

MASTER OF SCIENCE IN LEADERSHIP AND HUMAN RESOURCE DEVELOPMENT

THE EFFECT OF A MILITARY FAMILY BACKGROUND ON MIDSHIPMEN PERFORMANCE AT THE UNITED STATES NAVAL ACADEMY (USNA) AND USNA GRADUATE PERFORMANCE IN THE FLEET

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This research analyzes USNA and fleet performance of midshipmen who come from career military family backgrounds. It is hypothesized that a military family background provides children with values that help them succeed at the Academy and in the Fleet. This thesis uses USNA classes of 1988 - 1992 to judge performance at the Academy and USNA classes of 1980 - 1985 to measure fleet performance.

In analyzing the USNA performance data, linear regressions and non-linear LOGIT models were estimated. Each was based upon the Academy's "whole-man multiple" with an additional variable used for the presence of a career military family background. Performance was measured in terms of USNA graduation rates, attrition rates, and final aggregate multiples. In judging officer performance, retention rates to the LCDR boards and career promotion rates to LCDR and CDR were examined.

Results suggest that a military family background is significant in determining success at the Academy and in the Fleet. However, more research will be needed to adequately assess the true effect of a military family background.

DoD KEY TECHNOLOGY AREA: Other (Military Families, Performance, Retention, Promotion, USNA, Fleet)

KEYWORDS: Military Families, Performance, Retention, Promotion, USNA, Fleet

AN INDUCTIVE STUDY OF THE DEVELOPMENT, APPLICATION, AND SOCIOLOGICAL IMPACT OF ETHICS INSTRUCTION AT THE UNITED STATES NAVAL ACADEMY

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This thesis studies the systemic aspects of ethics instruction and moral development that midshipmen are exposed to during their four-year stay at the United States Naval Academy. This is a relatively untouched area of analysis at the Academy. Therefore, the research is approached inductively and holistically. Research includes theoretical, historical, comparative, quantitative, and qualitative examination of factors related to the generation of ethical and moral standards at the Naval Academy.

Academic workload and classmate loyalty are both contributing components in a midshipman's statistical willingness to commit or overlook behavior that does not conform with the Academy's ethical doctrine. These components also negatively affect the complete assimilation of ethical concepts, as well as the practical employment of these concepts. Theoretically, early adulthood is a critical period in moral development and this has been repeatedly evidenced in the history of military education. However, the change that historically emerges from morally questionable incidents yields future benefit to the effectiveness of the institution. All academies can benefit from the recommendations for longitudinal measurement of ethics instruction systems, continued attendance to the critical voices of midshipmen, and information interchange between academies.

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