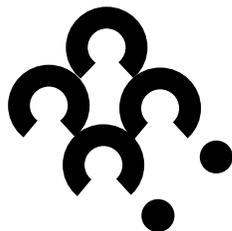

A Review of Navy Survey Data Relevant to Implementation and Evaluation of the Human Performance Feedback and Development Model

Technical Report No. 471

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Executive Summary

Background

People are an indispensable element in mission accomplishment. Consequently, the Navy has begun to underscore the notion that a Sailor's career is a lifelong learning continuum. This strategy aims toward producing motivated and well-trained Sailors who possess the knowledge, skills, and abilities to do their jobs. Initiatives such as Task Force EXCEL (Task Force for Excellence through Commitment to Education and Learning) and Sea Warrior have already begun to operationalize this strategy.

The Task Force Excel Performance Vector Research Team (PVRT) recently completed development of new performance management and appraisal systems for all supervisory and non-supervisory personnel in the U. S. Navy. The new "counseling" component is known as the Human Performance Feedback and Development (HPFD) model. The performance appraisal component utilizes the behaviors identified in the HPFD model, and consists of one form for supervisory-level personnel and a separate form for non-supervisory-level personnel.

Program Evaluation

In order to closely monitor HPFD's implementation, and facilitate its positive impact, the PVRT has undertaken a program evaluation effort to gather individual and organization-relevant data germane to HPFD implementation. The overall research plan involves collecting performance and attitudinal data at multiple points in time to assess this program, and to allow system fine-tuning, as required, based on results of data analyses.

The effort reported here involves preliminary activities to identify existing Navy surveys and survey data that might provide some insight into current system users' attitudes and opinions. In turn, then, current items and data may establish some preliminary, or baseline, perspectives as we begin new system implementation. In addition, these existing surveys should provide useful items that can be integrated into our on-going evaluation efforts. Then, as we move toward development of a more focused survey, these items can be imbedded in the new survey.

Methodology

Databases

Three available databases were identified as useful for providing basic baseline data prior to implementation of the HPFD. These included: 1) the Navy-wide Personnel Survey of 2000; 2) the Navy-wide Personnel Survey of 2002; and 3) the Navy Quality of Life Survey administered in 2002.

Item Selection and Data Analysis Plan

Item content from each of the three surveys was examined for potential relevance to performance management program evaluation, as well as for offering potential insight into levels of respondent attitudes/opinions about these key issues. We were particularly interested in items that elicited responses concerning the annual FITREP, career counseling, advancement/promotion, training opportunities, and supervisory leadership and support; in sum, content with some link to components of the HPFD. Given the purposes stated earlier, our analysis strategy entailed primarily use of frequency tabulations, descriptive statistics, and some exploration of these results within paygrade categories.

Results

Results of our survey data review suggest a fair amount of consistency across the three data sets, both across issues and within paygrades. First, related to the Navy's advancement and EVAL/FITREP systems, although Navy personnel have a relatively clear understanding of these systems and processes, they do not appear to have a great deal of confidence in either the systems' ability to evaluate properly or promote the best Sailors. Negative feelings were especially strong for junior and mid-level enlisted personnel.

Survey respondents also offered a weak endorsement of the Navy's career development process, especially the existing counseling system and process. Specifically, respondents suggested that they received neither timely nor adequate counseling. Survey respondents were also generally ambivalent about issues related to training. For example, they were only moderately satisfied with upgrade training, and not entirely convinced that the training they received prepared them for the requirements of the job. Concerns were also expressed about both supervisor and command leadership's ability to provide adequate guidance and support to their Sailors.

Finally, responding to broad items tied to morale, satisfaction, and intent to remain in the Navy, survey participants suggested rather low levels of morale and job satisfaction, especially as it relates to communication, support and guidance, and the performance evaluation system.

Relevant Constructs to Target for New Survey Development

The three surveys reviewed in this report provide a useful foundation for developing a survey to collect information relevant to implementation of the new performance evaluation system. Constructs and items from previous surveys of greatest relevance to a future survey development effort involve career issues linked to advancement/promotion, EVAL/FITREPs, career development, and career counseling. Any programmatic evaluation of the new HPFD system should include an assessment of these factors.

In addition, because a Sailor's immediate supervisor plays such a critical role in evaluating performance; offering guidance, counseling, and feedback; influencing training and career choices; fostering flow of communication; and generally affecting morale, satisfaction, and decisions about remaining in the Navy, survey items should also target these supervisor and command leadership issues.

Because our interest is primarily in issues surrounding the performance evaluation system, item development should explore in detail, issues related to performance evaluation, performance counseling, career counseling, and career advancement/promotion.

Also, since our efforts over the last several years have been conducted within the context of the Task Force EXCEL and the Sailor Continuum, we may also wish to consider gathering information relevant to the other four vectors that comprise the Sailor continuum. Such information may provide both additional understanding of the current effort, and useful insight concerning the broader context of the Task Force EXCEL initiative.

Next Steps

Given the findings from the current effort, the next step is to identify (and develop) a set of survey items for use in evaluating the new HPFD system that is in the process of being implemented throughout the Navy. The NPS2000, NPS2002, and QoL2002 provide a good starting point, with a number of relevant items. Additional items that explore in greater detail issues pertinent to our work can be readily produced to complete a draft survey.

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Introduction

Background

Over the last several years the Navy has focused extensive time and energy on enriching their culture and operational environment through maximizing the value of their human capital. Certainly, for the Navy, people are an indispensable element in mission accomplishment. Consequently, their strategy emphasizes approaching a Sailor's career as a lifelong learning continuum gauged toward producing motivated and well-trained Sailors who possess the knowledge, skills, and abilities to do their jobs. Initiatives such as Task Force EXCEL (Task Force for Excellence through Commitment to Education and Learning) and Sea Warrior have already begun to operationalize this strategy.

The Human Performance Feedback and Development (HPFD) Model

During Fiscal Year 2002, the Task Force Excel Performance Vector Research Team (PVRT) was given the responsibility of conducting a scientifically based effort to develop a new performance management and appraisal system for all supervisory and non-supervisory personnel in the U. S. Navy. The new "counseling" component is a fundamental shift from the current trait based system to a behaviorally based performance management system, which is now known as the Human Performance Feedback and Development (HPFD) model. It is in the process of transitioning to Navy's core HRMS for Fleet use. The performance appraisal tool utilizes the behaviors identified in the HPFD model, and consists of one form for supervisory-level personnel and a separate form for non-supervisory-level personnel. Deployment of the new appraisal system is scheduled for Jan 05.

Program Evaluation

Because the HPFD provides a vital cornerstone for the Navy's cultural transformation -- and because its influence is so far-reaching -- it is important to closely monitor its implementation, and facilitate its positive impact. Consequently, the PVRT has undertaken a program evaluation effort to gather individual and organization-relevant data germane to HPFD implementation. The research plan involves collecting performance and attitudinal data at multiple points in time to assess this program, and to allow system fine-tuning, as required, based on results of data analyses.

Focus of Current Effort

The effort reported here involves preliminary activities to identify existing Navy surveys and survey data that might provide some insight into current system users' attitudes and opinions. In turn, then, current items and data may establish some preliminary, or baseline, perspectives as we begin new system implementation.

Certainly there will be problems with trying to infer change due to implementation of the Navy's HPFD model. Nevertheless, it seems like the data can serve at least two useful purposes. First, while not suggesting a direct link exists between implementation of the new system and improvement in attitudes/opinions, we can (with the proper qualifiers) show where attitudes/opinions were before and where they are now (once the next wave of data is collected). Second, in a general sense it seems worthwhile to have some accurate information on how Navy personnel view their jobs, and current assignments, as well as opinions on more specific/relevant issues like the fitness report/evaluation system, advancement/promotion system etc. In addition, these existing surveys should provide useful items that can be integrated into our on-going evaluation efforts. Then, as we move toward development of a more focused survey, these items can be imbedded in the new survey.

In the section that follows, we provide a description of the surveys identified as useful for our purposes, and their accompanying data bases.

Description of the Databases

Three available databases were identified as useful for providing basic baseline data prior to implementation of the HPFD. These included: 1) the Navy-wide Personnel Survey of 2000; 2) the Navy-wide Personnel Survey of 2002; and 3) the Navy Quality of Life Survey administered in 2002. The strategy, then, was to identify potentially informative items to be extracted from the larger databases.

Navy-wide Personnel Survey (NPS) 2000

The NPS2000 was designed to collect information from Sailors on issues related to gender integration, training/education needs, leadership satisfaction, job characteristics, job satisfaction, career development, and overall satisfaction with Navy life. The survey was developed and administered by the Navy Personnel Research, Studies, and Technology (NPRST) Department at the Navy Personnel Command. The survey consisted of 99 items, most in multiple response option formats. The NPS has been administered bi-annually since 1990. The survey was mailed in a paper-and-pencil format to approximately 20,000 active-duty Navy personnel (E-2 through E-9, and W2 through O-8), and resulted in a return rate of approximately 33%.

Navy-wide Personnel Survey (NPS) 2002

The NPS2002 was designed to collect information from Sailors on issues related to work life, career development, and career decisions; as noted earlier, the NPS has been administered bi-annually since 1990. Survey administration targeted approximately 16,000 active-duty Navy personnel (E-2 through E-9, and W2 through O-8) via both paper and internet administration modes. The survey was developed and administered by NPRST, and consisted of 100 items, most in a multiple response option formats. The response rate was approximately 28%.

Navy Quality of Life (QoL) Survey 2002

The QoL2002 survey was designed to collect information from Sailors on issues related to quality of life in 15 areas, including four professional areas (i.e., shipboard life, career development, current job and Sailor preparedness) and 11 personal areas (e.g., leave and recreation, standard of living/ income levels). The survey consisted of 102 items, most in a multiple response option formats. The survey was developed and administered by NPRST. Survey administration targeted approximately 17,000 active-duty Navy personnel (E-1 through E-9, and

W2 through O-8) via paper administration, achieving a response rate of approximately 31%.

Sampling and Weighting Issues

All three databases employed both sampling and weighting strategies to allow generalization of results to the larger Navy population. The data were weighted to be representative of known population characteristics, a strategy that is used frequently in survey research as a means of increasing the accuracy of estimates of target population attitudes and opinions by adjusting the overall proportions to match known population characteristics. NPS survey researchers employed a weighting algorithm based on gender, majority/minority status, and paygrade. The QoL survey researchers appear to have employed a weighting strategy, based on paygrade.

Excellent reports exist summarizing and generalizing these survey results to the Navy population. Our purpose was, instead, to: 1) identify items that might be useful for inclusion in a performance management program evaluation survey to be developed; and 2) gauge attitudes/opinions about these key items from each survey's respondents. For these reasons, and the fact that survey researchers used different weighting strategies across the different surveys, rendering the weighted means incomparable across surveys, we chose to use the unweighted data from each survey. Going forward, decisions will need to be made about the usefulness of comparing responses across datasets (i.e., over time), and if so then the mechanics required for "standardizing" all data sets, including the one(s) developed for this project.

Methodology

Item Selection and Data Analysis Plan

Item content from each of the three surveys was examined for potential relevance to performance management program evaluation, as well as for offering insight into *present* levels of respondent attitudes/opinions about these key issues. We were particularly interested in items that elicited responses concerning the annual FITREP, career counseling, advancement/promotion, training opportunities, supervisory leadership and support, and factors related to job satisfaction and morale; in sum, content with some link to components of the HPFD. In addition, items containing common content across surveys might offer some evidence of baseline levels of respondent attitudes/opinions prior to gathering similar data in the future surrounding HPFD implementation.

Content analysis of the three surveys identified a number of common items (across surveys) and some unique items that were deemed relevant to our work. These items were clustered under several broad themes to simplify presentation of the findings. Given the purposes stated earlier, our analysis strategy was straightforward. Because our intent was to summarize survey responses for relevant items from the three surveys, our analyses entailed primarily use of frequency tabulations, descriptive statistics, and some exploration of these results within paygrade categories.

Sample Demographics

NPS2000 respondents were primarily male (87%) and Caucasian (71%). Fifty-three percent were (at the time they responded) assigned to sea duty, and 40% had five or fewer years on active duty, while almost 44% had served 10 or more years on active duty. Paygrade was distributed as shown in Table 1.

Paygrade	Frequency	%	Valid %	Cumulative %
E-3 & Below	1253	20.2	20.5	20.5
E-4 thru E-6	3215	51.9	52.6	73.1
E-7 thru E-9	552	8.9	9.0	82.1
WO	37	.6	.6	82.7
01-03	641	10.4	10.5	93.2

Table 1 (Continued)				
Paygrade	Frequency	%	Valid %	Cumulative %
O4 & above	415	6.7	6.8	100.0
Total	6113	98.7	100.0	
Missing	78	1.3		
Total	6191	100.0		

NPS2002 respondents were primarily male (76.3%) and Caucasian (56.5%). Just over fifty-three percent were (at the time they responded) assigned to shore duty, and 29.4% had five or fewer years on active duty, while almost 55% had served 10 or more years on active duty. Paygrade was distributed as shown in Table 2.

Table 2 NPS2002 Paygrade Demographics				
Paygrade	Frequency	%	Valid %	Cumulative %
E-3 & Below	372	10.7	10.7	10.7
E-4 thru E-6	1155	33.3	33.3	44.0
E-7 thru E-9	420	12.1	12.1	56.1
WO	382	11.0	11.0	67.1
O1-03	574	16.5	16.5	83.6
O4 & above	568	16.4	16.4	100.0
Total	3471	100.0		

QoL2002 respondents were male (54%) and primarily Caucasian (72%). Fifty-eight percent were (at the time they responded) assigned to shore duty, and 40% had five or fewer years on active duty, while almost 44% had served 10 or more years on active duty. Survey respondents averaged just under 12 years of active duty service. Paygrade was distributed as shown in Table 3.

Table 3 QoL2002 Paygrade Demographics			
Paygrade	Frequency	Percent	Cumulative Percent
E1-E3	349	7.6	7.7
E4-E6	1831	39.9	47.5
E7-E9	332	7.2	55.7
CWO	71	1.5	57.2
O1-03	948	20.7	78.3
O4-06	1053	23.0	100.0
Total	4584	100.0	

Results

Survey items of potential interest to the current effort were clustered into seven broad categories for discussion purposes. These categories encompass: 1) advancement/promotion; 2) job performance; 3) career development; 4) training; 5) leadership; 6) morale and satisfaction; and 7) intentions of leaving or staying in the Navy. These categories also reflect the results of exploratory factor analytic work we carried out on these survey data. We will return to a discussion of these factor analytic results later in the report.

Advancement/Promotion

Using a five-point agree/disagree scale, the NPS2000 presented four statements focusing on the Navy's advancement system (see Table 1 in the Appendix).

Nearly 78% of NPS2000 respondents suggested that they "have a clear understanding of the present Navy advancement system" -- either agreeing or strongly agreeing with the statement. Interestingly, a much smaller percentage suggested that they were "satisfied with the advancement system" (34.7%); with a larger percentage expressing dissatisfaction (almost 45% suggesting they either disagreed or disagreed strongly with the statement). In addition, only 23.4% of the survey respondents agreed that "the most qualified and deserving Sailors get promoted," while over 55% disagreed with this statement.

Respondent disenchantment with the advancement system was especially pronounced in the enlisted ranks (as reflected in their dissatisfaction with the advancement system, and their disagreement that the most qualified Sailors get promoted). Forty-four percent of E3 and below and 53% of E4 to E6 expressed dissatisfaction with the system; all three enlisted categories either disagreed or strongly disagreed that the most qualified Sailors are the ones that get promoted (E3 and below, 52%; E4-6, 65%; E7-9, 50%).

Similar items addressing advancement were included on the NPS2002 instrument (Table 1 in the Appendix).

While almost 86% of NPS2002 participants responded that they "have a clear understanding of the present Navy advancement system," only 44.4% suggested that they were "satisfied with the advancement system;" with nearly as large a percentage expressing dissatisfaction (41.3%). In addition, only 36.6% of the survey respondents agreed that "the most qualified and deserving Sailors get promoted." Still, 63.2% expected to be promoted within their current term of service.

Again, respondent disenchantment with the advancement system was especially pronounced in the enlisted ranks. More than 52% of E3 and below and almost 51% of E4 to E6 expressed dissatisfaction with the system; in fact, satisfaction levels for all enlisted paygrades and the warrant officer paygrades did not exceed 50%. Interestingly, the only paygrades that had more respondents who agreed (than disagreed) that the most qualified Sailors are the ones that get promoted were the 04-06 paygrades.

Job Performance

Several NPS2000 items also examined opinions about the Navy's current evaluation/fitness report systems (see Table 2 in the Appendix). Respondents expressed rather strong, negative opinions concerning their EVALs/FITREPs. Only 32.4% believed that the most qualified and deserving Sailors ranked high on their EVALs/FITREPs (with almost half of the sample -- 48.7% -- suggesting otherwise). Again, these opinions were most pronounced within the enlisted sample, with relatively few junior enlisted (35.5%), mid-level enlisted (24.6%), and senior enlisted (45.4%) agreeing with the statement. In spite of this skepticism, 61.8% noted that they believed their last EVALs/FITREPs was fair and accurate, 66% suggested that their last promotion recommendation was fair and accurate, and 68% said the EVALs/FITREPs were conducted in a timely fashion.

An even greater percentage (77.3%) commented that they had been able to submit their own input at their last EVAL/FITREP. Finally, in terms of being recognized for their accomplishments, almost 60% of respondents suggested that this recognition was accomplished on their EVAL/FITREP (although again, junior and mid-level enlisted respondents were consistently lower). In addition, only about 37% of respondents suggested this was demonstrated through appropriate rewards.

The NPS2002 included these same seven items, as well as items addressing understanding of the EVAL/FITREP system and satisfaction with the current system (Tables 2 and 3 in the Appendix).

Just as with NPS2000, respondents expressed relatively negative opinions concerning their EVALs/FITREPs. Just 49% of respondents suggested they were satisfied with the current EVAL/FITREP system. In addition, only 36.9% believed that the most qualified and deserving Sailors ranked high on their EVALs/FITREPs (with almost half of the sample (44.9%) suggesting otherwise). Again, these opinions were most pronounced within the enlisted sample.

In spite of this skepticism, nearly 85% commented that they had a clear understanding of the system, 72.3% noted that they believed their last EVAL/FITREP was fair and accurate, 75.8% suggested that their last promotion

recommendation was fair and accurate, and just over 77% said the EVALs/FITREPs were conducted in a timely fashion. An even greater percentage (83.7%) commented that they had been able to submit their own input at their last EVAL/FITREP.

Finally, related to being recognized for their accomplishments, 63.4% of respondents suggested that this recognition was accomplished on their EVAL/FITREP (although again, junior (37.0%) and mid-level (51.2%) enlisted respondents were consistently lower). In addition, only 47% suggested this was demonstrated through appropriate rewards.

The QoL2002 survey also asked respondents whether they believed they had been adequately recognized for their accomplishments on their EVALs/FITREPs; 65% responded that they had. Nonetheless, junior and mid-level enlisted respondents showed less agreement, with 36.1 and 31% (respectively) disagreeing with the statement.

Career Development

The NPS2000 presented seven items dealing with career development (see Table 4 in the Appendix).

Survey respondents showed a surprisingly uniform and weak endorsement for the career development system. For example, only a slim majority (55%) believed they had a clearly defined career path, and just over 58% suggested that they had made sufficient progress in their advancement. In addition, only 43% believed their career and professional needs would be met over the next year by staying in the Navy.

In terms of guidance and counseling, fewer than 40% commented that they had received adequate counseling from their immediate supervisor, and just over 41% thought they had received proper career development guidance from the Navy. Finally, an even smaller percentage of respondents believed that command leadership plays an active role in professional development of junior officers (32.4%) or junior enlisted personnel (40.0%). These opinions about career development were pervasive across all paygrade categories, but were especially pronounced within the junior and mid-level enlisted groups.

The NPS2002 included items targeting similar issues as did the NPS2000 survey (see Table 5). In addition, several items were added to examine frequency of counseling.

For NPS2002 respondents, 77.5% stated that they had received the Navy designator, rating, or community of their choice; and 71.4% of respondents believed they had a clearly defined career path. In addition, just over 73% suggested that they had made sufficient progress in their advancement. All three

items showed stronger positive responses than did the NPS2000 survey. Also, 70.5% stated that they were satisfied with their Navy designator/rating/community.

Relative to guidance and counseling, only 46.7% commented that they had received adequate counseling from their immediate supervisor, and just 38.5% thought they had received adequate career development guidance from their division/department/command counselor. Finally, a minority of respondents believed that command leadership plays an active role in professional development of junior officers (46.3%), although these percentages were a bit higher for junior enlisted personnel (55.3%). Negative opinions about career development were pervasive across all paygrade categories, but were especially pronounced within the junior and mid-level enlisted groups.

When asked about the frequency of counseling/guidance received from their immediate supervisor, over 35% stated that they had never received counseling from their supervisor (44.3% of junior enlisted respondents), and another 40% noted that they had received counseling no more frequently than every six months. In addition, when asked about frequency of counseling from their division/department/command counselor, over 48% said they had received no counseling and an additional 37% said that it had been six months or more.

The QoL2002 survey included only one item that addressed the issue of advancement, asking participants to agree/disagree with the statement, "I have made sufficient progress/advancement within my current designator, rating, or community." Almost 72% of respondents agreed with the statement.

Training Issues

Several NPS2000 items (Table 6 in the Appendix) queried respondents about military training issues. Nearly 57% responded that they had access to adequate military technical training. This percentage increased to almost 68% when asked about access to general military training. Fifty-seven percent believed they had access to training opportunities to upgrade their military skills and qualifications, while only 52% agreed or strongly agreed with the statement that Navy training/education had prepared them well for their current job. Also, only 47% suggested that Navy training/education had prepared their workgroup/squadron well to do their jobs. When asked about satisfaction with the level of operational training they had received at their current command, and the amount of time given to upgrade their skills, only 46.1% and 41.7%, respectively, suggested they were satisfied. These trends were consistent across all respondents, regardless of paygrade.

Nine NPS2002 items addressed training issues. Six items mirrored NPS2000 items, with the additional items included to amplify several factors (see Table 7 in the Appendix). Only 47.4% responded that they had access to adequate military technical training, and only 39.7% were satisfied with the technical training they had received from their command. Only 44.9% believed they had access to training opportunities to upgrade their military skills and qualifications, and only 38.5% suggested they were satisfied with this amount of upgrade training. Also, 57.4% believed that with the statement that Navy training/education had prepared them well for their current job. In addition, only 54.4% suggested that Navy training/education had prepared their workgroup/squadron well to do their jobs.

When asked about satisfaction with the level of operational training they had received at their current command, only 44% suggested they were satisfied. Finally, 57.2% believed their participation in Navy training increased their chances of advancing/ being promoted. These trends were consistent across all respondents, regardless of paygrade.

The QoL2002 survey included six of the seven items found on the NPS2000 survey (see Appendix, Table 6). A strong majority of respondents agreed with the first three statements: access to adequate military technical training (70.8%), access to adequate general military training/education (77.4%), and access to training opportunities to upgrade military skills and training (69.7%). Just over 53% felt like they had received adequate time to upgrade their skills, but again these numbers increased when asked about whether their Navy training had prepared them well for their current job (65.2%) and prepared their workgroups adequately for the current jobs (63.4%). In addition, junior and mid-level enlisted paygrades tended to express less favorable opinions across these training items.

Leadership

One section of the NPS2000 pursued leadership issues by probing different aspects surrounding supervisory and command leadership. For example, one item asked respondents to note their level of agreement/disagreement with 20 statements about their immediate supervisor (Table 8 in the Appendix).

Results suggest that across almost all of these 20 items, supervisors garner only moderate support/endorsement. Eighteen of the 20 items show less than 60 percent agreement, and for two of the items, agreement drops below 50%. In addition, these trends can be found across all paygrade levels, although the junior and mid-level enlisted categories tend to show even less agreement with the item statement than the other paygrades.

A second set of NPS2000 items addressed five broad aspects of supervisory performance (see the Appendix, Table 9). A large percentage of respondents believed that their immediate supervisors have adequate training/expertise to do their job (74.5%), but these agreement percentages consistently dropped for each

of the other items: “my immediate supervisor is fair and ethical in dealing with others” (63.3%); “overall, I am satisfied with the quality of my immediate supervisor” (60.9%); “my immediate supervisor makes good decisions” (60.0%); and “my immediate supervisor deals well with subordinates” (58.0%). Again, the junior and mid-level enlisted paygrades tended to express less support/agreement than did the other paygrades.

A similar set of NPS2000 items addressed these broad issues in terms of command leadership (Table 10 in the Appendix). Again, strongest support was found for the belief in the adequacy of job training/expertise (70.1%), but these agreement percentages again dropped for each of the other items, and all were lower than the levels expressed for immediate supervision: “my command leadership is fair and ethical in dealing with others” (53.7%); “overall, I am satisfied with the quality of my command leadership” (52.6%); “my command leadership makes good decisions” (50.1%); and, “my command leadership deals well with subordinates” (49.9%). This trend was especially true for the junior and mid-level enlisted paygrades, where agreement ratings in the mid-forties were typical.

A number of NPS2002 items also addressed supervisory and command leadership issues. One set of nine items focus on broad aspects of supervisory performance (see Tables 11 and 12 in the Appendix). The large percentage of respondents believed that their immediate supervisors have adequate training/expertise to do their job (83.2%), and these agreement percentages stayed relatively strong across the other eight items. Again, however, the junior and mid-level enlisted paygrades tended to express less support/agreement than did the other paygrades.

For command leadership, again, strongest support was found for the belief that this level of leadership has adequate training/expertise to do their job (82.3%), and these agreement percentages remained relatively high for each of the other items. However, the trend of less support from the junior and mid-level enlisted paygrades continued across these items as well.

Morale and Satisfaction

Another cluster of survey items focused on respondent morale and satisfaction, especially as it relates to the job.

Morale

One item from the NPS2000 asked respondents to rate (high, medium, low) the overall morale of their present or most recent command. Not quite 17% responded that command morale was high, while almost 40% suggested that it was low. These numbers reflect the especially low morale of the junior and mid-level enlisted paygrades (only 16% and 11% respectively, responding that their morale was high).

The same morale item was also used in the NPS2002, but with a five-point scale (very high, high, medium, low, very low) to rate the overall morale of their present or most recent command. Not quite 36% responded that command morale was high or very high, while over 23% suggested that it was low or very low. Again, these numbers reflect the especially low morale of the junior and mid-level enlisted paygrades (34.5% and 35.4% respectively, responding that their morale was low or very low).

In addition, a series of 12 items explored factors positively and negatively affecting morale at their command (see Table 13 in the Appendix). Navy support services, leadership (immediate supervisor), and performance of the crew are seen as having the most positive impact on command morale. Conversely, unit manning, attitude of co-workers, and pay/compensation are seen as having the most negative effect on morale. A look across paygrades generally reinforces these numbers, with relatively strong agreement for all three items collecting the highest negative percentages (although junior enlisted and officer paygrades emphasized the potential negativity of co-worker attitudes). In addition, while strong agreement resulted for the positive impact of Navy support services and performance of the crew, junior and mid-level enlisted paygrades were strongly divided about the impact of leadership, with high percentages suggesting both a potential positive and negative impact.

The NPS2002 also included a series of items directed at examining *morale* (see Table 14 in the Appendix). Sixteen items explored factors positively and negatively affecting morale at their command.

Co-workers/shipmates, immediate supervisor, and quality of educational programs are seen as having the most positive impact on command morale. Conversely, workload, group/unit manning, and TEMPO are seen as having the most negative affect on morale. A look across paygrades generally reinforces these numbers. However, junior and mid-level enlisted respondents view co-workers/shipmates as having a greater potential for negative morale (29.0% and 24.7%) than do the other paygrades. In addition, these same paygrades believe more strongly that the immediate supervisor and command leadership can adversely affect morale.

Satisfaction

A final set of NPS2000 items examined respondents' *satisfaction* with various aspects of their job (see Table 15 in the Appendix). The top four satisfiers are: 1) job security (75.8%); 2) the amount of responsibility I have at my job (67.1%); 3) respect and fair treatment from peers and co-workers (65.4%); and 4) amount of freedom I am given to do my job (62.1%). The bottom four satisfiers are: 1) supply of parts and equipment necessary to get the job done (32.1%); 2) quality of communication up and down the chain of command (35.4%); 3) availability of

advancement/promotion opportunities (41.8%); and 4) leadership provided by my command (42.3%).

Generally, these findings were consistent across paygrades (job security was rated especially high by all categories), but not surprisingly, there were some differences. Across most of the items, respondents in the junior and mid-level enlisted categories tended to be less satisfied than other paygrades. In addition, these junior and mid-level enlisted paygrades tended to be more satisfied than other paygrades with their educational support. Finally, while all paygrades expressed some displeasure with the quality of communication up and down the chain of command, the junior and mid-level enlisted respondents were especially dissatisfied.

A single 2002 NPS item asked about overall satisfaction with the respondent's Navy job. Over 66% of respondents said that they were either satisfied or very satisfied with their Navy jobs. However, again, a much greater percentage of junior (33.3%) and mid-level (23.2%) enlisted respondents were dissatisfied with their jobs.

NPS2002 also contained items examining respondents' satisfaction with various aspects of their job (see Table 16 in the Appendix). The top four satisfiers are: 1) job security (81.5%); 2) the amount of responsibility I have at my job (80.3%); 3) amount of freedom I am given to do my job (76.6%); and 4) amount of challenge in my job (74.2%). Generally, most of these findings were consistent across paygrades; however, junior and mid-level enlisted paygrades tended to be less satisfied across almost all of the items, often by 15 to 20 percentage points.

A similar set of QoL2002 survey items examined respondents' satisfaction with aspects of their job (Table 17 in the Appendix). Here the top four satisfiers are: 1) job security (87.3%); 2) ability to work independently (81.2%); 3) satisfaction with benefits (77.6%); and 4) feeling of accomplishment you get from doing your job (76.1%). The bottom four satisfiers were all tied to performance constraints, namely: 1) availability of supplies (40.5%); 2) age of equipment used in your work (46.8%); 3) the number of quick response tasks (47.5%); and 4) availability of outside maintenance support (47.7%). Again, most of these findings were relatively consistent across paygrades (job security was rated especially high by all categories), but across most of the items respondents in the junior and mid-level enlisted categories tended to be somewhat less satisfied than other paygrades. Not surprisingly, junior and mid-level enlisted paygrades' dissatisfaction with pay was especially pronounced.

The QoL2002 survey also included two broad satisfaction items that queried overall satisfaction with the job and satisfaction with career development. With both items, satisfaction levels were relatively high (70.2% and 75.1%), and in fact, were suppressed by agreement levels 10 or more percentage points lower for junior and mid-level enlisted paygrades.

Factors Influencing Decisions to Stay or Leave the Navy

Finally, when asked to identify five factors (from a list of 22) that contribute most to their decisions about staying in the Navy the NPS2000 sample picked as the top five reasons: 1) enjoyment of their Navy job; 2) location of next duty station; 3) military pay; 4) civilian job opportunities; and 5) desire to pursue college or graduate education (see Table 18 in the Appendix for items and specific results).

The NPS2002 asked respondents to rate how each of 18 factors (Table 19 in the Appendix) might affect their likelihood of staying or leaving the Navy. The factors identified as most important for *staying* were: 1) retirement benefits (70.6%); 2) enjoyment of your Navy job (70.4%); 3) location of the next duty assignment (68.3%); 4) advancement/promotion potential (66.9%); and 5) type of next duty assignment (64.9%). Only two factors appeared to be particularly influential in intent to *leave*, and those were current civilian job opportunity (27.2%), and military pay (16.9%).

The NPS2002 also examined the influence of specific individuals on a Sailor's intent to stay or leave the Navy (see the Appendix, Table 20). Results suggested that spouses have the greatest influence (41.5% affect staying), followed by military peers (30.7%), and children (29.4%).

Discussion and Next Steps

As we noted in the introduction to this report, our intent here has not been to provide a definitive review of the results from the NPS2002, NPS2000, and QoL2002. A variety of reports and presentations are available that provide a detailed examination. Information from these reports does have relevance for our effort, however, relative to providing information pertinent to our evaluation of the Navy's new HPFD model.

Brief Summary of Findings from the Data

Results of our survey data review suggest a fair amount of response consistency across the three data sets, both in terms of patterns of responding across issues, and differences (when they exist) across paygrades.

The "career issues" examined in these surveys were of particular relevance. First, related to the Navy's advancement and EVAL/FITREP systems, it appears that although Navy personnel have a relatively clear understanding of these systems and their associated processes, they do not express a great deal of confidence in either the systems' ability to evaluate properly or promote the best Sailors. Negative feelings were especially strong for junior and mid-level enlisted personnel.

In addition, respondents offered a weak endorsement of the Navy's career development process, especially the existing counseling system and process. Specifically, respondents suggested that they received neither timely nor adequate counseling.

Survey respondents were also generally ambivalent about issues related to training. For example, they were only moderately satisfied with upgrade training, and not entirely convinced that the training they received had prepared them for the requirements of the job.

Thoughts about leadership were tied, in many ways, to previously noted concerns about career support. Respondents expressed concerns about both supervisor and command leadership's ability to provide adequate guidance and support to their Sailors.

Finally, responding to broad items tied to morale, satisfaction, and intent to remain in the Navy, survey participants suggested rather low levels of morale and job satisfaction, especially as it relates to communication, support and guidance, and the performance evaluation system.

Relevant Constructs to Target for New Survey Development

The three surveys reviewed in this report provide a useful foundation for developing a survey to collect information relevant to implementation of the new performance evaluation system. What follows are some preliminary thoughts about relevant constructs to be considered for inclusion in a new survey.

Candidate Constructs and Survey Design from Previous Surveys

Constructs and items from previous surveys of greatest relevance to the current effort involve career issues linked to advancement/promotion, EVAL/FITREPs, career development, and career counseling. Any programmatic evaluation of the new HPFD system should include an assessment of these factors.

In addition, because a Sailor's immediate supervisor plays such a critical role in evaluating performance; offering guidance, counseling, and feedback; influencing training and career choices; fostering flow of communication; and generally affecting morale, satisfaction, and decisions about remaining in the Navy, survey items should also target these supervisor-related issues. Command leadership issues are relevant as well.

As part of our examination of these three survey databases, we performed a series of factor analyses. Because the NPS2002 contained the largest number of relevant items, its database provided the most useful target for factor analysis. As we noted earlier, our organization of the results was driven, in part, by the results of this factor analytic work.

The NPS2002 data were submitted to a principle components analysis (PCA) with orthogonal rotation of components to a varimax solution. Component solutions, ranging between 5 and 10, were analyzed and interpreted. Results from the PCA indicated that the nine-component solution was the most interpretable. Table 21 in the appendix contains the component loadings for the nine-component solution. These nine factors were labeled: 1) Intent to Stay/Leave Due to Job Factors; 2) Supervisory Leadership; 3) Promotion/FITREP; 4) Training/Career Issues; 5) Morale; 6) Job Satisfaction; 7) Satisfaction with Co-workers; 8) Command Leadership; and 9) Intent to Stay/Leave Due to People.

The factor analysis results also provide an opportunity to diagnose and evaluate individual survey items. Those items that did *not* load on their intended factor should probably be dropped from consideration for the new survey or rewritten to more clearly reflect the appropriate survey topic. This should contribute to the efficiency and effectiveness of this survey.

Additional Constructs

Because our interest is in issues surrounding the performance evaluation system, and the related factors mentioned in the previous section, item development should include a more in-depth coverage of each factor. For example, subsections of the survey could explore in detail issues related to performance evaluation, performance counseling, career counseling, and career advancement/promotion.

Because our efforts over the last several years have been conducted within the context of the Task Force EXCEL and the Sailor Continuum, we may also wish to consider gathering information relevant to the other four vectors that comprise the Sailor continuum. Such information may provide both additional understanding of the current effort, and useful insight concerning the broader context of the Task Force EXCEL initiative.

Next Steps

Given the findings from the current effort, the next step is to identify (and develop) a set of survey items for use in evaluating the new HPFD system that is in the process of being implemented throughout the Navy. The NPS2002, NPS2000, and QoL2002 provide a good starting point, with a number of relevant items. Additional items that explore in greater detail issues pertinent to our work can be readily produced to complete a draft survey.

Appendix

**Table 1
Navy Advancement System – NPS2000 and 2002**

	Percent Agreement	
	NPS2000	NPS2002
I have a clear understanding of the present Navy advancement system	77.6	85.6
I am satisfied with the present Navy advancement system	34.7	44.4
I expect to be advanced within my current term of service, commitment, or obligated service	58.2	63.2
The most qualified and deserving Sailors get promoted	23.4	36.6

**Table 2
Navy Eval/Fitreprs – NPS2000 and 2002**

	Percent Agreement	
	NPS2000	NPS2002
The most qualified and deserving Sailors rank high on their EVALs/FITREPs	32.4	36.9
My last EVAL/FITREP was fair and accurate	61.8	72.3
My last EVAL/FITREP was conducted in a timely manner	68.0	77.1
I was able to submit my own input at my last EVAL/FITREP	77.3	83.7
My last promotion recommendation was fair and accurate	66.0	75.8
I feel that I have been adequately recognized for my accomplishments on my EVALs/FITREPs	55.9	63.4
I feel that I have been adequately recognized for my accomplishments with appropriate awards	36.9	47.0

**Table 3
Navy Eval/Fitreprs – NPS2002**

	Percent Agreement
I have a clear understanding of the present EVAL/FITREP system	84.7
I am satisfied with the present Navy EVAL/FITREP system	49.0

Table 4
Career Development Issues – NPS2000

	Percent Agreement
I have a clearly defined career path for my designator, rating, or community	55.0
I have received adequate career counseling from my immediate supervisor	39.5
I have been given proper guidance for my career development in the Navy	41.4
I have made sufficient progress in my advancement for my designator, rating, or community	58.5
If I stay in the Navy over the next year, my immediate career or professional needs are likely to be met	43.0
My command leadership plays an active role in the professional development of junior enlisted Sailors	40.0
My command leadership plays an active role in the professional development of junior officers	32.4

Table 5
Career Development Issues – NPS2002

	Percent Agreement
I was able to get the Navy designator, rating, or community of my choice	77.5
I have a clearly defined career path for my designator, rating, or community	71.4
I am satisfied with my Navy rating, designator, or community	70.5
I have been given adequate career counseling/guidance on my career development by my immediate supervisor	46.7
I have been given adequate counseling/guidance on my career development by my division, department or command career counselor	38.5
I have made sufficient progress in my advancement for my designator, rating, or community	73.3
My command leadership plays an active role in the professional development of junior enlisted Sailors	55.3
My command leadership plays an active role in the professional development of junior officers	46.3

Table 6
Military Training Issues – NPS2000 and QoL2002

	Percent Agreement	
	NPS2000	QoL2002
I have access to adequate military technical training	56.6	70.8
I have access to adequate general military training/education	67.5	77.4
I have access to training opportunities to upgrade my military skills and qualifications	57.1	69.7
I am satisfied with the level of operational training I have received at my command	46.1	----
I am satisfied with the amount of time I am given to upgrade my skills	41.7	53.1
Navy training/education has prepared me well for my current job	55.9	65.2
Navy training/education has well prepared the members of my workgroup/ squadron to do their current jobs	36.9	63.4

Table 7
Military Training Issues – NPS2002

	Percent Agreement
I have access to adequate technical training at my command	47.4
I am satisfied with the Navy technical training I have received at my command	39.7
I have access to training opportunities to upgrade my rating/specialty skills and qualifications at my command	44.9
I am satisfied with the amount of time I am given to upgrade my rating/skills and qualifications at my command	38.5
I have access to adequate operational training at my command	47.4
I am satisfied with the level of operational training I have received at my command	44.0
Navy training has prepared me well for my current job	57.4
Navy training has well prepared members of my workgroup/ squadron to do their current jobs	57.4
I believe my participation in Navy training will increase my chances of advancing/promoting	54.4

**Table 8
Supervisory Leadership Issues – NPS2000**

	Percent Agreement
Makes others feel valued, respected and worthwhile	55.6
Encourages climate of sharing thoughts and feelings	58.7
Listens to and understands the point of view of others	57.9
Shows interest in and is considerate of others	58.2
Utilizes good follow-up strategies to correct problems	55.7
Pays attention to detail to ensure the quality of the outcome	62.0
Works issues systematically with others to accomplish goal	57.1
Makes best use of resources	57.8
Puts order and structure into every situation	48.7
Is willing to stand by his/her opinions despite opposition	63.5
Is willing to try unconventional practices to get the job done	50.7
Is willing to take action even with limited information	50.6
Is open to trying new approaches to solving problems	58.0
Is able to think/act on novel or new solutions to problems	55.7
Able to refocus when interrupted or distracted	58.4
Uses patience when required to achieve results	55.1
Does not get discouraged by adversity	55.4
Has clear vision of long-term goals of workgroup/squadron	57.5
Integrates different aspects of workgroup into compelling vision	45.1
Communicate clear vision for workgroup/squadron to all Sailors	50.3

**Table 9
Supervisory Leadership Issues – NPS2000**

	Percent Agreement
My immediate supervisor has adequate training and expertise to do his/her job	74.5
My immediate supervisor makes good decisions	60.0
My immediate supervisor deals well with subordinates	58.0
My immediate supervisor is fair and ethical in dealing with others	63.3
Overall, I am satisfied with the quality of my immediate supervisor	60.9

**Table 10
Command Leadership Issues – NPS2000**

	Percent Agreement
My command leadership has adequate training/expertise to do their job	70.1
My command leadership makes good decisions	50.1
My command leadership deals well with subordinates	49.9
My command leadership is fair and ethical in dealing with others	53.7
Overall, I am satisfied with the quality of my command leadership	52.6

**Table 11
Supervisory Leadership Issues – NPS2002**

My immediate supervisor:	Percent Agreement
Has adequate training and expertise to do his/her job	83.2
Makes good decisions	71.9
Deals well with subordinates	71.2
Deals well with superiors in the chain of command	75.5
Provides adequate support and guidance	67.5
Demonstrates good communication skills	69.0
Is responsive to Sailor needs and concerns	71.9
Is fair and ethical in dealing with others	75.9
Overall, I am satisfied with the quality of my immediate supervisor	73.4

**Table 12
Command Leadership Issues – NPS2002**

My command leadership:	Percent Agreement
Has adequate training and expertise to do his/her job	82.3
Makes good decisions	64.7
Deals well with subordinates	64.9
Deals well with superiors in the chain of command	68.2
Provides adequate support and guidance	63.5
Demonstrates good communication skills	64.9
Is responsive to Sailor needs and concerns	66.0
Is fair and ethical in dealing with others	69.6
Overall, I am satisfied with the quality of my command leadership	66.7

Table 13
Factors Affecting Morale at Your Command – NPS2000

	Positive	Negative
Advancement opportunities	37.8	34.9
Attitude of co-workers/shipmates	36.0	46.3
Availability of training/education	42.3	23.6
Availability of spare parts/tools	16.1	41.0
Leadership (immediate supervisor)	46.3	33.2
Leadership (command)	42.0	36.1
Navy support services (MWR, Housing, etc.)	50.5	15.1
OPTEMPO (official deployment operations)	15.1	30.0
Pay/compensation	28.7	46.0
Performance of crew/platoon/squad/ship on exercises	42.9	13.2
PERSTEMPO (non-deployment time away from home)	15.4	33.2
Unit/workgroup manning	18.9	48.0

Table 14
Factors Affecting Morale – NPS2002

	Positive	Negative
Advancement/promotion opportunities	59.9	19.0
Performance evaluation system	44.5	27.7
Supply of spare parts/supplies	26.2	33.5
Quality of Navy training programs	49.8	16.8
Quality of education programs	62.7	11.0
Co-workers/shipmates	68.5	15.8
Immediate supervisor	64.3	18.8
Command leadership	56.7	27.6
Pace of work	38.8	34.0
Workload	33.0	40.8
Unit/workgroup manning	31.4	39.7
Pay/bonuses/other compensation	52.5	19.1
Amount of time off (e.g., leave, liberty, other)	53.7	29.6
Navy support services (e.g., MWR, PSD, Housing)	54.3	14.7
TEMPO (time away from home for deployment, TAD, etc.)	20.8	36.0
Performance of the crew, work team, or ship on exercises	54.6	10.9

Table 15
Satisfaction with Aspects of Your Job – NPS2000

	Percent Agreement
Ability of my peers and co-workers	57.9
Support and guidance I receive from my supervisor	50.3
Job security	75.8
Opportunity for personal growth/development on job	51.6
Educational support available to me	59.9
Respect/fair treatment from my supervisor	60.3
Respect and fair treatment from my peers/co-workers	65.4
Amount of challenge in my job	58.6
Feeling of accomplishment I get from doing my job	57.5
Leadership provided by my supervisor	50.3
Leadership provided by my command	42.3
Amount of responsibility I have at my job	67.1
Amount of freedom I am given to do my job	62.1
Physical working conditions of my work-site	60.8
Supply of parts and equipment to get the job done	32.1
Flexibility of command in dealing with family/personal issues	56.2
Commitment to quality demonstrated by peers/co-workers	48.6
Honest/ethical manner in which peers conduct themselves	50.4
Honest/ethical manner in which supervisor treats others	54.8
Advancement/promotion opportunities available	41.8
Quality of communication between peers/co-workers	50.1
Quality of communication up and down chain of command	35.4

Table 16
Satisfaction with Aspects of Your Job – NPS2002

	Percent Satisfied
Ability of my peers and co-workers	73.5
Respect and fair treatment from my peers/co-workers	73.8
Commitment to quality demonstrated by co-workers/shipmates	64.1
Honest/ethical conduct of co-workers	65.3
Quality of communication between peers/co-workers	59.9
Overall quality of your co-workers/shipmates	69.8

Table 16 (Continued)

	Percent Satisfied
Amount of freedom I am given to do my job	76.6
Amount of responsibility I have at my job	80.3
Amount of challenge in my job	74.2
Opportunity for personal growth/development on the job	63.2
Feelings of accomplishment from my job	68.6
Job security	81.5
Physical working conditions of my work-site	70.6
Availability of parts and equipment to get the job done	43.9
Flexibility of command in dealing with family/personal issues	71.0

Table 17
Satisfaction with Aspects of Your Job – QoL2002

	Percent Agreement
Satisfaction with co-workers	74.3
Satisfaction with pay	64.4
Satisfaction with benefits	77.6
Amount of support/guidance you receive from your supervisor	61.4
Amount of job security you have	87.3
Opportunity for personal growth/development on the job	69.1
Degree of respect/fair treatment from supervisors	64.8
Amount of challenge in your job	75.4
Feeling of accomplishment you get from doing your job	76.1
Leadership provided by your supervisor	58.6
Ability to work independently	81.2
A job free from problems	55.8
Physical environment where work takes place	67.0
Pace of your work	68.6
The number of people available to get the work done	52.6
The number of quick response tasks	47.5
The time available to do a good job	60.9
Availability of equipment	52.5
Age of equipment used in your work	46.8

Table 17 (Continued)

	Percent Agreement
Availability of repair parts	51.2
Availability of tools	52.5
Availability of supplies	40.5
Availability of outside maintenance support	47.7

Table 18
Factors Influencing Decisions to Stay/Leave the Navy – NPS2000

	Choose Top Five
To accept a promotion in rank	32.3
Location of next duty station	41.6
Type of next duty assignment	28.2
Military healthcare (personal)	7.2
Military healthcare (family)	16.0
Military recreation and activity facilities (MWR)	1.0
Military family support service	1.7
Retirement benefits	33.3
Co-workers/shipmates	7.3
Manpower needs of the Navy	5.7
Enjoyment of my Navy job	46.2
Spouse or significant other's opinions	28.8
My family's opinions	14.4
Special family needs	8.7
General public attitudes toward military service	2.9
Civilian job opportunities	39.0
Want to pursue college or graduate education	35.4
Selective Reenlistment Bonus	20.3
Continuation Bonus	7.4
Military pay (basic pay, allowances, etc.)	40.7
Special pays (flight, submarine, medical, sea, etc.)	7.9
Qualify for a Navy training school	5.9

Table 19
Factors Influencing Decisions to Stay/Leave the Navy – NPS2002

	Impact on Staying
Access to Navy training programs	43.3
Access to college or graduate education programs	60.9
Location of next duty assignment	68.3
Type of next duty assignment	64.9
Enjoyment of your Navy job	70.4
Your advancement/promotion potential	66.9
Current civilian job opportunities	22.1
Manpower needs of the Navy	19.9
General public's attitude toward the military	19.5
Military pay (basic pay, allowances, etc.)	59.6
Special pays (flight, submarine, medical, etc.)	44.4
SRB or continuation bonus	40.9
Retirement benefits	70.6
Military healthcare	64.5
Military family support services	37.1
Military housing access and quality	30.6
Military recreation and activity facilities (MWR, gyms, etc)	36.9
Your family's needs (educational or health needs)	52.5

Table 20
The Influence of Specific Individuals on Intent to Stay/Leave the Navy – NPS2002

	Impact on Staying
Your spouse (significant other)	41.5
Your children	29.4
Your parents or other relatives	19.7
Your civilian friends	8.9
Your military peers (i.e., friends, co-workers, etc.)	30.7
Your immediate supervisor	26.1
Your command leadership	28.7

Table 21
NPS2002 Nine Factor Solution

Items	Component								
	Stay/Leave Job	Supervisor Leadership	Promotion FitRep	Training/ Career	Morale	Job Satisfact.	Co-worker Satisfact.	Command Leadership	Stay/Leave People
How Would You Rate Overall Morale At Your Present Command?					.466				
Advancement/Promotion Opportunities			.335		.316				
Performance Evaluation System			.471		.401				
Supply Of Spare Parts/Supplies					.591				
Quality Of Navy Training Programs					.496				
Quality Of Education Programs					.438				
Co-Workers/Shipmates					.264		.520		
Immediate Supervisor		.595			.289				
Command Leadership					.466				
Pace Of Work					.708				
Workload					.722				
Unit/Workgroup Manning					.645				
Pay/Bonuses/Other Compensation					.353				
Amount Of Time Off					.582				
Navy Support Services					.425				

Table 21 (Continued)

Items	Component								
	Stay/Leave Job	Supervisor Leadership	Promotion FitRep	Training/ Career	Morale	Job Satisfact.	Co-worker Satisfact.	Command Leadership	Stay/Leave People
Tempo					.519				
Performance Of Crew/Work Team/Ship On Exercises					.323				
Considering Everything, How Satisfied Are You With Your Navy Job?					.347	.587			
The Ability Of Co- Workers/Shipmates?							.741		
Respect And Fair Treatment From Co-Workers/Shipmates?							.689		
Commitment To Quality Of Co- Workers/Shipmates?							.800		
Honest And Ethical Manner Of Co-Workers/Shipmates?							.766		
Quality Of Communication Between Co- Workers/Shipmates?							.712		
The Overall Quality Of Co- Workers/Shipmates?							.829		
The Amount Of Freedom Given To Do Job?						.536			
The Amount Of Responsibility On Job?						.678			
The Amount Of Challenge On Job?						.669			

Table 21 (Continued)

Items	Component								
	Stay/Leave Job	Supervisor Leadership	Promotion FitRep	Training/ Career	Morale	Job Satisfact.	Co-worker Satisfact.	Command Leadership	Stay/Leave People
The Opportunities For Personal Growth On Job?						.587			
The Feeling Of Accomplishment From Job?						.666			
Job Security?						.476			
The Physical Working Conditions Of Job?						.323			
Availability Of Parts/Supplies?					.491				
The Flexibility Of Command In Dealing With Family/Personal Issues?						.430			
Has Adequate Training/Expertise		.718							
Makes Good Decisions		.850							
Deals Well With Subordinates		.862							
Deals Well With Superiors		.697							
Provides Adequate Support And Guidance		.848							
Has Good Communication Skills		.838							
Is Responsive To Sailor Needs And Concerns		.822							
Is Fair And Ethical In Dealing With Others		.810							

Table 21 (Continued)

Items	Component								
	Stay/Leave Job	Supervisor Leadership	Promotion FitRep	Training/ Career	Morale	Job Satisfact.	Co-worker Satisfact.	Command Leadership	Stay/Leave People
Overall I Am Satisfied With My Immediate Supervisor		.889							
Has Adequate Training/Expertise								.570	
Makes Good Decisions								.801	
Deals Well With Subordinates								.751	
Deals Well With Superiors								.448	
Provides Adequate Support And Guidance								.731	
Has Good Communication Skills								.763	
Is Responsive To Sailor Needs And Concerns								.737	
Is Fair And Ethical In Dealing With Others								.767	
Overall I Am Satisfied With My Command Leadership								.569	
How Does Access To Training Programs Influence Your Likelihood To Stay In The Navy?	.792								
How Does Access To College Or Graduate Programs Influence Your Likelihood To Stay In The Navy?	.764								
How Does The Location Of Your Next Duty Assignment Influence	.759								

Table 21 (Continued)

Items	Component								
	Stay/Leave Job	Supervisor Leadership	Promotion FitRep	Training/ Career	Morale	Job Satisfact.	Co-worker Satisfact.	Command Leadership	Stay/Leave People
Your Likelihood To Stay In The Navy?									
How Does The Type Of Next Duty Assignment Influence Your Likelihood To Stay In The Navy?	.794								
How Does Enjoyment Of Your Navy Job Influence Your Likelihood To Stay In The Navy?	.795								
How Does Advancement/Promotion Potential Influence Your Likelihood To Stay In The Navy?	.791								
How Do Current Civilian Opportunities Influence Your Likelihood To Stay In The Navy?	.711								
How Do The Manpower Needs Of The Navy Influence Your Likelihood To Stay In The Navy?	.733								
How Do General Public Attitudes About The Military Influence Your Likelihood To Stay In The Navy?	.751								
How Does Military Pay Influence Your Likelihood To Stay In The Navy?	.825								
How Do Special Pays Influence Your Likelihood To Stay In The Navy?	.588								

Table 21 (Continued)

Items	Component								
	Stay/Leave Job	Supervisor Leadership	Promotion FitRep	Training/ Career	Morale	Job Satisfact.	Co-worker Satisfact.	Command Leadership	Stay/Leave People
How Do Srb Or Bonuses Influence Your Likelihood To Stay In The Navy?	.476								
How Do Retirement Benefits Influence Your Likelihood To Stay In The Navy?	.751								
How Does Military Healthcare Influence Your Likelihood To Stay In The Navy?	.820								
How Do Military Family Support Services Influence Your Likelihood To Stay In The Navy?	.687								
How Does Military Housing Access And Quality Influence Your Likelihood To Stay In The Navy?	.643								
How Do Military Recreation And Activity Facilities Influence Your Likelihood To Stay In The Navy?	.775								
How Do Family Needs Influence Your Likelihood To Stay In The Navy?	.577								
How Does Your Spouse Impact Your Likelihood To Stay Or Leave?									.380
How Do Your Children Impact Your Likelihood To Stay Or									.392

Table 21 (Continued)

Items	Component								
	Stay/Leave Job	Supervisor Leadership	Promotion FitRep	Training/ Career	Morale	Job Satisfact.	Co-worker Satisfact.	Command Leadership	Stay/Leave People
Leave?									
How Do Your Parents Impact Your Likelihood To Stay Or Leave?									.684
How Do Your Civilian Friends Impact Your Likelihood To Stay Or Leave?									.767
How Do Your Military Peers Impact Your Likelihood To Stay Or Leave?									.784
How Does Your Immediate Supervisor Impact Your Likelihood To Stay Or Leave?									.786
How Does Command Leadership Impact Your Likelihood To Stay Or Leave?									.744
I Have A Clear Understanding Of The Advancement/Promotion System			.405						
I Am Satisfied With The Advancement/Promotion System			.615						
The Most Qualified And Deserving Sailors Get Advanced/Promoted			.561						
I Expect To Be Advanced/Promoted Within My Current Term Of Service,			.320						

Table 21 (Continued)

Items	Component								
	Stay/Leave Job	Supervisor Leadership	Promotion FitRep	Training/ Career	Morale	Job Satisfact.	Co-worker Satisfact.	Command Leadership	Stay/Leave People
Commitment Or Obligation									
I Have A Clear Understanding Of The Eval/Fitrep System			.444						
My Last Eval/Fitrep Was Fair/Accurate			.681						
My Last Eval/Fitrep Was Conducted In A Timely Manner			.489						
I Was Able To Submit My Own Input At My Last Eval/Fitrep			.407						
My Last Advancement/Promotion Recommendation Was Fair/Accurate			.665						
I Am Satisfied With The Present Eval/Fitrep System			.720						
The Most Qualified And Deserving Sailors Score The Highest On Their Evals/Fitreps			.693						
How Often Do You Receive Counseling/Guidance From Your Immediate Supervisor?				.159					
How Often Do You Receive Counseling/Guidance From Your Division/Department/Command Counselor?				.211					
I Have Been Adequately Recognized For My			.677						

Table 21 (Continued)

Items	Component								
	Stay/Leave Job	Supervisor Leadership	Promotion FitRep	Training/ Career	Morale	Job Satisfact.	Co-worker Satisfact.	Command Leadership	Stay/Leave People
Accomplishments On My Evals/Fitreps									
I Have Been Adequately Recognized For My Accomplishments With Appropriate Rewards			.486						
I Was Able To Get The Navy Designator, Rating Or Community Of My Choice				.252		.367			
I Have A Clearly Defined Career Path For My Designator, Rating, Or Community				.344		.360			
I Am Satisfied With My Navy Designator, Rating, Or Community				.308		.472			
I Have Made Sufficient Progress In My Advancement For My Designator, Rating, Or Community			.399	.258		.333			
I Have Been Given Adequate Counseling/Guidance On My Career Development By My Immediate Supervisor				.431					
I Have Been Given Adequate Counseling/Guidance On My Career By My Division/Department/Command Counselor				.455					

Table 21 (Continued)

Items	Component								
	Stay/Leave Job	Supervisor Leadership	Promotion FitRep	Training/ Career	Morale	Job Satisfact.	Co-worker Satisfact.	Command Leadership	Stay/Leave People
My Command Leadership Plays An Active Role In The Professional Development Of Junior Enlisted Sailors				.342					
My Command Leadership Plays An Active Role In The Professional Development Of Junior Officers				.343					
I Have Access To Adequate Navy Technical Training At My Command				.715					
I Am Satisfied With The Navy Technical Training I Have Received At My Command				.761					
I Have Access To Training Opportunities To Upgrade My Rating/Specialty Skills And Qualifications At My Command				.758					
I Am Satisfied With The Amount Of Time I Am Given To Upgrade My Rating/Specialty Skills/Qualifications				.681					
I Have Access To Adequate Operational Training At My Command				.749					
I Am Satisfied With The Level Of Operational Training I Have Received At My Command				.752					

Table 21 (Continued)

Items	Component								
	Stay/Leave Job	Supervisor Leadership	Promotion FitRep	Training/ Career	Morale	Job Satisfact.	Co-worker Satisfact.	Command Leadership	Stay/Leave People
Navy Training Has Prepared Me Well For My Current Job				.576					
Navy Training Has Well Prepared The Members Of My Workgroup/Squadron To Do Their Current Jobs				.565					
I Believe My Participation In Navy Training Will Increase My Chances Of Advancing/Promoting				.346					

