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A Study of navy Personnel's Awareness of Career Opportunities: Is the Career Information Program Working?

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A Study of Navy Personnel's Awareness of Career
Opportunities: Is the Career Information Program
Working?

A Research Study

Presented to the Graduate Faculty
Of the Department of Occupational and Technical Studies
at Old Dominion University

In Partial Fulfillment
of the Requirements for
the Master of Science in Education Degree

By

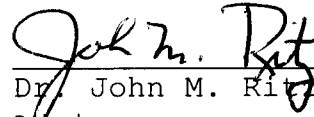
Larry E. Reisher

28 July 1998

SIGNATURE PAGE

This project was prepared by Larry E. Reisher under the direction of Dr. John M. Ritz in OTED 636, Problems in Education. It was submitted to the Graduate Program Director as partial fulfillment of the requirements for the Master of Science in Education degree.

Approved By:

A handwritten signature in cursive script, appearing to read "John M. Ritz", is written over a horizontal line.

Dr. John M. Ritz

Advisor

Date: 28 July 1998

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CHAPTER I

INTRODUCTION

During this decade and into the next century, the Navy has and will continue to go through changes in size, technology and capability. Manning the fleet with the highest quality of experienced people will be a huge challenge.

Retention of the highest quality personnel is the key to meeting the manpower challenge. An effectively managed retention program functioning within the chain of command builds career intentions from the beginning of the first enlistment until mandatory retirement. The Career Information Program utilized by the retention teams provides a framework for strengthening policy and programs designed to promote stability through the retention of top quality personnel, provides a means to successfully fulfill the Navy's obligation to increase awareness of career opportunities, and provides a method whereby individuals best develop and use their talents.

STATEMENT OF PROBLEM

The problem of this study was to determine whether the Career Information Program of the Surface Missiles Systems Department, Dam Neck, Virginia Beach, Virginia, has

effectively helped Navy men and women become more aware of career opportunities and incentive programs.

RESEARCH OBJECTIVES

The main goal of this research was to assess whether the Navy's Career Information Program is an effective tool in cultivating an awareness of the many career opportunities and programs, incentives, and benefits earned by them as members of the Naval Service. To answer this goal the following objectives were established:

1. Determine if the Career Information Program is an effective tool for disseminating career information.
2. Determine if the Career Information Program is effective for assignment of sponsors for newly reporting personnel.
3. Assess whether the Professional Development Board is an active and ongoing process.

BACKGROUND AND SIGNIFICANCE

The Career Information Program has been a cornerstone of the Navy's drive to retain high caliber people. Bright and talented people are needed to maintain high technology equipment and systems aboard ships. Fleet Combat Training Center Atlantic, Dam Neck, is a hub for providing training

to both fleet sailors and "A" school students. In the more technical "C" schools, training can last up to a year or more. Clearly, there is a significant cost attached to training the men and women who will operate and maintain these systems.

The Navy, like all other publicly funded agencies, is experiencing extreme pressure to reduce costs. Recruiting and maintaining quality people with high tech skills is no small task. With a booming economy and a strong demand for high technology skills in the private sector, there is an urgency to educate the men and women of the Navy of all the career options and incentives available to them. This study is important to ascertain the effectiveness of the Career Information Program in providing awareness to all members of the service. If the United States is to achieve its goal of remaining the world's most highly capable naval force, able to respond to all the trouble spots of the world, then education and retention of quality members to the service must be job one.

LIMITATIONS

This study was limited for various reasons. First, the study was limited to Fleet Combat Training Center Atlantic, Dam Neck, Virginia Beach, Virginia. The research was then

narrowed to include only the Surface Missile Systems Department and was further limited to the permanently assigned supervisory staff personnel. The study includes instructors and administrative support personnel.

ASSUMPTIONS

The following assumptions were made related to this study:

- A. The staff and support personnel were motivated for a career in the Navy.
- B. The Career Information Program counselors were available to answer questions as needed.
- C. The Career Information Program counselors were essential to program success.
- D. The Career Information Program counselors were volunteers and motivated to make the program a success.

PROCEDURES

A survey questionnaire was developed and given to each divisional career counselor assigned to Surface Missiles Systems Department. Each member in the department was then given the opportunity to complete the survey questionnaire. The survey questionnaire was designed to address the previously stated research objectives.

DEFINITION OF TERMS

The following is a clarification of the terms used in this study:

"A" School: Basic systems and equipment familiarization training related to a specific job skills responsibility.

"C" School: Follow on training to "A" school that trains the student to be a technician on specific equipment and systems.

CCC: Command Career Counselor

CIPM: Career Information Program Management

CITC: Career Information Training Course

Fleet sailors: Personnel who have served aboard ship and are returning for additional training.

Master Training Specialist: An instructor qualification that signifies that an individual has mastered all the elements that are associated with Navy course curriculum development, instructional methods, schoolhouse management procedures, as well as overall training policies.

Rating: Type of skill designation one possesses.

SUMMARY

Chapter I introduced the problem of the study which was to determine whether the Career Information Program at Fleet Combat Training Center Atlantic, Surface Missiles Systems Department, Dam Neck, Virginia Beach, Virginia, has effectively helped Navy personnel become more aware of career opportunities and programs, incentives and benefits earned by them as members of the naval service. The remainder of Chapter I presented the research goals, background and significance, limitations, assumptions, procedures, and definition of terms.

Chapter II will provide a review of literature relating to the study. It will focus on some of the elements important to retention of quality personnel, Navy policies concerning the Career Information Program and how the program is administered.

Chapter III will discuss the methods and procedures used to gather data for this study. It will also contain information on the population surveyed, the design of the instrument used to collect the data, and the data collection and analysis processes used by the researcher.

Chapter IV of this study will discuss the results of this survey. The final chapter will provide a summary,

conclusions and recommendations based on the results of the study.

CHAPTER II

REVIEW OF LITERATURE

Presented in this chapter is a review of the literature that will examine educational programs and career incentives. The chapter also focuses on tools and methods of disseminating career information. Additionally, the chapter deals with the how Career information Program is administered.

CAREER INCENTIVES AND EDUCATIONAL OPPORTUNITIES

Education in the Navy is an important retention tool that cannot be ignored. Obviously, formal Navy schools are just one way to entice a bright young person to enlist in the Navy. It is also a way to keep a person in the service by providing them transferable technical skills that can be utilized when they decide to exit the service. Beyond that, there are several off-duty educational programs that are available to Navy men and women. Servicemembers Opportunity College, an affiliation of colleges and universities, allows members to complete up to 75% of degree requirements utilizing non-traditional education. (Retention Team Manual, p. 2-3). For example, a member could get college

level credits for Navy schools attended and for occupational experience.

Another important education program is the Program for Afloat College Education. This program provides undergraduate college opportunities for seagoing naval personnel leading to academic degrees and vocational-technical certificates. There is no tuition charged and students are only required to purchase textbooks and instructional materials.

Thirdly, and a significant educational opportunity for enlisted personnel, is the Enlisted Education Advancement Program. This program is targeted to paygrade E-5 and above personnel with 3 to 14 years service and selects 250 personnel per year to pursue an Associate/Bachelor of Arts degree or an Associate/Bachelor of Science degree. Members selected continue to receive full pay and allowances while attending an institution. In addition, the member has 24 calendar months to complete the program for a non-technical degree or 30 months to complete a technical degree. The student is responsible for cost of tuition and books but can utilize Veterans Administration Education Benefits if eligible (NAVADMIN 308/97, p. 1 and 2).

Finally, there is the Enlisted Commissioning Program. This program provides enlisted personnel, with previous college credit, a full time opportunity to complete requirements for a baccalaureate and earn a commission as an officer. Applicants for this program must have completed at least four years of service and must have completed sufficient course work to complete requirements for a non-technical degree in 30 months or a technical degree in 36 months. Other limitations of the program are age restrictions and meeting Navy physical fitness standards. Enlisted Commissioning Program students continue to receive full pay and allowances for their enlisted grade and are eligible for advancement. Tuition, fees, books and other expenses are the responsibility of the student. Again, the selected members can utilize Veterans Administration Education Benefits if eligible (OPNAVNOTE 1530, p. 2).

The Selected Conversion and Reenlistment Program is an incentive program that allows enlisted personnel serving in paygrades E3 to E6 to convert to another skill upon reenlistment. The limiting factor to conversion into another skill is that the person's present skill is less critical than the skill into which he or she desires to convert. For example, a nuclear qualified machinist mate

wanting to change to an administrative skill would not be approved since the Navy already has more administrative personnel than currently needed. On the other hand, if the administrative person wanted to convert to a nuclear machinist mate, then he or she could if they were eligible in all other respects, meaning the person has the aptitude, meets physical requirements and so on. It requires the individual to reenlist for a period of six years. The program guarantees assignment to an appropriate "C" school for specialized technical training (Navy Military Personnel Manual, p. 10-49).

The Guaranteed Assignment Retention Detailing Program is another incentive program that allows a member to reenlist for a particular ship type, geographic area, a shore tour or allows a member who is obligated to remain at a command for a specified amount of time to leave early and go somewhere else. All members can use this program up until the 25th year of service. This program can also be used to get a guaranteed assignment to a specific school (Enlisted Transfer Manual, p. 8-1).

Selective Reenlistment Bonus is the Navy's principle monetary retention incentive. It is paid to members who reenlist and possess selected skills. Persons serving in

these skills are classified in three zones of eligibility. Zone "A" is a person who has completed 21 months but not more than 6 years of total active military service on the date of reenlistment. Zone "B" is defined as a member who has completed 6 years of total active military service but not more than 10 years on the date of reenlistment. Zone "C" is classified as those persons having completed 10 years of total active service but not more than 14 years. Bonus money for this zone is payable only to the sixteen year point (Retention Team Manual p. 6-1 and 6-2). The maximum allowable bonus is currently \$45,000 for certain skills. For Fire Controlmen possessing specified skills, the maximum bonus level is \$30,000 (NAVADMIN 047/98, p. 3). This payment can be made in lump sum or through yearly installments.

CAREER INFORMATION MANAGEMENT

All the information above is important to decisions one makes in his or her career. While this is a small selected sampling of the many programs and incentives available, it is also evident that management of the career information is no small task. The Navy has recognized this and devised a system known as Career Information Program Management. There are eight basic elements of the program:

1. A career information team
2. A personnel entry system
3. A professional development system
4. An interview system
5. A communications system
6. A loss tracking system
7. A program evaluation system
8. A program manager

First, from lessons learned in the past it is proven that the structure of the Career Information Team be decentralized. It is absolutely critical that the Command Career Counselor (CCC) acts as the overall program manager. The CCC then assists each departmental career counselor to ensure a proper flow of career information and ensures that all departmental requirements are being met. In addition, as part of this decentralization process, it is mandated that eighty percent of the divisional career counselors assigned to a department attend the Career Information Training Course (CITC). Divisional career counselors are then assigned within each department on a 30:1 client to counselor ratio (Retention Team Manual, p. 2-G-10). The decentralization process is further supported by a requirement that 70% of each paygrade above E-5 in each

division of a department to have attended the three day CITC (Retention Team Manual, p. 2-G-11). The goal of these requirements is to have a well-informed cadre of people to others in making career decisions.

The second significant factor to providing critical career information is the personnel entry system. The personnel entry system is designed to ensure that career information needs of newly reporting personnel are being met. The documentation associated with this system provides administrative instruments to aid in placing both the new member and his or her dependents into the career information program. The entry system is put into effect as soon as the command is notified of the pending arrival of a new member and is concluded at a time when the newly arriving member is functioning and fully productive. The personnel entry system includes the sponsor program, check-in process, indoctrination, and professional development. As soon as the receiving division is notified of a person's assignment, a sponsor is assigned and this person corresponds with the prospective member. It is then the sponsor's responsibility to provide as much information as possible about the command and base services in addition to assisting the member in settling into the new work center

and giving tours of the base pointing out areas such as medical and dental, galley, exchange, gym and chapel.

Likewise, the sponsor should ensure that " A Welcome Aboard Package" is sent that contains housing information, household goods shipping information, school information, child care facilities and rates and other pertinent information (FCTCLANTINST 1740.2K, p. 4).

Equally important to the career information management process is professional development. Professional development is defined as the growth of an individual toward a specific career goal/s and is considered a significant factor in the retention program. Commands have established professional development boards to perform this function. The effectiveness of the professional development board is gauged in part by its ability to positively influence enlisted personnel from the day they report to the day they detach. The professional development process logically includes any assistance an individual might require to define, redefine or attain career goals. The professional development board provides experience and in-depth counseling, guidance and facts about opportunities for advancement and professional growth in the Navy (FCTCLANTINST 1440.1B, p. 1).

Another aspect of the information dissemination process is the interview system. The interview system is a method whereby individuals are provided information needed to make sound career decisions based on facts. It also functions as a tickler system to make sure all individuals are interviewed at the proper time. The system also provides a method to record and verify the completion of all interviews. Particularly important are the required interviews: reporting, retention programs, incentive programs, the 17-year monitor, and the pre-separation and retirement interview. The retention programs and 17-year interviews are conducted only once during an entire career. The reporting, incentive program and pre-separation interview may be conducted many times during an individual's career. It is imperative that the required interviews be conducted when they are due because they impact heavily on the member's retention process (Retention Team Manual, p. 2-16).

The fifth element of career information management is an effective communications system. There are many methods for disseminating information. These include, but are not limited to, the bulletin boards, billboards, base newspapers, or E-mail systems. Other sources for

information include The Navy Times Newspaper, the Internet, Naval Administrative Messages, Perspective Bulletin, and Link Magazine. These are everyday common forms of information sources and methods of dissemination that are available to be used. The medium selected is important particularly if the information is time sensitive, requiring some action or is relevant for only a short period of time. For example, selective reenlistment bonus rates are issued quarterly and personnel affected by changes could stand to lose or gain money by the changes. Another example of a time sensitive issue is early retirement requests. Generally, these are limited to certain skills and paygrades of personnel with between 15 and 20 years of service where an over abundance of people exist. It is usually announced with an end date for application and then the opportunity to take advantage evaporates after that date.

Concurrent to the need to communicate information is the ability to track personnel. The Career Information Program Management system was designed to perform this function. The primary reason for a tracking system is to make sure all personnel approaching expiration of obligated service, or those approaching their planned rotation date,

are made aware of all opportunities available to them. An effective loss tracking system is contained in the CIPM software program. It will readily identify potential losses far enough in advance to allow the career information team to ensure requests for reenlistment, duty station or school assignment negotiations, as well as conducting pre-separation counseling (Retention Team Manual, p. 2-26).

All the previous elements discussed are significant to the overall quality of the retention program; however, there must be a way to evaluate any program's effectiveness. Specifically, there are two established tools used to evaluate the success of the Career Information Program: the Unit Assessment and the Command Diagnostic.

The Unit Assessment is conducted annually usually by an outside, independent authority. The Command Diagnostic is conducted annually by the Command Information Diagnostic Analysis Team (Retention Team Manual, p. 2-27). Both of these measures provide the command with an evaluation of the programs and support systems that directly impact the command's career information climate and ultimately each and every individual.

Lastly, and without a doubt the most important element of any Career Information Program is the Command Career Counselor. The Command Career Counselor is the program manager and is needed to provide direction, to control activities, and to conduct career information business with economy and care. No job is more vital to the counseling effort than the program manager. This person reports directly to the Commanding Officer and serves as the principal advisor on policies and regulations relating to Navy career planning matters. Other duties include the following:

- (1) Be a primary technical assistant, supporting other members of the retention team and maintaining awareness of changes in retention programs through access to directives, reference materials, experience and training.
- (2) Organize, train and support departmental and divisional career counselors.
- (3) Report Retention Team activities to the commanding officer on a regular basis.
- (4) Inform the commanding officer of situations which have a positive or negative impact on Retention

Team efforts and make recommendations as appropriate.

- (5) Organize and monitor a vigorous and effective Career Counseling Program using CIPM concepts.
- (6) Keep Retention Team members informed of changes in policy that may affect individual attitudes toward the Navy.
- (7) Maintain those publications, instructions and directives necessary to run an effective retention program.
- (8) Maintain a tickler system to ensure all personnel are counseled on a regular basis.
- (9) Maintain liaison with Department Career Counselors to ensure all interviews are conducted in a timely and effective manner.
- (10) Serve as a member of the Command's Professional Development Board.
- (11) Interview all nominations for Departmental and Divisional Career Counselors.
- (12) Audit Departmental Career Counselors at least semiannually (FCTCLANTINST 1040.1, P. 4).

SUMMARY

A review of literature revealed that there are numerous career incentives and educational opportunities available to members of the naval service. The directives show that the key elements in the decision-making process for each individual seeking to take advantage of these programs are: timing, age of the individual, and personal motivation. Likewise, the literature clearly states that the tools and mechanisms for disseminating career information must be utilized to create an awareness of all the incentives and programs for all individuals. The Career Information Program is designed to provide the necessary information at the proper stages in one's career so that sound career decisions can be made. The success or failure of the Career Information Program then depends upon how a command administers the program according to the guidelines the Navy has set forth in its governing directives and instructions.

CHAPTER III

METHODS AND PROCEDURES

The primary purpose of this study was to objectively evaluate the Career Information Program in Surface Missile Systems Department at Fleet Combat Training Center Atlantic, Dam Neck, Virginia Beach, Virginia, and to determine whether members are receiving career information. In addition, the study will determine if the sponsor program is helping personnel with the transitioning from their last assignment and integration into their new assignment. Lastly, the study will assess whether the professional development board is an active and ongoing process.

POPULATION

The population for this study was comprised of 212 staff personnel assigned to Surface Missile Systems Department at Fleet Combat Training Center, Dam Neck, Virginia Beach, Virginia. Since the number of departmental personnel exceeds 210 personnel, a personnel participation percentage rate of 50-60% is recommended (Retention Team Manual p. 2-G-1). The personnel participating in the survey are assigned to supervisory positions as instructors or are administrative and maintenance supervisory support

personnel within the department. The researcher contacted the departmental career counselor as well as each divisional career counselor to request their assistance in having personnel in their respective divisions complete the Career Information Diagnostic survey questionnaire. The survey population for this study was all Surface Missile Systems Department personnel serving in paygrade E-5 or above. There are a total of 44 E7 and above personnel, 104 E6 personnel and 64 E5 personnel.

INSTRUMENT DESIGN

The instrument utilized (Career Information Program Diagnostic Booklet from Retention Team Manual, p. 2-G-5 to p. 2-G-11) was designed to provide the department with an overall evaluation of programs and support systems that have a direct impact upon the command's career information and retention climate. The Career Information Diagnostic Questionnaire's purpose is to objectively identify organizational strengths as it pertains to the Career Information Program, Command Sponsor Program and the Professional Development Program.

DATA COLLECTION

The Career Information Diagnostic Questionnaires were distributed at the end of April 1998 to each divisional

career counselor. Each division picked a day and location of their choice to complete the questionnaires. On the day the questionnaires were to be completed, the divisional career counselors were instructed to have each member read the general information pertaining to the diagnostic and then have each member complete the general data/information section of the questionnaire. After each member completed the General Data/Information section, he/she could then proceed to the questions requiring responses to the Career Information Program, Command Sponsor Program and Professional Development Program (See Appendix A-1, A-2, and A-3). In the larger divisions where space was a limiting factor, groups were to be scheduled thirty minutes apart. This allowed 5 minutes for each individual to complete the general data and information section of the answer sheet and allowed time to give directions on completing the actual questionnaire. Fifteen additional minutes were allotted for completion of the survey questions. The remaining 10 minutes were used to prepare for the next group. A completion date of 06 June 98 was assigned to have all questionnaires turned into the departmental career counselor.

The departmental career then used this information to complete the Supervisor Training Level Worksheet (See Appendix B-1). In addition, he completed and provided the researcher with the Client to Counselor Ratio Worksheet and the Retention Team Training Level Worksheet (See Appendix B-2).

DATA ANALYSIS

The Career Information Diagnostic Questionnaire consisted of the General Data and Information section of the questionnaire and fifteen closed-end questions divided into three sections. The first section contained six career information responses, the second section had four responses concerning the command sponsored program and the third section had five responses concerning professional development. The responses were tabulated by paygrade group: E-5, E-6 and E-7 and above personnel.

SUMMARY

Chapter III discussed the methods and procedures used to gather data for this study. It also contained information on the population surveyed, the design of the survey instrument and the data collection and analysis processes used by the researcher.

CHAPTER IV

RESEARCH FINDINGS

The purpose of this chapter is to present the results of the Career Information Diagnostic Questionnaire Survey. These surveys were administered in pursuit of an answer to the initial problem: to determine whether the Career Information Program of the Surface Missiles Systems Department, Dam Neck, Virginia Beach, Virginia, has effectively helped Navy men and women become more aware of career opportunities and incentive programs.

GENERAL DATA AND INFORMATION

The information compiled in this chapter was gathered from surveys completed by 146 staff personnel serving in supervisor level positions. At the time of the survey there was a survey population of 212 personnel. The overall participation rate for the department was 69%. The required participation rate is 50% of the total.

The survey population was further subdivided by paygrade group. Forty-five of sixty-five E-5 personnel participated in the survey or 69%. For paygrade group E-6, the number of personnel completing the survey was 69 of a possible 103 or a participation rate of 66%. For the final paygrade group the number of personnel who completed the

survey totaled 33 of a possible 44 for a participation rate of 75%. Tables 4-1, 4-2 and 4-3 on pages 34, 35, and 36 provide the raw numbers for each paygrade group with regard to marital status, sex, education level and whether the individual graduated from "A" school.

For the department, ninety-seven percent of the respondents were males. Seventy-eight percent were married, eleven percent were single, and the remaining eleven percent were divorced. Fifty percent of the surveyed population had an education above the high school level, forty-five percent had a high school diploma and the remaining five percent had a GED. Ninety-eight percent of those surveyed were "A" school graduates.

DATA ON CAREER INFORMATION

The data that appears in this section indicate the raw number of responses that each paygrade group made to the career information survey questions. The total response category that follows is a total compilation of the raw numbers for each of the three paygrade groups. Tables 4-4, 4-5 and 4-6 on pages 37, 38 and 39 provide percentages of how each paygrade group answered each survey question.

1. I generally receive information on career programs at this command.

	YES	NO	NOT APPLICABLE
E5	41	3	0
E6	64	5	0
E7 AND ABOVE	33	0	0
TOTAL RESPONSES	138	8	0

2. My division or work center provides career guidance and information.

	YES	NO	NOT APPLICABLE
E5	39	5	0
E6	63	6	0
E7 AND ABOVE	32	0	1
TOTAL RESPONSES	134	11	1

3. I am satisfied with my rating or designator.

	YES	NO	NOT APPLICABLE
E5	40	4	0
E6	64	5	0
E7 AND ABOVE	31	2	0
TOTAL RESPONSES	135	11	0

4. My chain of command processes special requests chits in a timely manner.

	YES	NO	NOT APPLICABLE
E5	42	2	0
E6	63	5	1
E7 AND ABOVE	32	1	0
TOTAL RESPONSES	137	8	1

5. I am satisfied with the amount of career information available to me.

	YES	NO	NOT APPLICABLE
E5	43	1	0
E6	62	7	0
E7 AND ABOVE	31	2	0
TOTAL RESPONSES	136	10	0

6. Since reporting to this command, I have received training on career programs and benefits.

	YES	NO	NOT APPLICABLE
E5	40	4	0
E6	69	0	0
E7 AND ABOVE	29	4	0
TOTAL RESPONSES	138	8	0

DATA ON COMMAND SPONSOR PROGRAM

The data that appears in this section indicate the raw number of responses that each paygrade group made to the command sponsor program survey questions. The total response category that follows is a compilation of the raw numbers for each of the three paygrade groups. Tables 4-4, 4-5 and 4-6 on pages 35, 36 and 37 provide percentages of how each paygrade group answered each survey question.

1. Command personnel contacted me before I reported aboard this command.

	YES	NO	NOT APPLICABLE
E5	28	16	0
E6	36	33	0
E7 AND ABOVE	18	15	0
TOTAL RESPONSES	82	64	0

2. I was favorably impressed with the quality of my transition into this command.

	YES	NO	NOT APPLICABLE
E5	36	8	0
E6	54	13	2
E7	20	9	4
TOTAL RESPONSES	110	31	5

3. The check-in process assisted me to get settled into this command.

	YES	NO	NOT APPLICABLE
E5	37	7	0
E6	58	11	0
E7 AND ABOVE	25	7	1
TOTAL RESPONSES	120	25	1

4. I attended command indoctrination.

	YES	NO	NOT APPLICABLE
E5	43	1	0
E6	63	6	0
E7 AND ABOVE	31	2	0
TOTAL RESPONSES	137	9	0

DATA ON PROFESSIONAL DEVELOPMENT

The data that appears in this section indicate the raw number of responses that each paygrade group made to professional development survey questions. The total response category that follows is a compilation of the raw numbers for each of the paygrade groups. Tables 4-4, 4-5 and 4-6 on pages 35, 36 and 37 provide percentages of how each paygrade group answered each survey question.

1. My chain of command encourages professional development.

	YES	NO	NOT APPLICABLE
E5	42	1	1
E6	65	4	0
E7 AND ABOVE	32	1	0
TOTAL RESPONSES	139	6	1

2. I have completed correspondence courses within the last 12 months.

	YES	NO	NOT APPLICABLE
E5	35	9	0
E6	50	19	0
E7 AND ABOVE	10	22	1
TOTAL RESPONSES	95	50	1

3. I have appeared before the Professional Development Board.

	YES	NO	NOT APPLICABLE
E5	8	35	1
E6	6	60	3
E7 AND ABOVE	0	23	10
TOTAL RESPONSES	14	118	14

4. The Professional Development Board helped me set professional goals.

	YES	NO	NOT APPLICABLE
E5	5	20	19
E6	5	37	27
E7 AND ABOVE	0	16	17
TOTAL RESPONSES	10	73	63

5. My chain of command encourages qualified personnel to apply for commissioning programs.

	YES	NO	NOT APPLICABLE
E5	30	8	6
E6	59	4	6
E7 AND ABOVE	27	0	6
TOTAL RESPONSES	116	12	18

SUMMARY

Chapter IV summarized the results of the Career Information Diagnostic Questionnaire surveys completed by 146 staff supervisor personnel assigned to Surface Missile System Department, Dam Neck, Virginia Beach, Virginia. General data/information was collected as well as individual responses pertaining to the Career Information Program, Command Sponsor Program and the Professional

Development Program in an effort to provide the researcher with sufficient data to address the problem of the study.

GENERAL DATA TALLY SHEET

PAYGRADE GROUP E-5

1. Total number of personnel participated in this paygrade group: 45

2. Total number of questionnaires invalidated in paygrade group (incomplete or less than 60 days on board): - 1

3. Number of questionnaires actually used for analysis and computation: = 44

4. Participation percentage rate required 50 %, Participation percentage rate attained 69 %.

5.

MARRIED	30
SINGLE	9
DIVORCED	5

6.

MALE	43
FEMALE	1

7.

ABOVE HIGH SCHOOL	18
HIGH SCHOOL GRAD	23
GED	3
NON-HIGH SCHOOL	0

8.

A SCHOOL GRAD	44
A SCHOOL DROP	0
NO A SCHOOL	0

TABLE 4-1

GENERAL DATA TALLY SHEET

PAYGRADE GROUP E-6

1. Total number of personnel participated in this paygrade group: 69
2. Total number of questionnaires invalidated in paygrade group (incomplete or less than 60 days on board): - 0
3. Number of questionnaires actually used for analysis and computation: = 69
4. Participation percentage rate required 50 %,
Participation percentage rate attained 66 %.

5.

MARRIED	58
SINGLE	5
DIVORCED	6

6.

MALE	66
FEMALE	3

7.

ABOVE HIGH SCHOOL	35
HIGH SCHOOL GRAD	31
GED	3
NON-HIGH SCHOOL	0

8.

A SCHOOL GRAD	66
A SCHOOL DROP	0
NO A SCHOOL	3

TABLE 4-2

GENERAL DATA TALLY SHEET

PAYGRADE GROUP E-7 and above

1. Total number of personnel participated in this paygrade group: 33
2. Total number of questionnaires invalidated in paygrade group (incomplete or less than 60 days on board): - 0
3. Number of questionnaires actually used for analysis and computation: = 33
4. Participation percentage rate required 50 %.
Participation percentage rate attained 75 %.

5.

MARRIED	30
SINGLE	3
DIVORCED	0

6.

MALE	33
FEMALE	0

7.

ABOVE HIGH SCHOOL	21
HIGH SCHOOL GRAD	12
GED	0
NON-HIGH SCHOOL	0

8.

A SCHOOL GRAD	30
A SCHOOL DROP	0
NO A SCHOOL	3

TABLE 4-3

DIAGNOSTIC QUESTIONNAIRE RESPONSE SHEET
FOR PAYGRADE GROUP: E-5

Q	% YES	% NO	% NOT APPLICABLE
1-1	93	7	0
1-2	88	12	0
1-3	90	10	0
1-4	91	9	0
1-5	98	2	0
1-6	90	10	0
2-1	64	36	0
2-2	82	18	0
2-3	84	16	0
2-4	98	2	0
3-1	96	2	2
3-2	80	20	0
3-3	18	80	2
3-4	12	45	43
3-5	68	18	14

TABLE 4-4

DIAGNOSTIC QUESTIONNAIRE RESPONSE SHEET
FOR PAYGRADE GROUP: E-6

Q	% YES	% NO	% NOT APPLICABLE
1-1	92	8	0
1-2	91	9	0
1-3	92	7	1
1-4	92	7	1
1-5	89	11	0
1-6	100	0	0
2-1	52	48	0
2-2	78	19	3
2-3	84	16	0
2-4	91	9	0
3-1	94	6	0
3-2	72	28	0
3-3	8	88	4
3-4	7	53	40
3-5	85	5	10

TABLE 4-5

DIAGNOSTIC QUESTIONNAIRE RESPONSE SHEET
FOR PAYGRADE GROUP: E-7 and above

Q	% YES	% NO	% NOT APPLICABLE
1-1	100	0	0
1-2	94	3	3
1-3	91	6	3
1-4	97	3	0
1-5	91	9	0
1-6	88	12	0
2-1	55	42	3
2-2	67	24	9
2-3	76	21	3
2-4	94	6	0
3-1	97	3	0
3-2	30	64	6
3-3	0	70	30
3-4	0	48	52
3-5	82	3	15

TABLE 4-6

CHAPTER V

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This chapter is designed to summarize the findings of the research, draw conclusions and make recommendations based on the findings. The problem of the research study was to determine whether the Career Information of the Surface Missile Systems Department, Dam Neck, Virginia Beach, Virginia, has effectively helped Navy men and women become more aware of career opportunities and incentive programs.

SUMMARY

A Career Information Program Diagnostic Questionnaire was used to survey staff supervisory personnel within the department. Questions 1-1 through 1-6 of the Career Information Program Diagnostic Questionnaire survey addressed the degree of career information received, career guidance provided, the timeliness of the administrative responses to their career decision requests, the volume of career information that is available to them, the job skill they have chosen as a career, and the training on career programs and benefits that had been received since reporting to the command. Questions 2-1 through 2-4 addressed the newly reporting personnel, quality of transition, the check-in process and command

indoctrination. Questions 3-1 through 3-5 concerned the professional development process.

The results of the surveys, coupled with an extensive review of literature, provided the data and foundation for the conclusions and recommendations of this research.

CONCLUSIONS

The following goals of the research were addressed to provide an overall evaluation of programs and support systems that have a direct impact upon the Surface Missile Systems Department's career information and retention climate.

1. Determine if the Career Information Program is an effective tool for disseminating career information.
2. Determine if the Career Information Program is an effective tool for assigning sponsors to newly reporting personnel.
3. Assess whether the Professional Development Board is an active and ongoing process.

A positive response was provided to each survey question concerning career information at a rate of no less than 88% in each of the three paygrade categories. When all three paygrades were combined the percentages increased above 90%. Since no baseline currently existed to compare

these results, the researcher felt that if 9 out of 10 people were satisfied, the program was successful.

The Career Information Program's utilization as a tool to assign sponsors would appear to be marginally satisfactory. All three paygrade survey responses indicated that just over 50% were contacted by a sponsor prior to arriving at the command. The Navy standard was that the most successful sponsor programs achieved a rate of 80-90% (Retention Team Manual, p. 2-8). Likewise, only 75% of the respondents expressed that they were happy with their transition into the command. Just over 81% felt the check-in process assisted them in getting settled into the new command. Obviously, the transition and check-in process would probably benefit dramatically if sponsors contacted individuals at the rate specified above. On the other hand, nearly 95% of the respondents indicated they had attended indoctrination. This was a clear indication that newly reporting personnel were being identified once they arrive at the command and an effort was being made to educate and answer their questions after they had arrived on board. Unfortunately, hardships that may have been prevented with the benefit of a sponsor were being endured due to this lack of attention to detail.

In the area of professional development, the survey revealed that ninety-five percent of the respondents were encouraged by the chain of command to develop professionally. Seventy-six percent of the E-5/6 personnel stated they had completed correspondence courses in the last 12 months. While the E-7 and above personnel indicated only 30 percent had completed correspondence courses in the last 12 months, most of these individuals are nearing the end of their careers and in most cases have already completed their professional correspondence requirements. In addition, most of the respondents indicated that they had not appeared before the professional development board or had no help from a professional development board in setting their professional goals. It must be remembered that the respondents in this survey were people who had already made their career choices a number of years ago. Clearly, these two responses were more suited for individuals who were still undecided about their career choices, analogous to a freshmen in college who was undeclared and undecided as to what major he or she wants to pursue. Lastly, 78% of respondents stated they were encouraged to apply for officer commissioning programs. This response rate in the researcher's view was acceptable

in that the officer corps only wants those who have demonstrated sustained superior performance.

In the final analysis, it would appear that the Career Information Program was an effective tool for disseminating career information and that the respondents in this survey were happy with the program. The Career Information Program clearly had a disconnect when it came to having departmental personnel contacting newly arriving personnel. The results of the survey in the area of professional development showed that personnel were encouraged to improve, they worked at improving themselves by enrolling in correspondence courses, and were encouraged to seek acceptance to officer commissioning programs if qualified.

RECOMMENDATIONS

Based on the results of the survey and the review of literature, the following recommendations are provided:

1. Continue to use all the resources available to disseminate career information utilizing the structure provided by the Career Information Program.
2. Utilize a central control point to administer a system that guarantees proper procedures are being followed within the Departmental Command Sponsor Program and in accordance with current directives.

3. Conduct a Career Information Diagnostic Survey once a year.
4. Replace the Career Information Diagnostic survey questions concerning appearance before a professional development board with more relevant questions pertaining to professional development. For example, have you completed any college level courses since reporting to the command or have you attended any of the lectures that would lead to your qualification as a Master Training Specialist?
5. Conduct a study on a much larger scale (Navy-wide) to determine why there are such limited numbers of females in the technical skill ratings.

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CAREER INFORMATION PROGRAM DIAGNOSTIC
QUESTIONNAIRE BOOKLET

CAREER INFORMATION DIAGNOSTIC INFORMATION

The purpose of this diagnostic is to objectively evaluate our career information program to determine if you are getting the information, counseling and help you need to take advantage of the many opportunities available in the Navy today.

Your assistance in completing this diagnostic will help us develop better and more responsive programs for you and all other personnel assigned to this command.

Your name will not be used, so please be as candid and objective as possible in your answers.

Please complete the general/information section of the answer sheet provided before you begin this questionnaire. If you have any questions on how to complete these sections raise your hand. A proctor will be glad to assist you.

REMEMBER

- o If you don't know the answer to the question, then mark No as your answer.
- o Circle the answer that best applies to you.
- o Mark all answers on the answer sheet only.
- o DO NOT write in this booklet.
- o Open the booklet when told to do so by the proctor.
- o Return the booklet and answer sheet to a proctor when finished.

CAREER INFORMATION DIAGNOSTIC QUESTIONNAIRE

SECTION 1: CAREER INFORMATION

1. I generally receive information on career programs at this command.
2. My division or workcenter provides career guidance and information.
3. I am satisfied with my rating or designator.
4. My chain of command processes special request chits in a timely manner.
5. I am satisfied with the amount of career information available to me.
6. Since reporting to this command, I have received training on career programs and benefits.

SECTION 2: COMMAND SPONSOR PROGRAM

1. Command personnel contacted me before I reported aboard this command.
2. I was favorably impressed with the quality of my transition into this command.
3. The check-in process assisted me to get settled into this command.
4. I attended command indoctrination.

SECTION 3: PROFESSIONAL DEVELOPMENT

1. My chain of command encourages professional development.
2. I have completed correspondence courses within the last 12 months.

THE FOLLOWING THREE ITEMS ARE TO BE COMPLETED BY ENLISTED PERSONNEL ONLY. OFFICER PERSONNEL SHOULD CHOOSE "DON'T KNOW/NOT APPLICABLE" (N/A).

3. I have appeared before the Professional Development Board.

4. The Professional Development Board helped me set professional goals.

5. My chain of command encourages qualified personnel to apply for commissioning programs.

END OF QUESTIONNAIRE

CAREER INFORMATION QUESTIONNAIRE
ANSWER SHEET

GENERAL DATA/INFORMATION:

Today's Date: Mo: _____ Yr: _____ Paygrade: O/E- _____
Division: _____

Date Reported To Command: Mo: _____ Yr: _____

Date Assigned To Present Division: Mo: _____ Yr: _____

Circle one: Single / Married / Divorced

Circle One: Male / Female

Education: College _____ Yrs / High School Grad / GED /
High School _____ Yrs

Circle one: A School Grad / A School Drop / No A School

REMEMBER

Circle the answer that best applies to you. Circle only one answer for each question. Be honest! If you do not know or are unsure circle No. Circle "N/A" if the question is not applicable to you.

SECTION 1: CAREER INFORMATION

1.	YES	NO	N/A
2.	YES	NO	N/A
3.	YES	NO	N/A
4.	YES	NO	N/A
5.	YES	NO	N/A
6.	YES	NO	N/A

SECTION 2: COMMAND SPONSOR PROGRAM

1.	YES	NO	N/A
2.	YES	NO	N/A
3.	YES	NO	N/A
4.	YES	NO	N/A

SECTION 3: PROFESSIONAL DEVELOPMENT

1.	YES	NO	N/A
2.	YES	NO	N/A

THE FOLLOWING THREE ITEMS ARE TO BE COMPLETED BY ENLISTED PERSONNEL ONLY. OFFICER PERSONNEL SHOULD CHOOSE "DON'T KNOW/NOT APPLICABLE".

3.	YES	NO	N/A
4.	YES	NO	N/A
5.	YES	NO	N/A

SUPERVISOR TRAINING LEVEL WORKSHEET

E-7 and above

Line 1.	Number of E-7 and above participating in survey	<u>33</u>
Line 2.	Minus E-7 and above without any CITC since reporting to this command	- <u>4</u>
Line 3.	Total E-7 and above trained since reporting to this command	= <u>29</u>
Line 4.	Divide line 7 by line 5 to get training level percentage (NOTE)	<u>88</u> %

E-6

Line 5.	Number of E-6s participating in survey	<u>69</u>
Line 6.	Minus E-6s without any CITC since reporting to this command	- <u>0</u>
Line 7.	Total E-6s trained since reporting to this command	= <u>69</u>
Line 8.	Divide line 11 by line 9 to get training level percentage (NOTE)	<u>100</u> %

E-5

Line 9.	Number of E-5s participating in survey	<u>44</u>
Line 10.	Minus E-5s without any CITC since reporting to this command	- <u>4</u>
Line 11.	Total E-5s trained since reporting to this command	= <u>40</u>
Line 12.	Divide line 15 by line 13 to get training level percentage (NOTE).	<u>91</u> %

NOTE: If training level is below 70 percent, immediate command action is required to obtain necessary career information training.

CLIENT-TO-COUNSELOR RATIO WORKSHEET

Line 1. Total number of enlisted personnel assigned 212

Line 2. Total number of division/work center counselors assigned (NOTE 1) 7

Line 3. Minus division/work center career counselors who have not received career information training since reporting to this command - 0

Line 4. Total = 7

Line 5. Divide line 1 by line 4 to determine TRUE client-to-counselor ratio (NOTE 2) 30.29 to 1

NOTE 1: Departmental counselors will not be included in the computations unless the departmental counselor also serves as a divisional counselor.

NOTE 2: A client-to-counselor ratio exceeding 30:1 indicates a potential problem. The situation can be corrected by either assigning more counselors or training the existing counselors or a combination of both.

RETENTION TEAM TRAINING LEVEL WORKSHEET

Line 1. Total number of counselors (department/division/work center) assigned 8

Line 2. Minus counselors without any career information training (CITC) since reporting to this command - 0

Line 3. Total counselors trained (include only counselors trained since reporting onboard) = 8

Line 4. Divide line 3 by line 1 to get training level percentage (NOTE) 100 %

NOTE: If training level is below 80 percent, immediate command action is required to obtain necessary CITC training levels.

APPENDIX B-2