

LEADERSHIP AND HUMAN RESOURCE DEVELOPMENT

MENTORING EXPERIENCES AMONG MIDSHIPMEN AT THE UNITED STATES NAVAL ACADEMY

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This study investigated mentoring and midshipmen at the United States Naval Academy (USNA). The mission of the Naval Academy is essentially to develop leaders, and mentoring is closely related to leadership. Therefore, this study looked at possible correlations between mentoring and midshipmen at USNA. Specifically, the extent of mentoring on midshipmen at USNA, the degree of influence mentors had on midshipmen, salient features of USNA mentors, and other psychosocial outcomes of mentoring on midshipmen were investigated in this study.

This study suggests midshipmen generally accept mentoring as an important concept, but only 45% of USNA midshipmen have mentors. Female midshipmen were more likely to have a mentor at USNA than their male counterparts. USNA mentors were typically older than their protégé, Caucasian, male and in the military. Peers were most trusted and utilized as mentors. This study also suggests that midshipmen having mentors were more satisfied with USNA, more likely to mentor others, and more likely to hold a leadership position on a sports team or in an extracurricular activity (ECA).

DoD KEY TECHNOLOGY AREA: Manpower, Personnel, and Training

KEYWORDS: Mentoring, Mentoring and Midshipmen, Mentoring at the U.S. Naval Academy, Mentoring Military Officers in Training, Military Mentoring

THE IMPACTS OF A FULLY FUNDED POSTGRADUATE EDUCATION ON PROMOTION AND COMMAND SCREEN FOR FIXED-WING, CARRIER-BASED PILOTS AND NAVAL FLIGHT OFFICERS

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This thesis evaluates the effect of fully-funded graduate education on the joint outcome of promote to Pay Grade 5 and screen for squadron command for fixed-wing, carrier-based aviator lieutenant commanders (Pay Grade 4) eligible for the Pay Grade 5 board. Binomial logit models are estimated to examine the impacts of earning a graduate degree, the timing of the degree, and the technical specificity of the degree. The thesis finds no evidence that career progression at this critical point is harmed by acquiring a fully-funded graduate degree. Rather, the thesis finds significant positive effects on promote/screen for those officers earning advanced degrees at selected junctures.

Logit model estimates show that aviators with fully-funded technical degrees earned one or more years after the Pay Grade 4 board are 26.9% more likely to promote/screen than aviators without graduate degrees. Additionally, officers who earned graduate degrees on their own time are 5.8% more likely to promote/screen than officers without graduate degrees.

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