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THE REENTRY OF NAVY SCIENCE ASSISTANCE PROGRAM PERSONNEL:
ANALYSIS AND RECOMMENDATIONS FOR IMPROVING THE PROCESS

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THE REENTRY OF NAVY SCIENCE ASSISTANCE PROGRAM PERSONNEL: ANALYSIS AND RECOMMENDATIONS FOR IMPROVING THE PROCESS

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Field team members (FTMs) of the Navy Science Assistance Program (NSAP) provide operational commanders with technical advice and expertise in the field. Scientist and engineers from the Navy research and development (R&D) centers are selected as NSAP FTMs for 1-2 year tours. Unfortunately, the reentry of FTMs to their R&D centers following their NSAP tours does not always go smoothly. To improve the reentry process, models for predicting FTMs' job satisfaction and performance during their tours and upon reentry were developed and validated. These models served as a framework to provide NSAP stakeholder groups with recommendations to improve FTMs' reentry. These recommendations may be applied to similar situations to facilitate the reentry of employees who have been absent for extended periods from their home organizations.

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FOREWORD

The Director of the Navy Science Assistance Program (NSAP) requested the Navy Personnel Research and Development Center (NAVPERSRANDCEN) to identify methods for facilitating the reentry of NSAP field team members (FTMs) to their parent Navy research and development (R&D) centers. An NSAP Task (NSAP-1-86) was initiated to accomplish this work. This report summarizes data gathered from interviews with former FTMs, NSAP coordinators and administrators, and Navy R&D center managers, referred to collectively here as NSAP stakeholders.

The job transition models and recommendations presented suggest methods to improve FTMs' reentry. The implementation of all or a set of these recommendations must be made by stakeholders at each of the Navy R&D centers. We believe implementation of these recommendations may also facilitate the reentry of participants in similar programs.

Appreciation is expressed to all those who offered their time and ideas to the NSAP reentry project. There was a great enthusiasm expressed by all who had been involved in NSAP, and without their contributions this project would have been impossible.

B. E. BACON
Captain, U.S. Navy
Commanding Officer

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Technical Director

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SUMMARY

Problem

Field team members (FTMs) of the Navy Science Assistance Program (NSAP) provide operational commanders with expertise in dealing with technical problems in the field. Scientists and engineers selected as NSAP science advisors or consultants serve with the command for 1 to 2 years. Ideally, FTMs would return to their Navy R&D centers able to fully apply their newly acquired knowledge and skills to center projects. They would also be able to share the many operational and research personnel contacts they had made. Lastly, they would be smoothly reintegrated into their organizations, and find themselves in positions building on their recent experience.

Unfortunately, this ideal is not always attained. Navy R&D center technical directors report problems emerging at the time of reentry that can result in (1) suboptimal use of the FTMs' knowledge and experience, (2) FTM dissatisfaction upon return to their R&D centers, and (3) possible degradation of NSAP's ability to attract qualified personnel in the future.

Purpose

The purposes of this project were to (1) identify organizational and personnel management practices that foster or hinder the reentry of FTMs into their R&D centers, and (2) provide to the various participants or stakeholder groups recommendations that supplement or improve existing policies and practices concerning the reentry process.

Method

The data presented in this report were gathered through structured interviews. A total of 86 interviews were conducted at seven of the Navy R&D centers. Members of four stakeholder groups were interviewed: 45 FTMs, 26 managers, 9 coordinators, 5 technical directors, and 1 commanding officer.

Results

Descriptive statistics, correlation coefficients, and path analyses were performed on the data collected. The descriptive statistics suggested that FTMs' reentry satisfaction is lower than it could be. Correlational analyses clarified factors influencing the FTMs' satisfaction and performance. Path analyses validated proposed job transition models for FTM satisfaction and FTM performance. The models provided a framework for developing recommendations to improve FTMs' level of satisfaction and performance following reentry.

Conclusions and Recommendations

The reentry success of NSAP FTMs has been considered from a number of viewpoints, the purpose of which was to determine what, if anything, could be done to improve the reentry process. It was found that there were a number of opportunities to improve the process and thereby increase the level of satisfaction experienced by returning FTMs as well as increase the level of their performance during the NSAP tour and on reentry.

Recommendations to improve the reentry process are provided for each stakeholder group. The recommendations focus on making changes in five basic areas. These are:

1. Selecting FTMs with their tour as well as reentry success in mind.

2. Matching more closely FTMs' NSAP assignments to their centers' missions.

3. Providing a transition position and readjustment period for returning FTMs.

4. Placing returning FTMs in positions capitalizing on their newly acquired knowledge of the operational forces and Navy R&D community.

5. Developing policies, procedures, and training designed to make reentry a success.

The implementation of all or a set of the recommendations will facilitate the reentry of NSAP FTMs. If applied to other employees also having had an extended absence from their parent centers, they're likely to have a similar beneficial effect. Many centers have already successfully instituted some of these recommendations. With these recommendations serving as a framework to facilitate reentry, we believe NSAP will continue on its course as one of the outstanding resources of the operational forces and the Navy R&D centers.

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INTRODUCTION

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The Navy Science Assistance Program (NSAP) was established by the Director of Navy Laboratories in 1970 to make resources of the Navy laboratories and research and development (R&D) centers available to the naval warfare commands. NSAP has three goals: (1) rapid identification and resolution of all urgent technical problems affecting combat operations and readiness; (2) establishment of clear lines of communication between technology users and producers; and (3) development of all new systems with a first-hand view of operations and environment. These goals are accomplished through the staffing of the NSAP field team, along with sponsorship of low-cost, short-term development projects.

Field team members (FTMs) provide operational commanders with on-site expertise in dealing with technical problems that need quick solutions. They also resolve technical problems by locating experts in the R&D community with relevant training and knowledge. Scientists selected as NSAP science advisors or consultants serve with the fleet command for 1 to 2 years. They may be located on or off shore, in the U.S., Europe, or Japan. Table 1 displays Navy R&D center participation in NSAP.

Ideally, FTMs returning to their R&D centers from an NSAP assignment are smoothly reintegrated into their home organizations, finding themselves in positions that complement and capitalize on their recent NSAP experience. They are then able to use their newly acquired knowledge and skills in their project work. They are also able to apply their knowledge of field operations and concerns to other relevant project areas in their centers, thus accomplishing NSAP's third goal. Lastly, FTMs are able to extend the network of important contacts they have established during their tours to other center personnel.

Unfortunately, this ideal is not always attained. Navy R&D center technical directors report problems emerging at the time of FTM reentry that can result in (1) suboptimal use of operational experience, (2) FTM dissatisfaction upon return to their R&D centers, and (3) possible degradation of NSAP's ability to attract qualified personnel in the future.

Relevant Research

Organizations offering long-term training programs, overseas sojourns, or sabbaticals have to contend with many of the same reentry issues faced by FTMs and their parent centers. The difficulty in effecting a successful and smooth reentry of personnel has been identified by many researchers (Adler, 1981; Cagney, 1975; Feldman & Brett, 1985). Some common problems for the organization are: (1) filling the departing employee's position while he/she is gone, (2) placing the employee in the correct job upon return, (3) compensating the employee while away, and (4) determining the value of the employee's experience to the organization (Morgan, Patton, & Baker, 1985). Organizations have difficulty not only with career planning and placement of returning employees, but also in using the knowledge and skills gained (Adler, 1981).

From the employees' perspective, the major concern with overseas employment and long-term absence from the home company is the effect it will have on their careers. Many employees have commented that career advancement has been hindered by taking an appointment away from the home organization. Others experienced disillusionment when the job they returned to did not match their expectations (Adler, 1981). FTMs voice

Table 1

Navy R&D Center Participation in NSAP Since 1980

Center	Primary Location	Number of Scientists/ Researchers[a]	NSAP Participation FY 80-86
Naval Underwater Systems Center (NUSC)	Newport, RI New London, CT	1,747	25
Naval Ocean Systems Center (NOSC)	San Diego, CA	1,400	23
Naval Surface Weapons Center (NSWC)	White Oak, MD Dahlgren, VA	2,389	22
Naval Weapons Center (NWC)	China Lake, CA	1,718	13
David W. Taylor Naval Ship Research and Development Center (DTNSRDC)	Annapolis, MD Carderock, MD	1,213	8
Naval Air Development Center (NADC)	Warminster, PA	1,341	8
Naval Coastal Systems Center (NCSC)	Panama City, FL	450	4
Naval Air Test Center	Patuxent River, MD	525	4
Navy Personnel Research and Development Center (NPRDC)	San Diego, CA	168	3
Pacific Missile Test Center (PMTC)	Point Mugu, CA	1,200	3
Naval Ocean Research and Development Activity (NORDA)	New Orleans, LA	178	2
Naval Training Systems Center (NTSC)	Orlando, FL	533	1
Naval Research Laboratory (NRL)	Washington, DC	1,357	-
Naval Civil Engineering Laboratory (NCEL)	Port Hueneme, CA	200	-

[a] Compiled from Command briefings, as of 30 September 1984.

similar concerns. Returning employees may also experience a kind of xenophobic response from co-workers who do not understand the employees' newly gained knowledge and skills, and expect them to assimilate themselves back into the home environment as if they had never left (Adler, 1981).

FTMs embarking on NSAP tours experience many changes in terms of their lifestyle and daily living patterns. Life changes and transitions have been the interest of researchers in the areas of stress and behavioral medicine (Dohrenwend & Dohrenwend, 1974; Holmes & Rahe, 1967; Kanner, Coyne, Schaefer, & Lazarus, 1981). Growing evidence supports a relationship between life transitions and physical and psychological health. An increase in life transitions and/or changes in daily living patterns are frequently related to decreased physical health and psychological well-being (DeLongis, Coyne, Dakof, Folkman, & Lazarus, 1982; Dohrenwend & Dohrenwend, 1974; Rahe, Meyer, Smith, Kjaer, & Holmes, 1964). Many variables seem to moderate the nature of this relationship, such as social support (Sarason, Sarason, Potter, & Antoni, 1985), coping skills and resources (Andrew, Tennant, Hewson, & Schonell, 1978), personality characteristics (Kobasa, 1979), and appraisal by the individual in transition of the changes as positive or negative (Lazarus, DeLongis, Folkman, & Gruen, 1985).

Further research in this area has attempted to clarify the relationship between stress and career transitions. This is of particular interest when considering the career transition of NSAP FTMs. Latack (1984) found that individuals experiencing major career transitions experience more personal life transitions. Research lent credibility to the claim that changes initiated in the workplace may "trigger" changes in one's personal life. Latack found that an individual's perception of the magnitude of the career transition correlates highly with magnitude classified objectively using a system developed by Hall (1979). A greater magnitude of career transition did not necessarily mean more stress. Latack emphasized that an individual's interpretation of the desirability of the career transition moderates the career transition-stress relationship.

Although it is commonly acknowledged that FTMs may experience stress and culture shock when leaving the home organization to go on an NSAP tour, it is rarely realized that FTMs may experience similar shock upon return. Many problems arise when employees return from long-term assignments (Howard, 1974). Finding a suitable job is the most commonly recognized problem. Less obvious is the problem of loss in prestige, status, and income that is usually experienced by returnees. The returnees may also lack up-to-date knowledge concerning organizational policies and personnel, and they may have lost ground in their areas of expertise. Lastly, returnees may be faced with resentment from co-workers who envy their experiences and fear them as competitors for valuable resources. Based on Latack's research, returning from an NSAP assignment and meeting reentry problems are likely to be quite stressful.

The experiences of companies such as IBM and Dow Chemical in attempting to solve the reentry problem may be helpful to Navy management wishing to facilitate the FTMs' reentry process. One solution that has been successful is to provide written guarantees that employees will be offered a "mutually acceptable" position on return. Another innovative solution has been the creation of the repatriation supervisor, one who monitors the overseas employees' performance and compensation, and plans for their reentry at the end of their overseas tour ("How to ease reentry," 1979).

The International Organization and Management Development Group of the National Foreign Trade Council has also made recommendations for their employees that relate to facilitating NSAP FTMs' reentry process. The group recommends that return to the home

office ideally should result in a significant promotion. This demonstrates that the organization sees the experience as valuable. The company should also provide a time period during which the employee can become reacquainted with the organization. Compensation for travel, moving expenses, and taxes should be covered so undue financial burdens are not placed on the returning employee (Cagney, 1975).

Adler (1981) offers several additional recommendations to management that could ease the FTM reentry process. She notes that candidates who are seen as successful before embarking on an overseas appointment tend to be seen that way upon return. Thus, the selection process influences the reentry outcome. Also, continued communication between the employee and the home office management informing the employee of important events facilitates reentry. Lastly, external validation by management must confirm the value of the employee's experience to the organization and promote interest in the employee's experiences.

Navy R&D centers should note that organizations having career development plans for their overseas personnel tend to reintegrate them in a manner satisfying to both the organization and the individual. Howard (1974) states that using the overseas assignment to groom front-runners in the organization often results in management planning for reentry at the time of selection. He emphasizes that companies should always preplan the return, and that this process should start before the employee leaves for the overseas assignment. Careful scrutiny also should be made of compensation packages that would drastically elevate the employee's style of living and thus cause problems on reentry. Lastly, Howard recommends a reentry orientation that is a guided readjustment to the organization, its infrastructure, introduction to new personnel, and a review of projects and plans.

Review of the literature suggests that many of the issues faced by returning FTMs are problems common to employees who have had long-term absences from their parent organizations. Several researchers (Adler, 1981; Howard, 1974) emphasize the importance of the selection process on the reentry outcome. As with NSAP, problems that are experienced at reentry may not necessarily originate there. Reentry marks the final phase in an overall process of NSAP participation that begins with position advertisement and application, continues on to selection and training of participants, results in placement in the field, and ends with participants' return to their R&D centers (see Figure 1).

Many factors throughout the participation process influence the outcome of the reentry experience. A general FTM job transition model has been proposed to identify the factors and relationships between factors affecting transition success of the FTMs (Figure 2). The job transition is characterized in terms of a system, thus variables throughout the system can have an effect on the final outcome.

It is proposed that reentry success, as measured by reentry satisfaction and performance, is a total systems problem. As such, it is affected by all preceding factors in the model. The nature of these relationships is depicted by the arrows. Thus, pre-tour factors and tour characteristics contribute to the tour success, as measured by tour satisfaction and tour performance. Tour success, in turn, contributes to reentry success, but is moderated by reentry attributes, such as a definite job to which to return and top management support for the program. It is also proposed that pre-tour factors, such as demographic variables and management perceptions of employees' abilities, can contribute directly to reentry success.

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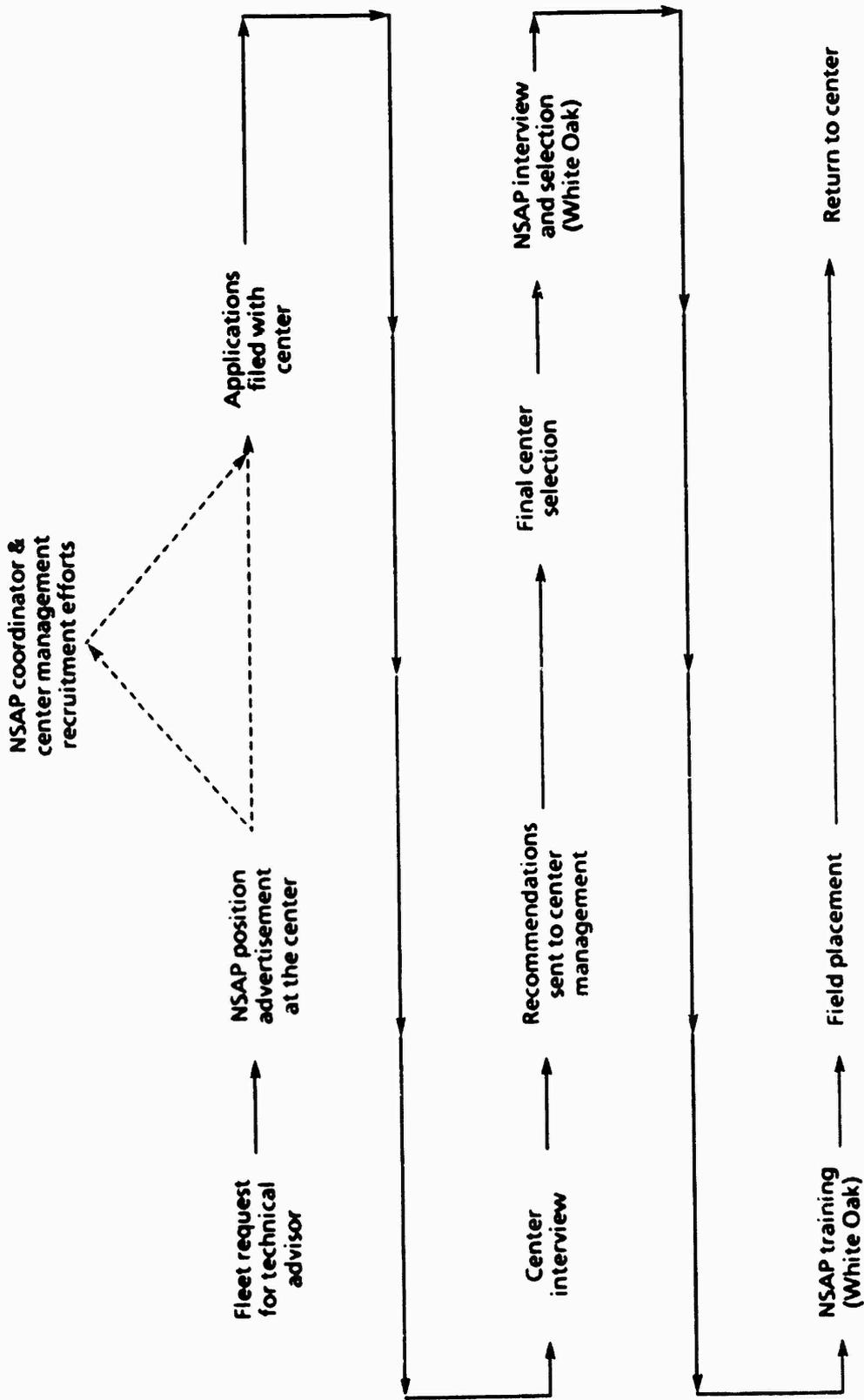
**Figure 1. Diagram of the NSAP participation process.**
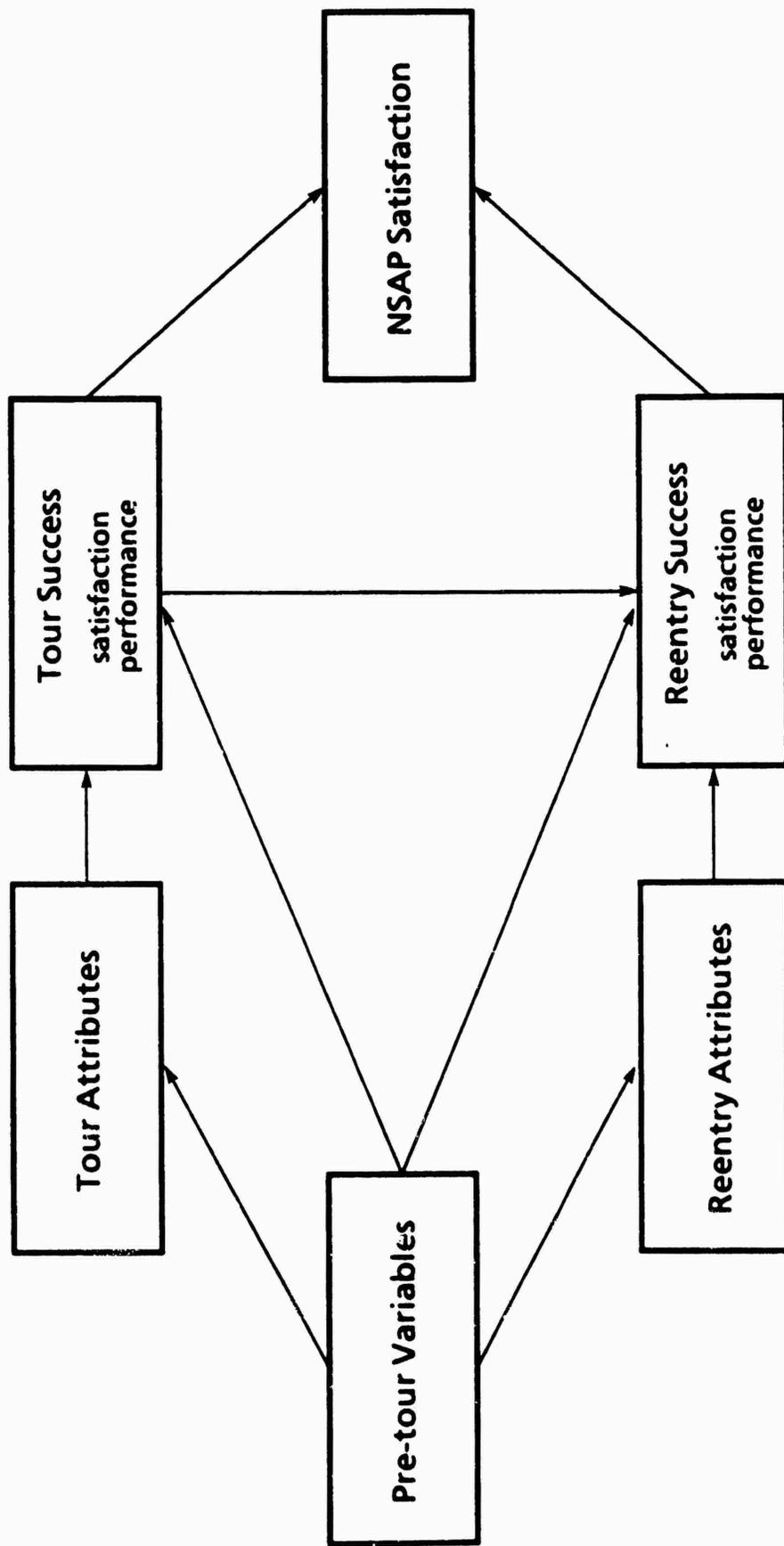
Figure 2. Hypothesized NSAP FTM job transition model.

The systems perspective suggests that the efforts taken to improve reentry success will have a positive effect on other factors in the model. For example, the proper selection of FTMs would have a positive effect on not only reentry success, but also tour success. Thus, one is not only solving the problem of reentry, but also improving the overall success and effectiveness of the field team.

Purpose

The purposes of this project were to (1) identify organizational and personnel management practices that foster or hinder the reentry of FTMs into their R&D laboratories, (2) provide recommendations to the various participants or stakeholder groups that supplement or improve existing policies and practices concerning the reentry process, and (3) validate the FTM job transition model.

APPROACH

Data were gathered from several different groups of people who were either actively involved in NSAP or had a vested interest in the program. These groups are referred to as stakeholder groups. Data were collected through structured interviews and rating forms that were designed to obtain perceptual and historical information, along with general suggestions on methods to facilitate the reentry process. FTM performance information was gathered during interviews with FTMs and from current and former NSAP administrators.

Subjects

A total of 86 individuals were interviewed at seven of the Navy R&D centers. The centers visited were those that had been highly involved with NSAP and contributed the majority of personnel to the field team. The distribution of the stakeholder groups interviewed by center is presented in Table 2.

A total of 45 FTMs were interviewed: 24 science advisors (SCIADs) and 21 consultants (CONs). A SCIAD is a senior scientist or engineer with a well-rounded technical and management background. A CON is an individual with sufficient specialized experience to be considered an expert in a particular area. Generally, the FTMs were male, in their forties, and had worked in the Navy R&D center community for an average of 15 years. Our sample also included 2 former FTMs who had left the Navy R&D community and were working in private industry. Table 3 presents demographic information about the FTMs.

All FTMs at the seven centers who had participated in the program since 1980 (excluding the present field team) were contacted. Interviews were conducted with those FTMs who were available during the interviewer's visit. The present field team was contacted through electronic mail for suggestions concerning the reentry process.

Nine out of the 15 NSAP coordinators were interviewed. NSAP coordinators are individuals at each of the R&D centers who administer NSAP. Generally, coordinators advertise NSAP openings, select their centers' NSAP FTM nominees, provide support and liaison between the entire NSAP field team and the Navy R&D community and, if possible, facilitate the reentry of the FTMs. Most of those interviewed had job responsibilities beyond those of NSAP coordinator.

Table 2

NSAP Reentry Interviews Conducted

Center	FTMs	Coordi-nators	Managers	Top Manage-ment	Total
Naval Underwater Systems Center	12	1	4	1	18
Naval Ocean Systems Center	11	1	8	1	21
Naval Surface Weapons Center	9	1	5	1	16
David Taylor Naval Ship Research and Development Center	4	1	2	1	8
Naval Weapons Center	3	1	1	1	6
Naval Air Development Center	3	1	2	1	7
Navy Personnel Research and Development Center	3	1	4	-	8
Naval Research Laboratory	-	1	-	-	1
Pacific Missile Test Center	-	1	-	-	1
	45	9	26	6	86

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Table 3

Demographic Information on FTMs Interviewed

Age	Science Advisors	Consultants
29-35	0	5
36-40	9	6
41-45	4	6
46-50	5	2
51-55	4	2
56-60	2	0

Sex
   Male   = 44
   Female = 1

Marital Status
   Single   = 5
   Married = 38
   Divorced = 1
   Widowed = 1

Educational Degree
   Bachelor's = 25
   Master's = 15
   Ph.D.   = 5

Years Worked in the Navy R&D Community
   0-10 = 11
   11-15 = 15
   16-20 = 11
   21-28 = 8

Grade Level Prior to NSAP Tour
   GS-12   = 9
   GS/GM-13 = 9
   GS/GM-14 = 23
   GS/GM-15 = 4

Years in Grade Level Prior to NSAP Tour
   0-3   = 14
   4-7   = 14
   8-11 = 12
   12-22 = 5

Years in Position Prior to NSAP Tour
   0-2 = 17
   3-5 = 16
   6-8 = 10
   9-13 = 2

A total of 26 R&D center managers were interviewed at the seven centers visited. The majority of these managers had reached upper levels of management, e.g., heads of divisions or departments. They were selected for interviews based on availability and experience with NSAP-type programs. All of the managers interviewed were aware of issues that can arise from employees' long-term absence from the organization.

We attempted to interview top management at each of seven centers. As a result, four technical directors, one commander, and one acting technical director were interviewed.

Interview Instruments

Four structured interview instruments were developed, one for each stakeholder group. Pilot interviews were developed and tested, based on a sample of FTMs, coordinators, and managers, and compared with information from past research in the area. Following the pilot interviews, final interview instruments were developed for each of the stakeholder groups: FTMs, NSAP coordinators, center managers, and technical directors/commanders.

Interviews with the FTMs were considered to be our "core" data. As such they were designed to explore six categories of variables as part of our FTM job transition model. These categories were: (1) the background and demographics of the FTMs; (2) the attributes of the FTMs' tour; (3) their satisfaction and performance while on tour; (4) the attributes of the FTMs' reentry; (5) their satisfaction and performance after their return; and (6) their opinion of NSAP. We felt that in order to understand the forces that influenced FTM performance and satisfaction we needed to understand what, if any, causal paths existed between these categories of variables as a system. The other interviews were designed to support the core interview with the FTMs. Copies of the interview instruments are in Appendix A.

Other Data Collection Instruments

Upon completion of the FTM interviews, we designed a rating instrument that summarized FTMs' suggestions of policies to facilitate the reentry process. This rating instrument was distributed at the coordinators' biannual meeting in June 1986. They were asked to rate each item's effectiveness and feasibility in facilitating the reentry process. The director and an assistant director of NSAP also completed the form. A total of 18 forms were independently completed. Appendix B contains a copy of this instrument.

FTM performance rating information was gathered from several sources. Ratings of FTMs' tour performance and performance since reentry were collected from the director, a former director, and an assistant director of NSAP. Tour performance was also assessed by the number of awards received for work done during NSAP tours. Reentry performance was also gauged by nominations made by interviewed FTMs for "successful" and "plateaued" former FTMs.

Procedure

Visits for several days were made to each of the Navy R&D centers on the East Coast (NUSC, NSWC, DTNSRDC, NADC). A trip was also made to a West Coast lab (NWC). Because of physical proximity, interviews conducted at NPRDC and NOSC were able to be spread out over several weeks. All interviews were scheduled by phone prior to arrival.

The FTM, NSAP coordinator, and technical director interviews were 1-2 hours in length. The management interviews generally lasted about 30 minutes. The structured interview format was followed in all the interviews.

RESULTS

Analyses of the various data sources will be reported in three sections: (1) descriptive statistics, (2) correlations between FTM variables, and (3) validation of the job transition model.

Descriptive Statistics

As mentioned above, performance was rated in several ways. Tour performance was rated by current and former NSAP administrators and by the number of awards received from the host command. Return performance was rated by the NSAP administrators and by the other FTMs at the same centers. These ratings were intercorrelated to determine their interrater agreement, a measure of reliability. The performance ratings were highly consistent with one another. Even the peer nominations were highly related to the ratings by the NSAP administrators. The reliability coefficients for the combined tour perform-ance and combined return performance measures were computed to be $\alpha=.90$ and $\alpha=.95$ respectively. Given these reliabilities, we can have a great deal of confidence that our performance measures are measuring the same qualities.

By design, the content of the coordinator and FTM interviews was very similar. This was done to see if there were significant differences between the views of the coordinators and the FTMs. In order to test for such differences, a multivariate analysis of variance (MANOVA) was computed. The multivariate test was not significant, indicating that no differences between the FTMs and the coordinators could be found. Since there were no significant differences, only the data from the FTMs will be reported. A glossary of abbreviated variable names used in the tables and text is provided in Appendix C. The means and standard deviations (SD) for all of the quantified FTM interview data are presented in Appendix D. All individual subjective ratings were adjusted for response bias.

From the interview data several observations can be made. FTMs report being only modestly satisfied with their positions prior to their NSAP field tours (mean = 3.67; SD = 1.31 on a 5-point scale, where 1 = extremely dissatisfied and 5 = extremely satisfied). While the FTMs were on tour, however, their job satisfaction increased remarkably (mean = 4.74; SD = .44). Clearly the NSAP experience was considered the career high point for most of these individuals. Upon return to their centers, however, the contrast was equally remarkable. Overall reentry satisfaction (a combination of the reentry satisfaction and that concerned with the first position after the tour) fell below that experienced prior to the tour (mean = 3.32; SD = 1.13). These means are presented in Figure 3.

It should be noted that the absolute level of reentry satisfaction is not particularly low. However, it is common in satisfaction research for self-reported satisfaction levels to be quite high, even when other indicators of satisfaction suggest substantive problems. Therefore, comparisons with similar groups can give perspective to these numbers. In this case the mean of 3.32 is substantially below what is expected for a group of professionals.
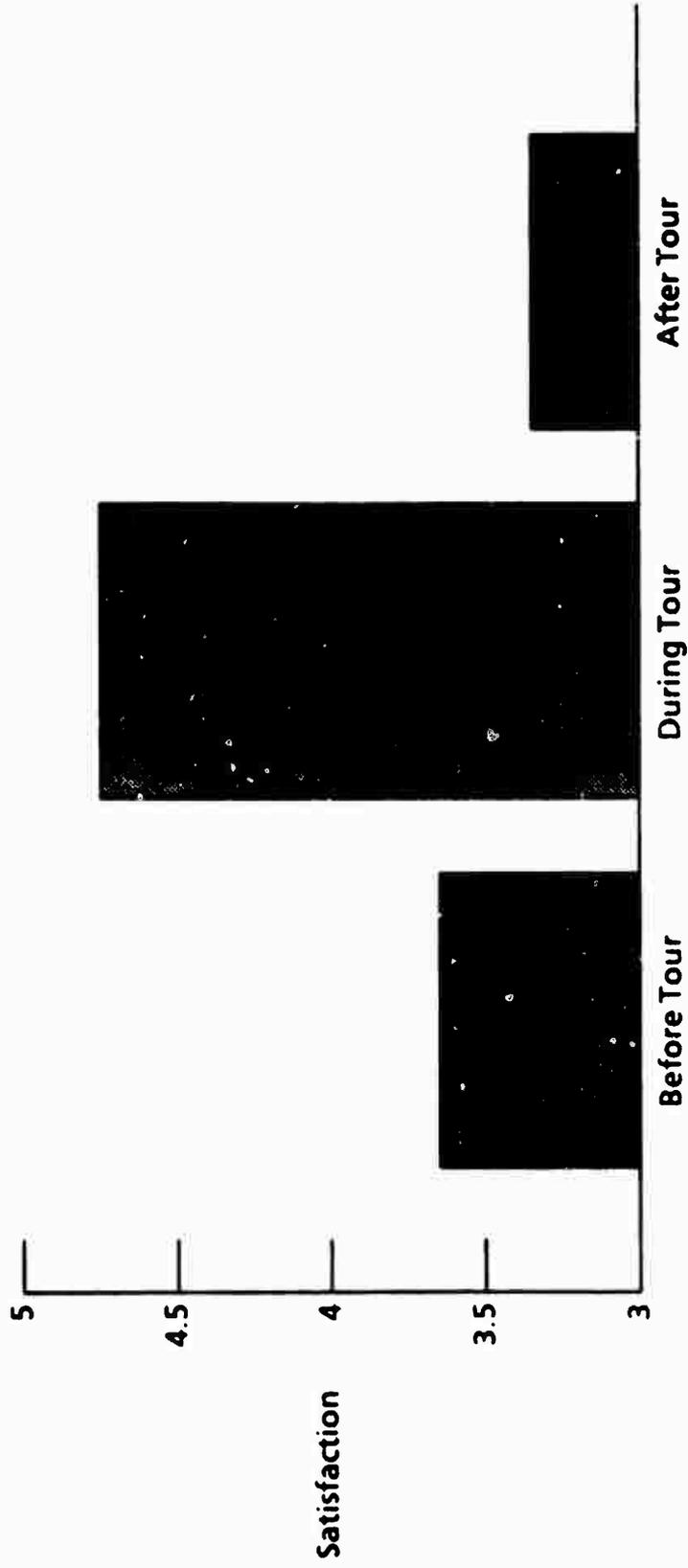
Note. A value of 1 = extremely dissatisfied.
             5 = extremely satisfied.

Figure 3. Job satisfaction of FTMs before, during, and after their NSAP tours.

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It should also be noted that the increased satisfaction while in the field was accompanied by an increase in perceived status, independence, and "impact on the fleet." Following the FTMs' return home these variables were perceived to decline. It appears, therefore, that some of the allure in the NSAP assignment is in the power and influence and independence felt by the FTMs. Apart from these findings, simple descriptive statistics of the interview data do not reveal other explanations for the declining satisfaction of FTMs upon return to their home organizations.

While the descriptive data for the group as a whole provides us with only a few clues about reentry problems, there is substantial variation among the FTMs in their demographics, tour attributes, and reentry attributes. This variation gives us the opportunity to see what variables make a difference in the relative degree of FTM satisfaction and performance. This leads us to our next set of analyses.

Relationships Between FTM Variables

Pearson product-moment correlations were computed between each of the quantified interview variables and the satisfaction and performance variables. These relationships are also presented in Appendix D. From this table it is apparent that many variables are related to either satisfaction or performance or both (starred values represent significant correlations).

Three demographic variables, four tour attributes, and eight reentry attributes are included in these significant relationships. With this many variables related to satisfaction and performance, it may be possible to identify actions to improve the success of FTMs while in the field and after their return. It is also true, however, with this many variables, that these relationships are not likely to be independent of one another. As a result it should be possible to simplify this list of predictors to a minimum set that provides the most parsimony in predicting FTM success. This is where our job transition model and our systems perspective can help clarify the situation. For example, relationships between the demographic variables, such as time-in-grade (PGLENG) and time-in-position prior to tour (PLENG) may be redundant and can be simplified. It may also be true that early occurring variables may influence later ones (e.g., age (AGE) may affect the difficulty in transitioning to the field (TTRANS)). As a result, making changes at the beginning of a sequence, such as in the selection process, may have a relatively larger impact than changes made later. Changes made early in the causal chain may also prevent or reduce the need to fix problems later. These possibilities are discussed in our next section.

Validation of the FTM Job Transition Model

The hypothesized FTM job transition model was tested by conducting path analyses on the sets of variables identified in each of the categories. A path analysis produces a simplified model as well as establishing probable causal relationships between variables. To simplify the task further, the general model was split into two analyses, the first dealing with FTM satisfaction and the second with the performance of FTMs.

Figure 4 presents the FTM satisfaction version of the job transition model. The arrowed lines between boxes indicate the obtained causal influence between the sets of variables. The numerical value of each line gives the relative strength of the obtained relationship. The maximum value for the sum of the squares of all arrows into any box is 1.00. These obtained relationships show that individual differences in FTMs' evaluation of NSAP can be explained quite well by this model.

13
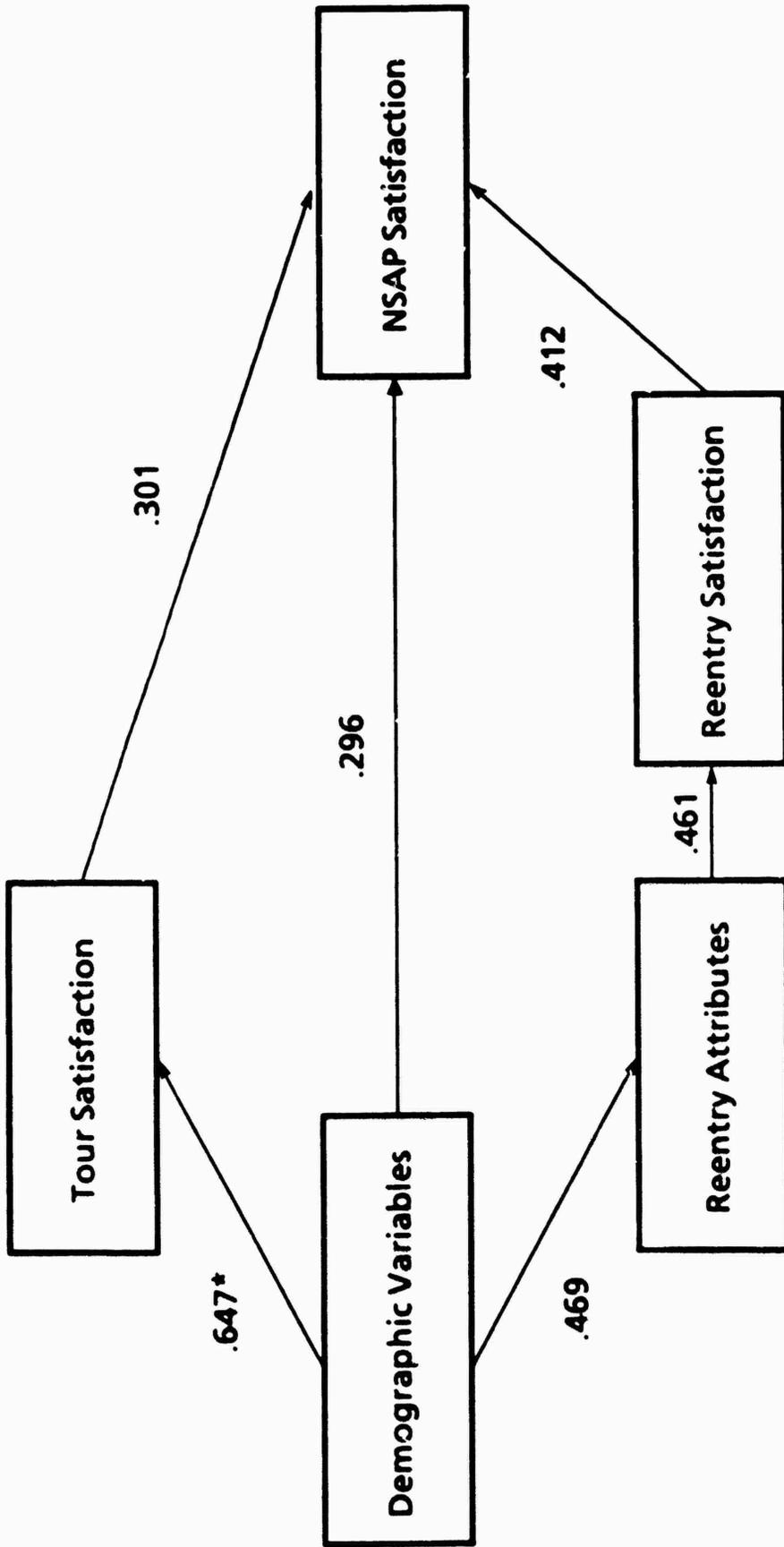
Figure 4. FTM satisfaction model.

*Path coefficients.

14

In explaining the model from right to left, several things are of interest.

1.   NSAP satisfaction is a function of tour satisfaction, reentry satisfaction, and demographic variables (in this case whether or not the FTMs returned to NPRDC).

2.   Reentry satisfaction is a function of reentry attributes (a negative relationship if there is difficulty transitioning to the job back home (RJTRANS) and a positive relationship if the job back home utilizes the person's NSAP experience (RUT1)).

3.   Reentry attributes are a function of a demographic variable (with time-in-grade (PGLENG) negatively related to RUT1 and positively related to RJTRANS).

4.   It should be noted that the demographic variables have both direct and indirect effects upon all of the other sets of variables in the model.

5.   The tour attributes we were able to measure do not enter into the model either as a cause or an effect.

From this model it appears that NSAP satisfaction can be most effectively improved by:

1.   Reducing the average time-in-grade of the FTMs.

2.   Making better use in their assignment upon return of the knowledge and experience gained by the FTMs.

3.   Easing the difficulties of the job transition back home after the tour.

Figure 5 presents the FTM performance aspect of our job transition model. The model can be used to guide efforts to improve the performance of FTMs. The obtained relationships show that individual differences in FTM performance can be explained quite well by the model.

Again, moving from right to left, several things in this model should be noted.

1.   Return performance is influenced by individual differences as captured by demographic variables (with the age of the FTM (AGE) negatively related to return performance), tour performance (positively related to return performance), and reentry attributes (with RJTRANS negatively related to return performance).

2.   A reentry attribute (RJTRANS) is influenced by a demographic variable (PGLENG), such that longer time-in-grade (PGLENG) increases the difficulty of return job transition (RJTRANS).

3.   Tour performance is negatively influenced by a demographic variable (AGE).

4.   Note again that demographic variables have both a direct and an indirect effect upon return performance.

From this model it appears that to improve FTM performance both in the field and upon return home the following should be done:

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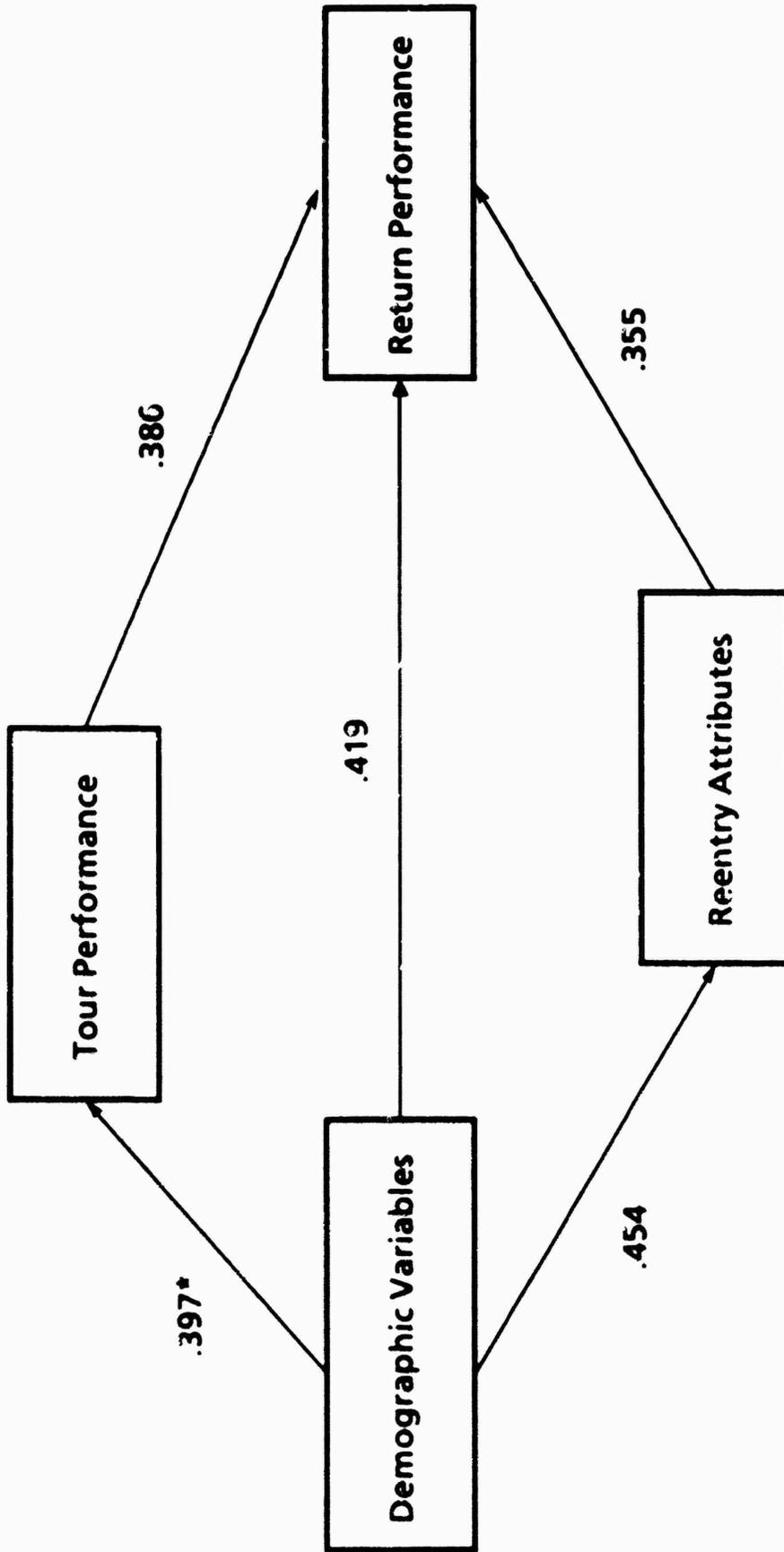
Figure 5. FTM performance model.

*Path coefficients.

16

1. The average age of the FTMs should be reduced.

2. The average time-in-grade of FTMs should also be less than at present.

3. The difficulty associated with job transition after the tour should be eased.

It is important to understand why time-in-grade (PCLENG) and return job transition difficulty (RJTRANS) appear in both models. We believe these strong and consistent findings are an indication that those who are successful on their tours are those who have been identified in their centers as "fast track" employees. They are likely to have been encouraged by management to apply for NSAP assignments as a way to enhance their fleet knowledge and skills so that they can continue to advance in their careers. (Some centers readily admit that NSAP assignments are too important both to the center and as a personnel development tool to limit the candidates to "volunteers.") They leave as high quality, highly valued employees and when they return they are viewed the same. This makes negotiations for a reentry position easier and it is more likely that they will be tapped for important assignments when they return.

These two models provide the basis for formulating a coherent set of changes to NSAP policy and practice that can have a positive influence on reentry success. The virtue of these models is that they not only specify which variables determine important NSAP outcomes, but they also provide a context and framework within which to consider the potential impact of a variety of changes to NSAP. The details of the path analyses are presented in Appendix E. Specific relationships between segments of the satisfaction and performance models are presented in Appendix F.

Based on these models, it appears FTM success can be improved through changes in the methods used to select FTMs, through better use of the field team experiences when the FTMs come home, and through efforts to smooth the transition back to center life.

RECOMMENDATIONS

A series of recommendations to facilitate the FTMs' reentry to their R&D centers has been generated. These recommendations are based on analyses of project interview data, suggestions made during project interviews, the FTM satisfaction and performance models, and past research in this area. They are organized in terms of the stakeholder group responsible for initiating the recommendation, and are presented in order of priority. These recommendations should be viewed as intervention strategies to improve reentry. The implementation of all or a set of these recommendations must be made by stakeholder groups at each of the R&D centers.

FTM-initiated Activities

1. FTMs need to develop a reentry game plan as soon as they are selected for an NSAP tour and work throughout their tours to implement plans securing desirable job placement on reentry.

The most frequent recommendation made for FTMs was that they develop a reentry game plan. Thirty-seven percent of those interviewed independently suggested this. The reentry game plan should consider the field team experience as part of an individual's overall career development. We recommend FTMs be specific in their projections of how the NSAP experience will add to their skills and contribute to their career development.

The most critical aspect of developing a reentry game plan is clarifying the kind of position one desires on reentry. It is difficult to negotiate with management concerning reentry placement if one is unclear on what one wants on return. Specific issues in developing a reentry game plan are discussed in Appendix H, FTM Training for a Smooth Reentry.

2. **FTMs should take the initiative to explore reentry opportunities before departure on their tours as well as throughout their tours.**

Twenty-three percent of those interviewed independently suggested that FTMs actively pursue reentry job opportunities on their own during their tours. It was emphasized that FTMs take the responsibility of locating a reentry position, not leaving their return placement up to R&D center management. We recommend FTMs identify project areas at the center where their skills could best be applied. Many job hunting techniques are helpful: interviewing managers to gather information about center projects, identifying projects relevant to one's skills and experience, communicating with key personnel working on those projects, and scheduling interviews to present one's skills to key project personnel.

3. **FTMs need to maintain regular communication with their R&D centers to facilitate center understanding of their NSAP experience and counter the out of sight/out of mind phenomenon.**

It was recommended that FTMs make a continual effort to communicate their activities and achievements to relevant center personnel. Thirty-three percent of those interviewed independently made this recommendation. Various communication methods were suggested: (1) telephone or electronic mail contact; (2) forwarding of monthly status reports to relevant managers; (3) sending coordinators short, interesting articles they can submit to center newsletters on a monthly basis; (4) periodic visits to the R&D center; (5) briefings at the center, and (6) end-of-tour reports and briefs.

The NSAP Office questioned how frequently FTMs should plan on visiting their centers during their tours to encourage a positive reentry. The frequency of such visits will have to be determined on an individual basis. We recommend FTMs consult with their coordinators and top management concerning this issue. Generally speaking, visits every 3 to 6 months should be appropriate.

4. **FTMs should visit their centers during the latter 6 months of their tours to meet with management and agree on reentry placement, if this has not yet been clearly negotiated.**

We recommend that FTMs visit their centers to meet with management and negotiate a formal reentry placement. If the FTM has not yet come to an agreement with management on placement, this is the time to formalize such an agreement instead of waiting for return to the center. FTMs can involve their coordinator, top management, and the director of NSAP in this negotiation and agreement process. They should have a definite idea of where they want to be placed and how this placement will assist the center in meeting its goals and mission.

5. **FTMs need to have realistic expectations concerning the NSAP experience and its effect on promotional opportunities at their centers.**

FTMs should meet with their coordinators to discuss their expectations concerning NSAP and verify the probability of these expectations being fulfilled. FTMs should also

meet with former FTMs to discuss their expectations and whether these expectations seem reasonable.

NSAP Coordinator-initiated Activities

1. Coordinators should recruit field team candidates with the tour as well as the reentry prospects and success in mind.

We recommend selection of candidates with the highest probability for a successful tour and reentry. Factors predicting reentry satisfaction and reentry performance are presented in Figures 4 and 5, the FTM satisfaction and performance models. As the models depict, emphasis should be placed during selection on length in present grade level and age, along with existing selection criteria. Grade level and age probably are an indication of the person's reputation at their centers. Coordinators rated the effectiveness of these recommendations as 4.14 on a 5-point scale, 5.00 representing extremely effective recommendations. (For complete details of the coordinators' and administrators' ratings of the recommendations generated in interviews, see Appendix G.)

2. Coordinators should take an active role in facilitating reentry planning prior to tour departure and throughout the tour.

The most frequent suggestion of those interviewed (20%) concerned coordinators working with FTMs to establish individual reentry game plans. The coordinators rated this activity as both effective and feasible in facilitating the reentry process. Coordinators rated the effectiveness of reentry planning as 3.72 on a 5-point scale, with 5.00 representing an extremely effective recommendation.

The reentry plan would identify research areas of possible interest to the FTM on reentry, key management personnel the FTM should meet with prior to departure and throughout the tour, and a tentative timetable of visits to the center to discuss reentry prospects.

We recommend that the coordinator assist FTMs in the planning process, establishing goals and timetables and ensuring that they are met. We recommend that coordinators review on a quarterly basis FTM reentry plans and encourage modification of the plans as necessary.

3. Coordinators need to fully publicize FTMs' accomplishments throughout their tours to center management to counter the out of sight/out of mind phenomenon and encourage a successful reentry.

The second most frequent suggestion for coordinators concerned publicizing FTM activities to communicate their skills and accomplishments to center management. Eleven percent of those interviewed independently made this recommendation. Coordinators rated the effectiveness of this recommendation as 3.50 on a 5-point scale, with 5.00 representing an extremely effective recommendation.

Several methods were identified in the interviews to achieve this end: (a) distribution by the coordinator of FTMs' monthly status reports to relevant managers; (b) submission of articles to R&D center newspapers; (c) encouragement of management to visit FTMs at their tour sites; (d) periodic updates of FTM activities to the executive board; and (e) discussions of FTM activities with center personnel on an individual basis.

4. Coordinators should inform FTMs throughout their tours of position openings relating to FTM skills and interests.

Coordinators who are aware of FTMs' interests because of reentry planning are in an ideal position to forward position announcements that fit FTM interests. Coordinators also can inform FTMs of any unadvertised openings occurring at their centers. In this capacity, the coordinator is a "repatriation supervisor" ("How to ease reentry," 1979).

5. Coordinators should formally remind FTMs to make definite reentry plans at least 6 months prior to reentry.

We recommend that coordinators, at the least, formally remind FTMs 6 months prior to the end of their tours that it is time to make arrangements for their reentry. Coordinators rated this as the most effective and feasible reentry recommendation.

6. Coordinators should fulfill a critical information delivery role in the selection, placement, support, and reentry of NSAP FTMs.

Ten percent of those interviewed independently recommended that coordinators facilitate the reentry by playing an information delivery role. Coordinators rated the effectiveness of this recommendation in facilitating reentry as 3.98 on a 5-point scale, with 5.00 representing an extremely effective recommendation.

We identified several aspects of this information delivery role. First, coordinators can demystify the selection process by being open about the kinds of skills and experiences needed for the NSAP jobs advertised. They can also provide valuable information to the FTMs on tour concerning events occurring at their R&D centers (Adler, 1981). Lastly, having assisted in the reentry process in the past, they can inform FTMs of the reentry issues and coach them through the process. Providing coordinators with reentry training (see recommendation 5 under NSAP director-initiated policies) would sharpen their skills in this area.

7. Coordinators should continue to assist FTMs in scheduling appointments and interviews with center management throughout their tours.

Coordinators should be available throughout FTMs' tours to assist in scheduling interviews, meetings, and briefings. We recommend this become a formal requirement of the coordinator position.

8. Coordinators should discuss candidates' expectations concerning the NSAP experience and its effect on promotional opportunities at the center.

FTM dissatisfaction with reentry frequently occurred due to expectations of permanent promotions or temporary promotions being converted to permanent on return. Table 4 summarizes the number of permanent promotions that were received by interviewed FTMs who participated in NSAP during the past 5 years. Overall, 53 percent of these FTMs have received a permanent promotion at this time; 47 percent have not.

Table 4

Permanent Promotions Received After NSAP Tour

	In first job (N=45)	For those having a second job (N=31)	For those having a third job (N=14)	Overall (N=45)
Received a promotion	24%(11)	29%(9)	29%(4)	53%(24)
Did not receive a promotion	76%(34)	71%(22)	71%(10)	47%(21)

When looking at these figures, one should keep in mind that those selected for science advisor positions are usually at the GM-14 or DP-IV level. The number of permanent GM-15 (or equivalent) positions available in the centers is limited. Regardless of the NSAP experience and one's qualifications, only a limited number of people will ever be promoted to the GM-15 level. It is important for coordinators to share these statistics with potential NSAP candidates and clarify with them their motivations for applying to the program.

Table 5 summarizes FTMs' expectations concerning their NSAP experience, along with coordinators' perceptions of FTM expectations. As discussed under management recommendations, if candidates' primary motivation for the NSAP experience is to receive a permanent promotion, it is recommended that they not participate in the program.

Table 5

**Expected Benefits from the NSAP Experience Reported
by FTMs and Coordinators**

Expected Benefits	FTMs (N=45)		Coordinators (N=9)	
	n	%	n	%
Professional development	29	64	5	56
Enhanced career	21	47	5	56
Revitalized attitudes	11	24	2	22
Personal development	13	29	-	--
Exciting job	7	16	2	22
Escape from unpleasant work situations	3	7	3	33

1.   **The NSAP director should continue to strongly emphasize initiative, adaptability, and social and communication skills when selecting FTMs, particularly science advisors.**

Former FTMs noted that while technical expertise is necessary, it is not technical skill or expertise that distinguishes those who become excellent science advisors. The individual's initiative, adaptability, and social and communication skills are more important. They stated that science advisors typically act as brokers, identifying problems in the fleet and then locating scientists and engineers in the centers with the technical expertise to resolve these problems. Job responsibilities such as these require skills over and above those needed to solve technical problems.

Table 6 identifies those qualities deemed important by stakeholder groups for a successful FTM tour. We think it is significant that those who have held FTM positions stress characteristics not weighted as heavily by other stakeholder groups (e.g., social and communication skills).

Table 6

**Selection Characteristics Recommended for a Successful NSAP Tour
by Stakeholder Groups**

Selection Characteristics	FTMs (N=45)		Coordinators (N=9)		Top Management (N=6)	
	n	%	n	%	n	%
Initiative	19	42	4	44	4	67
Adaptability	18	40	4	44	1	17
Social Skills	18	40	2	22	1	17
Communication Skills	18	40	2	22	1	17
Technical Skills	10	22	4	44	5	83
Analytical Skills	9	20	1	11	-	--
Knowledge of R&D Community	7	16	6	67	-	--
Knowledge of Navy	7	16	2	22	-	--
Independence	6	13	1	11	-	--

FTMs stated that NSAP candidates need initiative to structure their work environment and publicize their presence and abilities to the military staff. Adaptability to the unpredictable conditions under which FTMs work was emphasized. Social and communication skills were stressed to guarantee FTMs' ability to become integrated into a

predominantly military environment and relate on a professional and <u>social</u> basis with military personnel. Without integrating fully into the military community, the science advisor will have a difficult time functioning effectively.

The NSAP director should analyze the criteria and weighting of criteria used for selection of FTMs in the past. He or she should continue to recognize the difference between science advisor and consultant positions, and to match job requirements inherent to these positions to selection characteristics.

2. **The NSAP director should select as FTMs top performers with less than 8 years in grade and under 50 years of age, when other qualifications have been satisfied.**

These values were chosen from consideration of: (1) the regression equations developed in predicting the performance and satisfaction of NSAP FTMs, (2) the age and time-in-grade distributions found for the past FTMs, and (3) the predicted improvement in both performance and satisfaction if candidates were restricted to these values. Using these values will result in substantial improvement in tour and reentry performance and satisfaction without a major reduction in qualified candidates.

From our interviews and analysis we found the selection of the FTMs to be extremely important in determining reentry success. Other researchers have also emphasized the importance of the selection process in the reentry outcome (Adler, 1981; Howard, 1974). Coordinators rated the effectiveness of this recommendation in improving the reentry of NSAP FTMs as 3.99 on a 5-point scale, with 5.00 representing an extremely effective recommendation.

We recommend that top performers in the centers be selected as NSAP FTMs to encourage a smooth and successful reentry. "Sending failures will not bring home successes" (Adler, 1981, p. 354). The selection of top performers also increases the quality of the future candidate pool, encouraging front-runners of the organization to apply to a program known to select the best.

One can ask whether it is appropriate to select as FTMs individuals who would be excellent in the field, but who may have an unsuccessful reentry due to such factors as a plateaued career, advanced age, reputation at their centers, etc. We recommend that these individuals not be selected as FTMs unless a reentry position acceptable to the candidate can be guaranteed before departing on the tour. The negative consequences occurring at reentry for these individuals will undoubtedly become associated with participation in the program. Damage to the program's image at these centers is likely if individuals are not selected for their expected reentry success as well as their expected success in the field.

3. **The NSAP director should continue to emphasize and strengthen the policy of placing FTMs in tours matched to their centers' missions and charters.**

Selecting FTMs for NSAP tours that relate to the kind of work being conducted at their centers is strongly recommended. Many of those we interviewed stressed the importance of selecting FTMs for positions with their centers' missions in mind. This eases reentry by increasing the likelihood that newly acquired skills and experiences of the FTMs will be valued by the centers and used upon their return.

4. **The NSAP director should expand the training for FTMs, providing formalized training for transition prior to tour departure, on arrival at their posts, and prior to return to R&D centers.**

A Navy policy for military personnel relates well to NSAP FTMs, that of training for transition and culture shock (Fowler, 1985). Several researchers in the area of career transitions emphasize the importance of training for departure and return (Adler, 1981; Cagney, 1975; Howard, 1974). They recommend that a formal training program be developed to replace training on an informal, impromptu basis. Coordinators rated the effectiveness of this recommendation as 3.38 on a 5-point scale, 5.00 representing an extremely effective recommendation. We recommend that training cover the process of moving into an NSAP position and reentry into one's parent organization. (See Appendix H, FTM Training for a Smooth Reentry.)

We recommend a training session also be provided at the mid-year meeting of FTMs held on the East and West Coasts. This is an idea! time to review reentry plans and set in motion activities to finalize reentry placement for those FTMs completing their tours. Discussion of each individual's reentry plan and progress is encouraged. Assistance should be provided by the director of NSAP and staff to finalize reentry plans.

We recommend NSAP also provide on-the-job training for FTMs. Newly stationed FTMs who initiated on-site training with the FTMs they were replacing commented on its positive role in facilitating transition into the fleet. Some methods of training were identified by those we interviewed: (1) discussion of fleet structure and personalities; (2) problem identification strategies; (3) role playing of difficult situations; (4) discussion of problem-solving tactics; (5) review of R&D centers' expertise; (6) review of military protocol and etiquette. We recommend all new FTMs go through a similar training with the FTMs they are replacing.

We suggest NSAP develop a policy of requiring at least a week of overlap, thus improving the training and performance of FTMs in the field. The more successful FTMs are in the field, the more successful they will be upon reentry. A 50 percent reduction in the difficulty of making the transition back to the home lab would result in a 7 percent improvement in return performance and a 9 percent improvement in reentry satisfaction.

5. **The NSAP director should provide coordinators with training in facilitating the reentry process.**

A training program could also be developed for coordinators that hones their skills in facilitating the entire transition process. Key issues for coordinators could be discussed along with timetables to follow in planning for FTM reentry.

6. **The NSAP director should prepare written descriptions of FTM accomplishments for review by their centers' top management prior to FTMs' return from NSAP.**

Publicizing FTM accomplishments to center top management is one method of increasing FTM visibility at their centers. It guarantees communication of FTM successes, encouraging positive FTM placement on return to their centers. With top management aware of FTM accomplishments, they are in a position to make decisions concerning reentry placement. They are also in a position to communicate FTM successes to other center personnel. Coordinators rated the mean effectiveness of this policy as 3.95 on a 5-point scale, with 5.00 representing an extremely effective recommendation.

We recommend that FTM accomplishments be communicated to center management throughout FTMs tours, not just at the termination. Written communication is preferred. Brief status reports summarizing FTM activities and accomplishments could be forwarded to center management. Yearly statements describing FTM progress and accomplishments could also be delivered. Six months prior to completion of a tour, the director of NSAP should send an individual description to top management summarizing the FTM's professional growth, major accomplishments, and skills acquired due to the NSAP field experience. These communications should address positive qualities and growth and not identify problem areas, which can be addressed in FTM performance appraisals.

7. **To increase support and participation in NSAP, the NSAP director should market the program to R&D centers with center interests in mind.**

We recommend the NSAP director develop a marketing plan that maximizes center interest in the delivery of its program. For example, it was mentioned that the traditional approach of emphasizing a "generalist science advisor" ignores R&D centers' missions and charters, which tend to be more specifically defined. As one FTM stated, to really sell NSAP to the R&D centers and get their full support, "you must appeal to their selfish interests." In times of financial trimming and hiring constraints, centers may be less interested in contributing limited human resources to NSAP unless they can clearly see how it will pay off for them.

Table 7 summarizes important marketing considerations that NSAP could use to sell the program to R&D center management. For example, NSAP could emphasize to managers how NSAP can be used by them as an employee development tool. Managers could use the program to expand their employees' technical skills and experience with the fleet. They can also use it as a testing ground for employees they are considering for promotion. Additional marketing qualities could also be stressed to management. For example, management could use NSAP tours as one avenue of reward for top performers. We recommend the NSAP director take an active role in selling the program using qualities that appeal to management's interests and needs. The director of NSAP and his staff, including coordinators, should be responsible for implementing marketing plans.

Table 7

Expected Benefits to Centers from Participation in NSAP

Expected Benefits[a]	N=60	
	n	%
Awareness of fleet needs	35	58
Employee development	⁻9	48
Visibility of R&D centers	17	28
Contacts made between fleet and R&D personnel	19	32
Providing support for the fleet	12	20
Providing check on the relevancy of R&D center work	4	1

[a]Based on interviews with FTMs, coordinators, and center top management.

NSAP should continue to publicize the program to center personnel. Several individuals mentioned the lack of knowledge that many center employees have about the program. They commented that many people have never heard of NSAP. If NSAP wishes to select from top performers, it needs to ensure that there is a large pool of applicants. To encourage interest in the program, center personnel should: (1) know about NSAP; (2) have a positive impression of the program; (3) be aware of positive outcomes from being an NSAP FTM.

We recommend that NSAP publicize the program by several methods: (1) an NSAP newsletter distributed to all the centers; (2) articles in center newsletters; (3) communication with top management; (4) briefings by FTMs or by the director of NSAP to center personnel; and (5) posters advertising the program.

Center Management-initiated Activities

1. Center management should evaluate the importance of NSAP to its mission and then match importance with level of support.

Past research in the area emphasizes the importance of top management support and validation of special assignment programs for the reentry to be successful (Adler, 1981; Cagney, 1975). Thirteen percent of those interviewed independently recommended that management demonstrate its support for NSAP. NSAP coordinators rated the effectiveness of this recommendation in facilitating reentry as 4.06 on a 5-point scale, with 5.00 representing an extremely effective recommendation.

Top management support was found to be correlated with several variables known to affect reentry success. FTMs' ratings of top management support for NSAP at their centers were positively correlated with their ratings of tour satisfaction ($r=.32$, $p < .015$), reentry satisfaction ($r=.40$, $p < .004$), and the value of NSAP to them ($r=.44$, $p < .001$). FTMs' ratings of top management support were negatively correlated with their ratings of the difficulty of the reentry job transition ($r=-.27$, $p < .038$).

We recommend several methods to demonstrate management support for the program: (1) management involvement in the selection process; (2) management visits to FTMs' command sites; (3) rewards for supervisors of selected FTMs; (4) rewards for returning FTMs; (5) active planning for returnees' job placement; (6) utilization of FTMs' knowledge during the tour and on return. As one former FTM stated, they should either "get behind it, or get out of it."

2. Center management should take an active role in nominating candidates to NSAP, encouraging top performers to participate in the program for the developmental experience it provides. This involvement should encourage management planning of FTMs' reentry.

Center management should identify those employees who can benefit from NSAP and encourage those who are top performers to participate in NSAP. Management can use the program as a career development tool for employees, encouraging them to expand their knowledge of the fleet, of operational problems and concerns, and of research projects underway in the Navy R&D community. By nominating those candidates who are already perceived as top performers, a successful reentry is more likely.

The recommendation most frequently made by those interviewed was that management actively plan the reentry of NSAP FTMs. Fifty-eight percent of those interviewed

independently made this recommendation. They suggested that management be involved in the nomination and selection process, thereby encouraging their support for the chosen candidates along with facilitating the development of an overall career plan for the candidates. The work of researchers (Adler, 1981; Howard, 1974) confirms this idea. Management involvement in selection also encourages negotiations before departure between management and the FTMs as to their job options on return.

Those interviewed also recommended that management increase their involvement in identifying possible reentry positions, particularly during the last 6 months of NSAP tours. Planning and negotiations were emphasized as a team effort between management, the FTM, and the NSAP coordinator, especially during the last 3 months of the tour. Coordinators rated the effectiveness of management reentry planning in facilitating FTM reentry as 3.76 on a 5-point scale, with 5.00 representing an extremely effective recommendation. We recommend the FTMs' reentry placement be the joint responsibility of management and the FTM, with the coordinator facilitating the process.

3.   Center management should establish temporary reentry positions with specified responsibilities and duration as a placement option for returning FTMs.

The second most common recommendation made by those interviewed was for management to establish temporary reentry positions for FTMs. Fifty-five percent of those interviewed independently made this recommendation. Coordinators rated this recommendation as 4.05 on a 5-point scale, with 5.00 representing an extremely effective recommendation. They commented that temporary reentry positions are an option that could be made available to returnees, but may not be necessary when mutually agreeable first assignments can be properly timed with FTMs' return.

Several ideas were proposed for the location of these temporary positions: (1) on the technical director's staff; (2) on a department head's staff; (3) on the fleet support/liaison staff. Two centers have already instituted the temporary placement policy to some degree. FTMs interviewed who held temporary positions on return from NSAP commented that the policy was a good one and should be an option for returning FTMs.

It was emphasized by those we interviewed that the length of this temporary assignment be determined on an individual basis. Comments on the temporary positions length ranged from a few weeks to 1 year, the mean being 6 months.

Those interviewed suggested that the responsibilities of the FTMs in these temporary positions be individually determined. Some job responsibilities mentioned for returning FTMs included: sharing their knowledge with R&D center personnel on an individual and project-level basis; completing any NSAP tasks; documenting their experiences during NSAP through end-of-tour reports and briefings; reeducating themselves concerning center activities (Cagney, 1975); readjusting to the work climate of the R&D center (Howard, 1974), along with allowing them time to seek optimal job placement opportunities. By management making better use of the knowledge and experiences gained by the field team members in their first assignments home, significant improvement in the reentry satisfaction will be realized.

4.   Top management needs to meet with outgoing FTMs to discuss career development plans and negotiate reentry placement options prior to FTMs' departure.

We recommend as part of the planning process that all outgoing FTMs schedule interviews with their R&D center's technical director to discuss career development plans

and reentry options. Several centers have already instituted this policy and agree to its positive effects. Besides establishing a communication link between FTMs and top management, it also encourages reentry planning prior to tour departure. Howard (1974) has emphasized the importance of preplanning reentry.

5. **Center management needs to guarantee FTMs that a mutually agreeable reentry position with defined responsibilities will be available prior to reentry.**

FTMs expressed frustration and discouragement when they returned to their R&D centers to find themselves without defined job responsibilities and direction. To circumvent morale problems, we recommend FTMs have definite job responsibilities and requirements to return to after their NSAP tours. Management should agree with departing FTMs that a formalized reentry placement will be negotiated prior to FTM reentry. They should mutually agree that temporary positions are acceptable placement options.

6. **Management should institute administrative policies that transfer FTMs to the fleet support/readiness/NSAP code for the duration of their tours. This transfer should occur 1 month prior to FTM departure and terminate (depending on return placement) 1-6 months after reentry.**

We recommend that FTMs be transferred to the NSAP code during their tours, primarily to ensure accurate evaluation of their performance. We also recommend, for several reasons, that the head of the NSAP code complete the FTM's performance appraisal. First, it prevents a possible conflict of interest for supervisors who must determine merit pay increases for both employees who are working directly for them and for an NSAP FTM who does not work directly for the center supervisor, but rather a fleet commander. Second, it ensures that the person completing the performance appraisal is well-informed as to the activities and accomplishments of that employee over the past year. Third, it guarantees that appropriate weight is given to the fleet commander's appraisal of that FTM.

Several centers have already instituted this policy and have found it to work quite effectively. Thirty-eight percent of FTMs independently commented that the performance appraisal process could be improved by transferring FTMs to the NSAP code during their tours and having the head of that code complete the form.

Placement of FTMs in this code one month prior to departure allows them to begin preparing for the NSAP tour and should shorten the transition to the fleet. During this time we recommend FTMs become familiar with all administrative details related to long-term TDY as well as educate themselves about the fleet command to which they will be assigned.

Placement of FTMs in this code or another temporary position, as recommended earlier, for 1 to 6 months on return allows them a "soft landing spot" while they readjust to the R&D environment (see recommendation 8).

7. **Center management should facilitate FTMs' transfer of newly acquired operational knowledge through contacts during their tours, visits to FTM posts, and by placement of FTMs on return in positions related to their NSAP experience.**

Many FTMs commented that the vast array of knowledge and contacts gained during their tours was not tapped by their R&D centers. Several reasons were cited: (1) lack of

time on the part of management; (2) lack of understanding by center personnel as to how to apply the NSAP experience to relevant center projects; (3) FTM assignment to project work unrelated to NSAP experience; and (4) lack of interest by center personnel.

FTMs' ratings of their satisfaction with tours and reentry are positively correlated with measures of center use of their knowledge. Tour satisfaction was positively correlated with ratings of the extent to which a center used the NSAP tour to: gain a greater understanding of fleet problems ($r=.51$, $p < .01$); increase the center's visibility with senior fleet officers ($r=.31$, $p < .02$); establish new contacts ($r=.31$, $p < .02$); and make the center's projects more relevant to fleet concerns ($r=.29$, $p < .03$).

FTMs' ratings of their reentry satisfaction were positively correlated with ratings of the extent to which the center used the NSAP tour to: gain a greater understanding of fleet problems ($r=.27$, $p < .04$); increase the center's visibility with senior fleet officers ($r=.35$, $p < .01$); and establish new contacts ($r=.32$, $p < .02$).

Table 8 summarizes methods of sharing FTMs' knowledge and contacts with center personnel suggested by those interviewed. By tapping the FTMs' knowledge and contacts, the centers receive a return on their investment. Centers can use FTMs' knowledge to improve project work, check on the relevancy of their research efforts, and identify unaddressed needs in the fleet. Those centers that do tap FTM contacts with senior fleet officers have stated that it has had a positive influence on their relations with the operational forces.

Table 8

**Methods of Sharing FTM Knowledge with R&D Center Personnel
Suggested by Those Interviewed**

Methods of Sharing FTM Knowledge	N=60	
	n	%
Briefings	31	52
Continued involvement with relevant projects and personnel	21	35
Placement on reentry in position related to NSAP experience	7	12
Daily interactions and communications	6	10
Distribution of FTMs' monthly status reports	5	8
Publication of articles about FTMs in R&D center newspapers	5	8
Point papers by FTMs	2	3

Those we interviewed saw placing FTMs in temporary positions as an ideal method of facilitating knowledge transfer. Several FTMs emphasized the cost-effectiveness of placement in temporary positions, allowing them to share their knowledge of fleet conditions and concerns, along with extending their contacts with senior fleet officers and

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personnel in other R&D centers. Some mentioned that placement of FTMs into positions they held prior to NSAP ignores the FTMs' newly gained knowledge, skills, and growth and is likely to result in reentry dissatisfaction.

8. **Center management should allow FTMs a reentry readjustment period during which time they can reacquaint themselves with the center working environment and project efforts. This readjustment period would then permit synchronization of FTMs' permanent job placements with the beginning of a new fiscal year.**

We noted a discrepancy in the amount of time allotted for transition to the fleet environment compared to that for reentry into R&D center organizations. It is expected that it will take 3-6 months for new FTMs to integrate themselves into their positions, but on reentry returnees are expected to immediately reacclimate to the R&D center environment. Past research in this area stresses the importance of allowing returnees time to reintegrate (Cagney, 1975; Howard, 1974).

Since FTMs usually return during the latter 2 months of the fiscal year, we recommend allowing them this period to adapt to the center and get themselves "up to speed." Such a policy should ease some difficulties with reentry job placement, for FTMs would be placed in permanent positions at the start of the fiscal year when new projects are initiated and job openings tend to occur.

9. **Management should encourage policies that provide timely payment of actual costs for people on NSAP TDY.**

Those we interviewed recommended that the centers ease the financial burdens of TDY for FTMs. Many FTMs interviewed described the tremendous financial burden they experienced due to moving expenses, security deposits, taxes incurred, and the slowness of the reimbursement system. FTMs were often operating on large sums of their own money to cover expenses and did not receive reimbursement until after the completion of their tours, often 1-2 years after expenses were incurred. Cagney (1975) emphasizes the importance of not placing undue financial burden on those on special assignments. Management should do all possible to prevent penalizing FTMs financially and thereby encourage participation of center personnel in the program.

10. **Center management needs to review the policy of offering temporary promotions to NSAP FTMs to determine how such a policy affects NSAP participation and center utilization of the program.**

Many of those interviewed recommended that FTMs be given temporary promotions for several reasons: (1) to allow them proper access to high ranking military officers; (2) to cover the costs of an NSAP tour; and (3) to attract candidates to the program. The importance of holding a grade equivalent to that of senior military officers was stressed by many FTMs and the NSAP director as necessary to do the NSAP job effectively.

The policy of temporary promotions was questioned by some managers and FTMs we interviewed, for they felt it sets up the expectation of receiving a permanent promotion on return from NSAP. They commented that although it was clearly stated that returnees would return to their prior grade levels, many FTMs assumed that their outstanding performance in the field would entitle them to permanent promotions.

Review of this policy relates to the selection of FTMs. If centers nominate candidates they expect to see receiving permanent promotions in the not-too-distant

future, offering temporary promotion during NSAP is unlikely to cause problems at reentry. But selecting and temporarily promoting someone that management never expects to permanently promote may cause difficulty.

Review of candidates' motivations for wanting an NSAP tour is also very important. A summary of FTMs' expectations concerning the program is presented in Table 5. If candidates are applying to the program to receive training, revitalization, a chance to work independently, etc., the temporary promotion should not cause extreme problems at reentry. But if candidates are applying to the program as a means of vying for a permanent promotion, problems at reentry are likely to occur.

This is an important policy that we recommend center management review carefully. The policy towards temporary promotions needs to fit with the center's approach to NSAP. If management wants to use the program to groom and reward its top performers, temporary promotions make sense.

11. **Whenever possible, management should strive to place returning FTMs in positions similar in nature or responsibility to their NSAP positions.**

FTMs comment that they are working at a rapid pace in the fleet, and that they have a higher level of independence, status, and greater ability to impact the fleet compared to that experienced on reentry.

FTMs' satisfaction with reentry was positively correlated with all of these variables; that is, an increase in their rating on reentry satisfaction was related to an increase in their ratings on these other variables. Satisfaction with reentry was positively correlated with their return job pace ($r=.50$, $p < .01$), clarity of responsibilities ($r=.51$, $p < .01$), status ($r=.51$, $p < .01$), impact on the fleet ($r=.30$, $p < .05$), and impact on the center ($r=.49$, $p < .01$). Other researchers have emphasized the importance of placing returnees in high prestige, high status positions on reentry (Cagney, 1975).

FTMs' difficulty with reentry job transition was negatively correlated with many variables: reentry satisfaction ($r=-.65$, $p < .01$); utilization of their knowledge ($r=-.33$, $p < .01$); and clarity of their reentry job responsibilities ($r=-.48$, $p < .01$).

To facilitate the reentry transition, we recommend that management attempt to structure the first reentry positions to resemble those held by FTMs during their tours. By minimizing the reduction in the pace, status, independence, and impact FTMs experience on reentry, management will alleviate many morale problems experienced by FTMs.

12. **Center management needs to review NSAP coordinator positions to determine if adequate time and compensation are being allotted to them.**

We noted during the interviews that many coordinators provide services above and beyond the responsibilities described in their position descriptions. Often they work on their own time to complete all the tasks required of an effective coordinator. We recommend management review whether sufficient time and administrative support are being allotted to the position to complete all the required responsibilities. They may also want to consider whether the managerial and technical expertise required of successful coordinators is being appropriately compensated.

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We also recommended that the position be reviewed in terms of career development. If the position offers little future career development, it will be difficult for incumbents of the position to advance within the organization.

13. Center management may want to review these recommendations in light of other long-term training and developmental assignments.

Many of those interviewed noted the similarities between NSAP and other types of long-term training and travel. Although the NSAP experience is unique, many conclusions concerning facilitating the reentry of FTMs apply to employees who have been on long-term training, NSTEP or OPNAV assignments. Management may want to clarify similarities between these assignments and NSAP and implement recommendations to facilitate the reentry of not only NSAP FTMs, but all other returning employees.

CONCLUSIONS

The reentry success of NSAP FTMs has been considered from a number of viewpoints, the purpose of which was to determine what, if anything, could be done to improve the reentry process. It was found that there were a number of opportunities to improve the process, and thereby increase the level of satisfaction experienced by returning FTMs as well as increase the level of their performance during the tour and on reentry. Models of NSAP FTM satisfaction and performance were developed and used to organize a series of recommendations for each of the stakeholder groups.

The recommendations focus on making changes in five basic areas. These are:

1.   Selecting FTMs with their tour as well as reentry success in mind.

2.   More closely matching FTMs' NSAP assignments to their centers' missions.

3.   Providing a transition position and readjustment period for returning FTMs.

4.   Placing returning FTMs in positions capitalizing on their newly acquired knowledge of the operational forces and Navy R&D community.

5.   Developing policies, procedures, and training designed to make reentry a success.

The implementation of these recommendations will facilitate the reentry of NSAP FTMs. If applied to other employees also having had an extended absence from their parent centers, they are likely to have similar beneficial effects. Many centers have already successfully instituted some of these recommendations. With these recommendations serving as a framework to facilitate reentry, we believe NSAP will continue on its course as one of the outstanding resources of the operational forces and the Navy R&D community.

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APPENDIX A

NSAP REENTRY PROJECT INTERVIEW INSTRUMENTS

NSAP REENTRY PROJECT

FIELD TEAM MEMBER INTERVIEW

FTM Name_____

NSAP Position(s)_____

_____

NSAP Date(s)_____   _____

NSAP Location(s)_____

_____

Lab before_____   after_____

Interview Location_____

Interviewer_____

Date of Interview_____

Length_____

Address:

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NSAP FIELD TEAM MEMBER INTERVIEW

A. BACKGROUND

1. How long had you been working in the Navy laboratory community prior to your NSAP tour?

2. What is your educational degree?

3. What is your year of birth?

4. How long had you been in the position you held just prior to your NSAP tour?

5. What was your grade level then?

6. For how long had you had that grade level?

7. Overall, how satisfied were you with the position?

1	2	3	4	5
very dissatisfied		neutral		very satisfied

8. In the ten years prior to your NSAP tour:

   a. how many different positions had you held?

   b. how many times did you move to a work group with which you had had little interaction before?

   c. how many times did you leave your parent organization and then return, spending at least one month in the field or on TAD?

9. Did you request to continue your tour for a second year?

10. Did the fleet request you for a second year?

11. What was your marital status at the time of your NSAP tour?

12. Has you marital status changed since then?

13. Do you have any children?   How many?

14. Did your family accompany you to your NSAP tour?
    If no, why not?

15. How satisfied were you with your personal/family life prior to taking your NSAP tour?

    1   2   3   4   5
  very   very
dissatisfied   neutral   satisfied

16. What did you expect your NSAP assignment would do for you?

17. To what extent were your expectations met?

    1   2   3   4   5
not at all   somewhat   to a great extent

18. What was agreed upon in terms of your job on return?

B. NSAP TOUR

1. How different were your job responsibilities on your NSAP tour compared to your responsibilities at your lab?

    1   2   3   4   5
no different   somewhat   extremely
                 different   different

2. To what extent were your job responsibilities clear to your during the first month of your NSAP tour?

    1   2   3   4   5
not at all   somewhat   extremely
  clear   clear   clear

3. To what extent did the pace change in the fleet environment compared to the pace at your lab?

    1   2   3   4   5
slowed   no   increased
greatly   change   greatly

4. To what extent did your status change in the fleet environment compared to your status at your lab?

    1   2   3   4   5
decreased   no   increased
greatly   change   greatly

5. To what extent did your independence in carrying out your responsibilities change on your tour compared to at the lab?

1	2	3	4	5
decreased greatly		no change		increased greatly

6. To what extent did you feel you could have an immediate impact on the activities of the operational Navy?

1	2	3	4	5
not at all		somewhat		great extent

7. How many months did it take to fully integrate yourself into your NSAP position?

8. How difficult of a job transition was this?

1	2	3	4	5
not at all difficult		somewhat difficult		extremely difficult

9. How difficult of a personal transition was this?

1	2	3	4	5
not at all difficult		somewhat difficult		extremely difficult

10. Describe how you managed the transition.

11. During your tour, how often did you communicate (per year):

	phone	messages	in person
with your lab NSAP Coordinator?			
with your lab supervisor?			
with other management at your lab?			
with your lab's CO/TD?			

12. Did you receive a temporary promotion while in NSAP?

13. To what extent was the performance appraisal you received at the end of your tour accurate?

    1   2   3   4   5
not at all   somewhat   to a great extent

14. Could anything be done to improve the performance appraisal process?

15. Did you receive any awards during or at the end of your NSAP tour? What were they?

16. Did you have a definite position to return to by the last month of your NSAP tour?

17. Overall, how satisfied were you with your NSAP tour?

    1   2   3   4   5
very   very
dissatified   neutral   satisfied

18. What was it about your NSAP experience that makes you feel this way?

C. REENTRY TO LAB

1. When you returned to your lab, what was your first position?
                              Length held:

  a. Overall, how satisfied were you with this position?

     1   2   3   4   5
   very   very
 dissatisfied   neutral   satisfied

  b. To what extent did this position utilize your newly gained knowledge of fleet operations and issues?

     1   2   3   4   5
  did not   somewhat   fully
  utilize   utilized   utilized

  c. Was this position a permanent grade promotion?

2. How different were your job responsibilities back at the lab compared to your responsibilities during your tour?

```
    1           2          3          4          5
no different            somewhat            extremely
                        different           different
```

3. To what extent were your job responsibilities clear to you during the first month of your reentry to the lab?

```
    1           2          3          4          5
not at all              somewhat            extremely
  clear                   clear               clear
```

4. To what extent did the pace change at the lab compared to the pace in the fleet?

```
    1           2          3          4          5
slowed                    no              increased
greatly                 change            greatly
```

5. To what extent did your status change in the lab compared to your status in the fleet?

```
    1           2          3          4          5
decreased                 no              increased
greatly                 change            greatly
```

6. To what extent did your independence in carrying out your responsibilities change at your lab compared to on your tour?

```
    1           2          3          4          5
decreased                 no              increased
greatly                 change            greatly
```

7. To what extent did you feel you could have an immediate impact on the activities of the operational Navy?

```
    1           2          3          4          5
not at all              somewhat         to a great extent
```

8. To what extent did you feel you could have an immediate impact on the activities of your laboratory?

```
    1           2          3          4          5
not at all              somewhat         to a great extent
```

9. How many months did it take to fully re-integrate yourself into your laboratory community?

10. How difficult of a job transition was this?

```
    1           2          3          4          5
not at all              somewhat            extremely
difficult               difficult           difficult
```

11. How difficult of a personal transition was this?

1	2	3	4	5
not at all difficult		somewhat difficult		extremely difficult

12. Describe how you managed the transition.

‑

‑

13. Have you held a second position since your return from NSAP?
Position: Length held:

a. Overall, how satisfied were you with this position?

1	2	3	4	5
very dissatisfied		neutral		very satisfied

b. To what extent did this position utilize your newly gained knowledge of fleet operations and issues?

1	2	3	4	5
did not utilize		somewhat utilized		fully utilized

c. Was this position a permanent grade promotion?

14. Have you held a third position since your NSAP tour?
Position: Length held:

a. Overall, how satisfied were you with this position?

1	2	3	4	5
very dissatified		neutral		very satisfied

b. To what extent did this position utilize your newly gained knowledge of fleet operations and issues?

1	2	3	4	5
did not utilize		somewhat utilized		fully utilized

c. Was this position a permanent grade promotion?

15. To what extent were you able to share the information you gained during your NSAP tour with your lab personnel?

    1   2   3   4   5
not at all   somewhat   to a great extent

16. What do you think would be the best ways to share your knowledge and contacts gained from the NSAP experience with your lab personnel?

17. Under optimal conditions, what could be done to facilitate a positive reentry?

18. Overall, how satisfied were you with your reentry process?

    1   2   3   4   5
 very   very
dissatisfied   neutral   satified

19. From your experience, what characteristics do you think a FTM should have to make for:

a. a successful NSAP experience?

b. a successful reentry?

D. LONG-TERM EFFECTS OF NSAP EXPERIENCE

1. To what extent did your NSAP tour contribute to your . . .

	not at all		some what		great extent
a. knowledge of fleet operations	1	2	3	4	5
b. understanding of fleet problems	1	2	3	4	5
c. technical knowledge	1	2	3	4	5
d. knowledge of Navy labs' expertise	1	2	3	4	5
e. communication/briefing skills	1	2	3	4	5
f. project management skills	1	2	3	4	5
g. development of useful contacts outside your lab	1	2	3	4	5
h. professional status in your lab	1	2	3	4	5
i. promotability	1	2	3	4	5

2. To what extent did your lab use your NSAP tour to:

	not at all		some what		great extent
a. gain a greater understanding of fleet problems	1	2	3	4	5
b. increase your lab's visibility with senior fleet officers (06 and above)	1	2	3	4	5
c. establish new contacts with fleet and/or R&D personnel	1	2	3	4	5
d. make your lab's R&D projects more relevant to fleet concerns	1	2	3	4	5
e. increase R&D funding at your lab	1	2	3	4	5

E. PERCEPTIONS OF NSAP

1. During your tour, to what extent do you think top management at your lab supported the program?

1	2	3	4	5
not at all		somewhat		to a great extent

2. What are the selling points of NSAP to lab management?

3. Nominate three individuals from your lab whose careers seemed to "take off" following their NSAP experience.

4. Nominate three individuals from your lab whose careers seemed to plateau or decline following their NSAP experience.

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F. COMMENTS

1. Do you have any other suggestions on how to improve the reentry process?

2. In general, are there any changes you would like the NSAP program to make to improve its effectiveness?

NSAP REENTRY PROJECT

COORDINATOR INTERVIEW

NSAP Coordinator_____

Lab_____

Location_____

Interviewer_____ _____

Date of Interview_____.

Length_____

Address:

version 5/86

NSAP REENTRY PROJECT

COORDINATOR INTERVIEW

NSAP Coordinator_____

Lab_____

Location_____

Interviewer_____ ___

Date of Interview_____

Length_____

Address:

version 5/86

NSAP COORDINATOR INTERVIEW

A. BACKGROUND

1. Prior to becoming an NSAP coordinator, for how long had you worked in the Navy lab community?

2. How long have you been a coordinator?

3. Have you ever been on an NSAP tour?

4. Is your position as coordinator your sole responsibility?
   If no, what % of your time is spent in NSAP activities?

5. What types of administrative support do you have as coordinator?

6. How is your lab organized (do you have an organizational chart)?

7. Are you located in a fleet support code?

8. Does you lab have a long-term planning group?

9. To what extent does NSAP and fleet support interact with the long-term planning group?

1	2	3	4	5
not at all		somewhat		to a great extent

B. CANDIDATE SELECTION

1. In selecting NSAP FTMs, what characteristics make for:

   a. a successful NSAP experience:

   b. a successful reentry:

A-13

2. The following weighted factors are recommended by the NSAP office
   in selecting FTMs. How specifically do you assess candidates on
   these factors?

   COMMUNICATION ABILITY (30% Science Advisors (SCIADS),
                              40% Consultants (CONS))

   TECHNICAL ABILITY (30% SCIADS, 40% CONS)

   MOTIVATION/ADAPTABILITY (20% SCIADS, 20% CONS)

   R&D SYSTEM KNOWLEDGE (10% SCIADS)

   MANAGEMENT EXPERIENCE (10% SCIADS)

3. What do NSAP applicants expect their NSAP assignment will do for
   them?

4. To what extent are their expectations met?

1	2	3	4	5
not at all		somewhat		to a great extent

C. NSAP TOUR

1. How different are FTMs' job responsibilities on their NSAP tours compared to their responsibilities at the lab?

1	2	3	4	5
no different		somewhat different		extremely different

2. To what extent are the job responsibilities clear to FTMs during the first month of their tours?

1	2	3	4	5
not at all clear		somewhat clear		extremely clear

3. To what extent does the pace change for FTMs in the fleet environment compared to the pace at the lab?

1	2	3	4	5
slows greatly		no change		increases greatly

4. To what extent does the status change for FTMs in the fleet environment compared to their status at the lab?

1	2	3	4	5
decreases greatly		no change		increases greatly

5. To what extent does the independence in carrying out responsibilities change for FTMs on their tours compared to at the lab?

1	2	3	4	5
decreases greatly		no change		increases greatly

6. To what extent do FTMs feel they can have an immediate impact on the activities of the operational Navy?

1	2	3	4	5
not at all		somewhat		to a great extent

7. How many months does it take FTMs to fully integrate themselves into their NSAP positions?

8. How difficult of a job transition is this?

1	2	3	4	5
not at all difficult		somewhat difficult		extremely difficult

9. How difficult of a personal transition is this?

1	2	3	4	5
not at all difficult		somewhat difficult		extremely difficult

10. How often do you communicate with (per year):

<u>phone</u>   <u>messages</u>   <u>in person</u>

FTMs?

lab supervisors of FTMs?

lab management concerning the
activities of FTMs?

CO/TD concerning the activities of FTMs?

11. What are effective methods of publicizing FTMs' activities to lab
management?

12. Do you offer a temporary promotion to your FTMs while in NSAP?
Why or why not?

13. To what extent do FTMs feel the performance appraisal they receive
at the end of their tours is accurate?

1	2	3	4	5
not at all		somewhat		to a great extent

14. Could anything be done to improve the performance appraisal
process?

15. Overall, how satisfied are FTMs with their NSAP tours?

1	2	3	4	5
very dissatisfied		neutral		very satisfied

D. REENTRY OF FIELD TEAM MEMBERS

1. How different are FTMs' job responsibilities back at the lab compared to their responsibilities during their tour?

1	2	3	4	5
no different		somewhat different		extremely different

2. To what extent are the job responsibilities clear to FTMs during the first month of their reentry to the lab?

1	2	3	4	5
not at all clear		somewhat clear		extremely clear

3. To what extent does the pace change for FTMs at the lab compared to the pace in the fleet environment?

1	2	3	4	5
slows greatly		no change		increases greatly

4. To what extent does the status change for FTMs at the lab compared to their status in the fleet?

1	2	3	4	5
decreases greatly		no change		increases greatly

5. To what extent does the independence in carrying out responsibilities change for FTMs at their labs compared to on their tours?

1	2	3	4	5
decreases greatly		no change		increases greatly

6. To what extent do FTMs feel they can have an immediate impact on the activities of the operational Navy upon reentry to the lab?

1	2	3	4	5
not at all		somewhat		to a great extent

7. To what extent do FTMs feel they can have an immediate impact on the activities of their labs upon reentry?

1	2	3	4	5
not at all		somewhat		to a great extent

8. How many months does it take FTMs to fully integrate themselves
   into their laboratory community?

9. How difficult of a job transition is this?

1	2	3	4	5
not at all difficult		somewhat difficult		extremely difficult

10. How difficult of a personal transition is this?

1	2	3	4	5
not at all difficult		somewhat difficult		extremely difficult

11. What percentage of the FTMs have a definite position lined up to
    return to before they leave on their NSAP tour?

12. What percentage of the FTMs have a definite position to return to
    by the last month of their NSAP tour?

13. What percentage of the FTMs return to the same or similar position
    they held prior to their NSAP tour?

14. Overall, how satisfied are FTMs with their placement in the lab
    upon return from their NSAP assignment?

1	2	3	4	5
very dissatisfied		neutral		very satisfied

15. To what extent do their immediate positions upon reentry use the
    knowledge gained during their tours?

1	2	3	4	5
does not use		somewhat uses		fully uses

16. What percentage of the FTMs receive a permanent grade promotion
    in their first position after the tour?

17. To what extent are NSAP FTMs able to share the information gained
    during their NSAP tours with lab personnel?

1	2	3	4	5
not at all		somewhat		to a great extent

18. Overall, how satisfied are FTMs with their reentry process?

1	2	3	4	5
very dissatisfied		neutral		very satified

19. Under optimal conditions, what could be done to facilitate a
positive reentry?

E. LONG-TERM EFFECTS OF NSAP EXPERIENCE

1. To what extent does an NSAP tour contribute to an individual's:

	not at all		some what		great extent
a. knowledge of fleet operations	1	2	3	4	5
b. understanding of fleet problems	1	2	3	4	5
c. technical knowledge	1	2	3	4	5
d. knowledge of Navy lab expertise	1	2	3	4	5
e. communication/briefing skills	1	2	3	4	5
f. project management skills	1	2	3	4	5
g. development of useful contacts outside your lab	1	2	3	4	5
h. professional status in the labs	1	2	3	4	5
i. promotability	1	2	3	4	5

2. To what extent does your lab use NSAP tours to:

	not at all		some what		great extent
a. gain a greater understanding of fleet problems	1	2	3	4	5
b. increase your lab's visibility with senior fleet officers (06 and above)	1	2	3	4	5
c. establish new contacts with fleet and/or R&D personnel	1	2	3	4	5
d. make your lab's R&D projects more relevant to fleet concerns	1	2	3	4	5
e. increase R&D funding at your lab	1	2	3	4	5

F. PERCEPTIONS OF NSAP

1. To what extent does top management at your lab support the program?

1	2	3	4	5
not at all		somewhat		to a great extent

2. What are the selling points of NSAP to lab management?

3. Nominate three individuals from your lab whose careers seemed to "take off" following their NSAP experience.

4. Nominate three individuals from your lab whose career seemed to plateau or decline following their NSAP experience.

G. COMMENTS

1. Do you have any other suggestions on how to improve the reentry process?

2. In general, are there any changes you would like the NSAP program to make to improve its effectiveness?

A-20

1. Have you ever been an NSAP FTM?   When?

2. What is your educational specialty?

3. What is your highest degree earned?

4. For how long have you been a supervisor?

5. How many of the employees you have supervised left your
supervision to go on an NSAP tour?

6. What, if any, positive events occur as employees leave for NSAP?

7. What, if any, problems are encountered as employees leave for NSAP?

8. Did the employees come back to work for you? _____

If not, were they in the same work group, department, or division?

9. What, if any, positive events occur as employees return from NSAP?

10. What, if any, problems occur as employees return from NSAP?

11. Overall, to what extent do you perceive this program to be:

	not at all		some what		great extent
a. beneficial to current projects that you're involved in?	1	2	3	4	5
b. beneficial to future projects you will be involved in?	1	2	3	4	5
c. beneficial to the lab's accomplishment of its mission?	1	2	3	4	5
d. beneficial to an individual's career development?	1	2	3	4	5
e. beneficial to the needs of the fleet?	1	2	3	4	5

12. To what extent do you inform your employees about the program and encourage them to apply and participate?

    1   2   3   4   5
not at all   somewhat   to a great extent

13. To what extent would you actively seek to employ a former NSAP FTM in your area?

    1   2   3   4   5
not at all   somewhat   to a great extent

14. What could be done to facilitate your use and support of this program?

Name _____

Lab _____

Location _____

Date _____

Interviewer _____

NSAP REENTRY PROJECT

TECHNICAL DIRECTOR INTERVIEW

TD _____

Lab _____

Location _____

Interviewer _____

Date _____

version 4/86

A. BACKGROUND

1. For how long have you worked in the Navy laboratory community?

2. Have you ever been an NSAP FTM?   When?

3. How is your lab organized?

4. Does your lab have a fleet support code?

5. Does your lab have a long-term planning group?

6. To what extent does NSAP and fleet support in your lab interact with the long-term planning group?

    1   2   3   4   5
not at all   somewhat   to a great extent

7. Does your lab have a formalized career planning process of which NSAP is part?

8. To what extent would you encourage the development and use of a formalized career planning process for NSAP FTMs?

    1   2   3   4   5
not at all   somewhat   to a great extent

B. CANDIDATE SELECTION

1. In selecting NSAP FTMs, what characteristics make for:

   a. a successful NSAP experience:

   b. a successful reentry:

2. In your opinion, why should employees apply to NSAP?

3. What do NSAP applicants expect their NSAP assignment will do for them?

4. To what extent are their expectations met?

1	2	3	4	5
not at all		somewhat		to a great extent

C. NSAP TOUR

1. What, if any, positive events occur as employees leave for NSAP?

2. What, if any, problems are encountered as employees leave for NSAP?

3. How often do you communicate with (per year):

<u>phone</u>   <u>messages</u>   <u>in person</u>

your lab's FTMs?

your NSAP Coordinator?

supervisors of your FTMs?

lab management concerning the
activities of your FTMs?

4. Do you offer a temporary promotion to your FTMs while in NSAP?
Why or why not?

5. Overall, how satisfied are FTMs with their NSAP tours?

1	2	3	4	5
very				very
dissatisfied		neutral		satisfied

D. REENTRY OF FIELD TEAM MEMBERS

1. What, if any, positive events occur as employees return from NSAP?

2. What, if any, problems occur as employees return from NSAP?

3. To what extent are you involved in the FTMs' reentry process?

1	2	3	4	5
not at all		somewhat		to a great extent

4. What is your role in this process?

5. How difficult or stressful of a transition is reentry professionally?

1	2	3	4	5
not at all difficult/ stressful		somewhat difficult/ stressful		extremely difficult/ stressful

6. How difficult or stressful of a transition is reentry personally?

1	2	3	4	5
not at all difficult/ stressful		somewhat difficult/ stressful		extremely difficult/ stressful

7. To what extent do FTMs' immediate positions upon reentry use the knowledge gained during their tours?

1	2	3	4	5
does not use		somewhat uses		fully uses

8. To what extent are NSAP FTMs able to share the information gained during their NSAP tours with your lab's personnel?

1	2	3	4	5
not at all		somewhat		to a great extent

9. What would be some effective methods for sharing FTMs' knowledge with lab personnel?

10. What percentage of the FTMs receive a permanent grade promotion in their first position after the tour?

11. Under optimal conditions, what could be done to facilitate a positive reentry?

E. LONG TERM EFFECTS OF NSAP EXPERIENCE

1. To what extent does an NSAP tour contribute to an individual's:

	not at all		some what		great extent
a. knowledge of fleet operations	1	2	3	4	5
b. understanding of fleet problems	1	2	3	4	5
c. technical knowledge	1	2	3	4	5
d. knowledge of Navy lab expertise	1	2	3	4	5
e. communication/briefing skills	1	2	3	4	5
f. project management skills	1	2	3	4	5
g. development of useful contacts outside your lab	1	2	3	4	5
h. professional status in the labs	1	2	3	4	5
i. promotability	1	2	3	4	5

F. PERCEPTIONS OF NSAP

1. To what extent does top management at your lab support the program?

1	2	3	4	5
not at all		somewhat		to a great extent

2. What are the selling points of NSAP to the labs from your perspective?

3. Overall, to what extent do you perceive this program to be:

	not at all		some what		great extent
a. beneficial to meeting the needs of the fleet?	1	2	3	4	5
b. beneficial to projects undertaken by your lab?	1	2	3	4	5
c. beneficial to your lab's planning of future projects?	1	2	3	4	5
d. beneficial to your lab's accomplishment of its mission?	1	2	3	4	5
e. beneficial to an individual's career development?	1	2	3	4	5
f. beneficial to your lab's visibility within the operational forces?	1	2	3	4	5

4. To what extent do you inform your lab's employees about the
program and encourage them to apply and participate?

1	2	3	4	5
not at all		somewhat		to a great extent

G. COMMENTS

1. Do you have any other suggestions on how to improve the reentry
process?

2. In general, are there any changes you would like the NSAP program
to make to improve its effectiveness?

APPENDIX B

FEEDBACK INSTRUMENT FOR REENTRY RECOMMENDATIONS

The following presents a list of possible policies to facilitate the
reentry of NSAP field team members (FTMs). This list was generated
from interviews with NSAP coordinators, FTMs, and center management.
We would like to get your opinion on the following policies, in terms
of their effectiveness and feasibility. Please use the following
scale to rate the items:

1	2	3	4	5
not at all		somewhat		extremely

Coordinator-initiated Policies

	Effective	Feasible

1. Inform applicants specifically what kinds of
qualifications and experience are desired.

2. Inform applicants on the interviewing and
selection process.

3. Place emphasis on reentry prospects during the
selection process.

4. Realistic discussion with applicants
concerning any possible hardships that may be
encountered by being an NSAP FTM.

5. Attend Executive Board meeting to update Board
on FTM accomplishments.

6. Distribution of FTMs' status reports to TD,
department heads, division heads.

7. Submit articles discussing FTM activities to
lab newspaper.

8. Involvement in a lab-wide NSAP newsletter that
discusses activities of current FTMs, program
information. (Bi-monthly?_____)

9. Keep FTMs notified of all position
announcements that may interest them.

10. Keep FTMs informed of lab-relevant information
that they will not know from their forwarded mail.

11. Formally remind FTMs 6 months prior to the end
of their tours that it is time to discuss reentry.

12. Generate a reentry plan with the FTMs,
identifying where they would like to reenter, key
management personnel to meet with, timetable of
visits to the lab to discuss return placement.

13. Meet with department heads at least 6 months
prior to FTMs' return to discuss reentry
possibilities.

14. Assist in scheduling meetings between key
management personnel and FTMs to discuss reentry
possibilities.

15. Assist in scheduling an end-of-tour brief by
FTMs to the Executive Board.

16. Encourage CO/TD to visit FTMs at their tours.

17. Reentry interviews with FTMs to discuss new
skills they have gained, desired placement in the
lab.

18. OTHER:

_____

_____

_____

Lab-initiated Policies

1. Active management involvement in the
nomination and selection of FTMs.

2. Interviews for all FTMs with lab TD prior to
departure on tour.

3. Formal agreement between lab management and
FTMs prior to departure on position options on
return.

4. Transfer FTMs to NSAP Code or Fleet Support
Code during their tour.

5. Head of NSAP/Fleet Support Code completes FTM
lab performance appraisal form.

6. Abolish temporary promotions for all FTMs.

7. Temporary promotions for consultants only.

8. Temporary promotions for SCIADs only. ⎯⎯ ⎯⎯

9. Temporary promotions for all FTMs. ⎯⎯ ⎯⎯

10. Management identify 6 months prior to return ⎯⎯ ⎯⎯
possible reentry positions for FTMs.

11. Establishment of temporary positions in areas ⎯⎯ ⎯⎯
relevant to FTM assignments to offload experiences
to lab programs.
(For how many months?_____)

12. Establishment in planning and analysis codes ⎯⎯ ⎯⎯
of temporary positions for returnees to offload
experiences and job hunt.

13. Formal recognition for NSAP experience through ⎯⎯ ⎯⎯
presentation of plaques, awards.

14. Top management visit FTMs during their tours. ⎯⎯ ⎯⎯

15. Designation of individual in personnel office ⎯⎯ ⎯⎯
who will handle FTMs' 171 updates, position
announcement notifications, position applications.

16. Lab-developed policy statement on the handling ⎯⎯ ⎯⎯
of returning FTMs.

17. OTHER: ⎯⎯ ⎯⎯

_____ ⎯⎯ ⎯⎯

_____ ⎯⎯ ⎯⎯

_____ ⎯⎯ ⎯⎯

NSAP Office-initiated Policies

1. Formal recognition of the issue of reentry.

2. Statement of philosophy and policy directives ⎯⎯ ⎯⎯
concerning methods to facilitate a successful
reentry.

3. Preparation and distribution of handbook for ⎯⎯ ⎯⎯
reentry.

⎯⎯ ⎯⎯

	Effective	Feasible
4. Encouragement to labs COs/TDs to visit FTMs on tour.		
5. Coordination of visits between lab management and fleet personnel.	____	____
6. Written communication of FTMs' achievements to lab top management.	____	____
7. Ensure FTM tours are relevant to home lab's mission.	____	____
8. Place emphasis on candidates' reentry prospects during selection of FTMs.	____	____
9. OTHER:	____	____
_____	____	____
_____	____	____
_____	____	____

APPENDIX C

DEFINITION OF FTM INTERVIEW VARIABLES

Definition of FTM Interview Variables

Variable	Description	Interview Question
Background Variables		
TYPE1	SCIAD or CONS, 1st tour	cover
YEAR1	Tour field year, 1st tour	cover
L1	Lab is DTNSRDC	cover
L2	Lab is NADC	cover
L3	Lab is NOSC	cover
L4	Lab is NPRDC	cover
L5	Lab is NSWC	cover
L6	Lab is NUSC	cover
L7	Lab is NWC	cover
CURRGRD	Current grade level	calculated
Pre-NSAP Variables		
LABTIME	Length worked in lab community	A. 1
AGE	Age when selected for tour	3
PLENG	Length in position prior to tour	4
PGL	Grade level prior to tour	5
PGLENG	Length in grade level prior to tour	6
PSAT	Satisfaction with position prior to tour	7
TRANS	Number of transitions prior to tour	calculated
YREQ	Did FTM request 2nd NSAP tour	9
MARRIED	Marital status at time of tour	11
MSCHANG	Did married FTM divorce following tour	12
FAMTRAV	Did family accompany FTM on tour	14
FAMSAT	Satisfaction with personal/family life	15
EXPTM	Expectations for NSAP assignment	16
Tour Variables		
TJDIFF	Difference between NSAP job and lab job	B. 1
TJCLEAR	Clarity of job responsibilities on tour	2
TPACE	Change in pace on tour	3
TSTAT	Change in status on tour	4
TIND	Change in independence on tour	5
TIMP	Impact on fleet on tour	6
TINTGR	Months to integrate into NSAP position	7
TTRANS	Difficulty of transition to tour	calculated
COMCOOR	Frequency of communication-coordinator	calcuated
COMSUP	Frequency of communication-supervisor	calculated
COMMAN	Frequency of communication-management	calculated
COMTD	Frequency of communication-CO/TD	calculated
TPROM	Was a temporary promotion given	12
TPA	Extent lab performance appraisal accurate	13
TAW	Number of awards received for tour	15
TDEF	Was a definite reentry position provided	16
TSAT	Satisfaction with NSAP tour	17

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Reentry Variables

RESAT	Satisfaction with reentry, 1st position	calculated
RLEN1	Length of 1st reentry position	C. 1
RUT1	Utilization of NSAP knowledge-1st position	1.b
RJDIFF	Difference in reentry responsibilities	2
RJCLEAR	Clarity of job responsibilities-reentry	3
RPACE	Change in pace on reentry	4
RSTAT	Change in status on reentry	5
RIND	Change in independence on reentry	6
RIMPFL	Impact on fleet on reentry	7
RIMPLAB	Impact on lab on reentry	8
RINTGR	Months to reintegrate into lab	9
RJTRANS	Difficulty of reentry job transition	10
RPTRANS	Difficulty of reentry personal transition	11
RLEN2	Length of 2nd reentry position	13
RUT2	Utilization of NSAP knowledge-2nd position	13.b
RLEN3	Length of 3rd reentry position	14
RUT3	Utilization of NSAP knowledge-3rd position	14.b
SHARE	Extent able to share NSAP knowledge	15
TMSUPP	Top management support for NSAP	E. 1

Effect of NSAP Variables

NSAPSAT	Perceived value of NSAP	calculated
LABUSE	Extent lab used experience from NSAP	calculated
PROMTNS	Number of promotions per year	calculated
PROMRATE	Rate of promotion since reentry	calculated
ADV	Index of advancement following shortly after reentry	calculated
TPERF	Ratings of FTM tour success	calculated
RPERF	Ratings of FTM success since reentry	calculated

C-2

APPENDIX D

CORRELATION MATRIX OF FTM INTERVIEW VARIABLES

Correlation Matrix of FTM Interview Variables

Variable	MEAN	SD	TSAT	RESAT	NSAPSAT	TPERF	RPERF
Background Variables							
TYPE1	.53	1.60	.17	-.11	.22	.08	-.14
YEAR1	1981	1.91	-.14	.08	.12	-.01	.06
L1	na	na	.08	-.10	-.01	-.20	-.23
L2	na	na	.04	-.01	.22	-.16	.02
L3	na	na	.08	-.06	-.11	.15	.04
L4	na	na	-.07	-.14	-.37	.02	-.33
L5	na	na	-.29	.04	-.20	-.01	.08
L6	na	na	-.01	.17	.24	.06	.06
L7	na	na	.13	.05	.14	-.02	.15
CURRGRD	14	.99	.24	.10	.05	.31	.11
Pre-NSAP Variables							
LABTIME	14.91	5.81	-.18	-.04	.11	-.27	-.22
AGE	42.67	7.12	.20	-.20	-.08	-.23	-.52*
PLENG	47.87	33.10	.13	-.39*	-.08	-.20	-.32
PGL	13.49	.92	.28	-.04	.03	.14	-.21
PGLENG	77.16	56.47	-.28	-.34	-.28	-.40*	-.49*
PSAT	3.67	1.31	.24	.10	.06	.04	-.14
TRANS	-.068	.53	.33	-.14	.01	-.10	-.07

Note. Acronyms are spelled out in Appendix C.

*p < .01.

Variable	MEAN	SD	TSAT	RESAT	NSAPSAT	TPERF	RPERF
YREQ	.78	.42	.23	-.02	.18	.11	.00
MARRIED	.84	.37	.25	.03	.01	.13	-.15
MSCHANG	.16	.37	.18	.18	.20	.44*	.20
FAMTRAV	.73	.45	.30*	.24	.30	.17	.09
FAMSAT	4.37	.98	.00	.00	.19	.19	.09
EXPTM	4.39	.97	.31	.22	.40*	.37	.29

Tour Variables

Variable	MEAN	SD	TSAT	RESAT	NSAPSAT	TPERF	RPERF
TJDIFF	4.32	.89	.21	.02	.10	.04	-.01
TJCLEAR	2.94	1.45	.22	.19	.27	.20	.00
TPACE	4.07	.80	.10	-.26	.03	.09	.04
TSTAT	4.13	.94	.02	-.27	-.12	-.10	-.23
TIND	4.06	.81	-.16	-.03	.06	-.19	-.00
TIMP	4.05	1.11	-.28	-.22	-.08	.09	.07
TINTGR	3.75	1.88	.01	-.05	.16	.02	.06
TTRANS	5.01	2.24	-.35	-.28	-.31	-.25	-.23
COMCOOR	3.21	1.02	-.12	.14	.14	.25	-.01
COMSUP	1.10	1.06	-.06	.10	.06	.18	.16
COMMAN	1.58	1.27	.05	-.01	-.05	.08	-.13
COMTD	.57	.47	.10	-.01	-.14	.16	.04
TPRCM	.60	.50	-.06	-.09	.16	-.06	-.18
TPA	3.95	1.41	.37	.30	.47*	.18	.22
TAW	.76	.71	.43*	.27	.25	.81*	.39*
TDEF	.56	.50	.12	.12	.33	.04	.23
TSAT	4.74	.44	1.00	.06	.34*	.29	.04

Variable	MEAN	SD	TSAT	RESAT	NSAPSAT	TPERF	RPERF
Reentry Variables							
RESAT	6.66	2.30	.06	1.00	.50*	.32	.57*
RLEN1	19.47	18.39	-.02	-.05	-.21	-.19	-.22
RUT1	3.23	1.51	.065	.62*	.26	.39*	.46*
RJDIFF	4.31	.95	.17	-.26	-.09	-.01	-.30
RJCLEAR	3.58	1.50	-.09	.46*	.40*	-.10	.20
RPACE	2.28	1.05	-.05	.46*	.15	-.12	.09
RSTAT	2.25	1.18	.06	.49*	.41	.12	.36
RIND	2.40	.86	-.12	.34	-.01	-.14	.15
RIMPFL	2.77	1.23	-.10	.29	-.03	-.24	-.13
RIMPLAB	3.05	1.33	.01	.45	.24	.08	.37
RINTGR	4.12	4.10	.21	-.49*	-.12	-.13	-.34
RJTRANS	2.29	1.34	.08	-.66*	-.26	-.15	-.40*
RPTRANS	2.07	1.36	-.10	-.19	.01	-.17	-.18
RLEN2	14.78	16.49	.30	-.12	.14	.04	.07
RUT2	3.89	1.09	.071	-.19	.26	.16	.07
RLEN3	3.38	8.41	.10	.15	-.02	.20	.22
RUT3	3.54	1.22	-.11	.08	.33	.44	.49
SHARE	3.67	1.18	.28	.26	.24	.31	.28
TMSUPP	3.64	1.23	.20	.33	.62*	.21	.31

Variable	MEAN	SD	TSAT	RESAT	NSAPSAT	TPERF	RPERF
Effect of NSAP Variables							
NSAPSAT	3.03	1.20	.34	.47*	1.00	.28	.38 4
LABUSE	13.80	5.22	.33	.26	.58*	.28	.23
PROMTNS	.53	.62	-.02	.22	.04	.29	.47*
PROMRATE	.20	.29	-.14	.26	.24	.27	.46*
ADV	2.38	1.74	.08	.40*	.16	.20	.30
TPERF	6.81	1.59	.29	.32	.28	1.00	.59*
RPERF	6.83	1.60	.04	.57*	.38	.59*	1.00

APPENDIX E

EQUATIONS FOR FTM SATISFACTION AND PERFORMANCE MODELS

Equations for the FTM Satisfaction Model

Tour satisfaction (TSAT) = $4.707 - .413(T1) - .00214(T2) + .380(T3) + .374(T4)$

Multiple R	= .65
R Square	= .42
Adjusted R Square	= .36

T1 = *NSWC (L5; 1=NSWC Member, 0=NSWC Non-member)*

T2 = *Length in grade level prior to NSAP tour (PGLENG; coded in months)*

T3 = *Married (1=Married, 0=Not Married)*

T4 = *Amount of movement 10 years prior to NSAP tour (TRANS)*

Reentry Satisfaction (RESAT) = $6.457 - .867(R1) + .675(R2)$

Multiple R	= .79
R Square	= .62
Adjusted R Square	= .60

R1 = *Level of difficulty of job transition into reentry position (RJTRANS; 1=Low, 5=High)*

R2 = *Extent to which reentry position utilized newly gained knowledge of fleet operations and issues (RUT1; 1=Low, 5=High)*

NSAP satisfaction (NSAPSAT) = .824(N1) - 1.82(N2) + .226(N3)

+ 1.612

Multiple R	= .64
R Square	= .41
Adjusted R Square	= .36

N1 = Tour satisfaction (TSAT; 1=Low, 5=High)

N2 = NPRDC (L4; 1=NPRDC Member, 0=NPRDC Non-member)

N3 = Reentry satisfaction (RESAT; 1=Low, 10=High)

Equations for the FTM Performance Model

Tour performance (TPERF) = 7.743 - .0116(T1)

Multiple R	= .40
R Square	= .16
Adjusted R Square	= .14

T1 = *Length in grade level prior to NSAP tour (PGLENG; coded in months)*

Reentry attributes (RJTRANS) = .0108(RA1) + 1.457

Multiple R	= .45
R Square	= .21
Adjusted R Square	= .19

RA1 = *Length in grade level prior to NSAP tour (PGLENG; coded in months)*

Return performance (RPERF) = -.0942(R1) - .425(R2) + .374(R3) + 9.29

|	
Multiple R	= .76
R Square	= .57
Adjusted R Square	= .54

R1 = *Age*

R2 = *Level of difficulty of job transition into reentry position (RJTRANS; 1=Low, 5=High)*

R3 = *Tour performance (TPERF; 1=Low, 10=High)*

APPENDIX F

PREDICTIONS FROM MODELS OF PERFORMANCE AND SATISFACTION

PREDICTION OF REENTRY SATISFACTION

DIFFICULTY OF JOB TRANSITION AT REENTRY

Low

Avg

High

REENTRY SATISFACTION

9.0 8.5 8.0 7.5 7.0 6.5 6.0 5.5 5.0 4.5 4.0

USE OF NSAP KNOWLEDGE IN FIRST REENTRY POSITION

Low   Avg   High
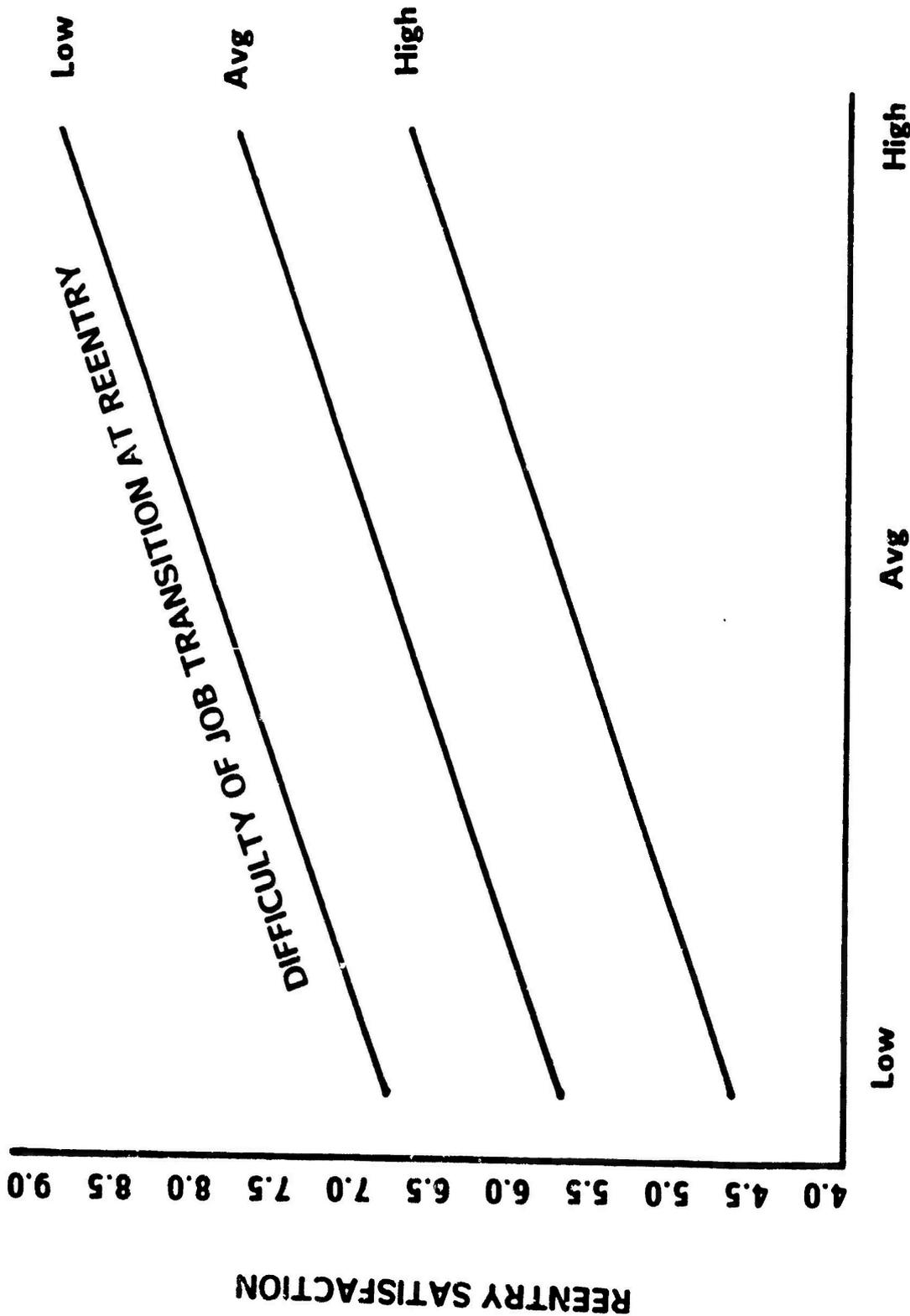
PREDICTION OF RETURN PERFORMANCE

DIFFICULTY OF JOB TRANSITION AT REENTRY

Low

Avg

High

RETURN PERFORMANCE

YEARS OF AGE

36 43 50

5.0 5.5 6.0 6.5 7.0 7.5 8.0 8.5 9.0
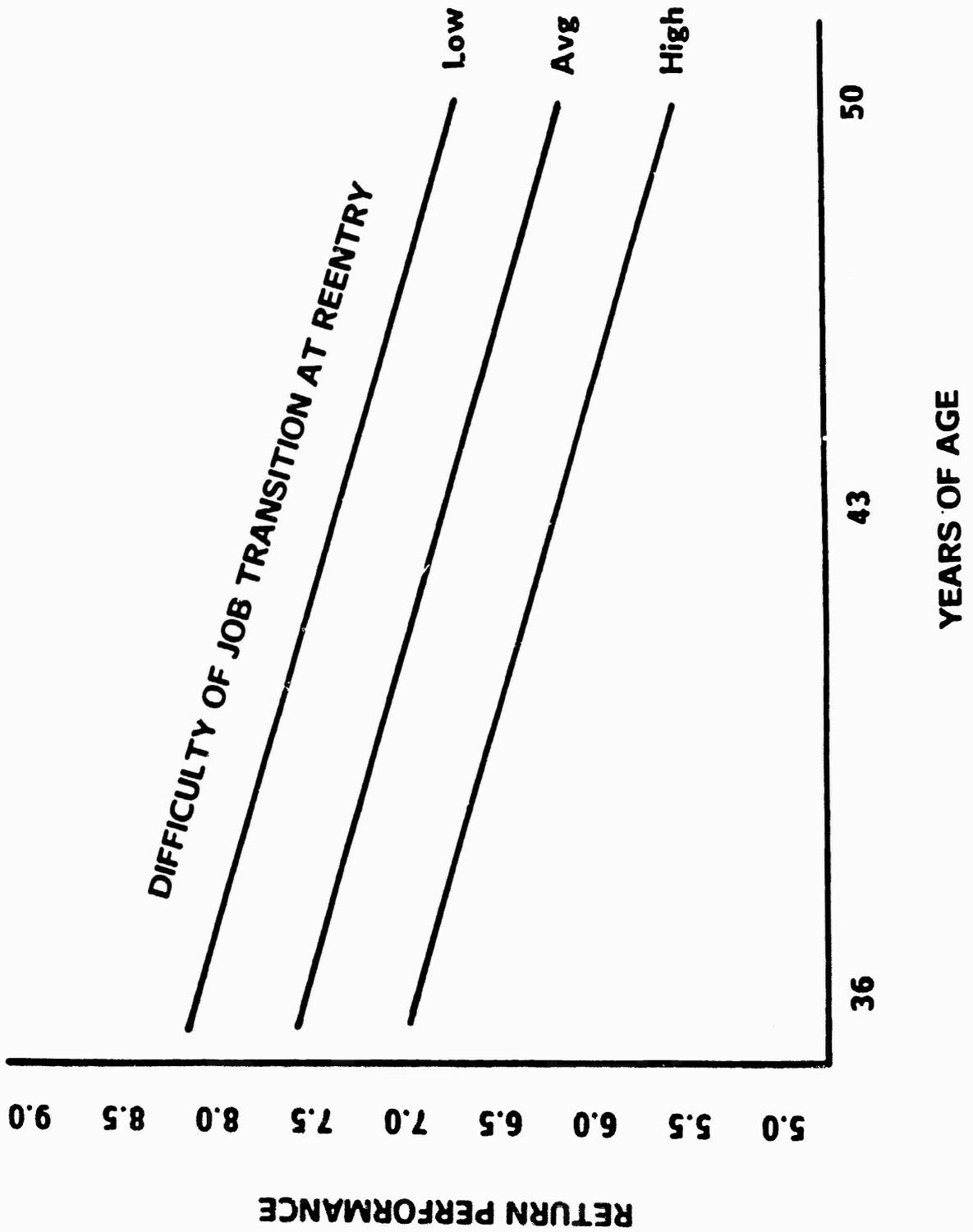
PREDICTION OF NSAP TOUR SATISFACTION

F-3
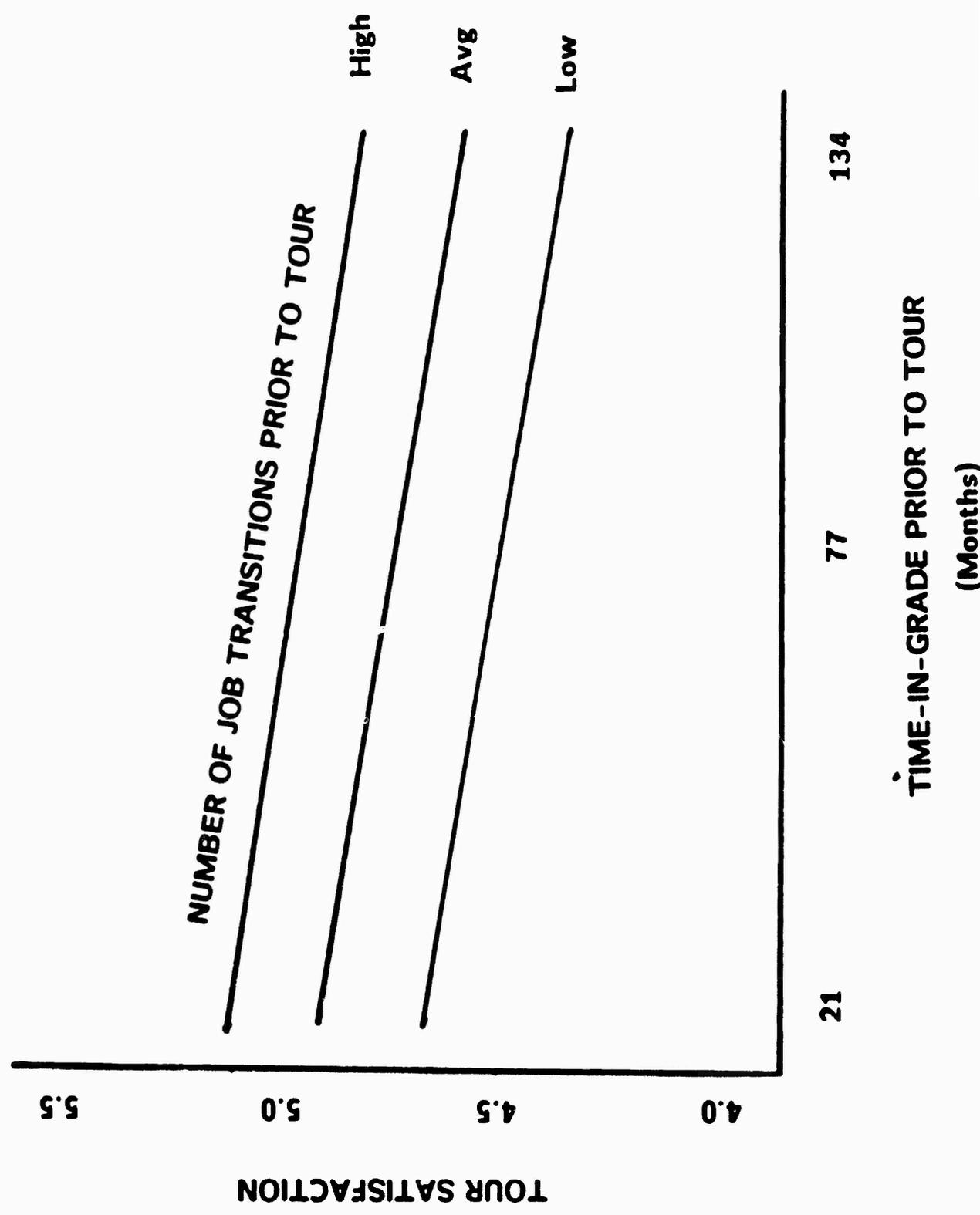
PREDICTION OF FTMS' DIFFICULTY OF JOB TRANSITION AT REENTRY

DIFFICULTY OF JOB TRANSITION AT REENTRY

3.0 2.5 2.0 1.5 1.0

TIME-IN-GRADE PRIOR TO TOUR
(Months)

21 77 134

F-4
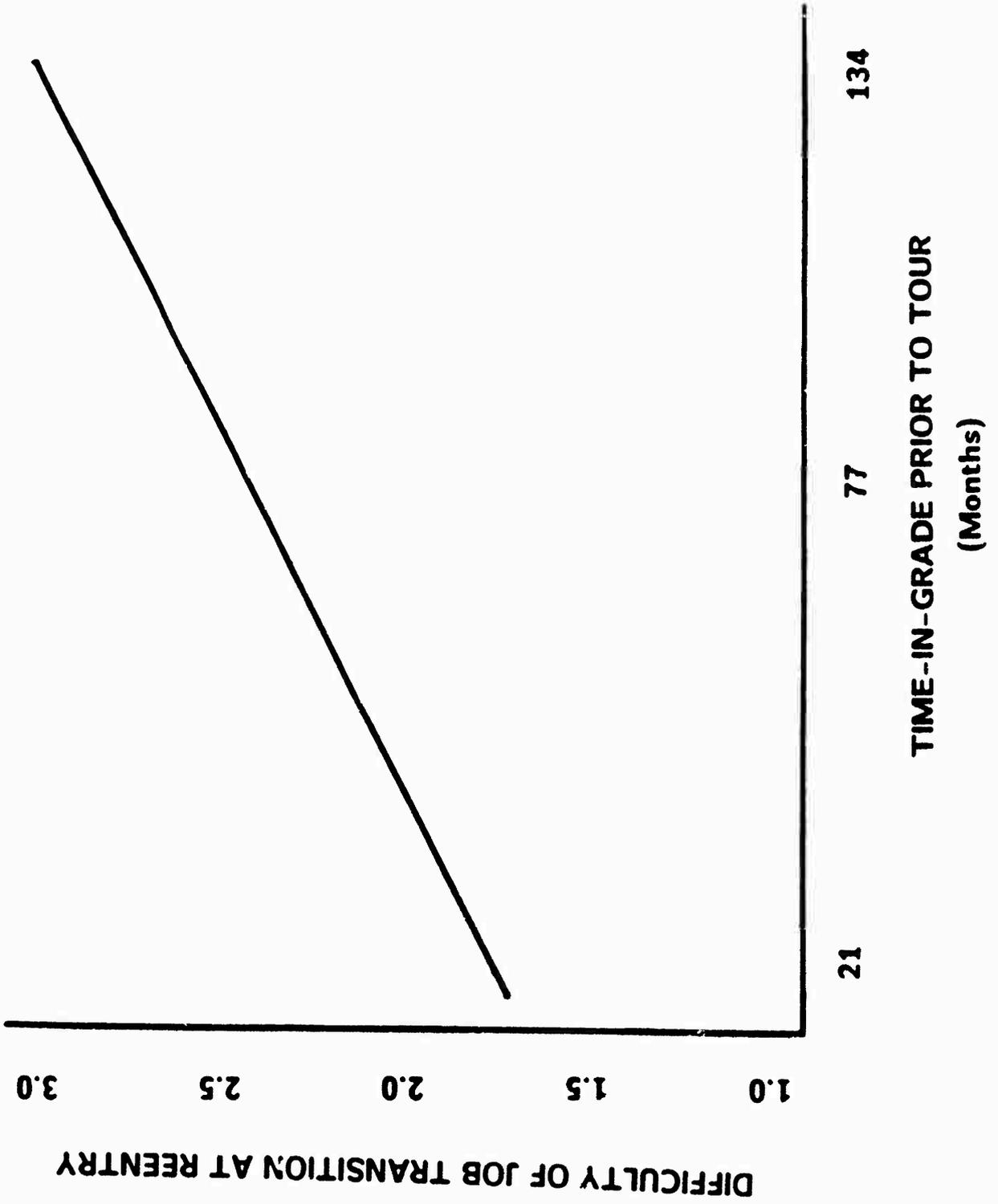
PREDICTION OF TOUR PERFORMANCE

Y-axis: TOUR PERFORMANCE (8.0, 7.5, 7.0, 6.5, 6.0, 5.5, 5.0)

X-axis: TIME-IN-GRADE, PRIOR TO TOUR (Months) (21, 77, 134)
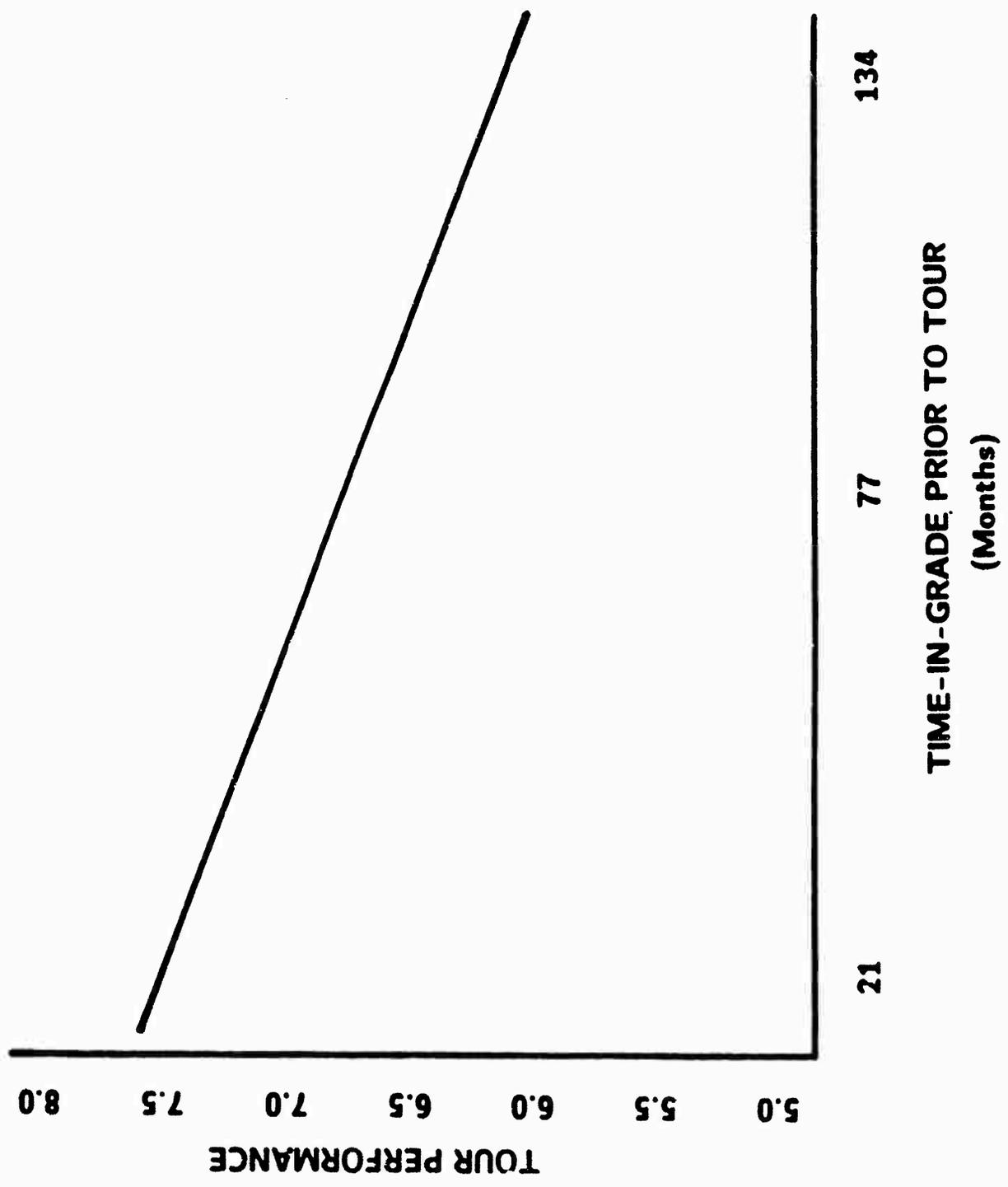
PREDICTION OF OVERALL NSAP SATISFACTION
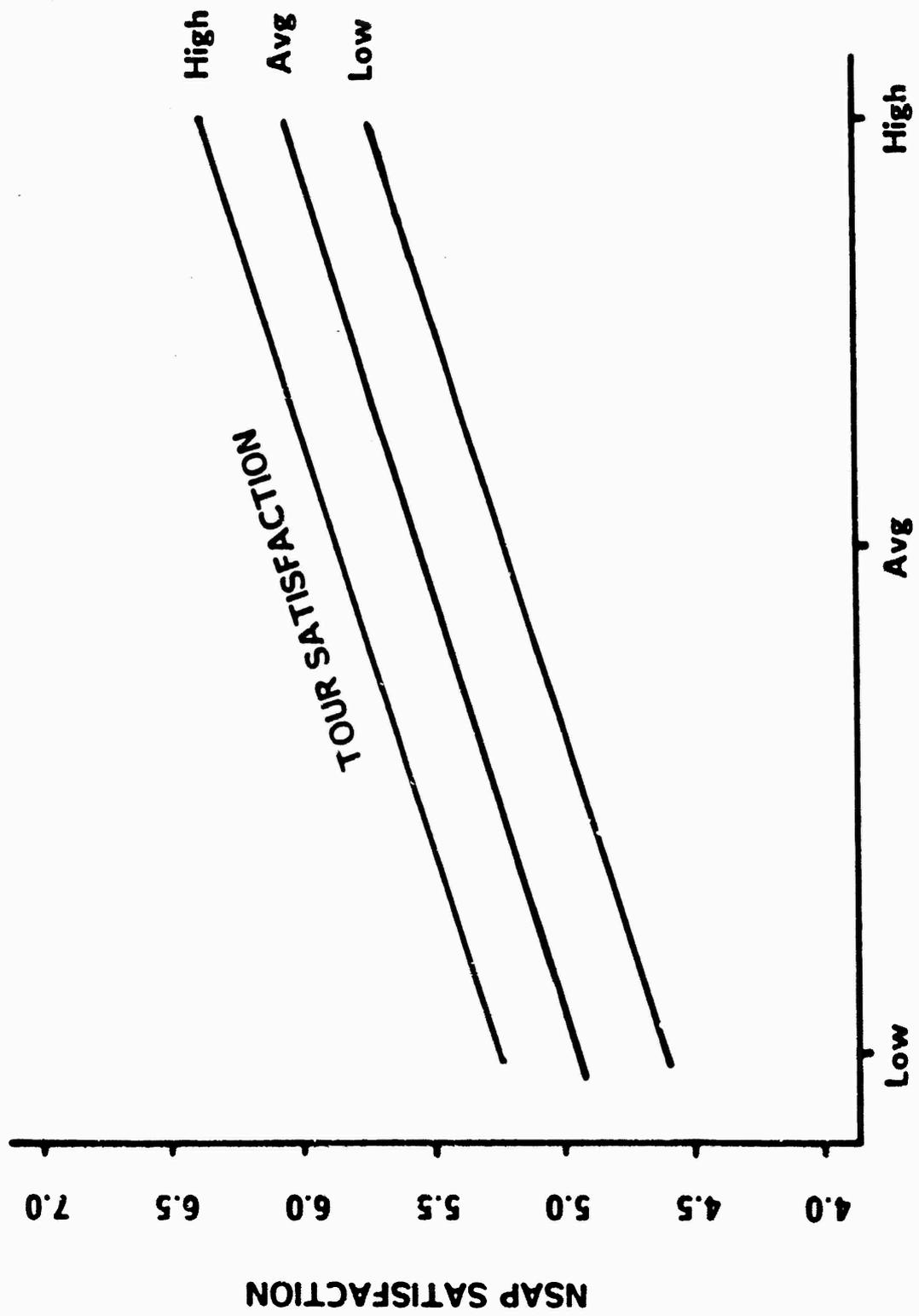
APPENDIX G

**FEEDBACK FROM COORDINATORS AND NSAP ADMINISTRATORS
ON REENTRY INTERVENTION POLICIES**

NSAP REENTRY PROJECT

Feedback from Coordinators and NSAP Administrators
on Reentry Intervention Policies

Coordinator-initiated Policies

Effective		Feasible		
Mean	SD	Mean	SD	
4.17	1.30	4.33	1.08	Inform applicants on the interviewing and selection process. (2)
4.17	1.10	3.67	1.24	Place emphasis on reentry prospects during the selection process. (3)
4.11	1.02	3.88	1.36	Inform applicants specifically what kinds of qualifications and experience are desired. (1)
3.94	1.20	4.76	0.56	Formally remind FTMs 6 months prior to the end of their tours that it is time to discuss reentry. (11)
3.94	1.14	4.35	1.00	Assist in scheduling meetings between key management personnel and FTMs to discuss reentry possibilities. (14)
3.94	1.29	4.12	1.36	Assist in scheduling an end-of-tour brief by FTMs to the Executive Board. (15)
3.89	1.02	4.06	1.11	Realistic discussion with applicants concerning any possible hardships that may be encountered by being an NSAP FTM. (4)
3.89	0.93	3.71	0.98	Keep FTMs informed of lab-relevant information that they will not know from their forwarded mail. (10)

Note. Numbers in ( ) correspond to numbers in Appendix B, organized by stakeholder group.

Effective			Feasible		
Mean	SD		Mean	SD	
3.89	0.99		3.71	0.98	Generate a reentry plan with the FTMs, identifying where they would like to reenter, key management personnel to meet with, timetable of visits to the lab to discuss return placement. (12)
3.65	1.12		4.06	1.34	Submit articles discussing FTMs activities to lab newspaper. (7)
3.62	1.36		3.56	1.26	Encourage CO/TD to visit FTMs at their tours. (16)
3.59	1.28		4.47	1.01	Distribution of FTMs' status reports to TD, Department Heads, Division Heads. (6)
3.56	1.26		3.88	1.10	Reentry interviews with FTMs to discuss new skills they have gained, desired placement in the lab. (17)
3.53	1.12		3.82	1.07	Meet with Department Heads at least 6 months prior to FTMs' return to discuss reentry possibilities. (13)
3.50	1.32		3.35	1.27	Attend Executive Board meeting to update Board on FTMs' accomplishments. (5)
3.47	1.01		3.76	1.25	Keep FTMs notified of all position announcements that may interest them. (9)
3.12	1.36		3.65	1.27	Involvement in a lab-wide NSAP newsletter that discusses activities of current FTMs, program information. (8)

Lab-initiated Policies

Effective		Feasible		
Mean	SD	Mean	SD	
4.47	0.87	3.35	1.17	Management identify 6 months prior to return possible reentry positions for FTMs.(10)
4.28	1.64	3.56	1.15	Establishment of temporary positions in areas relevant to FTM assignments to offload experiences to lab programs.(11)
4.12	1.05	3.94	1.21	Active management involvement in the nomination and selection of FTMs.(1)
4.12	1.22	3.61	1.09	Top management visits FTMs during their tours.(14)
4.00	1.06	4.44	0.86	Formal recognition for NSAP experience through presentation of plaques, awards.(13)
3.94	1.20	4.28	1.02	Interviews for all FTMs with lab TD prior to departure on tour.(2)
3.94	1.52	3.94	1.25	Temporary promotions for all FTMs.(9)
3.83	1.42	3.12	1.67	Abolish temporary promotions for all FTMs.(6)
3.82	1.42	3.78	1.40	Transfer FTMs to NSAP code or fleet support code during their tour.(4)
3.82	1.13	3.78	1.17	Establishment in planning and analysis codes of temporary positions for returnees to offload experiences and job hunt.(12)
3.76	1.56	4.24	1.15	Temporary promotions for SCIADs only.(8)
3.59	1.23	3.83	1.42	Head of NSAP/fleet support code completes FTM lab performance appraisal form.(5)

Effective		Feasible		
Mean	SD	Mean	SD	
3.53	1.41	3.17	1.42	Formal agreement between lab management and FTM prior to departure on position options on return.(3)
3.44	1.26	3.53	1.33	Lab-developed policy statement on the handling of returning FTMs.(16)
3.24	1.48	3.00	1.61	Designation of individual in personnel office who will handle FTM 171 updates, position announcement notifications, position applications.(15)
3.06	1.75	3.53	1.42	Temporary promotions for consultants only.(7)

NSAP Office-initiated Policies

Effective Mean	SD	Feasible Mean	SD	
4.22	1.11	3.83	1.15	Ensure FTM tours are relevant to home lab's mission.(7)
4.18	0.73	4.44	0.92	Written communication of FTMs' achievements to lab top management.(6)
3.83	0.79	3.94	1.16	Coordination of visits between Lab management and fleet personnel.(5)
3.83	1.20	3.67	1.24	Encouragement to lab COs/TDs to visit FTMs on tour.(4)
3.76	1.20	4.06	1.21	Place emphasis on candidates' reentry prospects during selection of FTMs.(8)
3.47	1.42	4.29	0.85	Formal recognition of the issue of reentry.(1)
3.35	1.37	4.12	0.93	Statement of philosophy and policy directives concerning methods to facilitate a successful reentry.(2)
3.29	1.36	4.17	0.81	Preparation and distribution of handbook for reentry.(3)

APPENDIX H

FTM TRAINING FOR A SMOOTH REENTRY

FTM TRAINING FOR A SMOOTH REENTRY

The following presents a training session on faciliating
NSAP FTMs' reentry to their parent centers. It is suggested that
this training be delivered by the NSAP administrative office to
FTMs prior to their departure on their tours. Advice to FTMs is
presented in bold lettering, and the rationale for each statement
follows.

1.   Begin to think about reentry NOW.

Former FTMs recommend that outgoing FTMs think about
and plan for their reentry to their centers as soon as they are
selected for an NSAP tour.

2.   Meet with your center's department heads.

a. Learn of ongoing projects and technical expertise.

FTMs should meet with their center's department heads to
learn about project work in their areas. This helps FTMs to
resolve issues that come up during their NSAP assignments for
they will know who at the center to contact for technical
expertise.

b. Lay groundwork for reentry job opportunities.

By holding information interviews with center department
heads, FTMs can learn about departments' interests and needs.
FTMs can decide which areas may offer job opportunities on
their reentry. People in these areas are key personnel with whom
FTMs should stay in contact throughout their tours.

**3.   Meet with your present supervisor to discuss your reentry
plans.**

FTMs who met with their supervisors and discussed their
career development plans and objectives commented that they
had a smooth reentry. We recommend FTMs involve their
supervisors in their reentry planning, discussing their career
development options and goals. We also recommend FTMs keep
their center supervisors informed of their activities in the field so
that the supervisors are aware of FTMs' achievements and newly
acquired skills.

4. Meet with your NSAP coordinator to discuss planning for your reentry.

FTMs should meet with their NSAP coordinators to discuss reentry plans. Since the coordinator has facilitated the reentry of many FTMs, (s)he is an excellent person with whom to discuss FTMs'career interests, abilities, the NSAP experience, and reentry.

5. Develop a reentry game plan prior to departure on your tour.

FTMs who experienced a smooth reentry were often those who had a reentry plan from the start. This plan included thinking about what FTMs wanted to do on reentry, where they wanted to reenter, and how their tours would contribute to their skills and experience. FTMs experiencing a smooth reentry were ones who saw NSAP as part of an overall career development plan. They had goals for where they would like to be in 3 to 5 years.

a. Identify key areas of professional interest to you at your center (see 2.a. above).

b. Identify key personnel with whom to keep in contact throughout your tour (see 2.b. above).

c. Write a description of the reentry position you desire on return.

It would be a useful experience for FTMs to write a description of the kind of position they would like on reentry prior to their departure. FTMs then have something to work from in future reentry planning, and can update the description as their interests and goals change. Former FTMs commented that it was extremely helpful to have a clear idea of what kind of position they wanted on return, so that they could spend their tours working towards negotiating that position.

6. Meet with top management prior to departure to discuss reentry options.

Once FTMs develop a reentry game plan, it is time to meet with top management, particularly the Technical Director, to discuss reentry placement options. Some centers have established a policy that all outgoing FTMs meet with their Technical Director. We strongly recommend this.

a. Discuss your reentry prospects and desires.

This meeting would be the time to lay out what areas of the organization are of interest to the FTM and discuss the kind of position (s)he would like on reentry.

b. Negotiate a tentative agreement concerning reentry placement, and agree to meet, review, and formalize this placement approximately 6 months prior to your reentry.

7. Review your reentry plans quarterly, document progress you have made, and revise your plans as necessary.

FTMs have said that their interests broaded during their tours, and they wanted to maintain this scope on reentry. FTMs may need to identify new areas at their centers that would offer job opportunities complementing these interests. They would then want to establir i contact with people in these areas, learn of project interests and concerns, and keep project leaders informed of their skills and experience.

8. Communicate your activities and achievements to center personnel on an ongoing basis

Former FTMs repeatedly suggested that FTMs stay in close contact with their centers throughout their tours. Many methods of contact are possible.

a. Distribute monthly NSAP status reports to center personnel.

1. NSAP director
2. NSAP coordinator
3. Center supervisor
4. Key department heads, division heads
5. Technical Director

b. Use the NSAP coordinator as your center advocate.

We recommend FTMs keep in close contact with their coordinator, so that (s)he knows what they are doing, what projects they are involved in, and can relay that information to personnel at the center. Its up to FTMs to initiate communication with their coordinator, along with any requests for assistance.

c. Prepare short, interesting articles for your center's newspaper.

It has been suggested by former FTMs that FTMs write up short articles describing what is going on at their commands. FTMs could send these articles to their coordinator, and have him/her submit them to the center newspaper.

d. Make regular visits to your center.

FTMs' NSAP activities will most likely take them back to their centers several times throughout their tours. During these visits FTMs will want to renew discussions on their reentry options.

1. Check in with your key personnel and keep them informed about your activities and interests.

2. Renew discussions on reentry plans and agreements with management.

3. Present briefings to relevant work groups.

9. Keep up with events at your center.

It is very important that FTMs remain informed about events occuring at their centers, new projects that have been initiated, personnel changes, etc.

a. Have all mail and job announcements forwarded.

b. Keep in contact with co-workers to remain aware of informal changes occurring at your center.

10. Plan on visiting your center during the latter 6 months of your tour to finalize your reentry placement.

By this time FTMs should have a definite idea of the kind of position they want and where at the center they would like to reenter. This is the time to negotiate a formalized reentry agreement with management.

In summary, the preceding recommendations were suggested to faciliate a smooth and successful reentry. Just as it takes adjustment to transition into the fleet, it also takes adjustment to transition back to the center. FTMs stated it takes an average of 3 1/2 months to reintegrate into their centers, the range was 1 day to 1 year. If FTMs follow these recommendations they will set the stage for a smooth and successful reentry.

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