expect to be at this task upon arrival at your first assignment?

1. unskilled
2. somewhat skilled
3. very skilled

SCALE FOR COLUMN C

Is it important to you that this task be a major part of your job?

1. important that it not be
2. don't care
3. important that it be

Is it important this be part of their job? _____

How skilled will they be at this when they
get to their first assignments? _____

How likely is it that they will be performing
this task? _____

A B C

18. Conduct career development and reenlistment
interviews. _____

(61-63)

19. Delegate responsibility and authority to the
members of your division/department in order to
make the best use of your own time. _____

(64-66)

20. Function in a subordinate capacity. _____

(67-69)

21. Function in a supervisory capacity. _____

(70-72)

22. Deal directly with senior officers. _____

(73-75)

23. Deal directly with junior officers. _____

(76-78)

Is it important this be part of their job? _____

How skilled will they be at this when they
get to their first assignments? _____

How likely is it that they will be performing
this task? _____

A B C

47. Act as NAPA officer.	_____	_____	_____	(12-12)
48. Act as morale officer.	_____	_____	_____	(13-15)
49. Act as wardroom mess treasurer.	_____	_____	_____	(16-18)
50. Act as assistant to the Executive Officer.	_____	_____	_____	(19-21)
51. Act as Operations Officer.	_____	_____	_____	(22-24)
52. Act as gunnery officer.	_____	_____	_____	(25-27)
53. Act as first lieutenant	_____	_____	_____	(28-30)
54. Act as deck watch officer.	_____	_____	_____	(31-33)
55. Act as educational services officer.	_____	_____	_____	(34-36)
56. Act as oceanographic officer.	_____	_____	_____	(37-39)
57. Act as weapons officer.	_____	_____	_____	(40-42)
58. Act as deck department head.	_____	_____	_____	(43-45)
59. Act as boarding officer.	_____	_____	_____	(46-48)
60. Act as coordinator for Combined Federal Campaign.	_____	_____	_____	(49-51)
61. Coordinate the CG Mutual Assistance Fund.	_____	_____	_____	(52-54)
62. Act as Voting Officer.	_____	_____	_____	(55-57)
63. Coordinate official social/ceremonial functions.	_____	_____	_____	(58-60)
64. Perform duties as sponsor for newly reporting personnel.	_____	_____	_____	(61-63)
65. Use charts and navigational instruments or equipment to fix geographic positions.	_____	_____	_____	(64-66)
66. Use knowledge of bouys, lights, and other navigational aids.	_____	_____	_____	(67-69)
67. Use electronic navigation systems (i.e. radar, loran, omega, etc.).	_____	_____	_____	(70-72)

Is it important this be part of their job? _____

How skilled will they be at this when they
get to their first assignments? _____

How likely is it that they will be performing
this task? _____

A B C

91. Use knowledge of first aid.	_____	_____	_____	(13-15)
92. Perform duties involved in coordinated ship/air operations.	_____	_____	_____	(13-15)
93. Perform duties as import OOD.	_____	_____	_____	(16-18)
94. Use the Getting-Underway-Checklist.	_____	_____	_____	(19-21)
95. Determine height of tide and current velocity.	_____	_____	_____	(22-24)
96. Prepare weather observation logsheet.	_____	_____	_____	(25-27)
97. Determine anchor tending information.	_____	_____	_____	(28-30)
98. Determine strain on a line.	_____	_____	_____	(31-33)
99. Serve as boat-Officer.	_____	_____	_____	(34-36)
100. Supervise and conduct on-the-job training for quarterdeck watchstanders.	_____	_____	_____	(37-39)
101. Inspect liberty parties.	_____	_____	_____	(40-42)
102. Conduct in-port emergency drills.	_____	_____	_____	(43-45)
103. Use knowledge of ships tactical data.	_____	_____	_____	(46-48)
104. Take a disabled vessel in tow.	_____	_____	_____	(49-51)

UNITED STATES COAST GUARD

LMDP SURVEY 80221 (PMTAC)

This section of the survey concerns issues regarding organizational effectiveness. Please respond as you feel the Coast Guard exists today.

IN THIS SECTION WE ARE INTERESTED IN YOUR OPINIONS OF THE COAST GUARD AS A TOTAL ORGANIZATION.

Please circle the number that reflects your honest opinion.

15. I can be creative in this organization.

strongly disagree

disagree

no opinion

agree

strongly agree

1

2

3

4

5

(22)

17. My superior often discusses my productivity with me.

1

2

3

4

5

(22)

18. Managers here usually do a good job in motivating their subordinates.

1

2

3

4

5

(22)

19. This organization seems to have the right number of managers.

1

2

3

4

5

(23)

20. Meetings are held when needed.

1

2

3

4

5

(24)

21. Subordinates may disagree with their manager without being penalized.

1

2

3

4

5

(25)

22. This organization uses the qualifications of its members.

1

2

3

4

5

(26)

23. A conscientious attempt is made to consider everyone's views before a decision is made.

1

2

3

4

5

(27)

24. Creative thinking and innovation is encouraged here.

1

2

3

4

5

(28)

TO WHAT EXTENT...

	a very little extent	a little extent	some extent	a great extent	a very great extent	
1. Is the Coast Guard the best of all organizations for which you could work?	1	2	3	4	5	(5)
2. Are you glad that you chose the Coast Guard over other organizations that you may have been considering?	1	2	3	4	5	(5)
3. Do you feel a great sense of pride in knowing that you work for a organization that has humanitarian missions?	1	2	3	4	5	(7)
4. Do you feel a sense of satisfaction in belonging to an organization that saves lives?	1	2	3	4	5	(8)
5. Do you feel a sense of fulfillment in knowing that the Coast Guard serves the public?	1	2	3	4	5	(9)

	strongly disagree	disagree	no opinion	agree	strongly agree	
22. I think a great many people exaggerate their misfortunes in order to gain the sympathy and help of others.	1	2	3	4	5	(26)
23. Most people make friends because friends are are likely to be useful to them.	1	2	3	4	5	(27)
24. I feel like I am getting a raw deal.	1	2	3	4	5	(28)
25. When I look back over what has happened to me I feel cheated.	1	2	3	4	5	(29)
26. I am very likely to hold a grudge.	1	2	3	4	5	(30)
27. I have been punished without cause.	1	2	3	4	5	(31)
28. Other people always seem to get the breaks.	1	2	3	4	5	(32)
29. I have to take orders from people who know less than I do.	1	2	3	4	5	(33)
30. It is the duty of each person to do his job to the very best of his ability.	1	2	3	4	5	(34)
31. Even if I were on my own, with no one to supervise me, I would still work hard.	1	2	3	4	5	(35)
32. I make personal sacrifices in order to meet an obligation to someone who is counting on me.	1	2	3	4	5	(36)
33. I always like to keep my things neat and in good order.	1	2	3	4	5	(37)
34. I like to have a place for everything, and everything in its place.	1	2	3	4	5	(38)
35. I prefer to be dressed carefully rather than casually.	1	2	3	4	5	(39)
36. I think effort is commendable, even if it doesn't lead to the most effective results.	1	2	3	4	5	(40)
37. As long as you look busy you will do alright in this organization.	1	2	3	4	5	(41)
38. Working hard is far more important than results.	1	2	3	4	5	(42)

	strongly disagree	disagree	no opinion	agree	strongly agree	
57. My shipmates will be working at their full capacity.	1	2	3	4	5	(51)
58. There will be a lot of "red tape" associated with my job.	1	2	3	4	5	(52)
59. I will have the opportunity to originate new procedures or practices in my job.	1	2	3	4	5	(53)
60. My job performance, good or bad, will significantly impact the amount of work that others around me will have to do.	1	2	3	4	5	(54)

USE THE FOLLOWING SCALE TO ANSWER QUESTIONS 61 to 65.

1. 0 to 20%
2. 21 to 40%
3. 41 to 60%
4. 61 to 80%
5. 81 to 100%

61. What are your chances of being involved in lifesaving on your first assignment?	1	2	3	4	5	(55)
62. What percentage of your work will be spent involved in routine tasks?	1	2	3	4	5	(56)
63. What percentage of your work will be "fighting fires"?	1	2	3	4	5	(57)
64. What percentage of your work will be spent in long range planning?	1	2	3	4	5	(58)
65. What percentage of your work will involve your own creative efforts?	1	2	3	4	5	(59)

73. Circle the number next to the statement that best reflects your current feelings about your intentions to remain in the Coast Guard:

1. I would resign today if I could (77)
2. If I could, I would resign as soon as it is convenient for me, but probably before my obligated service is completed.
3. Even if I could resign today I would complete my initial obligation?
4. I will probably stay in the Coast Guard beyond my initial obligation, but not for 20 years.
5. I will probably stay in the Coast Guard for 20 years, but no longer.
6. I will probably stay longer than 20 years and then retire at my convenience.
7. I will probably stay longer than 20 years and as long as I can thereafter.

CIRCLE THE STATEMENT YOU FEEL TO BE MOST IMPORTANT IN EACH PAIR.

1. I would rather have

1. professional expertise.
2. the ability to deal with people.

2. I would rather have

1. professional expertise.
2. positive personal qualities.

3. I would rather have

1. professional expertise.
2. a willingness to learn.

4. I would rather have

1. the ability to deal with people.
2. positive personal qualities.

5. I would rather have

1. the ability to deal with people.
2. a willingness to learn.

6. I would rather have

1. positive personal qualities.
2. a willingness to learn.

APPENDIX 2

UNITED STATES COAST GUARD

LMDP SURVEY 80250 SERIES

PMTAC

This survey has been designed to gather information about your impressions of the Coast Guard and your first assignment now that you have been aboard for several months. Your responses and the responses of many of your classmates are being obtained at the same time. In addition, commanding officers (including your own) are responding to a similar survey. The combined responses will be used to develop as clear a picture as possible of the strengths and weaknesses of the professional and military training program which you received at the Academy. For the information to be meaningful to the Academy, YOUR response is essential. Please complete the attached survey within 20 working days and return it in the envelope provided. In doing so, you can be assured that your response will be held in strict confidence.

7. Marital Status:

(17)

1. Single, never married
2. Married
3. Separated
4. Divorced
5. Other

8. Your class standing:

(18)

1. Top 20%
2. 21-40%
3. 41-60%
4. 61-80%
5. Bottom 20%

9. At your first assignment, your job is

(19)

1. Deck
2. Engineering

10. Type of unit to which you is assigned:

(20)

- 0 WHEC
- 1 WMEC
- 2 WAGB
- 3 WLB
- 4 WLM
- 5 WTB
- 6 WLI
- 7 Other Afloat
- 8 Other Ashore

The duty areas listed in this section have been selected as being representative of the types of tasks a newly commissioned officer might be performing. We need to know whether you have been performing these tasks, how proficient you feel that you are, and how important you feel these tasks are to the operation of your unit.

For each task, please answer the three questions as shown in the scale explanations below.

NOTE: You may find it helpful to remove this page and refer to it as you complete this section.

SCALE FOR COLUMN A

Do you perform this task?

1. no
2. don't know
3. yes

SCALE FOR COLUMN B

How skilled do you feel that you are at this task?

1. unskilled
2. somewhat skilled
3. very skilled

SCALE FOR COLUMN C

Is this task important to the operation of your unit?

1. not at all
2. somewhat important
3. extremely important

We recognize that the task list is not exhaustive. If you feel that the survey has omitted any tasks which are important parts of your job, a write-in page is provided at the end of the section.

Is it important to your unit's operation? _____

How skilled are you at this task? _____

Have you been performing this task? _____

A B C

18. Conduct career development and reenlistment interviews.

(61-63)

19. Delegate responsibility and authority to the members of your division/department in order to make the best use of your own time.

(64-66)

20. Function in a subordinate capacity.

(67-69)

21. Function in a supervisory capacity.

(70-72)

22. Deal directly with senior officers.

(73-75)

23. Deal directly with junior officers.

(76-78)

Is it important to your unit's operation? _____

How skilled are you at this task? _____

Have you been performing this task? _____

A B C

47. Act as NAFA officer.	_____	_____	_____	(10-12)
48. Act as morale officer.	_____	_____	_____	(13-15)
49. Act as wardroom mess treasurer.	_____	_____	_____	(16-18)
50. Act as assistant to the Executive Officer.	_____	_____	_____	(19-21)
51. Act as Operations Officer.	_____	_____	_____	(22-24)
52. Act as gunnery officer.	_____	_____	_____	(25-27)
53. Act as first lieutenant.	_____	_____	_____	(28-30)
54. Act as deck watch officer.	_____	_____	_____	(31-33)
55. Act as educational services officer.	_____	_____	_____	(34-36)
56. Act as oceanographic officer.	_____	_____	_____	(37-39)
57. Act as weapons officer.	_____	_____	_____	(40-42)
58. Act as deck department head.	_____	_____	_____	(43-45)
59. Act as boarding officer.	_____	_____	_____	(46-48)
60. Act as coordinator for Combined Federal Campaign.	_____	_____	_____	(49-51)
61. Coordinate the CG Mutual Assistance Fund.	_____	_____	_____	(52-54)
62. Act as Voting Officer.	_____	_____	_____	(55-57)
63. Coordinate official social ceremonial functions.	_____	_____	_____	(58-60)
64. Perform duties as sponsor for newly reporting personnel.	_____	_____	_____	(61-63)
65. Use charts and navigational instruments or equipment to fix geographic positions.	_____	_____	_____	(64-66)
66. Use knowledge of bouys, lights, and other navigational aids.	_____	_____	_____	(67-69)
67. Use electronic navigation systems (i.e. radar, loran, omega, etc.).	_____	_____	_____	(70-72)

Is it important to your unit's operation? _____

How skilled are you at this task? _____

Have you been performing this task? _____

A

B

C

- | | | | | |
|---|-------|-------|-------|---------|
| 91. Use knowledge of first aid. | _____ | _____ | _____ | (10-12) |
| 92. Perform duties involved in coordinated ship/air operations. | _____ | _____ | _____ | (13-15) |
| 93. Perform duties as import OOD. | _____ | _____ | _____ | (16-18) |
| 94. Use the Getting-Underway-Checklist. | _____ | _____ | _____ | (19-21) |
| 95. Determine height of tide and current velocity. | _____ | _____ | _____ | (22-24) |
| 96. Prepare weather observation logsheet. | _____ | _____ | _____ | (25-27) |
| 97. Determine anchor tending information. | _____ | _____ | _____ | (28-30) |
| 98. Determine strain on a line. | _____ | _____ | _____ | (31-33) |
| 99. Serve as boat-Officer. | _____ | _____ | _____ | (34-36) |
| 100. Supervise and conduct on-the-job training for quarterdeck watchstanders. | _____ | _____ | _____ | (37-39) |
| 101. Inspect liberty parties. | _____ | _____ | _____ | (40-42) |
| 102. Conduct in-port emergency drills. | _____ | _____ | _____ | (43-45) |
| 103. Use knowledge of ships tactical data. | _____ | _____ | _____ | (46-48) |
| 104. Take a disabled vessel in tow. | _____ | _____ | _____ | (49-51) |
| 105. Set performance goals with supervisor. | _____ | _____ | _____ | (52-54) |
| 106. Prepare official correspondence. | _____ | _____ | _____ | (55-57) |
| 107. Prepare reports of investigation. | _____ | _____ | _____ | (58-60) |
| 108. Counsel subordinates with respect to non-work related matters. | _____ | _____ | _____ | (61-63) |
| 109. Reprimand subordinates, either in writing or in person. | _____ | _____ | _____ | (64-66) |
| 110. Determine if subordinates are qualified for promotion. | _____ | _____ | _____ | (67-69) |

UNITED STATES COAST GUARD

LMDF SURVEY 80271 (PMTAC)

This section of the survey will gather information about
your opinions of the effectiveness of the Coast Guard.

Please respond as you feel the Coast Guard exists today.

IN THIS SECTION WE ARE INTERESTED IN YOUR OPINIONS OF THE
COAST GUARD AS A TOTAL ORGANIZATION.

You may have responded to a similar survey in the spring.

It is important that you disregard your previous responses.

We are interested in capturing information based on the
knowledge and experiences that you have at this time.

Please circle the number that most reflects your opinion.

	strongly disagree	disagree	no opinion	agree	strongly agree	
16. I can be creative in this organization.	1	2	3	4	5	(20)
17. My superior often discusses my productivity with me.	1	2	3	4	5	(21)
18. Managers here usually do a good job in motivating their subordinates.	1	2	3	4	5	(22)
19. This organization seems to have the right number of managers.	1	2	3	4	5	(23)
20. Meetings are held when needed.	1	2	3	4	5	(24)
21. Subordinates may disagree with their manager without being penalized.	1	2	3	4	5	(25)
22. This organization uses the qualifications of its members.	1	2	3	4	5	(26)
23. A conscientious attempt is made to consider everyone's views before a decision is made.	1	2	3	4	5	(27)
24. Creative thinking and innovation is encouraged here.	1	2	3	4	5	(28)

TO WHAT EXTENT...

	a very little extent	a little extent	some extent	a great extent	a very great extent	
1. Is the Coast Guard the best of all organizations for which you could work?	1	2	3	4	5	(5)
2. Are you glad that you chose the Coast Guard over other organizations that you may have been considering?	1	2	3	4	5	(6)
3. Do you feel a great sense of pride in knowing that you work for a organization that has humanitarian missions?	1	2	3	4	5	(7)
4. Do you feel a sense of satisfaction in belonging to an organization that saves lives?	1	2	3	4	5	(8)
5. Do you feel a sense of fulfillment in knowing that the Coast Guard serves the public?	1	2	3	4	5	(9)

	strongly disagree	disagree	no opinion	agree	strongly agree	
22. I think a great many people exaggerate their misfortunes in order to gain the sympathy and help of others.	1	2	3	4	5	(26)
23. Most people make friends because friends are likely to be useful to them.	1	2	3	4	5	(27)
24. I feel like I am getting a raw deal.	1	2	3	4	5	(28)
25. When I look back over what has happened to me I feel cheated.	1	2	3	4	5	(29)
26. I am very likely to hold a grudge.	1	2	3	4	5	(30)
27. I have been punished without cause.	1	2	3	4	5	(31)
28. Other people always seem to get the breaks.	1	2	3	4	5	(32)
29. I have to take orders from people who know less than I do.	1	2	3	4	5	(33)
30. It is the duty of each person to do his job to the very best of his ability.	1	2	3	4	5	(34)
31. Even if I were on my own, with no one to supervise me, I would still work hard.	1	2	3	4	5	(35)
32. I make personal sacrifices in order to meet an obligation to someone who is counting on me.	1	2	3	4	5	(36)
33. I always like to keep my things neat and in good order.	1	2	3	4	5	(37)
34. I like to have a place for everything, and everything in its place.	1	2	3	4	5	(38)
35. I prefer to be dressed carefully rather than casually.	1	2	3	4	5	(39)
36. I think effort is commendable, even if it doesn't lead to the most effective results.	1	2	3	4	5	(40)
37. As long as you look busy you will do alright in this organization.	1	2	3	4	5	(41)
38. Working hard is far more important than results.	1	2	3	4	5	-2

	strongly disagree	disagree	no opinion	agree	strongly agree	
57. My shipmates are working at their full capacity.	1	2	3	4	5	(61)
58. There is a lot of "red tape" associated with my job.	1	2	3	4	5	(62)
59. I have the opportunity to originate new procedures or practices in my job.	1	2	3	4	5	(53)
60. My job performance, good or bad, significantly impacts the amount of work that others around me have to do.	1	2	3	4	5	(64)

USE THE FOLLOWING SCALE TO ANSWER QUESTIONS 61 to 65.

1. 0 to 20%
2. 21 to 40%
3. 41 to 60%
4. 61 to 80%
5. 81 to 100%

61. What are your chances of being involved in lifesaving on your first assignment?	1	2	3	4	5	(55)
62. What percentage of your work is spent involved in routine tasks?	1	2	3	4	5	(66)
63. What percentage of your work requires "fighting fires"?	1	2	3	4	5	(67)
64. What percentage of your work is spent in long range planning?	1	2	3	4	5	(68)
65. What percentage of your work involves your own creative efforts?	1	2	3	4	5	(69)

73. Circle the number next to the statement that best reflects your current feelings about your intentions to remain in the Coast Guard:

1. I would resign today if I could. (77)
2. If I could, I would resign as soon as it is convenient for me, but probably before my obligated service is completed.
3. Even if I could resign today I would complete my initial obligation?
4. I will probably stay in the Coast Guard beyond my initial obligation, but not for 20 years.
5. I will probably stay in the Coast Guard for 20 years, but no longer. -
6. I will probably stay longer than 20 years and then retire at my convenience.
7. I will probably stay longer than 20 years and as long as I can thereafter.

CIRCLE THE STATEMENT (FROM EACH PAIR) YOU FEEL TO HAVE BEEN
MOST IMPORTANT IN YOUR PRESENT JOB.

1. My job most requires... (5)
 1. professional expertise.
 2. the ability to deal with people.
2. My job most requires... (6)
 1. professional expertise.
 2. positive personal qualities.
3. My job most requires... (7)
 1. professional expertise.
 2. a willingness to learn.
4. My job most requires... (8)
 1. the ability to deal with people.
 2. positive personal qualities.
5. My job most requires... (9)
 1. the ability to deal with people.
 2. a willingness to learn.
6. My job most requires... (10)
 1. positive personal qualities.
 2. a willingness to learn.

APPENDIX 3

UNITED STATES COAST GUARD
LMOP SURVEY 86202 (PONTAC)

PRIVACY ACT STATEMENT

Authority: 14 USC 633

Purpose: Assessment of Governmental Agencies, Programs and Policies.
Disclosure is voluntary, and the data generated will be held in confidence. It will in no way be connected with any individual or offered for any use outside the principle use noted above.

1. SSN: _____ (1-9)
2. Rank: _____ G- _____ (13)
3. Time in service in years: _____ (11-12)
4. Months in present assignment: (three digits) _____ (13-15)
5. Age in years: _____ (16-17)
6. Type of Unit: (circle one) _____ (19)
 0. WHEC
 1. WMEC
 2. WAGB
 3. WLB
 4. WLM
 5. WPB
 6. WLI
 7. Other Afloat
 8. Other Ashore
7. Status indicator: (6 digits) _____ (19-24)
8. Experience indicator: (8 digits) _____ (25-32)
9. Highest level of education: _____ (33)
 1. Completed H.S. (G.E.D.)
 2. Some college
 3. Associate's Degree
 4. Bachelor's Degree
 5. Some graduate school
 6. Master's Degree
 7. Beyond Master's Degree
 8. Doctorate

UNITED STATES COAST GUARD
LMP SURVEY 80202 (PACAC)

PRIVACY ACT STATEMENT

On _____, 1980, the Department of Governmental Agencies, Programs and Policies. This survey is voluntary, and the data generated will be confidential. It will in no way be connected with any individual or offered for any use outside the principle above.

Age	_____	(1-9)
Sex	M- _____ F- _____	(10)
Years of service:	_____	(11-12)
Assignment: (three digits)	_____	(13-15)
Station	_____	(16-17)
Position (three digits)	_____	(18)

0. WNEC	
1. WNEC	
2. WAGB	
3. WLB	
4. WLM	
5. WPB	
6. WLI	
7. Other Afloat	
8. Other Ashore	

Education (three digits)	_____	(19-21)
Grade (3 digits)	_____	(22-24)
Education:		(25)

1. Completed H.S. (G.E.D.)	
2. Some college	
3. Associate's Degree	
4. Bachelor's Degree	
5. Some graduate school	
6. Master's Degree	
7. Beyond Master's Degree	
8. Doctorate	

UNITED STATES COAST GUARD

LMCP SURVEY 80212 (PMTAC)

This section of the survey is designed to capture expectations about the performance of new Academy Ensigns. What types of tasks will they be performing? How proficient do you expect them to be? How important is it to YOU that these tasks be a major part of the Ensign's job?

You may be asked to complete this survey on more than one occasion. Please respond to each item as accurately as possible based on the expectation or knowledge of the new Ensign that you have NOW.

Is it important this be part of their job? _____

How skilled will they be at this when they
get to their first assignments? _____

How likely is it that they will be performing
this task? _____

A B C

- | | | | | |
|---|-------|-------|-------|---------|
| 1. Investigate the current level of training and needs for training in their division/department. | _____ | _____ | _____ | (12-12) |
| 2. Develop a technical training plan. | _____ | _____ | _____ | (13-15) |
| 3. Conduct technical training for members. | _____ | _____ | _____ | (16-19) |
| 4. Conduct administrative training for members of their work group. | _____ | _____ | _____ | (19-21) |
| 5. Conduct supervisory training for members of their work group. | _____ | _____ | _____ | (22-24) |
| 6. Prepare training materials. | _____ | _____ | _____ | (25-27) |
| 7. Set standards of performance for the members of their division/department. | _____ | _____ | _____ | (28-30) |
| 8. Determine if the work accomplished meets established standards. | _____ | _____ | _____ | (31-33) |
| 9. Make decisions. | _____ | _____ | _____ | (34-36) |
| 10. Decide on a course of action based on their own observations of a situation. | _____ | _____ | _____ | (37-39) |
| 11. Decide on a course of action based on the inputs of others. | _____ | _____ | _____ | (40-42) |
| 12. Decide on a course of action based on policies, records, and reports. | _____ | _____ | _____ | (43-45) |
| 13. Set goals and review progress with members of their division/department. | _____ | _____ | _____ | (46-48) |
| 14. Recognize and maintain the proper roles and relationships among the members of their division/department. | _____ | _____ | _____ | (49-51) |
| 15. Conduct performance appraisal interviews with the members of their division/department. | _____ | _____ | _____ | (52-54) |
| 16. Assign specific duties or jobs to the members of their division/department. | _____ | _____ | _____ | (55-57) |
| 17. Deal with performance problems. | _____ | _____ | _____ | (58-60) |

Is it important this be part of their job?

How skilled will they be at this when they get to their first assignments?

How likely is it that they will be performing this task?

A B C

24. Deal directly with enlisted personnel.	_____	_____	_____	(12-12)
25. Deal directly with the general public.	_____	_____	_____	(13-15)
26. Deal directly with outside contractors.	_____	_____	_____	(16-18)
27. Communicate in writing.	_____	_____	_____	(19-21)
28. Communicate orally.	_____	_____	_____	(22-24)
29. Draft letters using correct format.	_____	_____	_____	(25-27)
30. Use correct grammar, spelling, punctuation.	_____	_____	_____	(28-30)
31. Prepare enlisted performance evaluations.	_____	_____	_____	(31-33)
32. Maintain division/department files using standard CG filing system.	_____	_____	_____	(34-36)
33. Determine requirements for material resources for division/department.	_____	_____	_____	(37-39)
34. Determine funding requirements and administer funds for division/department.	_____	_____	_____	(40-42)
35. Make work assignments taking personnel and other resources into account.	_____	_____	_____	(43-45)
36. Speak at public functions on behalf of the Coast Guard.	_____	_____	_____	(46-48)
37. Deal with press or representatives or other media in explaining Coast Guard missions or operations.	_____	_____	_____	(49-51)
38. Arrange or conduct tours of Coast Guard facilities and operational units.	_____	_____	_____	(52-54)
39. Act as security and communications officer.	_____	_____	_____	(55-57)
40. Act as combat-information-center officer.	_____	_____	_____	(58-60)
41. Act as antisubmarine warfare officer.	_____	_____	_____	(61-63)
42. Act as safety officer.	_____	_____	_____	(64-66)
43. Act as exchange officer.	_____	_____	_____	(67-69)
44. Act as commissary officer.	_____	_____	_____	(70-72)
45. Act as supply officer.	_____	_____	_____	(73-75)
46. Act as navigator.	_____	_____	_____	(76-78)

Is it important this be part of their job? _____

How skilled will they be at this when they
get to their first assignments? _____

How likely is it that they will be performing
this task? _____

A B C

63. Determine position by visual bearings, ranges.	_____	_____	_____	(13-15)
69. Determine geographic position by celestial navigation.	_____	_____	_____	(13-15)
70. Use maneuvering boards.	_____	_____	_____	(16-18)
71. Use correct piloting skills.	_____	_____	_____	(19-21)
72. Compute search and rescue information (i.e. datum, search pattern type, search area size, etc.).	_____	_____	_____	(22-24)
73. Use correct radiotelephone procedures.	_____	_____	_____	(25-27)
74. Use various forms of communications (i.e. flaghoist, light) to send and receive messages and information.	_____	_____	_____	(28-30)
75. Use and maintain secure publications.	_____	_____	_____	(31-33)
76. Form a group into a marching element.	_____	_____	_____	(34-35)
77. Execute the sword manual of arms.	_____	_____	_____	(37-39)
78. Maintain logs.	_____	_____	_____	(40-42)
79. Use their knowledge of Coast Guard history.	_____	_____	_____	(43-45)
80. Use of display their knowledge of service etiquette.	_____	_____	_____	(46-48)
81. Use their knowledge of the Uniform Code of	_____	_____	_____	(49-51)
82. Conduct an informal investigation in accordance with the MCM.	_____	_____	_____	(52-54)
83. Conduct a pre-mast investigation.	_____	_____	_____	(55-57)
84. Deal with equal opportunity issues.	_____	_____	_____	(58-60)
85. Deal with individuals with drug or alcohol related problems.	_____	_____	_____	(61-63)
86. Use knowledge of the rules of the nautical road.	_____	_____	_____	(64-66)
87. Use damage control equipment.	_____	_____	_____	(67-69)
88. Use knowledge of ship stability.	_____	_____	_____	(70-72)
89. Perform duties as repair party officer.	_____	_____	_____	(73-75)
90. Use NBC warfare monitoring equipment.	_____	_____	_____	(76-78)

105. Please list any other skills that you feel are essential in the newly commissioned academy graduate.

106. Comments

DO YOU AGREE OR DISAGREE WITH THE FOLLOWING STATEMENTS?

	strongly disagree	disagree	no opinion	agree	strongly agree	
1. Productivity standards are highly stressed in this organization.	1	2	3	4	5	(5)
2. Our senior managers are a good example to our junior managers.	1	2	3	4	5	(6)
3. No one part of this organization has too much power.	1	2	3	4	5	(7)
4. I can always talk freely with my superior.	1	2	3	4	5	(8)
5. Conflict is accepted in this organization and is used productively.	1	2	3	4	5	(9)
6. Our human resources are well used.	1	2	3	4	5	(10)
7. A lot of ideas come up from the workers here.	1	2	3	4	5	(11)
8. This organization is always willing to try something new.	1	2	3	4	5	(12)
9. Results are the most important thing considered in this organization.	1	2	3	4	5	(13)
10. Supervisors are trusted here.	1	2	3	4	5	(14)
11. There are the right number of levels of management in this organization.	1	2	3	4	5	(15)
12. I know how this organization operates.	1	2	3	4	5	(16)
13. People who express disagreement openly here are regarded as being interested in improving things.	1	2	3	4	5	(17)
14. We match the man to his job in this organization.	1	2	3	4	5	(18)
15. My own ideas for change are given a good hearing.	1	2	3	4	5	(19)

UNITED STATES COAST GUARD
LMDP SURVEY 80232 (PMTAC)

Previous questionnaires distributed to the field have revealed that most criticism of the Academy graduates has been directed toward the graduate's attitude and motivation. This section of the survey represents the first time an attempt has been made to collect, analyze and evaluate the impact of such traits on the performance and capabilities of Academy graduates.

PLEASE ANSWER THE FOLLOWING QUESTIONS AS YOU WOULD WANT
THE AVERAGE ACADEMY ENSIGN WORKING FOR YOU TO ANSWER
THEM.

WE DO NOT WANT YOUR ANSWERS, ONLY THE WAY YOU FEEL AN
ENSIGN SHOULD RESPOND, IN YOUR EXPERIENCE, IN ORDER TO
BE SUCCESSFUL IN THE COAST GUARD.

CIRCLE THE MOST ACCURATE STATEMENT OR RESPONSE...

DO YOU AGREE OR DISAGREE WITH THE FOLLOWING STATEMENTS?

	strongly disagree	disagree	no opinion	agree	strongly agree	
6. I don't question my worth as a person, even if I think others do.	1	2	3	4	5	(17)
7. When I do a job, I do it well.	1	2	3	4	5	(18)
8. All in all, I am inclined to feel that I am a tremendous success.	1	2	3	4	5	(19)
9. When the group I am in does something I think it shouldn't, I stand up for what I think is right.	1	2	3	4	5	(20)
10. People naturally turn to me to take the lead.	1	2	3	4	5	(21)
11. I like to be different than other people.	1	2	3	4	5	(22)
12. Obedience and respect for authority are the most important virtues a person should learn.	1	2	3	4	5	(23)
13. Patriotism and loyalty are the first and most important requirements of a good citizen.	1	2	3	4	5	(24)
14. There is hardly anything lower than a person who doesn't respect his or her parents.	1	2	3	4	5	(25)
15. People enjoy working and living with other people.	1	2	3	4	5	(26)
16. When people cooperate with one another they usually produce more.	1	2	3	4	5	(27)
17. Most readers listen to others and try to get their opinions.	1	2	3	4	5	(28)
18. Other members of my group help me find ways to improve my performance.	1	2	3	4	5	(29)
19. Other members of my group offer me ideas for solving problems.	1	2	3	4	5	(30)
20. My group plans together and coordinates its efforts.	1	2	3	4	5	(31)
21. The reason most people are honest is that they are afraid of being caught.	1	2	3	4	5	(32)

	strongly disagree	disagree	no opinion	agree	strongly agree	
39. I will probably put at least one Coast Guard bumper-sticker on my car, besides my base sticker.	1	2	3	4	5	(43)
40. I experience a sense of pride when I see or hear of the Coast Guard in action.	1	2	3	4	5	(44)
41. I personally feel proud when others are talking about the Coast Guard.	1	2	3	4	5	(45)
42. I can do anything I set my mind to.	1	2	3	4	5	(46)
43. If I had to, I could do almost anything.	1	2	3	4	5	(47)
44. Although I may be afraid, I generally do well in tight or stressful situations.	1	2	3	4	5	(48)
45. It is important for a leader to have power.	1	2	3	4	5	(49)
46. Power is important in maintaining discipline.	1	2	3	4	5	(50)
47. Power is a necessary evil for good leadership.	1	2	3	4	5	(51)
48. Power is based on your position more than on your personality.	1	2	3	4	5	(52)
49. For a leader to have power, he must command absolute respect.	1	2	3	4	5	(53)
50. Leaders should make their authority plainly known, even at the sacrifice of the affection of their subordinates.	1	2	3	4	5	(54)
51. I know exactly what kind of jobs I want as an officer in the Coast Guard.	1	2	3	4	5	(55)
52. I have a very strong desire for certain jobs.	1	2	3	4	5	(56)
53. I have a very strong desire to avoid certain jobs.	1	2	3	4	5	(57)
54. I will have personal control over the jobs I will do at my first station.	1	2	3	4	5	(58)
55. I will have to work hard in order to be promoted.	1	2	3	4	5	(59)
56. My job will require me to work at full capacity.	1	2	3	4	5	(60)

66. How many hours do you expect to spend on the job in an average week? 1 2 3 4 5 (70)

1. less than 30
2. 31 to 40
3. 41 to 50
4. 51 to 60
5. More than 60

67. How many people will be working for you? 1 2 3 4 5 (71)

1. 0
2. 1 to 3
3. 4 to 7
4. 7 to 15
5. More than 15

USE THE FOLLOWING SCALE TO ANSWER QUESTIONS 68 to 71.

1. No chance at all
2. Little chance
3. A fifty-fifty chance
4. A good chance
5. A sure thing

68. What are your chances for promotion to LT? 1 2 3 4 5 (72)

69. What are your chances for promotion to CDR 1 2 3 4 5 (73)

70. What are your chances for having adequate opportunities for pursuing off duty education? 1 2 3 4 5 (74)

71. What are your chances of eventually being selected for Post-Graduate educational programs? 1 2 3 4 5 (75)

72. What are your chances for having your own Command within your first five years? 1 2 3 4 5 (76)

UNITED STATES COAST GUARD
LMDP SURVEY 80242 (PWTAC)

This section of the survey will be used to determine your opinion of the relative importance of four characteristic dimensions of the Academy graduates.

In each of the 6 pairs of statements select the characteristic dimension which is MOST IMPORTANT to you. For each characteristic dimension consider the following traits:

<u>Characteristic Dimension</u>	<u>Traits</u>
1. Professional expertise	Knowledge and skill, primary and collateral duties.
2. Ability to deal with people	Leadership, human relations, communications skills, management effectiveness
3. Personal qualities	Force, initiative, judgement, integrity.
4. Willingness to learn	Motivation, self development, accepts new responsibilities.

APPENDIX 4

UNITED STATES COAST GUARD
LMDF SURVEY 80252 (PMTAC)

PRIVACY ACT STATEMENT

Authority: 14 USC 633

Purpose: Assessment of Governmental Agencies, Programs and Policies.
Disclosure is voluntary, and the data generated will be held in confidence. It will in no way be connected with any individual or offered for any use outside the principle use noted above.

1. SSN: _____ (1-9)
2. Rank: _____ 0- _____ (10)
3. Time in service in years: _____ (11-12)
4. Months in present assignment: (three digits) _____ (13-15)
5. Age in years: _____ (16-17)
6. Type of Unit: (circle one) _____ (18)
 0. WHEC
 1. WMEC
 2. WAGB
 3. WLB
 4. WLM
 5. WPB
 6. WLI
 7. Other Afloat
 8. Other Ashore
7. Status indicator: (6 digits) _____ (19-24)
8. Experience indicator: (8 digits) _____ (25-32)
9. Highest level of education: _____ (33)
 1. Completed H.S. (G.E.D.)
 2. Some college
 3. Associate's Degree
 4. Bachelor's Degree
 5. Some graduate school
 6. Master's Degree
 7. Beyond Master's Degree
 8. Doctorate

UNITED STATES COAST GUARD

LMOP SURVEY 80262 (FNTAC)

This section of the survey is designed to capture data about the performance of new Academy Ensigns. What types of tasks have they been performing? How proficient are they? How important are these tasks to the operation of your unit?

You may have completed this survey before. It is important that you disregard any previous responses. Please respond to each item as accurately as possible based on your observations of and experience with the new Ensign (Class of 1980) that you have NOW.

Is it important to your unit's operation? _____

How skilled are they at this task? _____

Have they been performing this task? _____

A B C

- | | | | | |
|---|-------|-------|-------|---------|
| 1. Investigate the current level of training and needs for training in their division/department. | _____ | _____ | _____ | (10-12) |
| 2. Develop a technical training plan. | _____ | _____ | _____ | (13-15) |
| 3. Conduct technical training for members. | _____ | _____ | _____ | (16-18) |
| 4. Conduct administrative training for members of their work group. | _____ | _____ | _____ | (19-21) |
| 5. Conduct supervisory training for members of their work group. | _____ | _____ | _____ | (22-24) |
| 6. Prepare training materials. | _____ | _____ | _____ | (25-27) |
| 7. Set standards of performance for the members of their division/department. | _____ | _____ | _____ | (28-30) |
| 8. Determine if the work accomplished meets established standards. | _____ | _____ | _____ | (31-33) |
| 9. Make decisions. | _____ | _____ | _____ | (34-36) |
| 10. Decide on a course of action based on their own observations of a situation. | _____ | _____ | _____ | (37-39) |
| 11. Decide on a course of action based on the inputs of others. | _____ | _____ | _____ | (40-42) |
| 12. Decide on a course of action based on policies, records, and reports. | _____ | _____ | _____ | (43-45) |
| 13. Set goals and review progress with members of their division/department. | _____ | _____ | _____ | (46-48) |
| 14. Recognize and maintain the proper roles and relationships among the members of their division/department. | _____ | _____ | _____ | (49-51) |
| 15. Conduct performance appraisal interviews with the members of their division/department. | _____ | _____ | _____ | (52-54) |
| 16. Assign specific duties or jobs to the members of their division/department. | _____ | _____ | _____ | (55-57) |
| 17. Deal with performance problems. | _____ | _____ | _____ | (58-60) |

Is it important to your unit's operation? _____

How skilled are they at this task? _____

Have they been performing this task? _____

	A	B	C	
24. Deal directly with enlisted personnel.	_____	_____	_____	(10-12)
25. Deal directly with the general public.	_____	_____	_____	(13-15)
26. Deal directly with outside contractors.	_____	_____	_____	(16-18)
27. Communicate in writing.	_____	_____	_____	(19-21)
28. Communicate orally.	_____	_____	_____	(22-24)
29. Draft letters using correct format.	_____	_____	_____	(25-27)
30. Use correct grammar, spelling, punctuation.	_____	_____	_____	(28-30)
31. Prepare enlisted performance evaluations.	_____	_____	_____	(31-33)
32. Maintain division/department files using standard CG filing system.	_____	_____	_____	(34-36)
33. Determine requirements for material resources for division/department.	_____	_____	_____	(37-39)
34. Determine funding requirements and administer funds for division/department.	_____	_____	_____	(40-42)
35. Make work assignments taking personnel and other resources into account.	_____	_____	_____	(43-45)
36. Speak at public functions on behalf of the Coast Guard.	_____	_____	_____	(46-48)
37. Deal with press or representatives or other media in explaining Coast Guard missions or operations.	_____	_____	_____	(49-51)
38. Arrange or conduct tours of Coast Guard facilities and operational units.	_____	_____	_____	(52-54)
39. Act as security and communications officer.	_____	_____	_____	(55-57)
40. Act as combat-information-center officer.	_____	_____	_____	(58-60)
41. Act as antisubmarine warfare officer.	_____	_____	_____	(61-63)
42. Act as safety officer.	_____	_____	_____	(64-66)
43. Act as exchange officer.	_____	_____	_____	(67-69)
44. Act as commissary officer.	_____	_____	_____	(70-72)
45. Act as supply officer.	_____	_____	_____	(73-75)
46. Act as navigator.	_____	_____	_____	(76-78)

Is it important to your unit's operation? _____

How skilled are they at this task? _____

Have they been performing this task? _____

A B C

68. Determine position by visual bearings, ranges.	_____	_____	_____	(10-12)
69. Determine geographic position by celestial navigation.	_____	_____	_____	(13-15)
70. Use maneuvering boards.	_____	_____	_____	(16-18)
71. Use correct piloting skills.	_____	_____	_____	(19-21)
72. Compute search and rescue information (i.e. datum, search pattern type, search area size, etc.).	_____	_____	_____	(22-24)
73. Use correct radiotelephone procedures.	_____	_____	_____	(25-27)
74. Use various forms of communications (i.e. flaghoist, light) to send and receive messages and information.	_____	_____	_____	(28-30)
75. Use and maintain secure publications.	_____	_____	_____	(31-33)
76. Form a group into a marching element.	_____	_____	_____	(34-36)
77. Execute the sword manual of arms.	_____	_____	_____	(37-39)
78. Maintain logs.	_____	_____	_____	(40-42)
79. Use their knowledge of Coast Guard history.	_____	_____	_____	(43-45)
80. Use or display their knowledge of service etiquette.	_____	_____	_____	(46-48)
81. Use their knowledge of the Uniform Code of Military Justice.	_____	_____	_____	(49-51)
82. Conduct an informal investigation in accordance with the MCM.	_____	_____	_____	(52-54)
83. Conduct a pre-mast investigation.	_____	_____	_____	(55-57)
84. Deal with equal opportunity issues.	_____	_____	_____	(58-60)
85. Deal with individuals with drug or alcohol related problems.	_____	_____	_____	(61-63)
86. Use knowledge of the rules of the nautical road.	_____	_____	_____	(64-66)
87. Use damage control equipment.	_____	_____	_____	(67-69)
88. Use knowledge of ship stability.	_____	_____	_____	(70-72)
89. Perform duties as repair party officer.	_____	_____	_____	(73-75)
90. Use NBC warfare monitoring equipment.	_____	_____	_____	(76-78)

Please list any other skills that are an important part of the newly commissioned Ensign's job.

Additional Comments

DO YOU AGREE OR DISAGREE WITH THE FOLLOWING STATEMENTS? .

	strongly disagree	disagree	no opinion	agree	strongly agree	
1. Productivity standards are highly stressed in this organization.	1	2	3	4	5	(5)
2. Our senior managers are a good example to our junior managers.	1	2	3	4	5	(6)
3. No one part of this organization has too much power.	1	2	3	4	5	(7)
4. I can always talk freely with my superior.	1	2	3	4	5	(8)
5. Conflict is accepted in this organization and is used productively.	1	2	3	4	5	(9)
6. Our human resources are well used.	1	2	3	4	5	(10)
7. A lot of ideas come up from the workers here.	1	2	3	4	5	(11)
8. This organization is always willing to try something new.	1	2	3	4	5	(12)
9. Results are the most important thing considered in this organization.	1	2	3	4	5	(13)
10. Supervisors are trusted here.	1	2	3	4	5	(14)
11. There are the right number of levels of management in this organization.	1	2	3	4	5	(15)
12. I know how this organization operates.	1	2	3	4	5	(16)
13. People who express disagreement openly here are regarded as being interested in improving things.	1	2	3	4	5	(17)
14. We match the man to his job in this organization.	1	2	3	4	5	(18)
15. My own ideas for change are given a good hearing.	1	2	3	4	5	(19)

UNITED STATES COAST GUARD
LMDP SURVEY 80282 (PMTAC)

Previous questionnaires distributed to the field have revealed that most criticism of the Academy graduates has been directed toward the graduate's attitude and motivation. This section of the survey will collect information about the impact of such traits on the performance and capabilities of Academy graduates.

You may have responded to a similar survey in the spring. It is important that you disregard your previous responses. We are interested in capturing information based on the knowledge and experiences that you have NOW.

PLEASE ANSWER THE FOLLOWING QUESTIONS AS YOU FEEL THAT THE ACADEMY ENSIGN NOW WORKING FOR YOU WILL ANSWER THEM.

WE DO NOT WANT YOUR ANSWERS, ONLY THE WAY YOU FEEL A NEW ENSIGN WILL RESPOND.

PLEASE RESPOND AS YOU FEEL THE NEWLY COMMISSIONED
ENSIGN WILL...

CIRCLE THE MOST ACCURATE STATEMENT OR RESPONSE...

DO YOU AGREE OR DISAGREE WITH THE FOLLOWING
STATEMENTS?

- | | strongly disagree | disagree | no opinion | agree | strongly agree | |
|--|-------------------|----------|------------|-------|----------------|------|
| 6. I don't question my worth as a person, even if I think others do. | 1 | 2 | 3 | 4 | 5 | (10) |
| 7. When I do a job I do it well. | 1 | 2 | 3 | 4 | 5 | (11) |
| 8. All in all, I am inclined to feel that I am a tremendous success. | 1 | 2 | 3 | 4 | 5 | (12) |
| 9. When the group I am in does something I think it shouldn't, I stand up for what I think is right. | 1 | 2 | 3 | 4 | 5 | (13) |
| 10. People naturally turn to me to take the lead. | 1 | 2 | 3 | 4 | 5 | (14) |
| 11. I like to be different than other people. | 1 | 2 | 3 | 4 | 5 | (15) |
| 12. Obedience and respect for authority are the most important virtues a person should learn. | 1 | 2 | 3 | 4 | 5 | (16) |
| 13. Patriotism and loyalty are the first and most important requirements of a good citizen. | 1 | 2 | 3 | 4 | 5 | (17) |
| 14. There is hardly anything lower than a person who doesn't respect his or her parents. | 1 | 2 | 3 | 4 | 5 | (18) |
| 15. People enjoy working and living with other people. | 1 | 2 | 3 | 4 | 5 | (19) |
| 16. When people cooperate with one another they usually produce more. | 1 | 2 | 3 | 4 | 5 | (20) |
| 17. Most leaders listen to others and try to get their opinions. | 1 | 2 | 3 | 4 | 5 | (21) |
| 18. Other members of my group help me find ways to improve my performance. | 1 | 2 | 3 | 4 | 5 | (22) |
| 19. Other members of my group offer me ideas for solving problems. | 1 | 2 | 3 | 4 | 5 | (23) |
| 20. My group plans together and coordinates its efforts. | 1 | 2 | 3 | 4 | 5 | (24) |

PLEASE RESPOND AS YOU FEEL THE NEWLY COMMISSIONED
ENSIGN WILL...

	strongly disagree	disagree	no opinion	agree	strongly agree	
38. Working hard is far more important than results.	1	2	3	4	5	(42)
39. I will probably put at least one Coast Guard bumper-sticker on my car, besides my base sticker.	1	2	3	4	5	(43)
40. I experience a sense of pride when I see or hear of the Coast Guard in action.	1	2	3	4	5	(44)
41. I personally feel proud when others are talking about the Coast Guard.	1	2	3	4	5	(45)
42. I can do anything I set my mind to.	1	2	3	4	5	(46)
43. If I had to, I could do almost anything.	1	2	3	4	5	(47)
44. Although I may be afraid, I generally do well in tight or stressful situations.	1	2	3	4	5	(48)
45. It is important for a leader to have power.	1	2	3	4	5	(49)
46. Power is important in maintaining discipline.	1	2	3	4	5	(50)
47. Power is a necessary evil for good leadership.	1	2	3	4	5	(51)
48. Power is based on your position more than on your personality.	1	2	3	4	5	(52)
49. For a leader to have power, he must command absolute respect.	1	2	3	4	5	(53)
50. Leaders should make their authority plainly known, even at the sacrifice of the affection of their subordinates.	1	2	3	4	5	(54)
51. I know exactly what kind of jobs I want as an officer in the Coast Guard.	1	2	3	4	5	(55)
52. I have a very strong desire for certain jobs.	1	2	3	4	5	(56)
53. I have a very strong desire to avoid certain jobs.	1	2	3	4	5	(57)
54. I have personal control over the jobs I have done at my first station.	1	2	3	4	5	(58)

PLEASE RESPOND AS YOU FEEL THE NEWLY COMMISSIONED
ENSIGN WILL...

66. How many hours do you spend on the job in an average week? 1 2 3 4 5 (70)

1. less than 30
2. 31 to 40
3. 41 to 50
4. 51 to 60
5. More than 60

67. How many people are working for you? 1 2 3 4 5 (71)

1. 0
2. 1 to 3
3. 4 to 7
4. 7 to 15
5. More than 15

USE THE FOLLOWING SCALE TO ANSWER QUESTIONS 68 to 72.

1. No chance at all
2. Little chance
3. A fifty-fifty chance
4. A good chance
5. A sure thing

68. What are your chances for promotion to LT? 1 2 3 4 5 (72)

69. What are your chances for promotion to CDR 1 2 3 4 5 (73)

70. What are your chances for having adequate opportunities for pursuing off duty education? 1 2 3 4 5 (74)

71. What are your chances of eventually being selected for Post-Graduate educational programs? 1 2 3 4 5 (75)

72. What are your chances for having your own Command within your first five years? 1 2 3 4 5 (76)

UNITED STATES COAST GUARD
LMDP SURVEY 80292 (PMTAC)

This section of the survey will be used to determine your opinion of the relative performance of the new Ensign along four characteristic dimensions.

In each of the 6 pairs of statements select the characteristic dimension which you feel to be stronger in the new Ensign. For each characteristic dimension consider the following traits:

<u>Characteristic Dimension</u>	<u>Traits</u>
1. Professional expertise	Knowledge and skill, primary and collateral duties.
2. Ability to deal with people	Leadership, human relations, communications skills, management effectiveness
3. Personal qualities	Force, initiative, judgement, integrity.
4. Willingness to learn	Motivation, self development, accepts new responsibilities.

You may have responded to a similar survey in the spring. It is important that you disregard your previous responses. We are interested in capturing information based on the knowledge and experiences that you have NOW.

WITH RESPECT TO THE ACADEMY GRADUATE WHO HAS REPORTED TO YOUR UNIT
SINCE MAY 80:

Please rate the individual (no names, please) along the following four
dimensions:

Professional Expertise 1 2 3 4 5 6 7 8 9 (11)

Ability to deal with people 1 2 3 4 5 6 7 8 9 (12)

Personal Qualities 1 2 3 4 5 6 7 8 9 (13)

Willingness to learn 1 2 3 4 5 6 7 8 9 (14)

Where 1= totally unsatisfactory

5= average

9= outstanding

Please insert the last four digits of the Social Security number of the Ensign
on whom you have reported.

_____ (15-18)

APPENDIX 5

UNITED STATES COAST GUARD
LMDP SURVEY 80250 SERIES
PMTAC

In the Spring of 1980, you may have been asked to respond to a survey in conjunction with the graduating class of 1980 and their (at the time) prospective Commanding Officers. This is a follow up survey in the ongoing study by the PMTAC, designed to gather further information about the expectations and attitudes of the ensigns who graduated. Once again, members of the Academy staff, the graduates of the class of 1980, and their Commanding Officers are being asked to respond to this survey. Please note the instructions at the beginning of each section and respond to each item as accurately as you can.

When you have completed the survey, return it to the Leadership Studies Group in the envelope provided.

Thank you for your support in this study.

3. Time at present assignment in months. _____ (22-23)

9. If military, status indicator (6 digits) _____ (23-28)

10. If military, experience indicator (3 digits) _____ (29-36)

11. Highest level of education: (37)

1. Completed H.S., (G.E.D.)
2. Some college
3. Associate's Degree
4. Bachelor's Degree
5. Some graduate school
6. Master's Degree
7. Beyond Master's Degree
8. Doctorate

12. If you have done college course work, what was your major? (38-43)

The duty areas listed in this section have been selected as being representative of the types of tasks a newly commissioned officer might be expected to perform. We need to know how likely you feel that the new Ensign will be performing these tasks, how proficient you expect him or her to be when he or she gets to their first assignment, and how important it is to you that these tasks be a part of the Ensign's job.

SCALE FOR COLUMN A

How likely is it that the Ensign will be performing this task?

1. unlikely
2. may perform
3. likely

SCALE FOR COLUMN B

How skilled do you expect the Ensign to be at this task upon arrival at his or her first assignment?

1. unskilled
2. somewhat skilled
3. very skilled

SCALE FOR COLUMN C

Is it important to you that this task be a major part of the Ensign's job?

1. important that it not be
2. don't care
3. important that it be

****NOTE****

You may find it helpful to remove this page and refer to it as you complete this section.

Is it important, this be a part of their job? _____

How skilled will they be at their first assignment? _____

Will they be performing this task? _____

A B C

18. Conduct career development and reassignment interviews.

(61-63)

19. Delegate responsibility and authority to the members of their division/department in order to make the best use of their own time.

(64-66)

20. Function in a subordinate capacity.

(67-69)

21. Function in a supervisory capacity.

(70-72)

22. Deal directly with senior officers.

(73-75)

23. Deal directly with junior officers.

(76-78)

Is it important this be a part of their job? _____

How skilled will they be at their first assignment? _____

Will they be performing this task? _____

A B C

47. Act as NAFA officer.	_____	_____	_____	(10-12)
48. Act as morale officer.	_____	_____	_____	(13-15)
49. Act as wardroom mess treasurer.	_____	_____	_____	(16-18)
50. Act as assistant to the Executive Officer.	_____	_____	_____	(19-21)
51. Act as Operations Officer.	_____	_____	_____	(22-24)
52. Act as gunnery officer.	_____	_____	_____	(25-27)
53. Act as first lieutenant	_____	_____	_____	(28-30)
54. Act as deck watch officer.	_____	_____	_____	(31-33)
55. Act as educational services officer.	_____	_____	_____	(34-36)
56. Act as oceanographic officer.	_____	_____	_____	(37-39)
57. Act as weapons officer.	_____	_____	_____	(40-42)
58. Act as deck department head.	_____	_____	_____	(43-45)
59. Act as boarding officer.	_____	_____	_____	(46-48)
60. Act as coordinator for Combined Federal Campaign.	_____	_____	_____	(49-51)
61. Coordinate the CG Mutual Assistance Fund.	_____	_____	_____	(52-54)
62. Act as Voting Officer.	_____	_____	_____	(55-57)
63. Coordinate official social ceremonial functions.	_____	_____	_____	(58-60)
64. Perform duties as sponsor for newly reporting personnel.	_____	_____	_____	(61-63)
65. Use charts and navigational instruments or equipment to fix geographic positions.	_____	_____	_____	(64-66)
66. Use knowledge of bouys, lights, and other navigational aids.	_____	_____	_____	(67-69)
67. Use electronic navigation systems (i.e. radar, loran, omega, etc.).	_____	_____	_____	(70-72)

Is it important this be a part of their job? _____

How skilled will they be at their first assignment? _____

Will they be performing this task? _____

A S C

- | | | | | |
|---|-------|-------|-------|---------|
| 91. Use knowledge of first aid. | _____ | _____ | _____ | (10-12) |
| 92. Perform duties involved in coordinated ship/air operations. | _____ | _____ | _____ | (13-15) |
| 93. Perform duties as inport OOD. | _____ | _____ | _____ | (16-18) |
| 94. Use the Getting-Underway-Checklist. | _____ | _____ | _____ | (19-21) |
| 95. Determine height of tide and current velocity. | _____ | _____ | _____ | (22-24) |
| 96. Prepare weather observation logsheet. | _____ | _____ | _____ | (25-27) |
| 97. Determine anchor tending information. | _____ | _____ | _____ | (28-30) |
| 98. Determine strain on a line. | _____ | _____ | _____ | (31-33) |
| 99. Serve as boat-Officer. | _____ | _____ | _____ | (34-36) |
| 100. Supervise and conduct on-the-job training for quarterdeck watchstanders. | _____ | _____ | _____ | (37-39) |
| 101. Inspect liberty parties. | _____ | _____ | _____ | (40-42) |
| 102. Conduct in-port emergency drills. | _____ | _____ | _____ | (43-45) |
| 103. Use knowledge of ships tactical data. | _____ | _____ | _____ | (46-48) |
| 104. Take a disabled vessel in tow. | _____ | _____ | _____ | (49-51) |

UNITED STATES COAST GUARD

LMDP SURVEY 80273 (PMTAC)

This section of the survey concerns issues regarding organizational effectiveness. Please respond as you feel the Coast Guard exists today.

IN THIS SECTION WE ARE INTERESTED IN YOUR OPINIONS OF THE COAST GUARD AS A TOTAL ORGANIZATION.

Please circle the number that reflects your honest opinion.

	<u>P/S</u>	<u>P</u>	<u>O/S</u>	<u>S</u>	<u>S</u>	
16. I can be creative in this organization.	1	2	3	4	5	(20)
17. My superior often discusses my productivity with me.	1	2	3	4	5	(21)
18. Managers here usually do a good job in motivating their subordinates.	1	2	3	4	5	(22)
19. This organization seems to have the right number of managers.	1	2	3	4	5	(23)
20. Meetings are held when needed.	1	2	3	4	5	(24)
21. Subordinates may disagree with their manager without being penalized.	1	2	3	4	5	(25)
22. This organization uses the qualifications of its members.	1	2	3	4	5	(26)
23. A conscientious attempt is made to consider everyone's views before a decision is made.	1	2	3	4	5	(27)
24. Creative thinking and innovation is encouraged here.	1	2	3	4	5	(28)

TO WHAT EXTENT...

	strongly disagree	disagree	no opinion	agree	strongly agree	
1. Is the Coast Guard the best of all organizations for which you could work?	1	2	3	4	5	(5)
2. Are you glad that you chose the Coast Guard over other organizations that you may have been considering?	1	2	3	4	5	(6)
3. Do you feel a great sense of pride in knowing that you work for a organization that has humanitarian missions?	1	2	3	4	5	(7)
4. Do you feel a sense of satisfaction in belonging to an organization that saves lives?	1	2	3	4	5	(8)
5. Do you feel a sense of fulfillment in knowing that the Coast Guard serves the public?	1	2	3	4	5	(9)

	P/S	P	O/U	U	U/S	
22. I think a great many people exaggerate their misfortunes in order to gain the sympathy and help of others.	1	2	3	4	5	(26)
23. Most people make friends because friends are are likely to be useful to them.	1	2	3	4	5	(27)
24. I feel like I am getting a raw deal.	1	2	3	4	5	(28)
25. When I look back over what has happened to me I feel cheated.	1	2	3	4	5	(29)
26. I am very likely to hold a grudge.	1	2	3	4	5	(30)
27. I have been punished without cause.	1	2	3	4	5	(31)
28. Other people always seem to get the breaks.	1	2	3	4	5	(32)
29. I have to take orders from people who know less than I do.	1	2	3	4	5	(33)
30. It is the duty of each person to do his job to the very best of his ability.	1	2	3	4	5	(34)
31. Even if I were on my own, with no one to supervise me, I would still work hard.	1	2	3	4	5	(35)
32. I make personal sacrifices in order to meet an obligation to someone who is counting on me.	1	2	3	4	5	(36)
33. I always like to keep my things neat and in good order.	1	2	3	4	5	(37)
34. I like to have a place for everything, and everything in its place.	1	2	3	4	5	(38)
35. I prefer to be dressed carefully rather than casually.	1	2	3	4	5	(39)
36. I think effort is commendable, even if it doesn't lead to the most effective results.	1	2	3	4	5	(40)
37. As long as you look busy you will do alright in this organization.	1	2	3	4	5	(41)
38. Working hard is far more important than results.	1	2	3	4	5	(42)

	p/s	p	o/u	e	u/s	
57. My shipmates will be working at their full capacity.	1	2	3	4	5	(61)
58. There will be a lot of "red tape" associated with my job.	1	2	3	4	5	(62)
59. I will have the opportunity to originate new procedures or practices in my job.	1	2	3	4	5	(63)
60. My job performance, good or bad, will significantly impact the amount of work that others around me will have to do.	1	2	3	4	5	(64)

USE THE FOLLOWING SCALE TO ANSWER QUESTIONS 61 to 65.

1. 0 to 20%
2. 21 to 40%
3. 41 to 60%
4. 61 to 80%
5. 81 to 100%

61. What are your chances of being involved in lifesaving on your first assignment?	1	2	3	4	5	(65)
62. What percentage of your work will be spent involved in routine tasks?	1	2	3	4	5	(66)
63. What percentage of your work will be "fighting fires"?	1	2	3	4	5	(67)
64. What percentage of your work will be spent in long range planning?	1	2	3	4	5	(68)
65. What percentage of your work will involve your own creative efforts?	1	2	3	4	5	(69)

73. Circle the number next to the statement that best reflects your current feelings about your intentions to remain in the Coast Guard:

1. I would resign today if I could (77)
2. If I could, I would resign as soon as it is convenient for me, but probably before my obligated service is completed.
3. Even if I could resign today I would complete my initial obligation?
4. I will probably stay in the Coast Guard beyond my initial obligation, but not for 20 years.
5. I will probably stay in the Coast Guard for 20 years, but no longer.
6. I will probably stay longer than 20 years and then retire at my convenience.
7. I will probably stay longer than 20 years and as long as I can thereafter.

CIRCLE THE STATEMENT YOU FEEL TO BE MOST IMPORTANT IN EACH PAIR.

1. I would prefer the Academy graduate to have
 1. professional expertise.
 2. the ability to deal with people.
2. I would prefer the Academy graduate to have
 1. professional expertise.
 2. positive personal qualities.
3. I would prefer the Academy graduate to have
 1. professional expertise.
 2. a willingness to learn.
4. I would prefer the Academy graduate to have
 1. the ability to deal with people.
 2. positive personal qualities.
5. I would prefer the Academy graduate to have
 1. the ability to deal with people.
 2. a willingness to learn.
6. I would prefer the Academy graduate to have
 1. positive personal qualities.
 2. a willingness to learn.