

MASTER OF SCIENCE IN LEADERSHIP AND HUMAN RESOURCE DEVELOPMENT

THE PERFORMANCE OF PREPARATORY SCHOOL CANDIDATES AT THE UNITED STATES NAVAL ACADEMY

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This thesis analyses the performance of midshipmen at the United States Naval Academy who attended preparatory school prior to admission. Multivariate models are developed to estimate the effect of a preparatory school background on several measures of midshipmen performance at the U.S. Naval Academy. The data set covers the USNA classes of 1990 through 2000. Control variables include both math and verbal Scholastic Aptitude Test (SAT) scores and the high school class-ranking percentile. Ordinary Least Squares (OLS) regression models are employed to estimate the effect of prep school background on the Order of Merit of USNA graduates, and logit models are used to estimate the effect of prep school background on the probability of graduation of a midshipman, while controlling for SAT scores and rank in high school class. The findings reveal few significant differences in performance between those midshipmen who went to preparatory school and those who did not.

A STUDY OF MIDSHIPMEN'S EXPECTATIONS ABOUT OPERATIONS OTHER THAN WAR

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Since the end of the Cold War, the armed forces of the United States have increasingly been involved in military operations other than war (OOTW). Many service members feel these missions are contrary to the central purpose of the military and not in keeping with the reasons why they originally joined the service. Research shows that a mismatch of job expectations and job realities can be a factor in reducing retention. Thus, the military's leaders have made a conscious effort to eliminate "message mismatch" and better align the words, expectations, and actions of their individual services. In doing so, they hope to create greater organizational credibility and personal commitment for their forces.

The purpose of this research is to examine the general level of awareness, understanding, expectations and actual involvement concerning OOTW that exist among future naval officers at the United States Naval Academy and current junior officers. Conclusions about the possible expectation-reality gap among future naval officers concerning OOTW is explored. Recommendations for further research and implications for policy makers are offered to possibly decrease the gap between service member expectations and the likely operational realities of their future service.

