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THESIS

A COMPARISON OF THE FIT BETWEEN THE ORGANIZATIONAL CLIMATE OF THE COAST GUARD, THE JOB/CAREER EXPECTATIONS OF BLACK COLLEGE GRADUATES, AND THEIR PERCEPTIONS ABOUT THE COAST GUARD

by

Percy Owens Norwood, Jr.

December, 1980

Thesis Advisor: Reuben T. Harris

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Information was gathered from Coast Guard officers and Black college graduates using questionnaires and interviews. Data was obtained from former

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Block 20 (cont'd) Coast Guard officers via telephone interviews.

The results of this project revealed that the perceptions and expectations of Black college graduates were generally higher than all Coast Guard officers' view of the organizational climate of the Coast Guard. Their perceptions about the Coast Guard are generally positive. Their expectations were higher than their perceptions. Thus the Coast Guard is perceived in a "positive" light as a viable employer by Black college students/graduates. However, the gap that exist between their perceptions of the Coast Guard, their expectations, and "reality" as perceived by Coast Guard officers must be reduced if the Coast Guard is to recruit and retain more Black officers. If only the gap between Black college student/graduates' perceptions and "reality" is reduced, the Coast Guard will probabily recruit more Black officers; but, because nothing would be done to reduce the gap between their expectations and "reality," their will continue to be retention problems caused by unfulfilled expectations. Thus their will continue to be a shortage of role models and mentors for young Black officers. If the gap between the expectations of Black college graduates and "reality" is reduced significantly so that there is congruence between the two, the retention of Black officers should increase.

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A Comparison of the Fit Between the Organizational Climate of the Coast Guard, the Job/Career Expectations of Black College Graduates, and their Perceptions about the Coast Guard

by

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B.S., Alcorn A. & M. College, 1968
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ABSTRACT

The purpose of this project was to attempt to answer the question: Given the present state of the organizational climate of the United States Coast Guard, the job and career expectations of Black college students/graduates, and their perceptions about the Coast Guard, can the Coast Guard realistically expect to recruit and retain enough Black officers to achieve its goal of 12 percent Black officers within the next five years?

Information was gathered from Coast Guard officers and Black college graduates using questionnaires and interviews. Data was obtained from former Coast Guard officers via telephone interviews.

The results of this project revealed the perceptions and expectations of Black college graduates were generally higher than all Coast Guard officers' view of the organizational climate of the Coast Guard. Their perceptions about the Coast Guard are generally positive. Their expectations were higher than their perceptions. Thus the Coast Guard is perceived in a "positive" light as a viable employer by Black college students/graduates. However, the gap that exist between their perceptions of the Coast Guard, their expectations, and "reality" as perceived by Coast Guard officers must be reduced if the Coast Guard is to recruit and retain more Black officers. If only the gap between Black college student/graduates'

perceptions and "reality" is reduced, the Coast Guard will probably recruit more Black officers; but, because nothing would be done to reduce the gap between their expectations and "reality," their will continue to be retention problems caused by unfulfilled expectations. Thus their will continue to be a shortage of role models and mentor for young Black officers. If the gap between the expectations of Black college graduates and "reality" is reduced significantly so that there is congruence between the two, the retention of Black officers should increase.

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I. INTRODUCTION

In 1973 Admiral Bender, then Commandant of the Coast Guard, stated that, "We have been unsuccessful in increasing minority representation in our officer ranks in spite of special efforts to do so."[1] Today, with only 49 Black commissioned officers out of approximately 4000 and 69 if you include commissioned warrants, the same statement made by Admiral Bender in 1973 can be made today.

A. THE RESEARCH QUESTION

This research deals with the question: Given, the present state of the organizational climate of the United States Coast Guard, the job and career expectations of the Black college students and graduates, and their perceptions about the Coast Guard, can the Coast Guard realistically expect to recruit and retain enough Black officers to achieve its goal of 12 percent Black officers within the next five years? To answer this question, we must examine the Coast Guard along a number of dimensions in order to gain some insight into what the organizational climate is like. We must examine the reasons why people leave the organization. In addition, we

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[1]Bender, C. R. "Letter of Promulgation" in Human Relations In The Coast Guard. National Urban League, 1972-73.

must examine the perceptions of the Black community about the Coast Guard;and,we must determine what Black college students and graduates expects of any organization that are fortunate enought to employ their skills and talents, if we are to recruit more Black officers through the OCS and direct commission programs. We must then see how compatible those perceptions and expectations are with the organizational climate of the Coast Guard because even though technical capabilities are essential to the success of any organization, it is the climate of the organization that determines whether or not and to what extent those capabilities are ever released or channeled into productive performance. Thus climate can contribute to or constrain the effective use of the organization technical potential.

B. DIMENSIONS FOR ANALYSIS OF THE ORGANIZATION CLIMATE

This research examines the organizational climate of the Coast Guard along the following dimensions:

(1) The fair and equitable treatment of people

(2) The importance of role models and mentors

(3) Career aspirations of officers

(4) The impact of relocation on the lives of people

(5) Supervisory leadership

(6) Training

(7) Equal opportunity and affirmative action

(8) Overall satisfaction with Coast Guard life

(9) Communication

(10) Motivation of people

(11) Goal emphasis

(12) Bureaucracy and red tape

These dimensions were selected because of their demonstrated impact on such organizational outcomes as morale, absentism, turnover, recruiting, and performance (Friedlander and Margulies, 1969; Evans, 1970; Dunnette, Campbell and Hakel, 1967; Gottlieb and Bell, 1975; and Hawk, 1976). Using these dimensions, one can then pose the questions: (1) How do top Coast Guard leaders view the Coast Guard?; (2) How do Black officers view the Coast Guard?; (3) How do White officers view the Coast Guard?; (4) How do Black college students/graduates perceive the Coast Guard?; (5) Are they different, are they alike, do they view the Coast Guard the same way?; and, (6) What do Black college students/graduates expect in a career or job? We need to understand the answers to these questions if we are to develop any valid insight into the recruiting and retention problems the Coast Guard face with Black officers. Expectancy theory offers a framework for us to deal with these questions because it is a theory of motivation in which people are viewed as rational thinking and reasoning beings who have beliefs, expectations, and aspirations concerning future events in their lives.

One could argue, that since the Coast Guard officer ranks are approximately 99 percent White and the top leaders are virtually all White; that the expectancy theories of the Coast Guard and of White officers would be very similar or one in the same. Put another way, one would expect the expectancy theory of White officers to be "more like" the expectance theory of the Coast Guard than the expectancy theory of Black officers. Using the same reasoning, one could argue that: The expectancy theories of Black officers and Black college graduates are "more like" than the expectancy theories of Black college graduates and White Coast Guard officers.

This is not an attempt to polarize the Coast Guard along racial lines, but rather an attempt to develop some insight into the differences that already exist, to appreciate those differences, and use them as a basis to determine what we want the Coast Guard to look like in the future, what's it like now, and to develop a plan to achieve that future desired state.

C. DEFINITION OF TERMS

In order to deal with the questions raised earlier, information was gathered from Coast Guard officers using a questionnaire containing 88 questions. Related questions were grouped into the same dimensions to facilitate easier handling of the data. The dimensions chosen are defined below.

The motivation of people dimension consist of the responses to questions 11 through 16 and questions 23 through 26. It means that through its policies and practices, the organization provides motivating conditions for people to contribute their best effort.

The communication flow dimension is composed of questions 17 through 22 and question 30. This dimension means that the information flows freely throughout the organization via the chain of command and that decisions are made at those levels having the most adequate information. All people in the organization are aware of the problems and plans to correct them.

The goal emphasis dimension includes questions 27 through 29. It means that the organization has clear and reasonable goals and objectives and that work is well planned and organized. Thus, adequate time is available to do the job.

Equal Opportunity and Affirmative Action: This dimension embodies questions 54 through 60. It refers to the extent to which the organization ensures equal opportunity for all personnel, and that the organization openly and willingly address equal opportunity issues.

The fair and equitable treatment dimension consists of questions 25 and 31 through 34. It refers to the extent to which the organization attempts to treat its personnel in a manner that reflects their contribution to the organization.

The bureaucracy and red tape dimension embodies questions 35 through 37. It refers to the extent to which the policies, procedures and practices of the organization are so inflexible that it is difficult for people to accomplish their assigned tasks.

The importance of mentors and role models dimension consists of questions 61 and 62. This dimension expresses the extent to which people in the organization view the importance of mentors and role models to one's career.

The career aspiration dimension: Questions 64 and 65 were used to compute this dimension. It refers to the level of achievement that people expect and/or hope to attain during their work lifetime with an organization. For Coast Guard officers it is expressed in terms of pay grade expected to achieve.

The satisfaction or general satisfaction dimension as it is sometimes referred to in this thesis contains the responses to questions 68 through 73. It reflects the extent to which

people within the organization are satisfied with their supervisors, their work group members, their jobs, the organization in general, and with their present and future progress in the Coast Guard.

The impact of relocation on "family" life dimension is composed of questions 10A through 10N. It shows the extent to which things such as cost of living, moving and setting up households, unreimbursed moving expenses, finding employment for spouse, education opportunities, family adjusting to new environment, recreation, and entertainment facilities create problems for individuals moving into a new area. Question 9 provides additional information concerning this dimension.

The supervisory leadership dimension consists of questions 38 through 50. It is a measure of the supervisors' behavior toward subordinates. It reflects the extent to which supervisors encourage people to exchange ideas and to cooperate with each other in order to achieve organizational goals. In addition, it shows to what extent the supervisor set high performance standards and encourage people to give their best efforts as well as help people to improve their performance.

The training dimension: Questions 51 through 53 make up this dimension. This dimension expresses the extent to which people are being trained to perform their assigned tasks. It reflects the development of technical and leadership skills and other facets of professional advancement.

Organization climate: It is the interaction of these dimensions that create command organizational climate. Command organizational climate refers to the conditions, policies, and procedures within which people/work groups operates. These conditions and policies are created for people/work groups by other people/groups, especially those people or groups above them in the command hierarchy. Thus, climate can hinder or enhance organizational outcomes.

D. THESIS ORGANIZATION

The organization of this thesis is as follows: Chapter II is a discussion of expectancy theory, what is it, various expectancy theory models, and determinants of expectancies. Chapter III is a review of the literature thats been conducted in the areas of career development, organizational choice, expectations, and job satisfaction and turnover. The content of Chapter IV includes the samples, the instruments used, and the methods of analysis. Chapter V contains the results of this study while the discussion of those

results is contained in Chapter VI. Chapter VII contains the conclusions and recommendations that the Coast Guard can implement to aid in recruiting and retaining more Black officers.

II. EXPECTANCY THEORY

In order for organizations to survive and prosper in the 1980's, managers and top leaders must pay more attention to the behavorial requirements of their organization. These behavorial requirements include: (1) people must be attracted not only to join the orgainzation, but also to remain with it; (2) people must perform the tasks for which they were hired and must do it in a dependable manner; and, (3) people must go beyond this dependable role performance and engage in some form of creative, spontaneous, and innovative behavior at work (Katz and Kahn, 1966). Therefore, if the Coast Guard (as an organization) is to be effective in achieving these requirements, it must understand the motivational needs of its people and the people it is trying to recruit.

Several theories of motivation have been developed during the last 40 years. These include: Maslow's Need Hiearchy Theory (Maslow, 1943, 1954); The Achievement-Motivation Theories of Murray and Atkinson (Murray, 1938; Atkinson, 1964); The Motivational-Hygiene Theory of Herzberg (Herzberg, 1964); Adam's Equity-Inequity Theory (Adams, 1963); and Expectancy Theory. However, only expectancy theory integrates attitudes, behavior, and organizational climate into its

model, thus making it the most useful of these models in understanding human motivation.

A. WHAT'S AN EXPECTANCY THEORY?

Expectancy Theory is a "process" theory primarily because it attempts to identify relationships among variables in a dynamic state as they affect individual behavior. It is also a cognitive theory of motivation in which individuals are viewed as rational thinking and reasoning beings who have beliefs, anticipations or expectations, and aspirations concerning future events in their lives. This theory assumes that human behavior is a function of interactive processes between characteristics of the individual (such as personality traits, attitudes, needs, and values) and their perceived environment (which consists of such things as supervisors leadership style, job or task requirements, and organizational climate). It is this assumption about the individual-environment that differentiates the expectancy theory from other theories of motivation to perform.

To discuss expectancy theory further, the determinants of performance must be examined first. Vroom (1964), Porter and Lawler (1968), and Cummings and Schwab (1973) put forth the argument that performance in an organizational setting appears to be a function of at least three variables: Motivational levels of individuals, abilities and traits, and role perceptions. First, the individual must want to perform

the assigned task or job; however, motivation or wanting to do the job is not enough to ensure that the job gets done. A person must have the necessary skills and abilities to do the job. It is through training and/or education that the individual gains these expertises. Steers and Porter (1974) argued that along with skills and abilities, it is important for the individual to have personality traits that are at least somewhat compatible with the job requirements. Finally, a person must have a clear understanding of what the job requirements are if their efforts are to be productive. For a lack of clarity or misunderstandings can lead to a considerable waste of time and effort, resulting in poor performance even if the person is highly motivated, has the required skills and abilities, and has a personality that is compatible with the job requirements.

B. VROOM'S MODEL

In his expectancy theory of motivation, Vroom (1964) argues that the effort or motivation to perform is a multiplicative function of the expectancies or beliefs that individuals hold concerning future outcomes and the value that they place on those outcomes. "Expectancy" as defined by Vroom is an action-outcome association. "It is a statement of the extent to which individuals believe that certain actions will result in a particular outcome. Expectancy can

have a range of values from zero or no belief to absolute certainty about the outcome."[2] Usually, it takes a probability value somewhere between these two extremes.

Valence, the second component of the theory, "refers to the preference or value that an individual places on a particular outcome. It can have any theoretical value from -1.0 to +1.0."[3] Thus, the person who very strongly wants to avoid a particular outcome such as being court-martialed or reprimanded will have a negative valence for that outcome. On the other hand, if a person is strongly attracted to a particular outcome such as a good job assignment or a large pay raise, they will have a high positive valence for that outcome.

Since any action can be interpreted as leading to several outcomes, consideration must be given to how combinations of various outcomes influence behavior. Vroom's theory argues for multiplying the valence of each outcome by the strength of the expectancy that the effort will lead to the attainment of that outcome and then taking the algebraic sum of all resulting products. Thus "motivatioal force = (EXV)."[4]

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[2] V. Vroom, Work and Motivation (New York: John Wiley and Son, Inc., 1964), p. 18.

[3] Ibid.

[4] Ibid.

This is critical to Vroom's theory because it means that if organizations tie valent rewards (such as pay) to a desired behavior (such as good performance), it may not be enough to achieve the desired outcome because even though pay may be highly valued and can be seen as being closely related to performance, there can be negative consequences (such as feeling tired or being rejected by members of one's work gourp) related to good performance the demotivate people to perform well. Finally, Vroom says that, "a person will be motivated to perform well in a situation only if performing well has the highest (EXV) motivational force in that particular situation."[5]

The distinction between actions and outcomes is important to the theory. Vroom states that "the term action refers to behavior which might reasonably be expected to be within the repertoire of the person (for example, seeking entry into an occupation), while the term outcome is reserved for more temporarily distant events which are less likely to be under the persons complete behavioral control (e.g., attaining membership in a certain occupation)."[6] Thus, the belief that the act of seeking to enter into an organization will in fact lead to that outcome (a job in the organization) is

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[5] Ibid., p. 19.
[6] Ibid.

an expectancy. The relationship between one outcome (good performance) and another outcome (pay or other rewards) is the instrumentality that affects the valence of the original outcome.

C. LAWLER'S MODEL

A number of developments in motivation theory have taken place since Vroom stated his expectancy theory in 1964. Lawler (1975) has drawn from these works and presents an expectancy model based on four points that research on human motivation suggest are valid. These points are:

(1) People have preferences among the various outcomes that are potentially available to them.

(2) People have expectancies about the likelihood that an action (effort) on their part will lead to the intended behavior or performance.

(3) People have expectancies (instrumentalities) about the likelihood that certain outcomes will follow their behavior.

(4) In any situation, the actions a person chooses to take are determined by the expectancies and the preferences that the person has at that time.

Lawler (1975) divided expectancies into two specific types: "E$\rightarrow$P expectancies" and "P$\rightarrow$O expectancies." An E P expectancy represents "the belief that the individual's

efforts will lead to the desired performance."[7] Therefore, the closer the perceived relationship between the individual's effort and the resulting performance, the greater the $E \rightarrow P$ expectancy probability value. "$P \rightarrow O$ expectancies are beliefs that the individual has concerning the likelihood that their performance will in fact lead to a particular outcome."[8] Therefore, it is the multiplicative combination of these two types of expectancies that determines the individual's "expectancy."

Figure 21 is a probability tree representation of Lawler's Expectancy Model of Motivation. The model shows that motivation is influenced by the expectancy that effort or action on the part of the individual will lead to some intended behavior performance, and that performance will lead to some desired outcome. Thus, some outcomes are ends themselves while some outcomes lead to other outcomes. This represents the fact that some outcomes are sought by people as ends themselves while others are sought because they lead to other valued outcomes. The attractiveness of any outcome can vary along a continuum from very undesirable (-1) to very desirable (+1). This attractiveness is the valence associated with a

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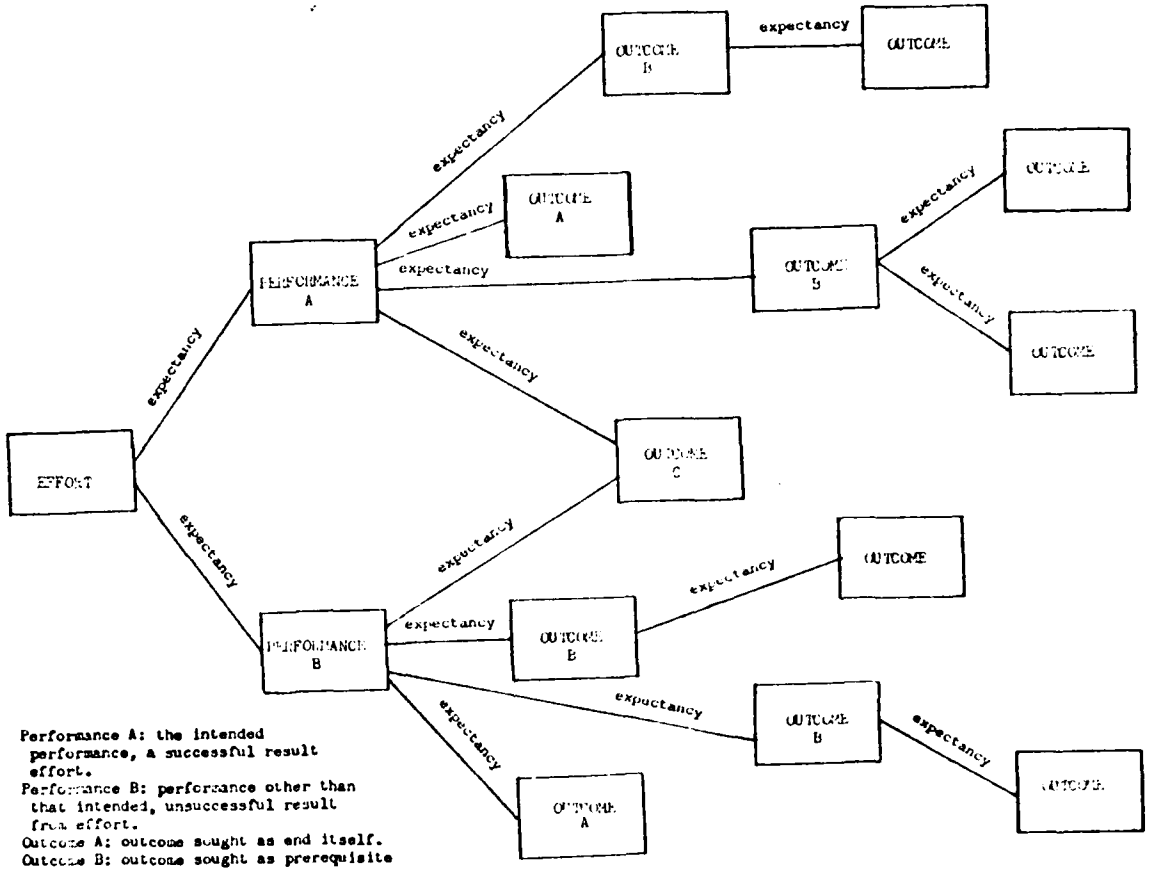
[7] E. E. Lawler, "Expectancy Theory," in Motivation and Work Behavior ed. by Richard M. Steers and Lyman W. Porter (New York: McGraw-Hill, 1975), pp. 190-200.

[8] Ibid.

FIGURE 2.1

LAWLER'S EXPECTANCY MOTIVATION MODEL
[Lawler, 1975, p. 193]



Performance A: the intended performance, a successful result effort.
Performance B: performance other than that intended, unsuccessful result from effort.
Outcome A: outcome sought as end itself.
Outcome B: outcome sought as prerequisite to other outcomes.
Outcome C: outcomes that can be obtained whether or not the effort leads to the intended performance.

particular outcome. According to Lawler, there are two reasons why outcomes associated with performance may be valent:

"(1) They directly satisfy the individual's needs or

(2) They lead to an outcome or set of outcomes that satisfy the individual's needs or set of needs."[9]

Thus, Lawler's model suggests that a person's motivation to perform in a particular way will be influenced by their expectancies about trying to perform in a certain way ($E \rightarrow P$ expectancies), their expectancies about the outcomes associated with performing at a certain level ($P \rightarrow O$ expectancies), and the valence of the outcome involved.

This figure does not show how the various, expectancy factors combine to determine a person's motivation. However, based on past research, most expectancy theorists operate on the assumption that the higher the $E \rightarrow P$ expectancies and the closer performance is perceived to be related to positive valent outcomes, the greater will be the individual's motivation.

As with Vroom's model, Lawler argues that "we would determine an individual's motivational force to perform (effort) by multiplying their $E \rightarrow P$ expectancies by their

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[9] Ibid.

P→O expectancies by their outcome valence."[10] This multiplicative effect means that unless both valence and expectancies are present, there will be no motivational force to perform. If for example, a person wants to perform well but does not believe that their efforts will result in good performance, they will have no motivation to perform well. On the other hand, Campbell et al., (1970) suggested that it was premature to hypothesize the multiplicative relationships among expectancy factors because such relationships could not be measured. If one considers both the possibilities of attaining and not attaining their intended level of performance, Lawler's model would predict that:

"Motivational Force = $[(E \rightarrow P) \times [(P \rightarrow O)\ (V)]]$."[11]

In organizations, people are often forced to choose among a number of relatively attrative behaviors. The expectancy model predicts that people will choose the behavior that has the highest motivational force for them.

D. DETERMINANTS OF EXPECTANCIES

No review of expectancy theory would be complete without examining some of the determinants of E→P and P→O expectancies. Lawler states that "the single most important determinant of a person's E→P expectancies is the objective

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[10] Ibid.
[11] Ibid.

situation."[12] Sometimes, a person's perceptions of the situation are inaccurate and as a result the objective situation may not completely determine that person's E→P expectancies. However, over time one would expect that a person's E→P expectancies will approach reality. Other factors that influences E→P expectancies tend to act in such a way that they speed up the approach to reality. These factors include: (1) communication with other people about their perception and your perception of the situation; (2) learning and gaining more experience; and, (3) a person's self-esteem.

Just as E→P expectancies are strongly influenced by the objective situation, so are P→O expectancies. Lawler (1967) showed that people perceptions of the probability that pay is related to performance was in accord with their perception of reality. Verbal support of and reports by co-workers also affect P→O expectancies. Wythe (1955), in his work on incentative plans, showed that workers report to other workers on the consequences of performing well had a significant impact on people's performance. This was especially true when the sources of the report were highly credible. In addition, Wythe pointed out that workers also develop negative beliefs about the consequences of high performances (such as rejection

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[12] Ibid.

by co-workers) even if they never experienced them. Other factors that tend to affect P→O expectancies includes the nature of the outcomes, personalities of the people invloved, E→P expectancies, and the attractiveness of the outcomes. Although P→O expectancies are distorted under some conditions, "they generally tend to be accurate because they are based on actual work situations and organizational controls (policies and practices)."[13] Therefore, organizations can influence people P→O expectancies by changing work situations and conditions such as supervisory behavior, job design, pay and promotion, reward systems, etc.

E. SUMMARY

Performance of an individual in an organization appears to be a function of three variables: motivation, skills and abilities, and the perception of roles in the organization. Vroom developed his Expectancy Theory of Motivation in 1964, in which he argued that a person's motivation to perform was a multiplicative function of their expectancies (beliefs) that they hold about the outcomes and the value that they place on those outcomes. Lawler expanded Vroom's theory by dividing expectancies into two types: E→P expectancies and P→O expectancies, and by considering the possibility that a person may not achieve their intended level of

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[13] Ibid.

performance. Maintaining Vroom's multiplicative combination of these factors, Lawler's expectancy model can be stated algebraically as:

$$\text{Motivational Force} = \left[(E \rightarrow P) \times [P \rightarrow O)(V)]\right]$$

There are several factors that influence $E \rightarrow P$ expectancies. These include (1) self-esteem (2) past experience in similar situations (3) the actual situation and (4) communication with other people. While $P \rightarrow O$ expectancies are influenced by the above factors, they are also influenced by the attractiveness of the outcomes, the belief in internal vs external control, and $E \rightarrow P$ expectancies. Since the organization controls many of these factors, they can in fact, to some extent, control the invidivual's motivation.

Therefore, the Coast Guard (as an organization) can affect the perceptions of its employees, influence their expectations, and to a great extent control the image that it projects to the Black Community. As a result, it can determine the fate of its recruiting and retention efforts by considering both things that are improtant to the individual as well as things that are improtant to the organization.

III. LITERATURE REVIEW

Since the formulation of Expectancy Theory, a considerable amount of literature has been written in the areas of career development, expectations, perceptions, and organizational climate. By studying these areas, researchers have attempted to shed additional light on how and why people choose to work for a particular organization; the expectations and perceptions that people bring to organizations; and, why people leave or remain with an organization.

A. DEFINITION OF CAREER AND JOB

Before one deals with how people choose a particular organization to work for, we must say a few words about career choice. By definition, a career is a succession of related jobs, hierarchical in prestige, with some kind of ordered direction for an individual to pass through them in some predictable sequence.[14] On the other hand, a job is a relative isolated experience in the sense that it is a component of ones career, thus it is a mechanism for earning a living.[15]

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[14] Harold L. Wilensky, "Work, Careers, and Social Integration," International Social Science Journal, 12, Fall 1960, pp. 543-60: and Robert Dubin, World of Work (Englewood Cliff, NJ: Prentice-Hall Inc., 1958), pp. 275 ff.

[15] Lee Taylor, Occupational Sociology (New York: Oxford University Press, 1968), p. 267.

Therefore, the term career implies a number of future expectations that may change over time or may extend through the work lifetime of the individual.

An individual's occupational career stages are generally marked by three phases: initial, trial, and stable phases.[16] The initial work period includes all part-time or full time jobs held by an individual until his/her formal education is completed. The trial period includes the shopping around and obtaining of a few full-time jobs before the individual settles on a specific occupation for their life's work. This period can be as short as an apprenticeship training program or as long as several years. Form and Miller (1949) further specified that jobs are classified as trial when the individual moves from one occupation or place of employment to another within a period of three years. The stable work period is achieved when the individual remains in the same occupation for more than three years. Some people never reach the "stable" stage in their entire work history while other achieve it with considerable ease. This is supported by studies that indicate that the typical worker in America changes jobs every three to five years and that these changes are not due in many cases to career progression (Becker and Capers, 1956; Dalton, 1951; Lipset and Bendix, 1952; Becker and Strauss,

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[16] W. H. Form and D. C. Miller, "Occupational Career Patterns as a Sociological Instrument," American Journal of Sociology, 54 (January, 1949) p. 322.

1956; and Thompson, 1958). Therefore, organizations must adopt a "career development perspective" thereby causing a better fit between the interaction of people and the organization over time.

B. A CAREER DEVELOPMENT MODEL

Schein (1978) presented a basic model of Human Resource Planning and Development (Figure 3.1) that would give organiations and individuals the means to analyze and improve this fit over time. First, individuals and organizations exist within our society and that our society consist of social structures, value systems, and cultures. It is those cultures, through their value systems, that influence both individuals and organizations in terms of what is considered to be a good career, appropriate work, a good place to work, and an appropriate level of ambition.[17] In addition society influence organizations and individuals through laws, taxes, incentives, educational systems, and other institutions. These influences causes issues to surface that are important to the individual and to the organization. Nevertheless, if the issues are to be dealth with so that each can receive optimal mutual benefits, there has to be an effective matching process.

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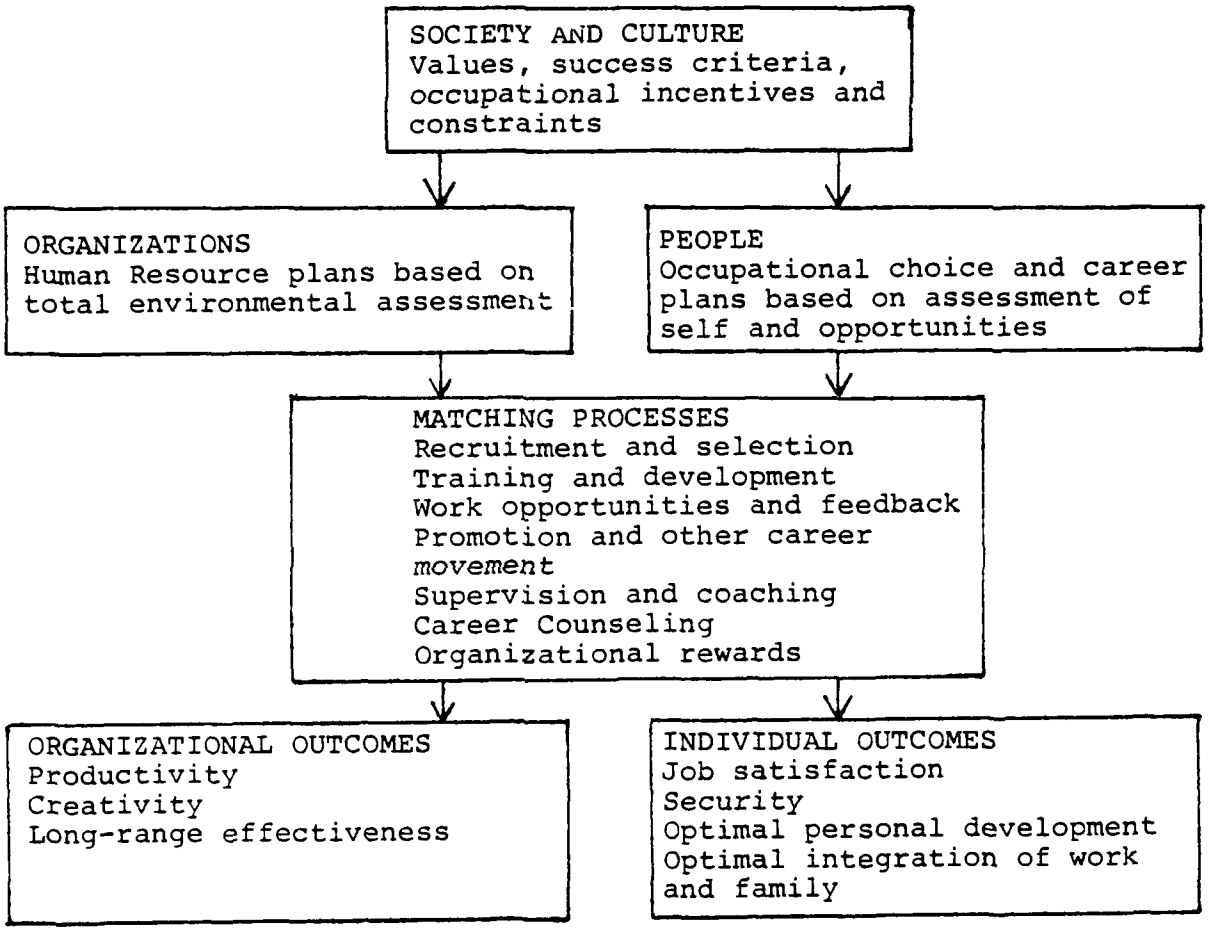
[17]Edgar H. Schein, Career Dynamics: Matching Individual and Organizational Needs (Reading, Mass., 1978), p.2.

Figure 3.1

Human Resource Planning and Development (HRPD):
A basic model. [Schein, 1978, p.3]



C. HOW PEOPLE CHOOSE ORGANIZATIONS

Now we can deal with the subsect of: How people decide what organization they will join. Glueck (1974) in studying the decision making process of how male business and engineering undergraduate seniors chose their employer states that people are either maximizers, validators, or satisficers. The maximizers chooses the organization which offers the most of what the decision maker is seeking. They do a comprehensive search, consulting, and interviewing as many organizations as possible, constrained only by time. The validator tends to search until he/she finds two acceptable offers. The first offer is really the one that he/she wants but the second offer is used to confirm their first "ideal offer." The satisficer conducts a restricted search and stops as soon as he/she find the first satisfactory organization and get an offer from that organization. The forced satisficers start out as maximizers but because of the unmarketability of their speciality/skills they are forced to take the only offer that they received. Glueck concluded that maximizers were satisfied with their choice and would do the same thing over again. Validators expressed concern that they decided too quickly and only 66 percent were sure they would make their decision the same way again. They tended to be moderately satisfied. The satisficers were satisfied and would do the same thing again, while the forced satisficers were very dissatisfied.

In terms of actual work experience, maximizers had a greater amount and variety of past work experience than either group.

Using Expectancy Theory, it was suggested (Lawler, et al, 1975) that a person begin by searching the environment for jobs. They identify a number of possible jobs and on the basis of E$\longrightarrow$P expectancies and attractiveness of the various jobs, they apply for jobs with high (E$\longrightarrow$P)(Job attractiveness) values. They receive job offers and select the most attractive offer, i.e. the offer with the highest (P$\longrightarrow$O)(V) value. In studying 711 accounting students, they substantiated this. In addition, they found that students showed a slight tendency to apply to those firms which they felt they were more likely to get a job offer. After being with the firm for one year the attractiveness of the chosen firm decreased; however, the rejected firm were rated even lower than they were one year earlier thus, giving support to the post-decision dissonance theory. Misra and Kalro (1972) reported similar results among first year management students at the Indian Institutie of Management at Ahmedabad.

Most organizations are constantly involved in a matching process between individuals and the organization (Argyris, 1964 and Wanous, 1973). During the entry stage into the organization, the individual's talents are matched with the organization's talent requirements and the individual's needs are matched with the need fulfilling characteristics

of the job. This matching process is continuous because both the individual and the organization change, people get hired, promoted, fired, etc. over time. In order to optimize this matching process, individuals need to have a realistic view of the organization and job characteristics and the organization need to know the individual's expectations.

D. EXPECTATIONS AND PERCEPTIONS

According to Hersey and Blanchard "Expectations are the perceptions that an individual have about appropriate behaviors for their own role or position and their perceptions of the role of others within the organization."[18] However, it must be remembered that organizations also have expectations. Since each person entering an organization brings with them a set of expectations, it is these expectations along with those of the organization that define for individuals what they should do under various circumstances and how they think others (such as supervisors, peers and subordinates) should behave in relation to them and their position. Thus, it would seem that: the better the fit between the individual's and the organization's expectations, the higher the individual's performance and morale and the lower the absentism and turnover rates.

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[18]Hersey and Blanchard, Management of Organizational Behavior: Utilizing Human Resources (3rd ed.; New York: Prentice-Hall, Inc., 1977), p. 135.

In trying to find out what a picture of prospective new employees ideal job or career looked like, Rosenberg surveyed 4,585 college students. A reprint of those results is given in Table 3.1.[19] This should have given organizations some idea of what expectations people had in 1957.

Berlew and Hall suggest that the first year in any organization is a very critical learning period because it is a time when the new employee is "uniquely" ready to develop or change their expectations.[20] For young managers the expectations of the organizations constitute an important class of role forces impinging on him/her; therefore, their behavior will be strongly affected by the expectation of his/her supervisors, peers, and subordinates. Thus, according to Role Theory, one would predict that if a person is assigned a relatively demanding job and they are expected to do well in that job, they tend to perform better than people who are assigned to less demanding tasks, especially if they both have relatively high achievement expectations. Therefore, those who perform well are eventually assigned more demanding

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[19] A. Rosenberg, Occupations and Values (Glenioe, Ill.: The Free Press, 1957), p. 12.

[20] David E. Berlew and Douglass T. Hall "The Socialization of Managers: Effects of Expectations on Performance," Administrative Science Quarterly. Vol. II, No. 2, (Sept, 1966), pp. 207-223.

Table 3.1

RANKING OF "REQUIREMENTS" FOR IDEAL JOB OR CAREER:
By 4,585 COLLEGE STUDENTS. (Rosenberg, 1957, p. 12)

"Consider to what extent a job or career would have to satisfy each of these requirements before you could consider it IDEAL"	Most Important (HI)	Highly Important (H)	Medium Importance (M)	Little or No Importance Irrelevant or Distasteful (L)
"Provide an opportunity to use my special abilities or aptitudes"----------	27%	78%	20%	2%
"Provide me with a chance to earn a good deal of money"--	10	39	48	13
"Permit me to be creative and original"----------	10	48	39	13
"Give me social status and prestige"--------	2	26	53	21
"Give me an opportunity to work with people rather than things"--	7	44	36	20
"Enable me to look forward to a stable, secure future"-------	24	61	31	8
"Leave me relatively free of supervision by others"----------	3	38	48	14
"Give me a chance to exercise leadership"-	4	32	53	15
"Provide me with adventure"----------	1	16	40	44
"Give me an opportunity to be helpful to others"----------	10	43	44	13

jobs and get higher rewards while the low performers who have unfulfilled expectations tend to fall by the wayside. For the high performers, the company's expectations and individual performance converge on each other; however, the low performer (in many cases) terminates their employment with the company or they look for incentives and rewards external to the job.

A study of life insurance agents (Achneider, 1972) revealed that the expectations of new agents were more realistic than their perceptions, i.e. their expectations were closer to the actual organizations', than were their perceptions. Generally, new agents preferred a better climate than that which existed in the organization but they expected it to be about the way existing agents perceived it. This suggests that existing agents were providing some realistic information to prospective new agents, thereby reducing the likelihood of unwanted outcomes that could result from unfulfilled expectations.

Wanous (1973, 1975) reported that among female telephone operators, those who received a realistic job preview subsequently had more realistic job expectations, fewer thoughts of quitting, and a higher job survival rate than operators who received the traditional preview. He found no differences in the job acceptance rate between the two groups.

Weitz (1956) in his study of job survival of insurance agents and Macedonia (1969), Ilgen and Seely (1974) in their

studies on cadets entering the U.S. Military Academy at West Point demonstrated that agents/applicants who received realistic information about the organization they were considering, more frequently decided to join that organization and less frequently decided to voluntarily resign than those who did not receive such information.

Katzell (1968) found that realistic expectations reduced turnover among nursing students because individuals had a greater commitment to their decision and the knowledge of what to expect better prepared individuals to deal with actual situations that could have otherwise planted the seeds that could have resulted in increased turnover rates.

Hackman and Lawler (1971) argues that there are three general job characteristics that are central in developing congruence between individual needs and expectations and organizational goals achievement. First, the job must allow the worker to feel personally responsible for a meaningful portion of his/her work, giving him/her a sense of autonomy. Second, the job must provide outcomes which are intrinsically meaningful or otherwise experienced as worthwhile to the individual. Third, the job must provide feedback about what is accomplished.

Starcevich (1972, 1973) in studying the effects of central life interest of job oriented employees and non-job oriented employees on job expectations, found that central life

interest did not appreciably affect job expectations and that workers desired self-actualization, regardless of their central life interest.

Farr, O'Leary, and Bartlett (1973) in comparing the effect of work sample tests upon job selection and turnover among White and Black female sewing machine operators reported that Whites who received the realistic information through the work sample test had a higher refusal rate and a lower voluntary turnover rate than Whites who did not receive the test. Blacks, on the other hand, who received the test showed no difference in the job refusal and voluntary turnover rates than Blacks who did not receive the work sample test. The authors attribute this difference as being caused by factors affecting motivation and job satisfaction. For example, they say that "Whites may have viewed the nature of the work and other task related variables as being the most important factors in the work situation, therefore the work sample test provided them with the opportunity to form an accurate expectation about those important factors."[21] Consequently, you have a high refusal rate and a low turnover rate. In explaining the lack of difference between Blacks

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[21]James L. Farr, Brian S. O'Leary, and C. J. Bartlett, "Effects of Work Sample Test Upon Self-Selection and Turnover of Job Applicants," Journal of Applied Psychology. Vol. 58, No. 2, 1973, pp. 283-285.

who received the work sample test and those that didn't, the authors say, "Black job applicants may not place as much emphasis on the task-related factors and that such factors as interpersonal relationships with supervisors and co-workers, pay, and company policies may have been more salient concerns for Blacks."[22]

In comparing the career orientation of Black and White college women, Turner and McCaffrey (1974) reported that only 21.4 percent of the Black women expected to be full time homemakers where as 53.3 percent of the White women expected to be full time homemakers. In comparing the work expectations of the two groups, the authors reported that 7.1 percent of the Black women expected occasional part-time work, 17.9 percent expected steady part-time work; and 53.6 percent expected full-time paid employment as opposed to 13.3 percent, 17.8 percent, and 15.6 percent respectively for White women. In measuring the congruence of career preferences with career expectations, 50 percent of the Black women preferred less work than they expected, compared to only 12 percent of the White women; 20 percent of the Black women preferred more work than they expected, compared to 4 percent of the White women; and 21 percent of the Black

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[22] Ibid.

women and 47 percent of the White women preferred exactly the same level of work that they expected.

Fossum, Moore, and Miller (1974) reported that age and education were highly correlated with career expectations for managers in the consumer durable goods industry. Slocum and Strausen (1971) reported that when Black CPAs were compared with White CPAs, they found that Blacks rated opportunity to help people, opportunity for independent thought and action, and feeling of self-fulfillment consistently higher than Whites. Arvey and Mussio (1974) in examining the job expectancies of culturally advantaged and disadvantaged clerical employees reported that disadvantaged employees felt that effectiveness in their job was less likely to lead to advancement or to the use of their own judgement than did the advantaged. In addition, the disadvantaged employees indicated a higher valence for salary than did the advantaged employees.

E. JOB SATISFACTION, ABSENTISM, AND TURNOVER

In a study of managers in a state organization (Hrebiniak and Roteman, 1973) it was found that a positive relationship existed between dissatisfaction and absentism. In fact, the larger the perceived need (as defined by Maslow's Hierarchy of Needs) deficiencies the greater the rate of absentism at all hierarchical level in the organization. Seiler and Williams (1973) examined the expectations of engineers over

time along the following dimensions: technical challenge, management aspiration, security, job freedom, professional recognition, and professional aspirations. They found no significant difference in the mean expectations over time and between job dimensions. A possible explanation for this is that expectations are very robust early in one's career and are difficult to change even with direct experience in the organization.

In attempting to answer the question: Why do employees leave organizations?, Dunnette, Arvey, and Banas (1973) examined the work motivation, job expectations, and job experiences of 1000 (current and terminated) employees. The results of their work is presented in Figures 3.2 through 3.6. Looking at Figures 3.2 and 3.3, we can see that the same job features were most important and least important to both current and terminated employees. In addition, Figure 3.4 shows that the two groups (current and terminated employees) had very similar expectations about various job features when they joined the company. Yet, some people terminated (or were terminated by the company) employment with the company. Figures 3.5 and 3.6 lends some insight into why some employees left the company, while others stayed. In both cases, the first job caused disenchantment because their expectations were not being met and their abilities were not being fully utilized. However, for the employees who stayed with the company, their present jobs are much closer to what they had

Figure 3.2

JOB FEATURES MOST AND LEAST IMPORTANT TO 525 CURRENT EMPLOYEES

NOW AND WHEN GRADUATED FROM COLLEGE
[Dunnette, Arvey, and Banas, 1973, p. 26]

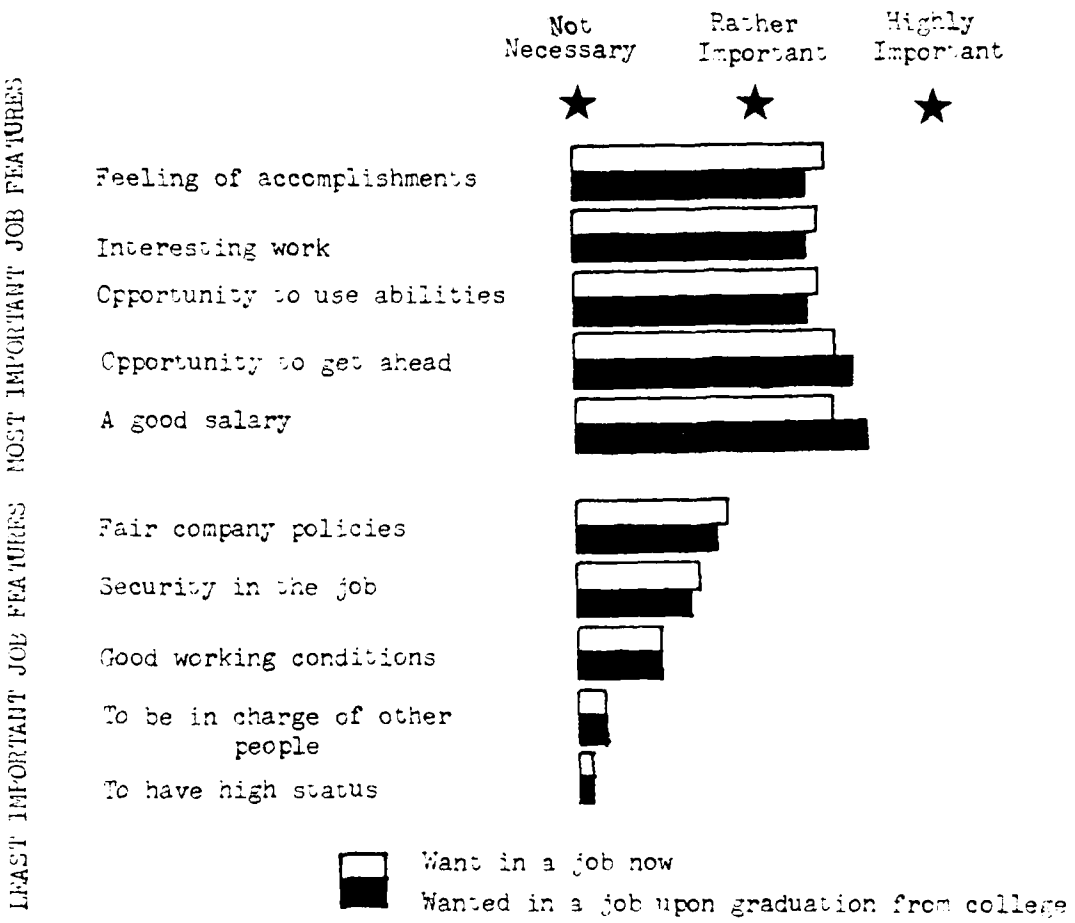


Figure 3.3

JOB FEATURES MOST AND LEAST IMPORTANT TO 495 TERMINATED EMPLOYEES NOW AND WHEN GRADUATED FROM COLLEGE
[Dunnette, Arvey, and Banas, 1973, p. 26]

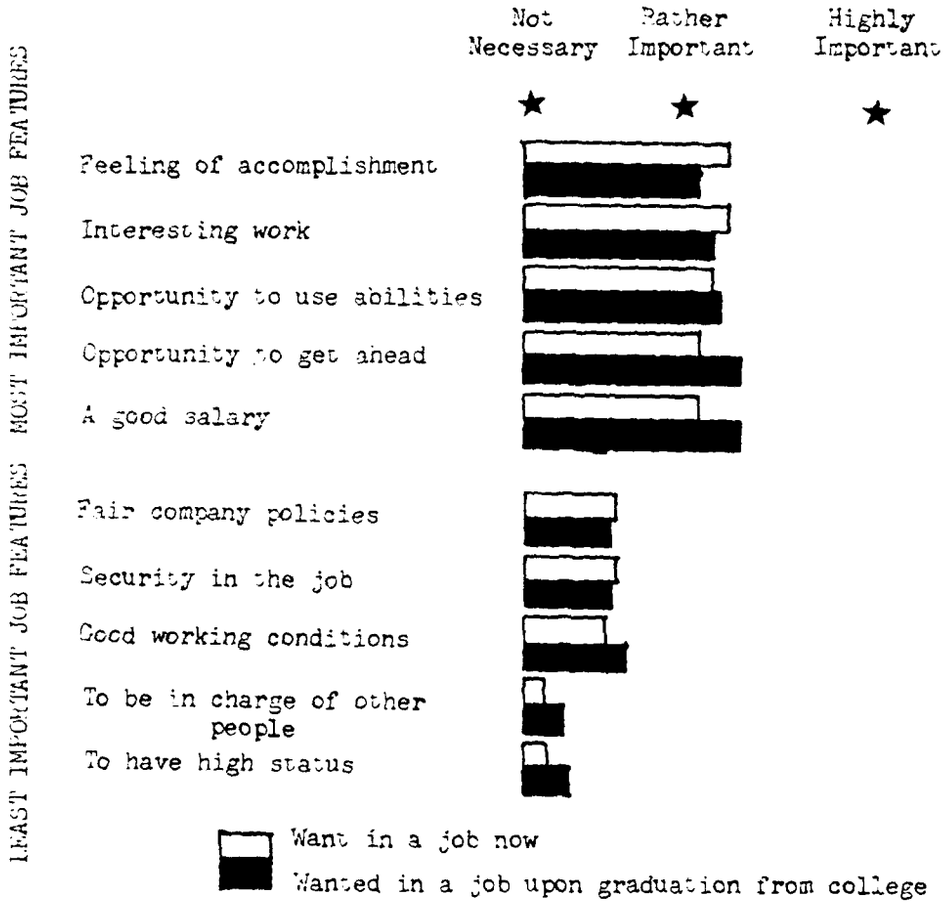


Figure 3.4

CURRENT AND TERMINATED EMPLOYEES EXPECTATIONS ABOUT THE OCCURANCE OF 15 JOB FEATURES

BEFORE JOINING THE COMPANY
[Dunnette, Arvey, and Banas, 1973, p. 27]

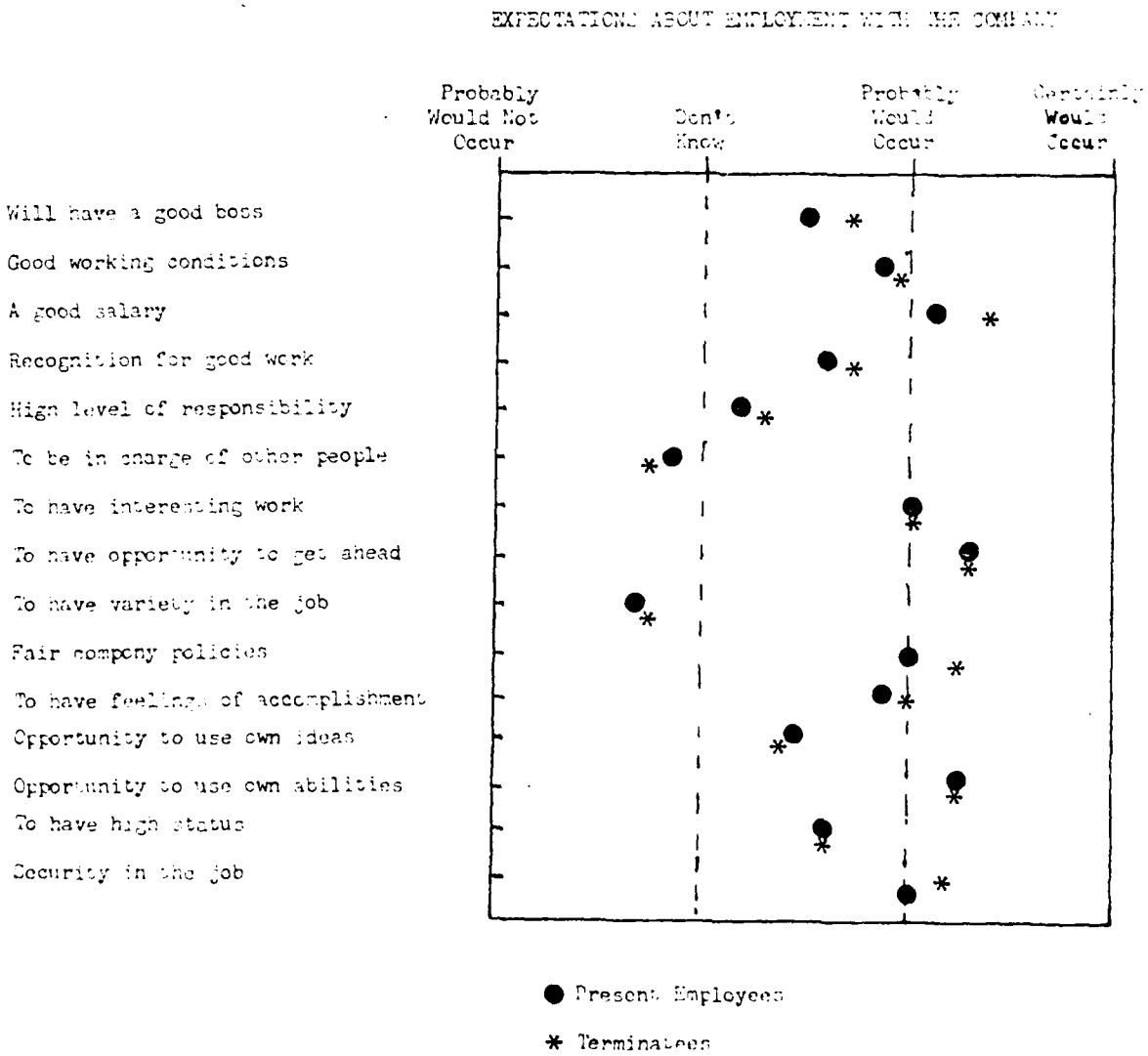
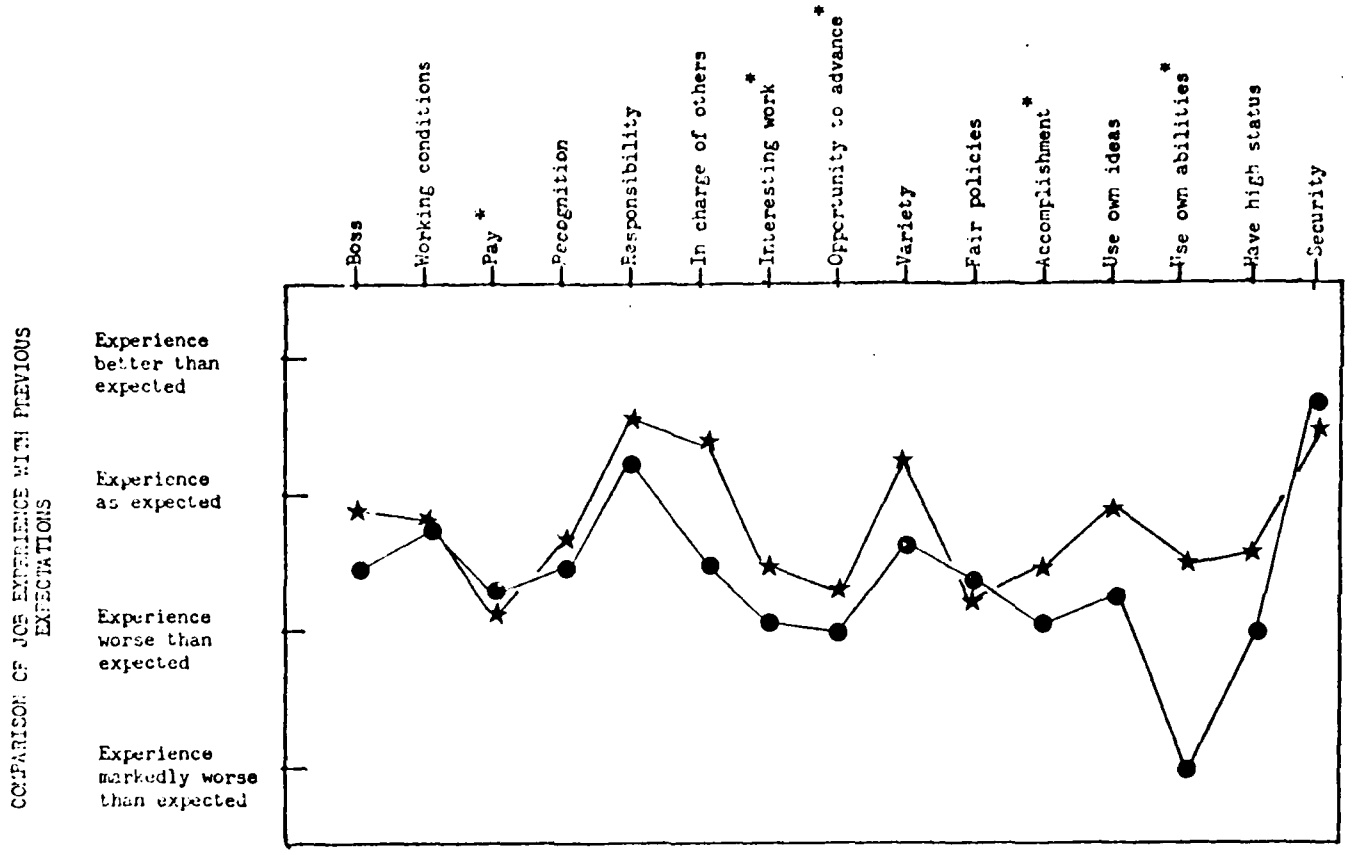


FIGURE 3.5

DISCREPANCIES BETWEEN JOB EXPECTATIONS AND JOB EXPERIENCES OF CURRENT EMPLOYEES IN FIRST AND PRESENT JOBS
[Dunnette, Arvey, and Banas, 1973, p. 28]



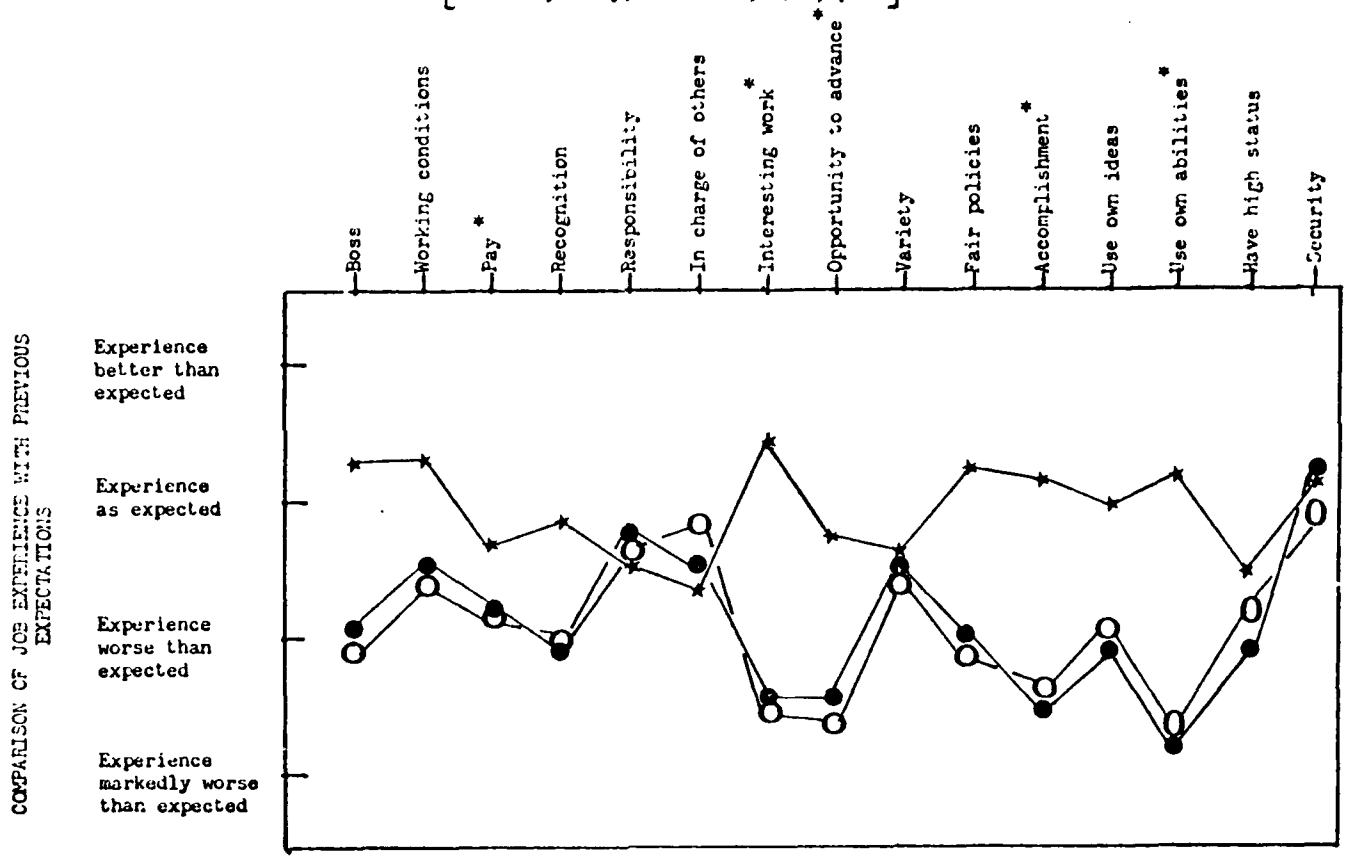
* Job features stated most important by college graduates

●—● First job in company

★—★ Present job in company

FIGURE 3.6

DISCREPANCIES BETWEEN JOB EXPECTATIONS AND JOB EXPERIENCES OF TERMINATED EMPLOYEES IN FIRST AND FINAL JOBS WITH FIRST COMPANY AND PRESENT JOB IN NEW COMPANY
[Dunnette, Arvey, and Banas, 1973, p. 28]



* Job features stated most important by college graduates

First job in company

Present job in NEW company

Job held at time of leaving company

expected when they joined the company and therefore stayed. On the other hand, the jobs that terminated employees held at the time of termination reinforced those disenchanted feelings created by their first job, thus resulting in employees turnover.

Wanous (1976) investigated the form, strength, and direction of changes in the perceptions and expectations of MBA students during their first year of employment with a new organization. He found that entry into the organization affected their perceptions and expectations about intrinsic factors (such as their educational process) but had little affect on their perceptions and expectations about extrinsic job factors because they (MBA students) knew very little about the inner workings of the organization until they were actually members of that organization. Their perceptions and expectations, when compared with employees who had been on the job for over a year, turned out to be inflated; however, they declined over a period of about nine months. Wanous concluded that people who join organizations with inflated perceptions and expectations are more likely to quit and that organization will profit tremendously from closing the gap between expectations of employees and reality.

F. CONCLUSIONS

As organizations grow, as the environment changes, as more employees center their lives around activities outside their

job, as inflation continues and stockholders and/or the public expect more profit/service, and as human resources become even more scarce and valued, it is imperative that organizations understand what employees want and expect from their job. This means that organizations must take a career development perspective to managing its most valued resource, its people. For this provides a means for dealing with both the organization's and the individual's concerns. The cost of not doing this is increased absentism and turnover, and low retention, performance, and morale.

Thus, the literature provides a basis of support and a conceptual framework for us to examine the organizational climate of the Coast Guard, the perceptions of Black college students/graduates about the Coast Guard, and the work expectations of Black college students/graduates in order to deal with the problems the Coast Guard faces in recruiting and retaining Black officers.

IV. METHODOLOGY

A. CONDUCT OF THE STUDY

The study was conducted by this writer using data gathered through both questionnaires and interviews. Commandant (G-P-1/2) and (G-H) provided assistance in developing the initial sample of Coast Guard officers. Various officers assigned to Pmr offices at the district level suggested names of former Coast Guard officers who provided information about why they left the Coast Guard.

Five predominately Black colleges and universities were selected as the source for Black college students and graduates to participate in this study. Initial contact was made by phone with the vice-presidents for academic affairs of all five institutions explaining the nature of the study. A follow-up letter was then sent to each vice-president requesting that they participate in the study by providing the following:

(1) A minimum of 35 seniors and graduate students to complete the questionnaire

(2) Approximately 10 seniors and graduate/students to participate in a 15 minute interview

(3) A meeting place to administer the questionnaire and to conduct the interviews

See appendix D for sample copy of the letter. All of them agreed to provide the assistance that this writer requested.

It was agreed that the identities of all officers, former officers, students/graduates, and universities that participated in this study be kept confidential.

B. THE SAMPLES

A stratified random sample of 300 Coast Guard officers in grades 01-06, along with address labels, were requested and received from Commandant (G-P-1/2). In addition, a list containing the names and addresses of 69 Black officers in grades W1-W4 and 01-06 were obtained from Commandant (G-H). After eliminating the duplications, questionnaires were mailed to 341 officers and warrant officers (69 Black and 272 others). Eighteen (18) were returned because the officers were no longer attached to the units to which the questionnaires were mailed, thus reducing the initial numbers of questionnaires mailed to 323. Two hundred and thirty one (231) completed questionnaires were returned, resulting in an overall return rate of 71.5 percent. The return rate for Black officers was 82.6 percent, while it was 68.5 percent for all other officers in the sample. See Appendix G for a profile of the Coast Guard Officer Sample.

Five (5) former Black Coast Guard officers who were released from active duty within the last two years provided information (through interviews) about the why they left the Coast Guard.

These interviews were conducted by phone with each lasting approximately forty minutes.

A total of 187 students and graduates from 25 different majors participated in the study by completing the questionnaire and 40 participated in the interviews. All students that participated in the study were selected by the university that they were attending at that time. The methods used by the various institutions to select the students are not known. A profile of the students sample is given in appendix F. After explaining the purpose of this study to each student, he or she was given the opportunity to refuse to participate. Only 3 students refused to participate. Their main reasons for refusal were that they had classes or other commitments that would not allow them to participate in the study on the day that this writer was on their campus.

C. THE INSTRUMENTS

The questionnaires used in the study were adapted from a combination of the United States Navy Human Resource Management Survey, the National Urban League's Human Relations in the Coast Guard Survey, and the Rand Corporation's Survey of DOD Officers and Enlisted Personnel.

The questionnaire used to gather data about the organizational climate of the Coast Guard contained 88 questions (See Appendix B). It was administered by mail with a cover letter from this writer explaining the purpose of this study. A self-addressed return

envelope was included for the convenience of the participants. Additional data was collected from Ex-Coast Guard Officers using the interview questions in Appendix C.

The questionnaire used to gather data about the job and career expectations of Black college students and graduates and their perceptions about the Coast Guard consisted of two parts: (1) a four page questionnaire containing 35 questions with a Likert Type Scale; and, (2) a one page list of 18 items that students/graduates were asked to rank order them from 1 through 18 in order of "importance to them", 1 being the most important and 18 being the least important. Supplemental data was gathered using the interview questions in Appendix E.

Both questionnaires were submitted to Commandant (G-P-1/2), prior to being administered, for approval. In addition, the instrument used to survey Black college students/graduates was approved by the Naval Postgraduate School with the support of the United States Coast Guard.

D. THE ANALYSIS

The data were analyzed using the Statistical Package for the Social Sciences (SPSS). This system provides a unified and comprehensive package that enables the user to perform many different types of data analysis in a simple and convenient manner. Cards were used as the input medium for the data.

Mean values were computed for all dimensions listed below using the "Compute" and "Do Repeat" functions of the SPSS system

(See Appendix H for Actual format). This caused any cases that contained missing values (on any question(s) making up a particular dimension) to be excluded from the calculations. The dimensions were:

(1) Motivation of People (MOTIVATN)

(2) Communication Flow (COMMUNIC)

(3) Goal Emphasis (GOALEMPH)

(4) Equal Opportunity and Affirmative Action (EQOPPAFF)

(5) Fair and Equitable Treatment of People (F&ET)

(6) Bureaucracy and Red Tape (REDTAPE)

(7) The Importance of Role Models and Mentors (ROLEMODS)

(8) Career Aspirations (CAREERAS)

(9) Satisfaction (SATISFAC)

(10) The Impact of Relocation of Family Life (RELOCIOX)

(11) Supervisory Leadership (SUPLDSHP)

(12) Training (TRAINING)

The samples were divided into a number of independent groups and their mean values on the above dimensions were compared using student T-tests.

The following groups were compared:

(1) Black officers and all White officers

(2) Top leaders and all other officers

(3) Black officers and top leaders

(4) Black officers and Black college graduates/students

(5) White officers and Black college graduates/students

(6) Top leaders and Black college graduates/students

(7) Technical and non-technical majors of Black college graduates/students

V. RESULTS

A. INTRODUCTION

This chapter contains the results of the questionnaires and interviews conducted. The results of the Coast Guard Survey will be presented first, followed by the results of the perceptions of Black college students/graduates about the Coast Guard. Third, the expectations of Black college students/graduates will be presented and finally, the results of interviews with former Coast Guard officers about why they terminated their active duty Coast Guard career will be presented.

B. THE COAST GUARD QUESTIONNAIRE RESULTS

The sample of Coast Guard officers was divided into the following groups: Black officers, White officers, Top Leaders, and all other officers in the sample. The responses from these groups were compared along the 12 dimensions listed in Chapter IV to see if there were any significant differences in how these officers view the Coast Guard. All comparisons were made using student T-test (A test where cases are classified into one of two independent groups and the mean values of the two groups are tested to see if there are statistically significant differences between them).

All dimensions were computed based on a five point Likert Type Scale, with the exception of the "impact of relocation

on family life" and the "career aspiration" dimensions. For this five point Likert Scale: 1 means to a very little extent; 2 means to a little extent; 3 means to some extent; 4 means to a great extent; and, 5 means to a very great extent.

The "impact of relocation on family life" dimension was calculated based on a four point Likert Type Scale with the following meanings: 1 means "a serious problem"; 2 means "somewhat of a problem"; 3 is a "slight problem"; and, 4 means that its "not a problem."

The "career aspiration" dimension has a range of 01 to 09, corresponding to the various officer pay grades. All responses from warrant officers were omitted from the calculation of this dimension because of the difficulty in adding warrant officer pay grades to commissioned officer pay grades and getting useful data.

While student T-tests were used to determine statistically significant differences between mean values, there are some other things about the mean values that are important. This importance deals with those mean values that indicate that a particular dimension is true only to a "little extent or less" or that it is somewhat of a problem for people (means below 3.00). Since we would like to have the best organizational climate possible, such a low value would be of great concern to us.

1. Black Officers vs White Officers

The first groups of officers compared along the dimensions (listed in Chapter IV) were Black officers and White officers. The results of this comparison using student T-tests are presented in Table 5.1. An examination of this table reveals that on all dimensions, Black and White officers have different mean values. However, those differences are statistically significant only on the "Equal Opportunity and Affirmative ACTION", the "Importance of Role Models and Mentors", and the "Satisfaction with Coast Guard Life" dimensions. White officers feel that Equal Opportunity and Affirmative Action have been achieved to a greater extent than do Black officers. On the other hand, Black officers feel that role models and mentors are more important than do White officers. However, White officers are more satisfied with Coast Guard life than Black officers.

In addition, the "impact of relocation on family life" is important in that it is somewhat of a problem for both Black and White officers. The "training" dimension is also important in that the values 2.82 and 2.86 indicate that both Black and White officers feel that people are being trained only "to a little extent to perform their assigned tasks."

2. Top Leaders vs All Other Officers In the Sample

The next two groups that were compared along all dimensions were top leaders vs all other officers in the sample. Top leaders consists of all officers in the sample

TABLE 5.1

Student T-Test Comparing Black and White Officers Responses
Along Twelve Different Dimensions

Dimension	No. of Cases	Mean	Standard Deviation	Significance 2-Tail Probability
1) Motivation of people				
Black Officers	55	3.21	.75	.48
White Officers	159	3.30	.67	
2) Communication flow				
Black Officers	56	3.27	.67	.50
White Officers	162	3.34	.65	
3) Goal Emphasis				
Black Officers	53	3.02	.95	.10
White Officers	164	3.26	.81	
4) Equal Opportunity and Affirmative Action				
Black Officers	53	3.40	.86	.05
White Officers	155	3.67	.81	
5) Fair and Equitable Treatment				
Black Officers	52	3.22	.95	.22
White Officers	158	3.40	.70	
6) Bureaucracy and Red Tape				
Black Officers	55	3.32	.90	.14
White Officers	164	3.52	.70	
7) The Importance of Role Models and Mentors				
Black Officers	56	4.02	.86	.00
White Officers	163	3.40	.97	
*8) Career Aspirations				
Black Officers	47	4.91	1.39	.09
White Officers	165	5.30	1.34	
9) Satisfaction				
Black Officers	55	3.72	.87	.04
White Officers	164	3.99	.75	
**10) Impact of Relocation on Family Life				
Black Officers	55	2.29	.71	.70
White Officers	164	2.33	.69	
11) Supervisory Leadership				
Black Officers	54	3.44	.94	.57
White Officers	164	3.52	.78	
12) Training				
Black Officers	55	2.82	1.26	.84
White Officers	166	2.86	1.04	

* This dimension contain no responses from warrant officers.

** This dimension was computed based on a 4 point Likert Type Scale.

* Computed on a scale that range from C1 to C9.

in pay grades O5 through O7 and up, while the category "all other officers" consist of those officers in pay grades O4 and below. Looking at the results of this comparison (Table 5.2), we see that there are statistically significant differences in how top leaders and all other officers (Black and White) view equal opportunity and affirmative action, and training. The two groups also show statistically significant differences in career aspirations and general satisfaction with Coast Guard life. Top leaders feel that equal opportunity and affirmative action have been achieved to a greater extent than do O4's and below. Top leaders also have higher career aspirations and are more satisfied with Coast Guard life than O4's and below. However, O4's and below feel that people are being training to do their jobs more so than top leaders. The fact that both groups feel that people are only being trained to a "little extent" to do their jobs is also noteworthy. As with previous groups compared, the impact of relocation on family life remains somewhat of a problem for both groups.

No statistically significant differences were found between the two groups when they were compared along all other dimensions.

3. Black Officers vs Top Leaders

The final two groups of Coast Guard officers that were compared were Black officers with top leaders. Since there was only one officer in the sample that was Black and

TABLE 5.2

Student T-Test Comparing Top Leaders With All Other Officers Along Twelve Dimensions

Dimension	No. of Cases	Mean	Standard Deviation	2-Tail Probability
Motivation				
Top Leaders	39	3.45	.63	.09
Others	181	3.25	.71	
Communications Flow				
Top Leaders	40	3.31	.65	.79
Others	184	3.34	.67	
Goal Emphasis				
Top Leaders	39	3.24	.84	.93
Others	184	3.23	.85	
Equal Opportunity and Affirmative Action				
Top Leaders	39	3.97	.68	.00
Others	175	3.53	.84	
Fair and Equitable Treatment				
Top Leaders	37	3.39	.78	.83
Others	179	3.36	.78	
Bureaucracy and Red Tape				
Top Leaders	41	3.59	.61	.20
Others	184	3.45	.79	
The Importance of Role Models and Mentors				
Top Leaders	40	3.30	1.04	.10
Others	185	3.60	.97	
*Career Aspirations				
Top Leaders	41	5.96	55	.00
Others	177	4.97	1.25	
Satisfaction				
Top Leaders	40	4.15	.60	.02
Others	185	3.87	.83	
**Relocation				
Top Leaders	41	2.28	.68	.69
Others	184	2.34	.71	
Supervisory Leadership				
Top Leaders	39	3.47	.90	.75
Others	185	3.52	.81	
Training				
Top Leaders	40	2.58	1.07	.05
Others	187	2.94	1.11	

* Contain no responses from warrant officers. Computed based on a scale range from 01 to 09.

** Computed based on a 4 point Likert Type Scale.

in pay grades 05-07, his responses were eliminated for this comparison. The results of this comparison are presented in Table 5.3. Statistically significant differences can be seen between the two groups on the following dimensions: Equal Opportunity and Affirmative Action; the Importance of Role Models and Mentors; Career Aspirations; and, General Satisfaction with Coast Guard Life.

Top leaders essentially feel that equal opportunity and affirmative action have been achieved to a greater extent than do Black officers. Top leaders also have higher career aspirations and are more satisfied with Coast Guard life than Black officers. However, Black officers feel that role models and mentors are more important than top leaders.

The "impact of relocation on family life" dimension is important and indicative of a problem in both groups' eyes as seen by the relatively low value (2.28 and 2.27). The "training" dimension (with values 2.82 and 2.58) indicate that both Black officers and top leaders feel that people are only being trained "to a little extent" to do their jobs.

C. THE PERCEPTIONS OF BLACK COLLEGE STUDENTS/GRADUATES ABOUT THE COAST GUARD

Mean values for the perceptions of Black college students/graduates were computed based on the same 5 point Likert Type Scale used with the Coast Guard survey. On this scale, 1 means "to a very little extent"; 2 indicates "to a little

TABLE 5.3

Student T-Test Comparing Black Officers With Top Leaders In the Coast Guard Sample

Dimensions	No. of Cases	Mean	Standard Deviation	2-Tail Probability
Motivation of People				
Blacks	54	3.21	.76	.11
Top Leaders	38	3.44	.64	
Communication Flow				
Blacks	55	3.27	.67	.77
Top Leaders	39	3.31	.66	
Goal Emphasis				
Blacks	53	3.02	.95	.24
Top Leaders	39	3.24	.84	
Equal Opportunity and Affirmative Action				
Blacks	52	3.40	.87	.00
Top Leaders	38	3.97	.69	
Fair and Equitable Treatment				
Blacks	52	3.22	.55	.36
Top Leaders	37	3.39	.78	
Bureaucracy and Red Tape				
Blacks	54	3.31	.90	.08
Top Leaders	40	3.59	.52	
The Importance of Role Models and Mentors				
Blacks	55	4.02	.87	.00
Top Leaders	39	3.28	1.04	
*Career Aspirations				
Blacks	46	4.89	1.39	.00
Top Leaders	40	5.96	.56	
Satisfaction				
Blacks	54	3.70	.87	.01
Top Leaders	39	4.14	.60	
**Relocation Impact on Family Life				
Blacks	54	2.28	.72	.93
Top Leaders	40	2.27	.68	
Supervisory Leadership				
Blacks	54	3.44	.94	.86
Top Leaders	39	3.47	.90	
Training				
Blacks	55	2.82	1.26	.33
Top Leaders	40	2.58	1.07	

* This dimension was computed without including the responses from any warrent officers. The scale range from 01 to 09.

** This dimension was computed using a 4 point Likert Type Scale.

extent"; 3 denotes "to some extent"; 4 implies "to a great extent"; and, 5 means "to a very great extent."

All mean values that are below 3.00 and above 4.00 are considered to be significant because those values below 3.00 indicate that people have poor or unfavorable perceptions about the Coast Guard, while those mean values above 4.00 are indicative of good or favorable perceptions.

For a number of years, the Coast Guard has contended that it has been unsuccessful in its efforts to recruit more Black officers for a number of reasons. One such reason was that there was and still is a lack of awareness on the part of the Black community about what the Coast Guard is like. Looking at Table 5.4 this contention is supported by the fact that 19.3 percent of Black college students/graduates in the sample had no perception of whether or not the Coast Guard assigned people to interesting and rewarding jobs. The number of people that had no perception concerning the friendliness of Coast Guard supervisors was 31.6 percent. These relatively large percentages are of concern to us.

Interestingly enough, Black college students/graduates believe that the Coast Guard trained its people "to a great extent" to do their jobs (mean value 4.07). They also perceived that the Coast Guard encourages teamwork and information sharing (3.94).

The sample of Black college students/graduates was divided into technical and non-technical majors and compared

Table 5.4

BLACK COLLEGE STUDENTS/GRADUATES PERCEPTIONS ABOUT THE COAST GUARD

BLACK COLLEGE STUDENTS/GRADUATES PERCEPTIONS ABOUT THE COAST GUARD	Cases With No Perception (No.)	%	No. of No. of Cases	Mean	Standard Deviation
CG assigns people to interesting & self rewarding jobs	(36)	19.3	151	3.53	.75
Adequacy of training provided people to do their job	(38)	20.3	149	4.07	.86
Opportunities to work in well integrated work environment	(40)	21.4	147	3.29	1.04
CG assign people to leadership positions early in career	(46)	24.6	141	3.09	.99
Adequacy of assistance provided in getting settled	(49)	26.2	138	3.28	.92
Friendliness of CG supervisors to talk with	(59)	31.6	128	3.25	.87
CG supervisors are open-minded & receptive to ideas of subordinates	(58)	31.0	129	3.09	.96
CG resolves conflict fairly	(58)	31.0	129	3.27	1.15
CG gives recognition to deserving persons	(40)	21.4	147	3.53	.93
People are evaluated on how well they perform their job	(44)	23.5	143	3.82	.87
CG encourage team work & information sharring	(41)	21.9	146	3.94	.96
Supervisors give feedback to help improve ones performance	(53)	28.3	134	3.64	.97
CG has adequate number of role models for you	(55)	29.4	132	3.31	.97
Adequacy of JO pay for a person with your qualifications	(41)	21.9	146	3.08	1.06
CG offers excellant opportunities for advancement & promotion	(45)	24.1	142	3.59	.88

to see if there were significant differences in how these two groups of students perceive the Coast Guard. Table 5.4A contains the results of that comparison. Examining these results, we see that there are not significant differences in the perceptions of these two groups about the Coast Guard.

D. BLACK COLLEGE STUDENTS/GRADUATES WORK EXPECTATIONS

An examination of Table 5.5 reveals that 3.2 percent of the people in the sample indicated that they had no expectations about being quickly integrated into the activities of the organization.

Using Table 5.5 to develop a profile of what Black college students/graduates expect from an organization, we see that they expect: (1) to receive recognition for quality work (4.07); (2) for information to be shared (4.02); (3) supervisors to be easy and friendly to talk with (4.06); (4) supervisors to stress teamwork (4.09); (5) to be consulted on matters that directly affect them (4.11); (6) their performance evaluations to reflect their actual job performance (4.24); (7) to be adequately trained to do their job (4.44); and, (8) they expect the organization to ensure that they have an equal opportunity for advancement and job assignments (4.58). In addition, they expect supervisors to a great extent to help them to improve their performance (as indicated by a mean value of 3.99).

TABLE 5.4A

COMPARISON OF TECHNICAL AND NON-TECHNICAL MAJORS' PERCEPTIONS ABOUT THE COAST GUARD

	No. of Cases	Mean	Standard Deviation	2-Tail Probability
CG assigns people to interesting and self rewarding jobs				
Technical Majors	21	3.48	.60	
Non-Technical	123	3.54	.78	.75
Adequacy of training provided people to do their job				
Technical majors	21	4.10	.72	.88
Non-Technical	122	4.07	.89	
Opportunities to work in well integrated work environment				
Technical majors	19	3.21	.79	.68
Non-Technical	121	3.30	1.08	
CG assign people to leadership positions early in career				
Technical Majors	20	2.95	.94	.36
Non-Technical	115	3.17	.88	
Adequacy of assistance provided in getting settled				
Technical majors	19	3.26	.99	.99
Non-Technical	113	3.27	.91	
Friendliness of CG supervisors to talk with				
Technical	15	3.33	.49	.48
Non-Technical	107	3.22	.88	
CG supervisors are open-minded and receptive to ideas of subordinates				
Technical Majors	16	2.88	.50	.18
Non-Technical	107	3.09	1.01	
CG resolves conflict fairly				
Technical Majors	13	3.84	.65	.50
Non-Technical	109	3.24	1.17	
CG gives recognition to deserving persons				
Technical Majors	20	3.55	.76	.90
Non-Technical	120	3.52	.92	
People are evaluated on how well they perform their job				
Technical Majors	20	3.85	.81	.84
Non-Technical	116	3.18	.84	
CG encourage team work and information sharing				
Technical Majors	21	4.05	.81	.65
Non-Technical	118	3.96	.93	
Supervisors give feedback to help improve ones performance				
Technical Majors	17	3.71	.85	
Non-Technical	110	3.68	.97	.92
CG has adequate number of role models for you				
Technical Majors	17	3.41	.92	.70
Non-Technical	108	3.31	.98	
Adequacy of CG pay for a person with your qualifications				
Technical Majors	20	3.10	.85	
Non-Technical	119	3.10	1.08	.90
CG offers excellent opportunities for advancement and promotion				
Technical Majors	20	3.60	.[illegible]0	
Non-Technical	117	3.60	.92	1.00

Table 5.5

MALE COLLEGE STUDENTS/GRADUATES WORK EXPECTATIONS

EXPECTATIONS OF BLACK COLLEGE STUDENTS/GRADUATES	Cases With No Expectations (No.)	%	No. of No. of Cases	Mean	Standard Deviation
Expect to quickly integrated into the activities of the organization	(6)	3.2	181	3.70	.86
Assistance expected in getting settled	(3)	1.6	184	3.74	1.03
Expect supervisors to be receptive to your ideas/suggestions	(0)	0	187	3.66	.87
Expect to be consulted on matters that affect you	(1)	0.5	186	4.11	1.02
Expect to receive recognition for quality work	(0)	0	187	4.02	.84
Expect performance evaluation to reflect actual job performance	(0)	0	187	4.24	.85
Expect information to be shared so that decision makers can make better decisions	(1)	0.5	186	4.02	.87
Expect organization to discourage favoritism	(1)	0.5	186	3.83	1.32
Expect to have to deal with long standing rules and regulation	(0)	0	187	3.74	.96
Expect supervisors to listen to your problems	(1)	0.5	186	3.72	1.06
Expect supervisors to assist you in working out conflict	(0)	0	187	3.80	.98
Expect supervisor to stress team work	(0)	0	187	4.09	.88
Expect supervisor to be friendly and easy to approach	(0)	0	187	4.06	.89
Expect supervisor to help you improve your performance	(0)	0	187	3.99	.89
Expect the organization to adequately train you to do your job	(0)	0	187	4.44	.78
Expect organization to ensure that you have equal opportunity for advancement and job assignments	(3)	1.6	184	4.58	.66

Surprisingly, the mean value for the importance of role models to Black college students/graduates was 3.73, meaning that "to some extent" they consider role models to be important. In addition, 65.8 percent of these students considered mentors to be important to them, 28.9 percent said that mentors were not important to them, and 5.3 percent of the students did not answer the question. However, only 28.9 percent of the people in the sample had mentors, 57.8 percent did not have mentors, and 13.3 percent did not answer the question. Once again, the sample was divided into technical and non-technical majors and the expectations of the two groups were compared. No significant differences were found (see Table 5.5A).

Examining Table 5.6 to get a feel for how far Black college graduates expect to advance with the organization that is fortunate enough to employ their skills, one can see that only 15.6 percent expect to reach the top management levels of the organization (owner, president, vice-president). It must be noted that 51.3 percent of the people in the sample did not give an expected achievement level, thus, implying that they do not have long term career expectations at this time. If this is true and if the Coast Guard is trying to sell people a career, while over half of the people are not thinking that far ahead, it cannot expect to be too successful in its recruiting efforts.

TABLE 5.5A

COMPARISON OF THE EXPECTATIONS OF TECHNICAL AND NON-TECHNICAL MAJORS

	No. of Cases	Mean	Standard Deviation	2-Tail Probability
Expect to quickly integrated into the activities of the organization				
Technical Majors	26	3.69	.84	.92
Non-Technical	148	3.71	.86	
Assistance expected in getting settled				
Technical Majors	27	3.67	1.14	.76
Non-Technical	150	3.73	1.01	
Expect supervisors to be receptive to your ideas/suggestions				
Technical Majors	27	3.52	.75	.22
Non-Technical	153	3.72	.88	
Expect to be consulted on matters that affect you				
Technical Majors	26	4.31	.88	.28
Non-Technical	153	4.10	1.03	
Expect to receive recognition for quality work				
Technical Majors	27	3.93	.73	.50
Non-Technical	153	4.03	.88	
Expect performance evaluation to reflect actual job performance				
Technical Majors	27	4.33	.78	.53
Non-Technical	153	4.23	.85	
Expect information to be shared so that decision makers can make better decisions				
Technical Majors	27	4.26	.76	.08
Non-Technical	152	3.96	.88	
Expect organization to discourage favoritism				
Technical Majors	26	3.81	1.33	.99
Non-Technical	153	3.80	1.33	
Expect to have to deal with long standing rules and regulations				
Technical Majors	27	3.78	.89	.89
Non-Technical	153	3.75	.95	
Expect supervisors to listen to your problems				
Technical Majors	26	3.69	1.01	.88
Non-Technical	153	3.73	1.07	
Expect supervisors to assist you in working out conflict				
Technical Majors	27	3.81	1.04	.98
Non-Technical	152	3.81	.97	
Expect supervisor to stress team work				
Technical Majors	27	4.26	.86	.29
Non-Technical	153	4.07	.87	
Expect supervisor to be friendly and easy to approach				
Technical Majors	27	4.15	.86	
Non-Technical	153	4.07	.87	.18
Expect supervisor to help you improve your performance				
Technical Majors	27	3.89	1.05	
Non-Technical	153	4.00	.87	.61
Expect the organization to adequately train you to do your job				
Technical Majors	27	4.52	.80	
Non-Technical	153	4.42	.79	.55
Expect organization to ensure that you have equal opportunity for advancement and job assignments				
Technical Majors	26	4.62	.57	
Non-Technical	153	4.38	.78	.75
The importance of role models to you				
Technical Majors	26	3.84	.80	
Non-Technical	153	3.72	1.02	.51

TABLE 5.6

POSITIONS EXPECTED TO BE HELD BY BLACK COLLEGE STUDENTS/GRADUATES UPON TERMINATING EMPLOYMENT WITH THE ORGANIZATION

POSITION	NUMBER OF CASES	PERCENTAGE
Owner	2	1.1
President	19	10.2
Vice-President	8	4.3
Middle Manager	22	11.8
Junior Executive	16	8.6
Teacher/Educator	10	5.2
Paraprofessional	2	1.1
Other	12	6.4
Missing or none listed	96	51.3

E. A COMPARISON OF BLACK COLLEGE STUDENTS/GRADUATES' PERCEPTIONS ABOUT THE COAST GUARD VS THEIR WORK EXPECTATIONS

In comparing students' perceptions about the Coast Guard with their expectations, we can see that they expect significantly more from the organization that employ them than they perceived the Coast Guard provides its people. Thus, the mean values for all of their expectations are higher than the mean values for their comparable perceptions (see Table 5.7).

F. WHY DID SOME BLACK OFFICERS LEAVE THE COAST GUARD?

Now that we have profiles of the Coast Guard from several different perspectives and some idea of the perceptions and expectations of Black college students/graduates that are

TABLE 5.7

COMPARISON OF BLACK COLLEGE STUDENTS/GRADUATES PERCEPTIONS ABOUT THE COAST GUARD AND THEIR EXPECTATIONS CONCERNING EMPLOYMENT

	No. of Cases	Mean	Standard Deviation	2-Tail Probability
Training				
Student Perceptions	149	4.07	.84	
Student Expectations	187	4.44	.78	.00
Provide assistance in getting settled quickly				
Student Perceptions	138	3.28	.92	
Student Expectations	184	3.[illegible]	1.03	.00
Supervisors that are friendly and easy to talk with				
Student Perceptions	128	3.25	.87	.00
Student Expectation	187	4.06	.89	
Supervisors that are open minded and receptive to your ideas				
Student Perceptions	129	3.09	.96	.00
Student Expectations	187	3.66	.87	
Conflict resolved fairly				
Student Perceptions	129	3.27	1.13	.00
Student Expectations	186	3.83	1.32	
Recognition given to deserving persons				
Student Perceptions	147	3.53	.93	.00
Student Expectations	187	4.02	.84	
Evaluations reflect performance				
Student Perceptions	143	3.82	.87	.00
Student Expectations	187	4.24	.85	
Encourage team work and information sharing				
Student Perceptions	146	3.94	.94	.15
Student Expectations	186	4.05	.88	
Provide feedback to help improve performance				
Student Perceptions	134	3.64	.97	.00
Student Expectations	187	3.99	.89	
Adequacy/importance of role models/mentors				
Student Perceptions	132	3.31	.97	.00
Student Expectations	183	3.73	.94	
Equal opportunity for advancement and job assignments				
Student Perceptions	142	3.59	.88	.00
Student Expectations	184	4.58	.66	

eligible for our officer programs, we can examine why some Black officers have left the Coast Guard during the past two years.

Through telephone interviews, five former Black Coast Guard officers were asked, "Why did you get out of the Coast Guard?" Table 5.8 gives a list of those reasons. In all cases, these officers stated that these were not the kind of experiences that they had expected and since the prospects for improvement looked bleek, they felt that it was best to terminate their stay in the Coast Guard.

G. COAST GUARD OFFICERS VIEW OF THE COAST GUARD VS BLACK COLLEGE STUDENTS/GRADUATES PERCEPTIONS

Black college students/graduates perceptions about the Coast Guard were compared with Black officers' views of the Coast Guard on specific questions. The results of that comparison is presented in Table 5.9. Significant differences were found in all cases except the perception of conflict resolution, recognition, and equal opportunity for advancement and job assignments.

However, when Black college students/graduates perceptions were compared with White officers' views of the Coast Guard more significant differences were found (see Table 5.10). It was only on the adequacy and importance of role models and mentors that these two groups did not show significant differences.

TABLE 5.8

REASONS WHY FORMER BLACK OFFICERS TERMINATED THEIR COAST GUARD CAREER

REASONS	FREQUENCY
Poor pay and unable to keep up with inflation, so I found a job that would provide the means of supporting my family	5
Lack of role models and mentors	5
Little or no guidance from senior officers	4
Being assigned to recruting duty and having to sell a product that I did not believe in (the Coast Guard)	2
Did not feel that I could get anead in the Coast Guard	4
My skills and abilities were greatly underutilized	4
I was given a set of orders that I did not want and my detailer would not change them so I got out	2
No other Black officers around to associate with and many times White officers did not want to associate with me	2
Prejudice on the part of superiors that manifested itself in the form of my receiving average fitness reports	2
The Coast Guard was detrimental to my family life	3
I did not fit in; I was never made to feel a part of my command. My wife was "inadvertently" excluded from wives club activities on several occasions	3

TABLE 5.9

COMPARISON OF BLACK COLLEGE STUDENTS/GRADUATES PERCEPTIONS ABOUT THE COAST GUARD WITH BLACK OFFICERS' VIEW OF THE COAST GUARD

	No. of Cases	Mean	Standard Deviation	2-Tail Probability
Training				
Student Perceptions	149	4.07	.86	.00
Black Officers	55	2.82	1.26	
Provide assistance in getting settled quickly				
Students Perception	138	3.28	.92	.00
Black Officers	57	3.51	1.26	
Supervisors that are friendly and easy to talk with				
Students Perceptions	128	3.25	.87	.00
Black Officers	55	4.14	1.17	
Supervisors that are open minded and receptive to your ideas				
Students Perceptions	129	3.09	.96	.03
Black Officers	56	3.46	.91	
Conflict resolved fairly				
Students Perceptions	129	3.27	1.15	.81
Black Officers	54	3.16	1.28	
Recognition given to deserving persons				
Student Perceptions	147	3.53	.93	.09
Black Officers	56	3.21	1.17	
Evaluation reflect performance student perceptions				
Student Perceptions	143	3.82	.87	.04
Black Officers	54	3.33	1.24	
Encourage team work and information sharing				
Student Perceptions	146	3.94	.96	.00
Black Officers	56	3.26	1.22	
Provide feedback to help improve performance				
Student Perceptions	134	3.64	.97	.04
Black Officers	55	3.11	1.21	
Adequacy of role models and mentors				
Student Perceptions	132	3.31	.97	.00
Black Officers	56	4.02	.86	
Equal Opportunity for Advancement and Job Assignment				
Student Perceptions	142	3.59	.88	.34
Black Officers	56	3.41	1.22	

TABLE 5.10

A COMPARISON OF THE PERCEPTIONS OF BLACK COLLEGE STUDENTS/GRADUATES ABOUT THE COAST GUARD WITH WHITE OFFICERS VIEW OF THE COAST GUARD

	No. of Cases	Mean	Standard Deviation	2-Tail Probability
Training				
Student Perceptions	149	4.07	.86	.00
White Officers	166	2.86	1.04	
Provide assistance in getting settled quickly				
Student Perceptions	138	3.28	.92	.00
White Officers	164	2.37	1.22	
Supervisors that are friendly and easy to talk with				
Student Perceptions	128	3.25	.87	.00
White Officers	166	4.15	.98	
Supervisor that are open minded and receptive to your ideas				
Student Perceptions	129	3.09	.96	.00
White Officers	164	3.62	.92	
Conflict resolved fairly				
Student Perceptions	129	3.27	1.15	.05
White Officers	162	3.48	1.02	
Recognition given to deserving persons				
Student Perceptions	147	3.53	.93	.00
White Officers	164	2.87	1.08	
Evaluations reflect performance				
Student Perceptions	143	3.82	.87	.04
White Officers	161	3.62	1.08	
Encourage team work and information sharing				
Student Perceptions	146	3.94	.96	.00
White Officers	163	3.43	1.13	
Provide feedback to help improve performance				
Student Perceptions	132	3.64	.97	.00
White Officers	166	2.99	1.22	
Adequacy and importance of role models and mentors				
Student Perceptions	132	3.31	.97	.30
White Officers	163	3.40	.97	
Equal opportunity for advancement and job assignments				
Student Perceptions	142	3.59	.88	.01
White Officers	164	3.85	1.01	

When Black college students/graduates' perceptions were compared with how top leaders view the Coast Guard, significant differences were found on all questions except the perception of conflict resolution and the adequacy/importance of role models/mentors (see Table 5.11).

H. BLACK COLLEGE STUDENTS/GRADUATES WORK EXPECTATIONS VS COAST GUARD OFFICERS' VIEWS OF THE COAST GUARD

In comparing Black college students/graduates work expectations with Black officers' views of the Coast Guard, significant differences were found on all questions except: the friendliness of supervisors, the open mindedness of supervisors, and supervisors willingness to listen to problems (see Table 5.12).

Next, Black college students/graduates work expectations were compared with White officers. The results are presented in Table 5.13. This comparison revealed that the same significant differences that were found when their work expectations were compared with Black officers' views. However, the similarities in how White officers view supervisors in the Coast Guard and what Black officers expect of supervisors are much greater (P=.95, .98, and .89 respectively).

Finally, Black college students/graduates' work expectations were compared with top leaders views of the Coast Guard. Table 5.14 contains the results of that comparison. It is here that the greatest number of similarities were found. No significant differences were found between how

TABLE 5.11

COMPARISON OF THE PERCEPTIONS OF BLACK COLLEGE STUDENTS/GRADUATES ABOUT THE COAST GUARD WITH TOP LEADERS VIEW OF THE COAST GUARD

	No. of Cases	Mean	Standard Deviation	2-Tail Probability
Training				
Student Perceptions	149	4.07	.86	.00
Top Leaders	40	2.58	1.07	
Provide assistance in getting settled quickly				
Student Perceptions	138	3.28	.92	.00
Top Leaders	40	2.62	1.30	
Supervisors that are friendly and easy to talk with				
Student Perceptions	128	3.25	.87	.00
Top Leaders	41	4.27	.90	
Supervisors that are open minded and receptive to your ideas				
Student Perceptions	129	3.09	.96	.00
Top Leaders	40	3.75	.93	
Conflict resolved fairly				
Student Perceptions	129	3.27	1.15	.08
Top Leaders	40	3.56	1.04	
Recognition given to deserving persons				
Student Perceptions	147	3.53	.93	.00
Top Leaders	40	3.00	.96	
Evaluation reflect performance				
Student Perceptions	143	3.82	.87	.01
Top Leaders	38	3.42	1.20	
Encourage team work and information sharing				
Student perceptions	146	3.94	.96	.00
Top Leaders	40	3.32	1.29	
Provide feedback to help improve performance				
Student Perceptions	134	3.64	.97	.00
Top Leaders	41	3.00	1.24	
Adequacy/importance of role models/mentors				
Student Perceptions	132	3.31	.97	.95
Top Leaders	40	3.30	1.04	
Equal opportunity for advancement and job assignments				
Student Perceptions	142	3.59	.88	.05
Top Leaders	40	3.88	1.16	

TABLE 5.12

COMPARISON OF BLACK COLLEGE STUDENTS/GRADUATES EXPECTATIONS WITH BLACK OFFICERS' VIEW OF THE COAST GUARD

	No. of Cases	Mean	Standard Deviation	2-Tail Probability
Training				
Student Expectations	187	4.44	.78	.00
Black Officers	55	2.82	1.24	
Provide assistance in getting settled quickly				
Student Expectations	184	3.74	1.03	.00
Black Officers	57	2.51	1.26	
Supervisors that are friendly and easy to talk with				
Student Expectations	187	4.06	.89	.28
Black Officers	55	4.14	1.17	
Supervisors that are open minded and receptive to your ideas				
Student Expectations	187	3.66	.87	.08
Black Officers	56	3.46	.91	
Conflict resolved fairly				
Student Expectations	186	3.83	1.32	.00
Black Officers	54	3.16	1.26	
Recognition given to deserving persons				
Student Expectations	187	4.02	.84	.00
Black Officers	56	3.21	1.17	
Evaluations reflect performance				
Student Expectations	187	4.24	.85	.00
Black Officers	54	3.33	1.24	
Encourage team work and information sharing				
Student Expectations	186	4.05	.88	.00
Black Officers	56	3.26	1.22	
Provide feedback to help improve performance				
Student Expectations	187	3.99	.89	.00
Black Officers	55	3.11	1.21	
Adequacy/importance of role models/mentors				
Student Expectations	183	3.73	.98	.02
Black Officers	56	4.02	.86	
Equal opportunity for advancement and job assignments				
Student Expectations	184	4.58	.66	.00
Black Officers	56	3.41	1.22	
Consultation on matters that directly affect you				
Student Expectations	186	4.11	1.02	.00
Black Officers	56	2.96	1.15	
Supervisors listen to problems				
Student Expectations	186	3.72	1.06	.09
Black Officers	56	3.96	1.24	
Supervisors assist in resolving conflict within your work group				
Student Expectations	187	3.80	.98	.00
Black Officers	56	3.36	1.24	
Deal with bureaucracy and red tape				
Student Expectations	187	3.74	.96	.00
Black Officers	56	3.32	.90	
Quickly integrate new people into activities of the organization				
Student Expectations	181	3.70	.86	.00
Black Officers	57	3.21	.96	

TABLE 5.13

COMPARISON OF BLACK COLLEGE STUDENTS/GRADUATES EXPECTATIONS WITH WHITE OFFICERS' VIEW OF THE COAST GUARD

	No. of Cases	Mean	Standard Deviation	2-Tail Probability
Training				
Student Expectations	187	4.44	.78	.00
White Officers	166	2.86	1.04	
Provide assistance in getting settled quickly				
Student Expectations	184	3.74	1.03	.00
White Officers	164	2.37	1.22	
Supervisors that are friendly and easy to talk with				
Student Expectations	187	4.06	.89	.95
White Officers	166	4.15	.98	
Supervisors that are open minded and receptive to your ideas				
Student Expectations	187	3.66	.87	.98
White Officers	164	3.62	.92	
Conflict resolved fairly				
Student Expectations	186	3.83	1.32	
White Officers	162	3.48	1.02	.00
Recognition given to deserving persons				
Student Expectations	187	4.02	.84	.00
White Officers	164	2.87	1.08	
Evaluation reflect performance				
Student Expectations	187	4.24	.85	
White Officers	161	3.65	1.08	.00
Encourage team work and information sharing				
Student Expectations	186	4.05	.88	
White Officers	163	3.43	1.13	.00
Provide feedback to help improve performance				
Student Expectations	187	3.99	.89	.00
White Officers	166	2.99	1.22	
Adequacy/importance of role models/mentors				
Student Expectations	183	3.73	.98	
White Officers	163	3.40	.97	.00
Equal opportunity for advancement and job assignments				
Student Expectations	184	4.58	.66	
White Officers	164	3.85	1.01	.00
Consultation on matters that directly effect you				
Student Expectations	186	4.11	1.02	
White Officers	164	3.18	1.04	.00
Supervisors listen to problems				
Student Expectations	186	3.72	1.06	
White Officers	166	3.96	1.05	.09
Supervisors assist in resolving conflict within your work				
Student Expectations	187	3.80	.98	
White Officers	165	3.31	1.22	.00
Deal with bureaucracy and red tape				
Student Expectations	187	3.74	.96	
White Officers	174	3.52	.70	.01
Quickly integrate new people into activities of the organization				
Student Expectations	181	3.70	.86	
White Officers	164	3.59	.94	.10

TABLE 5.14

COMPARISON OF BLACK COLLEGE STUDENTS/GRADUATES EXPECTATIONS WITH TOP LEADERS' VIEW OF THE COAST GUARD

	No. of Cases	Mean	Standard Deviation	2-Tail Probability
Training				
Student Expectations	187	4.44	.78	.00
Top Leaders	40	2.58	1.07	
Provide assistance in getting settled quickly				
Student Expectations	184	3.74	1.03	.00
Top Leaders	40	2.62	1.30	
Supervisors that are friendly and easy to talk with				
Student Expectations	187	4.06	.89	.23
Top Leaders	41	4.27	.90	
Supervisors that are open minded and receptive to your ideas				
Student Expectations	187	3.66	.87	.28
Top Leaders	40	3.75	.92	
Conflict resolved fairly				
Student Expectations	186	3.83	1.32	.08
Top Leaders	40	3.56	1.04	
Recognition given to deserving persons				
Student Expectations	187	4.02	.84	.00
Top Leaders	40	3.00	.96	
Evaluation reflect performance				
Student Expectations	187	4.24	.85	.00
Top Leaders	38	3.42	1.20	
Encourage team work and information sharing				
Student Expectations	186	4.05	.82	.00
Top Leaders	40	3.32	1.29	
Provide feedback to help improve performance				
Student Expectations	187	3.99	.89	.00
Top Leaders	41	3.00	1.24	
Adequacy/importance of role models/mentors				
Student Expectations	183	3.73	.98	.00
Top Leaders	40	3.30	1.04	
Equal opportunity for advancement and job assignments				
Student Expectations	184	4.58	.66	.00
Top Leaders	40	3.88	1.16	
Consultation on matters that directly affect you				
Student Expectations	186	4.11	1.02	.00
Top Leaders	40	3.18	1.08	
Supervisors listen to problems				
Student Expectations	186	3.72	1.06	.07
Top Leaders	41	3.95	1.12	
Supervisors assist in resolving conflict within your work group				
Student Expectations	187	3.80	.98	.00
Top Leaders	40	3.22	1.41	
Deal with bureaucracy and red tape				
Student Expectations	187	3.74	.96	.18
Top Leaders	40	3.59	1.1	
Quickly integrate new people into activities of the organization				
Student Expectations	181	3.70	.84	.08
Top Leaders	40	3.48	1.06	

White officers viewed and what Black college students/ graduates expect in terms of (1) supervisors being friendly and easy to talk with; (2) open minded supervisors; (3) conflict resolution; (4) supervisors willingness to listen to problems; (5) dealing with bureaucracy and red tape; and (6) the integration of new people into the activities of the organization.

VI. DISCUSSION

A. INTRODUCTION

The major thrust of this project was to find ways to improve the recruiting and retention of Black officer. To do this, profiles of the Coast Guard were obtained from several different perspectives and compared to see if there were any significant differences in these perspectives. Then the perceptions of Black college graduates about the Coast Guard and their expectations of their employer were compared with these different perspectives in an attempt to get a handle on our recruiting and retention problems.

This project attempts to answer the question: Given the present state of the organizational climate of the United States Coast Guard; the job and career expectations of Black college students and graduates; and their perceptions about the Coast Guard; can the Coast Guard realistically expect to recruit and retain enough Black officers to achieve its goal of 12 percent Black officers within the next five years? Put another way, how good is the fit between the organizational climate of the Coast Guard, the perceptions of Black college students/graduates about the Coast Guard, and the expectations that Black college graduates/students have of their employer? If the fit between the perceptions of Black college students/graduates about the Coast Guard and the

organizational climate of the Coast Guard is "good", then the Coast Guard's recruiting efforts should be productive. However, it may or may not be able to retain these officers. On the other hand, if the fit between Black college students/graduates' perceptions about the Coast Guard and the organizational climate is poor, the Coast Guard will probably have great difficulty in achieving, even recruiting goals.

B. THE ORGANIZATIONAL CLIMATE OF THE COAST GUARD

The organizational climate of the Coast Guard was obtained from several different groups of Coast Guard officers and compared to see how similar or how different these groups viewed the organizational climate of the Coast Guard.

1. Black Officers vs White Officers

Black officers view the Coast Guard as an organization that, "to some extent", motivates its people (3.21); has good communication flow (3.27); emphasizes organizational goals (3.02); practices equal opportunity and implements affirmative action (3.40); treats people fair and equitable (3.22); has inflexible policies, procedures, and practices (3.32); and, its supervisors encourage teamwork, sets high standards, and encourages people to give their best effort (3.44). To some extent (3.72), Black officers are generally satisfied with Coast Guard life. Generally, Blacks aspire to achieve the rank of commander; however, they consider that role models and mentors are important "to a great extent" (4.02). Black

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officers see the process of relocating from one place/duty station to another as being somewhat of a problem (see Table 5.1). The problems appear to be caused by the frustration of finding part time and full time employment for themselves and their spouse, respectively; children and spouse not being able to adjust to new environment; and, the difficulty in finding suitable off-base entertainment (see Appendix Q). Finally, Black officers feel that people are not being trained at the level that they should be in order to deal with increased technical and leadership responsibilities required of Coast Guard officers (See Appendix T).

White officers generally view the Coast Guard the same way with a few significant differences. For example, White officers perceive that the equal opportunity and affirmative action climate of the Coast Guard is significantly better than that perceived by Black officers. This difference may be caused by the fact that White officers see the chain of command as being more receptive to taking action on known or alleged discrimination issues and thus feel more free about reporting discrimination through proper channels (see Appendix R). The fact that White officers feel that the Coast Guard will ensure "to a great extent" that they have equal opportunity for advancement (4.01) and job assignments (3.69) also contributed to the significance of those differences (see Appendix K). This is consistent with the 1973 Urban League Study that revealed that Whites were more "positive than Blacks.

Although the two groups do not differ significanly on how fair and equitable they feel people are treated in general, Black officers feel that favoritism is discouraged to a lesser extent than do White officers. On the other hand, White officers feel that deserving people get recognition to a lesser extent than do Black officers (see Appendix L).

White officers view role models and mentors as being less important for Coast Guard officers than do Black officers (see Appendix N). One possible explanation for this difference could be that since there are many more White officers than there are Black officers (approximately 4000 vs 69); that White officers have never had to be in a command where there were no other officer that "looks like them"; thus, they have never experienced not having them around. Therefore, White officers may take them for granted. Another possible explanation could be that since White officers view the Coast Guard as an equal opportunity employer "to a great extent", they perceive that people will be advanced and get ahead based on their own merit and thus do not need mentors and role models.

Generally White officers view the Coast Guard in a more positive light than do Black officers and probably as a result White officers are generally more satisified than Black officers. This appears to also be caused by the fact that White officers are much more satisfied with the progress

that they have made up to now and feel better about their chances of getting ahead than do Black officers (see appendix F).

Black officers and White officers differ with regard to how they view training. Concern for this dimension exists because both groups feel that the Coast Guard training is inadequate. Since this study was conducted shortly after the collision of the USCG Blackthorn (WLB 391) with the tanker Capricorn, training may have been brought to the forefront of people's minds. As a result they may have felt that if the crew of the Blackhorn had somehow been "better trained", that the collision would have been avoided. Typically, Coast Guard vessels perform extremely well during refresher training at GIPMO thus indicating that they are very capable of performing their missions.

2. Top Leaders vs O4's and Below (Other)

There are significant differences in how Top leaders and O4's and below view the Coast Guard. Top leaders feel that equal opportunity and affirmative action are practiced to a greater extent in the Coast Guard than do O4's and below. This is supported by the fact that generally, top leaders are more familiar with EEO and affirmative programs and policies. Top leaders also feel that the chain of command is willing to take action on known/alleged discrimination to a greater extent than do O4's and below (See Appendix W). The fact that many of these officers are CO's, XO's, and Division officers, along with their related experiences may account for these differences. In addition, as CO's, XO's and division officers they would be

responsible for ensuring that a good equal opportunity and affirmative action climate exist in their command. Thus, they see themselves in a much more favorable light than others.

Not surprisingly top leaders show higher career aspirations than O4's and below. It is believed that since the career aspiration scale range from O1 to O9 and since top leaders are over half way up the scale already, their career aspirations would naturally be greater. In other words, an O5 could not or would not aspire to be an O2 where as an O2 could aspire to be an O5 and up.

Top leaders are satisfied to a greater extent than are O4's and below. This satisfaction manifest itself in how they feel about the progress they have made thus far and how satisfied they are with the organization in general (See Appendix BB). This implies that the higher up one is in rank, the more satisfied they are with the organization. This is consistent with the findings of Dunnette, Arvey, and Banas (1973).

In looking at how top leaders view the adequacy of training, we find that top leaders feel that people are being trained only "to little extent"(2.58) to perform their assigned task and to accept the increasing technical responsibilities required of their jobs. This is significantly less than the feelings of O4's and below (See Table 5.2).

Both top leaders and O4's and below feel that people are motivated to do their jobs; that the communication flow is good; and that supervisors encourage team work, stress high performance standards, and encourage people to give their best

effort. In addition, moving and setting up a new household, finding civilian employment for their spouse, finding suitable off base entertainment, continuing their education, and finding part time employment for themselves create serious problems for both top leaders and O4's and below (See Appendix CC).

3. Black Officers vs Top Leaders

Significant differences exist in how Black officers and top leaders perceive the equal opportunity and affirmative action climate, the importance of role models and mentors, career aspirations, and general satisfaction with the Coast Guard (See Table 5.3). Essentially top leaders perceive a better equal opportunity and affirmative climate than do Black officers. As mentioned earlier, the fact that top leaders are usually CO's, XO's, and Division officers make them responsible for ensuring that a favorable EEO and affirmative action climate exist in their command may cause them to view this dimension different from Black officers. Top leaders are more familiar with AAP's than Black officers. In addition, Top leaders feel that the chain of command is more willing to take action on known or alleged discrimination issues and feel freer to report discrimination than do Black officers. Top leaders also indicated that "to a great extent(4.12)", they feel that the organization ensures that they have an equal opportunity for advancement. This was significantly greater than the feelings of Black officers regarding their opportunities for advancement (See Appendix II).

Top leaders consider role models and mentors to be significantly less important than do Black officers (See Table 5.3 and Appendix LL). Perhaps this is due to the fact that there has always been an abundance of role models and mentors for them to choose from as they advanced in rank and sought and got jobs that were career enhancing. Black officers have not had this luxury and thus consider them to be very important because they don't get the guidance they need to select career enhancing assignments.

Top leaders showed higher career aspirations and are generally more satisfied than Black officers. Since people logically aspire to those ranks above their present rank and since many O4's and below will terminate their career after three years, it is expected that the career aspirations of top leaders would be higher. Top leaders are satisfied to a greater extent (4.14) with the Coast Guard. They are more satisfied with the progress they have made, their chances for getting ahead in the future, with their jobs, and with the Coast Guard as an organization in general than Black officers (See Appendix NN). Thus, they tend to stay longer because the climate is compatible with their expectations. On the otherhand, some Black officers leave because the EEO and affirmative climate and their experiences in the Coast Guard are incompatible with their expectations.

The shortage of role models also seem to have great impact on the retention of Black officers. Perhaps Black officers ask themselves, "Is the Coast Guard really serious in it's attempts

to recruit and retain more Black officers?" If so then, how can we account for the fact that the number of Black officers has only increased from 16 in 1972 to 57 in 1980? Is there something "wrong" with the Coast Guard? Is the Coast Guard a viable employment option for Black college students/graduates? We have seen that comparing the views of Black officers and White officers and Black officers and Top Leaders, We find a few significantly differences in their perspectives of the Coast Guard. It is these diferences in perspectives that result in the gap between people's expectations and their perception of reality being widened to the point that Black officers become dissatisfied with the Coast Guard and leave. In particular, the importance placed on role models and mentors by Black officers appears to have a tremendous impact on their decision to remain in or leave the Coast Guard.

Now we can look at how Black college students/graduates perceive the organizational climate of the Coast Guard and compare those perceptions with "reality" to see what kind of image this recruitable segment of the population has of the Coast Guard.

C. BLACK COLLEGE GRADUATES PERCEPTIONS VS "REALITY"

Since a vast number of jobs in the Coast Guard require a lot of technical ability, the sample was divided into technical and non-technical majors to see if there were any difference in how these two groups of Black college students/graduates perceive

the Coast Guard. No significant differences were found. It is believed that this lack of difference is due to the fact that they have received similar information; however, the validity of that information may have increased the difference between their perceptions the Coast Guard and "Reality."

1. Black College Students/Graduates Perceptions vs Black Officers View of the Coast Guard

Black college students/graduates perceive that people are being trained to do their jobs more so than do Black officers. The limited Coast Guard advertisement stressing the technical aspects of the job and its associated training could account for this perception. In the case of Black officers, being a part of the organization, knowing its training and job requirements, and the amount of publicity given to recent accidents involving Coast Guard vessels, could account for the way that Black officers view training in the Coast Guard.

Although there are no significant differences between students perception of EEO and affirmative action and Black officers views, they do differ significantly on how they perceive supervisors in the Coast Guard. Students perceive that supervisors provide more feedback to help improve performance, encourage teamwork, and encourage information sharing more than do Black officers. This is consistent with Wanous (1976) findings that people outside the organization have inflated perceptions compared to people who have been in the organization for over a year. However, they feel that supervisors are friendly and easy to talk

with, open minded, and receptive to their ideas to a lesser extent than do Black officers (See Table 5.9). Since all Black officers are supervisors to some degree may account for this more positive perception of Black officers.

Students perceive that the Coast Guard provides less assistance to help people get quickly settled in new locations than do Black officers. Although this is contrary to Wanous (1976) findings of inflated perceptions of outsiders, it is probably consistent with the amount of knowledge that outsiders have on "the sponser program" designed for that purpose. Thus, one would expect students' perceptions of assistance to be lower than Black officers perceptions in this case.

The perception of students that evaluations reflect actual performance is significantly higher than Black officers (3.82 vs. 3.33) perception of performance evaluations in keeping with Wanous (1976) findings.

No significant differences were found between the perceptions of students and Black officers views in the area of fair conflict resolution and recognition given to deserving persons. The question of the adequacy of the number of role models and the importance of role models and mentors is of extreme interest to Black officers since there are so few of them around that are Black. Black officers feel that role model models are important to a great extent (4.02). While Black college students and graduates felt that they were important to a lesser extent (ranked 8 of 18 items), they felt that there are to some extent

enough role models and mentors in the Coast Guard (3.31).

2. Perceptions of Students vs White Officers and Top Leaders

Greater differences exist between the perceptions of Black college students/graduates and White officers' view of reality than there were between the students' perceptions and Black officers' views. Students perceived that people are trained to do their jobs more so than do White officers and top leaders. Students also perceive that deserving people receive recognition, that evaluations reflect actual performance, and, that the Coast Guard provide assistance to help people get settled more than do White officers and Top leaders. This is consistent with the findings of Wanous (1976) that perceptions of outsiders about the organization tend to be higher than the perceptions of employees of the organization. However, when we compare their perceptions about supervisors, we see that some results are obtained that are inconsistent with Wanous (1976) findings. For example students perceive that supervisors are not as friendly, easy to talk with, open minded, and receptive to others' ideas as top leaders and White officers. But student do perceive that supervisors encourage teamwork and information sharing and provide feedback to help people improve their performance more so than do Top leaders and White officers.

Students perceive that EEO and affirmative action is practiced to a lesser extent than do Top leaders and White officers. Although this is inconsistent with Wanous (1976) findings concerning the perceptions of outsiders, it is consistent with the

traditional beliefs of the Black community that the Coast Guard, with its history of racism, has not made many improvements in the quality of life for Black people and any improvements made were forced upon the organization by laws and pressure from outside the organization. The number of role models and mentors is seen by Black college students/graduates as being "somewhat" adequate (3.31) even though they rank it 8 out of 18 items in terms of order of importance to them. Both White officers and Top leaders consider them to be somewhat important. No significant difference exist between how these groups perceive the resolution of conflict. They all feel that it resolved fairly to some extent.

In summary, generally the perceptions of Black college students/graduates are closer to those of Black officers than they are to White officers and/or Top leaders. Perhaps at one time those perceptions were much closer than they are now since Black officers and Black students share a common heritage, share similar experiences, and have the same skin color. Overall, it must be said that the perceptions of Black college students/graduates about the Coast Guard are generally more positive than negative thus, from that standpoint the Coast Guard is a viable employment option for Black college students/graduates.

D. BLACK COLLEGE STUDENTS/GRADUATES WORK EXPECTATIONS VS "REALITY"

Since all people bring a set of expectations to the organization, the congruence of those expectations with the

organizational climate is important because it has a tremendous impact on whether people leave or stay with the organization (Dunnette, Arvey, and Banas, 1973; Weitz, 1956; Katzell, 1976; and Farr, O'Leary, and Bartlet, 1973; Rambo, 1978).

Examining the congruence of Black college students/graduates' expectations with the organizational climate of the Coast Guard, we find that Black college students/graduates expect significantly more than Black officers, White officers, and top leaders perceive is true of the Coast Guard. They expect: To be trained to do their jobs; recognition for quality work; their evaluations to reflect their actual performance; their supervisors to provide feedback to help improve their performance; to be consulted on matters that directly affect them; and, they expect to have equal opportunity for advancement and job assignments to a "greater extent" (all mean values were above 4.00) than do Black officers, White officers and top leaders who perceive that these things are true of the Coast Guard only to "some extent" or less (all mean values were less than 4.00). Black college students/graduates expect the organization to assist them and their families in getting settled in new location more than all groups of officers perceive is true of the Coast Guard. They expect conflict within their work group to be resolved more than Black officers and White officers perceive is true of the Coast Guard, but about the same as top leaders view conflict resolution (see table 5.12).

They expect to have to deal with bureaucracy and red tape to some extent more than Black officers and White officers perceive that they would have to do in the Coast Guard and almost the same as top leaders think. No significant differences exist between the Black college graduates' work expectation about being quickly integrated into the activities of the organization and the perceptions of White officers and top leaders in this area. However, their work expectations are significantly greater than the perceptions of Black officers.

No significant differences were found between the work expectations of Black college students/graduates and all officer groups in the areas of friendly, open minded, easy to talk with supervisors that listen to problems.

Since the work expectations of Black college students/graduates are generally higher than their perceptions and since their work expectations are generally higher than all officer groups view of the organizational climate of the Coast Guard, these results are consistent with Wanous (1976) findings of expectations of outsiders being higher than "reality" as perceived by employees of the organization.

In summary, the fact that Black college students/graduates expectations are higher than their perceptions of the Coast Guard means that Black college graduates expect more from their employer than they feel that the Coast Guard provide its people.

VII. CONCLUSIONS AND RECOMMENDATIONS

A. CONCLUSIONS

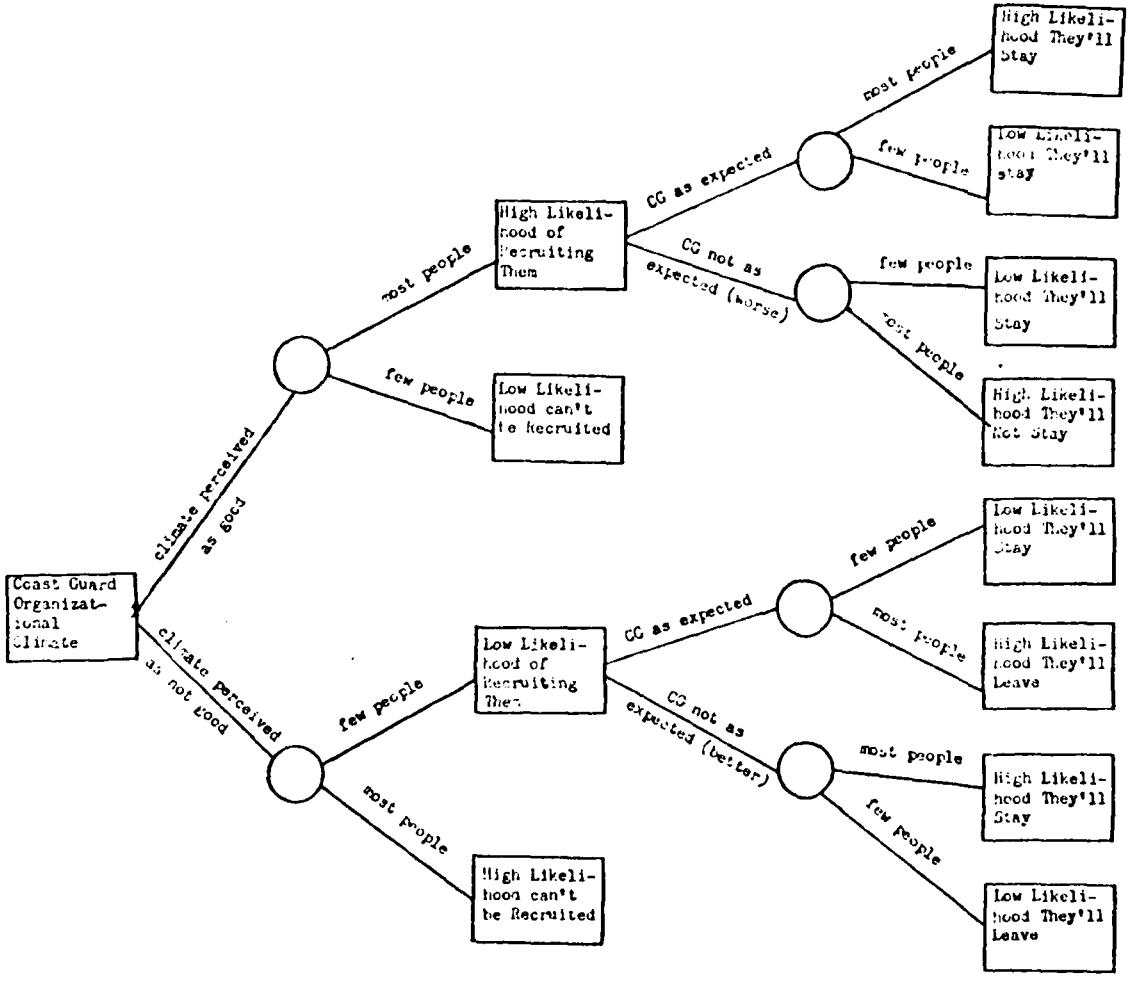
The purpose of this project was to attempt to answer the question: Given the present state of the organizational climate of the United States Coast Guard, the job and career expectations of Black college students/graduates, and, their perceptions about the Coast Guard; can the Coast Guard realistically expect to recruit and retain enough Black officers to achieve its goal of 12 percent Black officers within the next 5 years?

Two hundred and thirty one (231) Coast Guard officers were surveyed to get their view of the Coast Guard's organizational climate. Black college students and graduates (187 in all) were surveyed to obtain their perceptions about the Coast Guard and their expectations. Supplemental information was obtained through interviewing Black college students and graduates and former Coast Guard officers.

The results of this project revealed the perceptions of Black college graduates were generally higher than all Coast Guard officers view of the organizational climate of the Coast Guard. Their perception about the Coast Guard were generally positive. Their work expectations were higher than their perceptions. Therefore, the Coast Guard is perceived in a "positive" light as a viable employer by Black college students/ graduates. If we look at Figure 7.1, we get a feel for how

FIGURE 7.1

DECISION TREE DIAGRAM OF HOW THE PERCEPTIONS OF BLACK COLLEGE STUDENTS/GRADUATES AND THEIR EXPECTATIONS COULD AFFECT THE COAST GUARD'S RECRUITING AND RETENTION OF BLACK OFFICERS



the perceptions of Black college students/graduates and their work expectations could affect the Coast Guard's recruiting and retention of Black officers. If they perceive the climate as "good" then their is a high likelihood that we can recruit most of them into one of our officer programs. Once in the Coast Guard, if they find that their expectations are congruent with what they found (reality), there is a high likelihood that most of them will be "satisified and stay." It is believed that this category constitutes only a small percentage of eligible recruitable population, if we use the present number of Black officers on active an an indicator. There are a few people that will leave for other reason and therefore fall into the "low likelihood of retention" category.

Even though there are some people who perceive the organizational climate as being good and will or can be recruited, once in the Coast Guard, they find it to be worse than they expected. Therefore, there is a "high probability that they will not stay." Of those few that stay, most of them will be unhappy because of unfilled expectations. While the Coast Guard would like to be on the upper most limb of this decision tree, where people find the organizational climate that they desire and expect; it probably is more realistic to say that the Coast Guard's recruiting and retention efforts (of Black officer) fall on the second most upper limb. On this limb (as stated earlier), there is a high likelihood of recruiting most people because they perceive that the organizational climate

is "good." However, once in the Coast Guard, Black officers find that their expectations go unfulfilled, thus the majority of them leave. The data in Table 5.8 lends support for this agrument.

Finally, there are those that perceive the organizational as good but for various reasons (such as a better job offer, don't like the military, etc.) will not join the Coast Guard. Therefore, they fall into the "low likelihood" of being recruited category.

When we consider the segment of the people who perceive the organizational climate as "not good", the majority of this group probably will not be recruited because of those unfavorable perceptions.

Although there are those who perceive the organizational climate in an unfavorable light, some of them can or will be recruited for various reasons (such as unable to find the kind of job they want elsewhere, wanting to leave the area that they are in, etc.). Once in the Coast Guard, if they find that the climate is better than they expected, there is a high probability that most of them will stay. If they find that the climate is about the same or worse than they expected, the majority will probably leave and a few will stay.

The gap that exist between their perceptions of the Coast Guard, their work expectations, and "reality" as perceived by Coast Guard officers must be reduced if the Coast Guard is to recruit and retain more Black officers. If only the gap

between Black college students/graduates' perceptions and "reality" is reduced, the Coast Guard will probably recruit more Black officers; but, there would still be a gap between their work expectations and "reality", and as a result retention problems caused by unfulfilled expectations will likely continue. There will continue to be a shortage of role models and mentors for young Black officers. If the gap between the work expectations of Black college graduates and "reality" is reduced significantly so that there is congruence between the two, the retention of Black officers should increase. This will require sincere and earnest efforts on the part of Black officers, White officers, and Top leaders to improve the organizational climate of the Coast Guard. On the other hand, if a more realistic picture of the Coast Guard's organizational climate is presented to perspective applicants, work expectations may become more congruent with reality. This can only have a positive impact on the recruiting and retention of Black officers. The cost of not doing this maybe that the Coast Guard will return to its "99 44/100 percent Ivory Snow" image among Blacks. Thus more Black officers will become disenchanted with the organization and leave.

B. RECOMMENDATIONS

One of the things that this author asked Coast Guard officers to do was to give their comments on things that they felt the Coast Guard could do to recruit more Black officers.

Some of the White officers felt that the Coast Guard should not concentrate its efforts on recruiting an particular race but should concentrate on getting quality officers. Based on the data that has been presented, here are some of positive things that this author feels that can be productive in recruiting and retaining more Black officers.

1. Assignments

More Blacks should be assigned as CO's, XO's, RCC Controllers, Admiral Aides, etc., while the assigning of Blacks to PMr and related staff jobs (such as EEO) should be minimized. In conjunction with this, decluster the assignment of Blacks in areas such as Headquarters, Governor Island, New Orleans, etc. This will provide more visibility of Black officers to the Black community, thus improving the image of the Coast Guard.

2. Pay and Benefits

Put together better pay and benefit packages and fight for them along with DOD officials before congressional committees and with OMB. As long as the pay and benefits are laging those of the private sector, recruiting and retention will be a problem especially since Black college graduates perceived the pay of a junior officer as being only some what adequate for people with their qualifications (3.10). With the inflation rate in double figures, pay is a major factor that also affect retention as indicated by Table 5.8.

3. Advertisement

There should be more money and staff allocated to the advertisement efforts of the Coast Guard. The Ad Campaign should stress "telling it like the Coast Guard really is." It should reflect Blacks in such jobs as CO's, XO's, Ship drivers, RCC controllers, and other operational jobs. It should reflect the actual organizational climate that exist in the Coast Guard. Advertisement should be done during prime time, not from mid-night to 0600. Advertise on those radio and television stations that have large Black audiences and let people know what to expect in a career. This would cause people to develop more accurate perceptions of what the Coast Guard is like and as a result bring their expectations and perceptions much closer together. The pay off would be that of the people that you recruit, most of them will tend to stay.

Develop a brochure that reflects the actual successful career paths of various active duty and retired Black officers. Get more prominent Blacks to publically endorse the Coast Guard. Use national minority publications as a forum to discuss the shortage of Black officers and the organizational climate of the Coast Guard and urge more Blacks to consider the Coast Guard as a viable employment option.

4. New Programs

Encourage top Coast Guard and DOT leaders (not recruiter) to participate in Black social, political, business,

and educational affairs. Such leaders can provide speakers for fraternities, sororities, conclaves, conferences, conventions, etc. They can provide editorial comments for Black media in which they talk about the organizational climate of the Coast Guard and the Coast Guard's historical and future relationship with Black Americans.

Institute some type of "in college" commissioning program. It can take the form of tuition assistance (part of full) for young Blacks and enlisted personnel. Such a program would provide an influx of young Black officers that can be future role mentors for other young Blacks. With more people entering the officer ranks, this increases the chances that the number of Black officers making the Coast Guard a career will increase.

Develop a community assistance program in conjunction with the Red Cross to help Black youths to learn to swim, sail, overcome fears of the water, and enjoy the water. Such a program can also show the economic benefits related to shipping activities via water over other forms of transportation. While this may seem to be a public relations ploy, it is not. It will provide a valuable service to the community and thus contribute to the development of a more positive image of the Coast Guard in Black communities.

Use the pool of present Black officers to formulate a program. Hold a one week seminar for all Black officers in the Coast Guard to generate ideas and avenues to follow to recruit and retain more Black officers. Such a program would

be cost effective in that it would address ways to deal with specific perceptions and expectations of Black college graduates in order to reduce the gap between perceptions, expectations, and reality.

Guarantee job assignments, duty stations, flight training, postgraduate school, etc., to Black officers upon entry into the Coast Guard. This would eliminate a lot of uncertainty and give Blacks greater opportunities to work in their chosen career field for which they have spent 4 or more years preparing. Thus, Blacks will be more satisfied with the Coast Guard and as a result will communicate that greater satisfaction to young Blacks who inquire about Coast Guard career opportunities. This will tend to bring the perceptions of Blacks about the Coast Guard more in line with "reality" and as a result may enhance the size of the segment of the people that fall into the "high likelihood of being recruited" category.

5. Fitness Reports

Fitness reports should reflect the actual job performance of the individual since people expect to be evaluated on how well they do their job. Manditory comments concerning "support for EEO" should be changed to reflect more descriptive behaviors that people exhibit that shows support for EEO and Affirmative Action Programs. Presently, the comments related to this subject generally are meaningless and appears to have little positive affect on the organizatinal climate. It may, in fact, cause many Black officers to feel that it is a statement to protect the careers of White officers.

6. EEO and Affirmative Action

Make concerted efforts to eliminate racial, ethnic, and sexual prejudice and discrimination through well planned human relation seminars. These seminars should be mandatory for all officers, especially senior officers who set the tone for the racial climate of the Coast Guard. Thus, if it's important, then top leaders need to demonstrate it by attending these seminars themselves, especially since they were the most positive of all officers about the state of the EEO and Affirmative Action climate of the Coast Guard.

Other ways to improve the Coast Guard EEO and Affirmative Action climate may require the Coast Guard to change some of its policies and practices. See Thorne (1979) for a discussion of these alternatives.

In summary the data presented in this study says that the Coast Guard has a fairly good organizational climate but it has only a few Black officers. Black college graduates and students perceive the Coast Guard in a positive light but few have entered or will enter the Coast Guard because they expect more from their employer than they feel that the Coast Guard provide its people. The implication is that there will continue to be few Black officers in the Coast Guard in the future. The above recommendations are some things that this author feels will go a long way toward reversing these trends and thus have a positive impact on the recruiting and retention of Black Coast Guard officers. In order for the Coast Guard

to increase the number of quality Black officers, there must be a change in the organizational climate and possible policies within the Coast Guard. Without such a change, the Coast Guard will probably never have significant numbers of none White officers. Thus, the choice belong to the Coast Guard.

APPENDIX A

GLOSSARY

JOB-ORIENTED EMPLOYEE EXPECTATIONS: Life is centered around the job as the most important institutional unit. Major satisfaction, reward disappointment, frustrations are connected to work. Satisfaction or dissatisfaction depends upon the presence or absence of intrinsically satisfying job experiences.

NON-JOB ORIENTED EMPLOYEE EXPECTATIONS: Life is centered around institutions outside of work. The job is viewed as a mens to an end, not an end itself. Work is viewed as an instrument with dispassionate detachment. Work provides a mean to pursue real life interest. Not emotionally involved in work, concerned with extrinsic aspects of work and the work place.

POST-DECISION DISSONANCE THEORY--The theory that employees feelings toward their organization become more negative (the organization becomes less attractive) during the initial period of employment. Developed by Festinger (1957) says that when an individual decides by choice to transact with one object or situation and to forgo the other alternatives that may be available, he/she must begin to come to terms with his/her act or to reduce his dissonance. In so doing he/she views their chosen alternative more positively than before and the unchosen alternatives more negative than before.

APPENDIX B

A SURVEY ABOUT COAST GUARD LIFE

General Instructions

- Some questions ask you to check the box that corresponds to the answer that you would like to give. ☐

- Some questions ask you to circle that number that corresponds to the answer that you would like to give. 1 (2) 3 4 5

- Some questions ask you to write the appropriate numbers in the boxes provided.

  Example: If your age on your last birthday was 23, record it as: [2] [3]

- Erase/remove all stray marks that may cause your answer(s) to be misread.

A SURVEY ABOUT COAST GUARD LIFE

PART I: ASSIGNMENTS

1. Where are you presently assigned? Enter the number that correspond to your answer in the boxes. ☐☐
   01) 1st District
   02) 2nd District
   03) 3rd District
   04) 5th District
   05) 7th District
   06) 8th District
   07) 9th District
   08) 11th District
   09) 12th District
   10) 13th District
   11) 14th District
   12) 17th District
   13) Headquarters
   14) Training Center Governor's Island
   15) Training Center Cape May
   16) Training/Supply Center Alameda
   17) U.S. Coast Guard Academy
   18) Other Headquarters Unit _____
   Specify

2. What is your present duty station? Enter the numbers that correspond to your answer in the boxes. ☐☐
   01) Icebreaker
   02) High Endurance Cutter
   03) Medium Endurance Cutter
   04) Buoy Tender
   05) Floating Unit other than above
   06) Training Command
   07) Loran Station
   08) District, Group, Section etc., Office
   09) Base
   10) Station
   11) Shore Unit other than above

3. As of today, how many months have you been assigned to your present permanent unit, base, or duty station? Please include any extensions you may have had. Enter the number of months in the boxes. ☐☐

4. How much longer do you expect to be at your present permanent unit, base, or duty station? Enter the number of months in the boxes. ☐☐

5. If you had a choice of extending your tour at your current location, how much longer would you stay there?

Check One

- Does not apply, I do not have a specified tour length . . . . . ☐
- I would not extend my current tour . . . . . ☐
- Stay less than 12 months . . . . . ☐
- Stay 12-23 months beyond my tour . . . . . ☐
- Stay 24-35 months beyond my tour . . . . . ☐
- Stay 36-47 months beyond my tour . . . . . ☐
- Stay 48 months or more beyond my tour . . . . . ☐

6. Before you moved to your current location, how many different location choices did your submit, either via telephone or officer assignment data card to your detailer?

- None. . . . . ☐
- 1 . . . . . ☐
- 2 . . . . . ☐
- 3 . . . . . ☐
- 4 . . . . . ☐
- 5 or more . . . . . ☐

7. When you moved to your current location, which location choice did you actually receive?

- I was not assigned to any location of my choice. . . ☐
- 1st choice . . . . . ☐
- 2nd choice . . . . . ☐
- 3rd choice . . . . . ☐
- 4th choice . . . . . ☐
- 5th choice . . . . . ☐

8. In all the time you have been on active duty, how many permanent change of station (PCS) moves have you had?

Check one

- 0 . . . . . ☐
- 1 . . . . . ☐
- 2 . . . . . ☐
- 3 . . . . . ☐
- 4 . . . . . ☐
- 5 . . . . . ☐
- 6 . . . . . ☐
- 7 . . . . . ☐
- 8 . . . . . ☐
- 9 . . . . . ☐
- 10 or more . . . . . ☐

9. When you moved to your current location, about how much money did you spend on moving expenses FOR WHICH YOU DID NOT OR WILL NOT GET REIMBURSED? Include unreimbursed expenses for you and/or your dependents such as: travel expenses; cost of temporary housing; cost of replacing items that were damaged or could not be moved; and other expenses for moving and setting up a new residence. PLEASE GIVE YOUR BEST ESTIMATE. If the answer is none, enter all ZEROS.

UNREIMBURSED MOVING EXPENSES (in dollars) ☐☐,☐☐☐.00

10. Think about your PCS move to your present permanent unit, base, or duty station. For each item below, indicate if it was a serious problem, somewhat of a problem, a slight problem, or not a problem. Circle one.

	DOES NOT APPLY	A SERIOUS PROBLEM	SOMEWHAT OF A PROBLEM	A SLIGHT PROBLEM	NOT A PROBLEM
Adjusting to a higher cost of living	0	1	2	3	4
Moving and setting up a new household	0	1	2	3	4
Paying for unreimbursed moving expenses	0	1	2	3	4
Finding off-duty employment for yourself	0	1	2	3	4
Finding civilian employment for your spouse or dependents	0	1	2	3	4
Continuing your education	0	1	2	3	4
Finding permanent housing	0	1	2	3	4
Finding shopping areas	0	1	2	3	4
Children adjusting to new environment	0	1	2	3	4
Spouse adjusting to new environment	0	1	2	3	4
Adjusting yourself to new environment	0	1	2	3	4
Finding recreational facilities	0	1	2	3	4
Finding suitable on-base entertainment	0	1	2	3	4
Finding suitable off-base entertainment	0	1	2	3	4

Questions 11 through 62 should be answered by writing the number which corresponds to your desired answer in the space provided as illustrated in this example:

Q: To what extent does your supervisor encourage the members of your work group to give their best efforts? [3]

If you feel "to some extent," then write "3" in the box.

1	2	3	4	5
To A Very Little Extent	To A Little Extent	To Some Extent	To A Great Extent	To A Very Great Extent

11. To what extent does your assigned work give you pride and feelings of self worth? [ ]

12. To what extent do you regard your duties in this organization as helping your career? [ ]

13. To what extent did this organization provide you and/or your family adequate information and assistance to get settled quickly and comfortably in the area? [ ]

14. To what extent are newly reported personnel quickly integrated into the activities of this organization? [ ]

15. To what extent is your organization effective in getting you to meet its needs and contribute to its effectiveness? [ ]

16. To what extent does your organization do a good job of meeting your needs as an individual? [ ]

PART II: COMMAND ORGANIZATIONAL CLIMATE DIMENSION. Refers to conditions, policies, and procedures within which a work group operates. These conditions and policies are created for a work group by other groups, especially by those groups above it in the command hierarchy. Climate conditions set bounds on what does and what does not go on within any work group. Aspects of climate, as listed below, can help or hinder groups, or do both at the same time. The term work group refers to a Branch, Division, or Department.

17. To what extent is the amount of information you get from other work groups adequate to meet your job requirements? [ ]

1	2	3	4	5
To A Very Little Extent	To A Little Extent	To Some Extent	To A Great Extent	To A Very Great Extent

18. To what extent does this organization do a good job of putting out the word to you? ☐

19. To what extent is the chain of command (those above you) receptive to your ideas and suggestions? ☐

20. To what extent are decisions made in this organization at those levels where the most adequate information is available? ☐

21. To what extent is information widely shared in this organization so that those who make the decisions have access to available know-how? ☐

22. When decisions are being made, to what extent are the people affected asked for their ideas? ☐

23. To what extent do you feel motivated to contribute your best efforts to the organization's mission and tasks? ☐

24. To what extent are there things about this organization (people, policies, or conditions) that encourage you to work hard? ☐

25. To what extent do people who work hard receive recognition from the organization? ☐

26. To what extent does this organization have a real interest in the welfare and morale of its personnel? ☐

27. To what extent are work activities sensibily organized in this organization? ☐

28. To what extent does this organization have clearcut, reasonable goals and objectives that contribute to its mission? ☐

29. To what extent is the workload and time available taken into consideration in planning your work group assignments? ☐

30. To what extent are people at higher levels of the organization made aware of the problems at your level? ☐

1	2	3	4	5
To A Very Little Extent	To A Little Extent	To Some Extent	To A Great Extent	To A Very Great Extent

31. To what extent does your latest performance evaluation reflect your actual job evaluation? ☐

32. To what extent is discipline administered fairly throughout this organization? ☐

33. To what extent are work assignments in this organization fairly made? ☐

34. To what extent do people in this organization discourage favoritism? ☐

35. When you need help, to what extent can you easily find the proper person who can help you? ☐

36. To what extent do you not have to go through a lot of "red tape" to get things done? ☐

37. To what extent do you understand the reasons for the long-standing rules and regulations of this organization? ☐

PART III: SUPERVISORY LEADERSHIP DIMENSION. These questions ask you about the behavior of your supervisor toward subordinates.

38. How friendly and easy to approach is your supervisor? ☐

39. To what extent does your supervisor pay attention to what you say? ☐

40. To what extent is your supervisor willing to listen to your problems? ☐

41. When things are not going as well as your supervisor expects, to what extent is it easy to tell him/her? ☐

42. To what extent does your supervisor try to work out conflicts within your work group? ☐

43. To what extent does your supervisor encourage the members of your work group to exchange opinions and ideas? ☐

1	2	3	4	5
To A Very Little Extent	To A Little Extent	To Some Extent	To A Great Extent	To A Very Great Extent

44. To what extent does your supervisor encourage the members of your work group to work as a team? ☐

45. To what extent does your supervisor stress a team goal? ☐

46. To what extent does your supervisor encourage the members of your group to give their best efforts? ☐

47. To what extent does your supervisor expect high standards of performance from the members of your work group? ☐

48. To what extent does your supervisor help you to improve your performance? ☐

49. To what extent does your supervisor offer you ideas to help solve job-related problems? ☐

50. To what extent does your supervisor help you plan, organize, and schedule your work ahead of time? ☐

51. To what extent is this organization adequately training you to perform your assigned task? ☐

52. To what extent is this organization training you to accept increased leadership responsibility? ☐

53. To what extent is this organization training you to accept increased technical responsibility? ☐

54. To what extent do you feel free to report discrimination in this organization through proper channels? ☐

55. To what extent does this organization ensure that you have equal opportunity for advancement in rank/grade? ☐

56. To what extent does this organization ensure that you have equal opportunity for job assignments? ☐

57. To what extent are you familiar with this organization's grievance and redress procedure? ☐

58. To what extent is your chain of command (those above you) willing to take action on known or alleged discrimination issues? ☐

1	2	3	4	5
To A Very Little Extent	To A Little Extent	To Some Extent	To A Great Extent	To A Very Great Extent

59. To what extent are you familiar with this organization's Affirmative Action Plan (AAP)? ☐

60. To what extent are you familiar with Equal Employment Opportunity Programs (EEOP) of this organization? ☐

61. To what extent are role models important for Coast Guard Officers? ☐

62. To what extent is it important for Coast Guard Officers to have mentors? (Mentor refers to a trusted counselor to advise you on matters of importance to you). ☐

63. Do you have a mentor? (Check one) yes ☐ no ☐

If so, please give their name, rank, and position.

_____

_____

64. What is the maximum pay grade you hope to achieve before you finally leave the Coast Guard. Circle one.

W1 W2 W3 W4

01 02 03 04 05 06 07 and above

65. What pay grade do you expect to achieve before you finally leave the Coast Guard? Circle one.

W1 W2 W3 W4

01 02 03 04 05 06 07 and above

66. About how many of the people in your primary work unit (branch, department, division, etc.) are members of racial or ethnic minority groups? Enter number in the boxes. ☐☐

67. About how many of the people in your command are members of racial or ethnic minority groups? Enter number in the boxes. ☐☐☐

Answer Questions 68 through 73 using the scale below.

1	2	3	4	5
Very Dis-satisfied	Somewhat Dis-satisfied	Neither Satisfied or Dis-satisfied	Fairly Satisfied	Very Satisfied

68. All in all, how satisfied are you with the people in your work group? ☐

69. All in all, how satisfied are you with your supervisor? ☐

70. All in all, how satisfied are you with this organization? ☐

71. All in all, how satisfied are you with your job? ☐

72. All in all, how satisfied do you feel with the progress you have made in the Coast Guard up to now? ☐

73. How satisfied do you feel with your chances for getting ahead in the Coast Guard in the future? ☐

PART IV: INDIVIDUAL CHARACTERISTICS

74. Are you male or female? Check one.
    - Male . . . . . ☐
    - Female . . . . ☐

75. How old were you on your last birthday? (Write your age in these boxes) ☐☐

76. What do you consider to be your main racial or ethnic group? Check one.
    - Afro American/Black/Negro . . . . . ☐
    - American Indian/Alaskan Native . . . . . ☐
    - Hispanic/Puerto Rican/Mexican/Cuban/ Latin/Chicano/Other Spanish . . . . . ☐
    - Oriental/Asian/Chinese/Japanese/ Korean/Filipino/Pacific Islander . . . . . ☐
    - White/Caucasian . . . . . ☐
    - Other _____ ☐
      Specify

77. What is your marital status NOW? Check one.

Married . . . . . ☐

Widowed . . . . . ☐

Divorced . . . . . ☐

Separated . . . . . ☐

Single, never married . . . . . ☐

78. What was your family's TOTAL INCOME, before taxes and other deductions, for all of 1979. Include you and your spouse's military and civilain wages and salaries, interest and dividends, pensions, social security or retirement benefits, unemployment compensation, alimony, child support, and any other sources of income. Check one.

0 - 14,999 . . . . . ☐

15,000 - 19,999 . . . . . ☐

20,000 - 24,999 . . . . . ☐

25,000 - 29,999 . . . . . ☐

30,000 - 34,999 . . . . . ☐

35,000 and above . . . . . ☐

79. AS OF TODAY, what is the highest educational level that you have completed? DO NOT INCLUDE DEGREES FROM TECHNICAL, TRADE, OR VOCATIONAL SCHOOLS. Check One.

- No Degree or Diploma . . . . . ☐
- GED Certificate . . . . . ☐
- High School Diploma . . . . . ☐
- Associate/Junior College Degree . . . . . ☐
- Some Bachelor's training, no degree . . . . . ☐
- Bachelor's Degree (BA/BS). . . . . ☐
- Some Master's training, no degree . . . . . ☐
- Master's Degree . . . . . ☐
- Some Doctoral training, no degree . . . . . ☐
- Doctoral Degree (PhD/MD/LLD) . . . . . ☐
- Other Degree not listed above . . . . . ☐

  Please specify _____

80. If you have graduate training (beyond BS/BA), was it Coast Guard sponsored?

- Not applicable . . . . . ☐
- Yes . . . . . ☐
- No . . . . . ☐

81. What is the highest grade or year of regular school or college that your spouse has completed and gotten credit for? If you have no spouse, omit this question. Otherwise, circle one.

HIGH SCHOOL GRADES: 9th 10th 11th 12th (include GED)

COLLEGE-YEARS OF CREDIT: 1 2 3 4 5 6 7 8 or more

82. How many people do you support. Do not include yourself. (Support means that you provide over half the cost of items required for their well being. Such items may include food, shelter, clothing, medical and dental care, eduation etc.)

None . . . . . ☐
1 . . . . . ☐
2 . . . . . ☐
3 . . . . . ☐
4 . . . . . ☐
5 . . . . . ☐
6 . . . . . ☐
7 . . . . . ☐
8 . . . . . ☐
9 . . . . . ☐
10 or more . . . . . ☐

83. What is your present pay grade. Circle one.

WARRANT GRADES:	W1	W2	W3	W4			
OFFICER GRADES:	01	02	03	04	05	06	07 and above

84. What is your primary occupational field or warrant specialty? Enter Appropriate number in the boxes below. ☐☐

Officers

01) Personnel
02) Management
03) Comptrollership
04) Merchant Marine Safety
05) Engineering
06) Aviation
07) Operations
08) Reserve
09) Legal
10) Other _____
Specify

Warrant Officers

11) Boatswain
12) Weapons
13) Communications
14) Electronics
15) Naval Engineering
16) Aviation Engineering
17) Material Maintenance
18) Personnel Administration
19) Public Administration
20) Public Information
21) Finance and Supply
22) Medical Administration

85. Through which of the following officer procurement programs did you obtain your commission/warrant? Check one.

- Academy Graduate . . . . . ☐
- Officer Candidate School or Officer Training School . . . . . ☐
- Aviation Officer Candidate or Aviation Cadet . . . . . ☐
- Warrant Officer Program . . . . . ☐
- Direct Appointment from Civilian Status . . . . . ☐
- Other _____ ☐
  Specify

86. To the nearest month and year, how long have you been on active duty? If you have had a break in service, count current time and time in previous tours. Count time spent as prior enlisted personnel. Do not count time spent at the Coast Guard Academy as a cadet.

Years . . . . . ☐☐

and

Months . . . . . ☐☐

87. How many years of obligated service do you have remaining on your present obligation? Check one.

- Does not apply, I do not have a service obligation . . ☐
- Less than 1 year . . . . . ☐
- At least 1 year but less than 2 years . . . . . ☐
- At least 2 years but less than 3 years . . . . . ☐
- At least 3 years but less than 4 years . . . . . ☐
- At least 4 years but less than 5 years . . . . . ☐
- 5 years or more . . . . . ☐

88. Which of the following areas include the place where you lived most of the time prior to active duty? Enter the appropriate number in the box. ☐

1) New England--Conn., Me., Mass.,N.H.,R.I.,Vt.

2) Middle Atlantic--N.J., N.Y.,Pa., Del.

3) South Atlantic--Fla., Ga., Md., N.C., S.C., Va., W. Va., Wash. D.C.

4) South and Western South--Ala., Ky., Miss., Tenn., Ark., La., Okla., Tex.

5) Great Lakes--Ill., Ind., Mich., Ohio, Wis.

6) Great Plains and Mountains--Iowa, Kan., Minn., Mo., N.D., Neb., Ariz., Colo., Idaho, Mont., Nev., N.M., Utah, Ky.

7) Pacific--Alaska, Calif., Hawaii, Ore., Wash.

8) Territories and Possessions of the U.S.

9) Foreign Country

DEPARTMENT OF TRANSPORTATION
UNITED STATES COAST GUARD

SMC # 2017
Naval Postgraduate School
Monterey, CA 93940

From: Lt. Percy O. Norwood, Jr., 427-86-2502, USCGR
To: Fellow Coast Guard Officers

Subj: A Survey About Coast Guard Life

1. As a student at the Naval Postgraduate School, Monterey, California, I have chosen for my thesis topic "A Comparison of Coast Guard Life with the Job/Career Expectations of Black College Graduates and Their Perceptions of Coast Guard Life." In order to do this study, I need your input.

2. Your responses will be kept anonymous. However, the results of this survery will be shared with the offices of Military Personnel, Civil Rights, Advertisement and other interested offices with the hope that it will contribute to the Coast Guard's efforts to increase the number of Black officers on active duty.

3. I would be most appreciative if you would take a few minutes to complete this questionnaire; and, return it to me within two weeks of receipt. A postage-free, self-addressed envelope is enclosed for your convenience.

Thank you for your cooperation.

Percy O. Norwood Jr.
PERCY O. NORWOOD, JR.

Enclosures: 1. Questionnaire
2. Envelope

SPEED LIMIT 55
It's a law we can live with.

APPENDIX C

Interview questions for former Coast Guard Officers

1. Why did you get out of the Coast Guard?

2. What are you doing now (Employment wise)?

3. Were you married at the time you left the Coast Guard?

4. How much of an impact did your spouse have on your decision to get out of the Coast Guard?

5. How many Black officers were assigned to your command?

6. Have you considered returning to active duty for an extended period of time?

7. What do you think the Coast Guard can do to get more Black officers?

APPENDIX D

A Questionnaire About Job/Career Expectations of Black College Graduates and Their Perceptions about the Coast Guard

General Instructions

- Some questions ask you to check the box that corresponds to the answer that you would like to give ☑
- Some questions ask you to write your answer in the space provided. _____
- Erase/remove all stray marks that may cause your answer(s) to be misread.

PERCEPTIONS OF BLACK COLLEGE GRADUATES ABOUT THE COAST GUARD

Using the scale below, indicate to what extent you think these statements are characteristic of the Coast Guard.

1	2	3	4	5
To A Very Little Extent	To A Little Extent	To Some Extent	To A Great Extent	To A Very Great Extent

1. The Coast Guard assigns people to interesting and self-rewarding jobs. ☐
2. The Coast Guard adequately trains people to do their jobs. ☐
3. The Coast Guard provides you with ample opportunities to work in a well integrated work environment. ☐
4. The Coast Guard normally assigns people to responsible leadership positions early in their career. ☐
5. The Coast Guard provides you/your family with adequate assistance to get settled quickly and comfortably in new locations. ☐
6. The Coast Guard has superiors/supervisors that are easy and friendly for subordinates to talk with. ☐
7. The Coast Guard has superiors/supervisors that are open minded and receptive to ideas of subordinates. ☐
8. The Coast Guard resolves conflicts fairly, without regard to race, color, sex, religion, or national origin. ☐
9. The Coast Guard gives recognition to deserving persons. ☐
10. In the Coast Guard, people are evaluated on how well they perform their jobs. ☐
11. In the Coast Guard, people are encouraged to work as a team and to share information. ☐
12. In the Coast Guard, superiors/supervisors provide you with feedback to help you improve your performance. ☐

1	2	3	4	5
To A Very Little Extent	To A Little Extent	To Some Extent	To A Great Extent	To A Very Great Extent

13. The Coast Guard has an adequate number of role models for you to emulate. ☐

14. In the Coast Guard, the pay of a junior officer is adequate for a person of your qualifications. ☐

15. The Coast Guard offers excellent chances/opportunities for promotions/advancements. ☐

Questions 16 thru 32 ask you about your Job/Career Expectations.

16. To what extent do you expect to be quickly integrated into the activities of the organization? ☐

17. To what extent do you expect the organization to provide you and/or your family with adequate information and assistance to get settled quickly and comfortably in a new location? ☐

18. To what extent do you expect your superiors to be receptive to your ideas and suggestions? ☐

19. When decisions are being made that affect you, to what extent do you expect to be consulted? ☐

20. To what extent do you expect to receive recognition from the organization for quality work? ☐

21. To what extent do you expect your performance evaluation to reflect your actual job performance? ☐

22. To what extent do you expect people in the organization to share information so that those who make the decisions have access to as much information as possible. ☐

23. To what extent do you expect people in the organization to discourage favoritism? ☐

24. To what extent do you expect to have to deal with long-standing rules and regulations in an organization? ☐

25. To what extent do you expect your supervisor to listen to your problems? ☐

1	2	3	4	5
To A Very Little Extent	To A Little Extent	To Some Extent	To A Great Extent	To A Very Great Extent

26. To what extent do you expect your supervisor to assist you in working out conflicts that occur within your work group? ☐

27. To what extent do you expect your supervisor to encourage and stress team work? ☐

28. To what extent do you expect your supervisor to be friendly and easy to approach? ☐

29. To what extent do you expect your supervisor to help you to improve your performance? ☐

30. To what extent do you expect the organization to adequately train you to do your job? ☐

31. To what extent do you expect the organization to ensure that you have an equal opportunity for job assignments and advancements? ☐

32. To what extent are role models important to you? ☐

33. It is important for you to have a mentor? Check one: yes ☐ no ☐

34. Do you have a mentor? (If so, give their name and position) yes ☐ no ☐

_____

_____

35. When you finally leave the organization, what position do you expect to hold at that time?

_____

_____

NAVAL POSTGRADUATE SCHOOL
Monterey, CA 93940

Dr. J. R. Doe
Vice President for Academic Affairs
Sample University
Sample, CA

Dear Dr. Doe:

I am a U. S. Coast Guard Officer attending the Naval Postgraduate School, Monterey, California. Since the Coast Guard is constantly looking for ways to increase minority representation in its officer ranks, I am conducting a study to aid these efforts. In this study, I am comparing the organizational climate of the Coast Guard with the job/career expectations of Black college seniors and their perceptions about the Coast Guard.

This study is done under the auspicies of the Naval Postgraduate School with the support of the U. S. Coast Guard. It is my hope that the results of this study will be a useful tool to assist the Coast Guard, as an organization, in redirecting and refining its minority recruiting efforts in a direction that would lead to achieving its goal.

Respectfully, I request permission to conduct interviews and a survey on your campus on 29 September 1980. Your assistance in making available: (1) a meeting room; (2) at least ten seniors (male and/or female) to participate in an approximate fifteen minute interview; and (3) at least thirty seniors to complete the enclosed survey instrument will be greatly appreciated.

Sample University was chosen as a source to obtain this information because of: (1) its reputation for academic excellence; (2) its predominately Black student body; (3) its location in a major metropolitian city in the south; (4) the wide variety of academic programs offered; and (5) because it has provided quality officers and enlisted persons for the U. S. Coast Guard and the Armed Services.

The indentity of Sample University and the students who participate in the study will be kept confidential.

If you need further information, please contact me at the above address or (408) 372-3601. I look forward to seeing you and members of the Sample University student body on 29 September 1980.

Sincerely,

Percy O. Norwood, Jr.
Lieutenant, U. S. Coast Guard

Enclosure: Survey Instrument

APPENDIX E

INTERVIEW QUESTIONS FOR BLACK COLLEGE STUDENTS/GRADUATES

(1) Have you ever considered becoming an officer in the Coast Guard as a source of employment/career?

(2) What are some of the reasons that you have or have not considered the Coast Guard as a viable source of employment?

(3) What are some of the other agencies that you are considering as a source of employment/career?

(4) What are some of the reasons why you are considering these agencies?

APPENDIX F

PROFILE OF BLACK COLLEGE STUDENTS/GRADUATES SAMPLE

MAJOR	NUMBER OF STUDENTS
Accounting and Finance	12
Architecture	3
Art	1
Automotive Engineering	1
Biology	3
Business Administration	42
Business and Office Education	5
Chemistry	1
Communications-English	1
Computer Technology	16
Criminal Justice	1
Elementary Education	18
Health, Physical Education, and Recreation	2
History	3
Home Economics	1
Management	9
Marketing	9
Mathematics	1
Music	5
Social and Political Science	20
Social Work	3
Special Education	15
Speech	1
Technical Education	1
Vocational Education	5
Missing/not listed	7
	187

SEX	Number
Male	61
Female	120
Not Listed	6

CLASSIFICATION	
Graduate Students	8
Seniors	155
Juniors	24

APPENDIX G

COAST GUARD OFFICER SAMPLE PROFILE

A. Pay Grade	Number of questionnaires mailed out	No. returned w/o being delivered	Number returned completed	Effective return rate
W1-W4	19	0	12	63.2
O1	59	6	22	39.6
O2	77	3	52	70.3
O3	86	4	72	87.8
O4	51	3	32	66.7
O5	30	1	26	89.7
O6	18	1	14	82.4
O7 & up	1	0	1	100
TOTALS	341	18	231	

B. COMMISSION SOURCE:	OCS	USCGA	DIRECT COMMISSIONED	WARRANT PROGRAM	OTHERS
	75	120	8	12	16

C. SEX:

MALE	FEMALE
224	7

D. MARITAL STATUS:

MARRIED	WIDOWED	DIVORCED	SEPARATED	SINGLE	OTHER
176	3	8	3	35	6

E. PRIMARY OCCUPATION OR SPECIALITY

Personnel	10	Operations	61
Management	10	Reserve	5
Comptrollership	4	Legal	9
Marine Safety	55	Other	18
Engineering	27	Warrants	12
Aviation	19	Missing or not listed	2

F. GRADUATE TRAINING OF PARTICIPANTS

No graduate training	108
Coast Guard Sponsored	71
Not Coast Guard Sponsored	41
Missing or not listed	11

G. RACE

Blacks	57
Hispanics	1
Asian-American	1
Caucasian	167
Other	5

APPENDIX H

Format For the Computation of Mean Values For All Dimensions

```
COMPUTE         MOTIVATN=(Q11+Q12+Q13+Q14+Q15+Q16+Q23+Q24+Q25+Q26)/10
DO REPEAT       XQ=Q11,Q12,Q13,Q14,Q15,Q16,Q23,Q24,Q25,Q26/
IF              (XQ EQ 9) MOTIVATN=9
END REPEAT


COMPUTE         COMMUNIC=(Q17+Q18+Q19+Q20+Q21+Q22+Q30)/7
DO REPEAT       XQ=Q17,Q18,Q19,Q20,Q21,Q22,Q30/
IF              (XQ EQ 9) COMMUNIC=9
END REPEAT


COMPUTE         SCALEMPH=(Q27+Q28+Q29)/3
DO REPEAT       XQ=Q27,Q28,Q29/
IF              (XQ EQ 9) SCALEMPH=9
END REPEAT


COMPUTE         ECOPPAFF=(Q54+Q55+Q56+Q57+Q58+Q59+Q60)/7
DO REPEAT       XQ=Q54,Q55,Q56,Q57,Q58,Q59,Q60/
IF              (XQ EQ 9) ECOPPAFF=9
END REPEAT


COMPUTE         FGET=(Q25+Q31+Q32+Q33+Q34)/5
DO REPEAT       XQ=Q25,Q31,Q32,Q33,Q34/
IF              (XQ EQ 9) FGET=9
END REPEAT


COMPUTE         REDTAPE=(Q35+Q36+Q37)/3
DO REPEAT       XQ=Q35,Q36,Q37/
IF              (XQ EQ 9) REDTAPE=9
END REPEAT


COMPUTE         RCLEMCDS=(Q61+Q62)/2
IF              (Q61 EQ 9 OR Q62 EQ 9) RCLEMCDS=9
RECODE          Q64,Q65 (11 THRU 14=9)(Q1=Q1)(Q2=Q2)(Q3=Q3)(Q4=Q4)(Q5=Q5)(Q6=Q6)
                (Q7=Q7)
COMPUTE         CAREERAS=(Q64+Q65)/2
IF              (Q64 EQ 9 OR Q65 EQ 9) CAREERAS=9
COMPUTE         SATISFAC=(Q68+Q69+Q70+Q71+Q72+Q73)/6


DO REPEAT       XQ=Q68,Q69,Q70,Q71,Q72,Q73/
IF              (XQ EQ 9) SATISFAC=9
END REPEAT


COMPUTE         RELCCIDX=(Q10A+Q10B+Q10C+Q10D+Q10E+Q10F+Q10G+Q10H+Q10I+Q10J+Q10K+
                Q10L+Q10M+Q10N)/14
DO REPEAT       XQ=Q10A,Q10B,Q10C,Q10D,Q10E,Q10F,Q10G,Q10H,Q10I,Q10J,Q10K,Q10L,
                Q10M,Q10N/
IF              (XQ EQ 9) RELCCIDX=9
END REPEAT


COMPUTE         SUPLOSHP=(Q38+Q39+Q40+Q41+Q42+Q43+Q44+Q45+Q46+Q47+Q48+Q49+Q50)/13
DO REPEAT       XQ=Q38,Q39,Q40,Q41,Q42,Q43,Q44,Q45,Q46,Q47,Q48,Q49,Q50/
IF              (XQ EQ 9) SUPLOSHP=9
END REPEAT


COMPUTE         TRAINING=(Q51+Q52+Q53)/3
DO REPEAT       XQ=Q51,Q52,Q53/
IF              (XQ EQ 9) TRAINING=9
END REPEAT


ASSIGN MISSING MOTIVATN,COMMUNIC,SCALEMPH,ECOPPAFF,FGET,REDTAPE,RCLEMCDS,
               CAREERAS,SATISFAC,RELCCIDX,SUPLOSHP,TRAINING (9)
```

APPENDIX I

STUDENT T-TEST FOR BLACK OFFICERS VS WHITE OFFICERS ALONG THE QUESTIONS COMPOSING THE MOTIVATION DIMENSION

	No. of Cases	Mean	Standard Deviation	2-Tail Probability
To what extent does your assigned work give you pride and feelings of self worth?				
Black Officers	57	3.63	1.18	.86
White Officers	165	3.60	1.12	
To what extent do you regard your duties in this organization as helping your career?				
Black Officers	57	3.33	1.20	.37
White Officers	164	3.50	1.23	
To what extent did this organization provide you and/or your family adequate information and assistance to get settled quickly and comfortably in the area?				
Black Officers	57	2.51	1.26	.48
White Officers	164	2.37	1.22	
To what extent are newly reported personnel quickly integrated into the activities of this organization?				
Black Officers	57	3.21	.96	.01
White Officers	164	3.59	.96	
To what extent is your organization effective in getting you to meet its needs and contribute to its effectiveness?				
Black Officers	57	3.42	.98	.46
White Officers	164	3.53	.87	
To what extent does your organization do a good job of meeting your needs as an individual?				
Black Officers	57	2.81	1.02	.43
White Officers	165	2.93	1.12	
To what extent do you feel motivated to contribute your best efforts to the organization's mission and tasks?				
Black Officers	56	3.80	1.24	.61
White Officers	164	3.90	.92	
To what extent are there things about this organization (people, policies, or conditions) that encourage you to work hard?				
Black Officers	55	3.22	1.17	.24
White Officers	163	3.43	1.05	
To what extent do people who work hard receive recognition from the organization?				
Black Officers	56	3.21	1.17	.05
White Officers	164	2.87	1.08	
To what extent does this organization have a real interest in the welfare and morale of its personnel?				
Black Officers	57	3.18		.88
White Officers	164	3.20		

APPENDIX J

STUDENT T-TEST FOR BLACK OFFICERS VS WHITE OFFICERS ALONG THE QUESTIONS COMPOSING THE COMMUNICATION DIMENSION

	No. of Cases	Mean	Standard Deviation	2-Tail Probability
To what extent is the amount of information you get from other work groups adequate to meet your job requirements?				
Black Officers	57	3.07	.88	.53
White Officers	163	3.16	1.02	
To what extent does this organization do a good job of putting out the word to you?				
Black Officers	57	3.23	1.02	.71
White Officers	164	3.17	.94	
To what extent is the chain of command (those above you) receptive to your ideas and suggestions?				
Black Officers	56	3.46	.91	.27
White Officers	164	3.62	.92	
To what extent are decisions made in this organization at those levels where the most adequate information is available?				
Black Officers	57	3.28	.98	.37
White Officers	164	3.41	.96	
To what extent is information widely shared in this organization so that those who make the decisions have access to available know-how?				
Black Officers	57	3.32	1.00	.32
White Officers	163	3.46	.87	
When decisions are being made, to what extent are the people affected asked for thier ideas?				
Black Officers	56	2.96	1.14	.21
White Officers	164	3.18	1.04	
To what extent are people at higher levels of the organization made aware of the problems at your level?				
Black Officers	56	3.59	.93	.10
White Officers	164	3.35	.99	

APPENDIX K

STUDENT T-TEST FOR BLACK OFFICERS VS WHITE OFFICERS ALONG THE QUESTIONS COMPOSING THE GOAL EMPHASIS DIMENSION

	No. of Cases	Mean	Standard Deviation	2-Tail Probability
To what extent are work activities sensibily organized in this organization?				
Black Officers	54	2.89	1.02	.03
White Officers	164	3.23	.94	
To what extent does this organization have clearcut, reasonable goals and objectives that contribute to its mission?				
Black Officers	57	3.14	1.08	.10
White Officers	164	3.41	1.00	
To what extent is the workload and time available taken into consideration in planning your work group assignments?				
Black Officers	54	3.11	1.14	.90
White Officers	164	3.13	1.08	

APPENDIX L

STUDENT T-TEST FOR BLACK OFFICERS VS WHITE OFFICERS ALONG THE QUESTIONS COMPOSING THE EQUAL OPPORTUNITY AND AFFIRMATIVE ACTION DIMENSION

	No. of Cases	Mean	Standard Deviation	2-Tail Probability
To what extent do you feel free to report discrimination in this organization through proper channels?				
Black Officers	57	3.63	1.41	.08
White Officers	163	4.00	1.07	
To what extent does this organization ensure that you have equal opportunity for advancement in rank/grade?				
Black Officers	56	3.54	1.16	.01
White Officers	164	4.01	.90	
To what extent does this organization ensure that you have equal opportunity for job assignment?				
Black Officers	56	3.27	1.29	.03
White Officers	164	3.69	1.12	
To what extent are you familiar with this organization grievance and redress procedure?				
Black Officers	57	3.65	1.16	.56
White Officers	164	3.54	1.21	
To what extent is your chain of command (those above you) willing to take action on known or alleged discrimination issues?				
Black Officers	54	3.52	1.11	.02
White Officers	157	3.92	.94	
To what extent are you familiar with this organization's Affirmative Action Plan (AAP)?				
Black Officers	55	3.07	1.27	.58
White Officers	164	3.18	1.32	
To what extent are you familiar with Equal Employment Opportunity Programs (EEOP) of this organization?				
Black Officers	57	3.46	1.21	.22
White Officers	163	3.23	1.24	

APPENDIX M

STUDENT T-TEST FOR BLACK OFFICERS VS WHITE OFFICERS ALONG THE QUESTIONS COMPOSING THE FAIR AND EQUITABLE TREATMENT DIMENSION

	No. of Cases	Mean	Standard Deviation	2-Tail Probability
To what extent do people who work hard receive recognition from the organization?				
Black Officers	56	3.21	1.17	.05
White Officers	164	2.87	1.08	
To what extent does your latest performance evaluation reflect your actual job evaluation?				
Black Officers	54	3.33	1.24	.10
White Officers	161	3.65	1.03	
To what extent is discipline adminstered fairly throughout this organization?				
Black Officers	54	3.39	1.22	.17
White Officers	163	3.64	1.03	
To what extent are work assignments in this organization fairly made?				
Black Officers	54	3.30	1.06	.16
White Officers	162	3.53	.94	
To what extent do people in this organization discourage favoritism?				
Black Officers	54	2.94	1.28	.05
White Officers	162	3.33	1.02	

APPENDIX N

STUDENT T-TEST FOR BLACK OFFICERS VS WHITE OFFICERS ALONG THE QUESTIONS COMPOSING THE BUREAUCRACY AND RED TAPE DIMENSION

	No. of Cases	Mean	Standard Deviation	2-Tail Probability
When you need help, to what extent can you easily find the proper person who can help you?				
Black Officers	56	3.39	1.23	.04
White Officers	164	3.77	.87	
To what extent do you not have to go through a lot of "red tape" to get things done?				
Black Officers	56	3.05	1.14	.92
White Officers	165	3.04	1.07	
To what extent do you understand the reasons for the long-standing rules and regulations of this organization?				
Black Officers	56	3.54	1.16	.21
White Officers	165	3.75	.92	

APPENDIX O

STUDENT T-TEST FOR BLACK OFFICERS VS WHITE OFFICERS ALONG THE QUESTIONS COMPOSING THE IMPORTANCE OF ROLE MODELS AND MENTORS DIMENSION

	No. of Cases	Mean	Standard Deviation	2-Tail Probability
To what extent are role models important for Coast Guard Officers?				
Black Officers	56	4.02	1.04	.00
White Officers	166	3.49	1.13	
To what extent is it important for Coast Guard Officers to have mentors? (Mentor refers to a trusted counselor to advise you on matters of importance to you.)				
Black Officers	56	4.02	1.09	.00
White Officers	166	3.45	1.19	

APPENDIX P

STUDENTS T-TEST FOR BLACK OFFICERS VS WHITE OFFICERS ALONG THE QUESTIONS COMPOSING THE CAREER ASPIRATION DIMENSION

	No. of Cases	Mean	Standard Deviation	2-Tail Probability
What is the maximum pay grade you hope to achieve before you finally leave the Coast Guard.				
Black Officers	57	5.91	2.98	.31
White Officers	167	5.49	1.47	
What pay grade do you expect to achieve before you finally leave the Coast Guard?				
Black Officers	56	6.04	3.59	.16
White Officers	167	5.32	2.11	

APPENDIX Q

STUDENT T-TEST FOR BLACK OFFICERS VS WHITE OFFICERS ALONG THE QUESTIONS COMPOSING THE SATISFACTION DIMENSION

	No. of Cases	Mean	Standard Deviation	2-Tail Probability
All in all, how satisfied are you with the people in your work group?				
Black Officers	55	4.00	.94	.31
White Officers	167	4.15	.91	
All in all, how satisfied are you with your supervisor?				
Black Officers	56	3.93	1.13	.84
White Officers	166	3.96	1.18	
All in all, how satisfied are you with this organization?				
Black Officers	56	3.45	1.14	.10
White Officers	167	3.74	1.15	
All in all, how satisfied are you with your job?				
Black Officers	57	3.68	1.21	.20
White Officers	167	3.92	1.18	
All in all, how satisfied do you feel with the progress you have made in the Coast Guard up to now?				
Black Officers	57	3.88	1.23	.01
White Officers	167	4.37	.79	
How satisfied do you feel with your chances for getting ahead in the Coast Guard in the future?				
Black Officers	57	3.47	1.28	.07
White Officers	165	3.82	1.15	

APPENDIX R

STUDENT T-TEST FOR BLACK OFFICERS VS WHITE OFFICERS ALONG THE QUESTIONS COMPOSING THE RELOCATION DIMENSION

10. Think about your PCS move to your present permanent unit, base, or duty station. For each item below, indicate if it was a serious problem, somewhat of a problem, a slight problem, or not a problem.

	No. of Cases	Mean	Standard Deviation	2-Tail Probability
A. Adjusting to higher cost of living				
Black Officers	57	2.51	1.30	.08
White Officers	167	2.16	1.38	
B. Moving and setting up a new household				
Black Officers	57	2.42	1.19	.17
White Officers	167	2.17	1.07	
C. Paying for unreimbursed moving expenses				
Black Officers	57	2.72	1.19	.03
White Officers	167	2.31	1.29	
D. Finding off-duty employment for yourself				
Black Officers	57	1.18	1.73	.65
White Officers	167	1.05	1.73	
E. Finding civilian employment for your spouse/ dependents				
Black Officers	57	1.28	1.54	.77
White Officers	166	1.34	1.56	
F. Continuing your education				
Black Officers	57	2.19	1.53	.06
White Officers	166	1.73	1.78	
G. Finding permanent housing				
Black Officers	56	2.41	1.42	.52
White Officers	167	2.55	1.31	
H. Finding shopping areas				
Black Officers	56	3.32	1.30	.47
White Officers	167	3.46	1.07	
I. Children adjusting to new environment				
Black Officers	56	1.44	1.69	.25
White Officers	166	1.74	1.73	
J. Spouse adjusting to new enironment				
Black Officers	57	1.53	1.58	.00
White Officers	166	2.35	1.46	
K. Adjusting yourself to new environment				
Black Officers	57	3.14	1.14	.39
White Officers	166	3.29	1.10	
L. Finding recreational facilities				
Black Officers	57	3.18	1.14	.13
White Officers	167	3.43	.95	
M. Finding suitable on-case entertainment				
Black Officers	57	1.56	1.53	.49
White Officers	167	1.73	1.52	
N. Finding suitable off-base entertainment				
Black Officers	57	3.18	1.15	.23
White Officers	167	3.38	1.06	

APPENDIX S

STUDENT T-TEST FOR BLACK OFFICERS VS WHITE OFFICERS ALONG THE QUESTIONS DEALING WITH THE SUPERVISORY LEADERSHIP DIMENSION

	No. of Cases	Mean	Standard Deviation	2-Tail Probability
How friendly and easy to approach is your supervisor?				
Black Officers	56	4.14	1.17	.96
White Officers	166	4.15	.98	
To what extent does your supervisor pay attention to what you say?				
Black Officers	56	3.77	1.18	.46
White Officers	166	3.90	.94	
To what extent is your supervisor willing to listen to your problems?				
Black Officers	56	3.96	1.24	.97
White Officers	166	3.96	1.05	
When things are not going as well as your supervisor expects, to what extent is it easy to tell him/her?				
Black Officers	55	3.76	1.19	.97
White Officers	166	3.77	1.01	
To what extent does your supervisor try to work out conflicts within your work group?				
Black Officers	56	3.36	1.24	.90
White Officers	165	3.31	1.22	
To what extent does your supervisor encourage the members of your work group to exchange opinions and ideas?				
Black Officers	56	3.34	1.35	.13
White Officers	165	3.65	1.13	
To what extent does your supervisor encourage the members of your work group to work as a team?				
Black Officers	56	3.32	1.35	.30
White Officers	165	3.53	1.25	
To what extent does your supervisor stress a team goal?				
Black Officers	56	3.16	1.30	.50
White Officers	166	3.29	1.26	
To what extent does your supervisor encourage the members of your group to give their best efforts?				
Black Officers	56	3.48	1.26	.45
White Officers	165	3.42	1.06	
To what extent does your supervisor expect high standards of performance from the members of your work group?				
Black Officers	56	3.93	1.02	.28
White Officers	166	4.09	.77	
To what extent does your supervisor help you to improve your performance?				
Black Officer	55	3.11	1.21	.54
White Officer	166	2.99	1.22	
To what extent does your supervisor help you plan, organize, and schedule your work ahead of time?				
Black Officers	56	2.46	1.19	.47
White Officers	165	2.37	1.15	
To what extent does your supervisor offer you ideas to help solve job-related problems?				
Black Officers	54	3.19	1.23	.40
White Officers	166	3.02	1.23	

APPENDIX T

STUDENT T-TEST FOR BLACK OFFICERS VS WHITE OFFICERS ALONG THE QUESTIONS COMPOSING THE TRAINING DIMENSIONS

	No. of Cases	Mean	Standard Deviation	2-Tail Probability
To what extent is this organization adequately training you to perform your assigned task?				
Black Officers	55	2.89	1.[illegible]	.70
White Officers	166	2.81	1.2[illegible]	
To what extent is this organization training you to accept increased leadership responsibility?				
Black Officers	56	2.89	1.52	.76
White Officers	166	2.96	1.29	
To what extent is this organization training you to accept increased technical responsibility?				
Black Officers	56	2.[illegible]8	1.30	.[illegible]
White Officers	166	2.80	1.26	

APPENDIX U

STUDENT T-TEST FOR TOP LEADERS VS ALL OTHER OFFICERS ON THE QUESTIONS CONTAINED IN THE MOTIVATION DIMENSION

	No. of Cases	Mean	Standard Deviation	2-Tail Probability
To what extent does your assigned work give you pride and feelings of self worth?				
Top Leaders	40	3.88	1.09	.12
Other Officers	188	3.57	1.13	
To what extent do you regard your duties in this organization as helping your career?				
Top Leaders	39	3.56	1.31	.41
Other Officers	188	3.45	1.20	
To what extent did this organization provide you and/or your family adequate information and assistance to get settled quickly and comfortably in the area?				
Top Leaders	40	2.62	1.30	.26
Other Officers	187	2.37	1.22	
To what extent are newly reported personnel quickly integrated into the activities of this organization?				
Top Leaders	40	3.48	1.06	.79
Other Officers	187	3.52	.95	
To what extent is your organization effective in getting you to meet its needs and contribute to its effectiveness?				
Top Leaders	40	3.55	.85	.79
Other Officers	187	3.51	.91	
To what extent does your organization do a good job of meeting your needs as an individual?				
Top Leaders	40	3.12	1.14	.26
Other Officers	188	2.87	1.10	
To what extent do you feel motivated to contribute your best efforts to the organization's mission and tasks?				
Top Leaders	40	4.15	.80	.03
Other Officers	186	3.82	1.05	
To what extent are there things about this organization (People, policies, or conditions) that encourage you to work hard?				
Top Leaders	40	3.62	1.06	.12
Other Officers	184	3.33	1.09	
To what extent do people who work hard receive recognition from the organization?				
Top Leaders	40	3.00	.96	.14
Other Officers	186	2.94	1.15	
To what extent does this organization have a real interest in the welfare and morale of its personnel?				
Top Leaders	40	3.38	1.03	.49
Other Officers	186	3.17	1.14	

APPENDIX V

STUDENT T-TEST FOR TOP LEADERS VS ALL OTHER OFFICERS ON ALL QUESTIONS COMPOSING THE COMMUNICATION DIMENSION

	No. of Cases	Mean	Standard Deviation	2-Tail Probability
To what extent is the amount of information you get from other work groups adequate to meet your job requirements?				
Top Leaders	40	3.25	1.06	.53
Other Officers	186	3.19	.96	
To what extent does this organization do a good job of putting out the word to you?				
Top Leaders	40	3.18	.93	.85
Other Officers	186	3.20	.97	
To what extent is the chain of comand (those above you) receptive to your ideas and suggestions?				
Top Leaders	40	3.75	.93	.02
Other Officers	186	3.56	.93	
To what extent are decisions made in this organization at those levels where the most adequate information is available?				
Top Leaders	40	3.18	1.06	.17
Other Officers	187	3.43	.96	
To what extent is information widely shared in this organization so that those who make the decisions have access to available know-how?				
Top Leaders	40	3.25	.93	.19
Other Officers	186	3.47	.92	
When decisions are being made, to what extent are the people affected asked for their ideas?				
Top Leaders	40	3.18	1.08	.95
Other Officers	186	3.14	1.08	
To what extent are people at higher levels of the organization made aware of the problems at your level?				
Top Leaders	40	3.40	1.04	.82
Other Officers	186	3.44	1.00	

APPENDIX W

STUDENT T-TEST FOR TOP LEADERS VS ALL OTHER OFFICERS ON ALL QUESTIONS COMPOSING THE GOAL EMPHASIS DIMENSION

	No. of Cases	Mean	Standard Deviation	2-Tail Probability
To what extent are work activities sensibily organized in this organization?				
Top Leaders	39	3.10	.85	.60
Other Officers	185	3.18	1.00	
To what extent does this organization have clearcut, reasonable goals and objectives that contribute to its mission?				
Top Leaders	40	3.32	1.10	.75
Other Officers	187	3.38	1.01	
To what extent is the work load and time available taken into consideration in planning your work group assignments?				
Top Leaders	49	3.26	1.21	.56
Other Officers	185	3.40	1.08	

APPENDIX X

STUDENT T-TEST FOR TOP LEADERS VS ALL OTHER OFFICERS ON ALL QUESTIONS COMPOSING THE EQUAL OPPORTUNITY AND AFFIRMATIVE ACTION DIMENSION

	No. of Cases	Mean	Standard Deviation	2-Tail Probability
To what extent do you feel free to report discrimination in this organization through proper channels?				
Top Leaders	41	4.29	.87	.01
Other Officers	185	3.82	1.23	
To what extent does this organization ensure that you have equal opportunity for advancement in rank/grade?				
Top Leaders	40	4.12	1.02	.10
Other Officers	186	3.83	.99	
To what extent does this organization ensure that you have equal opportunity for job assignment?				
Top Leaders	40	3.65	1.29	.81
Other Officers	186	3.60	1.15	
To what extent are you familiar with this organization's grievance and redress procedure?				
Top Leaders	41	3.98	.96	.01
Other Officers	186	3.51	1.22	
To what extent is your chain of command (those above you) willing to take action on known or alleged discrimination issues?				
Top Leaders	41	4.12	.87	.03
Other Officers	176	3.78	1.00	
To what extent are you familiar with this organization's Affirmative Action Plan (AAP)?				
Top Leaders	41	3.71	1.06	.00
Other Officers	184	3.03	1.34	
To what extent are you familiar with Equal Employment Opportunity Programs (EEOP) of this organization?				
Top Leaders	40	3.78	.86	.00
Other Officers	186	3.19	1.28	

APPENDIX Y

STUDENT T-TEST FOR TOP LEADERS VS OTHER OFFICERS ON ALL QUESTIONS COMPOSING THE FAIR AND EQUITABLE TREATMENT DIMENSION

	No. of Cases	Mean	Standard Deviation	2-Tail Probability
To what extent do people who work hard receive recognition from the organization?				
Top Leaders	40	3.00	.96	.74
Other Officers	186	2.94	1.15	
To what extent does your latest performance evaluation reflect your actual job evaluation?				
Top Leaders	38	3.42	1.20	.37
Other Officers	183	3.61	1.12	
To what extent is discipline administered fairly throughout this organization?				
Top Leaders	40	3.82	.90	.10
Other Officers	183	3.55	1.13	
To what extent are work assignments in this organization fairly made?				
Top Leaders	40	3.58	1.04	.56
Other Officers	183	3.47	.96	
To what extent do people in this organization discourage favoritism?				
Top Leaders	41	3.29	1.17	.80
Other Officers	181	3.24	1.08	

APPENDIX Z

STUDENT T-TEST FOR TOP LEADERS VS ALL OTHER OFFICERS ON THE QUESTIONS COMPOSING THE BUREAUCRACY AND RED TAPE DIMENSION

	No. of Cases	Mean	Standard Deviation	2-Tail Probability
When you need help, to what extent can you easily find the proper person who can help you?				
Top Leaders	41	4.00	.67	.01
Other Officers	185	3.63	1.04	
To what extent do you not have to go through a lot of "red tape" to get things done?				
Top Leaders	41	3.02	1.17	.86
Other Officers	186	3.06	1.07	
To what extent do you understand the reasons for the long-standing rules and regulations of this organization?				
Top Leaders	41	3.76	.92	.60
Other Officers	186	3.67	1.02	

APPENDIX AA

STUDENT T-TEST FOR TOP LEADERS VS OTHER OFFICERS ON QUESTIONS COMPOSING THE CAREER ASPIRATION DIMENSION

	No. of Cases	Mean	Standard Deviation	2-Tail Probability
What is the maximum pay grade you hope to achieve before you finally leave the Coast Guard?				
Top Leaders	41	6.07	.65	.00
Other Officers	189	5.47	2.15	
What pay grade do you expect to achieve before you finally leave the Coast Guard?				
Top Leaders	41	5.85	.53	.00
Other Officers	188	5.29	2.42	

APPENDIX BB

STUDENT T-TEST FOR TOP LEADERS VS OTHER OFFICERS ON QUESTIONS COMPOSING THE SATISFACTION DIMENSION

	No. of Cases	Mean	Standard Deviation	2-Tail Probability
All in all, how satisfied are you with the people in your work group?				
Top Leaders	41	4.27	.74	.17
Other Officers	187	4.08	.96	
All in all, how satisfied are you with your supervisor?				
Top Leaders	41	3.98	1.11	.92
Other Officers	187	3.96	1.18	
All in all, how satisfied are you with this organization?				
Top Leaders	41	3.95	.92	.04
Other Officers	188	3.60	1.20	
All in all, how satisfied are you with your job?				
Top Leaders	41	4.10	1.09	.15
Other Officers	189	3.82	1.22	
All in all, how satisfied do you feel with the progress you have made in the Coast Guard up to now?				
Top Leaders	41	4.68	.47	.00
Other Officers	189	4.14	1.01	
How satisfied do you feel with your chances for getting ahead in the Coast Guard in the future?				
Top Leaders	40	3.90	1.03	.24
Other Officers	188	3.68	1.24	

APPENDIX CC

STUDENT T-TEST FOR TOP LEADERS VS OTHER OFFICERS ON QUESTIONS COMPOSING THE RELOCATION DIMENSION

10. Think about your PCS move to your present permanent unit, base, or duty station. For each item below, indicate if it was a serious problem, somewhat of a problem, a slight problem, or not a problem.

	No. of Cases	Mean	Standard Deviation	2-Tail Probability
A. Adjusting to higher cost of living				
Top Leaders	41	2.02	1.24	.21
Other Officers	189	2.30	1.40	
B. Moving and setting up a new household				
Top Leaders	41	1.90	.89	.02
Other Officers	189	2.29	1.14	
C. Paying for unreimbursed moving expenses				
Top Leaders	41	2.15	1.17	.13
Other Officers	189	2.47	1.29	
D. Finding off-duty employment for yourself				
Top Leaders	41	1.05	1.76	.92
Other Officers	189	1.08	1.72	
E. Finding civilian employment for your spouse/dependents				
Top Leaders	41	1.34	1.53	.93
Other Officers	188	1.32	1.57	
F. Continuing your education				
Top Leaders	41	1.51	1.85	.16
Other Officers	188	1.96	1.70	
G. Finding permanent housing				
Top Leaders	41	2.54	1.34	.80
Other Officers	188	2.48	1.35	
H. Finding shopping areas				
Top Leaders	41	3.34	1.15	.62
Other Officers	188	3.44	1.12	
I. Children adjusting to new environment				
Top Leaders	41	2.63	1.24	.02
Other Officers	188	1.57	1.78	
J. Spouse adjusting to new environment				
Top Leaders	41	2.63	1.24	.01
Other Officers	188	2.02	1.58	
K. Adjusting yourself to new environment				
Top Leaders	41	3.22	1.24	.88
Other Officers	188	3.25	1.08	
L. Finding recreational facilities				
Top Leaders	41	3.41	1.02	.71
Other Officers	189	3.35	1.00	
M. Finding suitable on-base entertainment				
Top Leaders	41	1.32	1.64	.11
Other Officers	189	1.78	1.68	
N. Finding suitable off-base entertainment				
Top Leaders	41	3.34	1.06	.94
Other Officers	189	3.33	1.09	

APPENDIX DD

STUDENT T-TEST FOR TOP LEADERS VS OTHER OFFICERS ON QUESTIONS COMPOSING THE SUPERVISORY LEADERSHIP DIMENSION

	No. of Cases	Mean	Standard Deviation	2-Tail Probability
How friendly and easy to approach is your supervisor?				
Top Leaders	41	4.27	.90	.38
Other Officers	187	4.13	1.06	
To what extent does your supervisor pay attention to what you say?				
Top Leaders	41	3.90	1.11	.70
Other Officers	187	3.85	.98	
To what extent is your supervisor willing to listen to your problems?				
Top Leaders	41	3.95	1.12	.91
Other Officers	187	3.97	1.09	
When things are not going as well as your supervisor expects, to what extent is it easy to tell him/her?				
Top Leaders	41	3.90	1.02	.95
Other Officers	186	3.75	1.06	
To what extent does your supervisor try to work out conflicts within your work group?				
Top Leaders	40	3.22	1.41	.55
Other Officers	187	3.37	1.19	
To what extent does your supervisor encourage the members of your work group to exchange opinions and ideas?				
Top Leaders	40	3.45	1.31	.75
Other Officers	187	3.58	1.17	
To what extent does your supervisor encourage the members of your work group to work as a team?				
Top Leaders	40	3.40	1.46	.62
Other Officers	187	3.52	1.22	
To what extent does your supervisor stress a team goal?				
Top Leaders	41	3.32	1.31	.88
Other Officers	187	3.28	1.26	
To what extent does your supervisor encourage the members of your group to give their best efforts?				
Top Leaders	40	3.55	1.13	.72
Other Officers	187	3.62	1.11	
To what extent does your supervisor expect high standard of performance from the members of your work group?				
Top Leaders	41	4.24	.77	.10
Other Officers	187	4.02	.85	
To what extent does your supervisor help you to improve your performance?				
Top Leaders	41	3.00	1.24	.79
Other Officers	186	3.06	1.22	
To what extent does your supervisor help you plan, organize, and schedule your work ahead of time?				
Top Leaders	40	2.12	1.16	.15
Other Officers	185	2.42	1.17	
To what extent does your supervisor offer you ideas to help solve job-related problems?				
Top Leaders	40	2.70	1.20	.03
Other Officers	186	3.16	1.13	

APPENDIX EE

STUDENT T-TEST FOR TOP LEADERS VS OTHER OFFICERS ON QUESTIONS COMPOSING THE TRAINING DIMENSION

	No. of Cases	Mean	Standard Deviation	2-Tail Probability
To what extent is this organization adequately training you to perform your assign task?				
Top Leaders	40	2.52	1.28	.08
Other Officers	187	2.93	1.31	
To what extent is this organization training you to accept increased leadership responsibility?				
Top Leaders	41	2.80	1.31	.38
Other Officers	187	3.01	1.36	
To what extent is this organization training you to accept increased technical responsibility?				
Top Leaders	41	2.44	1.23	.04
Other Officers	187	2.88	1.29	

APPENDIX FF

STUDENT T-TEST FOR BLACK OFFICERS VS TOP LEADERS ON QUESTIONS COMPOSING THE MOTIVATION DIMENSION

	No. of Cases	Mean	Standard Deviation	2-Tail Probability
To what extent does your assigned work give you pride and feelings of self worth?				
Black Officers	56	3.61	1.17	.25
Top Leaders	40	3.88	1.09	
To what extent do you regard your duties in this organization as helping your career?				
Black Officers	56	3.32	1.21	.39
Top Leaders	39	3.56	1.31	
To what extent did this organization provide you and/or your family adequate information and assistance to to get settled quickly and comfortably in the area?				
Black Officers	56	2.50	1.26	.[illegible]
Top Leaders	40	2.62	1.30	
To what extent are newly reported personnel quickly integrated into the activities of this organization?				
Black Officers	56	3.21	.97	.22
Top Leaders	40	3.48	1.06	
To what extent is your organization effective in getting you to meet its needs and contribute to its effectiveness?				
Black Officers	56	3.41	.99	.[illegible]
Top Leaders	40	3.55	.85	
To what extent does your organization do a good job of meeting your needs as an individual?				
Black Officers	56	3.80	1.03	.1[illegible]
Top Leaders	40	3.13	1.14	
To what extent do you feel motivated to contribute your best efforts to the organization's mission and task?				
Black Officers	55	3.80	1.25	.10
Top Leaders	40	4.15	.80	
To what extent are there things about this organization (people, policies, or conditions) that encourage you to work hard?				
Black Officers	56	3.22	1.18	.08
Top Leaders	40	3.62	1.06	
To what extent do people who work hard receive recognition from the organization?				
Black Officers	55	3.22	1.18	.[illegible]
Top Leaders	40	3.00	.96	
To what extent does this organization have a real interest in the welfare and morale of its personnel?				
Black Officers	56	3.18	1.16	
White Officers	40	3.38	1.08	.[illegible]

APPENDIX GG

STUDENT T-TEST FOR BLACK OFFICERS VS TOP LEADERS ON THE QUESTIONS COMPOSING THE COMMUNICATION DIMENSION

	No. of Cases	Mean	Standard Deviation	2-Tail Probability
To what extent is the amount of information you get from other work groups adequate to meet your job requirements?				
Black Officers	56	3.05	.88	.34
Top Leaders	40	3.25	1.06	
To what extent does this organization do a good job of putting out the word to you?				
Black Officers	56	3.21	1.02	.84
Top Leaders	40	3.18	.93	
To what extent is the chain of command (those above you) receptive to your ideas and suggestions?				
Black Officers	55	3.45	.92	.13
Top Leaders	40	3.75	.93	
To what extent are decisions made in this organization at those levels where the most adequate information is available?				
Black Officers	56	3.30	.97	.55
Top Leaders	40	3.18	1.06	
To what extent is information widely shared in this organization so that those who make the decisions have access to available know-how?				
Black Officers	56	3.32	1.01	.72
Top Leaders	40	3.25	.93	
When decisions are being made, to what extent are the people affected asked for their ideas?				
Black Officers	55	2.98	1.15	.41
Top Leaders	40	3.18	1.08	
To what extent are people at higher levels of the organization made aware of the problems at your level?				
Black Officers	55	3.58	.94	.39
Top Leaders	40	3.40	1.06	

APPENDIX HH

STUDENT T-TEST FOR BLACK OFFICERS VS TOP LEADERS ON ALL QUESTIONS COMPOSING THE GOAL EMPHASIS DIMENSION

	No. of Cases	Mean	Standard Deviation	2-Tail Probability
To what extent are work activities sensibily organized in this organization?				
Black Officers	54	2.89	1.02	.28
Top Leaders	39	3.10	.85	
To what extent does this organization have clearcut, reasonable goals and objectives that contribute to its mission?				
Black Officers	56	3.16	1.08	.47
Top Leaders	40	3.32	1.10	
To what extent is the work load and time available taken into consideration in planning your work group assignments?				
Black Officers	54	3.11	1.14	.56
Top Leaders	39	3.26	1.21	

APPENDIX II

STUDENT T-TEST FOR BLACK OFFICERS VS TOP LEADERS ON ALL QUESTIONS COMPOSING THE EQUAL OPPORTUNITY AND AFFIRMATIVE ACTION DIMENSION

	No. of Cases	Mean	Standard Deviation	2-Tail Probability
To what extent do you feel free to report discrimination in this organization through proper channels?				
Black Officers	56	3.62	1.42	.01
Top Leaders	41	4.29	.87	
To what extent does this organization ensure that you have equal opportunity for advancement in rank/grade?				
Black Officers	55	3.55	1.17	.01
Top Leaders	40	4.12	1.02	
To what extent does this organization ensure that you have equal opportunity for job assignment?				
Black Officers	55	3.29	1.29	.18
Top Leaders	40	3.65	1.29	
To what extent are you familiar with this organization's grievance and redress procedure?				
Black Officers	56	3.62	1.15	.11
Top Leaders	41	3.98	.96	
To what extent is your chain of command (those above you) willing to take action on known or alleged discrimination issues?				
Black Officers	53	3.51	1.12	.00
Top Leaders	41	4.12	.87	
To what extent are you familiar with this organization's Affirmative Action Plan (AAP)?				
Black Officers	54	2.06	1.28	.01
Top Leaders	46	3.70	1.06	
To what extent are you familiar with Equal Employment Opportunity Programs (EEOP) of this organization?				
Black Officers	56	3.45	1.22	.12
Top Leaders	40	3.78	.86	

APPENDIX JJ

STUDENT T-TEST FOR BLACK OFFICERS VS TOP LEADERS ON ALL QUESTIONS COMPRISING THE FAIR AND EQUITABLE TREATMENT DIMENSION

	No. of Cases	Mean	Standard Deviation	2-Tail Probability
To what extent do people who work hard receive recognition from the organization?				
Black Officers	55	3.22	1.18	.72
Top Leaders	40	3.09	.96	
To what extent does your latest performance evaluation reflect your actual job evaluation?				
Black Officers	53	3.32	1.25	.71
Top Leaders	38	3.42	1.20	
To what extent is discipline administered fairly throughout this organization?				
Black Officers	53	3.40	1.23	[illegible]
Top Leaders	40	3.22	.90	
To what extent are work assignments in this organization fairly made?				
Black Officers	54	3.30	1.24	.22
Top Leaders	40	3.58	1.04	
To what extent do people in this organization discourage favoritism?				
Black Officers	53	2.94	1.49	[illegible]
Top Leaders	41	3.29	1.17	

APPENDIX KK

STUDENT T-TEST FOR BLACK OFFICERS VS TOP LEADERS ON ALL QUESTIONS COMPOSING THE BUREAUCRACY AND RED TAPE DIMENSION

	No. of Cases	Mean	Standard Deviation	2-Tail Probability
When you need help, to what extent can you easily find the proper person who can help you?				
Black Officers	55	3.38	1.24	.00
Top Leaders	41	4.00	.67	
To what extent do you not have to go through a lot of "red tape" to get things done?				
Black Officers	55	3.05	1.14	.90
Top Leaders	41	3.02	1.17	
To what extent do you understand the reasons for the long-standing rules and regulations of this organization?				
Black Officers	55	3.53	1.17	.28
Top Leaders	41	3.76	.92	

APPENDIX LL

STUDENT T-TEST FOR BLACK OFFICERS VS TOP LEADERS FOR ALL QUESTIONS COMPOSING THE IMPORTANCE OF ROLE MODELS AND MENTORS DIMENSION

	No. of Cases	Mean	Standard Deviation	2-Tail Probability
To what extent are role models important for Coast Guard Officers?				
Black Officers	55	4.02	1.04	.01
Top Leaders	41	3.44	1.10	
To what extent is it important for Coast Guard Officers to have mentors? (Mentor refers to a trusted counselor to advise you on matters of importance to you.)				
Black Officers	55	4.02	1.10	.00
Top Leaders	41	3.15	1.37	

APPENDIX MM

STUDENT T-TEST FOR BLACK OFFICERS VS TOP LEADERS ON ALL QUESTIONS CONTAINED IN THE CAREER ASPIRATION DIMENSION

	No. of Cases	Mean	Standard Deviation	2-Tail Probability
What is the maximum pay grade you hope to achieve before you finally leave the Coast Guard?				
Black Officers	56	5.91	3.01	[illegible]
Top Leaders	41	6.07	.85	
What pay grade do you expect to achieve before you finally leave the Coast Guard?				
Black Officers	55	6.0[illegible]	3.12	[illegible]
Top Leaders	41	5.85	.52	

APPENDIX NN

STUDENT T-TEST FOR BLACK OFFICERS VS TOP LEADERS ON ALL QUESTIONS COMPOSING THE SATISFACTION DIMENSION

	No. of Cases	Mean	Standard Deviation	2-Tail Probability
All in all, how satisfied are you with the people in your work group?				
Black Officers	54	4.00	.95	.13
Top Leaders	41	4.27	.74	
All in all, how satisfied are you with your supervisor?				
Black Officers	55	3.91	1.13	.77
Top Leaders	41	3.97	1.11	
All in all, how satisfied are you with this organization?				
Black Officers	55	3.44	1.15	.02
Top Leaders	41	3.95	.92	
All in all, how satisfied are you with your job?				
Black Officers	56	3.66	1.21	.07
Top Leaders	41	4.10	1.09	
All in all, how satisfied do you feel with the progress you have made in the Coast Guard up to now?				
Black Officers	56	3.88	1.24	.00
Top Leaders	41	4.68	.47	
How satisfied do you feel with your chances for getting ahead in the Coast Guard in the future?				
Black Officers	56	3.46	1.29	.07
Top Leaders	40	3.90	1.03	

APPENDIX OO

STUDENT T-TEST FOR BLACK OFFICERS VS TOP LEADERS ON ALL QUESTIONS COMPOSING THE RELOCATION DIMENSION

10. Think about your PCS move to your present permanent unit, base, or duty station. For each item below, indicate if it was a serious problem, somewhat of a problem, a slight problem, or not a problem.

	No. of Cases	Mean	Standard Deviation	2-Tail Probability
A. Adjusting to higher cost of living				
Black Officers	56	2.48	1.29	.08
Top Leaders	41	2.08	1.24	
B. Moving and setting up a new household				
Black Officers	56	2.43	1.20	.02
Top Leaders	41	1.90	.89	
C. Paying for unreimbursed moving expenses				
Black Officers	56	2.73	1.20	.02
Top Leaders	41	2.15	1.17	
D. Finding off-duty employment for yourself				
Black Officers	56	1.20	1.74	.68
Top Leaders	41	1.05	1.76	
E. Finding civilian employment for your spouse/dependents				
Black Officers	56	1.30	1.55	.91
Top Leaders	41	1.34	1.53	
F. Continuing your education				
Black Officers	56	2.23	1.51	.04
Top Leaders	41	1.15	1.85	
G. Finding permanent housing				
Black Officers	55	2.38	1.42	.59
Top Leaders	41	2.54	1.34	
H. Finding shopping areas				
Black Officers	55	3.31	1.30	.90
Top Leaders	41	3.34	1.15	
I. Children adjusting to new environment				
Black Officers	56	1.41	1.69	.02
Top Leaders	41	2.15	1.39	
J. Spouse adjusting to new environment				
Black Officers	56	1.50	1.58	.00
Top Leaders	41	2.[illegible]	1.24	
K. Adjusting yourself to new environment				
Black Officers	56	3.12	1.14	.70
Top Leaders	41	3.22	1.24	
L. Finding recreational facilities				
Black Officers	56	3.14	1.14	.25
Top Leaders	51	3.41	1.02	
M. Finding suitable on-base entertainment				
Black Officers	56	1.52	1.50	
Top Leaders	41	1.32	1.64	.54
N. Finding suitable off-base entertainment				
Black Officers	56	3.16	1.10	.43
Top Leaders	41	3.34	1.06	

APPENDIX PP

STUDENT T-TEST FOR BLACK OFFICERS VS TOP LEADERS ON ALL QUESTIONS COMPOSING THE SUPERVISORY LEADERSHIP DIMENSION

	No. of Cases	Mean	Standard Deviation	2-Tail Probability
How friendly and easy to approach is your supervisor?				
Black Officers	55	4.13	1.17	.51
Top Leaders	41	4.27	.90	
To what extent does your supervisor pay attention to what you say?				
Black Officers	55	3.76	1.19	.56
Top Leaders	41	3.90	1.14	
To what extent is your supervisor willing to listen to your problems?				
Black Officers	55	3.96	1.25	.96
Top Leaders	41	3.95	1.12	
When things are not going as well as your supervisor expects, to what extent is it easy to tell him/her?				
Black Officers	54	3.76	1.20	.53
Top Leaders	41	3.90	1.02	
To what extent does your supervisor try to work out conflicts within your work group?				
Black Officers	55	3.35	1.25	.67
Top Leaders	40	3.22	1.41	
To what extent does your supervisor encourage the members of your work group to exchange opinions and ideas?				
Black Officers	55	3.31	1.34	.22
Top Leaders	40	3.65	1.31	
To what extent does your supervisor encourage the members of your work group to work as a team?				
Black Officers	55	3.29	1.34	.71
Top Leaders	40	3.40	1.46	
To what extent does your supervisor stress a team goal?				
Black Officers	55	3.16	1.32	.57
Top Leaders	41	3.32	1.31	
To what extent does your supervisor encourage the members of your group to give their best efforts?				
Black Officers	55	3.47	1.27	.76
Top Leaders	40	3.55	1.13	
To what extent does your supervisor expect high standards of performance from the members of your work group?				
Black Officers	55	3.93	1.03	.09
Top Leaders	41	4.24	.77	
To what extent does your supervisor help you to improve your performance?				
Black Officers	54	3.09	1.22	.72
Top Leaders	41	3.00	1.24	
To what extent does your supervisor help you plan, organize, and schedule your work ahead of time?				
Black Officers	54	2.46	1.49	.17
Top Leaders	40	2.12	1.16	
To what extent does your supervisor offer you ideas to help solve job-related problems?				
Black Officers	54	3.19	1.23	.06
Top Leaders	40	2.70	1.20	

APPENDIX QQ

STUDENT T-TEST FOR BLACK OFFICERS VS TOP LEADERS ON ALL QUESTIONS COMPOSING THE TRAINING DIMENSION

	No. of Cases	Mean	Standard Deviation	2-Tail Probability
To what extent is this organization adequately training you to perform your assigned task?				
Black Officers	55	2.89	1.40	.19
Top Leaders	40	2.52	1.28	
To what extent is this organization training you to accept increased leadership responsibility?				
Black Officers	55	2.89	1.54	.77
Top Leaders	41	2.80	1.31	
To what extent is this organization training you to accept increased technical responsibility?				
Black Officers	55	2.67	1.31	.37
Top Leaders	41	2.44	1.23	

APPENDIX RR

STUDENT T-TEST FOR TOP LEADERS VS OTHER OFFICERS ON QUESTIONS COMPOSING THE IMPORTANCE OF ROLE MODELS AND MENTORS DIMENSION

	No. of Cases	Mean	Standard Deviation	2-Tail Probability
To what extent are role models important for Coast Guard Officers?				
Top Leaders	41	3.44	1.10	.24
Other Officers	187	3.66	1.14	
To what extent is it important for Coast Guard Officers to have mentors? (Mentor refers to a trusted counselor to advise you on matters of importance to you.)				
Top Leaders	41	3.15	1.37	.07
Other Officers	187	3.57	1.17	

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