

## Annex A – EXTENDED MEETING OF TASK GROUP ON RECRUITING AND RETENTION OF MILITARY PERSONNEL IN CONJUNCTION WITH IMTA 2004



### NATO Human Factors & Medicine Task Group on “Recruiting & Retention of Military Personnel” (HFM 107 / RTG 034)

#### Task Group Introduction



#### Participants

##### *Participants*

##### *Country*

Dr. Tanja Blackstone	United States
Capt (Navy) Santos Blanco	Spain
Ms Dawn Johansen	United Kingdom
Lt Col Psych Francois Lescreve	Belgium
Major Rob Morrow	Canada ( <b>Co-Chair</b> )
Capt Psych Jose Puente	Spain
Mr. Bert Schreurs	Belgium
Dr. Gerhard Storm	Germany ( <b>Chair</b> )
Joanne Suddaby-Smith	United Kingdom
Dr. Canan Sumer	Turkey
Ms. Fariya Syed	Canada ( <b>Co-Chair</b> )
Mr. Cyril Van de ven	Netherlands



## Outline

- Task Group Background
- Terms of Reference
- Deliverables
- Status



## Background

- Exploratory Team met twice in 2002 to develop a Terms of Reference (ToR) and Program of Work (POW) for the Task Group
- These documents provided the detail for the group to begin its work



## Purpose

- The main goal of the TG is to foster a true understanding of the mechanisms that influence recruitment, selection and classification, retention and turnover outcomes. In order to achieve this goal, a generic military model will be developed.



## Research Questions

- Why do people join the Military?
- Why do they decide to stay in or leave the Military?



## Topics

- The psychological contract
- The influence of information on turnover
- Management of recruitment, selection and classification (RS&C) (management of the selection process, selection standards, and classification issues)
- Values research
- Individual needs



## Other Topics

- Transition
- Pers tempo/Ops tempo & Quality of life
- Pay and benefits
- Gender & minority issues
- Advertising & Marketing in Recruiting



## Deliverables

- A final report of its activities which will include:
  - current information about the R&R strategies of the member countries; and
  - the generic model
- A database of recruitment/retention research by country.
- A workshop or symposium as an RTO activity to disseminate its results.



## Status

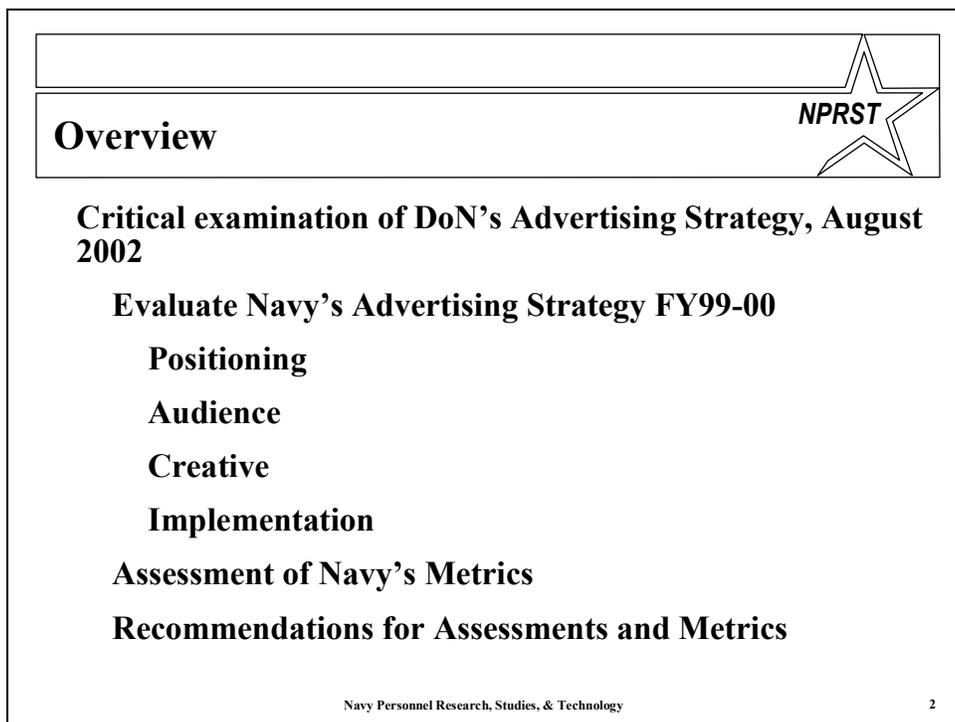
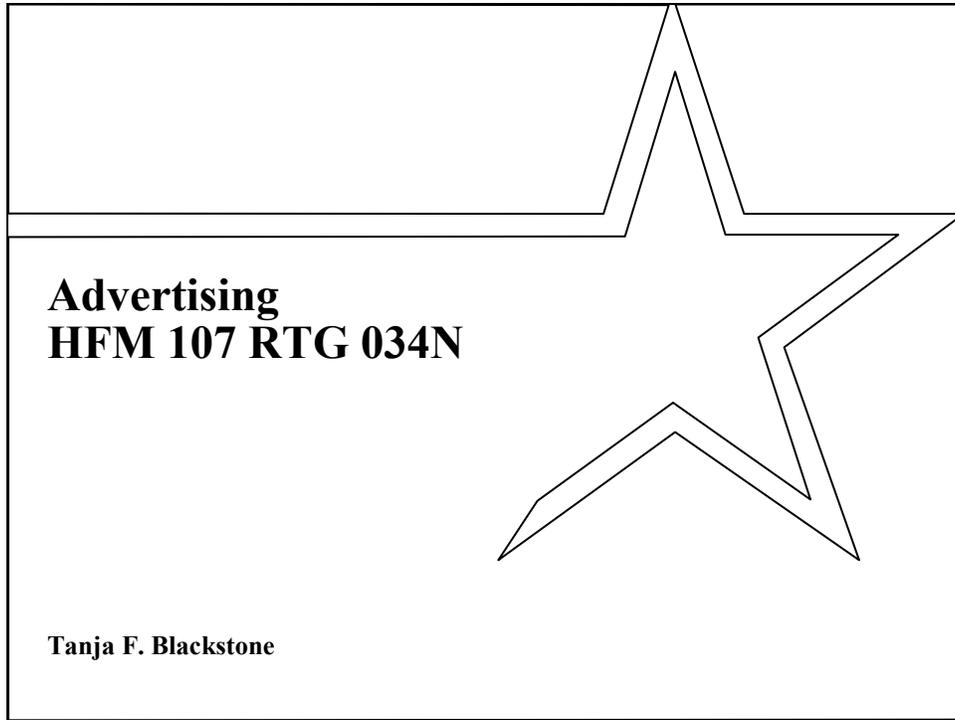
- Work on the model continues
  - “Work in progress”
  - Research literature review of topics
- R&R Strategies have been gathered by most countries and this will continue
- Research database is growing (>130 articles)
- Conducting the workshop now



## Presentations

- Organized by spanning across a person's career from:
  - Attraction/recruiting;
  - Selection/classification;
  - Career/organizational issues; and
  - Transition/turnover
- Conclude by discussing the models and links to the topics

## Appendix A1: ADVERTISING



## **Background**

**NPRST**

**Advertising Budget for DoN > \$100M**

**TV, radio, print,**

**Inconsistent in expenditures across media types**

**Inconsistency in advertising message**

**Turnover in slogans and campaigns**

**Navy did not (does not) focus on consistent positioning, creative, and audience.**

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## **Navy's FY99-00 Advertising Strategy**

**NPRST**

**Positioning – unique branding that consumers commonly associate with a slogan, tag line and headers.**

**Positioning via slogan**

**“Let the Journey Begin’ vs. ‘Accelerate your life’**

**Positioning via imagery**

**Very few visual ads had images of ships, sea or sailing**

**Imagery not linked to Navy's mission**

**Positioning via the internet**

**Positioning contradictions**

**Jobs (immediate and short term) vs. journey (which implies long term)**

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## Navy's FY99-00 Advertising Strategy

NPRST

### Audience

Ads targeted by sex/ethnicity

Navy does not consider alternative market segmentations:

Values and lifestyles

Quality of life

Attitudes, interests and opinions

Doesn't capture regional differences in above segmentations

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## Navy's FY99-00 Advertising Strategy

NPRST

Creative – print, radio, video, TV, direct mails

Creative should be designed to convey stimulation, excitement, and challenge

Instead convey sense of being sedentary

30 second TV add included 10 second shot of Arizona Memorial – not relevant to target audience

Inserted because of political pressure

Contact information displayed on screen for less than 2 seconds

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**Recommendations**



**NPRST**

**Less emphasis on general awareness and more emphasis on  
specific behavioral responses.**

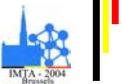
**Navy doesn't have an awareness problem had a  
recruiting problem**

## Appendix A2: MANAGEMENT OF SELECTION AND CLASSIFICATION



# Decision-making in Selection and Classification for the Military

LtCol Psych Francois J. LESCREEVE  
Belgian Defense Staff



# Outline

- Problem definition
- Applicant rejection
- Aptitude vs interests
- Classification
- Conclusions





## Problem definition

- Goal: Improve the P-J fit
  - Manning
  - SKA's
  - Interest
  - Individual level
  - Group level



## Problem definition

- Decisions
  - Applicant rejection
    - For a single criterion
    - For combined assessment
  - Assignment






## Single criterion rejection

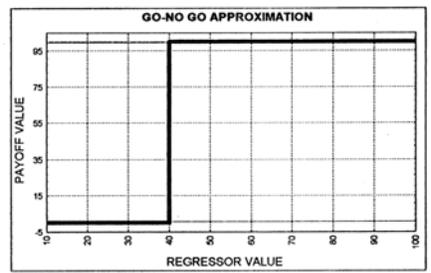
- Categorical vs Metric
- Pros
  - For the Military
  - For the applicant
- Cons
  - No compensation
  - Supply demand issues
  - Justification



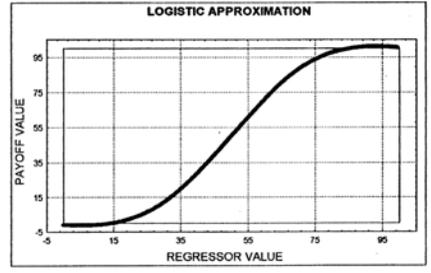




## Single criterion rejection



GO-NO GO APPROXIMATION



LOGISTIC APPROXIMATION






# Multiple criteria rejection



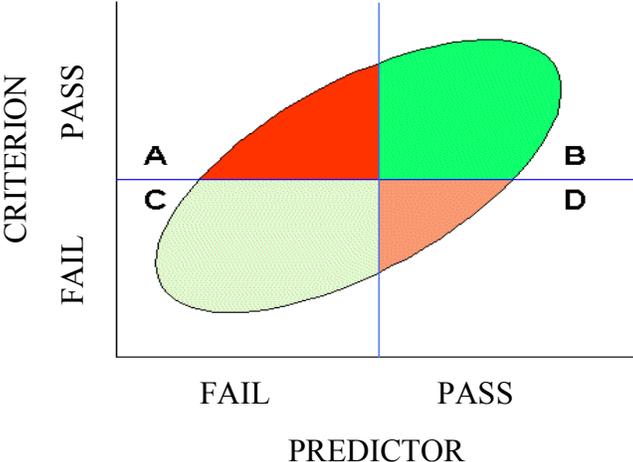
- Compensatory approaches
  - E.g. Weighted sums of scores, intermediate scores, ...
- A.I. approaches






# The cut-off paradox











## Aptitude vs interests

- Rationale:
- Job Interest is related to:
  - Job satisfaction
  - Job performance
  - Intentions to remain with organization

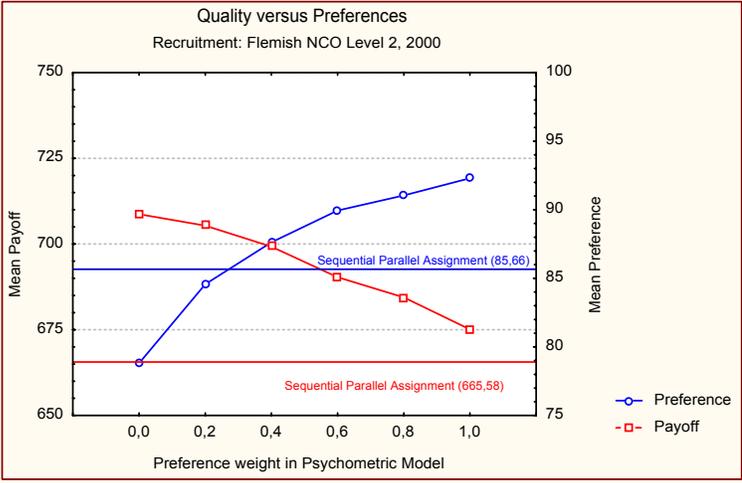






## Aptitude vs interests

Quality versus Preferences  
Recruitment: Flemish NCO Level 2, 2000



Preference weight in Psychometric Model	Mean Preference (Red line)	Mean Payoff (Blue line)
0.0	~90	~780
0.2	~88	~850
0.4	~86	~900
0.6	~84	~950
0.8	~82	~980
1.0	~80	~1000

Sequential Parallel Assignment (85.66)  
Sequential Parallel Assignment (665.58)




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# Aptitude vs interests

South Atlantic Treaty Organization

- Measurement:
  - By negotiation
  - Direct
  - Indirect: Interests profile
    - Work environment
    - Job content
    - Communities
    - Locations

Jobs and Occupational Interest in the Navy (JOIN)

## Work Activity Preference

### Direct Aircraft

Organize, dispatch and guide airplanes and helicopters.

Very Interested

86%

Not Interested

Ask for help      Next >>




## Classification

- From individual P-J fit to P-J fit at group level
- Methods
  - Sequential
  - Batch
    - + trade specific utility
    - + optimization algorithm

} Smart Classification

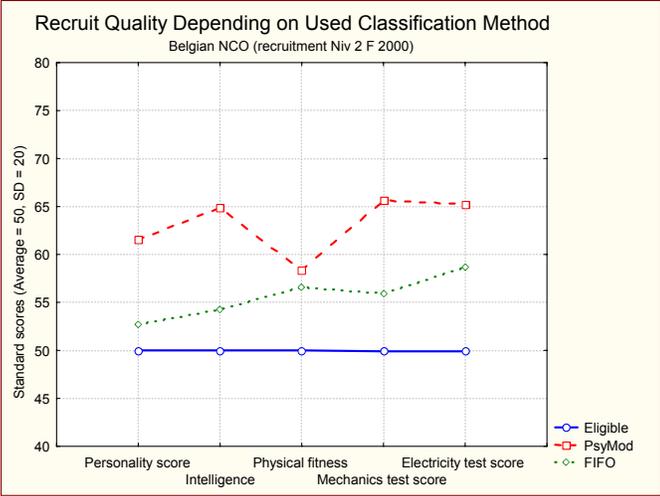






## Classification

Recruit Quality Depending on Used Classification Method  
Belgian NCO (recruitment Niv 2 F 2000)



Method	Personality score	Intelligence	Physical fitness	Mechanics test score	Electricity test score
Eligible	50	50	50	50	50
PsyMod	62	65	58	66	65
FIFO	53	54	56	56	59






## Conclusions

- To maximize P-J fit:
  - Use low single criterion cut-offs
  - Use sophisticated compensatory methods to determine eligibility/aptitude
  - Integrate aptitude & interests
  - Use a smart classification method



## Appendix A3: SHORT TERM CONSEQUENCES OF (MIS)INFORMATION

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# First Impressions of Recruiters: Do They Really Matter?

46<sup>th</sup> Annual Conference of the IMTA  
&  
NATO RTG on Recruiting and Retention

October 26<sup>th</sup> – 28<sup>th</sup>  
Brussels, BE  
Bert Schreurs  
Belgian Ministry of Defense



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# Outline



- Background
- Present Study
- Method
- Results
- Discussion
- Questions

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**Background**



- **Screening interviews**  
Applicants' reactions to **recruiter** behaviors and personality

Attraction positively related to:

- › Recruiter warmth
- › Recruiter competence
- › Amount of information

- **Other types of initial face-to-face contacts?**
  - › Open houses
  - › Job fairs
  - › Career offices
  - › ...

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**Relevance**



- Difficulties in attracting and enlisting recruits
- Focus on demographic, biographic, educational, and family background factors and attitudes about military service
- Specific factors that determine perceived attraction to the military as an employer in early recruitment stages have been ignored
- Military career offices
  - › First interpersonal contact with *potential* applicants
  - › *Information* about job characteristics and working conditions (attractive, though realistic)
  - › No evaluation, nor screening context!
  - › Effects of initial face-to-face contact?

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## Measures of attraction

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- **Direct**  
Behavioral: application and choice making
- **Indirect**  
Non-behavioral: attitudes and intentions

→ Fishbein and Ajzen's (1975)  
*Theory of Reasoned Action (TRA)*

→ Ajzen's (1985)  
*Theory of Planned Behavior (TpB)*

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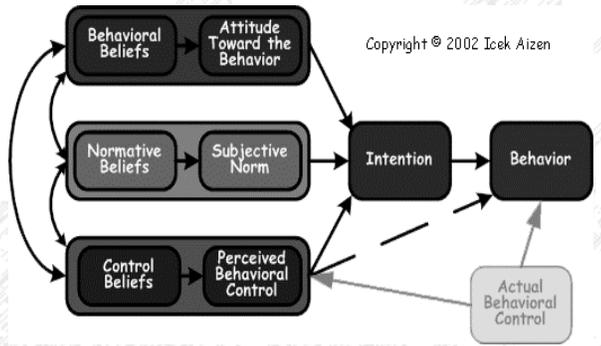
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## Measures of attraction



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# Hypotheses

- **Hypothesis 1**  
CCC → Attitude & Intentions
- **Hypothesis 2 (TRA)**  
CCC → Attitude → Intentions
- **Hypothesis 3**  
CCC → Applying
- **Hypothesis 4 (TRA)**  
CCC → Intentions → Applying

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# Method

- Survey (N = 1144)
- Recently visited career office of Belgian Defence and had an information session with a career counselor
- Measures
  - Autobiographic form
  - Career counselor characteristics (1 = *strongly disagree*, 8 = *strongly agree*)
  - Attitude (1 = *not attractive at all*, 6 = *very attractive*)
  - Intentions (0 = *I do not intend to apply*, 1 = *I intend to apply*)
- Application behavior (0 = *did not apply*, 1 = *did apply*)
- Response rate: 57% (651)
- Analyses: 418

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# Results



	M	SD	$\alpha$	1.	2.	3.	4.	5.
<b>Characteristics</b>								
1. Warmth	7.21	.70	.89					
2. Informative	7.29	.88	.77	.70**				
3. Competence	7.08	.88	.81	.72**	.59**			
<b>Pot. Appl. Attr.</b>								
4. Attitude	5.18	.90	--	.27**	.16**	.26**		
5. Intentions	.85	.35	--	.12*	.02	.14**	.40**	
6. Application	.43	.50	--	.05	-.03	.11*	.28**	.32**

\*  $p < .05$  (2-tailed) \*\*  $p < .01$  (2-tailed)

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# Hyp 1: Attitude



		b	SE(b)	$\beta$	t	p	R <sup>2</sup> increment
<b>Step 1</b>	Age	-.03	.02	-.10	-1.15	.25	
	Gender	-.02	.12	-.01	-.13	.89	
	Work experience	.01	.07	.01	.21	.83	
	Selection experience	-.15	.10	-.08	-1.49	.14	
	Educational level	-.04	.06	-.05	-.76	.44	.04*
<b>Step 2</b>	Warmth	.37	.11	.29	3.37	.01*	
	Informativeness	-.12	.07	-.12	-1.63	.10	
	Competence	.05	.08	.05	.69	.49	.07**

N = 346 \*  $p < .05$ ; \*\*  $p < .001$

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## Hyp 1: Intentions

		<i>b</i>	SE( <i>b</i> )	Wald	<i>p</i>	Exp( <i>B</i> )	CI(odds)
<b>Step 1</b>	Age	-.03	.08	.17	.68	.97	.82 - 1.14
	Gender	-1.00	.36	7.54	.01*	.37	.37 - .75
	Work experience	-.17	.23	.59	.44	.84	.84 - 1.31
	Selection experience	-.44	.27	2.65	.10	.64	.64 - 1.09
	Educational Level	-.03	.21	.02	.87	.97	.97 - 1.45
<b>Step 2</b>	Warmth	.78	.37	4.38	.04*	2.17	1.05 - 4.49
	Informativeness	-.58	.30	3.87	.05*	.56	.31 - 1.00
	Competence	.26	.24	1.14	.29	1.30	.80 - 2.10

*N* = 345 CI = Confidence interval \* *p* < .05

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## Hyp 2: Mediation

**Three conditions** (Baron and Kenny, 1986)

1. Independent variable (career counselor characteristics) affects the mediator (attitude)
2. Independent variables must be shown to affect the outcome variable (intentions)

☺ Hypothesis 1

3. Effects of independent variable on outcome variable should decrease when effects of mediator are taken into account

☺ Career counselor characteristics no longer significant when attitude taken into account

**CCC → ATTITUDE → INTENTIONS**

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## Hyp 3: Behavior

		b	SE(b)	Wald	p	Exp(B)	CI(odds)
<b>Step 1</b>	Age	-.11	.06	3.30	.07	.89	.79 – 1.01
	Gender	-.02	.29	.00	.95	.98	.55 – 1.75
	Work experience	-.13	.17	.55	.46	.88	.63 – 1.23
	Selection experience	-.30	.29	1.06	.30	.74	.42 – 1.31
	Educational level	.04	.15	.06	.81	1.04	.78 – 1.38
<b>Step 2</b>	Warmth	-.06	.28	.04	.84	.94	.55 – 1.62
	Informativeness	-.40	.19	4.43	.03*	.67	.46 – .97
	Competence	.58	.22	6.75	.01*	1.78	1.15 – 2.76

N = 346 CI = Confidence interval \* p < .05

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## Hyp 4: Mediation

- When intentions toward the organization was controlled for in the analysis, the set of career counselor characteristics was no longer significant

CCC → INTENTIONS → BEHAVIOR

- Competence, however, remained significant...

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**Discussion**



**First direct contact with an organizational representative also has an influence on *potential applicants' attraction to the organization!***

- **Warm & friendly**
  - › More positive attitude
  - › More willing to apply
  - › No direct effect on application behavior...

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**Discussion (2)**



• **Competent & reliable**

- › No effect on attitude...
- › No effect on intentions to apply...
- › More likely to actually apply

Perception of career counselor **competence** on application behavior remained significant even when controlling for intentions to apply...  
→ direct effect on behavioral decision to apply?

• **Informativeness**  **contrary to earlier research!**

- › No effect on attitude...
- › Decreased intentions to apply!
- › Decreased application behavior!

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## Discussion (3)

- **Possible explanations:**
  - › Self-selection mechanism (RJPs)
  - › Informational overload
- **Future research:**
  - › TpB (Ajzen, 1985)
  - › Focus on expectations
    - Antecedents (previous experiences, ...)
    - Consequences (withdrawal, ...)

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## Questions?

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# Outline

- Background
- Realistic information
- Amount of information
- Choice of recruitment source
- Relationship with R&R model
- Questions

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# Background

- **High annual turnover rates**
- **Testimonies:**
  - › Not what I expected
  - › Misinformed
  - › Insufficient information
- **Critical decisions:**
  - › Realism of information
  - › Amount of information
  - › Source of information
- **Outcomes**
  - › Post-hire (turnover, absenteeism, performance)
  - › Pre-hire (attractiveness, self-selection)

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## Realistic information

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- **Realistic Job Previews (RJPs)**
  - Through the use of RJPs, both favorable and unfavorable information is provided to applicants in order to reduce post-hire turnover
  - Several meta-analyses: McEvoy & Cascio (1985); Phillips (1998); Premack & Wanous (1985); Wanous et al. (1992)
  - Several studies on RJPs within the military: Ganzach et al. (2002); Ilgen & Seely (1974); Meglino et al. (1988)
  - Results show that effects on post-hire outcomes are relatively small

👉 **Economic savings can be fairly large**

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## Realistic information

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- **Theoretical rationales for RJP effects**
  - Self-selection (Wanous & Colella, 1989): RJPs screen out those whose needs are incompatible with the demands of job or organizational culture
  - Trustworthiness, honesty, and care (Schein, 1968, Wanous, 1977): RJP transmits meta-message that leads to greater commitment
  - Ability to cope, pre-rehearse (Dugoni & Ilgen, 1981), reduction of ambiguity (Horner et al., 1979)
  - Met expectations (Porter & Steers, 1973), 'inoculation' or 'vaccination' hypothesis (Wanous, 1977): RJPs reduce overly optimistic expectations to levels more consistent with actual work conditions

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**Realistic information**



- **Empirical research on RJPs**
  - › Support for self-selection and honesty hypothesis
  - › Mixed support for coping hypothesis
  - › Substantial support in favor of met expectations hypothesis
  - › However, methodological problems (Irving & Meyer, 1994, 1995, 1999) similar to P-O fit research
    - Difference scores
    - Retrospective measures
    - Residual scores
    - **Polynomial regression** 👍
  - › Overstatement of the role of met expectations

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**Amount of information**



- **Recruitment materials**
  - › Should be informative (Barber & Roehling, 1993)
  - › Should address range of job & organizational attributes
  - › Specific information
  - › Less qualified applicants will lose interest
  - › Barber (1998): possibility of informational overload!
- **Recruiter**
  - › Informative recruiters are preferred (Maurer, Howe & Lee, 1992)
  - › Civilian vs. military setting
  - › Informational overload (Schreurs et al., in press)

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## Amount of information

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- **Insufficient information**
  - › Signaling theory (Spence, 1973, 1974)
  - › Indicators of goals, values, climate, culture, fairness, justice, type of job duties, HRM policy,... (e.g., Herriot, 1984; Iles & Robertson, 1999)
  - › Accuracy - intentionality
  - › Recruiter traits and behaviors
    - Warmth, competence, informativeness
  - › Pre-screening and selection methods
  - › Time delays

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## Amount of information

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**HR**

- **Consequences of applicant perceptions**
  - › Setting of expectations
    - About job and organizational attributes
    - About chance of getting job offer
  - › Perceptions of fit
    - Poor fit → self-selection
    - Good fit → job acceptance
  - › Attitudes & beliefs
  - › Behavior

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## Choice of recruitment source

- **Formal vs. informal recruitment sources**
  - › Formal: The vacancy is publicly announced (e.g., employment agencies, advertisements, internet)
  - › Informal: Only a selective public is informed (e.g., employee referrals, "walk-ins", rehires, schools and training centres)
  - › Relationship between recruitment source and turnover is one of the most intensely researched aspects of recruitment
  - › 'Informal' applicants tend to have lower turnover than 'formal' applicants (e.g., Blau, 1990; Breaugh & Mann, 1984; Saks, 1994)
  - › However, other studies only found moderate support (e.g., Caldwell & Spivey, 1983), or failed to find a relationship (e.g., Linnehan & Blau, 2003)

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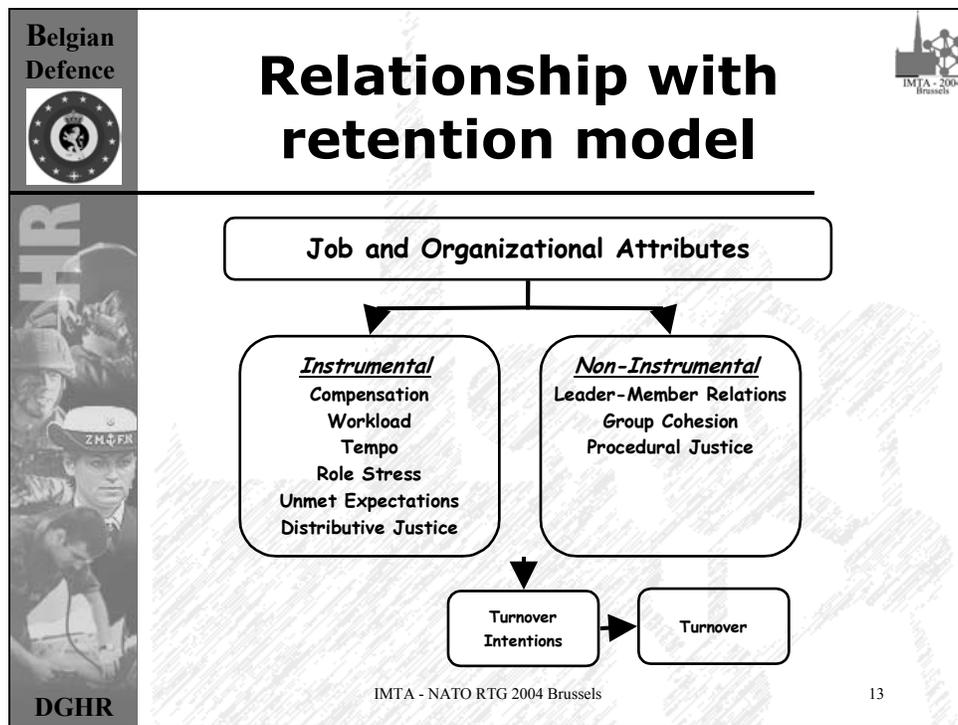
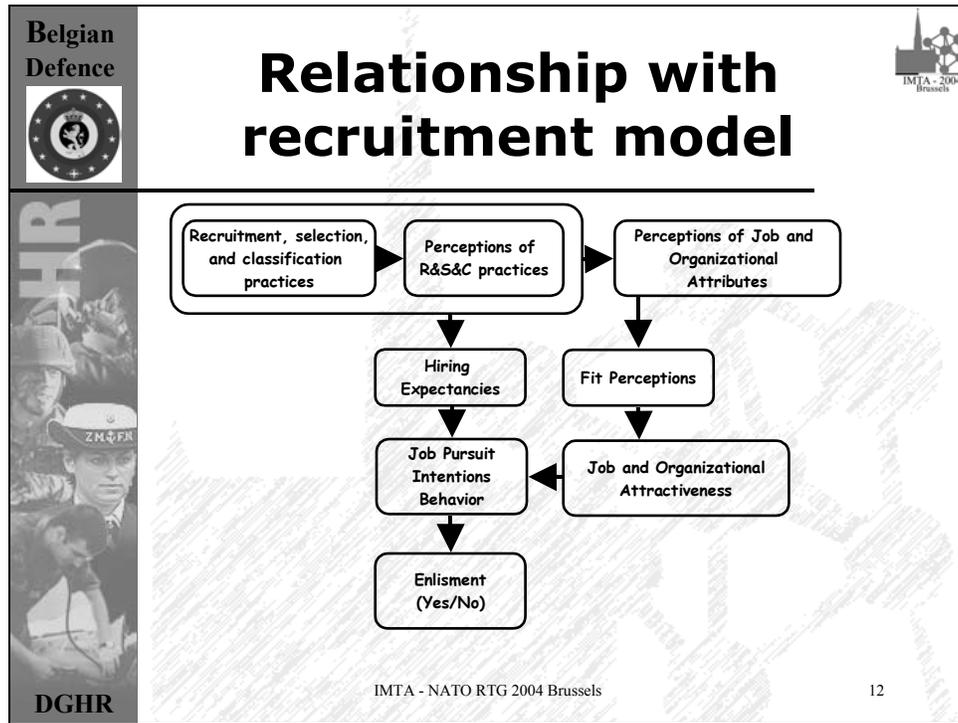
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## Choice of recruitment source

- **Theoretical rationales for source effects**
  - › Realistic information hypothesis (Breaugh, 1981): Informal sources provide more accurate and specific information
  - › Individual differences hypothesis (Schwab, 1982): Applicants drawn from alternative sources constitute samples from different applicant populations
  - › Example: Advertisement aired only on daytime television vs. during heavy commuting hours
- **Empirical research on source effects**
  - › Evidence for both hypotheses (Blau, 1990; Breaugh & Mann, 1984; Griffeth et al., 1997)

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**HR**



**Questions?**

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## Appendix A4: TRANSITION

North Atlantic Treaty Organization

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***NATO HFM 107***

***Research Task Group 034 extended meeting  
on  
"Recruiting and Retention of Military Personnel"***

***Research Topic: TRANSITION***

1

Transition

**1) Definition of Transition**

- Transition refers to positive/negative reactions to significant changes in life circumstances.
  - Movement from civilian to service culture.
  - Changes in attitudes, expectations, etc. during his/her service.
  - Organisational changes (technology, policy, operational stance).

**2) Transition Process**

- The central aspect of transition is the matching of the individual and the organisation.
- This period of early entry is one of the most critical phases of organisational life.
- Recently hired workers are the most likely to turn over.

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## Transition

### 3) Phases of Transition

- Concept for the step from outside to inside the organisation.
- The literature provides a distinction into four phases separated for the perspective of the newcomer and the organisation.
  - Two pre-entry phases: *recruitment* and *selection*.
  - Two post-entry phases: *orientation* and *socialisation*.

### 4) Models of Transition

- Two models have been chosen, which conceptualise the interaction of the main factors which are relevant in this phase.

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## Transition

### 4.1) Matching Model by Wanous (1992) <sup>□</sup>

- The crucial variables are *job performance* and *job satisfaction*.
- Evidence is given, for the following main factors:
  - *Job Performance* is related to the match between the individual's *capabilities/potential abilities* and those required by the organisation.
  - *Job satisfaction* is directly and *organisational commitment* is indirectly related to the match between the *specifically wanted job outcomes* and the capacity of *organisational climates* to reinforce those wants.

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#### 4.2) Conceptual Model by Kammeyer-Mueller & Wanberg (2003)<sup>2</sup>

- It is based on three sets of variables:
  - *Antecedents of Newcomer Adjustment* (pre-entry knowledge, proactive personality, influence of socialising agents, perceived alternatives).
  - *Proximal Adjustment Outcomes* (task mastery, role clarity, work group integration, political knowledge).
  - *Distal Adjustment Outcomes* (commitment, work withdrawal, turnover).
- The model was examined by means of LISREL, which confirmed the majority of its relations.

## Appendix A5: THE PSYCHOLOGICAL CONTRACT



### The psychological contract: a big deal?

A tentative study into the role of the psychological  
contract in Recruitment & Retention

Cyril van de Ven  
Behavioural Sciences Service Unit  
Ministry of Defence  
The Netherlands



### Consequences of violations of the psychological contract:

- Strong emotional reactions and feelings of betrayal  
(Robinson & Rousseau, 1994)
- Lower trust and job satisfaction (Robinson &  
Rousseau, 1994)
- Lower commitment to the organization (Guzzo et al.,  
1994)
- Less Organizational Citizenship Behaviour  
(Robinson & Morrison, 1995)
- Higher turnover intentions (Schalk et al., 1995)
- Higher turnover (Guzzo, 1994)

## Content presentation

- Defining psychological contract
- Function
- Development
- Content
- Sorts of contracts
- Violations
- Responses to violations
- The “new deal”
- Practical and theoretical implications
- Concluding remarks

## Formal contract

- Written
- Job description
- Salary
- Work location
- Job duration





## Formal contract

- Written
- Job description
- Salary
- Work location
- Job duration
  
- Incomplete
- Uncertainty



## Completing “contract”



- Reduce uncertainty
- Filling up the gaps
- Different sources

## Completing “contract”



- Reduce uncertainty
- Filling up the gaps
- Different sources
  
- Selective
- Chance of false expectations

## Definition

Psychological contracts are the beliefs individuals hold regarding the terms and conditions of the exchange agreement between themselves and their organisation.

(Rousseau, 1995)



## Functions Psychological Contract (Mc Farlane, Shore and Tetrick, 1994)

- reduction of insecurity by filling up the gaps
- psychological contract shapes behaviour
- gives employee feeling of influence



## Basis

Originate from generally from two sources (Turnley & Feldman, 1999)

- interactions organisational representatives during anticipatory socialization
- perceptions of organisation's culture and standard operating procedures

## Development

First 3 to 6 month's rudimentary contract brought more into reality (Thomas & Anderson, 1998)

Typically high expectations towards the employer and lower expectations about themselves (Rousseau, 1995)

Study recruits British Army opposite; significant increase of employers expectations (Thomas & Anderson, 1998)

high expectations Army of employees  
realise more possibilities

## Multi-dimensional construct

(De Vos et al., 2001)

### Organisational promises

- Career development
- Job content
- Social environment
- Financial compensation
- Work-private life balance

### Employee promises

- Effort and performance
- Flexibility
- Loyalty
- Ethical conduct
- Availability



## Sorts of Psychological Contracts

Transactional versus Relational (Rousseau, 1995)

### Transactional

- Limited duration (2 to 3 years at most)
- Well specified performance terms

### Relational

- Open ended
- Loosely specified performance terms



## Transactional vs. Relational

- |  |   |
|--|---|
| • Little organizational loyalty                    | • High organizational loyalty               |
| • Employees develop marketable skills              | • Employees develop company-specific skills |
| • Unstable employment                              | • Stable employment                         |
| • Flexibility/easy exit                            | • Willing to commit to one company          |
| • Less willing to take additional responsibilities | • High intent to stay with organization     |
| • Reward system focuses on short term              | • Members highly socialized                 |

## Content presentation

- Defining psychological contract
- Function
- Development
- Content
- Sorts of contracts
- Violations
- Responses to violations
- The “new deal”
- Practical and theoretical implications
- Concluding remarks

## Breaches

Employee perceives that the organisation has failed to fulfil one or more of its obligations comprising the psychological contract (Rousseau & Parks, 1993)

### Common Causes

- Recruiter may over-promise
- Eager job seekers hear what they want to hear
- Managers act different from what they say
- Change of boss
- Change of mission statement



## Forms of Breaches

Three forms (Rousseau, 1995)

- Inadvertent                      able and willing
- Disruption                        willing but unable
- Breach of contract            able but unwilling

Understanding of the source has tremendous impact on how breach is experienced and what victims do in response (Bies & Moag, 1986)



## Framework responses on violations

Exit, voice, loyalty and neglect (EVLN) typology (Hirschman, 1970)

Constructive    Destructive

	Voice	Neglect / Destruction
Active		
	Loyalty / silence	Exit
Passive		

## Relationship psychological contract with outcome variables

Poor state of the psychological contract is related to lower commitment to the job and to the organisation, less identification with the organisation and higher turnover intentions (Schalk, 1995).

Occurrence of breaches was negatively related with trust, job satisfaction, intentions to remain and positively with turnover (Robinson, Kraatz & Rousseau, 1994)

Longitudinal study revealed a negative relationship between psychological contract breaches and OCB, performance, intentions to stay and a positive relationship with turnover (Robinson, 1996).

## Other relationships

Procedural justice (e.g., Turnley & Feldman, 1999)

- Plays a role in the evaluation of the breach

Health (Gacovic & Tetrick, 2003)

- Breach important source of emotional exhaustion

Downsizing (Parks & Kidder, 1994)

- Breach remaining employees/reduced commitment.

Transactional versus relational (Herriot & Pemberton, 1996)

- Transactional – explicit negotiations/adjustment/ quit
- Relational – more transactional/economical aspects



## Content presentation

- Defining psychological contract
- Function
- Development
- Content
- Sorts of contracts
- Violations
- Responses to violations
- The “new deal”
- Practical and theoretical implications
- Concluding remarks



## The “New Deal”

Because of economical, political and social changes working relationships are also changing.

New Deal (e.g., Herriot & Pemberton, 1994)

- Old features – security, continuity, and loyalty
- New features – business like exchange, employability

Research finding (Van den Brand et al., 2002)

- Partly the case
- More privileged, highly educated and ambitious group

## Managing the Psychological Contract

- Specify expectations regarding performance (examples)
- Specify review process and timeframe
- Describe training (examples)
- Describe expected lengths of employment (e.g., how long in first job, typical length of employment)
- Explore candidate expectations (reality check)
- Check with candidate how accurately you have understood what he or she expects
- Convey behavioural expectations (e.g., interpersonal task norms such as individual initiative or teamwork)  
(from Rousseau, 1995)

## Theoretical implications

- Research conducted in civil settings – generalise to military?
- British Army recruits adjusted during initial training - attrition?
- Relevance for retention and performance – morale?
- Transactional versus Relational  
(Soldier versus Career officers?) – Pilot Dutch Army
- New Deal
- Psychological contract with respect to recruitment – advertising
- Measuring the same giving it another name?
- New research initiated



## Concluding Remarks

- Psychological contract has shown relevance with respect to retention
- Theoretical implications about conceptualising and measuring have to be addressed
- Further exploration by acquiring empirical data in military settings for quantitative analyses

**Questions or Suggestions?**

## Appendix A6: VALUES RESEARCH



NATO Human Factors & Medicine  
Task Group on “Recruiting & Retention of  
Military Personnel” (HFM 107/RTG 034)

# Values Research

Capt. Psychologist José M. Puente  
MoD/Unit of Psychology. Madrid

IMTA-Brussels - 10/27/2004



## Introduction: Development of the Theory of Human Values

- Values play a crucial role in human life, whether personal or social life
- Thomas and Znaniecki (1918-1920) rescued values from the prevailing biological influence to give them a cognitive nature. Values (inter-subjective) connect attitudes (intra-subjective) with social structure
- For Parsons (Parsons & Shils, 1951) values instigate behavior. Later in the nineties Parsons’ causal assumption was recognized that values were on top of the cultural control: values control norms, which in turn control behavior
- Maslow’s hierarchy of human needs would set the grounds for Inglehart’s (e.g., 2000) model about materialist vs. post-materialist values
- Rokeach (1973) holds that values are cross-situational beliefs that are hierarchically organized and make the ground for our behavior. They are not descriptive nor evaluative but prescriptive beliefs. Terminal vs. instrumental values. Technique of self-confrontation.



## Introduction: Development of the Theory of Human Values

- Triandis (1985) extends concepts of individualism & collectivism to include two dimensions: horizontal vs. vertical
- Cross-cultural theories about values emerged in the 1980s
  - Hofstede (1980). Societies solving the dilemma of individual autonomy vs. adaptation to groups by giving priority to individual autonomy (individualism) or to group norms (collectivism)
  - Schwartz (1994). Values are desirable cross-situational goals of variable importance as guiding principles in people life
  - Inglehart (2000). On the basis of Maslow's theory of needs, he develops his theory of the shift in contemporary society from materialist to post-materialist values



## Introduction: Development of the Theory of Human Values

Two authors have focused exclusively on the characteristics of modern military, which have a great impact on values:

- Janowitz (1960, 1971) formulated five basic hypothesis of the contemporary armed forces:
  - Changing organizational authority
  - Narrowing skill differential between military and civilian elites
  - Officer recruitment base widening from a narrow, relatively high social status to a broader base, more socially representative.
  - Significance of career patterns
  - Trends in political indoctrination



## Introduction: Development of the Theory of Human Values

- Similarly, Moskos (2000) describes the Postmodern Military according to Inglehart's theory about postmodern society, in the following terms:
  - The postmodern military has undergone five major changes: an inter-penetrability of civilian and military fields, both structurally and culturally; a decline in differences within the armed services based on branch, rank and combat vs. support roles; a shift of military goals from war fighting to non traditionally military missions; a subordination of military forces in international missions to supranational command; and an emergence of supranational military entities (e.g., the Eurocorps)
  - Military plays new roles other than traditional ones, such as separation of belligerents, resettling refugees, delivery of food and medical supplies, provision of security for humanitarian organizations and the like



## Introduction: Development of the Theory of Human Values

- Moskos believes then that the cultural shift that has taken place in advanced societies has permeated to the military organization, giving rise to deep-rooted changes, such as the aforementioned. By and large, postmodernism has subverted absolute values –18th Century faith in reason, 19th Century faith in the nation-state and 20th Century confidence in science and technology, leading to a deep relativism
- The so called “revolution of military affairs” –the impact of information technologies on the armed forces, has brought a greater agility, precision and potency of operations, but also dramatic force reductions and a growing shift of the emphasis on the rank to the emphasis on competence. There is also an increasing convergence of military and civilians, more frequently seen working together. NGO's are assuming more martial attitudes. A postmodern motivation has even emerged –a desire to have a meaningful personal experience rather than the patriotism or other occupational incentives.



## Introduction: Development of the Theory of Human Values

Table 1. Armed Forces in three eras (Moskos, 2000)

<i>Forces Variable</i>	<i>Modern (Pre-Cold War)</i>	<i>Late Modern (Cold War)</i>	<i>Postmodern (1990-)</i>
Perceived threat	Enemy invasion	Nuclear war	Sub-national (ethnic violence, terrorism, etc.)
Force structure	Mass army conscription	Large professional army	Small professional army
Major mission definition	Defense of homeland	Support of alliance	New missions (peace-keeping, humanitarian)
Dominant Mil Professi <sup>nl</sup>	Combat leader	Manager or technician	Soldier-statesman, soldier-scholar
Public attitude tow. Mil.	Supportive	Ambivalent	Indifferent
Media relations	Incorporated	Manipulated	Courted
Civilian employees	Minor component	Medium component	Major component
Women's role	Separate corps/ excluded	Partial integration	Full integration
Spouse and military	Integral part	Partial involvement	Removed
Homosexuals	Punished	Discharged	Accepted
Conscientious objection	Limited or prohibited	Routinely permitted	Subsumed under civilian service



## Introduction: Development of the Theory of Human Values

- Summarizing (not to divert from our topic)
  - Values are cognitions that may define a situation, elicit goals and guide action (Verplanken and Holland, 2002)
  - Values are motivational constructs –living up to a value fulfills a particular abstract goal
  - Most values are culturally shared but individuals differ in how they rank the importance of particular values
  - A small set of values are important components of the self-concept, hence contributing to a person's sense of identity.
  - Specific values may form the basis for moral and ethical rules of conduct (e.g., the Armed Forces Regulations)
  - Although some authors (e.g., Meglino et al., 1989) assume a direct relation values-behavior, others contend that this relationship is most times inconsistent, unlike attitude-behavior relationship. Verplank and Holland (2002) hold that this relationship is mediated by other variables such as personal norms, personal involvement, moral reasoning, attitudes or preferences, etc.



## Values involvement in recruiting

- Values may influence choice by influencing the weigh of information related to them and hence determining the attractiveness of choice alternatives (Verplanken and Holland, 2002)
- Only central values –making up part of the self– help an individual define and interpret a situation, pay attention to relevant information and elicit a motivation to act. Only these central values will influence behavior. Self mediates between values and behavior: self makes up motivation.
- Such a concept of values being so influential on behavior has may important implications for people’s attraction into organization and their decision-making about joining



## Values involvement in recruiting

- Despite the fact that information about organizational values is normally conveyed in recruitment messages, few studies have being done on information persuasiveness in recruitment.
- Highhouse et al. (2002) found that potential applicants appear to prefer evidence that is more representative and verifiable (statistical evidence) when it comes form the company’s promotional materials but are more likely to be influenced by anecdotal influence when it comes from outside sources.
- Therefore, companies would attract more potential applicants if they considered the compatibility between the type of recruitment messages and the source they use to transmit them.



## Values involvement in recruiting

- ASA model (Schneider, 1995) holds that people's preference for an organization is based upon an implicit estimation of their own personal characteristics and the organization's attributes. Attraction stems from the perceived congruence between organizational goals and own personality –put in other words, the appraisal of the match of individual's characteristics and needs with organizational characteristics and supplies (Kristof, 1996).
- Person-organization fit as it concerns recruitment can thus be considered as value congruence (Kristof, 1996). An example is type A and type B personality. Type A individuals (ambitious, competitive, impatient, high achievers, hostile) appear to prefer organizations that have high performance standards, spontaneity, ambiguity and toughness. Therefore, people are more inclined to seek jobs in organizations where value orientation match their own.



## Values involvement in recruiting

- Not until the late eighties there was a shift in selection focus from person-job fit to person-organization fit, from hiring the best people for the job to hire those who met organizational demands –people usually leave organizations not just jobs.
- Cable and Judge (1995) found that it was perceived rather than actual value congruence by interviewers what predicted interview outcomes.
- This apply particularly to recruitment/selection processes – where what matters is perceived rather than actual fit, probably owned to the short period of time that both applicants and organization has to show their values, goals and personalities.



## The contribution of values to retention

- Literature on the contribution of values to retention is more abundant and varied. As part of the person-organization fit processes, values has a great impact on outcomes such as commitment or satisfaction.

### *Person-organization fit. Goal congruence*

- Person-organization fit (P-O fit) framework by Chapman et al. (1989, 1991) attempted to explain individual behavior in organizations by predicting individual satisfaction, commitment, performance and turnover. Similar outcomes have been predicted if there is congruence between individuals and supervisor values and goals (Meglino, Ravlin and Adkins, 1989; Vancouver and Schmitt, 1991).



## The contribution of values to retention

- For the ASA model, what determines organizational behavior is the collective attributes of people in the organization –especially top management–, those attributes being personality, attitudes and values and the homogeneity of personality attributes within organizations as a result of the ASA cycle.
- Support for personality homogeneity comes also from Chatman (1989) who found that when personal-organizational value fit is high employees are less inclined to turnover –or more satisfied, committed and productive (although Meglino et al. 1989 did not find a significant relationship between congruence and performance).



## The contribution of values to retention

- Meglino, Ravlin and Adkins (1989) found the strongest value congruence relationships at the lowest level of the organization, between supervisor and subordinate, which lead to increased job satisfaction and organizational commitment.
- Vancouver and Schmitt (1991) compared the differential impact of member-constituency congruence (i.e., peer agreement) and supervisor-subordinate congruence (conceptually similar to leader-member exchange, LMX) on job/organization attitudes (satisfaction, commitment and intention to quit). Results of the study indicated that member-constituency had greater impact on job attitudes than supervisor-subordinate.



## The contribution of values to retention

- Hui, Cheng and Gan (2003) in a study of supervisor-subordinate congruence, remind us of the importance at the time of making a hiring or placement decision to consider personal values, personality and attitudes of all members of the future team.
- Parkes and Bochner (2001) test implications of individualism-collectivism for person-culture fit and for affective work-related outcomes. They focused on the empirical consequences of I-C for a variety of work practices, attitudes, motivation and behavior. For example, in individualistic cultures the employee-employer relationship is calculative and tasks are given priority over relationships, competition and achievement are encouraged.



## The contribution of values to retention

- Considering the interaction between organizational and cultural fit, it seems that individualistic employees in individualistic organizations and collectivistic employees in collectivistic organizations show greater job satisfaction, organizational commitment and tenure.
- Locke (1976, ctd. in Taris and Feij 2001) hypothesizes that the relationship between organizational supplies and job satisfaction varies as a function of work values –whether intrinsic, extrinsic or social work values.



## The contribution of values to retention

- Warr's (1987, ctd. by Taris and Feij, 2001) vitamin model concerning work values states that increments of all kinds of jobs elements (intrinsic, extrinsic aspects and social relations) benefit job satisfaction, psychological well-being, and intentions to leave of employees until a certain level is attained. Beyond this satiation level the effects of these environmental factors may reverse or have no further effect
- Although values may have some direct effects on work outcomes, they will primarily moderate the influence of organizational supplies on work outcomes.
- The implications of Taris and Feij study are that rewards supplied by the organization result in positive work outcomes, especially when the employee values those rewards. But excessive amounts of supplies may have a detrimental effect on job satisfaction and increase the intention to quit.



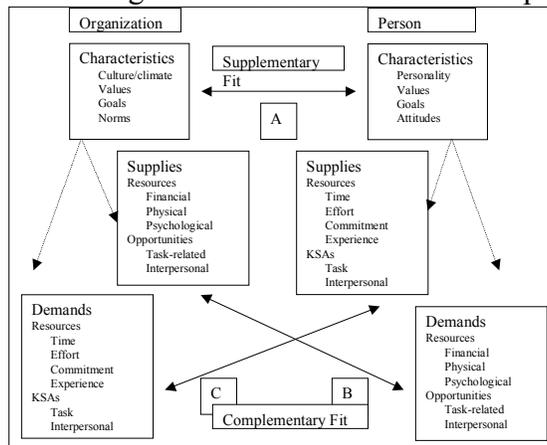
## The contribution of values to retention

- One of the most outstanding efforts to integrate conceptualizations, operationalizations and measurements of P-O fit has been that of Kristof (1996).
- She takes into account the important differentiation between complementary and supplementary fit.
- Another important distinction is made between need-supplies and demands-abilities.
- According to the need-supplies perspective, P-O fit occurs when an organization satisfies individual's needs, desires or preferences. In contrast, the demands-abilities view suggests that fit occurs when a person has the abilities required to meet organization demands.



## The contribution of values to retention

Kristof's integration model on P-O fit conceptualizations





## The contribution of values to retention

- The ideal P-O fit may be fulfilled when each entity's needs are fulfilled by the other and they share similar major characteristics. Perception of organizational characteristics is likely to have a greater influence on individual outcome such as stress, satisfaction or commitment than fit with organization's actual characteristics, particularly applicable to characteristics difficult to verify, such as values or goals.
- Three aspects of employment practices affect or are affected by P-O fit. During organizational entry P-O fit encourages organizational homogeneity (e.g., ASA model). P-O fit also determines job search and choice behaviors and selection decisions. Organizational tenure and socialization practices normally lead to increased levels or supplementary P-O fit. Finally, long-term outcomes attributed to P-O fit include turnover, work attitudes, pro-social behaviors, work performance and organizational outcomes.



## The contribution of values to retention

### *Organizational commitment*

- Commitment can be defined as a strong belief in and acceptance of organizational goals and values, a willingness to exert considerable effort on behalf of the organization and a definite desire to maintain organizational membership
- Organizational commitment has been associated with absenteeism (Gellatly, 1995, ctd. in Finegan, 2000), extra-role behaviors (as citizenship behavior; e.g., Organ and Ryan, 1995), turnover intentions and actual turnover.
- Multidimensionality of the construct: affective, normative and continuance component.



## The contribution of values to retention

- Each component has different effects:
  - Affective commitment is linked with higher productivity, more positive work attitudes and higher probability of engaging in extra role activities.
  - Same effects can roughly be expected for normative commitment.
  - But continuance commitment has poor relations with performance indicators and with job satisfaction.
- Finegan (2000) advocates that instead of treating values as a large, single continuum, we should consider that different values or clusters of values might have different effects on commitment. In her study, a cluster analysis yielded four value factors: humanity, adherence to convention, bottom-line and vision.



## The contribution of values to retention

- Perception of organization's values is more important in determining one's level of commitment than one's personal values or P-O values match.
- Value profiles which predict affective and normative commitment are different from those affecting continuance commitments. The former were better predicted by humanity and vision values whereas the latter were associated with convention and bottom-line values.
- It is easy to accept that an organization which projects an image of courtesy, consideration, fairness, etc. or of development, initiative, creativity and openness will get their employees emotionally attached.



## The contribution of values to retention

- On the other hand, adherence to convention reflects an organization that is perceived as valuing obedience, cautiousness and formality a great deal and therefore its employees are less affectively committed. These values do little to inspire employee loyalty. If they were held moderately, employees would be more likely to be affectively committed.
- Employees who thought that their organization valued mainly business would like to work elsewhere.
- A recommendation is that organization should encourage values that inspire affective commitment (humanity and vision) and discourage those associated to continuance commitment.



## Appendix A7: GENDER AND MINORITY ISSUES



**Influence of Gender & Minority Issues on Recruiting and Retention**

Extended Meeting of NATO Task Group on Recruiting & Retention of Military Personnel  
Brussels, Belgium  
October, 2004  
Fariya Syed



NATO Task Group on Recruiting & Retention of Military Personnel

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- Mechanisms that influence recruiting, selection and classification, retention and turnover outcomes
- Military model of recruitment and retention

## Situation

### Demographic Shifts in Western Countries:

- 1) Increase in ethnic minority population
- 2) Increase in female employment

### Need to acknowledge shifts to:

- 1) Recruit and retain sufficient numbers of minorities and women to sustain operations
- 2) Ensure equal opportunities for all qualified members of society to have a career in the military

## Research Topics

- I. Present Situation
  1. Representation of minorities & women in military occupations
  2. Military members' attitudes toward cultural and gender diversity in the military
- II. Recruiting
  1. Advertising and Marketing
  2. Applicant attraction and job choice
  3. Selection & Classification
- III. Retention
  1. Equity Theory
  2. Equal Opportunity Fairness

## Representation of Designated Groups in Canada



### Canada (Holden, 2004a; Holden, 2004b)

- Employment Equity Act (EEA)
  - Work force analysis
  - Employment Systems Review (ESR)

## Representation of Women in U.S. Military



- US (Hareel, Beckett, Chien, & Sollinger, 2002)
  - Early 1990s – more military occupations opened to women
  - Research:
    - **Quantitative** – representation of women in newly opened occupations
    - **Qualitative** – focus on barriers to employment for women in 10 occupations



## Behaviour & Attitudes Towards Diversity in the Military

---

- Evaluation of affects of policies in the CF (Pike, MacLennan & Perron, 2003)
- Attitude and behaviour measurement (MAS, MEOCS, MGOQ)
- Compared to 1996 baseline
- Findings – Improvement in attitudes and behaviours



## Recruiting

---

1. Advertising & Marketing
2. Applicant Attraction & Job Choice
3. Selection & Classification

## Advertising & Marketing



- Social Marketing
  - Military recruitment = social marketing
- Marshall & Brown III (2003)
  - Telephone surveys with young adults (18 to 24 years)
  - Found gender differences in importance ratings of benefits to joining the military

## Applicant Attraction & Job Choice



- Chapman et al. (in press)
  - Meta analysis
  - Race and gender as moderators between predictors (job/organisation attraction, job pursuit intentions, acceptance intentions, and job choice) and outcomes
  - Findings:
    - Gender as a moderator
    - Race as a moderator

## Selection & Classification

---

- Ensure selection and classification measures are not biased against minorities

## Retention

---

- Equity Theory
- Equal Opportunity Fairness

## Equity Theory



Based on 3 assumptions:

- 1) People have beliefs about what an equitable return for their contributions is.
- 2) People compare their input – outcome ratio to others.
- 3) When a person perceives inequality between their input – outcome ratio compared to that of others, the person will be motivated to take action (such as quitting the job)

## Equal Opportunity Fairness



- Distributive Justice Theory
  - Whether outcomes in the workplace are distributed fairly based on input or investment
- McIntyre, Bartle, Landis, & Dansby (2002)
  - Used Distributive Justice Theory approach
  - Sample = military and civilian personnel of U.S. military
  - Analysis = structural equation modelling

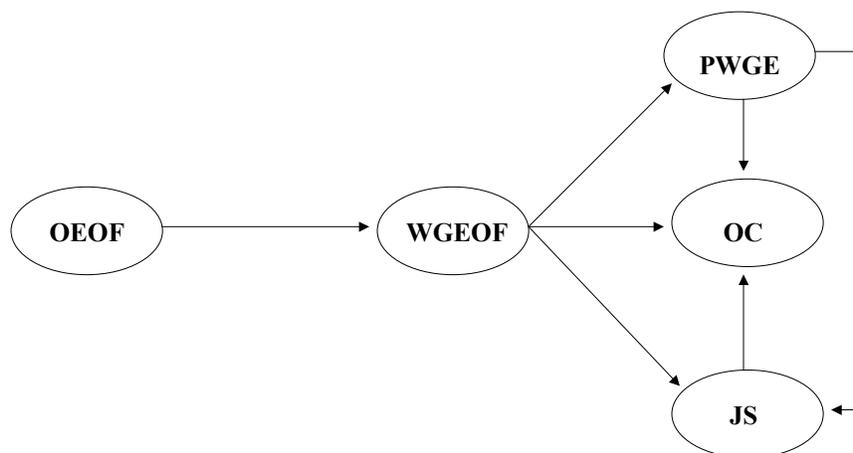
## Factors

McIntyre, Bartle, Landis, & Dansby (2002)

- OEOF = Organizational Equal Opportunity Fairness
- WGEOF = Work Group Equal Opportunity Fairness
- PWGE = Perceived Work Group Efficacy
- OC = Organizational Commitment
- JS = Job Satisfaction

## Model

McIntyre, Bartle, Landis, & Dansby (2002)





## Summary

- Legislation and policy
- Attitudes towards cultural and gender diversity improved
- Recruiting
  - Attraction/marketing and job choice
  - Selection and Classification
- Retention
  - Perceived equity

## Appendix A8: PAY AND BENEFITS



**Compensation: U.S. Navy Research  
Initiatives and Applications  
HFM 107 RTG 034N**

Tanja F. Blackstone  
IMTA October 2004

Navy Personnel Research, Studies, & Technology

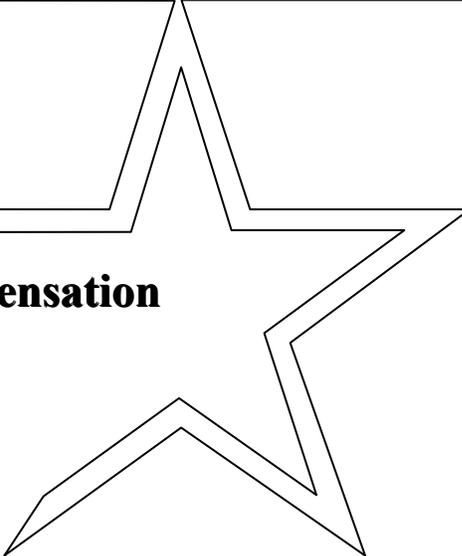


**Overview**

- Current compensation
- Retention Models
- Auctions
- Cafeteria Style Compensation Packages

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2



## Models of Navy Compensation (MODOMP)

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### Selective Reenlistment Bonus (SRB) Program - Enlisted



**Fiscal Year to Date Retention Rates by Zone U.S. Navy**

LOS Year	Dim_Time_Period								
	1996	1997	1998	1999	2000	2001	2002	2003	2004
<b>Zone A</b>	24.30%	23.50%	23.80%	23.90%	27.80%	35.20%	34.50%	38.90%	37.30%
<b>Zone B</b>	56.00%	55.60%	53.00%	54.80%	58.30%	65.50%	69.50%	70.70%	67.80%
<b>Zone C</b>	78.00%	77.00%	74.80%	76.50%	78.80%	81.90%	83.60%	81.70%	84.00%
<b>Zone D</b>	70.80%	82.80%	85.80%	80.90%	94.40%	95.80%	96.60%	96.40%	96.00%
<b>Zone E</b>	18.10%	17.50%	16.40%	17.00%	18.10%	22.10%	25.90%	18.60%	25.20%

Retention rate set by Zone – typically SRB targeted to Zone A (< 6 years of service) and Zone B (7-11 years of service)  
 Zone A retention rate is 36%  
 Zone B retention rate is 50%

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## SRB Program - Enlisted



### Average SRB Award by Paygrade

Reenlist Average SRB Amount				
Dim Fiscal Year Dim_Paygrade	2000	2001	2002	2003
All Dim Paygrade	\$27,013.36	\$26,487.21	\$25,600.36	\$22,033.40
E-2	-	-	-	\$1,858.88
E-3	\$16,433.75	\$17,729.22	\$16,481.23	\$12,344.91
E-4	\$24,965.71	\$25,130.32	\$23,898.44	\$19,322.76
E-5	\$29,839.60	\$27,780.06	\$26,370.97	\$21,699.58
E-6	\$26,930.01	\$28,827.33	\$29,430.72	\$30,091.91
E-7	\$16,062.12	\$19,564.49	\$23,001.23	\$24,729.64
E-8	\$18,284.16	\$22,380.24	\$22,027.16	\$23,134.63

Officer Bonus for critical skill groups - \$65K

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## Retention Model



- **ACOL model (Warner and Goldberg, 1984)**
  - Present value difference military and civilian pay
  - If military pay > civilian pay individual stays
  - Increased SRB makes it more expensive to leave military service
    - › ACOL models under/over estimate reenlistment
- **SRB**
  - Only available at decision point
  - Paid to all individuals in eligible skill group
    - › Pay individuals even if intended to stay
    - › SRB pays equal dollar amount to all individuals
      - Note: SRB determined by LOS/paygrade and number of years reenlisted

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6



**Auctions: Bidding Behavior in a Multi-Attribute First-Price Auction**

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**Auctions**

- **SRB vs. Auction**
  - Individual reveals “*what it will take*”
  - Available at rotation vice decision point
  - Target skills/location
- **Job Market Labor Allocation Model**
  - Precursor to Distribution Incentive Pay (DIS)
    - › Tests market assumptions
- **Assignment Incentive Pay**
  - U.S. Congress support effective Summer 2003
    - › Limited – assigned by skill/locale
    - › Max offer \$200-\$1200
- **DIS – Sea Warrior Initiative**
  - Considers Navy Constraints
  - Sailor’s qualifications/preferences
  - Budgetary tradeoff analysis
  - Detailer input

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## Job Market Labor Allocation Model

NPRST

- Can a competitive market approach help allocate labor?
    - Allocation Efficiency
      - › Allocate to those that want it the most  
*Sailors have an opportunity to express preferences  
Focus is on attributes of the job*
      - › Allocate at the lowest possible cost  
*Command offers minimum necessary incentives  
Flexibility: combine pecuniary and non-pecuniary rewards*
    - Informational Efficiency  
*Two-way interaction and decision making  
Consolidation of “market orders”*
- Sailor signals preferences through bids that are easily evaluated by all other market participants, at NO cost to the Navy (of evaluating preferences) and little risk of misjudgment of preferences*

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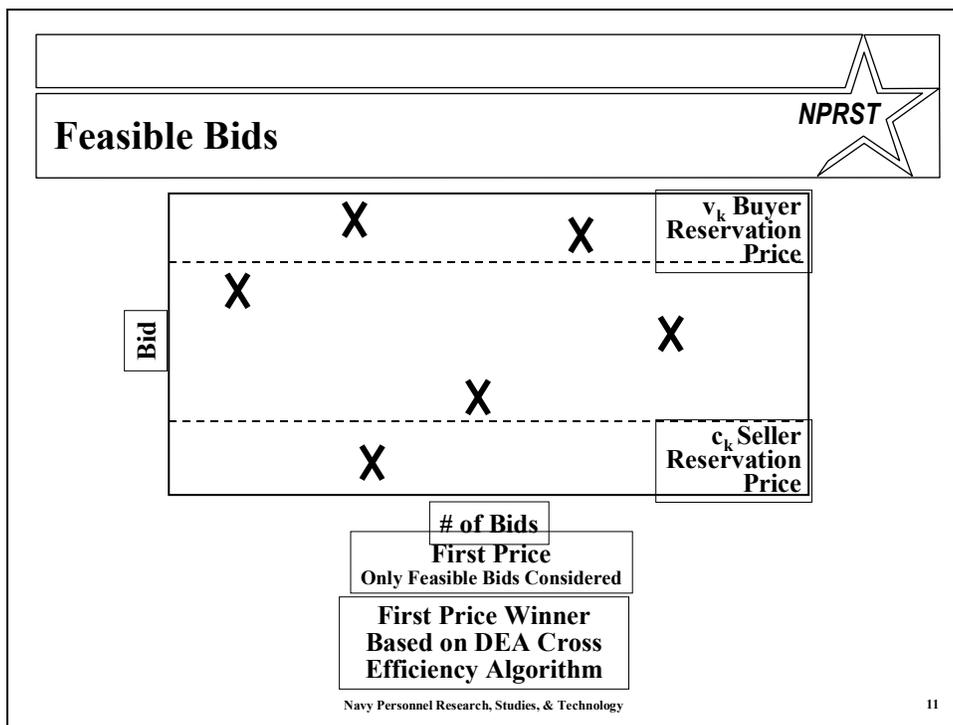
## Experimental Setting

NPRST

- A good with three attributes:  $A_1, A_2, A_3$   
*e.g., cash bonus, promotion credit, reduced S&S rotation  
But abstract attributes in the experiment*
- Buyer has values  $v_1, v_2, v_3$       *Command buys of labor*  
 *$v_k$  is maximum willingness to pay for attribute  $k$*   
*if buyer buys, profit = ?  $\sum_{k=1,3} (v_k - p_k)$*   
*higher  $v_k$  means the attribute is of higher importance to Command*
- Multiple sellers;  $i^{th}$  seller has costs  $c_{i1}, c_{i2}, c_{i3}$       *Sailors sell labor*  
 *$c_{ik}$  is minimum willingness to accept for attribute  $k$*   
*if seller sells, profit = ?  $\sum_{k=1,3} (p_k - c_{ik})$*   
*lower  $c_k$  means the attribute is of lesser importance to the Sailor*

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- NPRST**

## JMLAM Experimental Parameters

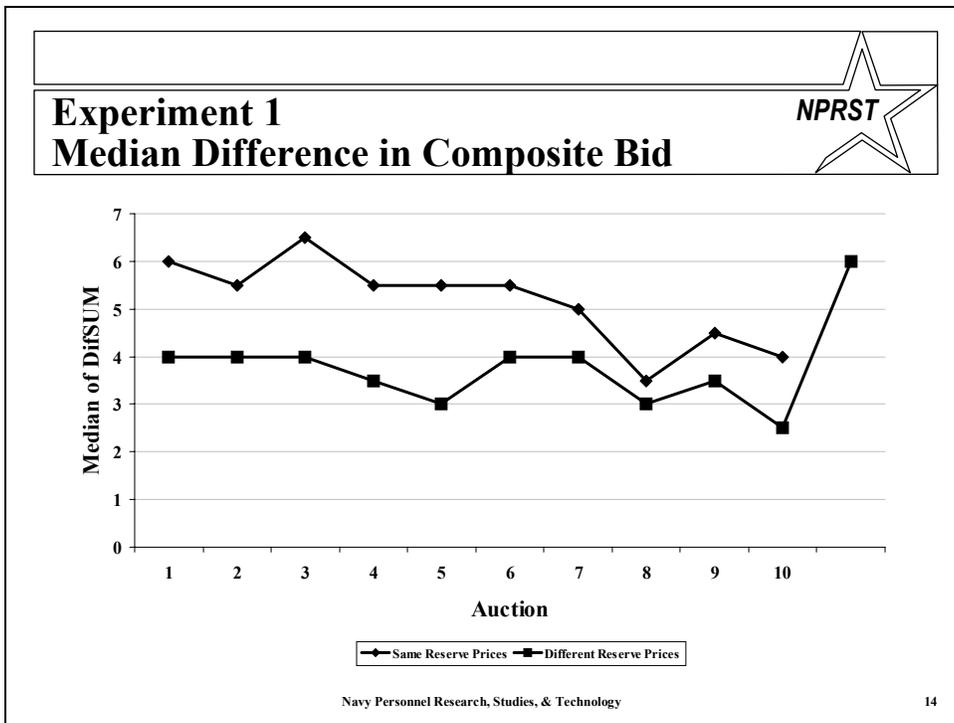
  - **First-Price Auction Sealed Bid Auction**
    - **Number of jobs unknown/known**
    - **Constant seller reservation price**
    - **Vary seller reservation price**
    - **Seller quality (seller weight) takes on value 0 → 1**
    - **Distribution of Seller weights known/unknown**
    - **Buyer reserve price known/unknown**

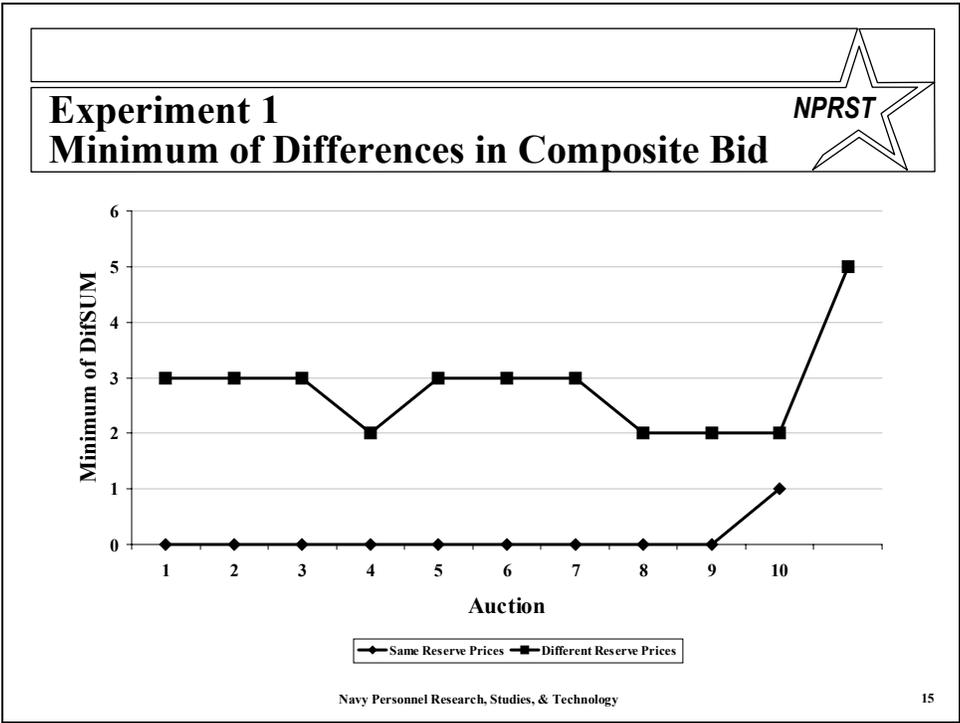
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<b>Experiment 1 Parameters</b>	
<b>Seller Value</b>	<b>1</b>
<b>Reserve Prices, N = 360</b>	<b>(10, 5, 2)</b>
<b>Reserve Prices, N = 408</b>	<b>(10, 5, 2) or (13, 7, 3) or (18, 9, 4)</b>
<b>Job Openings</b>	<b>2, unknown to the seller</b>
<b>Seconds for Play</b>	<b>90-105 seconds</b>
<b>Conversion Rate</b>	<b>.05, \$1 Experimental Dollar = \$0.05 USD</b>
<b>Maximum Number of Rounds</b>	<b>10, unknown to seller</b>
<b>Buyer Reserve</b>	<b>(100, 50, 25), unknown to a seller</b>
<b>Maximum Number of Sellers</b>	<b>9, average subjects per session was 7</b>

**NPRST**

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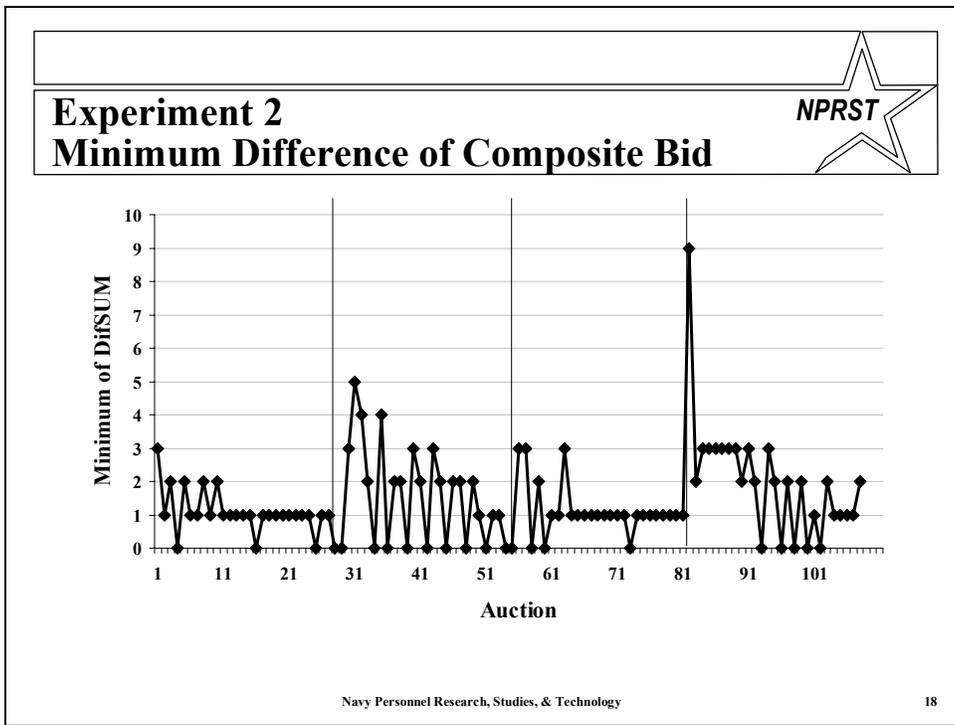
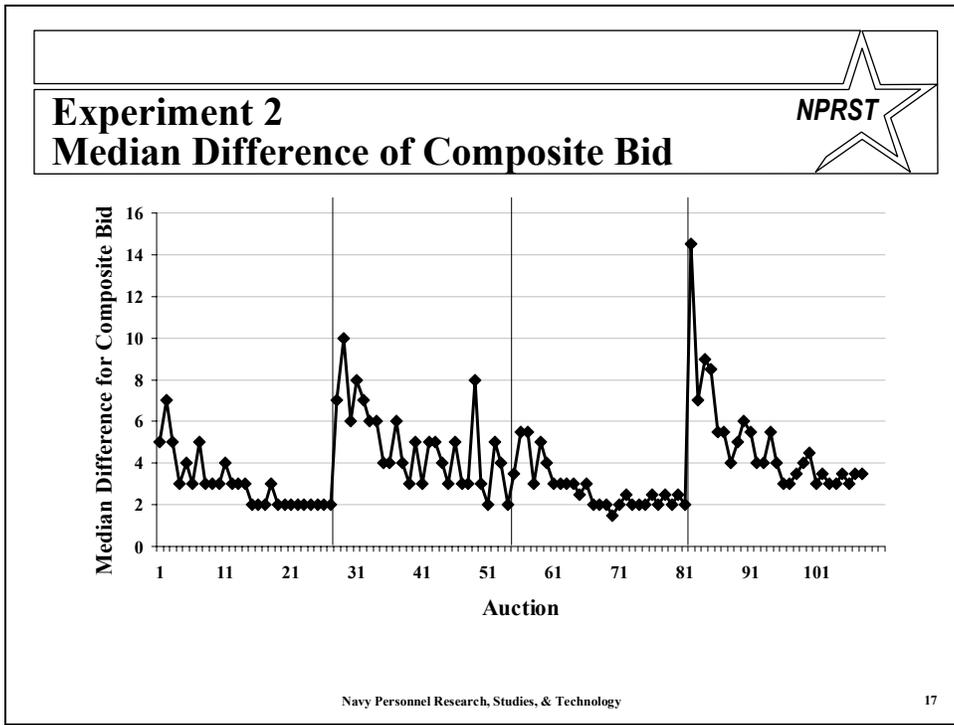


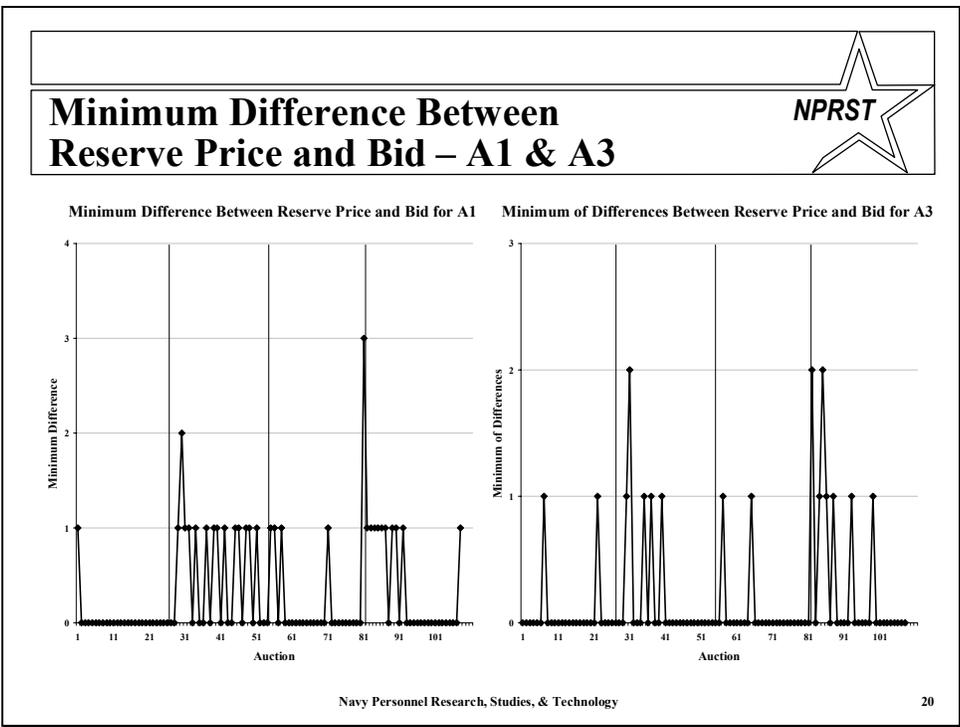
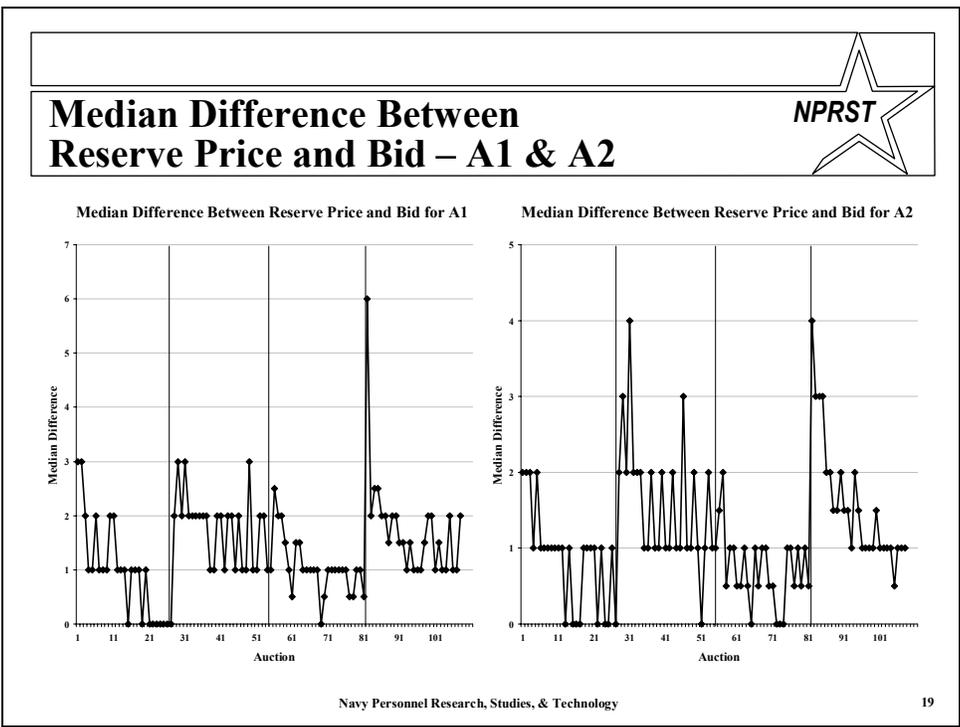
### Experiment 2 Parameters

**NPRST**

<b>Seller Value</b>	.6, .8, or 1, randomly assigned session/auction/subject
<b>Reserve Prices</b>	(13, 10, 6) if seller value = .6
<b>Reserve Prices</b>	(16, 12, 8) if seller value = .8
<b>Reserve Prices</b>	(20, 15, 10) if seller value = 1
<b>Job Openings</b>	2, unknown to the seller
<b>Seconds for Play</b>	60 seconds
<b>Conversion Rate</b>	.10, \$1 Experimental Dollar = \$0.10 USD
<b>Maximum Number of Rounds</b>	10, unknown to seller
<b>Buyer Reserve</b>	(100, 50, 25), unknown to the seller
<b>Maximum Number of Sellers</b>	9, average subjects per session was 7

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## Conclusion



- Higher seller weight greater bid submitted
- Introducing asymmetric information into market relatively little impact on bids
  - Knowledge of Buyer Reserve had no impact on bids
  - Knowledge of distribution of seller weights – no impact on bids
  - Knowledge of number of jobs – no impact on bids
- In call experiments convergence to reserve very rapid

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## Assignment Incentive Pay



Overall AIP Stats as of 9 Apr 04 After 19 Requisition Cycles

	ALL JOBS		AIP JOBS	
Jobs Advertised	277235		9323	
Applications	97469	35.2%	3756	40.3%
Applicants	49337		2977	
Selections	23296	47.2%	1080	36.3%

	Naples		Sigonella		Misawa		Guam*		Lamad	
AIP Jobs	3006		2824		963		610		246	
Applications	1039	34.6%	1235	43.7%	264	27.4%	287	47.0%	158	64.2%
Applicants	888		983		257		200		123	
Selections	272	30.6%	265	27.0%	83	31.4%	109	38.0%	62	39.2%

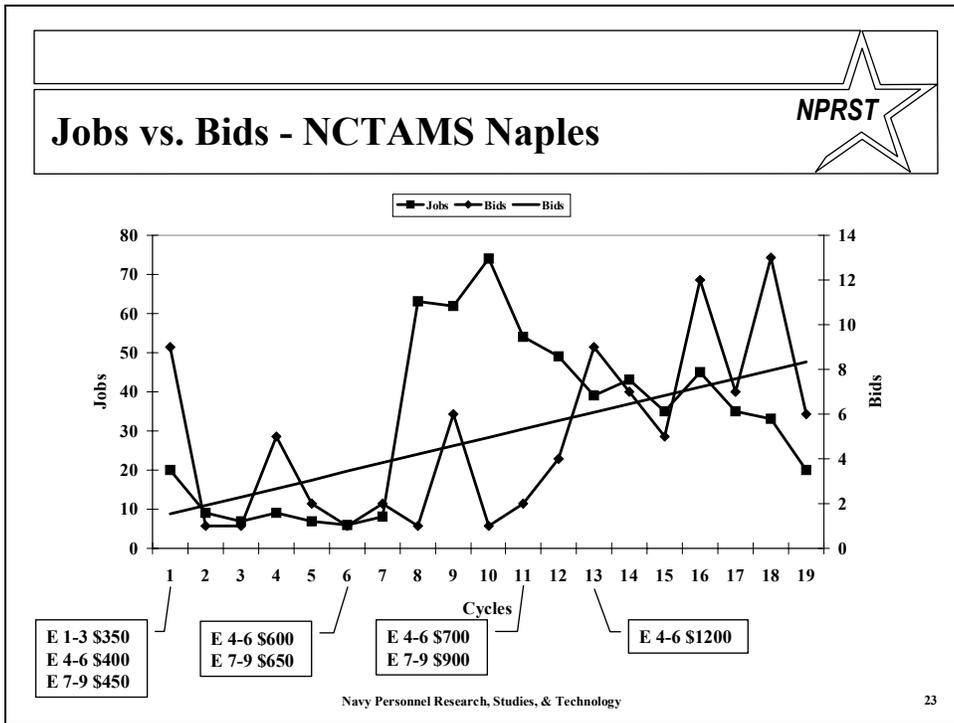
\*Includes both sea and shore AIP jobs.

**Total Involuntary Assignments: 43 (up from 41)**

**Lowest Bid: \$0      Highest Bid: \$1200      Average Bid: \$310**  
(Up from \$286)

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- ### DIS Technical Approach
- 
- **Basic Structure of the DIS:**
    - **Multi-attribute auction**
      - › Currently uses EMF and JASS data
        - Future – insertion of SkillsObjects
      - › Considers Bids + Navy MOEs
        - MOEs – PCS, training, NEC reutilization, critical fills
        - Total Score = Fitness Score (Navy MOEs) + bid
          - Bids/Navy MOEs – weighted
        - Individuals can bid on multiple jobs – based on qualifications
          - System provides Fitness Score
        - Early experimentation shows
          - Higher bid weight > bid submitted
          - Greater number of jobs – relative lower bids
          - Second-Price auction - bids closer to reservation price
      - › First-Price Sealed Bid Auction
        - Auction rules driven by bandwidth constraints

## DIS Technical Approach (con't)

NPRST

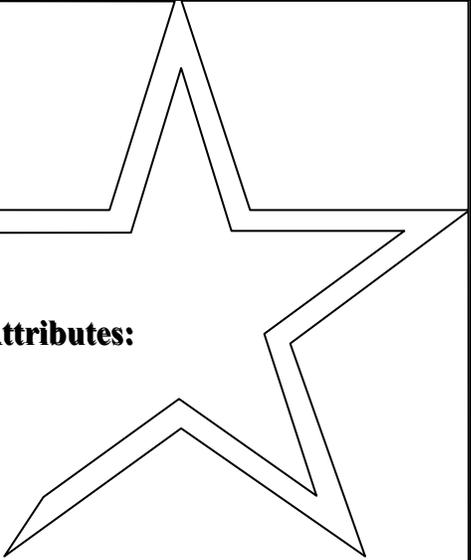


- DIS Tools
  - › Career Policy Administrator
    - Incentive Budget Forecasting
    - Sets Timeline for job fills
    - Sets Requisition Groupings and Weights
  - › Detailer
    - Eligibility Screening
    - Reviews requisition cycle process
    - Finalizes assignments
  - › Sailor Interface
    - Edits Preferences
    - Applies/bids for jobs
    - Checks status of assignments
- STATUS
  - Spiral 1 Prototype complete
  - Begin insertion into Sea Warrior December 2004

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## Discrete Choice Discrete Goods with Multiple Attributes: An Experimental Study



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## Flexible Benefits

NPRST

- **Current compensation plans are fixed**
  - **Monetary + Benefits**
    - › **Some flexibility in Monetary (SRB, tax incentives, special duty pays)**
      - **Benefits fixed**
- **CBO Report (January 2004)**
  - **Non cash compensation – 60% of military pay package**
  - **Can flexible plan be more cost effective than a fixed plan?**
    - › **Depends on metric**
      - **Retention/Recruiting tool**
        - **Individuals value cash vice in-kind subsidy**
    - › **Part of non-cash compensation – medical care, housing, grocery**
      - **More cost effective if provided by private sector**
      - **Antiquated compensation system**
- **Opponents of flex plan – individuals cannot make optimal decisions**
  - **Design of experiment to test individual decision making ability in complex multi-attribute environment**

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**Employee value of fixed benefits package**

**Value of having a particular type of coverage**

Round # 1 Conversion Rate: 0001 Cell Payoff: 35,000 Cell Value Weight: 35,000 Moves are: Revocable  
 Experimental \$\$ = Cell Payoff + (Cell Value Weight X Cell Value)

450 Fixed Payoff    122920 You could earn this or more    3500 Value Limit    0 Current Earnings

Decline Play - Accept Fixed Payoff    You can choose to Decline Play and accept the Fixed Payoff at any time during the round.    0 Value of Selected Cells    End Round

9:58 Time Remaining for Playing Round

Red = A cell that is selected    Green = A cell that is not selected

**Potential value of cafeteria benefits plan**

<input type="checkbox"/> 496	<input type="checkbox"/> 406	<input type="checkbox"/> 430	<input type="checkbox"/> 277	<input type="checkbox"/> 284
<input type="checkbox"/> 533	<input type="checkbox"/> 132	<input type="checkbox"/> 525	<input type="checkbox"/> 553	<input type="checkbox"/> 498
<input type="checkbox"/> 149	<input type="checkbox"/> 343	<input type="checkbox"/> 579	<input type="checkbox"/> 541	<input type="checkbox"/> 321
<input type="checkbox"/> 631	<input type="checkbox"/> 583	<input type="checkbox"/> 155	<input type="checkbox"/> 624	<input type="checkbox"/> 316
<input type="checkbox"/> 401	<input type="checkbox"/> 529	<input type="checkbox"/> 153	<input type="checkbox"/> 437	<input type="checkbox"/> 372

**Employers budget constraint**

**Monetary value for each \$1.00 of coverage**

**Matrix represents menu of benefit choices  
 Cells represent a component of benefits package  
 Cell value presents dollar value of coverage for each component**



## Experimental Model

The subject's reward from selecting  $k$  cells is the sum of the rewards from each of the cells that s/he selects

**Subject maximizes:**

(1a) 
$$\sum_{i=1}^k [\text{Cell Payoff} + (\text{Cell Weight} \times \text{Cell Value}_i)]$$

**Rearranging**

(1b) 
$$k \times \text{Cell Payoff} + [\text{Cell Weight} \times \sum_{i=1}^k \text{Cell Value}_i]$$

**Subject to**

(2) 
$$\sum_{i=1}^k \text{Cell Value}_i \leq \text{Value Limit}$$

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## Experimental Sessions

Experimental Treatment Constant Across Sessions							
	Cell Values						
Matrix Dimensions	Lower Bound	Upper Bound	Cell Weight	Value Limit	Revocable Moves?	Seconds per round	Conversion Rate
5x5	100	1000	1.2	2000	Yes	240	0.001

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Experimental Sessions


Experimental Treatments Varied Across Sessions				
	Session			
Treatments	S1	S2	S3	S4
Cell Payoff	20	100	20	100
Fixed Payoff Percentage	80%	80%	50%	50%
Number of Rounds	9	8	10	11
Fixed Deduction (US\$)	\$17.00	\$18.00	\$20.00	\$27.00

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The Use and Effectiveness of Heuristics


**Six Heuristics**

$H_S$ . Select the highest remaining cell value until the value limit prohibits further selection

$H_A$ . Select three cells that (nearly) exhaust the value limit, focusing on cell values in the 800-1000 range, but also selecting outside this range

$M_S$ . Select four cells in the 400-699 range that (nearly) exhausts the value limit

$M_A$ . Select five cells that (nearly) exhaust the value limit, focusing on cell values in the 400-699 range, but also selecting outside this range

$L_S$ . Select the lowest remaining cell value until the value limit prohibits further selection

$L_A$ . Select six or more cells that (nearly) exhaust the value limit, focusing on cells in the 100-399 range, but also selecting outside this range

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## Categorization of Subject Heuristics

**NPRST**

### Categorization of Subject Heuristics from the Data

Heuristic	Across Sessions	By Individual Session			
		S1	S2	S3	S4
<b>High Numbers</b> (chooses 3 cells or less)	5% (4/80)	10% (8/80)	10% (8/80)	14% (11/80)	9% (7/80)
<b>Medium Numbers</b> (chooses 4 or 5 cells)	16% (13/80)	26% (21/80)	28% (22/80)	25% (20/80)	29% (22/80)
<b>Low Numbers</b> (chooses 6 or more cells)	51% (41/80)	61% (49/80)	61% (49/80)	60% (48/80)	63% (50/80)
<b>Mixed</b> (uses multiple strategies)	28% (22/80)	n/a	n/a	n/a	n/a
<b>Unable to Categorize</b>	n/a	3% (2/80)	1% (1/80)	1% (1/80)	1% (1/80)
<b>Column Total</b>	100% (80/80)	100% (80/80)	100% (80/80)	100% (80/80)	100% (80/80)

Note: Subjects who receive the High, Medium or Low designation in the Across Sessions column are identified as using that heuristic in each of the four sessions. Of the 23 subjects who use the Mixed strategy, 6 use a combination of Low/Medium, 13 use Medium/High, 2 use Low/High, and 1 uses Low/Medium/High. In the Unable to Categorize row, the subjects who could not be categorized were different in each session, i.e., these are five separate subjects. See text and Appendix 4.

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## Heuristics

**NPRST**

### Rewards to Heuristics as a Percent of the Maximum Possible Reward

Session	Simple Heuristics			Advanced Heuristics		
	High $H_S$	Middle $M_S$	Low $L_S$	High $H_A$	Middle $M_A$	Low $L_A$
S1	90.8%	97.2%	88.8%	96.4%	98.1%	99.7%
S2	80.0%	89.9%	92.8%	86.6%	93.1%	99.9%
S3	90.9%	97.6%	92.1%	96.6%	93.1%	99.9%
S4	79.1%	88.4%	99.8%	85.2%	91.5%	99.8%
<b>Column Average</b>	85.5%	93.3%	93.4%	91.2%	95.3%	99.8%

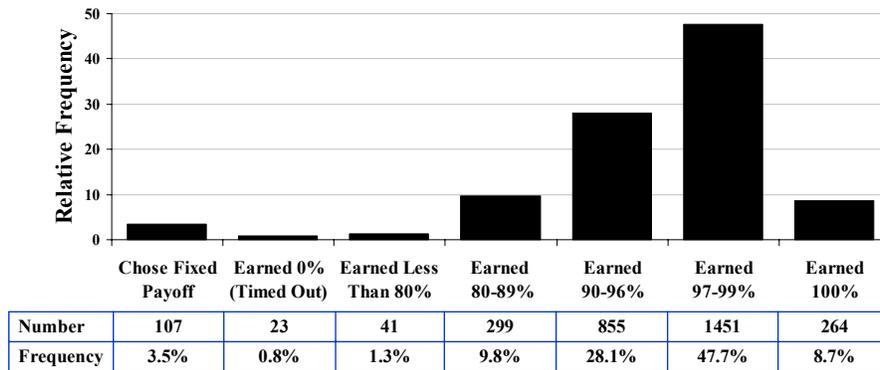
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## Results

NPRST

Earnings Summary for n = 3040 Rounds



Note: Earnings expressed as percentage of maximum possible reward

1. Four minute constraint not binding
2. Subjects opt to play the game
3. When subject opt to play game majority earn > 97% of potential

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## Fixed Effects Regression Model

NPRST

### Fixed Effects Model:

$$Y = \beta_0 + \beta_F \text{Fixed} + \beta_T \text{Timeout} + \sum_{i=2}^4 \beta_{S_i} \text{Session}_i + \sum_{j=2}^{11} \beta_{R_j} \text{Round}_j + \sum_{k=2}^{80} \beta_{\text{Sub}k} \text{Subject}_k + \varepsilon$$

**Question: How well does the subject perform relative to the optimal solution?**

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<h2>Model Variables</h2>	
Variable	Definition
<i>Dependent Y</i>	
Earnings Ratio	Subject's per-round earnings, as a percent of the maximum possible in the round
Cell Ratio	Number of cells in subject's final per-round choice, as a percent of the number of cells in the round's optimal solution
Search Ratio	Total number of cells subject selects per round (including those not part of subject's final choice), as a ratio of the number of cells in subject's final choice for the round
Fixed	= 1 if subject chooses the fixed payoff option in the round = 0 otherwise
Timeout	= 1 if time expires before subject is finished in the round = 0 otherwise
Session $_i$ $i = 2, \dots, 4$	= 1 if Y observation from session $S_i$ = 0 otherwise
Round $_j$ $j = 2, \dots, 11$	= 1 if Y observation from round $R_j$ = 0 otherwise
Subject $_k$ $k = 2, \dots, 80$	= 1 if Y observation from subject $Sub_k$ = 0 otherwise
<small>Note: There are <math>n = 3040</math> observations of each dependent variable. There are 107 instances where Fixed = 1 and 23 instances where Timeout = 1.</small>	
<small>Navy Personnel Research, Studies, &amp; Technology <span style="float: right;">37</span></small>	

			
<h2>Hypotheses Tests</h2>			
Hypotheses Tests from Fixed Effects Regressions			
	Dependent Variable		
Test	Earnings Ratio	Cell Ratio	Search Ratio
	$R^2_{Adj} = 0.85$	$R^2_{Adj} = 0.77$	$R^2_{Adj} = 0.49$
<b>Overall Model</b> $H_0: ?_{S2} = \dots = ?_{Sub80} = 0$	F = 196.9 p < .001	F = 111.2 p < .001	F = 29.7 p < .001
<b>Session Effect</b> $H_0: ?_{S2} = ?_{S3} = ?_{S4} = 0$	F = 174.0 p < .001	F = 5.07 p = .002	F = 2.19 p = .087
<b>Round Effect</b> $H_0: ?_{R2} = \dots = ?_{R11} = 0$	F = 1.24 p = .260	F = 4.37 p < .001	F = 2.13 p = .020
<b>Subject Effect</b> $H_0: ?_{Sub2} = \dots = ?_{Sub80} = 0$	F = 28.1 p < .001	F = 70.9 p < .001	F = 13.6 p < .001
<small>Note: <math>n = 3040</math> for each regression. See Appendix 3 for further detail.</small>			
<small>Navy Personnel Research, Studies, &amp; Technology <span style="float: right;">38</span></small>			

## **Conclusions**

**NPRST**

- **Two main results**
  - **Relative tradeoff between the attributes is a significant treatment variable**
    - › **Subject payoffs higher if variable attribute given relatively more weight**
    - › **Majority of subjects adopt heuristics to approximate optimal solution**
  - **Subjects rarely choose fixed payoff, even when fixed payoff is 80% of potential variable payoff**
    - › **Suggests individuals place a high value on flexibility and choice**
    - › **Suggests individuals confident in their ability to reach an optimal choice**
    - › **Given complex choice environment individuals have the capacity to approximate nearly an optimal solution**

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## **Conclusions (con't)**

**NPRST**

- **Support for “choice” in compensation packages**
  - **Suggests Policymakers should focus on introducing “choice” into Military institution...possible positive implications for job satisfaction and tenure (retention/recruiting)**

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## Appendix A9: PERSTEMPO/OPSTEMPO



### NATO Human Factors & Medicine Task Group on “Recruiting & Retention of Military Personnel” (HFM 107 / RTG 034)

#### Recruiting And Retention Of Military Personnel: Influences of Quality of Life and Personnel Tempo



### Topic Introduction

- OPS/PERS Tempo
  - OPSTEMPO – deployment of military personnel on an operation
  - PERSTEMPO – all activities (including OPSTEMPO) that take military members away from their unit and home
- Quality of Life
  - Non-monetary benefits that impact “+” or “-” on the wellbeing and morale of military members and their families



## OPS/PERS Tempo

- Canadian Research – Dunn & Morrow (2002)
  - Qualitative research that linked a number of themes
  - 2<sup>nd</sup> most common reason mentioned for wanting to leave the military
  - OPS/PERS tempo was leading to burnout of member and beyond coping skills of families
  - Members put in a position of choosing their military career or losing their families.



## OPS/PERS Tempo

- Jenkins and Morrow (2003)
  - Found little evidence to support OPS/PERS tempo as a substantial reason for leaving
  - “I have been on too many deployments (UN/NATO/other out of country taskings)”
  - 73% found it was not important in their decision to leave



## OPS/PERS Tempo

- Hosek & Totten (1998)
  - Having some long or hostile duty had a positive effect on reenlistment for NCOs
  - As duty lengthened or involved danger, it may cause stress and disrupt personal lives, potentially reducing reenlistment
- Hosek & Totten (2002)
  - 1<sup>st</sup> term reenlistment was higher for 1 non-hostile deployment than for none but did not rise further with more deployments



## OPS/PERS Tempo

- Fricker (2002)
  - Examined these relationships with officers
  - Positive association between increasing amounts of non-hostile deployments and junior and mid-grade officer retention
  - While hostile deployment reduces this positive effect, even those officers with some or all hostile deployment show higher retention rates than do non-deployers



## OPS/PERS Tempo

- Summary
  - Non-hostile deployments positively influence retention at the NCO level
  - As the number, length and severity increase, retention is affected negatively
  - Deployments positively influence officer retention



## Limitations

- Career progression policies may confound this relationship
- Nature of the deployment may also explain results - ROTO 0 vs. ROTO 5

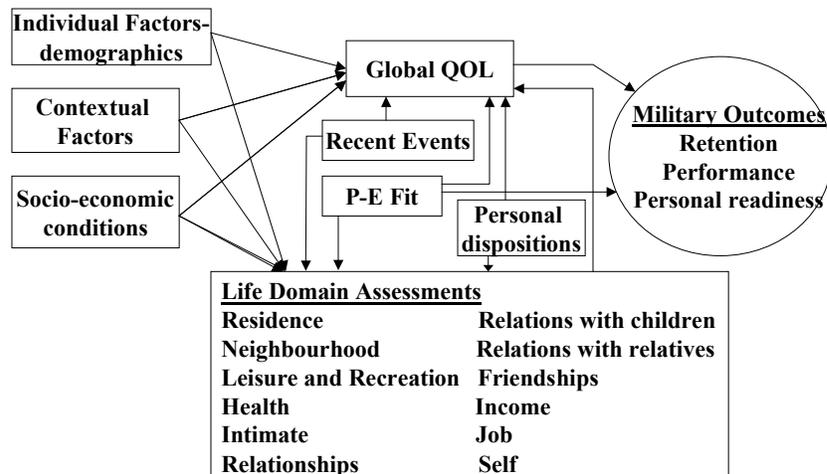


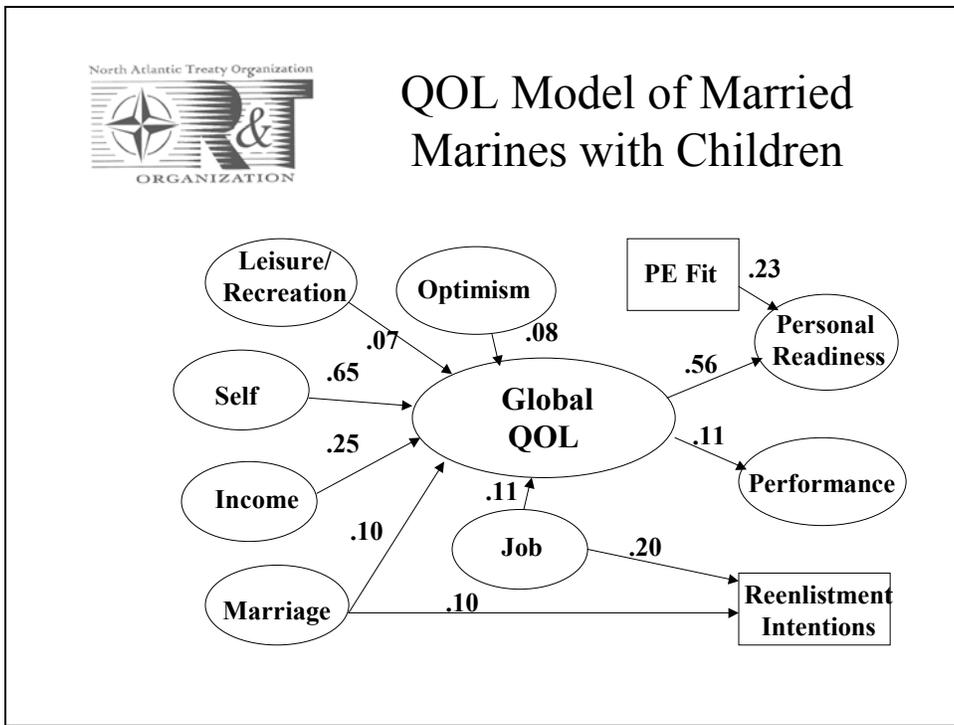
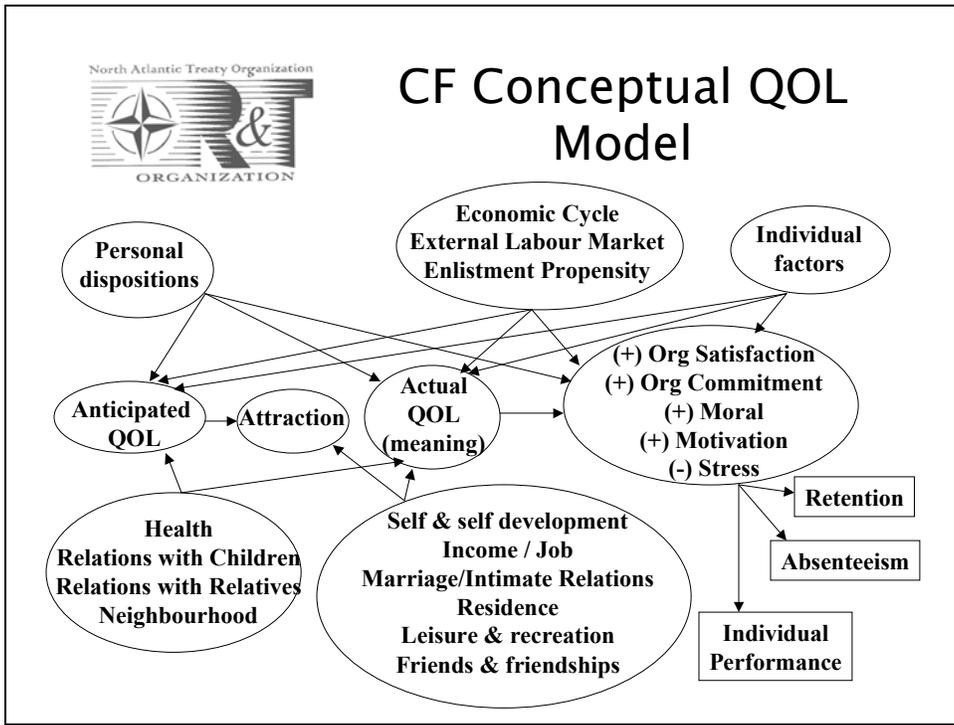
## Quality of Life (QOL)

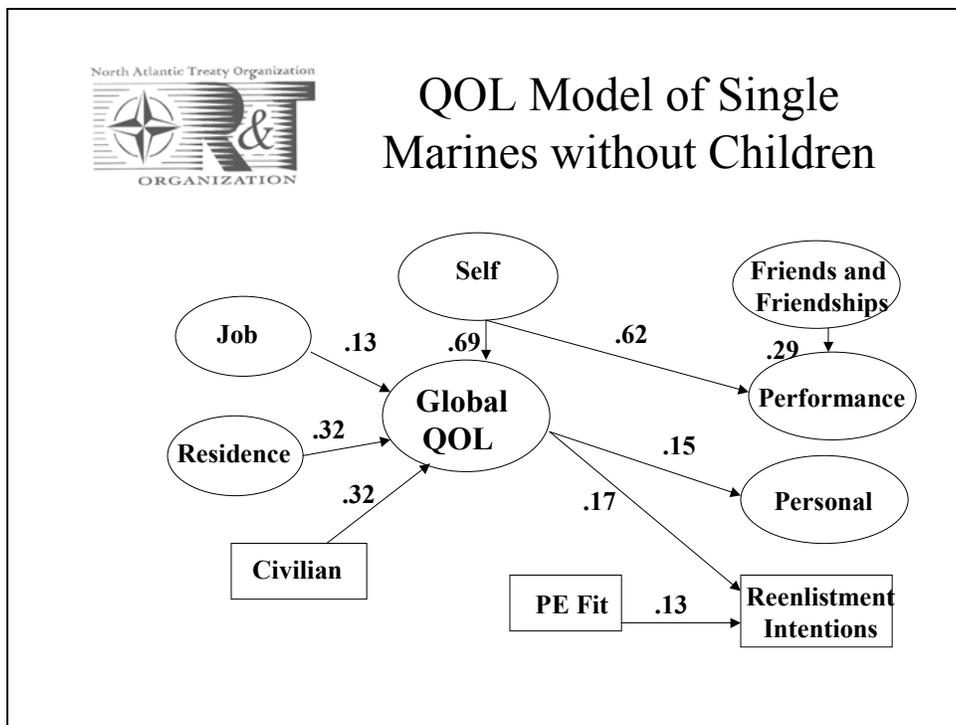
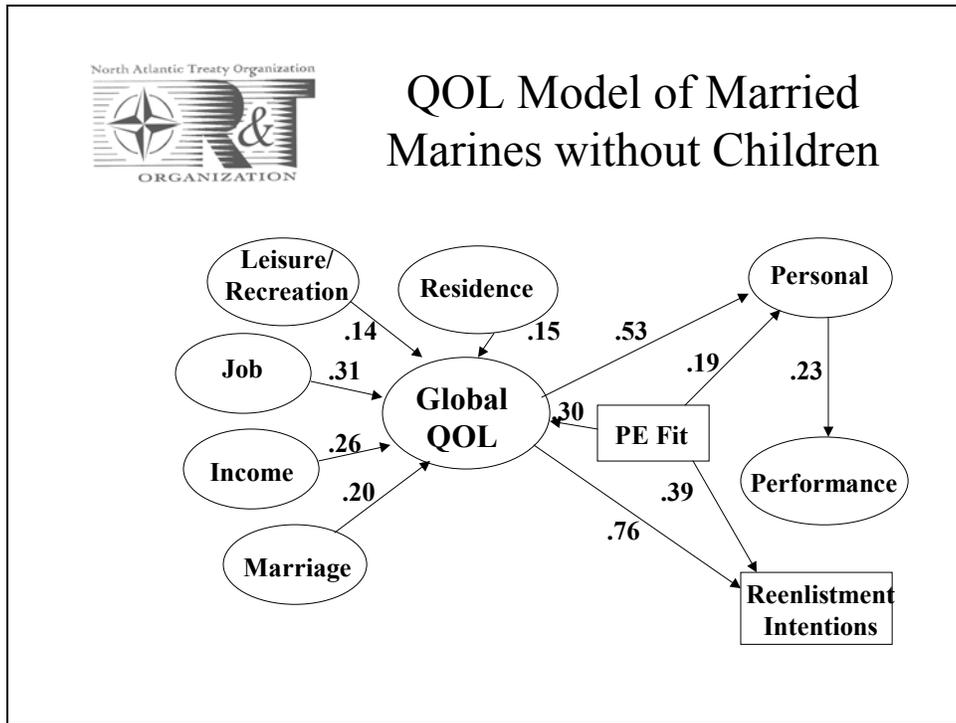
- Definition – difficult to determine standard
- Many single issues that would fall under QOL have been associated with retention
  - Role conflict (family/work)
  - Work scheduling
  - Expected vs. achieved salary
  - Expectations of services provided for families of deployed soldiers
  - Spouses' wishes that the military member stay or leave



## Kerce QOL Model









## Recruiting

- PERSTEMPO
  - Person-Environment (PE) fit (Wicker, 1996)
    - how well do personal qualities match the demands and opportunities in situations people find themselves in
    - suggested self-report of sufficient fit
- QOL
  - Anticipatory QOL (Rice et al., 1985)
    - what effect does the anticipated QOL in the military have on new recruits joining the organization
    - Has implications for recruiting advertising
      - “employer of choice “



## Summary

	Retention	Recruiting
OPS/PERS Tempo	Workload, Role Stress, Job Satisfaction, commitment	P-E Fit
Quality of Life	Job Satisfaction, Commitment, Workload	Anticipatory

## Appendix A10: INDIVIDUAL DIFFERENCES



# INDIVIDUAL NEEDS AND MILITARY TURNOVER

H. Canan Sümer, Ph.D.  
Middle East Technical University  
Ankara, Turkey



## Background

- Identifying organizational, job- and individual-related factors contributing to voluntary, dysfunctional turnover is imperative in order to take appropriate actions.
- Available turnover models focus on attitudes (satisfaction and commitment) as the major individual differences variables.
- The purpose of this study was to review needs-related factors that are likely to play a role in the process of withdrawal from the military.

## Individual Differences Factors

### Relevant in Military Turnover:

- Unmet expectations
- Work-family concerns
- Job related attitudes
- Individual Characteristics



## Unmet Expectations

- Initial expectations not fulfilled at work - Critical especially in early attrition in the military (e.g., Griffeth & Hom, 2001).
- Met expectations modestly predict (corrected validity coefficient =  $-.15$ ) actual turnover behavior (Griffeth, Hom, & Gaertner, 2000).
- Unmet expectations about job characteristics seem to determine the satisfaction level and the following drop out rate from initial training programs (van de Ven, 2003).





## Unmet Expectations

- Young people employed on fixed-term contracts are likely to have a relatively instrumental attitude toward the military work.
- Unmet expectations and disappointments concerning readily observable aspects of work/job (e.g., salary, working conditions, and workplace atmosphere) have a great deal of influence in the decision to drop out (van de Ven, 2003).



## Unmet Expectations and Realistic Job Previews



- Realistic job previews contribute significantly to the development of initial expectations concerning job and conditions of employment (Hom, Griffeth, Palich, & Bracker, 1999)

RJP → Initial Expect. → Perceptions of Post-Entry Exper. → Job Sat.



## Work-Family Concerns/Balance

- Work-family conflict - One of the critical determinants of turnover.
- Interrole conflict influences turnover through the mediated effects of job satisfaction and withdrawal cognitions (Hom & Kinicki, 2001).



## Work-Family Concerns/Balance

- Family considerations - Underresearched in the prediction of retention/reenlistment decisions in the military (Kelley, Hock, Bonney, Jarvis, Smith, & Gaffney, 2001).
- Most military jobs makes work-family balance quite challenging:
  - frequent and long deployments,
  - overnight duty,
  - long work hours,
  - high tempo,
  - work overload,(Dunn & Morrow, 2002).



## Work-Family Concerns/Balance

- Navy fathers and mothers anticipating deployment report substantial levels of separation anxiety characterized by guilt, shame, and concerns about the interruption of family relationships (see Kelley et al., 2001).
- Deployed fathers report disrupted communication patterns, feelings of out synchrony with the family and problems in establishing and maintaining strong parent-child attachment (see Kelley et al., 2001).
- Enlisted men and their spouses report incompatibility of child rearing with army life (Price & Kim, 1993).



## Work-Family Concerns/Balance

### Other findings:

- Active duty air-force women who gave birth were twice as likely to leave the military compared to women who did not give birth during the same time period (Price, 1998).
- The majority of the respondents (81.6%), who applied for premature voluntary release in the British Army, reported that their decision was related very much to the impact of the Army on personal and/or domestic life (Richardson, 2003).
- PERSTEMPO factors (e.g., frequent and long predeployment trainings and deployments themselves), quality of life concerns, and work overload were among the reported reasons for leaving the CF (Dunn & Morrow, 2002).



## Work-Family Concerns/Balance

- Work-family concerns, as part of broader QOL factors, seem to contribute to the development of turnover intentions through their influence on overall job satisfaction and commitment.



## Job-Related Attitudes Job Satisfaction:

- Treated as a major variable in the decision making process concerning whether or not to leave the organization
- Shown to influence turnover not directly but through turnover thoughts and intentions (e.g., Dallessio, Silverman, & Schuck, 1986; Hom, Griffeth, & Sellaro, 1984; Mobley, 1977).
- Personal and work characteristics are assumed to influence turnover intentions (and hence turnover) through their effects on job satisfaction (e.g., Griffeth & Hom, 2001).



## Job-Related Attitudes Job Satisfaction:

- Because of contractual obligations, satisfaction is likely to have a weaker influence on withdrawal cognitions and actual turnover for military samples than for civilian samples. (e.g., Carsten et al., 1992).
- The decision making process in military seems more planned and programmed; individuals are expected to choose between reenlistment and separation much before the end of their current tour of duty (Steel & Ovalle, 1984).
- Dissatisfaction was less related with thoughts of quitting in the military samples (-.57 vs. -.65), and there was a closer agreement between quit intentions and withdrawal behavior for the military samples (.40) than for the civilian (.34) samples (Hom et al., 1992).



## Job-Related Attitudes Organizational Commitment



- Organizational commitment predicts turnover (average corrected correlation coefficient = -.23) better than does overall satisfaction (-.19). The predictive power of commitment was even larger for military samples (-.28) (Griffeth et al., 2000).



## Job-Related Attitudes Organizational Commitment:

Meyer and Allen's (1997) conceptualization of commitment as a three-component process:

- Affective Commitment (AC) - "Want to"
- Continuance Commitment (CC) - "Need to"
- Normative Commitment (NC) - "Ought to"



## Job-Related Attitudes Organizational Commitment:

- All three commitment dimensions are correlated negatively with turnover intentions (e.g., Meyer et al., 2002).
- AC is a better predictor of variables associated with military withdrawal than the other two dimensions (Tremble et al., 2003).

## Individual Characteristics

- Person-Job Fit
- Dispositions
- Psychological Well-Being

## Individual Characteristics



### Person-Job Fit and Turnover:

- Schneider's Attraction-Selection-Attrition (ASA) Model.
- Evidence concerning the effects of **personality type-environment type** fit on the organizational outcomes including turnover (Gustafson & Mumford, 1995).
  - For example, anxious-defensives, overall uninvolveds, and anxious-unmotivated impulsives were more dissatisfied, withdrew more, and performed poorly within the structured-complex environments.

## Individual Characteristics

### Dispositions (Specific Personality Attributes) & Turnover

- Agreeableness and neuroticism (Boudreau, Boswell, Judge, & Bretz, 2001)
- Negative affectivity (Griffeth & Hom, 2001)
- Proactive personality (McIntyre et al., 2002)



## Individual Characteristics

### Psychological Well-Being and Turnover:

- Mental-health-related problems play a critical role in a significant portion of the turnover/discharge within the first six months of enlistment in the U.S. Armed Forces (Cigrang et al., 2000).
- Mental-health-related factors are one of the common predictors of discharge in United States Air Force basic military training (Lando & Fiedler, 1999).
- Depression scores predict attrition from the military training for both male and female trainees (Holden & Scholtz, 2002).