

MASTER OF SCIENCE IN LEADERSHIP AND HUMAN RESOURCE DEVELOPMENT

ANALYSIS OF DETERMINANTS OF STUDENT PILOT SUCCESS FOR UNITED STATES NAVAL ACADEMY GRADUATES

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The purpose of this study is to determine which characteristics and outcomes that are measured/determined at the Naval Academy serve as the best predictors of attrition from naval pilot training before or during the Primary phase, as well as performance in the first two stages of training: the academic portion of Aviation Preflight Indoctrination (API) and the flying portion of Primary phase. The reason for this is twofold: 1) to examine the current aviation assignment policy at the Naval Academy (predominantly based on Aviation Selection Test Battery and Order of Merit) to determine if it is significantly related to pilot performance (academic, flying, and attrition) in flight school, and 2) to examine alternative criteria to determine the possibility of developing a more effective model for predicting performance.

KEYWORDS: Naval Academy, Service Assignment, Pilot Training, Flight School

A QUALITATIVE ANALYSIS OF COMPANY OFFICER PERFORMANCE ASSESSMENT AT THE UNITED STATES NAVAL ACADEMY

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For one hundred fifty-seven years, the United States Naval Academy has been producing junior officers to serve in United States Navy and Marine Corps fleet commands. Each year, more than 1,200 new midshipmen are inducted into the four-year, total immersion process. Overseeing every aspect of midshipman life is a dedicated and experienced officer and senior enlisted core. The 4,200 midshipmen in the brigade are divided into thirty companies: each led by a fleet experienced junior officer. These Company Officers play a pivotal role in the education, leadership, and training of their midshipmen. This research extracts the current measures employed to assess these Company Officers by way of a thorough review of USNA instructions, previous theses, popular literature, and expert interviews. These interviews were conducted with both Battalion and Company Officers via a specific set of uniform questions. Data obtained from interviews were analyzed qualitatively using content analysis in order to identify themes and patterns. Identification and explanation of these measures will assist current and prospective Company Officers in performing their duties more effectively and providing a better product to their midshipmen.

KEYWORDS: United States Naval Academy, Company Officer, Performance Assessment, Content Analysis

LEADERSHIP AND HUMAN RESOURCE DEVELOPMENT

SELECTING THE BRIGADE LEADERSHIP AT THE UNITED STATES NAVAL ACADEMY: WHO ARE THE STRIPERS?

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This thesis examines the process of selecting the midshipmen leadership, or “stripers,” at the United States Naval Academy. Using a qualitative approach, it gathers data from the current cohort of decision makers who select the stripers each semester regarding what they believe to be the desirable and undesirable qualities of stripper candidates. Shifting to a quantitative approach, those qualities are then used to create variables using data from the Naval Academy classes of 1999 through 2002. A logistic regression is then estimated with the purpose of gauging if those qualities are, in fact, represented in the selectees. A model is presented which indicates that, by and large, the goals of the selection process are being met. Recommendations for minor policy adjustments and for further research are made based on the findings of both the qualitative and quantitative data.

KEYWORDS: Leadership Selection, U.S. Naval Academy, Stripers, Logistic Regression

PREDICTORS OF AVIATION SERVICE SELECTION AMONG U.S. NAVAL ACADEMY GRADUATES

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The purpose of this study is to investigate U.S. Naval Academy student predictors of aviation selection for graduates between 1995 and 2002. The main hypothesis is that the background characteristics that predict aviation selectees will differ from the characteristics that predict non-aviation selectees. Although prior research suggests that several characteristics (academic, cognitive, athletic, and personality traits) play an important role in predicting success in aviation, other research suggests that many of those characteristics have not been included in the service selection process at the Naval Academy.

Two empirical models were estimated to investigate this hypothesis. The models were used to determine whether the significance of predictive factors differ between all aviation selectees and non-aviation selectees, and likewise between pilot aviation selectees and non-pilot aviation selectees.

The results show that of all of the variables in both models PFAR (an ASTB score) was the most important factor in predicting aviation selection. Both PFAR and academic grade point average at USNA had a large impact on aviation selection and separately on pilot selection. These results were representative of both aviation and pilot selection. It is also important to note that some variables were strong negative predictors in the models, although prior research suggested they would be positive predictors of aviation success. Apparently, the factors that predict success in aviation flight training are not the same that predict selection of the aviation community.

KEYWORDS: Aviation Selection, Pilot Selection, Aviation Prediction, Pilot Prediction, Naval Academy Service Selection, USNA Service Selection

LEADERSHIP AND HUMAN RESOURCE DEVELOPMENT

THE INFLUENCE OF VARSITY ATHLETICS ON MIDSHIPMAN PERFORMANCE

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This study will examine the statistical effects of varsity athletics on Naval Academy Midshipman performance. Academic performance averages, military performance averages, conduct grade, and honor violation are analyzed with respect to Midshipmen participating in varsity athletics versus non-varsity athletics. Using hierarchical regression analysis, the expectation is that varsity athletes make up the upper echelon of the Brigade of Midshipmen than non-varsity athletes. In the analysis however, no statistical significance is discovered with respect to varsity athletics, and that, consequently, varsity athletes perform to the same degree as non-varsity athletes. The results further outline the need for better prediction measures of Midshipman Performance.

KEYWORDS: Varsity Athletics, Midshipman Performance, Hierarchical Regression, Academic Performance Average, Military Performance Average, Conduct Grade, Honor Violation

THE FEASIBILITY OF TESTING HAIR FOR ILLICIT DRUG USE IN THE UNITED STATES MARINE CORPS

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The purpose of this thesis was to examine the feasibility of testing hair for illicit drug use in the United States Marines Corps. Specifically, the study determined the hair test's potential for detecting and deterring illicit drug use and abuse among Marines. In addition, the study estimated the potential costs of implementing hair tests and examined fairness concerns with regard to testing hair among ethnically diverse populations. The results indicate that the hair test would be more effective than the urinalysis at detecting a wide variety of illicit drugs, with the exception of marijuana. The increased effectiveness of the hair test is likely to enhance the level of deterrence currently sustained by the Marine Corps' urinalysis program. Costs associated with the implementation of hair test would be offset by the increase in detection of illicit drug use and drug dependence among enlisted recruits and officer candidates pursuing active duty military service. Enhanced deterrence levels among active duty personnel that are a consequence of implementing the hair test would result in additional cost savings. Finally, implementation of the hair test would not result in racial bias, but may amplify the existence of drug preferences among different races.

KEYWORDS: Hair Test, Urinalysis, Illicit Drug Use, Deterrence, Drug Detection, Drug Policy, Race Bias

AN EXPLORATORY STUDY OF HISPANIC OFFICER RECRUITING IN THE MEXICAN- AMERICAN COMMUNITY OF SOUTH-CENTRAL LOS ANGELES: IMPLICATIONS FOR THE OFFICER CORPS OF THE FUTURE

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This thesis examines factors relating to youth interest in joining the Navy among the Hispanic population in South-Central Los Angeles, California. The study begins with a comprehensive review of literature on

LEADERSHIP AND HUMAN RESOURCE DEVELOPMENT

Hispanics of Mexican origin. Information on youth interest in the Navy is gleaned from personal interviews with teachers, counselors, JROTC instructors, military recruiters, and local clergy. The results suggest that Hispanic youths are limited from pursuing higher education because of poor academic preparation, underdeveloped English-language skills, poverty, and crime. The population also faces unique cultural and regional challenges that stem from historical influences and the close proximity of Mexico to the U.S. Additionally, evidence suggests that high school teachers and administrators are often barriers to youth awareness of military service. It is recommended that the Navy or Department of Defense form partnerships with schools and community organizations in largely Hispanic regions to identify and overcome the various obstacles that limit youth from pursuing higher education, learning about opportunities for military service, and qualifying for the Navy's officer programs.

KEYWORDS: Mexican-Americans, Hispanics, Recruiting

PREDICTORS OF PLEBE SUMMER ATTRITION AT THE UNITED STATES NAVAL ACADEMY

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This thesis analyzes the relationship between entry-level variables available to the Office of Admissions and plebe summer attrition at the United States Naval Academy (USNA). The study used independent samples t-tests and linear regression analysis to analyze the effects of individual variables on plebe summer attrition. This study also used binary logistic regression to develop an overall predictive model of plebe summer attrition. Analysis was conducted on the USNA classes that completed plebe summer from 1995-2002 (N = 9,554). The results of this study indicate the highest plebe summer attrition is attributed to majority females, females in general, and midshipmen who exceed the limits of the height/weight table and are not recruited athletes. The lowest plebe summer attrition rates are found among children of service academy graduates, recruited varsity athletes, summer seminar attendees, minority males, and older midshipmen. This study summarizes the results and also offers recommendations to the Naval Academy and for future research.

KEYWORDS: United States Naval Academy, Plebe Summer, Attrition

EFFECTIVE PREDICTORS OF SUBMARINE JUNIOR OFFICER TECHNICAL COMPETENCE

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This study examines technical and behavioral relationships between independent variables related to U.S. Naval Academy graduates and their probabilities for submarine duty assignment and service with technical competence as junior officers. Technical competence is defined as successful completion of Nuclear Power School, Nuclear Power Training Unit, and the Prospective Nuclear Engineer Officer examination (PNEO). Data analysis of different outcome models is accomplished with the use of binary LOGIT regressions. Results suggest that Engineering and Mathematical/Sciences majors (Group 1 & 2) have greater chances for submarine service assignment and better performance during initial nuclear training programs than officers with Humanities/Social Sciences (Group 3) majors. However, the Group 1 & 2 advantages slowly decrease over time and eventually Group 3 officers linearly perform as well as their peers during PNEO. Findings suggest Group 3 majors are as desirable as other undergraduate majors when selecting submarine officers. Study limitations are discussed with future implications and suggested research opportunities.

LEADERSHIP AND HUMAN RESOURCE DEVELOPMENT

KEYWORDS: Naval Officers, U.S. Naval Academy, Submarine Junior Officer, Officer Performance, Nuclear Training

BASE REALIGNMENT AND CLOSURE (BRAC) 2005: CONGRESSIONAL DIALOGUE AND DECISION

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On December 13, 2001, the 107th Congress authorized a round of base realignment and closure (BRAC) for 2005. This policy decision was preceded by years of political dispute and dialogue between Congress and the executive branch. Much of this debate centered on the Clinton Administration's privatization-in-place of two bases scheduled for closure by the 1995 BRAC Commission and the dispute over estimated BRAC costs and savings. After painstaking compromise and a national security crisis, reformed BRAC legislation was passed, balancing political leadership and national strategy with job loss and disruption to local communities. A comprehensive analysis of journal articles, books, relevant congressional records, government reports, and legislation identifies the variables that explain Congress' decision to amend the Defense Base Closure and Realignment Act of 1990 and authorize a BRAC round in 2005. Congress eventually approved BRAC 2005 because: (1) a new presidential administration concurred with DoD's argument regarding excessive infrastructure and anticipated savings from BRAC; (2) national economic conditions could not support both spending for excess infrastructure and the war on terrorism; (3) studies confirmed that most communities can rebound economically after a base closure; and (4) the improved BRAC law purportedly reduced the parochial politics of base closings.

KEYWORDS: BRAC, Base Closure, Base Closings, BRAC Savings, BRAC Costs, Privatization-in-Place, Clinton Administration, FY2002 Defense Authorization, FY2003 Defense Authorization, Efficient Facilities Initiative, EFI, S.1438, 2001 BRAC, BRAC 2005

MIDSHIPMEN MILITARY PERFORMANCE AS AN INDICATOR OF OFFICER FLEET PERFORMANCE

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The United States Naval Academy is the premier source of officers for the Naval service. A Naval Academy diploma and commission into the Navy or Marine Corps requires a four-year total immersion into military culture, leadership training, and a demanding academic curriculum. The Naval Academy's unique style of leadership training prepares young men and women for service to their country and is an artful combination of mental, physical, and emotional development processes. These processes culminate into a performance measure called the Military Performance grade.

This research uses detailed literature reviews to support the operationalized model of the Naval Academy's midshipman development process. The model uses secondary data from the Bowman-Mehay data files for Naval Academy classes 1980 through 1985. Evaluated in this research are the outcomes of the Linear and LOGIT regressions of the fleet success measures of Officer Performance, Promotion, and Retention. This research indicates some surprising results about the role of academics, physical education, athletics, and the Military Performance grade on the development of future Naval officers. The Military Performance grade is consistently the best predictor of fleet success measures.

KEYWORDS: Military Officers, U.S. Naval Academy, Performance

LEADERSHIP AND HUMAN RESOURCE DEVELOPMENT

FACTORS AFFECTING THE RETENTION OF JUNIOR OFFICER FIXED WING NAVAL AVIATORS

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The purpose of this research is to examine and supplement the information the Navy uses to design policies geared to retain fixed wing aviators past their initial commitment. Currently, the ARGUS Career Milestone and Tracking System web-based survey is an important tool used by the Navy to study retention. However, this database does not disaggregate fixed wing aviators based on the platforms flown. Some factors that affect retention may be unique to the individual sub-communities. The goal of this paper is to first examine whether factors for retention differ within the aviation community as a whole. The second objective is to determine whether there are retention factors not taken into account by the ARGUS database. The more detailed information generated in this study can help the Navy design more effective polices for retaining junior officer fixed wing naval aviators.

KEYWORDS: Aviation, Retention, Manpower

EDUCATING TOMORROW'S LEADERS TODAY: A COMPARISON OF THE OFFICER DEVELOPMENT PROGRAMS OF THE UNITED STATES NAVAL ACADEMY AND THE UNITED STATES AIR FORCE ACADEMY

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The United States Naval Academy and the United States Air Force Academy are recognized for developing young men and women into both prominent military and civilian leaders. While their missions are similar, there are differences in the approach each Academy undertakes to achieve this endstate. The purpose of this thesis is to investigate and evaluate how officer development is applied at the respective service academies, what similarities and differences exist, what the respective strengths and weaknesses of each program are, and to discuss the future developments of the officer development programs. Chapter I provides an introduction, including the background, methodology, and organization of this thesis. Chapter II examines the core values, missions, and visions of the two service academies. Chapter III compares current leadership theory to the concept of the military as a profession as introduced by Samuel Huntington (1957) and James Burk (2002). Chapter IV describes the leadership/management/ethics courses and the character development programs in place at the two service academies. Chapter V discusses the methods and procedures used during the research phase of this thesis. Chapter VI reveals the themes present from the data collected and Chapter VII presents the conclusions, recommendations, and areas for future research.

KEYWORDS: Leadership, Character Development, Officer Development, United States Naval Academy, United States Air Force Academy

LEADERSHIP AND HUMAN RESOURCE DEVELOPMENT

AN ASSESSMENT OF THE LEADERSHIP EDUCATION AND DEVELOPMENT PROGRAM AT THE UNITED STATES NAVAL ACADEMY

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Company officers at the United States Naval Academy are responsible for the leadership development of midshipmen. To attract higher quality officers to serve as company officers for the Brigade of Midshipmen and to provide officers with an opportunity for an advanced degree, the Leadership Education and Development (LEAD) Program was established in 1997. This program allows Navy and Marine Corps officers to receive a Master of Science in Leadership and Human Resource Development from the Naval Postgraduate School. After the first year, the program graduates serve two years as company officers and work closely with the midshipmen of the brigade. This research uses data obtained from semi-structured interviews and self-administered questionnaires of 27 LEAD program graduates. It focuses on the perceptions of graduates concerning the perceived strengths and weaknesses of the program, and makes recommendations for change and improvement. This research adds to the body of knowledge and recommendations that exist and serves as a five-year retrospective on the perceptions of the effectiveness of the program and whether or not the program is perceived to be meeting its goals.

KEYWORDS: Program Evaluation, Leadership, Leadership Education and Development Program, United States Naval Academy

