Spring 5-1974

An Observation of the Adult Education Program in the Strategic Air Command as a Social Change Facilitator

Raymond Earl Tinsley

Follow this and additional works at: https://digitalcommons.unl.edu/aglecdiss

Part of the Other Public Affairs, Public Policy and Public Administration Commons

https://digitalcommons.unl.edu/aglecdiss/42

This Article is brought to you for free and open access by the Agricultural Leadership, Education & Communication Department at DigitalCommons@University of Nebraska - Lincoln. It has been accepted for inclusion in Theses, Dissertations, & Student Scholarship: Agricultural Leadership, Education & Communication Department by an authorized administrator of DigitalCommons@University of Nebraska - Lincoln.
AN OBSERVATION OF THE
ADULT EDUCATION PROGRAM IN THE
STRATEGIC AIR COMMAND AS A SOCIAL CHANGE FACILITATOR
by
Raymond Earl Tinsley

A DISSERTATION

Presented to the Faculty of
The Graduate College in the University of Nebraska
In Partial Fulfillment of Requirements
For the Degree of Doctor of Philosophy
Area of Adult and Continuing Education

Under the Supervision of Dr. Wesley Meierhenry

Lincoln, Nebraska

May, 1974
AN OBSERVATION OF THE
ADULT EDUCATION PROGRAM IN THE
STRATEGIC AIR COMMAND AS A SOCIAL CHANGE FACILITATOR
Raymond Earl Tinsley, Ph.D.
University of Nebraska, 1974
Adviser: Dr. Wesley Meierhenry

This study, prepared by Colonel Raymond E. Tinsley, USAF, deviates somewhat from the standard doctoral dissertation format. The writer was personally involved in many of the events and activities which preceded the study, and, therefore, became the prime documentation source.

Due to the national objective to abolish the military draft and create an all-volunteer force, the United States Air Force, in 1970, initiated Project Volunteer—a program to determine those factors influencing retention rate. In its report, Project Volunteer Considerations, 88 irritants to Air Force life were disclosed.

In an effort to remove these irritants, the Air Force embarked on an adult education program called the Contemporary Actions Program, which consisted of three phases of workshops and symposia conducted at Vandenberg Air Force Base in California.

This study was conducted to determine whether or not those adult education programs have or have not eliminated
any or all of the irritants delineated by Project Volunteer. Three surveys were conducted in 1972 to determine the adult education program success, and to collect ideas and opinions considered important to the Air Force role in supporting an all-volunteer force. Approximately ten percent of all SAC officers and five percent of all airmen participated.

The study consists of five chapters. Chapter 1, "Introduction," briefly outlines the events which took place and the actions taken in response to those events which ultimately led to the research.

Chapter 2, "Review of Literature," relies on the report of The President's Commission on an All-Volunteer Armed Force, because little Air Force literature has been written either in favor of or opposed to that concept. Other views have been noted and documented. Findings of The President's Commission resulted in the Department of Defense publicly announcing the national objective of an all-volunteer force; which resulted in Project Volunteer; which resulted in the Contemporary Actions Staff, all of which resulted in the author conducting this study.

Chapter 3, "Design of the Study," gives a detailed account of how the study was organized and what factors influenced its design. Chapter 4, "Study Results," details survey data in tabular form and is presented in six sections: Section I-Education, Section II-Recreation, Section III-Job Satisfaction, Section IV-Human Relations, Section V-Personal Life Style, and Section VI-Air Force Career. Chapter 5, "Con-
clusions and Recommendations," is a narrative continuation of Chapter 4, and summarizes those results in the areas covered.

Because this study deals with the military, specifically personnel of the Strategic Air Command, some of the vocabulary terms used and organizational references may not be totally clear to persons not directly or indirectly involved with the military. For these reasons, a comprehensive appendix section was developed. The author feels that placing a listing of all SAC bases, the lists of irritants and considerations, the Grade Chart for the U.S. Armed Forces, and sample copies of the study surveys in an appendix facilitates better understanding and a smoother flow from one section to another.

The data selected for the study have been taken from three surveys which were designed to determine whether or not the adult education programs in SAC had an effect on the existing irritants. The Contemporary Actions Program was the adult education program under consideration.

The three surveys used in the study were: (1) United States Air Force Officer Survey, USAF SCN 72-50, 1972, HQ USAF ACMR, Pentagon; (2) United States Air Force Career Survey, Airman, USAF SCN 72-68, May, 1972, HQ USAF ACMR, Pentagon; and (3) United States Air Force Career Survey, Officer, USAF SCN 72-68, May, 1972, HQ USAF ACMR, Pentagon.

It was concluded that the Contemporary Actions Program was initiated to meet the pressures of social change
within the SAC subculture. Changes in the officers ranks, as relating to management goals and objectives, were moving in a more liberal direction. The number of SAC officers who found pride and satisfaction in their jobs was well above 70 percent.

Life style of the enlisted ranks had not changed to any degree that was reflected in the survey.

The author stressed the need for an ongoing program of social and contemporary action and surveys to measure the direction and scope of social change in the all-volunteer force.
PREFACE

Readers of this study will find that at times its content and format do not always adhere to the unwritten rules and regulations for doctoral dissertations. Many statements have been made about the Air Force which normally would have been documented; many assertions pertaining to the past, present and/or future philosophy of the Air Force would also have been documented, but have not been in this study. Chapter 2, "Review of Literature," dwells heavily on the report of The President's Commission on an All-Volunteer Armed Force, because little Air Force material has been written either for or against this concept. In fact, very little has been written which directly pertains to this study. Obviously, an explanation is in order.

The writer of this study, Colonel Raymond Tinsley, is a chaplain with the United States Air Force. He has been personally involved with not only all facets of the events leading to the writing of this dissertation, but has and continues to be an active member of the Force. He is not an independent researcher on the outside looking in. Those areas of this study, therefore, which, under normal doctoral dissertation ethics, should be documented by other sources, have been personally experienced by Colonel Tinsley. And, obviously, he then becomes the prime documentation source.
# TABLE OF CONTENTS

**PREFACE** ................................................................. i  
**LIST OF TABLES** ...................................................... vi

**Chapter**

1. **INTRODUCTION** .................................................. 1  
   **STATEMENT OF THE PROBLEM** .................................. 1  
   **DEFINITION OF TERMS** ......................................... 6  
      *Strategic Air Command* ........................................ 6  
      *Adult Education Programs* .................................. 7  
      *Facilitator* .................................................. 7  
      *Social Change* ............................................... 8  
   **OBSERVATION** ................................................... 8  
   **HYPOTHESES** .................................................... 8  
   **SUMMARY** ....................................................... 9  

2. **REVIEW OF LITERATURE** ....................................... 11  
   **REPORT OF THE PRESIDENT'S COMMISSION** .................. 11  
   **AREAS OF CONFLICT** ........................................... 13  
      *Cost* .......................................................... 13  
      *Inability to Expand Rapidly in Time of War* .......... 15  
      *Volunteer Military Would Undermine Patriotism* ...... 16  
      *Threat of the Military-Industrial Complex* .......... 17  
      *Too Many Blacks in Armed Force* ........................ 19  
      *Motivation of Volunteer Force* ........................... 21  
      *Would Stimulate Foreign Military Adventure, Foster Irresponsible Foreign Policy, Lessen Civilian Concern* .... 22  
      *Effectiveness of the Volunteer Force* .................. 24  
      *Actual Support Costs* .................................... 24  

ii
<table>
<thead>
<tr>
<th>Chapter</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Officer Career Survey-Human Relations</td>
<td>64</td>
</tr>
<tr>
<td>SECTION V-PERSONAL LIFE STYLE</td>
<td>65</td>
</tr>
<tr>
<td>Officer Survey-Personal Life Style</td>
<td>65</td>
</tr>
<tr>
<td>Airmen Career Survey-Personal Life Style</td>
<td>66</td>
</tr>
<tr>
<td>Officer Career Survey-Personal Life Style</td>
<td>67</td>
</tr>
<tr>
<td>SECTION VI-AIR FORCE CAREER</td>
<td>68</td>
</tr>
<tr>
<td>Officer Survey-Air Force Career</td>
<td>68</td>
</tr>
<tr>
<td>Airmen Career Survey-Air Force Career</td>
<td>68</td>
</tr>
<tr>
<td>Officer Career Survey-Air Force Career</td>
<td>71</td>
</tr>
<tr>
<td>Airmen and Officer Career Survey-Air Force Career</td>
<td>73</td>
</tr>
<tr>
<td>Career Factors</td>
<td>73</td>
</tr>
<tr>
<td>Unfavorable Air Force Factors</td>
<td>74</td>
</tr>
<tr>
<td>Favorable Air Force Factors</td>
<td>76</td>
</tr>
<tr>
<td>5. CONCLUSIONS AND RECOMMENDATIONS</td>
<td>79</td>
</tr>
<tr>
<td>INTRODUCTION</td>
<td>79</td>
</tr>
<tr>
<td>DELINEATION OF SURVEY RESULTS</td>
<td>79</td>
</tr>
<tr>
<td>Education</td>
<td>79</td>
</tr>
<tr>
<td>Recreation</td>
<td>80</td>
</tr>
<tr>
<td>Job Satisfaction</td>
<td>82</td>
</tr>
<tr>
<td>Human Relations</td>
<td>83</td>
</tr>
<tr>
<td>Personal Life Style</td>
<td>83</td>
</tr>
<tr>
<td>Air Force Career</td>
<td>84</td>
</tr>
<tr>
<td>CONCLUSIONS</td>
<td>86</td>
</tr>
<tr>
<td>RECOMMENDATIONS</td>
<td>88</td>
</tr>
<tr>
<td>SUMMARY</td>
<td>91</td>
</tr>
<tr>
<td>BIBLIOGRAPHY</td>
<td>92</td>
</tr>
<tr>
<td>APPENDICES</td>
<td>95</td>
</tr>
<tr>
<td>APPENDIX A--LIST OF SAC BASES</td>
<td>95</td>
</tr>
<tr>
<td>APPENDIX B--LIST OF IRRITANTS FROM SAC PROJECT</td>
<td>97</td>
</tr>
<tr>
<td>VOLUNTEER DATA</td>
<td>97</td>
</tr>
<tr>
<td>APPENDIX C--PROJECT VOLUNTEER CONSIDERATIONS</td>
<td>99</td>
</tr>
<tr>
<td>APPENDIX D--GRADE COMPARISON CHART</td>
<td>135</td>
</tr>
<tr>
<td>Chapter</td>
<td>Page</td>
</tr>
<tr>
<td>-------------------------------------</td>
<td>------</td>
</tr>
<tr>
<td>APPENDIX E--SURVEYS</td>
<td>136</td>
</tr>
<tr>
<td>Officer Survey</td>
<td>136</td>
</tr>
<tr>
<td>Career Survey-Airmen</td>
<td>166</td>
</tr>
<tr>
<td>Career Survey-Officer</td>
<td>195</td>
</tr>
</tbody>
</table>
# LIST OF TABLES

<table>
<thead>
<tr>
<th>Table</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Airmen Education--Question 4</td>
<td>49</td>
</tr>
<tr>
<td>2.1 Airmen Recreation--Question 14</td>
<td>51</td>
</tr>
<tr>
<td>2.2 Airmen Recreation--Question 14</td>
<td>52</td>
</tr>
<tr>
<td>3. Airmen Recreation--Question 19</td>
<td>52</td>
</tr>
<tr>
<td>4. Airmen Recreation--Question 20</td>
<td>53</td>
</tr>
<tr>
<td>5.1 Airmen Recreation--Questions 21-24</td>
<td>53</td>
</tr>
<tr>
<td>5.2 Airmen Recreation--Questions 21-24</td>
<td>54</td>
</tr>
<tr>
<td>6. Airmen Recreation--Question 35</td>
<td>54</td>
</tr>
<tr>
<td>7. Officer Recreation--Questions 15-32</td>
<td>55</td>
</tr>
<tr>
<td>8. Airmen Job Satisfaction--Question 73</td>
<td>57</td>
</tr>
<tr>
<td>9. Airmen Job Satisfaction--Question 74</td>
<td>57</td>
</tr>
<tr>
<td>10. Airmen Job Satisfaction--Question 77</td>
<td>57</td>
</tr>
<tr>
<td>11. Officer Job Satisfaction--Question 12</td>
<td>59</td>
</tr>
<tr>
<td>12. Officer Job Satisfaction--Questions 42-64</td>
<td>60</td>
</tr>
<tr>
<td>13. Officer Job Satisfaction--Question 13</td>
<td>60</td>
</tr>
<tr>
<td>14. Officer Job Satisfaction--Question 14</td>
<td>61</td>
</tr>
<tr>
<td>15. Officer Job Satisfaction--Questions 12-14</td>
<td>61</td>
</tr>
<tr>
<td>16. Airmen Human Relations--Question 78</td>
<td>64</td>
</tr>
<tr>
<td>17. Airmen Human Relations--Question 79</td>
<td>64</td>
</tr>
<tr>
<td>18. Officer Human Relations--Questions 96-99</td>
<td>65</td>
</tr>
<tr>
<td>19. Airmen Personal Life Style--Question 89</td>
<td>66</td>
</tr>
<tr>
<td>20. Airmen Personal Life Style--Question 93</td>
<td>67</td>
</tr>
<tr>
<td>21. Officer Personal Life Style--Questions 107-115</td>
<td>67</td>
</tr>
<tr>
<td>22. Airmen Air Force Career--Question 65</td>
<td>69</td>
</tr>
<tr>
<td>Table</td>
<td>Airmen Air Force Career--Question 66</td>
</tr>
<tr>
<td>-------</td>
<td>------------------------------------</td>
</tr>
<tr>
<td>23.</td>
<td>Airmen Air Force Career--Question 67</td>
</tr>
<tr>
<td>24.</td>
<td>Airmen Air Force Career--Question 68</td>
</tr>
<tr>
<td>25.</td>
<td>Airmen Air Force Career--Question 69</td>
</tr>
<tr>
<td>26.</td>
<td>Airmen Air Force Career--Question 70</td>
</tr>
<tr>
<td>27.</td>
<td>Airmen Air Force Career--Question 71</td>
</tr>
<tr>
<td>28.</td>
<td>Airmen Air Force Career--Question 72</td>
</tr>
<tr>
<td>29.</td>
<td>Officer Air Force Career--Questions 100-106</td>
</tr>
<tr>
<td>30.</td>
<td>Airmen Air Force Career--Most Important Factor</td>
</tr>
<tr>
<td>31.</td>
<td>Officer Air Force Career--Most Important Factor</td>
</tr>
<tr>
<td>32.</td>
<td>Airmen Air Force Career--Most Unfavorable Factor</td>
</tr>
<tr>
<td>33.</td>
<td>Officer Air Force Career--Most Unfavorable Factor</td>
</tr>
<tr>
<td>34.</td>
<td>Airmen Air Force Career--Second Unfavorable Factor</td>
</tr>
<tr>
<td>35.</td>
<td>Officer Air Force Career--Second Unfavorable Factor</td>
</tr>
<tr>
<td>36.</td>
<td>Airmen Air Force Career--Most Favorable Factor</td>
</tr>
<tr>
<td>37.</td>
<td>Officer Air Force Career--Most Favorable Factor</td>
</tr>
<tr>
<td>38.</td>
<td>Airmen Air Force Career--Second Favorable Factor</td>
</tr>
<tr>
<td>39.</td>
<td>Officer Air Force Career--Second Favorable Factor</td>
</tr>
</tbody>
</table>
Chapter 1

INTRODUCTION

STATEMENT OF THE PROBLEM

Due to social and political pressures in the late 1960's and early 1970's, continued renewal of the 1940 Selective Service Act (military draft) was in grave jeopardy. Although public esteem in the "professional soldier" steadily declined in the years following World War II, climate to abolish the draft reached its highest point during United States military involvement in Southeast Asia. Repeated accusations of racial discrimination, waste and mismanagement of funds, military atrocities, and refusal to follow commands, were only a few of the issues which caused both the civilian and military population to come to grips with growing dissatisfaction.

Debate over the draft versus an all-volunteer military force raged at governmental levels, in the news media and among the country's citizens. In an attempt not only to quell the debate, but also to determine whether an all-volunteer force would be beneficial, President Richard Nixon in 1969 appointed The President's Commission on an All-Volunteer Armed Force. The report of this Commission was published by the United States Government Printing Office.
in 1970.

Shortly after the Commission's findings were published, the Department of Defense, also in 1970, publicly announced a new national objective to develop an all-volunteer military force. This decision, although directly affecting the U.S. Army, which relied heavily on the draft for its manpower, would also affect the recruiting and retention of manpower for other branches of the Armed Forces. The Pentagon, in 1973, concluded from a survey taken in 1968 on "true" and "draft-motivated" volunteers that the draft did more for recruiting in the Air Force than in the other services. According to the figures of men who enlisted between 1965 and 1968, 58.2 percent of the airmen responded that they joined the Air Force because of the draft. (Air Force Times, December, 1973.)

Realizing, therefore, that more than half of their manpower force joined the Air Force to escape the draft, General Bruce K. Holloway, then Commander of the Strategic Air Command (SAC), by Executive order launched an exhaustive study into the factors which had traditionally influenced the rate of Air Force retention. The study, called Project Volunteer, took place in 1970 and was conducted by the Personnel staff at all 54 SAC bases around the world and the continental United States. (See Appendix A for a list of all SAC bases.) SAC was selected as that portion of the military force to be studied due to its high level of national influence and its active participation in Southeast
Asia.

Project Volunteer attempted to provide all SAC personnel an opportunity to voice their comments on what they did and did not like about SAC, and also attempted to identify those factors which could be improved within the military community without sacrificing the quality of national security. Personnel were asked to respond honestly to a list of possible irritants drawn from the report of the President's Commission. Continued repetition of specific irritants was considered an amplification of a trouble area, lending more weight to arguments urging corrective action. In all, Project Volunteer disclosed 51 factors within the military community which were influencing the rate of retention. (See Appendix B for a complete list of irritants.)

In its final report, Project Volunteer stated SAC's desire to attract, motivate and retain a dedicated career force in an effort to improve its mission effectiveness.

In dealing with the list of irritants, the report stated:

Irritants have an unquestionably negative influence on our peoples' attitudes. Without minimizing their impact, however, most of these dissatisfiers are constants in the human management equation (not because they are static, but because they are recognized, fairly well defined, and subject to individual, independent corrective action). They might also be regarded as subordinate to the issue of real job satisfaction; environmental factors are not necessarily the prime determinants of job satisfaction. We must be aware of the attitudes which motivate people and combine this knowledge with some of the principles of modern management and the findings of behavioral scientists. (Project Volunteer Considerations, no date, p. iii.)

The report listed six main areas which should be
considered in making SAC operational and management changes.

1. Future personnel plans should provide programmed opportunities for educational advancement, recreation and social activities designed specifically for the unmarried airman--particularly those stationed in remote areas.

2. Because some essential jobs are inherently routine and boring, they should be automated and/or computerized, or should be done by civilian personnel.

3. Job satisfiers which will attract and hold good people must be emphasized. Included in these satisfiers are the quality of leadership and supervision, the opportunity for challenge and participation in decision-making and innovation, recognition and achievement, and the variety and interest of the work itself.

4. The work force should be tailored to the workload.

5. The Air Force Specialty Code should be studied to determine ways of combining and overlapping training and assignments in similar skills, i.e., a sheet-metal man could assist in the tire shop.

6. Although promotion opportunities are part of the retention problem, job progression is a dominant factor. The report stated that in this area, "Changes of command, diversity of assignment, opportunity for further education, etc. . . . will be imperatives for the broad-guaged executive the future force will need." (Ibid. pp. iv-v.)

From results of Project Volunteer, the SAC staff
established 88 objectives or considerations which were to be reached within two years. These considerations (see Appendix C for complete list) were designed to remove the irritants to Air Force community life and to improve the overall management effectiveness and job satisfaction in an attempt to attract and retain a high-level manpower force.

To facilitate successful fulfillment of the 88 objectives, a Contemporary Actions Staff (CAS) was selected by the Chief of Staff, Personnel, Brigadier General Gerald Johnson. The CAS was directed to prepare and hold three phases of adult education programs to influence managerial attitude changes. Phase I, including all SAC officers from the rank of colonel down, was concerned with drug abuse control and race relations. Phase II, including both officers and airmen, consisted of two workshops. The first workshop concerned drug abuse control, while the second involved race relations. Phase III was a symposium for wing (squadron) commanders--those people responsible for both the management and command on all SAC installations.

This study, then will be concerned with whether or not the adult education programs carried out by the Strategic Air Command's Contemporary Actions Staff have or have not removed the irritants to Air Force community life as specified by Project Volunteer, and whether they have or have not improved the overall Air Force management effectiveness and job satisfaction.

Although the main emphasis of the three adult educa-
tion program phases ostensibly centered on drug abuse and race relations, the CAS was also attempting to find solutions to the list of irritants. The programs were developed, therefore, to reflect the attitudes of both officers and airmen on those areas which may or may not cause drug abuse and racial problems.

Needless to say, this author fully realizes the problem of drug abuse and the necessary measures which must be taken to control such abuse. However, for purposes of this study, specific results of the drug abuse programs will not be covered. Instead, the study will consider the areas of education, recreation, job satisfaction, human relations, personal life style, and Air Force career, which were subjects of consideration built into the adult education programs.

**DEFINITION OF TERMS**

**Strategic Air Command**

The Command is the only Department of Defense agency designated as a "specified command." Established by the President through the Secretary of Defense, a specified command performs its broad continuing mission under their guidance, with the advice and assistance of the Joint Chiefs of Staff.

SAC Headquarters is located at Offutt Air Force Base, near Omaha, Nebraska. Within the continental United States, SAC has two numbered air forces and a direct report-
ing missile division: Second Air Force at Barksdale AFB, Shreveport, Louisiana; Fifteenth Air Force, at March AFB, Riverside, California; and the 1st Strategic Aerospace Division, Vandenberg AFB, Lompoc, California.

The numbered air forces control SAC's mixed force of bomber, tanker, reconnaissance, and intercontinental ballistic missile units.

The Eighth Air Force on Andersen AFB, Guam, Mariana Islands, is responsible for SAC's operations in the Western Pacific and Southeast Asia. The 98th Strategic Wing, Torrejon AB, Madrid, Spain, is concerned with SAC activity in Europe.

Second Air Force controls SAC operations at Goose AB, Canada, and a strategic wing at Eielson AFB, Alaska, is under the jurisdiction of Fifteenth Air Force. (Background: United States Air Force, "SAC Organizations," no date.)

Adult Education Programs

Those special education projects, other than the college academic programs, Professional Military Education and On-The-Job Training Program, which are specifically designed for top and middle management. These are certain contract adult education programs specially designed to deal with drug abuse, racial understanding, management, morality and family life. (Rogers, 1967.)

Facilitator

A person or an institution which tends to enhance
the growth and the development of either a person or idea toward a given end. In the social science frame, the facilitator is either a person or force which gives assistance to changes or goals. Adult education as a facilitator serves as a change force in encounter groups.

Social Change

Social change concerns the development of new life style models within a given subculture. This study is concerned with the attitudes of the officer corps and the non-commissioned officer corps, and the ability of their attitudes to accommodate the counter culture of young, adult airmen; the degree to which behavior of SAC customs will permit the young airmen to operate within the system without animosities and conflict.

OBSERVATION

Research will consider attitudinal and behavioral changes of the Strategic Air Command life style as it attempts to accommodate the generation of young, adult men and women. The year 1970 will be used as the base. Research will measure the influence of the adult education exposure on senior and non-commissioned officers' management attitudes.

HYPOTHESES

1. Social change in the Strategic Air Command will be observable.
2. Adult education programs carried out by the Strategic Air Command's Contemporary Actions Staff will be facilitators of the social change.

3. The adult education programs will have influenced management attitude changes of the senior staff personnel, and will have reflected a change in the airmen's day-to-day life.

SUMMARY

This study will consist of five chapters. Chapter 1, "Introduction," has attempted to briefly outline the events which took place and the actions taken in response to those events which ultimately led to the research.

Although volumes of material have been written by all segments of the populace on the draft versus an all-volunteer military force, Chapter 2, "Review of Literature," will rely heavily on the report of The President's Commission on an All-Volunteer Armed Force. Other views will be noted and documented in this chapter. However, findings of The President's Commission resulted in the Department of Defense publicly announcing the national objective of an all-volunteer force; which resulted in Project Volunteer; which resulted in the Contemporary Actions Staff, all of which resulted in the author conducting this study. Therefore, complete and detailed analysis of the Commission, its work and findings, is mandatory.

Chapter 3, "Design of the Study," will give a
detailed account of how the study was organized and what factors influenced its design. Chapter 4, "Study Results," will consist mainly of tables showing how the areas under consideration which have or have not changed due to the adult education programs carried out by the CAS. Chapter 5, "Conclusions and Recommendations," will be a narrative continuation of Chapter 4. It will summarize those results in the areas covered and will either prove or disprove the author's hypotheses.

Because this study deals with the military, specifically personnel of the Strategic Air Command, some of the vocabulary terms used and organizational references may not be totally clear to persons not directly or indirectly involved with the military. For these reasons, the study will develop a comprehensive appendix section. The author feels that placing a listing of all SAC bases, the lists of irritants and considerations, the Grade Chart for the U.S. Armed Forces, etc. in an appendix rather than the text of the study will facilitate better understanding and a smoother flow from one section to another.
Chapter 2

REVIEW OF LITERATURE

REPORT OF THE PRESIDENT'S COMMISSION

As stated in Chapter 1, because of its obvious influence on national policy in regard to an all-volunteer armed force and the consequent activity of Project Volunteer followed by Contemporary Actions Staff, the report of The President's Commission on an All-Volunteer Armed Force was determined to be significant background material. Other sources also will be documented throughout this chapter in an effort to adequately portray varying opinions existing in the country during the late 1960's and early 1970's, which led to attempts to remove or modify the irritants through adult education programs. However, unless otherwise noted, the following material was drawn from the Commission's report.

President Richard Nixon created the Commission on March 27, 1969, and directed it to develop a comprehensive plan for an all-volunteer force. In order to fulfill this Executive order, the Commission was to bring to the Government's attention the best efforts of the military establishment and the best advice from eminent citizens in nationally related fields. Under chairmanship of former Secretary of Defense, Thomas S. Gates, Jr., the Commission studied a
broad range of possibilities which could influence national policy in eliminating conscription, and which could assist the country in moving toward a pre-war volunteer concept.

Although Congress repeatedly extended the Selective Service Act of 1940, except in periods of national crisis, the United States traditionally has relied on a volunteer military force. In an attempt to remove inequities imposed on some of America's youth, the Commission felt that, with adequate long-range plans, recruiting volunteer manpower would strengthen the nation's social foundations. According to Peter Barnes, in his *New Republic* article, "All Volunteer Army," that foundation had been under attack by college-age young people who were demanding a "painless" military. (Barnes, 1970.) The Commission, therefore, realizing the country's social tenor, set about to study those factors which would influence Congress to support the President's desire to end the draft, but also to maintain a high level of national security.

It was predicted that once the draft ended, an annual enlistment of 75,000 men and women would be necessary to support a force of two and one-half million. The Commission's first major task, therefore, concerned the nature and dimensions of recruiting such a sizeable number of young Americans.

Elimination of the draft, an accepted pattern of American life for three decades, represented change in a society which had become suspicious of change. A large
portion of the population had become alarmed at any attack on the established order. The volunteer force, being a change in the order of government, was severely questioned. This chapter, then, will review the major contents of the debate which raged over the volunteer-force concept.

AREAS OF CONFLICT

After making the decision to support an all-volunteer force, the Commission set about to negate arguments which conceivably could defeat the concept. Nine areas of conflict were studied and included in the final report.

Cost

Opponents' arguments. It was argued that the United States could not afford the high cost involved in supporting an all-volunteer force.

In their book, The All-Volunteer Army, K. H. Kim, Susan Farrell and Evan Clague (1971), pointed out that the Department of Defense is the largest user of manpower in the country. Considering that management costs of military personnel is staggering even under the draft, the cost of paying compensations high enough to attract both the quantity and quality of personnel to field a volunteer force would become a major national budgetary responsibility.

The Department of the Army was used to analyze volunteer-force cost. A study, conducted for the Army between June and September of 1967 by the Economics Depart-
ment of Leo Kramer, Inc., indicated that a pay increase of approximately 38 percent above the 1967 rate would be necessary to attract enough volunteers to support an Army of 858,000 enlisted men. Retention rate was the key factor in estimating costs. (Kim, Farrell, and Clague, 1971.)

Steven L. Canby (1972) disagreed with the theory of a predetermined force size. He maintained in Military Manpower Procurement that the goal of the military force-in-being is to serve as a deterrent to war, and that as such the size of that force must be meshed with United States' foreign policy. Size of the volunteer force, therefore, depends on the manpower requirements of both military and domestic goals. He continued that the traditional shift of manpower priorities away from the military after war cannot be followed if the military force-in-being is to function as a viable deterrent to war.

Canby asserted that a balance in the political, domestic and military goals of the American society must be determined. He maintained that the tendency to neglect domestic goals at the expense of cold war defense objectives was the major source of dissension during the Vietnam conflict.

Drawing upon what General Maxwell D. Taylor termed, "The national military program of flexible response," Mark Smith, Claude Johns and Richard Rosser in 1968 concluded that, as the country moved into a new national military program, the size and cost of a volunteer force seems to rest with the
nature and scope of national and foreign policies. They maintained that force size was only one factor which should be considered in cost analysis. Quality of the force, they felt, was an even more important and critical cost fixing factor.

Commission's answer. "It is true that the budget for a voluntary force will generally be higher than for an equally effective force of conscripts and volunteers; but the cost of the voluntary force will be less than the cost of the mixed force. This apparent paradox arises because some of the costs of a mixed force are hidden and never appear in the budget. . . . One example of real cost savings that will accrue is the reduction in training costs as a result of the lower personnel turnover of a voluntary force."

Inability to Expand Rapidly in Time of War

Opponents' arguments. Those opposed to an all-volunteer force maintained that it would lack the necessary flexibility to expand rapidly in time of war.

In 1972, Sam C. Sarkesian pointed out that the strategic dimensions of a volunteer force on NATO (North Atlantic Treaty Organization) was alarming. Europe, he stated, had grown comfortable depending on the large armed forces stationed in that area of the world. NATO powers seriously doubted that a volunteer system could produce a force of sufficient strength and quality to be an effective
international deterrent. Sarkesian believed that, from past experience, to sustain military operations over a long period of time and across the heartland of Europe, vast resources of both men and materials would be required. He further maintained that a decline of mass armies would alter the scope of war-making and could possibly cause erosion of NATO's effectiveness.

End of the draft and creation of a volunteer force was not only a dramatic historical transformation for the United States, other NATO powers were expected to move in the same direction. Manpower, therefore, would become more influential than technology in determining military strategy. To opponents of the volunteer force, this suggested a lack of flexibility in periods of international crisis.

**Commission's answer.** "The Commission has recommended a standby draft which can be put into effect promptly if circumstances require mobilization of large numbers of men."

**Volunteer Military Would Undermine Patriotism**

**Opponents' arguments.** The third objection to a volunteer force was the fear that the very concept would undermine patriotism by weakening the traditional belief that each citizen has a moral responsibility to serve his country.

According to the Commission's report, the volunteer force would be supported by a yearly manpower pool of two million young men reaching the age of 18. Individual bran-
ches of the Armed Forces estimated that one-third of these men would be required to maintain a "healthy level."

Those rejecting the volunteer force argued that at least one-third of the pool would escape service due to either physical or mental disqualifications, that another one-third could be considered true "draft dodgers," and that the burden of serving would fall on the remaining one-third, thus raising the question of equality and fairness. Opponents of the volunteer-force concept considered it an excessive burden on a small percentage of "draft-age" men, denying a yearly total of one-half million their patriotic participation in military service.

Commission's answer. "Compelling service through a draft undermines respect for government by forcing an individual to serve when and in the manner the government decides, regardless of his own values and talents. . . . When not all our citizens can serve, and only a small minority are needed, a voluntary decision to serve is the best answer, morally and practically, to the question of who should serve."

Threat of the Military-Industrial Complex

Opponents' arguments. The fourth area of conflict, and by far the most crucial, was a growing fear that the military-industrial complex could pose as a threat to civilian authority, freedom and democratic institutions. It was felt that the presence of a mixed force of draftees was both
insurance and an influencing force against growth of a separate ethos.

John Kenneth Galbraith, in his book *How to Control the Military* (1969), underscored the problem's scope:

The problem of the military power is not unique: It is in an age of organizations to develop a life and purpose and truth of its own.

He maintained that the goal of those fearing military rule was to secure that power under firm political control and to demand closer congressional budgetary supervision. In pointing to the possible threat of a too powerful military-industrial complex, Galbraith drew upon President Eisenhower's 1961 "Farewell Address to the Nation"--a warning, Galbraith maintained, which has been the most influential of all public statements on the dangers of the military-industrial complex. Eisenhower stated:

In the councils of government, we must guard against the acquisition of unwarranted influence, whether sought or unsought, by the military-industrial complex. The potential for the disastrous rise of misplaced power exists and will persist.

We must never let the weight of this combination endanger our liberties or democratic processes. We should take nothing for granted. Only an alert and knowledgeable citizenry can compel the proper meshing of the huge industrial and military machinery of defense with our peaceful methods and goals, so that security and liberty may prosper together. (President Dwight D. Eisenhower, "Farewell Address to the Nation," January 17, 1961.)

Fear that the military force-in-being would grow to become a threat to American liberal concepts and life style under a volunteer program was discussed at length in Galbraith's book. However, others also were alarmed at the
possible consequences—notably Smith, Johns and Rosser. They pointed out in their 1968 publication that unquestionably the American Department of Defense manages the largest, most complicated, most expensive business in the world—and it is growing. However, dwarfing the physical dimension of the military, they maintained, is its means of immediate death to hundreds of millions of people. It is this means of human destruction which they felt requires absolute civilian/government control.

Commission's answer. "In either a mixed or volunteer force, the attitudes of the officer corps are the preponderant factor in the psychology of the military. . . . It is hard to believe that substituting a true volunteer for a draftee. . . . will so alter the military as to threaten the tradition of civilian control, which is embodied in the Constitution and deeply felt by the public. . . . The truth is, we already have a large professional armed force amounting to over 2 million men. The existing loyalties and political influence of that force cannot be materially changed by eliminating conscription in the lowest ranks."

Too Many Blacks in Armed Forces

Opponents' arguments. The most emotional subject studied in the nine areas of conflict was the contention that higher pay required for a successful volunteer force would especially appeal to blacks. The fifth objection, then,
asserted that a combination of increased black recruits and black reenlistment would result in a disproportionate number of blacks in the Armed Forces. Marmion's (1971) fear that racial tensions would result from this imbalance was expressed in the press, private and congressional circles.

This belief that there would be an overbalance of black involvement was of special interest to many American groups. One group saw the black visibility as a social injustice. Others, Marmion maintained, such as Bayard Ruskin, resented absorption of a small, highly educated group of blacks into the military when they could be used to further civilian social goals. A third, and very sensitive reason, was the fear that a large, black military force-in-being might act irresponsibly. Debate dialogue seems to raise a moral problem: the more fortunate are proposing that the less fortunate defend the nation. (Marmion, 1971.) Opponents of the volunteer force viewed this as heightening the polarization between rich and poor and black and white.

Marmion continued that although the military community as a major American subculture has made decisive economic integration advancements, the military must maintain a large segment of white, middle-class enlisted men to offset the high percentage of white commissioned officers, and to continue the progress being made in race relations. There was no doubt that a higher pay scale was needed at the military entry level, but Marmion warned that such a pay hike would be the overwhelming attraction to poor and disadvantaged
young people.

Commission's answer. "Our research indicates that the composition of the armed forces will not be fundamentally changed by ending conscription. Blacks who join a voluntary force presumably have decided . . . that military service is preferable to the other alternatives available to them. . . . Denial of this opportunity would reflect either bias or a paternalistic belief that blacks are not capable of making the 'right' decisions concerning their lives."

Motivation of Volunteer Force

The fifth and sixth areas of conflict were closely related. The Commission studied the assumption that because those joining the volunteer force would be men and women from the lowest economic classes, they would be motivated primarily by monetary rewards rather than patriotism, and would, therefore, create a force-in-being manned by mercenaries.

Opponents' arguments. Opponents of the volunteer force insisted that more than salary increases would be needed to recruit and retain "desirable" men in the Armed Forces. Janoivits and Little (1965) had already stressed the need for clear evidence of the "soldier role" in the fielding of any military force. Without a "soldier role" clearly defined from "social roles," they theorized that the volunteer force could not attract the desired quality of human capital.
Commission's answer. "Maintenance of current mental, physical, and moral standards for enlistment will ensure that a better paid, volunteer force will not recruit an undue proportion of youths from disadvantaged socioeconomic backgrounds."

Would Stimulate Foreign Military Adventure, Foster Irresponsible Foreign Policy, Lessen Civilian Concern

Opponents' arguments. Concern was voiced that the power base, established under the umbrella of the military-industrial complex, would "enslave" the foreign policy-making role of the Government and also would influence domestic priorities. Marmion (1971) stated that although the military's traditional role has been to defend the nation, since World War II military presence in the population has grown increasingly.

Janoivits and Little in 1965 had argued that although military presence is an undisputed reality, its moral influence on a "liberty-oriented" life style is alarming. They felt that little had been done to bring the political crisis under the rules of diplomacy. Smith, Johns, and Rosser (1968) concurred with this philosophy, and went on to state that the need to safeguard the democratic traditions against militarism should be an ongoing public warning. Concern, therefore, that the civilian community would be less sensitive to a volunteer force than to a force mixed with draftees was part of the seventh area of conflict.
In the period before and even after the decision to proceed with volunteer-force plans, the garrison-state hypothesis was a conscious reality to those opposing the concept. The political-military fusion was seen as the foundation of an unproductive society. Literature pointed to past selection of military personalities for civilian posts and the growing professionalism of the officer corps as indicators of the rise of militarism in American social life style. (Smith, Johns, Rosser, 1968.)

The military influence in American society became one of the stronger factors against the volunteer force. In an interview conducted by this author, a SAC Social Actions officer stated that three of the most significant manifestations of this trend included: (1) influx of military men into positions normally occupied by civilians; (2) close ties which had developed between military and business leaders; and (3) widespread influence of individual military personalities. The officer contended that the military, as a viable competitor in the local labor market, is a factor which tends to erode the professional image of the force. This prestige erosion is one factor which prevents the civilian community from viewing the force as being patriotically motivated.

Commission's answer. "To the extent that there is pressure to seek military solutions to foreign policy problems, such pressure already exists and will not be affected
by ending conscription."

**Effectiveness of the Volunteer Force**

**Opponents' arguments.** It was feared that a volunteer force would lack effectiveness due to a lack of highly qualified youth. The Commission studied the possibilities that a decline of prestige would further intensify recruiting problems, and would also result in an inability of the force to sustain itself due to this image decline. Compatibility of the volunteer-force requirements and those needed to sustain democratic foundations were major problems. According to Smith, Johns and Rosser (1968) the question was whether or not an open democratic system would support the required security role as reflected in a volunteer force.

**Commission's answer.** "A force made up of men freely choosing to serve should enhance the dignity and prestige of the military. Every man in uniform will be serving as a matter of choice rather than coercion."

**Actual Support Costs**

The ninth and final area studied by the Commission was the actual cost of supporting a volunteer force. The Commission realized that predictions of military manpower procurement costs are the most complex in the entire governmental system. The very nature of the military role makes cost estimates illusive and misleading. The Commis-
sion, therefore, turned to a study conducted by the Rand Corporation in 1967 in an attempt to fix a model whereby budget costs of a volunteer military could be studied. Cost estimates derived, therefore, would depend on the Rand study's 17 criteria affecting the recruiting process: (1) manpower demands; (2) industrial protection; (3) economic cost; (4) budget cost; (5) efficiency; (6) ex-anti equity; (7) ex-post equity; (8) rejected equity; (9) pay equity; (10) uncertainty; (11) career interruption; (12) social class equity; (13) social instrument; (14) conscience, tradition and law; (15) threat to democracy; (16) decision-making considerations; and (17) technical workability.

In the February, 1967 issue of Playboy magazine, Congressman Thomas Curtiss emphasized the possible savings that could result from expansion of lateral entry programs. This is exceptionally meaningful when it is noted that between 60 and 75 percent of all positions presently filled by uniformed personnel have close civilian counterparts, according to the Commission's report.

The Commission concluded that "ultimately, the size of the military budget and the strength of our armed forces depend upon public attitudes toward national defense."

FINDINGS OF OTHER COMMISSIONS

The President's Commission on an All-Volunteer Armed Force wasn't the only group studying the problem at this point. Whereas their main emphasis was finding ways to make
the concept work, other groups were formed to develop ways to revamp rather than eliminate the Selective Service Act. Two of these were the Marshall Commission and the Clark Panel.

**Marshall Commission**

The Burke Marshall Commission was appointed by President Lyndon Johnson in 1967. Entitled the Commission on Selective Service, it was headed by Burke Marshall, former Assistant Attorney General for Civil Rights under John F. Kennedy. The Commission, consisting of 20 citizens, decided that an all-volunteer force was neither feasible nor desirable, and suggested five areas within the military establishment which should be dealt with in making the Armed Forces more responsive to American youth: (1) Fairness to all citizens; (2) minimal uncertainty and interference with individual careers and education; (3) social, economic, and employment conditions and goals; (4) budgetary and administrative considerations; and (5) other factors deemed relevant. (Marmion, 1971.)

**The Clark Panel**

In his 1971 book, *The Case Against A Volunteer Army*, Harry A. Marmion described the Clark Panel as "... the Civilian Advisory Panel on Military Manpower Procurement established by the House Committee on Armed Services. The group of eight men, headed by retired General Mark Clark,
was even more vehement than the Marshall Commission in its rejection of a volunteer army. The Clark Panel concluded that such an army would entail: (1) Uncertainty and inflexibility in the system; (2) exorbitant expense; (3) reprehensible judgment in placing monitory value on the lives of citizens; (4) creation of national defense based on what in effect would be mercenaries; and (5) abandonment of faith in citizens to rally to the national defense when national security is threatened."

THE MILITARY VIEW

Personnel requirements were to be the major concerns of active military managers. Whereas the draft had played a dominant role in manpower procurement policies for nearly three decades, the shift to a purely volunteer force demanded new projected estimates. Size of the force depended on national security needs. National security depended on future demands based on the uncertainties of international tensions, the nature and extent of foreign treaty obligations, and other crises beyond the scope of existing knowledge. Structure of the force, therefore, could not always anticipate national defense needs.

The Commission, however, fixed the volunteer-force size at four levels: (1) three million men; (2) two and one-half million; (3) two and one-quarter million; and (4) a force level of two million men as an overall active duty force projection. The number of recruits needed to maintain
strength objectives was set forth in a study conducted for the Defense Department in 1966. (Report, p. 183.) They pointed out that losses from active duty ranks vary across services, components and branches. Men, the report stated, were separated from the Armed Forces for a variety of reasons, including: unsuitable performance, medical disability, hardship, death, retirement and expiration of service term. The study concluded that involuntary losses of a volunteer force would probably be the same as that of the mixed force under draft conditions. However, reenlistment losses in a volunteer force could be influenced by service policies with respect to pay, promotion, assignment and other irritants.

SUMMARY AND CONCLUSIONS

The Commission concluded that size of the military force-in-being does not directly indicate actual defense capability. At any point a fraction of the force is "non-effective," and includes: those in training; those in the pipeline; and those who are either prisoners or patients. A goal to reduce the rate of military turnover, therefore, would permit a reduction in the non-effective force size. Shift to an "in-house" training policy to replace complex training centers was suggested as a means of reaching force containment within a more integrated economic organization.

The President's decision to establish an all-volunteer force, as previously stated, was precipitated by grave social conditions.
In the June 18, 1971 issue of Life magazine, George Hunt stated that the student revolt, probably the one most powerful social condition, was at its most visible and certainly its most vocal during the Vietnam War period. Traditionally the United States had a "citizen military"; however, young men and women were voicing opposition to the draft. The President's response to this revolt was to promise the all-volunteer military force.

However, other factors also were considered. Rapid enlisted turnover in all branches, excessive training cost caused by extremely low retention rates, and the corresponding high cost of continuing basic training were economic factors influencing the Executive decision. (Janoivitz, 1971.) Need to improve Armed Forces quality was another factor. In 1972 General Westmoreland maintained that the war in Southeast Asia had "ravaged" the Armed Forces, gnawing at the morale and discipline, causing racial and command problems throughout the system.

The President seemed to be asking for a painless military; a military which could be appealing to the most advantaged youth in the history of mankind. Jingoister (1970) seemed to echo the opinion of most volunteer-force opponents when he wrote: "We are asked to believe that by paying the price we can make the injustice surrounding military service vanish."

There was strong public doubt as to whether or not the military had the will or ability to change service life
to make it compatible with middle-class American youth. There was a lack of national confidence in both the military leadership and in the military system at a time when public support was essential if the volunteer force was to succeed. However, conclusions of the President's Commission were strong enough to cause the Congress to enact legislation to support a volunteer force.

This decision was a new concept for present Air Force leadership. Even though, in theory, it had an all-volunteer force, in actuality it attracted many men subject to the draft. There was, therefore, a possibility that when military draft was no longer a threat, the manpower source may very well dry up or at least decline to a level well below in-force needs.

In an attempt to defend against these possibilities, the Air Force established "people programs" to deal with irritants and to improve its leadership in hope of affecting the system's retention rate. Concern was expressed in the area of human dynamics and its influence on military performance. Social stress between airmen, non-commissioned officers and commissioned officers was a judicial concern. Pay, hospital care, educational advantages and housing were viewed as means to fashion the new Air Force life style.

Even though change within the military establishment is often looked upon with scepticism--"If it could be done better, we would have already done it."--the Air Force used the Commission's report as an incentive for identifying
irritants and developing adult education programs to deal with them. The remaining chapters of this research will attempt to uncover whether or not the adult education programs to change Air Force posture toward these irritants has been effective, and if so to what extent.
Chapter 3

DESIGN OF STUDY

REVIEW OF AIR FORCE DECISIONS

Realizing that the 1970 national decision to create an all-volunteer military force could cause new recruitment and retention problems, the U.S. Air Force immediately began an in-depth study of its past values, roles and its image. The Air Force believed that leadership would be the central force in formulating a successful volunteer military, and recognized that some values and roles would have to be modified while other customs would have to be eliminated. They believed that the quality of Air Force leadership depended on the successful blending of leadership and management, and recognized that to meet these specifications drastic personality modifications may have to be made. However, they also had to maintain a military authority style responsive to the defense needs of the nation and consistent with military objectives outlined by the U.S. Air Force Chief of Staff and related commands.

As in all branches of the military, irritants caused many highly qualified young men and women to leave the Air Force upon completion of their service term. Therefore, as the country moved toward an all-volunteer force in a period
of national affluency, the Air Force hierarchy turned their attention to removal of those irritants. They recognized that not only job satisfaction but also human attitudes must be successfully dealt with. They looked for ways to condition all management personnel to effectively influence the selection and retention of young adults from a highly comfort-oriented civilian community into a somewhat "pain filled" Air Force community.

**Strategic Air Command**

The Strategic Air Command was selected as that portion of the Air Force to be studied due to its already established "people programs" and its crew composition. SAC had addressed itself to special problems affecting its people, and had emphasized intrinsic job enrichment and the challenging aspects of management. SAC prided itself on its ability to train and select leaders who could motivate others to activate their initiative and enthusiasm, to recognize their need to be challenged, and to meet the challenge of change. SAC had been a pioneer in developing feedback channels from the crew force. The Air Force, therefore, believed that it should be possible to open those same channels in other fields. In its goal to meet the challenge of change, SAC was ordered to embark on an innovative and dynamic program designed to confront contemporary problems.

The first step was the initiation of Project Volunteer in 1970. This was followed in 1971 by the creation of the
Contemporary Actions Program—an adult education program designed to fulfill the objectives outlined by Project Volunteer. This current study, conducted in 1972, will examine whether or not social change in SAC is observable; whether the adult education programs developed and carried out by the Contemporary Actions Staff are facilitators of social change; and whether the adult education programs appeared to have influenced management attitude changes of the senior staff personnel, and reflected a change in the airmen's day-to-day life.

To thoroughly understand this study, however, one must become knowledgeable of both Project Volunteer and the Contemporary Actions Program. Although they were mentioned previously in Chapter 1 of this study, a detailed explanation of these two SAC programs follows.

**Project Volunteer.** On October 26, 1970, General Bruce K. Holloway, SAC Commander, initiated Project Volunteer, which involved all 54 SAC bases. Conducted by the Personnel staff of the individual bases, airmen and officers were asked to give their honest opinions on SAC life. From this initial inquiry, Project Volunteer determined there were 51 basic irritants (see Appendix B) which were influencing the rate of retention, and listed six main areas that should be considered when attempting to change the Air Force image:

1. Future personnel plans should provide programmed opportunities for educational advancement, recreation and social activities designed specifically for the unmarried
airman--particularly those stationed in remote areas.

(In the report of the President's Commission, although they did not recommend an increase of these types of in-kind compensations and/or fringe benefits for most military personnel, they did recommend that "special circumstances in the military often warrant pay-in-kind. At remote bases, housing and other services often would not be available unless provided under military auspices, and in many instances, military personnel are required to live on base. Under such circumstances accommodations and services should be made attractive and efficient so as to enhance the conditions of military life." pp. 63-64.)

2. Because some essential jobs are inherently routine and boring, they should be automated and/or computerized, or should be done by civilian personnel.

(The Commission repeatedly recommended that civilian employees be utilized to perform military jobs whenever possible. They suggested that: "Many positions in the force structure currently manned by uniformed servicemen could be staffed with civilians at lower budgetary costs and with no loss in immediate effectiveness." p. 37. In conducting a "careful aggregative study of individual occupational specialties," the Commission concluded that "approximately 95,000 positions in a force of 2 million men could be staffed by civilians with no loss in effectiveness." p. 38. They also recommended that the services "discover ways to substitute non-human resources for manpower in a wider variety of ac-
3. Job satisfiers which will attract and hold good people must be emphasized. Included in these satisfiers are the quality of leadership and supervision, the opportunity for challenge and participation in decision-making and innovation, recognition and achievement, and the variety and interest of the work itself.

4. The work force should be tailored to the workload.

5. The Air Force Specialty Code should be studied to determine ways of combining and overlapping training and assignments in similar skills, i.e., a sheet-metal man could assist in the tire shop.

(Although the Commission did not deal specifically with the above-mentioned Project Volunteer areas 4 and 5, they did maintain that "Conscription induces the military services to use manpower inefficiently. They make manpower decisions on the basis of the costs as they perceive them... Because budget expenses significantly understate the cost of first-term servicemen, the services are led to use more of them than they otherwise would." pp. 29-30.)

6. Although promotion opportunities are part of the retention problem, job progression is a dominant factor.

(In considering compensations, the Commission commented on those things which influence career decisions over and above the pay received. The Commission stated: "In choosing careers or employers, they [employees] are also interested in advancement opportunities or the speed of
movement between jobs and levels of responsibility." p. 199.)

In its final report, Project Volunteer detailed and commented on 88 objectives (considerations) which were to be reached within the next two years in an effort to improve the quality of Air Force life. (A complete copy of these objectives can be found in Appendix C.)

Contemporary Actions Program (Social Actions). In July of 1971, responding to the 88 objectives outlined by Project Volunteer, SAC embarked on a program designed to confront the social problems ("irritants") affecting Air Force retention. The first step in this program was establishment on August 5, 1971 of the Office of the Assistant for Contemporary Actions, Deputy Chief of Staff for Personnel. (The title, Contemporary Actions, was redesignated Social Actions.) A Contemporary Actions Office was then created and staffed at each Strategic Air Command installation.

SAC believed that problems of drug abuse and racial unrest were the key issues causing a major portion of the irritants to Air Force life. Through the Contemporary Actions Office, therefore, the decision was made to develop a three-phase adult education program which would provide key personnel throughout the command with a comprehensive introduction to issues and concepts which were major social action influences. Ostensibly the programs would center on drug abuse and interracial tensions; however, in actuality they attempted to change and/or alter the officer corps attitude in an at-
tempt to create a management force which would be capable of minimizing the people irritants.

A formal course of drug abuse instruction was already under development by the Air Training Command; the first class was scheduled to enter training in October of 1971. Race relations training, under the Department of Defense Race Relations Institute was scheduled to begin in November of 1971. However, SAC realized that before all selected personnel would receive training under these two programs, a considerable period of time would elapse. The Contemporary Actions personnel, therefore, decided to conduct three phases of workshops and symposiums which would quickly provide selected personnel a comprehensive introduction to these two main issues. Two civilian institutions were selected to work closely with SAC in preparing the content for the workshops and symposiums.

The University of Southern California (USC) was selected due to its affiliation with two outstanding organizations--The Institute of Aerospace Safety and Management, and the Haynes Foundation Drug Research Center. The Institute of Aerospace Safety and Management had a long history of association with the Air Force. The Haynes Foundation, established early in 1971 for the purpose of analyzing community needs with regard to the drug abuse problem and the coordination of specific USC resources to meet those needs, provided consultants with extensive practical knowledge of the problems encountered by minority races, as well as community programs
which have been developed to counter these difficulties.

The Drug Abuse Training Center at California State College in Hayward was the other institution selected to assist in developing the three-phase program. The Center was established in July of 1970 under a grant from the National Institute of Mental Health, Department of Health, Education, and Welfare. Included in the Center's training program were the areas of drug abuse education, counseling, enforcement, and rehabilitation, including new insights into contemporary attitudes, skills, and modalities necessary to counter drug abuse.

Success of the Contemporary Actions Program, therefore, rested on the work done by these two auspicious civilian institutions.

1. Phase I--Drug Abuse Control and Race Relations Symposium: According to the Report on the 1971 Strategic Air Command Contemporary Actions Program, "There are certain key factors which dictate the strength and success of any military program." The Report stated that these factors included "command emphasis and support" and "the emphasis and support of the commander's staff." It was felt that this emphasis, support and participation could only be achieved when "commanders and their staffs are well informed and motivated with regard to a given program." (Report, p. 6.) The Phase I symposium, therefore, was developed to provide commanders and their staffs with exposure to the issues and causal factors involved in drug abuse and contemporary racial unrest.
The symposium began on September 29, 1971 at Vandenberg Air Force Base in California. Attending were the commander, director of personnel, chief of chaplains, hospital commander, and staff judge advocate from each SAC installation; their staff counterparts from SAC numbered air forces; the vice commander of each SAC tenant wing; and selected personnel from Headquarters Strategic Air Command. Over 200 key personnel attended the five-day symposium.

The symposium evaluated present management and the impact of both drug abuse and racial issues, constitutional law, military law, and assignment practices. It examined current ramifications of these issues to detect the underlying issues confronting base-level commanders. Throughout the symposium, frank and open exchanges of questions and identification of problems were encouraged.

At the symposium's conclusion, both military and civilian instructors correlated historical input, academic sociology discussions, and the management philosophy necessary to confront the social issues and to package them in a way that described the root causes and present conditions found in society.

2. Phase II--Drug Abuse Control Workshop: The Drug Abuse Control Workshop also took place at Vandenberg AFB and began September 27, 1971. Participants included the drug abuse control officer and NCO from each SAC base, representatives from the numbered air forces, SAC tenant units, the SAC NCO Academy, and Numbered Air Force Leadership Schools.
3. **Phase III--Drug Abuse and Race Relations Symposium:** Whereas the objective of Phase I and II was to establish a foundation for a coordinated Contemporary Actions Program in SAC, Phase III was designed to combine the elements contained in the first two phases. It was tailored to meet the needs of squadron commanders and squadron first sergeants, two critical levels of command and supervision.

Phase III, conducted during the second half of fiscal 1972, included selected squadron commanders and first sergeants from SAC units throughout the world. Approximately 838 personnel were involved in a series of four, one-week symposiums.

Also included in Phase III was publication of the *Strategic Air Command Drug Abuse Education Handbook*, designed to provide base-level personnel a functional guide for conducting small group seminars in drug abuse. Training in race relations was to be done by the Department of Defense Race Relations Institute and the USAF Human Relations Advisor Course. In addition, SAC provided program evaluation and assistance by a traveling team composed of at least one individual having experience in establishing and operating various components of a multi-modal base/civilian community drug program. The first team visit was conducted at Grissom AFB in November of 1971. SAC further developed a guidance manual through Phase III for base-level social actions officers to provide information regarding the purpose of the base-level office, office manning and location, and a comprehensive
discussion of base program elements and the necessary coordination procedures required for program success.

Thus the Contemporary Actions Program was initiated. At each SAC base around the world an office was established headed by the base contemporary actions officer. This officer was to be assisted by a base drug abuse control officer, a drug abuse control NCO, a race relations officer, and a race relations NCO. This office was to be the focal point for all base matters pertaining to equal opportunity, race relations, drug abuse, and treatment of military personnel and their dependents.

DESIGN OF THIS STUDY

In early 1972, this researcher conducted three surveys to determine whether or not the SAC adult education programs (Contemporary Actions Program) had eliminated irritants disclosed by Project Volunteer. The surveys collected ideas and opinions considered important to the Air Force role in supporting an all-volunteer force. Participants were instructed to "tell it like it is," with emphasis on honest answers which could be used to change old policies and to develop new ones. The three surveys were: (1) United States Air Force Officer Survey, USAF SCN 72-50, 1972, HQ USAF ACMR, Pentagon. (2) United States Air Force Career Survey, Airman, USAF SCN 72-68, May, 1972, HQ USAF ACMR, Pentagon. (3) United States Air Force Career Survey, Officer, USAF SCN 72-68, May, 1972, HQ USAF ACMR, Pentagon. (For sample copies of the
three surveys see Appendix E. For a listing of the officer ranks by grade, see Appendix D.)

The three surveys were conducted at all SAC installations, with approximately ten percent of all officers and five percent of all airmen participating. Selection of participants was on a random basis.

Data of the surveys, detailed in the following chapter of this study, will be presented in six sections: Section I-Education, Section II-Recreation, Section III-Job Satisfaction, Section IV-Human Relations, Section V-Personal Life Style, and Section VI-Air Force Career.

**Officer Survey**

The Officer Survey, conducted in April of 1972, was an attempt to refine the conception of the SAC officer corps and the life style in which a volunteer enlisted man must live. A total of 1,694 SAC officers were included in the survey. Two percent were male minority members of the force, and less than five percent were female members of all races. Following is a breakdown of the ranks surveyed and the total number of each rank: 65 colonels, 209 lieutenant colonels, 375 majors, 656 captains, 250 first lieutenants, 135 second lieutenants, and 4 warrant officers.

**Career Survey-Officer**

The career officer survey, conducted in May of 1972, included 1,790 SAC officers holding the same rank as those
surveyed in April of that year, i.e., colonel, lieutenant colonel, major, captain, first lieutenant, second lieutenant, and warrant officer.

Career Survey-Airmen

Also conducted in May of 1972, the airmen survey included 5 percent of all the SAC enlisted force. Of this total, 2,184 were in their first enlistment, 611 were in their second enlistment, and 1,634 were in their third (or more) enlistment.

The results of these surveys should not be interpreted in the sense that SAC exercises full and total control over the environment and factors influencing attitudes toward the Air Force. Installations differ with regard to mission, weapon system, type of people, climate, etc. These factors, and many others, are related to career attitudes and attitudes toward the Air Force; similar differences will exist between career fields. Although these differences must be qualified, they will not be ignored in presenting the following data findings.
Chapter 4

STUDY RESULTS

INTRODUCTION

A complete sample of the three surveys conducted by this researcher can be found in Appendix E. Only those questions believed to be pertinent to this specific study are being reported. As stated previously in Chapter 3, this chapter has been divided into six sections: Section I-Education, Section II-Recreation, Section III-Job Satisfaction, Section IV-Human Relations, Section V-Personal Life Style, and Section VI-Air Force Career.

Each of the six sections have been divided into three subsections: Officer Survey, Airmen Career Survey, and Officer Career Survey. Each of the survey questions utilized in this report have been placed under the appropriate section and subsection.

Questions asked in the three separate surveys have been quoted verbatim in this study, with the exact page number from the original survey document noted. In cases where only a "yes"/"no" or "agree"/"disagree" etc. reporting format was considered adequate, the alphabetical points under the original questions have not been quoted. However, in those cases where necessary, the entire question has been...
listed in this study. Again, the reader may wish to refer to Appendix E of this study for a complete sample of the survey questions.

Most numerical figures appearing in this chapter are percentages, and are so indicated. Those figures which appear without a percentage symbol (%) indicate the actual number of men and/or women responding to the surveys. Survey results deviating from this rule will be noted and explained immediately following the reporting of those results.

Analysis of the following survey results will be completed in Chapter 5, "Conclusions and Recommendations."

SECTION I-EDUCATION

Officer Survey-Education

The influence of education on the quality of military management and military social response was expressed in a study correlating educational level and attitudes conducted at the Institute of Military Psychology in Stockholm by Walter Korpi. The findings indicated that men with a higher educational level are more negative than men with less formal education. (Korpi, 1964.)

Although this study will not attempt a psychological analysis on the influence of education, it will explore the educational position as an achievement-trends indicator of the officer corps. It places the SAC officer corps in a
social status classification.

The following four questions having to do with age and educational level have been taken from the officer survey:

1. **Question 5 (pg. 2):** How much total active federal military service have you completed?
   
   **Findings:**
   
   a. Of the junior SAC officers (01-03), 61% had less than five years of active Federal military service.

2. **Question 6 (pg. 2):** How old were you on your last birthday?
   
   **Findings:**
   
   a. 35 or under--82% (01-03)
   b. 45 or over--41% (05-06)

3. **Question 7 (pg. 2):** What is your highest level of education NOW (include accepted GED / general educational development/ credits)?
   
   **Findings:**
   
   a. College degree
      1. 52%--01-03
      2. 25%--05-06
   b. Master's degree
      1. 10%

4. **Question 8 (pg. 3):** Under which of the following did you get your commission?
   
   **Findings:**
   
   a. Military Academy--4%
   b. ROTC
      1. 37%--01-03
      2. 14%--05-06
   c. Air Force Officer Training School--31% (01-03)
   d. Flying Training School--50% (05-06)

**Airmen Career Survey-Education**

Only one educational question was taken from this
survey.

1. **Question 4 (pg. 2): What is your highest level of education NOW (include accepted GED credits)?**

<table>
<thead>
<tr>
<th>Level</th>
<th>E1-E4</th>
<th>E5-E6</th>
<th>E7-E9</th>
<th>Total Responding</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than high school</td>
<td>5%</td>
<td>6%</td>
<td>4%</td>
<td>251</td>
</tr>
<tr>
<td>High school graduate</td>
<td>48</td>
<td>56</td>
<td>46</td>
<td>2,265</td>
</tr>
<tr>
<td>2 years college</td>
<td>7</td>
<td>5</td>
<td>13</td>
<td>309</td>
</tr>
<tr>
<td>College graduate</td>
<td>4</td>
<td>1</td>
<td>1</td>
<td>114</td>
</tr>
</tbody>
</table>

**Table 1**

**Airmen Education--Question 4**

**Officer Career Survey-Education**

Five survey questions are included in this section.

1. **Question 4 (pg. 2): What is your highest level of education NOW (Include accepted GED credits)?**

**Findings:**

a. College degree--43%

b. Master's degree--10%

c. Doctor's degree--5% (05-06)

d. No college training--24 officers (in total survey)

2. **Question 67 (pg. 10): What level of education is needed in your current job?**

A. No opinion/Don't know

B. High school education sufficient
4. Question 68 (pg. 10): What level of Professional Military Education is needed in your job?

A. Do not know/No opinion
B. None
C. Squadron Officers School only
D. Intermediate Service School (Air Command & Staff, etc.)
E. Senior Service School (Air War College, etc.)

Findings:

C--16%--276 responding
D--14%--257 responding
E-- 4%-- 63 responding

5. Question 69 (pg. 10): Do you think that you have been or will be afforded an adequate opportunity to attend professional military education courses (SOS, AC&SC, AWC)?

Findings:

Yes--67%--1,183 responding
No--18%-- 320 responding

SECTION II-RECREATION

Officer Survey-Recreation

Only two questions appear in this category.

1. Question 38 (pg. 9): Is your spouse connected with the Boy Scouts of America Program?

Findings:

a. Yes--102 responding
   1. 2 or more connections--12 responding

2. Question 40 (pg. 9): Do you have any sons who are active
in the program as Scouts?

Findings:

a. Yes--7%

Airmen Career Survey-Recreation

There were nine significant questions relating to the enlisted men's participation in base recreational programs.

1. Question 37 (pg. 9): Are you presently connected with the Boy Scouts of America Program?

Findings:

a. No--88%

2. Question 14 (pg. 4): How much free time do you have?

I work shifts and I feel my free time is:
A. Very limited; almost no free time
B. Limited but I do have some free time
C. Adequate
D. Very adequate; I'm free as much as I want
E. Excessive; I have too much free time

I work regular duty hours and I feel my free time is:
F. Very limited; almost no free time
G. Limited but I do have some free time
H. Adequate
I. Very adequate; I'm free as much as I want
J. Excessive; I have too much free time

(Note: The results to this question have been broken down into two tables.)

Table 2.1
Airmen Recreation--Question 14

<table>
<thead>
<tr>
<th></th>
<th>E1-E4</th>
<th>E5-E6</th>
<th>E7-E9</th>
<th>Total Responding</th>
</tr>
</thead>
<tbody>
<tr>
<td>Limited</td>
<td>22%</td>
<td>19%</td>
<td>10%</td>
<td>875</td>
</tr>
<tr>
<td>Adequate</td>
<td>33%</td>
<td>28%</td>
<td>19%</td>
<td>1,306</td>
</tr>
</tbody>
</table>
Table 2.2
Airmen Recreation--Question 14

<table>
<thead>
<tr>
<th>Shift work</th>
<th>E1-E4</th>
<th>E5-E6</th>
<th>E7-E9</th>
<th>Total Responding</th>
</tr>
</thead>
<tbody>
<tr>
<td>Regular</td>
<td>50%</td>
<td>43%</td>
<td>25%</td>
<td>1,981</td>
</tr>
<tr>
<td>Hours</td>
<td>32</td>
<td>37</td>
<td>45</td>
<td>1,557</td>
</tr>
<tr>
<td>Total</td>
<td>82</td>
<td>80</td>
<td>70</td>
<td>3,538</td>
</tr>
</tbody>
</table>

3. **Question 19 (pg. 5)**: How do you usually spend most of your free time?

A. Playing basketball, jogging, swimming, etc.
B. Building models, collecting things, working on cars
C. Thinking, reading, at a museum
D. At parties, at dances, at recreation center
E. At movies, watching TV, at events
F. With the family
G. Other

Table 3
Airmen Recreation--Question 19

<table>
<thead>
<tr>
<th>Activity</th>
<th>E1-E4</th>
<th>E5-E6</th>
<th>E7-E9</th>
<th>Total Responding</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>15%</td>
<td>7%</td>
<td>6%</td>
<td>477</td>
</tr>
<tr>
<td>B</td>
<td>7</td>
<td>6</td>
<td>4</td>
<td>283</td>
</tr>
<tr>
<td>C</td>
<td>6</td>
<td>3</td>
<td>2</td>
<td>196</td>
</tr>
<tr>
<td>D</td>
<td>8</td>
<td>2</td>
<td>1</td>
<td>228</td>
</tr>
<tr>
<td>E</td>
<td>18</td>
<td>10</td>
<td>5</td>
<td>587</td>
</tr>
<tr>
<td>F</td>
<td>23</td>
<td>56</td>
<td>67</td>
<td>1,757</td>
</tr>
</tbody>
</table>

4. **Question 20 (pg. 5)**: Of the following things in a recreation center (service club), what is the most important one to you?

A. Mental or physical activity involved
B. Chance to meet people
C. Chance to meet members of the opposite sex
D. Availability of food
E. Availability of alcoholic beverages
F. Not applicable, don't use
Table 4

Airmen Recreation--Question 20

<table>
<thead>
<tr>
<th>Rank Order</th>
<th>E1-E4</th>
<th>E5-E6</th>
<th>E7-E9</th>
<th>Total Responding</th>
</tr>
</thead>
<tbody>
<tr>
<td>42%--1</td>
<td>E</td>
<td>E</td>
<td>A</td>
<td>588</td>
</tr>
<tr>
<td>40 --2</td>
<td>F</td>
<td>F</td>
<td>F</td>
<td>1,757</td>
</tr>
<tr>
<td>27 --3</td>
<td>A</td>
<td>A</td>
<td>E</td>
<td>476</td>
</tr>
<tr>
<td>20 --4</td>
<td>G</td>
<td>G</td>
<td>G</td>
<td>859</td>
</tr>
</tbody>
</table>

5-8. Listed below are types of recreational activities. They all may be very important or unimportant to you. Put them in the order of what you enjoy doing the most.

For example: The code for what you enjoy doing most would go in item #21 on your answer sheet. Your second preference would go in item #22. Your third preference would go in item #23, and your fourth preference in item #24.

Code Activities
A. Cultural/mental activities
B. Arts, crafts and hobbies
C. Physical/sports activities
D. Social activities
E. TV/movies/spectator activities

Questions 21-24 (pg. 5): First preference; Second preference; Third preference; Fourth preference.

(Note: the above questions 21-24 are a continuation of question #20, i.e., "Code--Activities.")

Table 5.1

Airmen Recreation--Questions 21-24

<table>
<thead>
<tr>
<th>Activity</th>
<th>E1-E4</th>
<th>E5-E6</th>
<th>E7-E9</th>
<th>Total Responding</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>12%</td>
<td>11%</td>
<td>11%</td>
<td>503</td>
</tr>
<tr>
<td>B</td>
<td>14</td>
<td>21</td>
<td>21</td>
<td>746</td>
</tr>
<tr>
<td>C</td>
<td>37</td>
<td>34</td>
<td>33</td>
<td>1,535</td>
</tr>
<tr>
<td>D</td>
<td>24</td>
<td>17</td>
<td>16</td>
<td>882</td>
</tr>
<tr>
<td>E</td>
<td>13</td>
<td>18</td>
<td>19</td>
<td>674</td>
</tr>
</tbody>
</table>
Table 5.2
Airmen Recreation--Question 21-24

<table>
<thead>
<tr>
<th>Rank Order</th>
<th>E1-E4</th>
<th>E5-E6</th>
<th>E7-E9</th>
<th>Total Responding</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>C</td>
<td>C</td>
<td>C</td>
<td>503</td>
</tr>
<tr>
<td>2</td>
<td>D</td>
<td>B</td>
<td>B</td>
<td>746</td>
</tr>
<tr>
<td>3</td>
<td>B</td>
<td>E</td>
<td>E</td>
<td>1,537</td>
</tr>
<tr>
<td>4</td>
<td>E</td>
<td>D</td>
<td>D</td>
<td>882</td>
</tr>
<tr>
<td>5</td>
<td>A</td>
<td>A</td>
<td>A</td>
<td>674</td>
</tr>
</tbody>
</table>

9. Question 35 (pg. 7): Are the on-base recreation activities adequate or inadequate?

Table 6
Airmen Recreation--Question 35

<table>
<thead>
<tr>
<th>Adequate</th>
<th>E1-E4</th>
<th>E5-E6</th>
<th>E7-E9</th>
<th>Total Responding</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>25%</td>
<td>35%</td>
<td>46%</td>
<td>1,351</td>
</tr>
<tr>
<td>Inadequate</td>
<td>50</td>
<td>36</td>
<td>34</td>
<td>1,880</td>
</tr>
</tbody>
</table>

Officer Career Survey-Recreation

Recreation plays a vital part in the learning process of adults. The use of the on-base recreational facilities are indicators of the social attitudes of the officer force.

Although 19 survey questions were asked in the recreation category, for purposes of this study only those showing a monthly usage of 20 percent or more were considered significant.

1. Questions 15-30 (pg. 4): How frequently do you or your dependents use the following?

(Note: for complete list, see Officer Career Survey found in Appendix E.)
2. Question 31 (pg. 4): Are you a member of an Officers' Open Mess?

3. Question 32 (pg. 4): Are you a member of an Aero Club?

Table 7
Officer Recreation--Questions 15-32

<table>
<thead>
<tr>
<th>Establishment</th>
<th>01-03</th>
<th>04</th>
<th>05-06</th>
<th>Total Responding</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bowling center</td>
<td>29%</td>
<td>36%</td>
<td>33%</td>
<td>557</td>
</tr>
<tr>
<td>Child care center</td>
<td>29</td>
<td>20</td>
<td>6</td>
<td>405</td>
</tr>
<tr>
<td>Golf course</td>
<td>26</td>
<td>28</td>
<td>37</td>
<td>487</td>
</tr>
<tr>
<td>Gymnasium</td>
<td>51</td>
<td>55</td>
<td>54</td>
<td>884</td>
</tr>
<tr>
<td>Library</td>
<td>47</td>
<td>55</td>
<td>54</td>
<td>884</td>
</tr>
<tr>
<td>Outdoor recreation</td>
<td>35</td>
<td>38</td>
<td>29</td>
<td>609</td>
</tr>
<tr>
<td>Swimming pool</td>
<td>27</td>
<td>43</td>
<td>42</td>
<td>576</td>
</tr>
<tr>
<td>Tennis court</td>
<td>27</td>
<td>21</td>
<td>22</td>
<td>442</td>
</tr>
<tr>
<td>Theater</td>
<td>60</td>
<td>52</td>
<td>49</td>
<td>996</td>
</tr>
<tr>
<td>Youth center</td>
<td>--</td>
<td>--</td>
<td>21</td>
<td>64</td>
</tr>
<tr>
<td>Open mess</td>
<td>72</td>
<td>85</td>
<td>84</td>
<td>1,362</td>
</tr>
<tr>
<td>Base Exchange</td>
<td>72</td>
<td>85</td>
<td>84</td>
<td>1,362</td>
</tr>
<tr>
<td>Open mess (membership)</td>
<td>22</td>
<td>16</td>
<td>11</td>
<td>332</td>
</tr>
<tr>
<td>Aero Club</td>
<td>26</td>
<td>20</td>
<td>22</td>
<td>413</td>
</tr>
<tr>
<td>Averages</td>
<td>41%</td>
<td>44%</td>
<td>43%</td>
<td></td>
</tr>
</tbody>
</table>

SECTION III-JOB SATISFACTION

Officer Survey-Job Satisfaction

These questions attempted to show the level of stress associated with the officer's job. Two such questions were considered significant for purposes of this study.

1. Question 68 (pg. 15): Do you have an off-duty job for pay?

   Findings:
   a. No--98%
2. Question 59 (pg. 15): What kind of off-duty job do you have?

Findings:

a. Teachers or consultants--22 responding

Airmen Career Survey-Job Satisfaction

Intrinsic job enrichment is one of the most elusive and challenging aspects of management. Modern management studies show that there are "satisfiers" and "dissatisfiers" in any job environment, which do not operate precisely as one would expect. The dissatisfiers are those peripheral or "hygiene" factors, which if present, cause annoyance; however, the absence of these dissatisfiers does not assure job satisfaction.

The most effective factor in job satisfaction is the quality of leadership and supervision. The Air Force has long emphasized its capabilities to train and select leaders who know how to motivate people. The questions in this section of the survey attempted to score those aspects of motivation in the enlisted labor force. Three of these questions were considered significant.

1. Question 73 (pg. 12): How well does your present job make use of your abilities?
   A. To a high degree
   B. To a medium degree
   C. To a low degree
   D. Not at all
   E. Don't know

2. Question 74 (pg. 12): Do you feel you are doing a job in which it would be possible to show that you could handle increased responsibility and authority?
A. Yes, but I'm never given the chance
B. Yes, and my supervisor gives me the chance to show it
C. No
D. Don't know

Table 8
Airmen Job Satisfaction--Question 73

<table>
<thead>
<tr>
<th></th>
<th>E1-E4</th>
<th>E5-E6</th>
<th>E7-E9</th>
<th>Total Responding</th>
</tr>
</thead>
<tbody>
<tr>
<td>B &amp; C</td>
<td>83%</td>
<td>65%</td>
<td>46%</td>
<td>3,192 (65%)</td>
</tr>
</tbody>
</table>

Table 9
Airmen Job Satisfaction--Question 74

<table>
<thead>
<tr>
<th></th>
<th>E1-E4</th>
<th>E5-E6</th>
<th>E7-E9</th>
<th>Total Responding</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>62%</td>
<td>80%</td>
<td>86%</td>
<td></td>
</tr>
<tr>
<td>No</td>
<td>25%</td>
<td>17%</td>
<td>11%</td>
<td></td>
</tr>
<tr>
<td>Total Responding</td>
<td>2,289</td>
<td>1,635</td>
<td>470</td>
<td></td>
</tr>
</tbody>
</table>

3. Question 77 (pg. 13): Does the Air Force do a good job of telling you what you want to know about personnel programs and policies (promotions, assignments, training, etc.)?
A. A very good job
B. A fairly good job
C. A somewhat poor job
D. A very poor job

Table 10
Airmen Job Satisfaction--Question 77

<table>
<thead>
<tr>
<th></th>
<th>E1-E4</th>
<th>E5-E6</th>
<th>E7-E9</th>
<th>Total Responding</th>
</tr>
</thead>
<tbody>
<tr>
<td>A &amp; B</td>
<td>55%</td>
<td>73%</td>
<td>74%</td>
<td>2,807</td>
</tr>
<tr>
<td>C &amp; D</td>
<td>45%</td>
<td>27%</td>
<td>26%</td>
<td>1,599</td>
</tr>
</tbody>
</table>
Officer Career Survey-Job Satisfaction

There were 22 survey questions related to job satisfaction in the officer career survey. Factors "A" (very satisfied) and "B" (somewhat satisfied) have been combined and are designated in the "Yes" column. Factors "D" (somewhat dissatisfied) and "E" (very dissatisfied) have also been combined and are designated in the "No" column.

1. Question 42 (pg. 6): Are you satisfied with your present job?

2. Question 43 (pg. 6): Are you satisfied with your present duty Air Force specialty code (AFSC)?

3. Question 44 (pg. 7): Do you or would you like to supervise?

4. Question 45 (pg. 7): Does your immediate supervisor give you recognition for a job well done?

5. Question 46 (pg. 7): What do you think about the pay you are getting for what you contribute to the Air Force?
   C. Just about equal
   D. Somewhat less pay than contribution

6. Question 47 (pg. 7): How well does your Air Force job use your talents and training?

7. Question 48 (pg. 7): How do you think your service experience compares to that of your contemporaries in terms of assignments and jobs?

8. Question 49 (pg. 8): I have as much say about what happens to me in the Air Force as I would expect in a civilian job.

9. Question 50 (pg. 8): The Air Force provides me with as much prestige and status as I would anticipate in a civilian job.

10. Question 51 (pg. 8): Working conditions in the Air Force are as good as what I would expect in a civilian job.

11. Question 52 (pg. 8): The supervision I have received in the Air Force has been as good as what I would expect in
a civilian job.

12. **Question 53 (pg. 8):** I am presently making as much money in the Air Force as I have in civilian life.

13. **Question 54 (pg. 8):** I would recommend an Air Force career for any young man, including a son of mine.

14. **Question 55 (pg. 8):** Do you think your present job will prepare you to assume future positions of greater responsibility?

15. **Question 56 (pg. 9):** Do you feel that you can go to your immediate supervisor with any problem on your job?

16. **Question 57 (pg. 9):** How much authority does your immediate supervisor delegate to you?

**B. About the right amount of authority**

17. **Question 61 (pg. 9):** How do you feel that your skills and experience attained through serving in the military compare to skills and experience attained by civilian employees for the same type of work?

18. **Question 62 (pg. 9):** How do you think military pay (including allowances and fringe benefits) compares with pay in civilian employment for similar work?

19. **Question 63 (pg. 10):** If you were to enter civilian life tomorrow, how do you feel that your job satisfaction would be in comparison to your Air Force job?

20. **Question 64 (pg. 10):** If you were to leave the Air Force tomorrow, how do you feel your employment opportunities would be in civilian life?

21. **Question 12 (pg. 3):** Do you think that the Air Force should develop a written code of ethics that sets forth the conduct expected of officers?

---

**Table 11**

**Officer Job Satisfaction—Question 12**

<table>
<thead>
<tr>
<th></th>
<th>01-03</th>
<th>04</th>
<th>05-06</th>
<th>Total Responding</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>43%</td>
<td>51%</td>
<td>63%</td>
<td>855</td>
</tr>
<tr>
<td>No</td>
<td>57</td>
<td>49</td>
<td>37</td>
<td>906</td>
</tr>
</tbody>
</table>
Table 12
Officer Job Satisfaction--Questions 42-64

<table>
<thead>
<tr>
<th>Question Number</th>
<th>01-03</th>
<th>04</th>
<th>05-06</th>
<th>Total Responding</th>
</tr>
</thead>
<tbody>
<tr>
<td>42</td>
<td>64%</td>
<td>29%</td>
<td>72%</td>
<td>23%</td>
</tr>
<tr>
<td>43</td>
<td>69</td>
<td>23</td>
<td>77</td>
<td>18</td>
</tr>
<tr>
<td>44</td>
<td>79</td>
<td>6</td>
<td>89</td>
<td>4</td>
</tr>
<tr>
<td>45</td>
<td>78</td>
<td>13</td>
<td>88</td>
<td>5</td>
</tr>
<tr>
<td>46(C)</td>
<td>51</td>
<td>25</td>
<td>52</td>
<td>31</td>
</tr>
<tr>
<td>46(D)</td>
<td></td>
<td></td>
<td></td>
<td>25</td>
</tr>
<tr>
<td>47</td>
<td>36</td>
<td>36</td>
<td>60</td>
<td>14</td>
</tr>
<tr>
<td>48</td>
<td>38</td>
<td>22</td>
<td>44</td>
<td>19</td>
</tr>
<tr>
<td>49</td>
<td>27</td>
<td>65</td>
<td>36</td>
<td>55</td>
</tr>
<tr>
<td>50</td>
<td>60</td>
<td>26</td>
<td>69</td>
<td>22</td>
</tr>
<tr>
<td>51</td>
<td>47</td>
<td>40</td>
<td>58</td>
<td>32</td>
</tr>
<tr>
<td>52</td>
<td>51</td>
<td>30</td>
<td>60</td>
<td>24</td>
</tr>
<tr>
<td>53</td>
<td>60</td>
<td>28</td>
<td>59</td>
<td>24</td>
</tr>
<tr>
<td>54</td>
<td>39</td>
<td>27</td>
<td>55</td>
<td>22</td>
</tr>
<tr>
<td>55</td>
<td>70</td>
<td>21</td>
<td>68</td>
<td>28</td>
</tr>
<tr>
<td>56</td>
<td>83</td>
<td>11</td>
<td>88</td>
<td>9</td>
</tr>
<tr>
<td>57(B)</td>
<td>74</td>
<td>22</td>
<td>80</td>
<td>16</td>
</tr>
<tr>
<td>61</td>
<td>43</td>
<td>23</td>
<td>53</td>
<td>11</td>
</tr>
<tr>
<td>62</td>
<td>22</td>
<td>49</td>
<td>15</td>
<td>56</td>
</tr>
<tr>
<td>63</td>
<td>49</td>
<td>20</td>
<td>32</td>
<td>28</td>
</tr>
<tr>
<td>64</td>
<td>24</td>
<td>49</td>
<td>24</td>
<td>48</td>
</tr>
</tbody>
</table>

| Positively      | 27%   | 42%| 56%   | 623            |
| Negatively      | 27    | 23 | 18    | 437            |
| Neutrally       | 39    | 30 | 22    | 609            |

22. Question 14 (pg. 3): Do you think that a written code of ethics would affect the professional image of Air Force officers?
Table 14
Officer Job Satisfaction—Question 14

<table>
<thead>
<tr>
<th></th>
<th>01-03</th>
<th>04</th>
<th>05-06</th>
<th>Total Responding</th>
</tr>
</thead>
<tbody>
<tr>
<td>Enhance</td>
<td>34%</td>
<td>44%</td>
<td>56%</td>
<td>707</td>
</tr>
<tr>
<td>Detract</td>
<td>15</td>
<td>17</td>
<td>15</td>
<td>278</td>
</tr>
<tr>
<td>No effect</td>
<td>50</td>
<td>39</td>
<td>29</td>
<td>769</td>
</tr>
</tbody>
</table>

Table 15
Officer Job Satisfaction—Questions 12-14

<table>
<thead>
<tr>
<th>Question Number</th>
<th>01-03</th>
<th>05-06</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Positive</td>
<td>Negative</td>
</tr>
<tr>
<td>12</td>
<td>43%</td>
<td>57%</td>
</tr>
<tr>
<td>13</td>
<td>27</td>
<td>27</td>
</tr>
<tr>
<td>14</td>
<td>34</td>
<td>15</td>
</tr>
<tr>
<td>Average</td>
<td>35</td>
<td>33</td>
</tr>
</tbody>
</table>

SECTION IV-HUMAN RELATIONS

Officer Survey—Human Relations

The strong influences which SAC officers exert over the tone of the social system makes this section of the survey extremely important. Although eight questions dealt with human factors within the military community, for purposes of this study only six will be considered.

1. Question 14 (pg. 4): Which one of the following do you consider yourself?

Findings:

a. Negro/black—2½%
b. American Indian—2
c. Spanish or Mexican American—Less than 1%
2. **Question 15 (pg. 4):** Do you believe there is any significant racial discrimination on your base?

**Findings:**
- a. No--39%
- b. Various levels--1,013

3. **Question 16 (pg. 4):** Do you think there is any significant racial discrimination in any specific area in your unit? (Select one answer only.)

**Findings:**
- a. Attitudes and treatment by superiors--12%
- b. Attitudes of fellow enlisted men--12%

4. **Question 19 (pg. 5):** Which one of the following best describes the main reason for the racial problems on your base?

**Findings:**
- a. Lack of communication between black and white--29%
- b. Militants keep things stirred up--16% (05-06)

5. **Question 23 (pg. 6):** Do you think there is likely to be a racial flare-up on your base in the near future?

**Findings:**
- a. Yes, definitely--22
- b. No, definitely not--90

6. **Question 25 (pg. 6):** How do you think race relations on your base compare to that on other Air Force bases you have been on?

**Findings:**
- a. About the same--37%
- b. No knowledge--18%

**Airmen Career Survey-Human Relations**

Most Americans are aware of the present social conditions. We are actually experiencing a social revolution; a revolution based on the acquisition of human and civil rights.
The Air Force cannot afford the luxury of operating within a vacuum. SAC is caught up in the social revolution as are other institutions. The important thing now is how to respond to the crisis.

Communication and the lack of it appear to be central to all of the real or imaginary problems among people. Problems in human relations can only be identified through candid exposure and examination. Meaningful dialogue is necessary to surface underlying unrest or frustrations.

This study will report on four questions taken from the airmen career survey.

1. **Question 16 (pg. 4):** Do you think there is any significant racial discrimination in any specific area in your unit?

   **Findings:**
   a. No--81%

2. **Question 24 (pg. 6):** Does your immediate supervisor treat all people on the job equally regardless of race?

   **Findings:**
   a. Yes--89%

3. **Question 78 (pg. 13):** What do you think of the NCO/Airman Advisory Council?

   A. Constructive and worthwhile
   B. Of some value
   C. Of little value
   D. Unnecessary and time-consuming
   E. Never heard of it
   F. Have heard of it but am unfamiliar with its activities

4. **Question 79 (pg. 13):** What do you think would improve the effectiveness of the NCO/Airman Advisory Council?

   A. Better support from the commander
   B. Better guidance and support from higher headquarters
   C. More interest by NCO's/airmen
   D. Nothing, the council is effective enough as it is
E. Nothing, the council will never be effective
F. Don’t know enough about council operations to answer

Table 16
Airmen Human Relations--Question 78

<table>
<thead>
<tr>
<th></th>
<th>E1-E4</th>
<th>E5-E6</th>
<th>E7-E9</th>
<th>Total Responding</th>
</tr>
</thead>
<tbody>
<tr>
<td>A &amp; B</td>
<td>44%</td>
<td>58%</td>
<td>69%</td>
<td>2,319</td>
</tr>
<tr>
<td>C, D, E &amp; F</td>
<td>56</td>
<td>42</td>
<td>31</td>
<td>2,115</td>
</tr>
</tbody>
</table>

Table 17
Airmen Human Relations--Question 79

<table>
<thead>
<tr>
<th></th>
<th>E1-E4</th>
<th>E5-E6</th>
<th>E7-E9</th>
<th>Total Responding</th>
</tr>
</thead>
<tbody>
<tr>
<td>A, B &amp; C</td>
<td>57%</td>
<td>71%</td>
<td>78%</td>
<td>2,871</td>
</tr>
</tbody>
</table>

Officer Career Survey-Human Relations

In the current national and military climate of racial tensions, it becomes important to stress the critical role that selection of participating officers plays in successful SAC people programs. In most instances, a 45-year-old lieutenant colonel will not be able to easily relate to, or understand the problems of young airmen. His values and lifestyle are most likely to be far removed from those of today's youth.

The data from questions 96, 97, 98, and 99 were designed to shed some light on the problems of human relations as they pertain to the SAC officer corps.

1. Question 96 (pg. 15): Do you think your race is now a factor in your promotion opportunity?
2. **Question 97 (pg. 15):** Do you think minority group personnel receive the same punishment for the same offenses as other personnel in disciplinary actions (Article 15 and courts-martial) under the Uniform Code of Military Justice?

3. **Question 98 (pg. 15):** Are there any informal bans or restrictions that prevent Blacks from moving into any particular areas of the civilian community near your base?

4. **Question 99 (pg. 15):** Do you think the Air Force is making a real effort to improve race relations?

### Table 18

Officer Human Relations--Questions 96-99

<table>
<thead>
<tr>
<th>Question No.</th>
<th>01-03</th>
<th>04</th>
<th>05-06</th>
<th>Total Responding</th>
</tr>
</thead>
<tbody>
<tr>
<td>96</td>
<td>Yes</td>
<td>8%</td>
<td>11%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>No</td>
<td>4%</td>
<td>18%</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>10%</td>
<td>12%</td>
<td></td>
</tr>
<tr>
<td>97</td>
<td></td>
<td>17%</td>
<td>23%</td>
<td>353</td>
</tr>
<tr>
<td></td>
<td></td>
<td>14%</td>
<td>30%</td>
<td></td>
</tr>
<tr>
<td>98</td>
<td></td>
<td>46%</td>
<td>41%</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>56%</td>
<td>35%</td>
<td>1,581</td>
</tr>
<tr>
<td>99</td>
<td></td>
<td>86%</td>
<td>5%</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>91%</td>
<td>4%</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>96%</td>
<td>1%</td>
<td>1,581</td>
</tr>
</tbody>
</table>

### SECTION V-PERSONAL LIFE STYLE

**Officer Survey-Personal Life Style**

Two questions relating to the scope and quality of SAC personal life style were considered appropriate for this study.

1. **Question 11 (pg. 3):** What is your marital status?

   **Findings:**
   a. Married--83%
   b. Divorced/not remarried--2%
   c. Separated--5

2. **Question 12 (pg. 3):** Do you have any dependent children?

   **Findings:**
a. No--35% (Note: 49% were junior officers)
b. Yes--1,176

Airmen Career Survey--Personal Life Style

Suggestions that the military restricts the personal life of younger enlisted men has been a most powerful anti-volunteer force factor. This survey has attempted to reach into the enlisted community and gain some insight on the feelings of the enlisted men toward the personal life style restraints at SAC. Two survey questions were applicable.

1. Question 89 (pg. 15): In September, 1970, the Air Force announced its new personal grooming standards. Specifically, all Air Force personnel may wear their hair in any contemporary style they choose provided it presents a neatly groomed, trimmed and tapered appearance and the bulk or length of the hair does not interfere with the proper wearing of any Air Force hat. Sideburns and mustaches are permitted but cannot extend beyond the vermilion border of the lips at the corner of the mouth. What is your opinion of these standards?

A. Too lenient
B. Appropriate and reasonable
C. Too restrictive
D. No opinion

<table>
<thead>
<tr>
<th></th>
<th>E1-E4</th>
<th>E5-E6</th>
<th>E7-E9</th>
<th>Total Responding</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>66</td>
<td>27</td>
<td>9</td>
<td>1,989</td>
</tr>
<tr>
<td>B</td>
<td>25</td>
<td>48</td>
<td>51</td>
<td>1,586</td>
</tr>
<tr>
<td>C</td>
<td>4%</td>
<td>22%</td>
<td>39%</td>
<td>640</td>
</tr>
</tbody>
</table>

2. Question 93 (pg. 15): How would you feel about making the wearing of hats (caps) optional while wearing work utility (flight suits, fatigues) uniforms on base?

A. Approve
B. Disapprove
C. No opinion

Table 20
Airmen Personal Life Style--Question 93

<table>
<thead>
<tr>
<th></th>
<th>E1-E4</th>
<th>E5-E6</th>
<th>E7-E9</th>
<th>Total Responding</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>76%</td>
<td>75%</td>
<td>65%</td>
<td>3,272</td>
</tr>
<tr>
<td>B</td>
<td>14</td>
<td>21</td>
<td>33</td>
<td>819</td>
</tr>
</tbody>
</table>

Officer Career Survey-Personal Life Style

Nine survey questions were considered as reflecting social life styles.

1-9. Questions 107-115 (pg. 17): Rate the following features of an Air Force career in terms of your own experience.

107. Training & educational opportunities
108. Promotion system
109. Housing facilities
110. Pay and allowances
111. Duty locations
112. Rating system
113. Opportunity to command
114. Haircut policies
115. Equal opportunity policies

Table 21
Officer Personal Life Style--Questions 107-115

<table>
<thead>
<tr>
<th>Question Number</th>
<th>01-03</th>
<th>04</th>
<th>05-06</th>
<th>Total Responding</th>
</tr>
</thead>
<tbody>
<tr>
<td>107</td>
<td>78%</td>
<td>9%</td>
<td>74%</td>
<td>9%</td>
</tr>
<tr>
<td>108</td>
<td>34</td>
<td>23</td>
<td>37</td>
<td>28</td>
</tr>
<tr>
<td>109</td>
<td>31</td>
<td>30</td>
<td>32</td>
<td>27</td>
</tr>
<tr>
<td>110</td>
<td>67</td>
<td>8</td>
<td>66</td>
<td>9</td>
</tr>
<tr>
<td>111</td>
<td>37</td>
<td>23</td>
<td>52</td>
<td>12</td>
</tr>
<tr>
<td>112</td>
<td>18</td>
<td>49</td>
<td>18</td>
<td>49</td>
</tr>
<tr>
<td>113</td>
<td>41</td>
<td>24</td>
<td>29</td>
<td>42</td>
</tr>
</tbody>
</table>
Table 21 (continued)

<table>
<thead>
<tr>
<th>Question Number</th>
<th>01-03</th>
<th>04</th>
<th>05-06</th>
<th>Total Responding</th>
</tr>
</thead>
<tbody>
<tr>
<td>114</td>
<td>31%</td>
<td>39%</td>
<td>51%</td>
<td>21%</td>
</tr>
<tr>
<td>115</td>
<td>66</td>
<td>8</td>
<td>67</td>
<td>8</td>
</tr>
</tbody>
</table>

SECTION VI-AIR FORCE CAREER

Officer Survey-Air Force Career

One question related to the career aspects of the Air Force.

1. Question 26 (pg. 6): How easy was it for you to make the adjustment from civilian life to Air Force life?

Findings:

Ten percent of all rank categories had difficulty making the transition.

Airmen Career Survey-Air Force Career

The Air Force community exists in two quite different styles of life. The first is that work period which generally extends from 0600 to 1800 hours—the drive to work, the workday itself, and the drive home. The personality of the enlisted man is fixed more on the Air Force work community than any other social force.

Skills of management can be used most effectively during this period to inspire the enlisted man with professionalism and human relationships. Unless this time period is used effectively, the military may never gain the respect of the enlisted ranks, particularly if there is any loss of
indepth communication. The professional quality of management, therefore, is the most essential feature in the airman's learning situation.

Eight survey questions relate to how SAC airmen feel about the Air Force as a career.

1. Question 65 (pg. 11): Which of the following best describes your attitude toward reenlisting?

A. Definitely intend to reenlist
B. Most likely will reenlist
C. Undecided
D. Most likely will not reenlist
E. Definitely do not intend to reenlist
F. Not applicable; I have completed 20 years or more

Table 22
Airmen Air Force Career--Question 65

<table>
<thead>
<tr>
<th></th>
<th>E1-E4</th>
<th>E5-E6</th>
<th>E7-E9</th>
<th>Total Responding</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>C</td>
<td>25%</td>
<td></td>
<td>13%</td>
<td></td>
</tr>
<tr>
<td>D &amp; E</td>
<td>62</td>
<td>23</td>
<td>28%</td>
<td>4,434</td>
</tr>
</tbody>
</table>

2. Question 66 (pg. 11): If there had been no draft and you had not had any military obligations at the time you first entered active military service, do you think you would have entered the service?

Table 23
Airmen Air Force Career--Question 66

<table>
<thead>
<tr>
<th></th>
<th>E1-E4</th>
<th>E5-E6</th>
<th>E7-E9</th>
<th>Total Responding</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>52%</td>
<td>26%</td>
<td>19%</td>
<td>1,721</td>
</tr>
<tr>
<td>No</td>
<td>38</td>
<td>64</td>
<td>64</td>
<td>2,231</td>
</tr>
</tbody>
</table>

3. Question 67 (pg. 11): How certain were you, before entry into the Air Force, that you had decided what type of job you planned to pursue for a career whether in or out of the Air Force (salesman, engineer, mechanic, teacher, etc.)?
Table 24
Airmen Air Force Career--Question 67

<table>
<thead>
<tr>
<th></th>
<th>E1-E4</th>
<th>E5-E6</th>
<th>E7-E9</th>
<th>Total Responding</th>
</tr>
</thead>
<tbody>
<tr>
<td>Certain</td>
<td>60%</td>
<td>45%</td>
<td>40%</td>
<td>2,310</td>
</tr>
<tr>
<td>Had no idea</td>
<td>16</td>
<td>28</td>
<td>31</td>
<td>975</td>
</tr>
</tbody>
</table>

4. Question 68 (pg. 11): How certain are you now that you have decided what type of job you plan to pursue for a career whether in or out of the Air Force (salesman, engineer, mechanic, teacher, etc.)?

Table 25
Airmen Air Force Career--Question 68

<table>
<thead>
<tr>
<th></th>
<th>E1-E4</th>
<th>E5-E6</th>
<th>E7-E9</th>
<th>Total Responding</th>
</tr>
</thead>
<tbody>
<tr>
<td>Certain</td>
<td>70%</td>
<td>77%</td>
<td>75%</td>
<td>3,224</td>
</tr>
<tr>
<td>Have no idea</td>
<td>9</td>
<td>7</td>
<td>9</td>
<td>355</td>
</tr>
</tbody>
</table>

5. Question 69 (pg. 11): Have you ever been counseled concerning the type of job you should pursue whether in or out of the Air Force?

Table 26
Airmen Air Force Career--Question 69

<table>
<thead>
<tr>
<th></th>
<th>E1-E4</th>
<th>E5-E6</th>
<th>E7-E9</th>
<th>Total Responding</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
<td>66%</td>
<td>74%</td>
<td>69%</td>
<td>3,077</td>
</tr>
<tr>
<td>Yes</td>
<td>21</td>
<td>18</td>
<td>21</td>
<td>883</td>
</tr>
</tbody>
</table>

6. Question 70 (pg. 11): Do you agree or disagree with the following statement? "Little useful guidance is provided to young people concerning the choice of a career field."

7. Question 71 (pg. 12): Are you familiar with the services provided by the CBPO Career Assistance and Counseling (CAC) Section?

A. No, I am not familiar with the section
Yes, I am familiar with the services provided by Career and Counseling Section and:

B. I have used the service and it was very useful
C. I have used the service and it was somewhat useful
D. I have used the service and it was not at all useful
E. I have not used the service

Table 27

Airmen Air Force Career--Question 70

<table>
<thead>
<tr>
<th>Agree</th>
<th>E1-E4</th>
<th>E5-E6</th>
<th>E7-E9</th>
<th>Total Responding</th>
</tr>
</thead>
<tbody>
<tr>
<td>74%</td>
<td>16</td>
<td>16</td>
<td>20</td>
<td>3,121</td>
</tr>
</tbody>
</table>

Table 28

Airmen Air Force Career--Question 71

<table>
<thead>
<tr>
<th>A &amp; E</th>
<th>E1-E4</th>
<th>E5-E6</th>
<th>E7-E9</th>
<th>Total Responding</th>
</tr>
</thead>
<tbody>
<tr>
<td>81%</td>
<td>76%</td>
<td>73%</td>
<td>3,459</td>
<td></td>
</tr>
</tbody>
</table>

8. Question 72 (pg. 12): Do you know who your Base Career Advisor is?

Table 29

Airmen Air Force Career--Question 72

<table>
<thead>
<tr>
<th>Yes</th>
<th>El-E4</th>
<th>E5-E6</th>
<th>E7-E9</th>
<th>Total Responding</th>
</tr>
</thead>
<tbody>
<tr>
<td>34%</td>
<td>39%</td>
<td>58%</td>
<td>1,673</td>
<td></td>
</tr>
</tbody>
</table>

No   | 66    | 61    | 42    | 2,703           |

**Officer Career Survey-Air Force Career**

Officers were asked to report their career intentions by means of answering six survey questions.
1. Question 100 (pg. 15): Which of the following best describes your attitude toward making the Air Force a career?

2. Question 101 (pg. 15): When did you decide whether or not to make the Air Force a career?
   A. Prior to entry in the Air Force
   B. During years 1-4 of my active service
   C. During years 5-8
   D. During years 9-12
   E. After year 12
   F. Haven't decided yet

3. Question 103 (pg. 16): How do you feel that the public view of the military as a career has changed over the past year?

4. Question 104 (pg. 16): How would you view your wife's opinion of the military as a career for you?

5. Question 105 (pg. 16): Compared to your view of civilian life, what kind of environment does the Air Force offer for raising a family?

6. Question 106 (pg. 16): How much influence have your military superiors had on your feelings about the military as a career?

Table 30
Officer Air Force Career--Questions 100-106

<table>
<thead>
<tr>
<th>Question Number</th>
<th>01-03</th>
<th>04</th>
<th>05-06</th>
<th>Total Responding</th>
</tr>
</thead>
<tbody>
<tr>
<td>100</td>
<td>52%</td>
<td>28%</td>
<td>88%</td>
<td>5%</td>
</tr>
<tr>
<td>101 (A)</td>
<td>16</td>
<td>--</td>
<td>16</td>
<td>--</td>
</tr>
<tr>
<td>101 (B)</td>
<td>43</td>
<td>--</td>
<td>37</td>
<td>--</td>
</tr>
<tr>
<td>101 (A&amp;B)</td>
<td>59</td>
<td>--</td>
<td>53</td>
<td>--</td>
</tr>
<tr>
<td>103</td>
<td>18</td>
<td>68</td>
<td>12</td>
<td>75</td>
</tr>
<tr>
<td>104</td>
<td>32</td>
<td>25</td>
<td>37</td>
<td>15</td>
</tr>
<tr>
<td>105</td>
<td>35</td>
<td>43</td>
<td>44</td>
<td>41</td>
</tr>
<tr>
<td>106</td>
<td>43</td>
<td>27</td>
<td>50</td>
<td>15</td>
</tr>
</tbody>
</table>
Airmen and Officer Career Survey-Air Force Career

In addition to the preceding questions, both the airmen and officer career surveys attempted to discern what those individuals considered the most important factor in a career, and what they considered the most favorable and the most unfavorable factors in making the Air Force their career. (Note, the airmen questions begin on page 9 of that survey, while the officer questions begin on page 17.)

1. What is the most important factor in a career for you (either Air Force or civilian life)?

   A. Make a lot of money
   B. Prestige and social status
   C. Recognition for work well done
   D. Competent supervisors
   E. Rapid advancement
   F. Be promoted on basis of ability
   G. Become an expert in a specific type of work
   H. Do a great deal of traveling
   I. Stable location of work and home
   J. Job security
   K. A definite work schedule
   L. Doing work that is challenging
   M. Having a "say" in what happens to me
   N. Feel I have accomplished something
   O. Dealing with people rather than things
   P. Dealing with things rather than people
   Q. Don't really know
   R. Other

Table 31

Airmen Air Force Career--Most Important Factor

<table>
<thead>
<tr>
<th></th>
<th>E1-E4</th>
<th>E5-E6</th>
<th>E7-E9</th>
<th>Total Responding</th>
</tr>
</thead>
<tbody>
<tr>
<td>N-13%</td>
<td></td>
<td></td>
<td></td>
<td>735</td>
</tr>
<tr>
<td>I-11</td>
<td>J-20%</td>
<td>F-17</td>
<td>F-14</td>
<td>593</td>
</tr>
<tr>
<td>A-10</td>
<td>I-11</td>
<td>N-12</td>
<td></td>
<td>464</td>
</tr>
<tr>
<td>M-10</td>
<td>N-10</td>
<td>I-11</td>
<td></td>
<td>428</td>
</tr>
<tr>
<td>J- 9</td>
<td>L- 8</td>
<td>L- 9</td>
<td></td>
<td>361</td>
</tr>
<tr>
<td>F- 8</td>
<td>A- 7</td>
<td>A- 7</td>
<td></td>
<td>319</td>
</tr>
</tbody>
</table>
Table 31 (continued)

<table>
<thead>
<tr>
<th></th>
<th>E1-E4</th>
<th>E5-E6</th>
<th>E7-E9</th>
<th>Total Responding</th>
</tr>
</thead>
<tbody>
<tr>
<td>G-7</td>
<td>C-5</td>
<td>G-4</td>
<td></td>
<td>266</td>
</tr>
<tr>
<td>C-7</td>
<td>G-4</td>
<td>C-3</td>
<td></td>
<td>236</td>
</tr>
<tr>
<td>Q-5</td>
<td>E-4</td>
<td>O-3</td>
<td></td>
<td>192</td>
</tr>
<tr>
<td>B-4</td>
<td>M-3</td>
<td>M-3</td>
<td></td>
<td>152</td>
</tr>
</tbody>
</table>

Table 32

Officer Air Force Career--Most Important Factor

<table>
<thead>
<tr>
<th></th>
<th>01-03</th>
<th>04</th>
<th>05-06</th>
<th>Total Responding</th>
</tr>
</thead>
<tbody>
<tr>
<td>N-26.85%</td>
<td>N-24.28%</td>
<td>N-27.56%</td>
<td></td>
<td>469</td>
</tr>
<tr>
<td>L-21.02</td>
<td>L-19.32</td>
<td>L-17.65</td>
<td></td>
<td>356</td>
</tr>
<tr>
<td>F-8.33</td>
<td>F-13.05</td>
<td>J-12.18</td>
<td></td>
<td>178</td>
</tr>
<tr>
<td>M-7.59</td>
<td>J-12.01</td>
<td>F-11.54</td>
<td></td>
<td>164</td>
</tr>
<tr>
<td>J-6.94</td>
<td>M-6.53</td>
<td>C-4.81</td>
<td></td>
<td>230</td>
</tr>
</tbody>
</table>

2-3 Listed below are a number of factors which have frequently been associated with unfavorable attitudes toward an Air Force career. Select, in order of importance to you, the two factors which have or would influence you not to make the Air Force a career.

UNFAVORABLE FACTORS

A. Family separation
B. My Air Force job (little challenge, little sense of accomplishment, etc.)
C. Pay and allowances
D. Housing
E. Promotion selection system
F. Promotion opportunity
G. Fringe benefits (medical and dental care, BX, commissary, etc.)
H. Leadership and supervision in the Air Force
I. Frequent PCS moves
J. Little "say" in future assignments
K. Insecurity of Air Force life
L. The people
M. Air Force policies and procedures
N. Some other factor
O. Nothing unfavorable

2. What is the MOST important unfavorable factor?
Table 33
Airmen Air Force Career—Most Unfavorable Factor

<table>
<thead>
<tr>
<th></th>
<th>El-E4</th>
<th>E5-E6</th>
<th>E7-E9</th>
<th>Total Responding</th>
</tr>
</thead>
<tbody>
<tr>
<td>A-23%</td>
<td>A-23%</td>
<td>A-42%</td>
<td></td>
<td>1,279</td>
</tr>
<tr>
<td>M-21</td>
<td>E-9</td>
<td>E-7</td>
<td></td>
<td>676</td>
</tr>
<tr>
<td>B-13</td>
<td>F-7</td>
<td>O-7</td>
<td></td>
<td>460</td>
</tr>
<tr>
<td>J-7</td>
<td>B-7</td>
<td>H-6</td>
<td></td>
<td>311</td>
</tr>
<tr>
<td>H-7</td>
<td>C-7</td>
<td>B-6</td>
<td></td>
<td>302</td>
</tr>
<tr>
<td>C-6</td>
<td>J-7</td>
<td>S-6</td>
<td></td>
<td>293</td>
</tr>
<tr>
<td>I-4</td>
<td>H-7</td>
<td>C-6</td>
<td></td>
<td>242</td>
</tr>
<tr>
<td>L-4</td>
<td>M-7</td>
<td>M-5</td>
<td></td>
<td>226</td>
</tr>
<tr>
<td>E-4</td>
<td>I-5</td>
<td>D-3</td>
<td></td>
<td>173</td>
</tr>
<tr>
<td>N-3</td>
<td>D-3</td>
<td>F-2</td>
<td></td>
<td>128</td>
</tr>
</tbody>
</table>

Table 34
Officer Air Force Career—Most Unfavorable Factor

<table>
<thead>
<tr>
<th></th>
<th>01-03</th>
<th>04</th>
<th>05-06</th>
<th>Total Responding</th>
</tr>
</thead>
<tbody>
<tr>
<td>A-33%</td>
<td>A-32%</td>
<td>A-32%</td>
<td></td>
<td>553</td>
</tr>
<tr>
<td>B-13</td>
<td>E-15</td>
<td>J-20</td>
<td></td>
<td>245</td>
</tr>
<tr>
<td>C-13</td>
<td>J-12</td>
<td>E- 8</td>
<td></td>
<td>202</td>
</tr>
<tr>
<td>M- 9</td>
<td>H- 7</td>
<td>H- 7</td>
<td></td>
<td>140</td>
</tr>
<tr>
<td>E- 8</td>
<td>F- 6</td>
<td>O- 7</td>
<td></td>
<td>126</td>
</tr>
<tr>
<td>H- 6</td>
<td>B- 5</td>
<td>M- 5</td>
<td></td>
<td>94</td>
</tr>
<tr>
<td>F- 5</td>
<td>M- 5</td>
<td>B- 4</td>
<td></td>
<td>84</td>
</tr>
<tr>
<td>D- 3</td>
<td>C- 4</td>
<td>N- 3</td>
<td></td>
<td>53</td>
</tr>
<tr>
<td>I- 3</td>
<td>I- 3</td>
<td>D- 3</td>
<td></td>
<td>48</td>
</tr>
<tr>
<td>N- 2</td>
<td>D- 3</td>
<td>F- 3</td>
<td></td>
<td>42</td>
</tr>
</tbody>
</table>

3. What is the SECOND most important unfavorable factor?

Table 35
Airmen Air Force Career—Second Unfavorable Factor

<table>
<thead>
<tr>
<th></th>
<th>El-E4</th>
<th>E5-E6</th>
<th>E7-E9</th>
<th>Total Responding</th>
</tr>
</thead>
<tbody>
<tr>
<td>M-18%</td>
<td>J-15%</td>
<td>J-17%</td>
<td></td>
<td>748</td>
</tr>
<tr>
<td>J-14</td>
<td>A-10</td>
<td>I-11</td>
<td></td>
<td>524</td>
</tr>
<tr>
<td>B- 9</td>
<td>C- 9</td>
<td>H-10</td>
<td></td>
<td>410</td>
</tr>
<tr>
<td>H- 9</td>
<td>I- 9</td>
<td>M- 8</td>
<td></td>
<td>392</td>
</tr>
<tr>
<td>C- 8</td>
<td>F- 9</td>
<td>A- 8</td>
<td></td>
<td>359</td>
</tr>
</tbody>
</table>
Table 35 (continued)

<table>
<thead>
<tr>
<th></th>
<th>E1-E4</th>
<th>E5-E6</th>
<th>E7-E9</th>
<th>Total Responding</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>8</td>
<td>E-8</td>
<td>C-7</td>
<td>339</td>
</tr>
<tr>
<td>I</td>
<td>7</td>
<td>H-8</td>
<td>E-7</td>
<td>308</td>
</tr>
<tr>
<td>N</td>
<td>5</td>
<td>D-6</td>
<td>F-6</td>
<td>251</td>
</tr>
<tr>
<td>L</td>
<td>5</td>
<td>B-4</td>
<td>O-6</td>
<td>222</td>
</tr>
<tr>
<td>E</td>
<td>5</td>
<td>N-3</td>
<td>D-5</td>
<td>192</td>
</tr>
</tbody>
</table>

Table 36

Officer Air Force Career—Second Unfavorable Factor

<table>
<thead>
<tr>
<th></th>
<th>01-03</th>
<th>04</th>
<th>05-06</th>
<th>Total Responding</th>
</tr>
</thead>
<tbody>
<tr>
<td>J</td>
<td>16%</td>
<td>J-17%</td>
<td>J-16%</td>
<td>275</td>
</tr>
<tr>
<td>A</td>
<td>12</td>
<td>E-13</td>
<td>E-12</td>
<td>210</td>
</tr>
<tr>
<td>M</td>
<td>11</td>
<td>F-11</td>
<td>A-11</td>
<td>180</td>
</tr>
<tr>
<td>E</td>
<td>10</td>
<td>A-10</td>
<td>H-10</td>
<td>168</td>
</tr>
<tr>
<td>H</td>
<td>9</td>
<td>H-8</td>
<td>D-8</td>
<td>151</td>
</tr>
<tr>
<td>F</td>
<td>8</td>
<td>M-7</td>
<td>0-6</td>
<td>126</td>
</tr>
<tr>
<td>B</td>
<td>8</td>
<td>I-6</td>
<td>I-6</td>
<td>119</td>
</tr>
<tr>
<td>I</td>
<td>7</td>
<td>C-6</td>
<td>M-5</td>
<td>105</td>
</tr>
<tr>
<td>N</td>
<td>4</td>
<td>D-5</td>
<td>B-4</td>
<td>72</td>
</tr>
<tr>
<td>C</td>
<td>4</td>
<td>O-4</td>
<td>F-4</td>
<td>89</td>
</tr>
</tbody>
</table>

4-5. Questions 119-120 (pg. 18): Listed below are a number of factors which have frequently been associated with favorable attitudes toward an Air Force career. Select, in order of importance to you, the two factors which have or would influence you to make the Air Force a career.

FAVORABLE FACTORS

A. Opportunity for training and education in the Air Force
B. My Air Force job (challenging, provides sense of accomplishment, etc.)
C. Pay and allowances
D. Housing
E. Promotion selection system
F. Promotion opportunity
G. Fringe benefits (medical and dental care, BX, commissary, etc.)
H. Leadership and supervision in the Air Force
I. Travel and new experiences
J. Have "say" in future assignments
K. Security of Air Force life
L. The people
M. Air Force policies and procedures
N. The retirement system
O. Opportunity to serve my country
P. Some other factor
Q. Nothing favorable

4. What is the MOST important favorable factor?

Table 37
Airmen Air Force Career--Most Favorable Factor

<table>
<thead>
<tr>
<th></th>
<th>E1-E4</th>
<th>E5-E6</th>
<th>E7-E9</th>
<th>Total Responding</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>22%</td>
<td>N-25%</td>
<td>N-32%</td>
<td>1,066</td>
</tr>
<tr>
<td>G</td>
<td>16</td>
<td>K-13</td>
<td>K-15</td>
<td>652</td>
</tr>
<tr>
<td>O</td>
<td>14</td>
<td>G-12</td>
<td>B-15</td>
<td>600</td>
</tr>
<tr>
<td>I</td>
<td>9</td>
<td>A-12</td>
<td>A-9</td>
<td>453</td>
</tr>
<tr>
<td>C</td>
<td>7</td>
<td>B-8</td>
<td>C-9</td>
<td>337</td>
</tr>
<tr>
<td>N</td>
<td>7</td>
<td>C-7</td>
<td>G-6</td>
<td>312</td>
</tr>
<tr>
<td>K</td>
<td>6</td>
<td>L-7</td>
<td>I-3</td>
<td>259</td>
</tr>
<tr>
<td>B</td>
<td>5</td>
<td>J-3</td>
<td>O-3</td>
<td>174</td>
</tr>
<tr>
<td>J</td>
<td>4</td>
<td>O-3</td>
<td>J-2</td>
<td>151</td>
</tr>
<tr>
<td>P</td>
<td>3</td>
<td>O-2</td>
<td>L-2</td>
<td>108</td>
</tr>
</tbody>
</table>

Table 38
Officer Air Force Career--Most Favorable Factor

<table>
<thead>
<tr>
<th></th>
<th>01-03</th>
<th>04</th>
<th>05-06</th>
<th>Total Responding</th>
</tr>
</thead>
<tbody>
<tr>
<td>B</td>
<td>18%</td>
<td>N-22%</td>
<td>B-30%</td>
<td>348</td>
</tr>
<tr>
<td>C</td>
<td>16</td>
<td>B-22</td>
<td>N-18</td>
<td>303</td>
</tr>
<tr>
<td>N</td>
<td>15</td>
<td>C-16</td>
<td>C-14</td>
<td>249</td>
</tr>
<tr>
<td>A</td>
<td>12</td>
<td>I-9</td>
<td>K-8</td>
<td>178</td>
</tr>
<tr>
<td>I</td>
<td>12</td>
<td>A-8</td>
<td>D-7</td>
<td>171</td>
</tr>
<tr>
<td>K</td>
<td>6</td>
<td>O-4</td>
<td>A-6</td>
<td>99</td>
</tr>
<tr>
<td>G</td>
<td>5</td>
<td>L-4</td>
<td>T-5</td>
<td>82</td>
</tr>
<tr>
<td>D</td>
<td>5</td>
<td>K-4</td>
<td>L-4</td>
<td>76</td>
</tr>
<tr>
<td>L</td>
<td>4</td>
<td>G-3</td>
<td>G-3</td>
<td>59</td>
</tr>
<tr>
<td>O</td>
<td>2</td>
<td>P-2</td>
<td>P-2</td>
<td>33</td>
</tr>
</tbody>
</table>

5. What is the SECOND most important favorable factor?
Table 39

Airmen Air Force Career--Second Favorable Factor

<table>
<thead>
<tr>
<th></th>
<th>E1-E4</th>
<th>E5-E6</th>
<th>E7-E9</th>
<th>Total Responding</th>
</tr>
</thead>
<tbody>
<tr>
<td>O</td>
<td>0-16%</td>
<td>N-22%</td>
<td>N-27%</td>
<td>855</td>
</tr>
<tr>
<td>G</td>
<td>15</td>
<td>G-18</td>
<td>G-15</td>
<td>708</td>
</tr>
<tr>
<td>N</td>
<td>11</td>
<td>I-10</td>
<td>N-11</td>
<td>485</td>
</tr>
<tr>
<td>I</td>
<td>11</td>
<td>K-10</td>
<td>C-10</td>
<td>448</td>
</tr>
<tr>
<td>A</td>
<td>10</td>
<td>A-8</td>
<td>I-9</td>
<td>411</td>
</tr>
<tr>
<td>C</td>
<td>7</td>
<td>C-7</td>
<td>B-8</td>
<td>307</td>
</tr>
<tr>
<td>P</td>
<td>6</td>
<td>B-5</td>
<td>A-4</td>
<td>236</td>
</tr>
<tr>
<td>K</td>
<td>6</td>
<td>O-4</td>
<td>O-3</td>
<td>218</td>
</tr>
<tr>
<td>B</td>
<td>4</td>
<td>O-3</td>
<td>K-3</td>
<td>162</td>
</tr>
<tr>
<td>O</td>
<td>3</td>
<td>F-3</td>
<td>F-2</td>
<td>118</td>
</tr>
</tbody>
</table>

Table 40

Officer Air Force Career--Second Favorable Factor

<table>
<thead>
<tr>
<th></th>
<th>01-03</th>
<th>04</th>
<th>05-06</th>
<th>Total Responding</th>
</tr>
</thead>
<tbody>
<tr>
<td>N</td>
<td>18%</td>
<td>N-25%</td>
<td>N-27%</td>
<td>359</td>
</tr>
<tr>
<td>I</td>
<td>17</td>
<td>C-17</td>
<td>I-14</td>
<td>273</td>
</tr>
<tr>
<td>G</td>
<td>15</td>
<td>I-14</td>
<td>C-11</td>
<td>233</td>
</tr>
<tr>
<td>C</td>
<td>13</td>
<td>G-9</td>
<td>B-8</td>
<td>192</td>
</tr>
<tr>
<td>A</td>
<td>7</td>
<td>A-7</td>
<td>K-8</td>
<td>121</td>
</tr>
<tr>
<td>K</td>
<td>7</td>
<td>B-6</td>
<td>O-8</td>
<td>114</td>
</tr>
<tr>
<td>L</td>
<td>5</td>
<td>L-5</td>
<td>L-7</td>
<td>95</td>
</tr>
<tr>
<td>B</td>
<td>5</td>
<td>K-4</td>
<td>A-4</td>
<td>83</td>
</tr>
<tr>
<td>O</td>
<td>3</td>
<td>O-3</td>
<td>G-4</td>
<td>55</td>
</tr>
<tr>
<td>O</td>
<td>3</td>
<td>J-2</td>
<td>P-2</td>
<td>39</td>
</tr>
</tbody>
</table>
Chapter 5

CONCLUSIONS AND RECOMMENDATIONS

INTRODUCTION

This study was conducted in an attempt to determine to what extent the Air Force adult education programs (Contemporary Actions Program) had either eliminated or decreased the number of irritants to Air Force life as outlined by Project Volunteer. Results of the three surveys conducted by this researcher will be used to influence future Air Force policy and programs. It will also serve as the basic recommendation for Air Force career motivation conferences and social action programs. In these two areas the most effective adult and continuing education programs may find their creative expressions.

This chapter will analyze the survey results reported in the preceding chapter, and will summarize those findings. In addition, the researcher will offer recommendations for further progress and study in the task of eliminating irritants to Air Force life.

DELINEATION OF SURVEY RESULTS

Of the airmen surveyed, the vast majority had at
least a high school education (2,265); 309 had some college credits; only 251 had less than a high school education. Twenty four of the officers had no college training; the remaining held college degrees ranging from the bachelor to the doctoral level. In receiving their commission, only four percent of the officers had been graduated from a service school; 41 percent came from ROTC programs; while 30 percent had advanced through the Air Force OCS program.

In responding to questions concerning the amount of education needed for their current Air Force jobs, 973 officers believed that a college bachelor's degree was necessary; 276 felt that in the area of military education, only the Squadron Officers School was needed. Most officers felt they were given adequate opportunities to attend military education courses.

The above data suggests that the educational attainment necessary to support a knowledgeable, democratic climate in the Air Force is available to those servicemen wishing to take advantage of it.

Recreation

Recreation is considered one of the most expressive attitudinal activities within the military community. Utilized as a human relations learning laboratory, community cohesiveness is built and maintained through a recreational system including all military personnel, their wives and children.
A purported social indicator on any SAC base is the degree of recreational participation. Use of the facilities, for example, brings senior officers into direct contact with enlisted personnel and junior officers in a nonprofessional atmosphere. In addition, a mixture between senior and junior officers is as essential to change as that between the officer corps and the enlisted ranks. Junior officers, direct from college environments, afford senior officers contact with a counter culture.

Of the on-base recreational facilities available to them, senior officers most often used the gymnasium and library. Junior officers also frequented the gymnasium and theater. The vast majority of the airmen preferred to spend their free time with their families. When they did utilize the recreational facilities, they did so because of the availability of alcoholic beverages and for the mental or physical activities. Of the various activities available, 1,535 of the airmen stated that they most preferred those of a physical nature. Asked whether or not the on-base recreational facilities were adequate, 46 percent of the E7-E9 airmen felt the facilities were adequate; 50 percent of the E1-E4 airmen believed they were inadequate; E5-E6 were almost evenly divided on this question.

It would appear that both junior and senior officers do utilize the on-base recreational facilities to a great extent—in many cases they seem to prefer the same activities, i.e., the gymnasium. However, this does not apply to the
most of whom utilize the facilities for socializing, including the consumption of alcoholic beverages.

**Job Satisfaction**

An important part of the surveys was the degree of job health and management in the officer ranks and how these items influenced the attitudes of the enlisted men. SAC believes that the level of job satisfaction in the higher ranks can be considered attitude indicators. When a high level of job satisfaction is shown at the managerial level, this satisfaction can be carried to the total work force.

In most cases, the officers surveyed were satisfied with their current jobs and/or job conditions. All ranks were dissatisfied in the areas of pay and civilian employment opportunities. Both 01-03 and 04 officers were dissatisfied with the amount of personal control they had in the Air Force as compared to civilian employment; 05-06 officers, however, were satisfied in this area. Only 05-06 officers felt they would not be as satisfied in civilian jobs as they were presently.

A code of ethics guiding the officer corps is a very recent concept. Sixty-three percent of the senior officers responding would submit to a written code setting behavior standards. This high percentage would seem to indicate that SAC top managers are willing for their professional and personal lives to be governed by the same standards governing other management segments of the American society.
addition, 56 percent of those officers felt that such a written code of ethics would enhance the SAC officer corps image.

Airmen reactions to job satisfaction questions varied. Most of those surveyed felt their present job did not utilize their abilities (65 percent); however, data found in Table 9 indicate that most airmen feel that, given the chance, their present Air Force job would allow them opportunity for greater responsibility and authority. The majority of all airmen ranks surveyed, E1-E9, believed that the Air Force informed them of ways in which they could improve their job satisfaction through training, promotion and assignments.

Human Relations

Most of the questions in this area had to do with racial problems and tensions. Neither officers nor airmen felt this was a significant problem on their base. Both groups also believed that minority individuals were given the same treatment and opportunities as others within that specific military community.

Personal Life Style

By and large, most of the officers, both junior and senior, were satisfied with the life style found in the Air Force. The problems of rating and opportunity to command are of continual concern and come as no surprise. The other questions revealed a high percentage of both senior and
junior officers who viewed the present direction of the Air Force to be both liberal and satisfying. Responses to questions on location of duty, a very sensitive factor among senior officers, were most encouraging. The extremely high percentage of senior officers endorsing the equal opportunity programs also was impressive.

It is interesting to note that in the question of hair length, 51 percent of the E7-E9 airmen felt the 1970 personal grooming standards were reasonable, while the E1-E4 airmen felt they were too restrictive.

Apparently from the survey results, the higher ranks are more satisfied with the personal lifestyle in the Air Force. Concomitantly, the lower the rank (and presumably age) the less satisfaction expressed.

**Air Force Career**

Both the airmen and officer surveys questioned the respondents on their career choice and what factors would be favorable and unfavorable in choosing the Air Force as a career.

In the question concerning the most important factor in choosing a career, enlisted men E5-E9 would look at job security, while E1-E4 wanted to have a feeling of accomplishment. This factor, a feeling of accomplishment, was overwhelmingly the most important career factor for both junior and senior officers. It is interesting that the lower enlisted ranks and officer ranks consider the same factor as
being most important in choosing a career, while the higher enlisted ranks place that same factor in a lower priority (fourth for E5-E6, and third for E7-E9).

When questioned about the unfavorable characteristics of an Air Force career, all levels (enlisted men and officers) responded that family separation was the most unfavorable. Seven percent of the E7-E9 men stated there was nothing unfavorable to an Air Force career; 16 percent of the officers 05-06 agreed. Enlisted men E1-E4 considered Air Force policies and procedures as the second most unfavorable factor, whereas E5-E9 men all felt that the fact they had little say in future assignments would be their second factor. Officers 04-06 agreed that was also their second most unfavorable characteristic, while 01-03 officers stated it was their Air Force job—little challenge and sense of accomplishment.

Interestingly, whereas 29 percent of the 01-03 officers listed their Air Force job as the second most unfavorable factor, 34 percent of the same level listed it as the most favorable. Airmen E1-E4 thought that the opportunity for training and education was the most favorable. All of the other ranks, officers and airmen, listed the Air Force retirement system as the most favorable. All of the enlisted men considered Air Force fringe benefits the second most favorable factor, and officers 04-06 considered it their Air Force job.

Although somewhat difficult to analyze, it is obvious that factors most liked or disliked about a career
with the Air Force depend on which specific individual is being questioned, even within the same rank, at any given point in time. While some men feel that one item is their most unfavorable factor, others holding the same rank will consider it their most favorable factor.

CONCLUSIONS

The Contemporary Actions Program was initiated to meet the challenges of social change. Symposia were constructed to outline the program's scope and objectives regarding drug and alcohol abuse control, race relations education, and personnel equal opportunity and treatment; to expose top management to a range of viewpoints and experiences which would emphasize the complexity of contemporary social issues; and to enable participation by top management in identifying social areas in which improvement could be made.

Considering, therefore, that management (officers) was the target group for the adult education programs, they have been highly successful. For instance, in the area of human relations, both officers and enlisted men surveyed felt that great strides had been made—that minorities were not treated any differently, and that all personnel had an equal-opportunity for advancement. The vast majority of the officers were satisfied with their Air Force job, and 70 percent of those questioned intended to remain in the service. In comparison, 62 percent of the E1-E4 and 23 percent of the
E5-E6 airmen did not intend to reenlist.

The surveys further indicated an open-mindedness on the part of senior officers (that group of men most likely to resist change) in supporting a written code of ethics. This high degree of professional motivation supports the assumption that SAC senior officers possess the quality needed to inculcate the human goals expressed by the Department of Defense. Furthermore, it would appear that the decision by top management personnel to remain in the Air Force would facilitate the solving of many people problems, due to the fact that the officers will be sharing their lifestyle with such other individuals.

Survey findings do then support a major portion of this study's hypotheses:

1. Social change seems to be taking place in the Strategic Air Command.

2. Adult education programs carried out by the Strategic Air Command's Contemporary Actions Staff appear to be facilitators of that social change.

3. The adult education programs appear to have influenced management attitude changes of the senior staff personnel.

The survey findings did not reveal significant changes in the airmen's day-to-day life. As stated previously, the adult education programs were developed primarily to influence top managers--officers 01-06. These people have
been influenced. However, it was expected that this attitudinal change would filter down to the enlisted ranks due to the daily contact experienced by both groups. This apparently had not occurred to the extent desired at the time these surveys took place in April and May of 1972.

RECOMMENDATIONS

Colonel Chester A. Beverly, Jr., Assistant for Social Actions, Deputy Chief of Staff Personnel, Headquarters Strategic Air Command, is the one person most actively involved in evaluating the Social Actions Program. From Colonel Beverly and his staff, assessments are being made for the future direction of SAC explorations. Therefore, this researcher submits the following recommendations.

1. Social Actions Programs should be carried out at the enlisted level. The success of the adult education programs at the officer level would seem to indicate the possibility of success at the enlisted level. Perhaps with time the attitudinal changes of SAC officers will, indeed, filter down through the ranks. However, the all-volunteer force is now an actuality. If the Air Force is to attract the caliber of individuals they consider necessary, satisfaction in job, personal life style and the other areas covered by this study; must be felt as much in the enlisted ranks as in the officer ranks. Although this researcher does not believe that a crash program similar to the Contemporary Actions Program is necessary, he does recommend that increased emphasis
be placed on airman attitudinal change in regard to Air Force life.

2. The Air Staff* should give more creative leadership to the Commands in matters of social action and contemporary challenge. The very nature of the military hierarchy causes it to look to Washington (the Pentagon) for direction. When the Air Staff expresses interest in the people programs, the respective Commands also reflect an interest. A value judgment is made by the Air Staff either in favor of or opposition to social change. Command priorities, the functional responses of which extend throughout the Air Force, are established by the Air Staff. Greater emphasis, therefore, from the Air Staff would create more viable social actions programs at the Command level.

3. The human programs must be given priority to the weapon systems. A volunteer force of two million vastly increases each person's human capital demands. Operations-oriented wing commanders have displayed signs of people insensitivity. To improve the human capital growth possibilities, a more people-oriented-type wing commander should be introduced to the system. As a deterrent force, SAC may have to rely more in the future on the high posture of morale than on crew response.

4. The Wing Social Actions Staff must become pro-

*The Air Staff consists of those people who work for the Air Force Chief of Staff in Washington, D.C.
The practice of using nonprofessionals in a professionally oriented life style is unfortunate. American universities have the most advanced social science schools in the world; therefore, there is no excuse for the Air Force lack of professionalism in the social actions areas. Wing Social Actions officers should hold a Ph.D., and no member of their staff should have less than a bachelor's degree. It is believed that, in part, the lack of response to the social actions classes is due to the nonprofessional quality of the Air Force lecturers.

5. A program of adult continuing education should be mandatory for all personnel at the tenth year of military service. The military community is a closed society, and as such it tends to lose touch with society's social climate. After ten years in military service—living on base, shopping in the BX and Commissary, attending the Base Chapel, spending leisure time in the clubs and working with similar people--SAC personnel tend to lose sight of the changing social order. Young replacements produce a cultural shock, causing a "gap" between the managers and the managed. Programs of adult continuing education could ease the shock and reduce the gap.

6. Military supervisors should participate in management exchange programs. Finally, this researcher recommends that SAC develop a program by which military and civilian managers would exchange jobs for a period of time. Military managers sometimes suffer from what has been called the
"Blue Suit" syndrome; they rely more heavily on rank than on management abilities. This researcher believes that a 30-day exchange program, whereby the military manager would work in a similar civilian position requiring learned skills rather than rank, would restore his confidence and lessen the career stress. Such a program could also improve the Air Force image within the civilian community.

SUMMARY

In summary, although the adult education programs conducted by the Strategic Air Command in 1971 did not prove to be the panacea for elimination of all irritants to Air Force life, it is this writer's contention that they did enable the Air Force to make considerable strides forward. It is also this writer's contention that continuation of those programs is mandatory if the Air Force is to assume and maintain its position of high quality within the larger military community. The Air Force must attract a high quality individual, but more importantly, it must also make life within its ranks as rewarding as possible to retain that individual. It would appear that the most efficient and effective way in which to accomplish this feat is through broadened programs of adult education.
BIBLIOGRAPHY

Books


Liveright, A.A. A Study of Adult Education In the United States. Boston: Center for the Study of Liberal Education for Adults at Boston University, 1968.


Periodicals


Government Reports

Project Volunteer Considerations, no date.


... "The Block Mid-Shipmen at the Naval Academy," April, 1973.


APPENDIX A

LIST OF SAC BASES

SECOND AIR FORCE
Barksdale AFB, La.

19th Air Division, Carswell AFB, Tex.
   2nd Bombardment Wing (H*), Barksdale AFB, La.
   7th Bombardment Wing (H), Carswell AFB, Tex.
   11th Air Refueling Squadron (H), Altus AFB, Okla.
   381st Strategic Missile Wing, McConnell AFB, Kan.
   384th Air Refueling Wing (H), McConnell AFB, Kan.

40th Air Division, Wurtsmith AFB, Mich.
   301st Air Refueling Wing (H), Lockbourne AFB, Ohio
   305th Air Refueling Wing, Grissom AFB, Ind.
   351st Strategic Missile Wing, Whiteman AFB, Mo.
   379th Bombardment Wing (H), Wurtsmith AFB, Mich.
   410th Bombardment Wing (H), K.I. Sawyer AFB, Mich.
   449th Bombardment Wing (H), Kincheloe AFB, Mich.

42nd Air Division, Blytheville AFB, Ark.
   17th Bombardment Wing (H), Wright-Patterson AFB, Ohio
   19th Bombardment Wing (H), Robins AFB, Ga.
   68th Bombardment Wing (H), Seymour Johnson AFB, N.C.
   97th Bombardment Wing (H), Blytheville AFB, Ark.
   306th Bombardment Wing (H), McCoy AFB, Fla.
   308th Strategic Missile Wing, Little Rock AFB, Ark.

45th Air Division, Pease AFB, N.H.
   42nd Bombardment Wing (H), Loring AFB, Maine
   95th Strategic Wing, Goose AB, Canada
   99th Bombardment Wing (H), Westover AFB, Mass.
   380th Bombardment Wing (M*), Plattsburgh AFB, N.Y.
   416th Bombardment Wing (H), Griffiss AFB, N.Y.
   509th Bombardment Wing (M), Pease AFB, N.H.

FIFTEENTH AIR FORCE
March AFB, Calif.

4th Air Division, F. E. Warren AFB, Wyo.
   28th Bombardment Wing (H), Ellsworth AFB, S.D.
   44th Strategic Missile Wing, Ellsworth AFB, S.D.
   90th Strategic Missile Wing, F. E. Warren AFB, Wyo.
319th Bombardment Wing (H), Grand Forks AFB, N.D.
321st Strategic Missile Wing, Grand Forks AFB, N.D.

12th Air Division, Davis Monthan AFB, Ariz.
22nd Bombardment Wing (H), March AFB, Calif.
96th Bombardment Wing (H), Dyess AFB, Tex.
100th Strategic Reconnaissance Wing, Davis Monthan AFB, Ariz.
309th Strategic Missile Wing, Davis Monthan AFB, Ariz.

14th Air Division, Beale AFB, Calif.
6th Strategic Wing, Eielson AFB, Alaska
9th Strategic Reconnaissance Wing, Beale AFB, Calif.
55th Strategic Reconnaissance Wing, Offutt AFB, Neb.
320th Bombardment Wing (H), Mather AFB, Calif.
456th Bombardment Wing (H), Beale AFB, Calif.
916th Air Refueling Squadron (H), Travis AFB, Calif.

47th Air Division, Fairchild AFB, Wash.
5th Bombardment Wing (H), Minot AFB, N.D.
91st Strategic Missile Wing, Minot AFB, N.D.
92nd Bombardment Wing (H), Fairchild AFB, Wash.
341st Strategic Missile Wing, Malmstrom AFB, Mont.

Direct Reporting
93rd Bombardment Wing (H), Castle AFB, Calif.

EIGHTH AIR FORCE
Andersen AFB, Guam

57th Air Division (Provisional), Andersen AFB, Guam
43rd Strategic Wing, Andersen AFB, Guam
72nd Strategic Wing (Provisional), Andersen AFB, Guam
303rd Consolidated Aircraft Maintenance Wing (Provisional), Andersen AFB, Guam

17th Air Division (Provisional), U-Tapao Airfield, Thailand
307th Strategic Wing, U-Tapao Airfield, Thailand
310th Strategic Wing (Provisional), U-Tapao Airfield, Thailand
340th Consolidated Aircraft Maintenance Wing (Provisional), U-Tapao Airfield, Thailand

Direct Reporting
376th Strategic Wing, Kadena AB, Okinawa

*= H means "Heavy" or B-52; M means Medium Bomber or FB-111.
APPENDIX B

LIST OF IRRITANTS FROM
SAC PROJECT VOLUNTEER DATA

A. All Deputy Commanders Interest Index
   Aerobics (physical education)
   Custodial services as additional duties
   Inspection, staff assistance
   Inspection, overkill
   Management, Project Headwinds
   Management, training
   Management, workload
   Overtime and time-off
   People management and influence
   People program
   Supervisory practices
   Telephone alert
   Time-off versus "make work"
   Management

   (The most emphasis on changing attitudes was placed in
   the above categories.)

B. Civil Engineering Index
   Base support of missile crews
   Cleaning of quarters upon termination
   Scheduled "Best Base" awards

C. Comptroller Index
   Fund drives

D. Information Index
   Selling the Air Force

E. Material Index
   Authorization for work uniforms
   Crew rest for maintenance personnel
   Dining halls
   Improve service facilities
   Inadequate military vehicles
   Inadequate supervisory authorization in the transportation career field
   Incomplete winter clothing issue
   Inspection, MSET (maintenance inspection)
   Munitions manning and inspection
   Tool issue

F. Operations Index
   Crew alert duty
Leave, discontinue "Block Leave" (entire crew had to take leave at the same time)
General military training

G. Personnel Index
Assignment policy
Base recognition programs
Career development of NCO's (non-commissioned officers)
Career development of publicity
CPBO policies (Central Personnel Base Office)
Charge of quarters duties (night duty in administrative area)
Clubs
Dormitory dayrooms
Dormitory living
Expanded use of advisory council
Leave
Leave, sign in-out
PCS assignments (Permanent Change of Station, i.e., transfer)
Standardized in and out processing for PCS
Testing for promotions
Topline career progression
Use of airman skills
Weighted Airman Promotion System (WAPS)

H. Surgeon Index
Attitude of doctors, nurses, and technicians
Facilities
APPENDIX C

PROJECT VOLUNTEER CONSIDERATIONS

RECRUITMENT

SUBJECT: Elimination of Degree Requirement for Officers

DISCUSSION: The following criteria should be established for the selection of individuals for future commissioning programs:

a. Establish requirement for positions (recruit against a specific job).

b. Eliminate requirement for college graduate except where professionals are required.

Our present attitude to recruit college graduates to fly airplanes, man missiles, and serve in non-technical support duties is very costly. College degrees should only be required for professional/scientific specialties needed to perform the job. Job satisfaction has always been rated high when it relates to individual needs. Therefore, we should incorporate selection procedures to procure the "right man" for the job. Visibility must be provided for a future beyond the individual's first commitment. Persons holding Engineering Degrees should be allowed advance rank on entry into the service in the same manner as doctors, lawyers, dentists, nurses, and chaplains. The majority of registered engineers' education costs as much in time, money, and effort as other professionals. Explore the re-establishment of an aviation cadet program open to high school graduates. Reduce the reliance on ROTC/OTS programs for our rated officer sources. Prescribe more realistic descriptions of the college educated officer's career.

IMPACT: These suggestions if implemented would not take place of TOP LINE, but would supplement the program. A re-vamping of the ROTC program would be required; OTS would need to be expanded to provide necessary transition from civilian life to the specific training in the military. The objective is to recruit an individual who has not yet reached his career plateau but is striving to achieve not only a certain skill or specialty, but also his commission.

SUBJECT: False Advertising by Air Force Recruiters

DISCUSSION: Several interviews revealed a pre-enlistment
impression of Air Force life that proved totally false to the individuals involved. Posters, advertising copy, and recruiter emphasis on the more enviable aspects of the service leads recruits to think all travel is to desirable locations, education is abundant, and duties of the individual will always be important and rewarding. Interview respondents reveal that no mention was made of isolated tours, their eligibility for educational programs or the needs of the service.

IMPACT: Information making recruits aware of what to expect is more likely to preclude future dissatisfaction.

SUBJECT: Recruitment

DISCUSSION: The present recruiting programs must be revised in order to provide for an all volunteer force. Airman and officer retention could be improved by enhancing the initial areas of contact before assignment. An emphasis on proper testing, selection and motivation would not only insure a high caliber Air Force, but increase the candidates for such a force.

IMPACT: Using only the best qualified members of our military to recruit and select would help create a large and effective military.

SUBJECT: Recruitment by AFSC/Skills

DISCUSSION: Propose recruiting systems, for initial entry into service, be revised to permit a direct hire or enlistment based upon required skill, authorized rank and position. This would permit us to draw from industry, civilian schools, and civilian vocations, those personnel already trained for certain jobs. This system would reduce training cost and contract individuals for jobs they want and are capable of performing. Allow prospective enlistees to be tested at the induction center in order to determine their qualifications. If there is no need for the job of his choice for which he is qualified to perform, he will be placed on a deferred enlistment list until a requirement for it develops. This would give the service a pool of personnel already identified as qualified to perform in a job of their choice. Recruit against specific jobs rather than placement to fill needs of the service. Make a greater effort to place personnel in occupations consistent with desires. Insure that recruiters do not make promises of jobs that are not available or for which no requirement exists. Establish recruitment policies along the same lines as civilian personnel recruitment. Consider previous experience, desires to pursue the career of choice, training capabilities, etc.
IMPACT: Savings in training costs, satisfaction of individual doing the job he enjoys, increased faith in the integrity of recruiters, increased level of performance; all resulting in a higher retention of qualified individuals, better management of available trained resources, and an easier program of recruitment.

SUBJECT: Structure of the Force

DISCUSSION: There is nothing magic about a four year period for enlistment (except that in some cases, due to length of training we need to sign a man for that long to assure at least 18 months of fully qualified productive service!). Recommend we look at a shorter term initial "contract" (18, 24, or 30 months for example) which could serve as an "apprentice" period. The acronym makers will call it "Short Term Enlistment Program" (STEP).

This arrangement has a number of advantages. It gives the man and the Air Force an opportunity to look each other over and decide whether to continue their association. It involves minimum expenditure of the man's time and the Air Force's training resources. Many of the necessary but unglamorous jobs requiring little specialized training (e.g., security police sentries, food service, motor pool drivers, clerks, etc.) could be handled by this group.

The fact that they are less challenging jobs would be offset by the fact that the individual wouldn't be "locked" into them, as is sometimes the case now. The prospect of three years guarding an Alert bomber stretches like an eternity to the young security policeman (and he's got no guarantee for advancement after that except the chance to get out), whereas the "apprentice," equally competent in such support fields, could count on no more than a year on the job, and then (provided he is eligible for reenlistment) a guarantee for cross-training. Thus, he could see a built-in, visible incentive for advancement. Further, this system offers a relatively painless, even profitable way to employ people in the "Project 100,000" category in skills that match their capabilities.

One can visualize this apprentice group as a fluid, highly mobile reservoir of talent which can be selectively tapped for career status. Both by informal association with career troops and by programmed orientation, every apprentice can see first hand the attractions of various career fields and select one he's likelier to be happy with. Turnover will be high as the unwilling and the unfit are discharged and the qualified and motivated flow into the Regular ranks. This high turnover and selective reenlistment should drastically reduce turbulence in the career force and sharply reduce
training costs.

Another advantage is flexibility. There is no reason why those who enjoy guarding, driving, cooking, typing, etc., can't remain in these fields and progress to supervisory positions therein. This is both statistically probable and highly desirable. Conversely, a selected number of applicants (based on background, potential, and Air Force skill needs) could be enlisted directly into the career force, bypassing the apprentice phase. Periods of enlistment (initial and subsequent) could be statutory or negotiable, based on training required, desirability and location of duty, pay scale, and many other variables.

There are some ramifications not addressed, such as reenlistment bonuses, legislative changes in veterans' and survivors' benefits, pay scale, promotion criteria, etc. These and related issues can be staffed by the experts in light of Topline and Topcap Plans.

IMPACT: A workable force structure.

SUBJECT: Survivors Benefits

DISCUSSION: Better financial support for surviving members of deceased/retired military personnel is needed. Many officers and airmen strive to insure financial security for their family should he be killed or die shortly after retirement.

IMPACT: Recruitment will be made easier - the incentive of security, a basic need, is a valuable inducement.

MANAGEMENT

SUBJECT: Additional Duties (Officer and NCO)

DISCUSSION: All military personnel are subjected to performing a variety of additional duties such as Officer of the Day, Non-Commissioned Officer of the Day, Charge of Quarters, Inventory Duties, Supervisor of Flying, Courier Duty and Staff Duty Officer. These additional duties of the NCO and Officer variety have no apparent relationship or benefit to the individual's profession. All additional duties should be reviewed closely with consideration for elimination or manning by full time personnel who desire such duty as a career. Hotels, manufacturers, airline terminals, and other civilian agencies use full time hosts, hostesses, clerks or information specialists to perform these type duties, and have no problem filling their requirements.
IMPACT: Working at one's own chosen vocation without interruption builds morale and job satisfaction.

SUBJECT: Annual Leave Policy

DISCUSSION: The annual closeout for leave balances should occur at the end of the calendar year rather than the end of the fiscal year. The current system results in an inordinate heavy leave schedule during June. Ideally, personnel should plan and not wait until the last minute to take leave, but realistically this does not happen. The tendency to procrastinate is increased when the "last minute" is also prime vacation time. The annual closeout should be moved to 31 December of each year, which would encourage personnel to plan their leave schedule. It would also force those who procrastinate to take leave when the leave schedule is lighter. An added benefit would accrue to all CBPO Duty Status sections since the annual leave closeout would coincide with the least busy time of year rather than the most busy time.

IMPACT: Provide a more efficient records keeping schedule for CBPO actions and encourage a more effective leave planning program for all members.

SUBJECT: Custodial Services

DISCUSSION: The practice of using highly skilled airmen to perform menial tasks such as custodial duties, weed pulling, lawn care, cleaning, painting, and other janitorial type duties should be abolished. Civilian firms employ specific individuals to perform these duties. Base work details should be performed by people whose inherent capabilities preclude service of more technical nature. People in this category should not be difficult to locate when unemployment figures exceed four to six per cent.

IMPACT: Freedom from the performance of menial duties unrelated to the individual's primary duties would insure higher morale and greater job satisfaction.

SUBJECT: De-Centralized Medical Clinics

DISCUSSION: A great deal of the treatment at the main base hospital is related to fever, colds, and flu. While much of the eventual treatment could have been accomplished at home, when you need a prescription, you should see a doctor. A majority of the out-patients at the main hospital on any one day could have simple colds or related ailments. As a result, the main medical facility is usually crowded and considerable
patient and doctor time is lost to unnecessary waiting. Using Offutt AFB as an example, establish three strategically placed branch dispensaries. One could be located in the dormitory area and one in each of the housing areas. These "cold clinics" could specialize in the minor ailments and as a result process a large volume of patients in a minimum time. This is particularly significant during the virus seasons. Emergency service during off-duty could be provided in the form of "cold kits", e.g., aspirin and cough medicine.

IMPACT: This plan should eliminate potential crowded conditions at the main facility and allow doctor concentration on the more serious ailments. This would improve the morale of the doctors and staff of the hospital and also of the military personnel and their dependents who have to wait for unduly long hours.

SUBJECT: General Military Training

DISCUSSION: Eliminate need for Driver Improvement Training, General Military Training and Weapons' Training. Many airmen are required to attend driver training in a form of punishment. This is an unnecessary and arbitrary requirement and a demoralizing penalty. This requirement should be based upon supervisor and commander judgement. Eliminate the periodic "block filling" exercise currently required by GMT as a waste of time. Eliminate weapons familiarization training for all personnel other than security police and crew personnel. No one gains the required experience of level of competency needed through familiarization type training. Under the current ground rules it is a definite waste of money and manpower.

IMPACT: Monetary savings and better utilization of manpower throughout the Air Force.

SUBJECT: Improved Management Program (Project Headwinds)

DISCUSSION: Project Headwinds for the Seventies is a continuing DCS/Materiel program to eliminate management problems or obstacles which make the accomplishment of the mission by maintenance personnel more difficult. (For example: unnecessary, time consuming reports; conflicting directives from higher headquarters; items consistently delayed by red tape; problems encountered when dealing with other agencies: operations, supply, personnel, etc.) Problems of this nature, which cannot be resolved at the local level, are forwarded to Headquarters SAC for action. Each Headwind item is reviewed by the headquarters OPR for possible elimination or reduction. In each case, a response is sent to
the initiating activity. The response of field units in this program has been overwhelming. This continued active interest in the program will result in the savings of many thousands of wasted man-hours and the elimination of unnecessary irritants. This program could be adopted Air Force-wide as one method to better use personnel resources and improve management.

**IMPACT:** Better management of resources.

**SUBJECT:** Inadequate Legal Libraries

**DISCUSSION:** The most common comment from new judge advocates concerns the inadequate library facilities available to them to research the law. More and more duties involving civilian law have and will devolve upon the judge advocate, and yet he is often furnished a library that is woefully inadequate for all but the most routine matters. A lawyer must perform research, and he must do it in legal publications. Without these tools, he cannot properly perform.

**IMPACT:** Improve ability of Judge Advocates to function as lawyers.

**SUBJECT:** Inspection Overkill

**DISCUSSION:** The number of inspections conducted in the Air Force today is excessive. The unit commander and supervisors have hardly finished answering one inspection report before they begin preparation for the next group of inspectors. This inhibits managers in performing the periphery tasks of their primary job. An inspection and its results should be a management tool and not something which detracts from the primary mission. The cost reduction to be realized by combining inspections and having teams hit a base at once would be noteworthy. The savings would not only come from the combination of the inspection functions, but from the saving of thousands of manhours currently expended in preparation for, and recovering from, inspections and assistance visits. The morale implications of a reduction in the number of inspections are also not to be overlooked. Much of the preparation for these inspections involved "clean-up," which is particularly distasteful to young airmen. Any reduction in "clean-up" requirements cannot help but improve morale. A reduction in the number of required inspection would in turn reduce the requirements for inspector personnel. This would free many highly qualified personnel, currently assigned to inspection functions, for more productive jobs supporting the primary mission.

**IMPACT:** Management must expect guidance in the form of
inspections, which will provide expertise critique - the overall feeling of a pending inspection should be that of assistance, and not so much a direct measure of competence.

SUBJECT: Officer Schools

DISCUSSION: Provide mandatory requirements for all officers to attend professional military school prior to or upon selection for promotion. Squadron Officer School should be required of all officers before promotion to Captain. Command and Staff School should be mandatory for all selected to grade of Major.

IMPACT: Improve professionalism of officer force and aid in retention of younger officers.

SUBJECT: Overtime

DISCUSSION: The military member who works more than 40 hours a week should receive overtime pay or compensatory time off.

(1) Week end overtime is particularly distasteful since this is a period when members can spend time with their family.

(2) Week end work, scheduled and publicized on Friday afternoon fosters actual hardships and extreme inconveniences.

(3) The common military practice of "overtime work" is scoffed at by members of the civilian community and usually credited to poor management reflecting unfavorably on the Air Force image.

IMPACT: Elimination of overtime and/or compensation when overtime is necessary would greatly increase morale Air Force wide. It would also afford a more comfortable and happy home/family environment.

SUBJECT: Supervisory and Management Training

DISCUSSION: Implement an effective program to insure supervisors in all skills are given supervisory and management training.

IMPACT: AF wide improved work practices and operation dependent upon the ability of the supervisor.

SUBJECT: Supply and Tool Management
DISCUSSION: Supply shortages affect the maintenance man's morale in several ways, e.g., personal discomfort because he does not have his authorized special clothing, job difficulty because he does not have all his personal tool box issue, additional dispatches because bench stock is not available for the initial dispatch, loss of off duty time to pick up tools or clothing when it becomes available, administrative harassment to pick up those items to meet a suspense date, etc. A complete special clothing and tool box issue upon assignment combined with availability of bench stock items can improve the working conditions of the maintenance man and improve his image of Air Force management and supervisory procedures. Local managers should insure, through proper budgeting and coordination with the base funds committee, that needed supplies are on hand.

IMPACT: All USAF bases.

SUBJECT: Time-off Vs "Make Work" Management

DISCUSSION: Military life could be made more attractive if a more realistic outlook were taken concerning those periods of time when "make work" management becomes necessary. Regardless of recent progress in military life, the fact remains that it is still a 24-hour a day occupation and is subject to the many variables of extra duty, standby, unexpected TDY, PCS, and other "occupational hazards." These extras are "intangible deficits" in a military man's life which are difficult, if not impossible, to compensate for. When there is work to be done, most airmen do it. But when the work is caught up, a reasonable number of the men should be released to pursue their own affairs. Nothing helps an airman's morale quite as much as unexpected "time off". On the other hand, nothing is quite so hard on morale as poorly disguised "make work" projects such as painting chocks or polishing already glistening vehicles because the normal mission of a section is at a low ebb. Even if an individual experiences a fortunate period of stable duty and actually gets ahead of the game on time off, he will inevitably more than pay the Air Force back in other, not so lucrative tours of duty. This concept is admittedly out of place in the "profit management" of industry, but there is no way to compare this with the military situation.

IMPACT: With or without the above comparison, one fact has become crystal clear, the best way to cultivate a positive career outlook in an airman's mind is to work him hard when you need him, show him what he has accomplished, and then turn him loose until you need him again. All Air Force personnel would benefit by the increased morale and job satisfaction that would prevail if the policy of some managers to "make work" was abolished.
SUBJECT: Congressional pressure keeps eroding military prerogatives. Congress restricts utilization of skills in the civil engineering field.

DISCUSSION: Congress does not allow the Air Force to construct or maintain facilities when the scope is such that it can be done by contract. It is difficult to maintain the skill levels essential to performing construction in a theater of war under these conditions.

IMPACT: If we are to have military people with necessary skills available to do construction in war zones they must be permitted to develop these skills in non-war zones. The most realistic management solution appears to be to permit military construction by military personnel rather than by local contract.

SUBJECT: Weighted Airman Promotion System (WAPS)

DISCUSSION: Any new system dealing with computer inputs will have some errors in the initial programming. However, one Airman First Class experienced a six month delay in being promoted through an error in the score card (SSAN was off 1 number). The computer rejected the card, therefore it could not weigh the score, resulting in retesting and prolonged waiting for an answer on promotion status. This is an irritant that many airmen faced in the past six months. When they were finally weighed out, they were promoted with proper dates of rank, but in some cases back pay did not go back to the original date of the promotion cycle. A further reevaluation of the WAPS program should emphasize performance rather than time in grade and length of service.

IMPACT: The WAPS is a program all airmen are living with. It must keep up with the times and change where necessary to conform with the standards of industry.

RETENTION

SUBJECT: The Air Force Image

DISCUSSION: The military services have recently been subjected to a great deal of adverse publicity and criticism which reflect on almost every discipline of service activity. These examples, serious and degrading to the services, only scratch the broad surface of accusations which have been leveled broadside at military management. They involve: (1) Drug use and addiction; (2) Inefficient procurement practices; (3) Wasteful logistic support. The Armed forces have suffered an immense loss of prestige within the nation's eyes.
IMPACT: Many elements of our society, and especially the idealistic younger groups must be informed of the truth when bad publicity occurs. An active information program dedicated to this endeavor should be available.

SUBJECT: Airman Logistics AFSC

DISCUSSION: Currently there is no AFSC for Airmen/NCO Logisticians. Personnel are drawn primarily from aircraft maintenance or supply and returned to their original field in from one to five years. This situation impacts adversely on both the individual and the career field. The individual loses job stability. He must accomplish Weighted Airman Performance testing in competition with others who are working directly in their AFSC. The career field suffers a continuous changeover of personnel and an unstable work force.

IMPACT: Retention of qualified professional logisticians.

SUBJECT: Airman Selective Reenlistment Program

DISCUSSION: TOPCAP "up or out" dates are unrealistic especially for E-5 and E-6. They should be adjusted to 12 and 15 years respectively. A separation severance pay equal to the pay of an E-5 and E-6 times the length of service reached should then be paid these "force outs". At the same time, a comprehensive program must be developed to identify and "weed-out" those airmen regardless of rank who are not producing effectively.

IMPACT: Identification of personnel unable to progress, thereby maintaining a force of competent professionals.

SUBJECT: Allow Service Beyond 30 Years

DISCUSSION: Retain experience and training investments involved by allowing continued active duty to 65 years of age.

IMPACT: All officers and airmen in the military forces would be affected.

SUBJECT: BAQ Based on Local Costs

DISCUSSION: BAQ is intended to be a payment in kind for adequate quarters not available for the military member and his dependents. The size of the allowance has been established by public law based on the average cost to the government of providing said quarters. The computation, its applicability to all locations, and the timeliness of applica-
tion require changing to provide a truly equitable system. Computation of housing costs should be made for each base using the present worth (replacement costs) of each type of facility plus the utilities costs. This computation should be made at least annually or tied to a cost of living (construction and utilities) index at each local area. The BAQ allowance should then be changed annually based on this new computation.

IMPACT: The military must equate with the economy in order to compete with industry on recruitment and retention.

SUBJECT: Career Development Publicity

DISCUSSION: To date, a large majority of the officer force at all levels are not aware of AFM 36-23. More publicity is needed. A similar program is requested for enlisted personnel.

IMPACT: Provide adequate career guidance to all officers and airmen in the Air Force.

SUBJECT: Career Progression

DISCUSSION: Employment in the military service should parallel that which is experienced in the immense industrial complex. Masters of employment in civilian industry recognize that all basic laborers are not destined to become foremen nor all junior executives to become chairman of the board. Those in the civilian environment are retained at the level in which they best produce; however, as in the military it's either get promoted or out. While this is a gray area and will require much study, a possible solution would be to have optional continued service to full retirement at either the present grade or one grade lower.

IMPACT: It must be recognized that some members can effectively perform at a competent worker level and do not desire or cannot progress to higher management or executive levels.

SUBJECT: Contractual Medical Care or Hospitalization Insurance

DISCUSSION: Since it is becoming more difficult to acquire and retain qualified personnel in the medical professions, alternate methods of providing medical care for both military, dependents, and retirees must be explored. This shortage of personnel has impacted the medical specialties and is causing backlogs of appointments, curtailment of service and subsequent hostile relations between patients and hospital staffs.
In metropolitan areas and other areas with available medical services or specialties, contracts could be negotiated between medical centers, hospitals, clinics, local AMA or individual general practitioners and specialists through a schedule of allowances, procedures, and principles of practice. Service members and their dependents would go directly to the contracted facility or doctor for their medical needs. As an alternative to contractual care, a form of group health insurance program could be established. A plan tailored after like plans in industry would provide the individual member freedom to choose the preferred hospital and doctor.

**IMPACT:** This would increase morale and make medical benefits more meaningful to military personnel. Either of these plans would reduce the manning required in the medical career field and the resultant smaller staff could be assigned to major medical centers, clinics at remote bases and combat support facilities.

**SUBJECT:** Cost of Living Allowance

**DISCUSSION:** Cost of Living Allowances (COLA) should be provided for those bases and Operating Locations stateside where cost of living exceeds the national average. Washington, D.C. area is perhaps one of the highest in the country, yet no COLA is provided. Many civilian industries correlate workers pay to the cost of living index. Salaries are automatically adjusted as the cost of living index varies and assignments to areas with higher living costs are made. Military pay should also be based automatically on the cost of living index.

**IMPACT:** The Air Force must recognize as does industry, the importance of pay consideration in high cost of living areas. Equity with industry will provide an incentive to prefer a military career over industry.

**SUBJECT:** Damage Claims (PCS)

**DISCUSSION:** Procedures for processing claims for loss or damage of personal property should be greatly simplified. The individual member should be responsible only for providing original date of purchase, price, and replacement cost. The government or the carrier should be responsible for obtaining estimates and contacting repair activities. Since damage or loss of personal property during a move is not the fault of the member, reimbursement should be made based on repair or replacement cost, and with as little inconvenience as possible to the military member.
IMPACT: Increased management efficiency in this area would add favorably to our retention programs.

SUBJECT: Degree for Senior NCOs

DISCUSSION: A two-year (associate degree) technical or college program should be available for all senior NCOs. This will also improve the attractiveness of the senior NCO image. Should be at the AFIT level.

IMPACT: Add professionalism to the NCO force and increase retention.

SUBJECT: Dependent Relocation

DISCUSSION: When a member is transferred - PCS - to a restricted area while serving overseas, transportation of dependents is authorized to any world-wide location considered appropriate while the member is assigned to that restricted area. However, this ruling does not prevail when the PCS is from CONUS to an overseas restricted area. In this case, movement of dependents is restricted to any point in the CONUS, or to the APOE for travel to any territory or possession of the United States. Recommend this disparity be eliminated and members be allowed to move their dependents at government expense to any place designated by the member, while serving in the restricted area.

IMPACT: All personnel are more inclined to make the Air Force a career when they are authorized to have their dependents reside in a locality of their choice.

SUBJECT: Double Jeopardy

DISCUSSION: The practice of taking nonpunitive action against or providing guidance to personnel who have been involved in purely civil violations off base, not in uniform, sometimes becomes unnecessary harassment. Action such as suspension of base driving privileges, directed training and interviews with the Wing Commander is described as action taken in the interest of safety. In the mind of the offender, the action equates with double jeopardy since he is also subjected to any penalty that might be imposed by civil court. He treats this as one more example of restrictions imposed by the military that are not imposed by civilian employers.

IMPACT: Overcounseling should be prevented and serious efforts made to insure understanding of the need for military actions taken.
SUBJECT: Easier Officer Transition Into Other Career Fields

DISCUSSION: Many officers find themselves in what is referred to as a "closed end" career field; in other words, an AFSC with limited promotional opportunities. The obvious answer to this dilemma is to change AFSCs. The problem involved in career transition is twofold: 1) find the opportunity; 2) execute the transition without damage to your OER index. Recommend a suitable system be developed to insure a smooth painless method of AFSC conversion.

IMPACT: Increased officer retention through job satisfaction.

SUBJECT: Enlisted Promotions

DISCUSSION: The variables in the present promotion policy have an adverse affect on retention. The quota system by AFSC has created peaks and valleys. Depending on the needs of the Air Force, an individual could remain at one rank for an undetermined period. This method denies the individual equal opportunity for promotion. Some AFSC authorized strengths are relatively small and a 4% quota has become a way of life. This low promotional opportunity results in numerous separations. Further, the Air Force relies on grade promotions for advancement in pay. As a consequence, NCOs are serving in positions which are not supervisory. Those who are not promoted should be financially rewarded by specialty pay.

IMPACT: Reduction of top-heavy NCO ranks, equalizing opportunity for promotions for capable NCOs and airmen, and a financial reward for those deserving but not capable of command, is a more direct approach to management.

SUBJECT: Equalization of Officer Promotion Opportunities in all AFSCs

DISCUSSION: Establish promotion quotas for career fields similar to the Army method of corps quotas. Many support fields have poor manning in their field grade authorizations. The opportunity for promotion should be greater; such a system would encourage highly qualified officers to enter other than the rated fields and compete with other non-rated officers for promotion on a "fully qualified" basis.

IMPACT: This will help achieve career field quality and equalization of promotions among rated and non-rated members.

SUBJECT: Equitable Per diem rates
DISCUSSION: The procedures used to pay per diem vary. Officers get less than civilian employees and enlisted members get least of all. The intent of per diem is to defray costs incurred during TDY. It does not do this now. Civilians can make many claims that military cannot - civilians can decide if Government quarters are adequate; military cannot. This is not equitable. Per diem received by military members does not cover their expenses.

IMPACT: Revising rules so that all Government employees receive the same per diem under any one set of conditions is an incentive for retention.

SUBJECT: Establish LDO Program

DISCUSSION: The present Senior NCO Program (E-8 & E-9) replaced the WO concept in the Air Force. Under this system when an individual attains E-9, career progression reaches a standstill, with no further avenues of progression available. Most senior NCOs retire at this point to get established in industry or civil service while young enough to be desired by industry. This results in a loss to the USAF of highly qualified personnel who could effectively be utilized in middle management areas.

IMPACT: This program would continue the atmosphere of competition among senior NCOs, entice the majority of these personnel to remain in the service to 30 years, provide a new avenue for further progression, and benefit the USAF by continued utilization in the middle management area of highly qualified experienced personnel. It will also encourage retention of younger airmen to remain in the service for a more rewarding career.

SUBJECT: Facilities Maintenance

DISCUSSION: Civil engineering does not seem to be manned and equipped to provide required services and repairs. Personnel are expected to accomplish too many "self-help" projects in the maintenance of their work areas and quarters.

IMPACT: Freedom from self-help projects would permit individuals to contribute greater time and effort to their assigned duties. The result would be greater job satisfaction.

SUBJECT: Federal Vehicle Registration and Licensing

DISCUSSION: Some states do not recognize driver's license and vehicle tags from other states; many states require vehicles to be registered and licenses obtained within a
certain time period. Many states require drivers to be licensed in their state to the extent that they withdraw licenses issued from other states - even though they are current and were issued from the individual's home of record. These varying requirements result in inconvenience and burdensome expense to military personnel. A program of federal vehicle registration and licensing for military personnel would help to eliminate this long standing irritant.

IMPACT: Elimination of an irritant, decrease the loss of manhours spent when processing at a new duty assignment, service-wide increase in the management of vehicle registration.

SUBJECT: Full Pay for Retired RegAF Officers in Civil Service Positions

DISCUSSION: Retired RegAF officers must relinquish a percentage of pay earned in civil service jobs. This rule does not apply to Reserve Officers. This practice discourages young officers from accepting RegAF appointments.

IMPACT: Eliminate a discriminatory policy affecting the officer force.

SUBJECT: Grade and Reserve Time at Retirement

DISCUSSION: Officers are allowed to retire in the highest grade held and also to count reserve time. This is not allowed for enlisted personnel.

IMPACT: Airman force would be affected by elimination of a discriminatory law against enlisted retirement benefits.

SUBJECT: Government Housing Inequities

DISCUSSION: Many housing inequities appear to arise from a comparison of the Basic Allowance for Quarters Pay (BAQ) to the cost of obtaining civilian housing. They are sometimes caused by comparing the BAQ with the various types of government housing available; the different grades assigned similar quarters; and lastly, different quarters assigned similar grades. One solution proposed is that each set of quarters be appraised at its true rental value and a deduction made accordingly from the members allowance; regardless of the rank of the occupant. Then, upon termination of quarters a charge for excessive damage or cleanliness over and above fair wear and tear would be made. The monthly "rental" would allow a small percentage for financing an Air Force
managed cleaning and repair service. Whatever the solution; more housing, increased BAQ; COLA or more pay; the problem must be solved if we are to attain the desired standards for an "all volunteer" force.

**IMPACT:** This appears to be a major retention item that could have far reaching impact.

**SUBJECT:** Barracks Living

**DISCUSSION:** Every possible attempt is needed to provide more suitable housing for bachelor airmen. Most would prefer to live off base, drawing BAQ. Failing this they would prefer a private room, not subject to "military control." In essence, they believe they should be treated as mature, responsible adults, within the constraints of the military environment.

**IMPACT:** The positive effect on airmen retention is unquestionable.

**SUBJECT:** Housing allowances

**DISCUSSION:** Airmen in the grades of E1 through E3 receive no additional housing allowance if they are married. Housing allowance increases with rank, yet assignment of base housing provides priority by rank. This is inequitable because the lower grade personnel who receive a lesser housing allowance must live off base in much more expensive conditions.

**IMPACT:** Removal of the young airmen from a type of discrimination will help recruitment.

**SUBJECT:** Improvement of Medical and Dental Services

**DISCUSSION:** Medical services should be greatly improved and enlarged or substituted for an additional allowance or an expansion of Medicare. Dental, optical, orthopedic and allergy services should be provided to members and their dependents in all cases. Medical facilities and/or services are often mediocre at best. Air Force continuously reports a shortage of doctors and trained medical personnel, yet greater obligations are continuously placed on the medical corps, notably to support the domestic actions program. The military member often feels like a second-class citizen. Medical services should be expanded to allow military personnel and dependents to have their prescriptions received from a civilian doctor filled at the Base Pharmacy. Vitamins when prescribed by doctors should be available to the pharmacy. More doctors, longer officer hours, or improved
scheduling procedures are required. The time between a military/dependent request for an initial appointment for a non-emergency illness and the actual appointment is excessive (sometimes as much as four weeks). Many non-emergency appointments become emergencies during this time lapse thus increasing the emergency staff's workload and decreasing the patient's confidence/respect for the military medical system. We should consider the patient's time and schedules as well as the doctor's; we should work for the patient, not make the patient work for the system.

Dental Services should be provided for dependents at state-side bases. Dental care for dependents would add to the attractiveness of the service, even if a small monetary contribution is required from the service member. While hospital services for dependents have progressively improved over the years, very little has been done in the area of dental care. Civilian dental care in the CONUS has become very expensive. Presumably, dental services are not currently provided to dependents due to personnel, facility, and equipment limitations. Every effort should be made to recruit more dental talent and expand services to include orthodontal in order to provide for military dependents.

IMPACT: The improvement of these services would move the military closer to providing a complete dependent dental/medical care program. Complete dental/medical care is a benefit that would make a military career more attractive not only to the military member but his family as well.

SUBJECT: Income Taxes

DISCUSSION: Civilians, other than DoD, residing outside the U.S. for a period in excess of 18 months are granted an extremely attractive tax break. The military member is not.

IMPACT: Authorizing this type of equal tax break would be quite an inducement for a military career and for overseas volunteers and extension of overseas tours. PCSs and associated financial expenditures would be minimized.

SUBJECT: In & Out Processing

DISCUSSION: Each individual should be specifically authorized by regulation five days between the date that he signs into an organization and the day that he reports to work, and five days between the date that he is relieved of duty and the date that he signs out PCS. These days should not be chargeable to leave, and processing systems should be established so that all aspects of "in" and "out" processing could be accomplished in the five days.
IMPACT: This procedure would afford measurable effect on retention of personnel.

SUBJECT: Life Insurance

DISCUSSION: Increase GI insurance benefits for those who desire greater amounts of coverage, with appropriate rates.

IMPACT: Ability to provide sufficient funds for the welfare of dependents.

SUBJECT: Military and Civilians in Identical Jobs

DISCUSSION: Jobs within career fields should not be split between military and civilians at the same location. For example, a civilian cook in food service does his job and goes home. On the other hand, due to mission requirements and reduced forces, the military man may be required to work overtime. In many cases, they are placed with civilians for learning experience but are singled out for menial housekeeping details.

IMPACT: The complete separation of military and civilian authorizations at the worker level will increase military effectiveness worldwide.

SUBJECT: Military Pay and Allowances Benefits

DISCUSSION: Paydays should be changed from monthly or bi-monthly to every twelve weeks, as civil service now does. This would encourage better budgeting of money and give our personnel money when they need it, rather than at odd times during the week. The military pay should be given on opposite weeks from civil service and wage board employees so that it would minimize shopping peaks and valleys which are prevalent near most military installations. Recommend the following be studied:

   a. Proficiency pay should be given for sustained performance to all career fields. Criteria for award of proficiency pay should be uniform for all branches of service.

   b. Variable Reenlistment Bonus should be offered to all career fields rather than just specific career fields.

   c. More realistic pay for both officer and enlisted personnel beginning their career is important. Present pay scales are far too low.

   d. Provide military with same pay incentives and tax
breaks civilians get for overseas duty.

e. Service members often perform the same job as civilian counterpart at considerably less pay, even considering fringe benefits.

f. Reenlistment bonus, travel pay, and cash settlement for unused leave should be afforded not only on ETS but on all PETS reenlistments.

g. In case of the death of a serviceman after retirement, his spouse should be entitled to his retirement pay until remarriage.

IMPACT: Adequate pay with the use of bonuses as incentives will definitely increase the military's ability to retain sufficient personnel to meet mission requirements.

SUBJECT: Mobile Home Parks

DISCUSSION: Consideration should be directed toward the construction of mobile home (trailer) parks on every Air Force Base. Many airmen, NCOs and officers prefer mobile homes over conventional houses based on lower initial cost, decreased interest, tax savings, and mobility. Some airmen have been forced to sell their mobile homes at loss due to shortage of trailer rental spaces at new stations. Mobile home parks offer favorable financial return on the investment of construction and careful planning can make the mobile home park a valuable addition to any Air Force Base. President Nixon has indicated that various forms of mobile homes could be the answer to 50 per cent of America's housing shortage.

IMPACT: Availability of quality parking spaces for present and future mobile home owners would provide a valuable asset to the retention of our people.

SUBJECT: Movement of Dependents and Personal Effects for all Personnel Regardless of Grade

DISCUSSION: The entitlement to move household goods and dependents incident to a PCS move should be extended to all grades since the young married airmen who now do not have an entitlement are the people who can least afford the expenses incurred during a move. In many instances, a CONUS PCS move is tantamount to a family separation because the member cannot afford to move his personal effects and his family at personal expense. In the case of an overseas PCS move, family separation for the duration of the member's tour of duty is almost unavoidable for economic reasons.
Family life disruption at the early stage of an airman's career can adversely affect his decision of making the Air Force a career. Elimination of present restrictions would provide a retention incentive for first term airmen.

SUBJECT: Pay and Allowances

DISCUSSION: Increased basic pay to a level consistent with civilian industry is a recurring comment. Provisions should also be made for cost of living increases in basic pay as well as all allowances to equal the civilian market. A realignment of pay scale should provide for an adequate wage to young first term airmen in particular; this should include full PCS entitlements as well as:

1. Eliminate present pay per rank and structure pay on position classification.

2. When overpayment by finance section occurs, repayment should be accomplished in a more equitable manner in lieu of large sum repayments.

3. Improved financial counseling should be accomplished.

4. When a career field is classified as a limited resource specialty, incentive pay should be authorized.

5. Provide a separate rations option to individuals of all grades, regardless of marital status.

6. Fully reimburse all members of the military for expenses incurred in the performance of official business.

7. Provide overtime pay for hours worked over a 40 hour week, combat and isolated duty excepted.

8. An increase in separation allowance will ease the financial difficulty of operating two households. It will also be an incentive for people to volunteer for areas of non concurrent travel.

IMPACT: A restructure of basic pay and allowances to provide better standards for the force in general and the young enlisted men in particular would have a positive impact on a volunteer Air Force.

SUBJECT: Pay Without Promotion

DISCUSSION: Two of the biggest reasons for the loss of skilled workers are promotions and pay. We continually follow the policy of restricting pay increases to promotion. It is
assumed that at a certain point a man will be promoted. If
he is not, he is discharged or he is retained and his pay
remains stagnant. With the smaller force required for the
all-volunteer concept, there will be less promotions avail-
able. Many good workers are not, and never will be excep-
tional supervisors. Any airman looking ahead can see the
pitfalls and the point at which his pay may fail to increase
although his personal responsibilities will continue to rise.
People who do their job should continue to receive periodic
increases in pay as they gain increased experience.

IMPACT: In a small force, non-producers must be eliminated
without punishing the whole group by the no-promotion, no-
pay improvement policy.

SUBJECT: PCS Allowances for All Personnel

DISCUSSION: Many airmen and officers suffer financial losses
because of PCS moves. There are many reasons for this.
Three of the primary ones follow: [sic]

1. Dislocation and Dependent Travel Allowance. Many
airmen are married during their first enlistment and have
one or more dependents. A PCS move is usually financially
disastrous for first term airmen with dependents. All per-
sonnel with dependents should be given dislocation and mileage
allowance for PCSs.

2. Temporary Quarters Allowance. Typically, the mili-
tary member, when reporting for duty at a new assignment,
will experience several days or weeks of living in temporary
quarters until he is able to obtain permanent quarters.
This usually results in a large expenditure as temporary quar-
ters usually consist of motels or short term leases; base
guest housing is normally very limited. Because of the ex-
 pense, the military member often accepts housing on the
economy that he normally would not accept. An increased
quarters allowance should be paid. The amount and period of
time it would be paid should be based on the economy and
availability of housing in the area of the base the member
is transferred to. Two months BAQ would probably cover the
average cost.

IMPACT: All military personnel with dependents should be
equitably treated - a first rule to retention.

SUBJECT: PCS Notice

DISCUSSION: More advance notice should be given on PCS
assignments. Individuals should be notified as much as a
year in advance of proposed PCS moves in order to properly
plan moves. Short notice assignments/cancellations should be held to the absolute minimum.

IMPACT: A definite aid to morale and retention.

SUBJECT: Permanent vs Temporary Promotions

DISCUSSION: Under the present system, each officer is promoted twice (temporary and permanent) in each grade before the promotion is final. There should be one promotion selection system. If a man is promoted temporarily to a grade and performs honorably in that grade, is it necessary to subject him to another selection process?

IMPACT: Management of the promotion system would be simplified with a monetary and manhour savings attributed to less convening of promotion boards.

SUBJECT: Proficiency/Specialty Pay

DISCUSSION: Professional pay should be extended to all "Professionals." Lawyers are among those with extended technical training who are not considered eligible for proficiency pay. Proficiency pay should be given to all career fields that require extended technical training. At present, proficiency pay is tied to the number of people assigned to a career field, not to the degree of skill required or complexity of the job. The variable reenlistment bonus could be used as an incentive for a few career fields. To make the military competitive with civilian industry, the airman in a complex field should be paid for his skill. This pay could start at the seven level. Possibly, the Proficiency Pay Program needs major revision to interface with the current progression program. To start, the name "Specialist Incentive Pay" would better describe the program and its intent. Next, establish two lines of progression - specialist and supervisory, with pay rates for each line. Recognition can then be given to those who increase and use their technical skill as well as those who demonstrate an ability to supervise and assume additional responsibility. An individual with outstanding ability might progress in both lines. The recognition for skilled performance should not be limited to personnel in technical fields; for example, personnel who demonstrate exceptional skill in administrative or personnel tasks should be awarded specialist pay although they may not have advanced in grade.

IMPACT: A program of this nature would equalize recruitment to a level with industry.
PROMOTIONS

The importance of an equitable and management oriented promotion system as a mainstay to retention was made clear by the emphasis placed on this point. Both officers and airmen stressed that many good workers do not have supervisory ability and as a result should receive pay raises rather than promotions. The WAPS program must be re-examined; it does not necessarily promote top airmen first; for example, an airman in one career field may not be promoted even with a higher WAPS score than an airman in another career field who was promoted. Junior officers stated that the automatic promotion to Captain eliminated incentive for advancement, and the long waiting period for promotion to Major was a strong demotivator. Significantly, we must remove the deadwood from all grades and ranks -- they stand in the way of young airmen and officers striving for the top.

SUBJECT: Promotion

DISCUSSION: There is a large imbalance in the promotion system due to differing requirements by AFSC. Either the promotions should be evened out, or more opportunity should be given to career airmen to retrain into the faster moving AFSCs. The large number of restrictions now placed on retraining make it difficult for the airman to retrain into the field of his choice. Consideration should be given of a broader Airman Commissioning Program, thereby allowing promotion potential to everyone. Re-establish the 1st Lieutenant and Captain ranks as the "seasoning" grades where a man is given credit for proven performance, and entrusted with limited supervision of others in his specialty area. Under today's fast promotion program, we are paying for experience and skill before the man has either. Active duty commissioned time under age 21 is counted in establishing a PLSD for a Reserve Officer, but is not counted for a regular officer. All active duty commissioned time should count toward establishing a PLSD, regardless of age of USAF component. As a relief valve to control desired expansion and reduction of the force, and to impress a realistic form of personnel management on a career force, offer release/retirement every 5 years up to the final 30 year point. The ten (10), 15 and 20 year marks should be honorable separation options. A proportionate cost settlement, increasing for each successive 5-year point, would represent the government's final settlement of financial obligation for completed service. The 25 and 30 year points should provide 66% and 75% retirement pay programs with full fringe benefits accompanying the retiree to his death. Some other suggestions pertaining to grade structure were made with less frequency.
Under the present ground rules, the promotion system for officers is seniority oriented. Secondary zone promotions provide some degree of relief from this system, but the quotas are too small to provide sufficient incentive to those fastburner officers who would otherwise make the Air Force a career. The secondary zone quotas should be increased to approximately 20% for all field grades.

IMPACT: Retention is related to equity in management - all members must have a visible future.

SUBJECT: Promotion

DISCUSSION: For an effective, motivating promotional system, the Air Force must develop a method which reflects the individual's true merit and abilities in all grades. Criteria for definite experience levels, time in rank and personal qualifications should be established to plan a fair opportunity for periodic advancement. Quotas, limitations and ceilings should be eliminated. This system would let the individual be aware of what he is expected to do, remove the human error of evaluation to the maximum extent and inform him as to why he did or did not make a promotion. Recommend personnel selected for promotion be permitted to assume the new grade immediately to enjoy all benefits with exception of increased pay. Personnel are considered for assignments in their projected grade. This will eliminate the present dissatisfaction with the long waiting period between selection and actual promotion for the majority of individuals.

IMPACT: Equal opportunity of periodic advancement greatly enhances the military career as a profession.

SUBJECT: Promotion to Major

DISCUSSION: Once an officer is promoted to the grade of Captain, he faces seven years of service in the same grade prior to eligibility for promotion to Major. With the probability of being selected for promotion to Major in the secondary zone very slim, the vast majority of officers face the prospect of spending 35% of a twenty year career in the grade of Captain.

IMPACT: The prospect of being bogged down in one grade for over one-third of his career is a career irritant to many young Captains.

SUBJECT: Promotions - AF vs Other Services

DISCUSSION: Action should be taken to equalize the time-in-
grade and total years service required for primary zone consideration for promotion among the military services. While it is recognized that these policies have been brought about by grade ceiling limitations, action should be taken to equalize these policies so that one service does not have an advantage over another.

IMPACT: All service personnel should be paid and promoted with similarity.

SUBJECT: Prestige

DISCUSSION: Many things could be done to enhance the prestige of enlisted personnel and subsequently make an Air Force career more attractive. The requirement for the two lower grade airmen to carry DD Form 345 (Armed Forces Liberty Pass) is degrading to most airmen. The implication being that they are not mature enough to assume personal responsibility. The middle and junior NCOs feel that elevating the E4 to NCO status degraded the entire NCO corps. The only actual benefit the E4 gained was the right to join the NCO Club and to be called "sergeant". However, the connotation is that he has a thorough understanding of Air Force policy and the job and managerial experience to be a Non-Commissioned Officer.

IMPACT: The management aspect of the NCO would be more defined and not broadened to the extent that a young first termer would be expected to have managerial maturity.

SUBJECT: Quarters Inspection Upon Termination

DISCUSSION: Many quarters occupants believe the standards of cleanliness upon termination of government quarters are unrealistic and oppressive. Charges made by "cleaning services guaranteed to pass inspections" are a visible basis for this complaint. Few personnel object to realistic inspections upon termination of government quarters. They object when they must spend several days cleaning to meet an unrealistically rigid standard.

IMPACT: The ill will generated by unrealistic policies adversely affects our retention efforts.

SUBJECT: Reimbursement for Expenses on Sale of Home

DISCUSSION: Because of the PCS moves made by military members, and the fact that Government housing is often not available, military personnel spend a considerable amount of money in disposing of real property (legal fees, mortgage transfer, etc.). Civil Service personnel are reimbursed
these expenses.

**IMPACT:** Reduce financial burden imposed on military personnel who must purchase homes when government quarters are not available.

**SUBJECT:** Reinstall Warrant Officer Program

**DISCUSSION:** As an irritant, many senior NCOs do not feel they are being afforded an opportunity to progress comparable to civilian industry. After promotion to E-9, no further advancement is possible even though this peak of enlisted achievement occurs within the 17-20 year point.

**IMPACT:** Reinstatement of the WO program would provide the necessary recognition and incentive to continue an Air Force career.

**SUBJECT:** Separate Rations Option for Airmen

**DISCUSSION:** Many airmen find it impractical or impossible to use the consolidated airmen dining hall, particularly at noon due to its distance from their place of duty. They sometimes miss the evening meal due to working overtime or social functions. They receive no compensation for meals purchased at the BX or on the local economy. The option of eating in a convenient location without forfeiture of benefits would contribute to better morale. The exercise of this option would be controlled by unit commanders based on the financial and military responsibility of the individual airmen.

**IMPACT:** Single airmen would have more freedom and live on a par with their civilian counterpart.

**SUBJECT:** Specialty Promotions

**DISCUSSION:** There is no system whereby an individual with a college degree, desiring a career in the military (Air Force), but not qualifying for a commission, is given an opportunity for rapid advancement into the supervisory NCO ranks. Recruitment, basic training, special NCO school, and specialty training would be a realistic progression into the NCO ranks for individuals meeting the educational and mental aptitude for this type of program.

**IMPACT:** Individuals possessing these prerequisites and desiring a military career should be afforded the opportunity for rapid advancement. Seniority can cause talent to bide time rather than innovate from a managerial position.
SUBJECT: Stabilizing CONUS Assignments

DISCUSSION: The benefits to be derived in stabilizing CONUS tours would not only enhance the manning at Air Force bases but would add to the creditability of an all volunteer force. The benefits include, but are not limited to the following:

1. Long range planning.
2. Considerable monetary savings by fewer PCSs.
3. Availability of trained personnel to meet emergency contingency requirements.
4. High morale of personnel (based upon knowing assignment status which would reduce family separation).
5. Greater Civilian/Military relationships.
6. Reduction of personal hardships by elimination of frequent PCSs.
8. Promotes "responsibility" rather than assuming "I won't be here tomorrow to worry about it."
9. Allows planning for next PCS.
10. Greater alignment of the man to the job requirement.
11. Improve quality of work, by improved training methods and standards. Persons will have a vested interest in their unit. More pride and concern for organizational goals.

Benefits to the individual include:

1. Career planning.
2. Fewer PCS moves, and disruption of family life.
3. Less separation from family.
5. Possible to establish savings account.

IMPACT: The elimination of short notice and numerous PCS moves will result in considerable monetary savings and at the same time reduce the constant complaint of family disruptions/separations. This action would also promote mission continuity and provide for more stable career planning.
SUBJECT: Travel Entitlement for the Bootstrap Program

DISCUSSION: Personnel enrolled in the Bootstrap Program should be given travel entitlements. Currently, these personnel are required to pay for this travel from their own resources.

IMPACT: Travel pay would provide a good incentive to all personnel considering educational pursuits.

SUBJECT: TDY Travel Arrangements

DISCUSSION: Limit TDY to mission requirements only. Allow travel arrangements by either military or commercial, which will permit mission accomplishment and prompt return to duty. Restricting TDY travel to only military aircraft often results in mission failure due to aircraft failure, delays, lay-overs, etc. These cut into duty time and infringe on off-duty time.

IMPACT: Greater mission accomplishment.

SUBJECT: The Uniform

DISCUSSION: Many variations on the uniform have been recommended. The following were most frequently proposed: A light weight top coat for southern regions; a summer blue uniform, to replace the 1505, which is permanent press - present cleaning bills alone are well above the clothing allowance; Top Three uniforms should be distinctive - similar to the Navy's Chief Petty Officer - Senior and Chief Master Sergeants could wear the officer's band on the arm with the present arm stripe on the left arm only (the cost would be absorbed by the individual and very negligible); men working on trucks and airplanes dirty their uniforms more frequently than most, as a result, they should be given work uniforms similar to the medic personnel; and enlisted flying personnel should wear insignia to preclude confusion.

IMPACT: The uniform is the outward expression of our profession - its use and style must be functional so that all will take pride in their branch of the service.

SUBJECT: Variable Reenlistment Bonus and Pro Pay

DISCUSSION: There are currently too many inequities with the pro pay and VRB systems. A morale problem exists because some skills receive pro pay or VRB while others do not. If the active force is to be reduced, yet do the same job, it
must consist of very experienced personnel. These personnel should be paid competitively with what private enterprise offers. Bonuses should be offered for superior performance only.

**IMPACT:** Eliminate VRB, pro pay, establish pay comparable with private enterprise, and establish a superior performance pay.

**SUBJECT:** WAF Personnel Policy

**DISCUSSION:** Consideration should be given to providing treatment and benefits to WAF personnel equitable to their male counterparts. Additionally the feasibility of permitting married WAF to remain on active duty and raise a family should be studied.

a. During a specified prenatal period and postnatal period they could be removed from duty and pay status.

b. Medical care should be in government facilities, if desired, since wives of male personnel are afforded this service.

**IMPACT:** More women would consider USAF career status if they were treated equally.

**SUBJECT:** Wider Publication of Total Service Benefits

**DISCUSSION:** All Air Force personnel are not aware of total benefits to be derived from a military career. Promotion opportunities and basic pay are often the focal points of discussion when describing the attractive features of military life. While these considerations are certainly important, and probably upper-most in an individual's mind when contemplating an Air Force career, any presentation to potential career personnel on total compensations of a military career should include all entitlements. Where possible, a dollar cost should be identified with each benefit. This is important because when actual comparisons are made between corresponding military and civilian careers, the difference in pay is not as great as a simple comparison of basic salaries would indicate. A military career is thus presented in a more favorable light when direct comparisons of this nature are made.

**IMPACT:** Detailed knowledge of total benefits or ready access to such information could well be the deciding factor in an individual's decision to choose a military career over civilian life.
SUBJECT: Bachelor Quarters

DISCUSSION: Married personnel can occupy a three or four bedroom unit with privacy and without the drawbacks presently suffered by bachelors for a minimum of $120.00. The cost to bachelors is $110.00 each (or $440.00 per unit for four) who must be forced to share the premises.

IMPACT: Improvement in the quality and cost of bachelor quarters would definitely aid the retention of these people.

SUBJECT: CONUS Space Available Air Transportation for Military Dependents

DISCUSSION: Dependents of military personnel are not entitled to travel on space available on military aircraft within the continental limits of the U.S. This extra benefit is available for eligible personnel to and from overseas and between overseas areas. Space available travel for dependents within CONUS will be one of the most attractive no cost fringe benefits. Further, extend ports of entry to some non MAC bases to allow great accessibility to members on leave with dependents desiring military space available trips abroad.

IMPACT: A fringe benefit that will help make retention attractive.

SUBJECT: Cost of Quarters for Junior Officers

DISCUSSION: Junior officers complain that they should not be required to reside on base, but if they must live on base, adequate quarters should be made available. In comparison, a single officer forced to live on base loses his quarters allowance with no linen or maid service provided, while a temporary duty officer pays only $2.00 per day ($60.00 per month) for similar quarters and has linen and maid service provided.

IMPACT: Reduced costs of quarters and service would help retain junior officers.

SUBJECT: Expand Services in Clothing Sales Stores

DISCUSSION: Clothing Sales Stores could stock slightly higher quality merchandise. They should have new uniform items available within months of their authorization.
IMPACT: This would affect all military personnel by providing an opportunity for better individual appearance, as well as serve the comfort needs of our people.

SUBJECT: Improved Operation of BX and Commissary Facilities

DISCUSSION: People need to understand the how and why of commissary and BX operation and pricing. These facilities are often unfavorably compared with their commercial counterparts.

IMPACT: Lack of information or inadequate information has an adverse effect on morale and retention. The Air Force could consider including this information in career motivation materials.

SUBJECT: Hold Baggage Weight Allowances

DISCUSSION: Presently hold baggage weight allowances are determined by grade and for airmen in grade E4 or lower, by length of service. Some consideration should be given to providing an equitable allowance for dependents regardless of sponsors grade and an equal allowance for all career airmen and officers regardless of grade.

IMPACT: Retention of all personnel.

SUBJECT: Housing

DISCUSSION: One of the greatest irritants associated by PCS moves is obtaining suitable housing at the new location. The most logical answer to this problem is more base housing. Most moves in the Air Force today actually entail two moves on the part of the member if he elects to occupy government housing - one move to an off-base private rental, and sometimes many months later, a second move to base housing. Everything possible should be done to eliminate this situation. This comment applies equally to overseas duty locations where it is often necessary for the member to travel unaccompanied and to remain for several months without his family until suitable quarters become available.

IMPACT: Increased availability of housing through any means would improve both comfort and retention.

SUBJECT: Transportation entitlement to move household goods in excess of the 2,000 pound limitation when returning to CONUS from an overseas area for which the 2,000 pound limitation is imposed.
DISCUSSION: Military members returning to the CONUS with a 2,000 pound baggage restriction are required to dispose of items which exceed 2,000 pounds of HHG plus unaccompanied baggage and professional gear. This restriction is applied irrespective of whether or not the member's overall weight entitlement established by the JTR for shipment of HHG incident to the CONUS PCS move is exceeded or not. The restriction as written reads as follows: "Before a military or civilian member's departure, the transportation officer will obtain from him a listing of the articles that may be withdrawn if the shipment exceeds the limitation. The member will indicate preference as to the order of withdrawal, and furnish disposition instructions." This restriction does not recognize the problems of making a last minute disposition of HHG items, and the gamut of circumstances which caused accumulation of items beyond the return entitlement. Some of the reasons why members acquire extra items are:

1. In most overseas stations members have a need for freezers, air conditioners, etc., which are not in the base housing supply stock.

2. Dependents actively participate in base sponsored activities such as Hi Fi Clubs, Wood Hobby Shops, Ceramics, etc.

3. Most overseas areas provide market sources for the member to purchase special items of furniture which are not available in CONUS.

IMPACT: Changing the present regulations to allow the TMO to ship the entire lot of HHG irrespective of weight.

SUBJECT: Modification of Household Goods Weight Entitlement

DISCUSSION: The weight allowance for movement of household goods is based on the grade held by a military member on the effective date of PCS orders. No consideration is given to the size of the family or to member's length of service. Generally, there is a direct relationship between length of service, family size and member's ownership of personal effects; however, these factors are not considered in the development of existing weight entitlements.

IMPACT: Establishing a basic weight for each rank with a scale of additional allowance for each dependent (based on age) will ease the financial burden placed on large families.

SUBJECT: Officer Dormitories

DISCUSSION: Essentially the problem involves lack of privacy
and space for bachelor officers. A bachelor officer living in the BOQ has no choice concerning who is to move in with him. Often BOQ units are overcrowded with four officers sharing one small kitchen and living room. Bachelor officers are subjected to more fire inspections than married personnel. Maintenance personnel and fire inspectors enter BOQ units with master keys without permission or coordination of occupants. The general attitude by base agencies that anyone can enter a BOQ unit without permission creates an uncomfortable feeling not conducive to privacy and relaxation that a home environment should have.

IMPACT: Privacy is an element that promotes morale, comfort and ultimate retention of personnel.

SUBJECT: Quarters for Nurse Personnel and WAF Officers

DISCUSSION: Consideration should be given to permitting commissioned female personnel a choice of accepting available government quarters, or living off base. Nurses especially feel their life unduly restricted compared to their civilian counterparts.

IMPACT: Retention of WAF Officers and Nurse Corps.

SUBJECT: Transient Airmen Quarters

DISCUSSION: Many Air Force Base transient (TDY) airmen barracks are substandard. They are World War II buildings that no one wants and generally do not meet the standards outlined in AFM 30-7. This directive also permits Base Commanders to use below standard buildings. Just as visitors to one's home are not given the worst accommodations, neither should transient airmen get substandard quarters. When quarters cannot meet standards, civilian billets should be furnished.

IMPACT: Morale of our career airmen who perform TDY would be materially enhanced by providing them adequate quarters at their temporary location.

SUBJECT: Work Environment

DISCUSSION: Improve physical working conditions to the maximum extent commensurate with available funds and civil engineering capabilities. More attractive color combinations free from the standard, age old colors - easy eye green, battleship grey, etc. - should be introduced. Incidentally, why do all Air Force desks, chairs and tables have to be grey?
IMPACT: Pleasantly decorated surroundings induce greater performance and job satisfaction. They indicate leaders are concerned for their people.

Definition of initials used in this report:

AFIT--Air Force Institute of Technology
AFM--Air Force Manual
AFSC--Air Force Specialty Code
AMA--American Medical Association
APOE--aerial port of embarkation
BAQ--base allowance for quarters
BQQ--bachelor officer quarters
BX--base exchange
CBPO--consolidated base personnel office
COLA--Cost of Living Allowances
CONUS--continental United States
DoD--Department of Defense
ETS--expiration of term of service
GI--government issue
GMT--general military training
HHG--household goods
JTR--joint travel regulations
MAC--Military Airlift Command
NCO--Non-Commissioned Officer
OER--officer effectiveness report
OPR--office of primary responsibility
OTS--Office Training School
PCS--permanent change of station
PETS--prior to expiration of term of service
PLSD--promotion list service date
Pro Pay--proficiency pay
RegAF--Regular Air Force
ROTC--Reserve Officers Training Corps
SSAN--Social Security Account Number
STEP--Short Term Enlistment Program
TDY--temporary duty
VRB--Variable Reenlistment Bonus
WAF--Women in the Air Force
WAPS--Weighted Airman Promotion System
WO--Warrant Officer

## APPENDIX D

### GRADE COMPARISON CHART

#### COMMISSIONED

<table>
<thead>
<tr>
<th>Pay Grade</th>
<th>Rank</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-10</td>
<td>General</td>
</tr>
<tr>
<td>0-9</td>
<td>Lieutenant General</td>
</tr>
<tr>
<td>0-8</td>
<td>Major General</td>
</tr>
<tr>
<td>0-7</td>
<td>Brigadier General</td>
</tr>
<tr>
<td>0-6</td>
<td>Colonel</td>
</tr>
<tr>
<td>0-5</td>
<td>Lieutenant Colonel</td>
</tr>
<tr>
<td>0-4</td>
<td>Major</td>
</tr>
<tr>
<td>0-3</td>
<td>Captain</td>
</tr>
<tr>
<td>0-2</td>
<td>First Lieutenant</td>
</tr>
<tr>
<td>0-1</td>
<td>Second Lieutenant</td>
</tr>
</tbody>
</table>

#### WARRANT

| W-4       | Chief Warrant         |
| W-3       | Chief Warrant         |
| W-2       | Chief Warrant         |
| W-1       | Warrant Officer       |

#### ENLISTED

| E-9       | Chief Master Sergeant |
| E-8       | Senior Master Sergeant|
| E-7       | Master Sergeant       |
| E-6       | Technical Sergeant    |
| E-5       | Staff Sergeant        |
| E-4       | Sergeant              |
| E-3       | Airman First Class    |
| E-2       | Airman                |
| E-1       | Airman Basic          |

Source: ATCM 33-2(Cl), 25, October, 72.
OFFICER SAMPLE SURVEY
APRIL 1972

FOREWORD

Your ideas and opinions are important to the Air Force. This survey is an important way of getting some of your thoughts to Headquarters USAF so that they can use them to change old policies or make new policies. These changes do not always happen quickly. Some of you will see during your career. In other cases, Air Force people like yourself will benefit in the future by your ideas.

Please give your honest answers; tell it like it is. Do not give "establishment" or "textbook" answers, or answers which you think HQ USAF would like to hear. These answers will only hurt yourself and others because Headquarters will assume this is the way you really feel and make policies accordingly.

There is a Comments Sheet at the end of the survey for additional comments. If a question does not include your answer, use the Comments Sheet at the end of the survey to write it out. In addition, please use the Comments Sheet to write out any comments you wish regarding the subjects on the survey or on any other subjects which you feel are important. Please use it if you wish—one out of every officer does. If you wish an answer, please sign your name and give your organization.
PLEASE READ THE FOLLOWING INSTRUCTIONS BEFORE ANSWERING THE SURVEY

Answer the questions as of April 1972.

Select only one answer to each question.

Mark your answers on the answer sheet. It is not necessary to write on the survey itself. Use a No. 2 pencil only.

Be sure to mark your answers carefully so that you enter them opposite the same answer sheet number as survey question number.

Be sure that your answer marks are heavy and black and that you blacken the whole rectangle but stay within the rectangle lines.

RIGHT WAY TO MARK ANSWER SHEET

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>o</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
</tr>
</tbody>
</table>

WRONG WAY TO MARK ANSWER SHEET

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>x</td>
<td>o</td>
<td>x</td>
<td>x</td>
<td>x</td>
</tr>
</tbody>
</table>

IMPORTANT

Be sure to write your Social Security Account Number (SSAN) on the front side of the answer sheet in the boxes provided; then blacken the rectangle to the right of each number which is the same as the number you wrote in the box.

Your SSAN will not be used to identify you with your answers. You were requested to participate in this survey based upon random selection by SSAN. Your SSAN will be used only as a necessary method of survey control.

Please do not mark in the preprinted number boxes on each side of your answer sheet. These numbers are used by the electronic scanner to match the front and back of your answer sheet.
PART 1 - GENERAL CHARACTERISTICS

The questions in this part are general questions about yourself. They are included in the survey to permit a grouping of survey results by age, grade, length of service and so forth.

1. What is your command of assignment (the command that maintains your personnel records)?
   A. Alaskan Air Command
   B. U.S. Air Force Academy
   C. Aerospace Defense Command
   D. U.S. Air Forces in Europe
   E. Air Force Accounting and Finance Center
   F. Air Force Logistics Command
   G. Aeronautical Chart and Information Center
   H. Air Force Systems Command
   I. Air Reserve Personnel Center
   J. Air Training Command
   K. Air University
   L. U.S. Air Forces Southern Command
   M. Headquarters Air Force Reserve
   N. Headquarters USAF
   O. Data Systems Design Center
   P. Headquarters Command
   Q. Military Airlift Command
   R. Pacific Air Forces
   S. Strategic Air Command
   T. Tactical Air Command
   U. USAF Security Service
   X. Air Force Military Personnel Center
   Y. Air Force Communications Service
   Z. Air Force Inspection and Safety Center
   J. Air Force Audit Agency
   I. Air Force Office of Special Investigations
   2. Others

2. What is your sex and race?
   A. Male, Caucasian
   B. Male, Negro
   C. Male, Other
   D. Female, Caucasian
   E. Female, Negro
   F. Female, Other

3. What is your present active duty grade?
   A. Colonel
   B. Lieutenant Colonel
   C. Major
   D. Captain
   E. First Lieutenant
   F. Second Lieutenant
   G. Warrant Officer

4. Officers coming on their first tour of active duty incur an initial service commitment. Have you completed your initial service commitment?
   A. Yes
   B. No
5. How much total **active** federal military service have you completed?

A. Less than 1 year
B. 1 year but less than 2
C. 2 years but less than 3
D. 3 years but less than 4
E. 4 years but less than 5
F. 5 years but less than 6
G. 6 years but less than 7
H. 7 years but less than 8
I. 8 years but less than 9
J. 9 years but less than 10
K. 10 years but less than 11
L. 11 years but less than 12
M. 12 years but less than 13
N. 13 years but less than 14
O. 14 years but less than 15
P. 15 years but less than 16
Q. 16 years but less than 17
R. 17 years but less than 18
S. 18 years but less than 19
T. 19 years but less than 20
U. 20 years but less than 21
V. 21 years but less than 22
W. 22 years but less than 23
X. 23 years but less than 24
Y. 24 years but less than 25
Z. 25 years but less than 26
1. 26 years but less than 27
2. 27 years but less than 28
3. 28 years but less than 29
4. 29 years but less than 30
5. 30 years or more

6. How old were you on your last birthday?

A. 21 years or younger
B. 22
C. 23
D. 24
E. 25
F. 26
G. 27
H. 28
I. 29
J. 30
K. 31
L. 32
M. 33
N. 34
O. 35
P. 36
Q. 37
R. 38
S. 39
T. 40
U. 41
V. 42
W. 43
X. 44
Y. 45
Z. 46
1. 47
2. 48
3. 49
4. 50 - 54
5. 55 years or older

7. What is your highest level of education NOW (include accepted GED credits)?

A. Grammar school (did not graduate)
B. Grammar school graduate (no high school)
C. High school (did not graduate)
D. High school graduate (no college)
E. Trade or technical school graduate (not including college)
F. Some college, but less than one year
G. One year college, but less than two
H. Two years college, but less than three (including two-year associate degree)
I. Three years or more college, no degree
J. Registered nurse diploma program
K. College degree (BS, BA, or equivalent, except LL.B)
L. Graduate work beyond bachelor degree (no master's degree)
M. Master's degree
N. Postgraduate work beyond Master's degree
O. Doctorate degree (includes LL.B, J.D., D.D.S., M.D., and D.V.M.)
8. Under which of the following did you get your commission?

A. U.S. Military Academy graduate
B. U.S. Naval Academy graduate
C. U.S. Air Force Academy graduate
D. Distinguished ROTC graduate
E. Distinguished OCS graduate
F. Distinguished OTS graduate
G. Distinguished graduate of Flying Training School
H. Thomasson Act
I. ROTC graduate
J. Citizens' Military Training Corps
K. Graduate of USAF OTS
L. OCS graduate
M. Graduate of Flying Training School—aviation cadet
N. Air National Guard
O. Air Force Reserves
P. Direct appointment from military life
Q. Direct appointment from civilian life

9. What is the FIRST digit of your present duty Air Force Specialty Code (AFSC)? (Example: If your AFSC is 6016 you would mark response "G" for item 9 on your answer sheet).

A. 0
B. 1
C. 2
D. 3
E. 4
F. 5
G. 6
H. 7
I. 8
J. 9

10. What is the SECOND digit of your present duty Air Force Specialty Code (AFSC)?

A. 0
B. 1
C. 2
D. 3
E. 4
F. 5
G. 6
H. 7
I. 8
J. 9

11. What is your marital status?

A. Married
B. Never been married
C. Divorced and not remarried
D. Legally separated
E. Widower/Widow

12. Do you have any dependent children?

A. No
B. One
C. Two
D. Three
E. Four
F. Five
G. Six
H. Seven
I. Eight or more
13. Are you presently a rated officer?
   A. No
   B. Yes, pilot
   C. Yes, navigator
   D. Yes, flight surgeon

   PART 2 - HUMAN RELATIONS

   The questions in this part are included to help the HQ USAF Office of Equal Opportunity determine the extent of racial problems existing in the Air Force. Your answers to this part as in all other parts of this survey will not be identified with you personally.

14. Which one of the following do you consider yourself?
   A. Negro/Black
   B. Spanish or Mexican American
   C. American Indian
   D. Oriental
   E. White
   F. Other

15. Do you believe there is any significant racial discrimination on your base?
   A. No
   B. A great deal but things are improving since last year
   C. A great deal and things are about the same as last year
   D. A great deal but things are getting worse since last year
   E. Some but things are improving since last year
   F. Some but things are about the same as last year
   G. Some but things are getting worse since last year
   H. Very little but things are improving since last year
   I. Very little and things are about the same as last year
   J. Very little but things are getting worse since last year

16. Do you think there is any significant racial discrimination in any specific area in your unit? (Select one answer only)
   A. No, there is no significant discrimination
   Yes, there is significant discrimination CHIEFLY in:
   B. Promotion opportunities
   C. Daily duty assignment
   D. Housing accommodations
   E. Attitudes and treatment by superiors
   F. Training opportunities
   G. On-base (on-post) clubs and social activities
   H. Attitudes of fellow enlisted men
   I. Some other factor
17. Do you think your race is now a factor in your promotion opportunity?
   A. Very helpful
   B. Somewhat helpful
   C. Makes no difference
   D. Somewhat harmful
   E. Very harmful
   F. No opinion/Don't know

18. Do you think minority group personnel receive the same punishment for the same offenses as other personnel in disciplinary actions (Article 15 and courts-martial) under the Uniform Code of Military Justice?
   A. Minority Groups receive much more severe punishment
   B. Minority Groups receive somewhat more severe punishment
   C. No difference in punishment
   D. Minority Groups receive somewhat less severe punishment
   E. Minority Groups receive much less severe punishment
   F. No opinion/Don't know

19. Which one of the following best describes the main reason for the racial problems on your base?
   A. There are no racial problems on my base
   B. Nobody listens to complaints
   C. The commander and supervisors don't care about their people
   D. Whites pretty much run things
   E. They listen but never do anything about complaints
   F. Security police are over-reactive
   G. Blacks pull all the dirty work
   H. When they do take action on complaints it's usually the easy way out
   I. Disciplinary actions are too severe
   J. Militants keep things stirred up
   K. Lack of communication between blacks and whites
   L. Lack of communication between officers and airmen
   M. Other reasons

20. Have you been involved in any racial incidents on your base?
   A. Yes, one or two
   B. Yes, three or more
   C. No, I haven't been involved in the racial incidents on my base
   D. There haven't been any racial incidents on my base

21. How did you get involved in these racial incidents?
   A. There haven't been any racial incidents on my base
   B. I've never been involved in a racial incident
   C. I didn't like what the other guy said or did
   D. My friend needed my help
   E. It seemed the thing to do because everybody else was involved
   F. I was there and it just happened
22. What do you think about the Air Force race relations program on your base?

A. I don't know of any programs
B. The program is good and I think it will improve relations
C. The program is good but I doubt it will improve relations
D. The program is fair but I think it will improve relations
E. The program is fair but I doubt it will improve relations
F. The program is poor but I think it will improve relations
G. The program is poor and I doubt it will improve relations

23. Do you think there is likely to be a racial flare-up on your base in the near future?

A. Yes, definitely
B. Yes, probably
C. I don't know
D. No, probably not
E. No, definitely not

24. Does your immediate supervisor treat all people on the job equally regardless of race?

A. He treats everyone equally
B. Whites get "preferred" treatment
C. Blacks get "preferred" treatment
D. Don't know

25. How do you think race relations on your base compare to that on other Air Force bases you have been on?

A. Much better on my base
B. Somewhat better on my base
C. About the same
D. Somewhat worse on my base
E. Much worse on my base
F. Don't know
G. Not applicable, have never been on another base

26. How easy was it for you to make the adjustment from civilian life to Air Force life?

A. Very easy
B. Fairly easy
C. Neither easy nor hard
D. Fairly hard
E. Very hard
PART 3 - RETIREMENT PAY

The questions in this part ask for your opinion on various retirement pay plans that have been proposed. Answer the questions in this part as though you would remain in the Air Force as long as you wished after 20 years and no force-out policy existed.

The following table shows four possible retirement pay plans that are being considered. The numbers in the table show the percentages of base pay received for the number of years of active service shown. For example, a person with 25 years of active service would get 51% of his base pay under Plan 3. Examine the table and then answer the questions below.

<table>
<thead>
<tr>
<th>YEARS OF SERVICE</th>
<th>PLAN 1</th>
<th>PLAN 2</th>
<th>PLAN 3</th>
<th>PLAN 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>20</td>
<td>25%</td>
<td>50%</td>
<td>30%</td>
<td>55%</td>
</tr>
<tr>
<td>25</td>
<td>42%</td>
<td>63%</td>
<td>51%</td>
<td>66%</td>
</tr>
<tr>
<td>30</td>
<td>85%</td>
<td>75%</td>
<td>80%</td>
<td>70%</td>
</tr>
<tr>
<td>35</td>
<td>100%</td>
<td>75%</td>
<td>90%</td>
<td>70%</td>
</tr>
</tbody>
</table>

27. Which of the four plans do you prefer?
   A. Plan 1
   B. Plan 2
   C. Plan 3
   D. Plan 4

28. If Plan 1 were put into effect, how many years of active service would you plan to have when you left the Air Force?
   A. Less than 20 years
   B. 20-24 years
   C. 25-29
   D. 30-34
   E. 35 or more years
   F. Don't know

29. If Plan 2 were put into effect, how many years of active service would you plan to have when you left the Air Force?
   A. Less than 20 years
   B. 20-24 years
   C. 25-29
   D. 30-34
   E. 35 or more years
   F. Don't know

30. If Plan 3 were put into effect, how many years of active service would you plan to have when you left the Air Force?
   A. Less than 20 years
   B. 20-24 years
   C. 25-29
   D. 30-34
   E. 35 or more years
   F. Don't know
31. If Plan 4 were put into effect, how many years of active service would you plan to have when you left the Air Force?

A. Less than 20 years  
B. 20-24  
C. 25-29  
D. 30-34  
E. 35 or more years  
F. Don't know

PART 4 - OUTSTANDING OFFICER PROGRAMS

The Air Force has programs in which certain officers are selected annually as "Outstanding Air Force Officer of the Year." in their career specialty fields. Examples are in the Supply; Services; and Petroleum, Oil and Lubricants (POL) fields. The questions in this part ask for your opinion of such programs.

32. Did you know about any programs for selecting an "Outstanding Officer" in any career field?

A. Yes  
B. No

33. How would you feel about an annual program to select outstanding officers from your career field if the selection were limited to not more than 10% of the officers assigned?

A. In favor of  
B. Against  
C. No opinion

34. Have you ever been selected as an outstanding officer in your career field? (If more than once, select the latest career field.)

A. No  
B. Yes, in the Supply career field  
C. Yes, in the Services career field  
D. Yes, in the Petroleum, Oil and Lubricants (POL) career field  
E. Yes, in an Other career field

35. Do you feel that being selected as outstanding officer affects the professional career of the Air Force Officer?

A. Greatly benefits  
B. Somewhat benefits  
C. No effect  
D. Somewhat harmful  
E. Very harmful  
F. Don't know

36. What are your feelings about award programs to individuals other than official awards and decorations for gallantry, Valor or meritorious service or achievement?

A. Definitely in favor of  
B. Somewhat in favor of  
C. Neither for nor against  
D. Somewhat against  
E. Definitely against
PART 5 - BOY SCOUTS OF AMERICA PROGRAM

The questions in this part ask about your participation in the Boy Scouts of America Youth Program.

37. Are you presently connected with the Boy Scouts of America Program?
   A. No
   B. Yes, as a committee member
   C. Yes, as a scout leader
   D. Yes, as a commissioner
   E. Yes, as a merit badge counselor
   F. Yes, other
   G. Yes, as more than one of the above

38. Is your spouse connected with the Boy Scouts of America Program?
   A. No, or am not married
   B. Yes, as a committee member
   C. Yes, as a den leader or assistant den leader
   D. Yes, as an instructor
   E. Yes, other
   F. Yes, as more than one of the above

39. Do you have any sons who are active in the program as Cubs?
   A. Not married/no sons
   B. No
   C. Yes

40. Do you have any sons who are active in the program as Scouts?
   A. Not married/no sons
   B. No
   C. Yes

41. Do you have any sons who are active in the program as Explorers?
   A. Not married/no sons
   B. No
   C. Yes

42. Does your base sponsor any units in the Boy Scouts of America Youth Program?
   A. No
   B. Yes, Cubs only
   C. Yes, Scouts only
   D. Yes, Explorers only
   E. Yes, Cubs and Scouts only
   F. Yes, Scouts and Explorers only
   G. Yes, Cubs and Explorers only
   H. Yes, Cubs, Scouts, and Explorers
   I. Yes, but don't know which one of the above
   J. Don't know
PART 6 - AIR FORCE CAREER

This part concerns various aspects of your Air Force career such as attitudes toward a military career, the TOPLINE program and other areas.

43. If there had been no draft and you had not had any military obligations at the time you first entered active military service, do you think you would have entered the service?

A. Yes, I definitely would have entered the service
B. Yes, I probably would have entered the service
C. No, I probably would not have entered the service
D. No, I definitely would not have entered the service
E. I have no idea what I would have done
F. I had no choice, it was a national emergency in World War II or Korea and everyone was called

44. Which of the following best describes your attitude toward making the Air Force a career?

A. Definitely intend to make the Air Force a career
B. Most likely will make the Air Force a career
C. Undecided
D. Most likely will not make the Air Force a career
E. Definitely do not intend to make the Air Force a career
F. Not applicable, I have completed 20 years or more

45. How many years of active service do you plan to have when you leave the Air Force?

A. Less than 20 years
B. 20 years
C. 21-22 years
D. 23-24 years
E. 25-26 years
F. 27-28 years
G. 29-30 years
H. 31-32 years
I. 33-34 years
J. 35 or more years
K. Undecided

46. If you expect to retire from the Air Force with 20 years or more of active service, at what grade do you expect to retire?

A. Do not intend to retire with 20 or more years
B. 0-4 or below
C. 0-5
D. 0-6
E. 0-7 or above
51. How many 3-year tours in support assignments would you prefer to spend during a 30-year rated career? (Assume you will have a 30-year AF career)
   A. Not applicable; I am not rated
   B. None
   C. 1 tour
   D. 2 tours
   E. 3 tours
   F. 4 or more tours
   G. No preference

52. Which of the following types of annual-leave systems would you prefer?
   A. 30 calendar days a year
   B. 26 working days a year
   C. No preference

53. Are you satisfied or dissatisfied with the present rules concerning military leave?
   A. Very satisfied
   B. Somewhat satisfied
   C. Neither satisfied nor dissatisfied
   D. Somewhat dissatisfied
   E. Very dissatisfied
   F. Don't know enough about them to answer

54. It has been suggested that personnel serving at long-tour overseas areas (36-48 months) should be given an additional 30-day CONUS leave approximately half-way through their tour. Transportation for such CONUS leave would be provided at Government expense for the military member and any dependents living with him. Would such a policy influence your military career plans?
   A. No influence
   B. Some influence toward an AF career
   C. Great influence toward an AF career
   D. No opinion

55. Are you familiar with the Air Force Officer Personnel Plan (TOPLINE)?
   A. Never heard of it
   B. Yes, thoroughly familiar
   C. Yes, somewhat familiar
   D. Have heard of it but don't know enough about it to answer

56. Do you think TOPLINE improves career opportunities equally for all officers or favors one group at the expense of other officers?
   A. It provides equal career opportunities to all officers
   B. It favors pilots
   C. It favors navigators
   D. It favors all rated officers (pilots and navigators)
   E. It favors line officers without aeronautical ratings
   F. It favors non-line officers (medical, dental, chaplain, etc.)
   G. No opinion or don't know
Under the rated supplement concept of TOPLINE, certain support career fields will be partially filled with pilots and navigators who have served at least an initial cockpit tour. Most pilots and navigators can expect at least one such assignment during a 20-year career.

57. What is your reaction to the rated supplement concept? Select the one response below most applicable to you.

   A. Not applicable, am not a rated officer
   B. Favorable - it will allow me to work in a career field other than my present field
   C. Favorable - it will improve my long-range career opportunities
   D. Favorable - for reasons other than the above
   E. Unfavorable - it is likely to force me into an undesirable career field
   F. Unfavorable - it will negatively affect my long-range career opportunities
   G. Unfavorable - for reasons other than above
   H. Neutral

58. Are you familiar with AFR 35-9, the "Directory of Facilities: Government Quarters and Mess or Officers' Open Mess" which is published to assist personnel in performance of TDY travel?

   A. Yes, very familiar
   B. Yes, somewhat familiar
   C. No, but have heard of it
   D. No, never heard of it

59. Have you ever used this publication in connection with TDY travel you have performed?

   A. No
   B. Yes
   C. Yes, after TDY only
   D. Yes, before and after TDY travel

60. If you have used the publication, in which one of the following areas was it the most helpful?

   A. Never used the publication
   B. Filing of travel vouchers
   C. Finding quarters or mess facilities at bases visited
   D. Elimination of need to acquire statements of non-availability
   E. Other
   F. Wasn't helpful at all
Listed below are a number of factors which have frequently been associated with unfavorable attitudes toward an Air Force career. Select, in order of importance to you, the two factors which have or would influence you not to make the Air Force a career.

UNFAVORABLE FACTORS

A. Family separation
B. My Air Force job (little challenge, little sense of accomplishment, etc.)
C. Pay and allowances
D. Housing
E. Promotion selection system
F. Promotion opportunity
G. Fringe benefits (medical and dental care, BX, commissary, etc.)
H. Leadership and supervision in the Air Force
I. Frequent PCS moves
J. Little "say" in future assignments
K. Insecurity of Air Force life
L. The people
M. Air Force policies and procedures
N. Some other factor
O. Nothing unfavorable

61. What is the MOST important unfavorable factor?

62. What is the SECOND most important unfavorable factor?

Listed below are a number of factors which have frequently been associated with favorable attitudes toward an Air Force career. Select, in order of importance to you, the two factors which have or would influence you to make the Air Force a career.

FAVORABLE FACTORS

A. Opportunity for training and education in the Air Force
B. My Air Force job (challenging, provides sense of accomplishment, etc.)
C. Pay and allowances
D. Housing
E. Promotion selection system
F. Promotion opportunity
G. Fringe benefits (medical and dental care, BX, commissary, etc.)
H. Leadership and supervision in the Air Force
I. Travel and new experiences
J. Have "say" in future assignments
K. Security of Air Force life
L. The people
M. Air Force policies and procedures
N. The retirement system
O. Opportunity to serve my country
P. Some other factor
Q. Nothing favorable

63. What is the MOST important favorable factor?

64. What is the second most important favorable factor?
65. Considering only airmen under your supervision, how would you rate those selected for Superior Performance Proficiency Pay against all those who were eligible?

A. I haven't supervised any airmen who were selected
B. Top 10% in performance
C. Top 20% in performance
D. Top 50% in performance
E. Top 70% in performance
F. Top 90% in performance
G. In the lower 50%

The following two questions will be used to determine the size of containers needed in the shipment of household goods to overseas assignments.

66. If you now own a sofa or couch, what is the length (If more than one, answer for the longest)?

A. Not applicable, do not own one
B. Less than 80 inches
C. 80-84 inches
D. 85-89 inches
E. 90-94 inches
F. 95 or more inches
G. Don't know how long it is

67. When you buy a sofa in the future what length do you think it will be?

A. Less than 80 inches
B. 80-84 inches
C. 85-89 inches
D. 90-94 inches
E. 95 inches or more
F. Don't know or don't intend buying one

68. Do you have an off-duty job for pay?

A. No

Yes and normally I work
B. 1-15 hours a week
C. 16-25 hours a week
D. 26-35 hours a week
E. Over 35 hours a week

69. What kind of off-duty job do you have?

A. Not applicable, not working off-duty
B. Teacher
C. Consultant
D. Salesman
E. Computer Specialist
F. Vehicle Operator
G. Recreational
H. Law Enforcement
I. Other
70. Have you been injured or had an accident on your off-duty job (If more than once, answer for the most recent injury)?
   A. Not applicable, not working off-duty
   B. No
   Yes, and the main reason was
   C. Supervisory error (my boss)
   D. Equipment failure
   E. My own fault
   F. Personnel error
   G. Work area
   H. Other

PART 7 - PUBLICATIONS

The questions in this part ask your opinions about certain Air Force publications.

Here is a list of sources from which you might receive information about Air Force activities. For each source listed, select one letter on the scale which best reflects your opinion of the believability of each source. (If you are not familiar with a source select response "H" for Don't Know)

For example: Response "A" indicates that you feel that source to be very unbelievable; response "G" very believable. If you think a source is only slightly believable you would mark response "E" on your answer sheet.

<table>
<thead>
<tr>
<th>Source</th>
<th>VERY UNBELIEVABLE</th>
<th>VERY BELIEVABLE</th>
<th>DON'T KNOW</th>
</tr>
</thead>
<tbody>
<tr>
<td>Civilian newspapers</td>
<td>A</td>
<td>B</td>
<td>C</td>
</tr>
<tr>
<td>Civilian magazines</td>
<td>A</td>
<td>B</td>
<td>C</td>
</tr>
<tr>
<td>Civilian radio</td>
<td>A</td>
<td>B</td>
<td>C</td>
</tr>
<tr>
<td>Civilian television</td>
<td>A</td>
<td>B</td>
<td>C</td>
</tr>
<tr>
<td>Civilian books</td>
<td>A</td>
<td>B</td>
<td>C</td>
</tr>
<tr>
<td>Commander's Call</td>
<td>A</td>
<td>B</td>
<td>C</td>
</tr>
<tr>
<td>Base/Unit newspapers</td>
<td>A</td>
<td>B</td>
<td>C</td>
</tr>
<tr>
<td>Airman Magazine</td>
<td>A</td>
<td>B</td>
<td>C</td>
</tr>
<tr>
<td>Daily Bulletin</td>
<td>A</td>
<td>B</td>
<td>C</td>
</tr>
<tr>
<td>Air Force Times</td>
<td>A</td>
<td>B</td>
<td>C</td>
</tr>
<tr>
<td>Air Force Policy Letter for Commanders</td>
<td>A</td>
<td>B</td>
<td>C</td>
</tr>
<tr>
<td>American Forces Radio and Television</td>
<td>A</td>
<td>B</td>
<td>C</td>
</tr>
<tr>
<td>Air University Review</td>
<td>A</td>
<td>B</td>
<td>C</td>
</tr>
<tr>
<td>Speeches by Air Force Leaders</td>
<td>A</td>
<td>B</td>
<td>C</td>
</tr>
<tr>
<td>Air Force pamphlets</td>
<td>A</td>
<td>B</td>
<td>C</td>
</tr>
</tbody>
</table>
90. From the following list, select your primary source of information about Air Force policies and objectives (select one answer only).

<table>
<thead>
<tr>
<th>Source</th>
<th>VERY UNBELIEVABLE</th>
<th>VERY BELIEVABLE</th>
<th>DON'T KNOW</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aerospace Safety Magazine</td>
<td>A</td>
<td>B</td>
<td>C</td>
</tr>
<tr>
<td>Air Force Driver magazine</td>
<td>A</td>
<td>B</td>
<td>C</td>
</tr>
<tr>
<td>TIG Brief</td>
<td>A</td>
<td>B</td>
<td>C</td>
</tr>
<tr>
<td>Stars and Stripes</td>
<td>A</td>
<td>B</td>
<td>C</td>
</tr>
</tbody>
</table>

A. Air Force associates
B. Commander's Call
C. American Forces Radio
D. American Forces Television
E. Airman Magazine
F. Base/Unit newspaper
G. Air Force Policy Letter for Commanders
H. Supplement to Policy Letter
I. TIG Brief
J. Official pamphlets and fact sheets
K. Stars and Stripes
L. Unit bulletin and/or bulletin board
M. Air Force Times
N. Air Force and Space Digest Magazine
O. Civilian newspapers and news magazines
P. Commercial television
Q. Commercial radio
R. None of the above

91. Do you read the monthly issues of Aerospace Safety magazine?

A. Read parts of every issue
B. Read parts of most issues
C. Read parts of an issue now and then
D. Seldom read
E. Never read

92. Is it easy for you to get a copy of Aerospace Safety?

A. Yes
B. Sometimes
C. No
D. Don't know

93. Do you find the material in Aerospace Safety useful in contributing to efficient management and operational effectiveness?

A. Very useful
B. Somewhat useful
C. Not very useful
D. Not useful at all
E. Don't know
94. What do you think about the distribution of Aerospace Safety magazine?
   A. Should be greatly increased
   B. Should be increased somewhat
   C. Should be kept the same
   D. Should be reduced somewhat
   E. Should be greatly reduced
   F. Don't know

95. Does your unit have a system to insure action on problems and matters of significance highlighted in the Aerospace Safety magazine?
   A. Yes
   B. No
   C. Don't know

96. Do you read the monthly issues of Driver magazine?
   A. Read parts of every issue
   B. Read parts of most issues
   C. Read parts of an issue now and then
   D. Seldom read
   E. Never read

97. Is it easy for you to get a copy of Driver magazine?
   A. Yes
   B. Sometimes
   C. No
   D. Don't know

98. Do you find the material in Driver magazine useful in contributing to efficient management and operational effectiveness?
   A. Very useful
   B. Somewhat useful
   C. Not very useful
   D. Not useful at all
   E. Don't know

99. What do you think about the distribution of the Driver magazine?
   A. Should be greatly increased
   B. Should be increased somewhat
   C. Should be kept the same
   D. Should be reduced somewhat
   E. Should be greatly reduced
   F. Don't know

100. Does your unit have a system to insure action on problems and matters of significance highlighted in Driver magazine?
    A. Yes
    B. No
    C. Don't know
101. Do you read the biweekly issues of The Inspector General's magazine, TIG Brief?
A. Read parts of every issue
B. Read parts of most issues
C. Read parts of an issue now and then
D. Seldom read
E. Never read

102. Is it easy for you to get a copy of TIG Brief?
A. Yes
B. Sometimes
C. No
D. Don't know

103. Do you find the material in TIG Brief useful in contributing to efficient management and operational effectiveness?
A. Very useful
B. Somewhat useful
C. Not very useful
D. Not useful at all
E. Don't know

104. So that those managing Air Force assets, worldwide, may be provided the latest guidance from Headquarters USAF, enough copies of each issue of TIG Brief are printed to provide approximately one copy for each 27 individuals in the "Air Force family." How do you feel about this distribution?
A. Should be approximately doubled to provide a copy to each "manager" of Air Force assets
B. Should be increased somewhat
C. Should be kept the same
D. Should be reduced somewhat
E. Should be greatly reduced
F. Don't know

105. Does your unit have a system to insure action on problems and matters of significance highlighted in TIG Brief?
A. Yes
B. No
C. Don't know

106. How would you rank TIG Brief among other Headquarters USAF recurring publications, from the aspects of management assistance and "trouble-shooting?"
A. At the top
B. Upper third
C. Middle third
D. Lower third
E. Have no idea
107. How long does your office or organization keep copies of TIG Brief?
   A. A day or less
   B. Several days
   C. A week
   D. A month
   E. Several months
   F. A year or more
   G. Don't know
   H. Depends on contents

108. At what level are you presently working?
   A. Wing
   B. Group
   C. Squadron
   D. Detachment
   E. Other

109. How would you rate TIG Brief coverage of field level problems?
   A. Excellent
   B. Good
   C. Fair
   D. Poor
   E. Don't know

110. Is material from TIG Brief discussed at staff meetings?
   A. Often
   B. Sometimes
   C. Rarely
   D. Don't know

111. Is the level of writing in TIG Brief easy to understand?
   A. Very easy
   B. Fairly easy
   C. Somewhat difficult
   D. Very difficult
   E. Don't know

112. Is the type used in TIG Brief easy to read?
   A. Very easy
   B. Fairly easy
   C. Somewhat difficult
   D. Very difficult
   E. Don't know

113. What do you think about the length of articles appearing in TIG Brief?
   A. Prefer longer articles
   B. Present length about right
   C. Prefer shorter articles
   D. No opinion
14. Does any functional area need more emphasis in TIG Brief?  
(If more than one select the one area that would be most helpful to you.)

A. No, the present coverage of subject areas is satisfactory  
B. Don't know  
C. Administration  
D. Maintenance, Supply, and Services  
E. Effective Resource Management  
F. Plans and Operations  
G. Safety  
H. Personnel  
I. Training  
J. Security  
K. Special Investigations  
L. Research and Development  
M. Transportation  
N. Other Management Areas (JAG, Medical, Chaplain, Intelligence, Weather, etc.)

PART 8 - PERMANENT CHANGE OF STATION (PCS) TRAVEL

The following questions concern permanent change of station (PCS) travel only. When you answer each question about your PCS moves, do not include any movements which did not result in a permanent assignment from one location to another. Also do not include moves for which the government did not pay. However, include moves concerning courses of instruction if they were 20 weeks or more.

15. How many dependents did you have for income tax purposes at the time you first came on active duty? (Do not include yourself)

A. None  
B. One  
C. Two  
D. Three  
E. Four or more

16. When you came on active duty did you move your dependents?

A. Not applicable, did not have dependents then  
B. No  
C. Yes, and was eligible for reimbursement for moving  
D. Yes, but was not eligible for reimbursement for moving

17. How many PCS (Permanent Change of Station) moves have you completed since coming on active duty with the Air Force? Please do not estimate, but count each one to the best of your memory. Include the first move you made to report on active duty.

A. 1  
B. 2  
C. 3  
D. 4  
E. 5  
F. 6  
G. 7  
H. 8  
I. 9  
J. 10  
K. 11  
L. 12  
M. 13  
N. 14  
O. 15  
P. 16  
Q. 17  
R. 18  
S. 19
118. How do you feel about the number of PCS moves you have made since entering on active duty?

A. Too many moves
B. Satisfied with the number
C. Too few moves
D. No opinion

119. What do you think about the moving around (PCS moves) that military personnel have to do during their military careers?

A. Strongly like it
B. Somewhat like it
C. Makes no difference
D. Somewhat dislike it
E. Strongly dislike it

120. Do you think that the moving around that military personnel have to do during their military careers is necessary or unnecessary for the good of the Air Force?

A. All are necessary
B. Most are necessary
C. Some are necessary
D. Few are necessary
E. None are necessary

121. Which one of the following reasons best describes why you are satisfied or dissatisfied with your present assignment?

I am satisfied mainly because of:

A. Geographic location
B. Job assignment
C. Supervisor
D. Cost of living
E. Family separation
F. Other

I am dissatisfied mainly because of:

G. Geographic location
H. Job assignment
I. Supervisor
J. Cost of living
K. Family separation
L. Other

122. In terms of your satisfaction, how would you compare your present assignment with your last one?

A. More satisfied with present assignment
B. About the same
C. Less satisfied with present assignment
D. Not applicable, this is my first assignment

123. Would you prefer to take your own furnishings to an overseas assignment or have the government provide them?

A. Take my own furnishings
B. Have government provide the furnishings
C. Take part of my furniture with some items provided by the government

...
PART 9 - BACHELOR HOUSING

The question in this part concern bachelor housing and are only for those who are presently living in bachelor housing. If you are NOT living in bachelor housing, DO NOT ANSWER QUESTIONS 124 THROUGH 129. SKIP TO QUESTION 131.

124. Are you now living in government bachelor quarters?
   A. Yes
   No, because:
   B. No government quarters available for assignment
   C. Available quarters are inadequate for your pay grade
   D. Elected to live off-base without quarters allowance
   E. Other

125. Do you believe the present adequacy standards (space, number of rooms, etc.) and Housing policies (entertainment, guests, inspections) for bachelor housing are suitable?
   A. Adequacy standards and housing policies are suitable
   B. Adequacy standards only are suitable
   C. Housing policies only are suitable
   D. Adequacy standards and housing policies are unsuitable
   E. Don't know

126. What do you believe is the MOST immediate area for improvement in government bachelor housing? (If more than one, please select the one that is most irritating to you.)
   A. No improvements are necessary
   B. More privacy
   C. More space
   D. Improved furnishings
   E. More personal freedom
   F. Reduced inspections
   G. Better maintenance
   H. Better recreation and utility rooms
   I. Some other improvement

127. How important is the housing policy in the Air Force compared to other programs (such as pay, promotion, travel, assignments, etc.)?
   A. Bachelor housing policy isn't important to me
   B. Several other programs are more important to me
   C. Only one other program is more significant to me
   D. Housing policy is the most important factor in considering an AF career

128. Which of the following bachelor housing standards would make living on base desirable to you?
   A. I am already satisfied with current housing
   B. Private room and bathroom plus shared kitchen
   C. Two rooms and bathroom
   D. Two rooms, bathroom, shared kitchen
   E. Two rooms, bathroom, kitchen
   F. I would prefer to live off-base if I could receive quarters allowance
129. How do you feel about living in government bachelor quarters under present adequacy standards and housing policies?

A. Like living in government bachelor quarters under current standards and policies
B. Would like to live in government bachelor quarters under more relaxed housing policies and increased adequacy standards
C. Would like to live in bachelor quarters under more stringent adequacy standards and housing policies
D. If I could live off-base with quarters allowance, I would not live on-base
E. No opinion

130. Do you presently own a motorcycle or motorscooter?

A. Yes, a motorcycle
B. Yes, a motorscooter
C. No, and do not intend to buy one in the next year
D. No, but I do intend to buy one in the next year

The following questions are only for those personnel who now own a motorcycle or motorscooter. If you do NOT own a motorcycle or motorscooter DO NOT ANSWER THESE QUESTIONS: HAND IN YOUR SURVEY AND ANSWER SHEET. Thank you for completing the survey.

131. What is the main purpose for which you ride your motorcycle or motorscooter?

A. Recreation
B. Transportation
C. Both

132. What is the cubic centimeter (CC) rating of your cycle or scooter?

A. 50-124 CC
B. 125-249 CC
C. 250-399 CC
D. 400-599 CC
E. 600 CC or more
F. I don't know

133. How long have you been driving a cycle or scooter?

A. Less than 6 months
B. 6 months but less than 1 year
C. 1 year but less than 2 years
D. 2 years but less than 3 years
E. Three years or more

134. How many miles do you drive your cycle or scooter per year?

A. Less than 5,000 miles
B. 5,000-9,999
C. 10,000-14,999
D. 15,000-19,999
E. 20,000 miles or more
F. Don't know
135. Where do you ride most?
   A. City streets
   B. Rural roads
   C. Freeway
   D. Off the Road

136. How many accidents have you had while driving your cycle or scooter in the past 3 years?
   A. None
   B. One
   C. Two
   D. Three
   E. Four or more

137. How many moving traffic violations have you been cited for in the past 3 years while operating a cycle or scooter?
   A. None
   B. One
   C. Two
   D. Three
   E. Four or more

138. Do you belong to a cycle or scooter club?
   A. Yes
   B. No

Indicate if you use the following protective equipment listed in questions 134 through 139.

<table>
<thead>
<tr>
<th>Equipment</th>
<th>Most of the Time</th>
<th>Sometimes</th>
<th>Rarely or Never</th>
</tr>
</thead>
<tbody>
<tr>
<td>139. Helmet</td>
<td>A</td>
<td>B</td>
<td>C</td>
</tr>
<tr>
<td>140. Face Shield</td>
<td>A</td>
<td>B</td>
<td>C</td>
</tr>
<tr>
<td>141. Goggles</td>
<td>A</td>
<td>B</td>
<td>C</td>
</tr>
<tr>
<td>142. Leather Jacket</td>
<td>A</td>
<td>B</td>
<td>C</td>
</tr>
<tr>
<td>143. Gloves</td>
<td>A</td>
<td>B</td>
<td>C</td>
</tr>
<tr>
<td>144. Boots</td>
<td>A</td>
<td>B</td>
<td>C</td>
</tr>
</tbody>
</table>

Indicate if you have made any of the following changes from stock configurations to your cycle or scooter.

<table>
<thead>
<tr>
<th>Change</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>145. Sissy Bars</td>
<td>A</td>
<td>B</td>
</tr>
<tr>
<td>146. Chopper</td>
<td>A</td>
<td>B</td>
</tr>
<tr>
<td>147. Muffler by-pass or cut-out</td>
<td>A</td>
<td>B</td>
</tr>
<tr>
<td>148. Off-street or trail</td>
<td>A</td>
<td>B</td>
</tr>
</tbody>
</table>
149. Was it easy or difficult for you to get cycle or scooter insurance?

A. Easy and cost was reasonable
B. Easy but cost was high
C. Difficult but cost was reasonable
D. Difficult and cost was high
E. Don't have any insurance
COMMENTS SHEET

Please use this sheet to write out any comments or recommendations which you feel will be of assistance to Headquarters USAF concerning the subjects contained in the survey. If you use this sheet, tear it out of the survey and return it with your answer sheet. You may sign the sheet or not as you desire.

GRADE: ________________  AIR FORCE BASE: ____________________
Air Force Career Survey

Airman

May 1972

FOREWORD

Your ideas and opinions are important to the Air Force. This survey is an important way of getting some of your thoughts to Headquarters USAF so that they can use them to change old policies or make new policies. These changes do not always happen quickly. Some of you will see changes during your career. In other cases, Air Force people like yourself will benefit in the future by your ideas.

Please give your honest answers; tell it like it is. Do not give "establishment" or "textbook" answers, or answers which you think HQ USAF would like to hear. These answers will only hurt yourself and others because Headquarters will assume this is the way you really feel and make policies accordingly.

There is a Comments Sheet at the end of the survey for additional comments. If a question does not include your answer, use the Comments Sheet at the end of the survey to write it out. In addition, please use the Comments Sheet to write out any comments you wish regarding the subjects on the survey or on any other subjects which you feel are important. Please use it if you wish— one out of every seven airmen does. If you wish an answer, please sign your name and give your organization.
PLEASE READ THE FOLLOWING INSTRUCTIONS
BEFORE ANSWERING THE SURVEY

Answer the questions as of May 1972.

Select only one answer to each question.

Mark your answers on the answer sheet. It is not necessary to write on the survey itself. Use a No. 2 pencil only.

Be sure to mark your answers carefully so that you enter them opposite the same answer sheet number as survey question number.

Be sure that your answer marks are heavy and black and that you blacken the whole rectangle but stay within the rectangle lines.

RIGHT WAY TO MARK
1 1 1 1 1 1 1 1
2 1 1 1 1 1 1

WRONG WAY TO MARK
1 0 0 0 0 0 0 0
2 0 0 0 0 0 0

IMPORTANT

Be sure to write your Social Security Account Number (SSAN) on the front side of the answer sheet in the boxes provided; then blacken the rectangle to the right of each number which is the same as the number you wrote in the box.

Your SSAN will not be used to identify you with your answers. You were requested to participate in this survey based upon random selection by SSAN. Your SSAN will be used only as a necessary method of survey control.

Please do not mark in the preprinted number boxes on each side of your answer sheet. These numbers are used by the electronic scanner to match the front and back of your answer sheet.
PART 1 - GENERAL CHARACTERISTICS

1. What is your command of assignment (the command that maintains your personnel records)?
   A. Alaskan Air Command
   B. U.S. Air Force Academy
   C. Aerospace Defense Command
   D. U.S. Air Forces in Europe
   E. Air Force Accounting and Finance Center
   F. Air Force Logistics Command
   G. Aeronautical Chart and Information Center
   H. Air Force Systems Command
   I. Air Reserve Personnel Center
   J. Air Training Command
   K. Air University
   L. U.S. Air Forces Southern Command
   M. Headquarters Air Force Reserve
   N. Headquarters USAF
   O. Data Systems Design Center
   P. Headquarters Command
   Q. Military Airlift Command
   R. Pacific Air Forces
   S. Strategic Air Command
   T. Tactical Air Command
   U. USAF Security Service
   X. Air Force Military Personnel Center
   Y. Air Force Communications Service
   Z. Air Force Inspection and Safety Center
   A. Air Force Audit Agency
   1. Air Force Office of Special Investigations
   2. Others

2. Which tour of duty are you serving?
   A. First Enlistment
   B. Second Enlistment
   C. Third or later Enlistment

3. What is your present active duty grade?
   A. Colonel
   B. Lieutenant Colonel
   C. Major
   D. Captain
   E. First Lieutenant
   F. Second Lieutenant
   G. Warrant Officer
   H. Chief Master Sergeant
   I. Senior Master Sergeant
   J. Master Sergeant
   K. Technical Sergeant
   L. Staff Sergeant
   M. Sergeant
   N. Airman First Class
   O. Airman
   P. Airman Basic
4. What is your highest level of education NOW (include accepted GED credits)?

A. Grammar school (did not graduate)
B. Grammar school graduate (no high school)
C. High school (did not graduate)
D. High school graduate (no college)
E. Trade or technical school graduate (not including college)
F. Some college, but less than one year
G. One year college, but less than two
H. Two years college, but less than three (including two-year associate degree)
I. Three years or more college, no degree
J. Registered nurse diploma program
K. College degree (BS, BA, or equivalent; except LL.B)
L. Graduate work beyond bachelor degree (no master's degree)
M. Master's degree
N. Postgraduate work beyond Master's degree
O. Doctorate degree (includes LL.B, J.D., D.D.S., M.D., and D.V.M.)

5. How much total active federal military service have you completed?

A. Less than 1 year  Q. 16 years but less than 17
B. 1 year but less than 2  R. 17 years but less than 18
C. 2 years but less than 3  S. 18 years but less than 19
D. 3 years but less than 4  T. 19 years but less than 20
E. 4 years but less than 5  U. 20 years but less than 21
F. 5 years but less than 6  V. 21 years but less than 22
G. 6 years but less than 7  W. 22 years but less than 23
H. 7 years but less than 8  X. 23 years but less than 24
I. 8 years but less than 9  Y. 24 years but less than 25
J. 9 years but less than 10  Z. 25 years but less than 26
K. 10 years but less than 11 Ø. 26 years but less than 27
L. 11 years but less than 12 1. 27 years but less than 28
M. 12 years but less than 13 2. 28 years but less than 29
N. 13 years but less than 14 3. 29 years but less than 30
O. 14 years but less than 15 4. 30 years or more
P. 15 years but less than 16

PART 2 - SUPERIOR PERFORMANCE PROFICIENCY PAY (SPPP)

6. Do you consider yourself well informed on the Superior Performance Proficiency Pay (SPPP) program?

A. Very well informed
B. Well informed
C. Somewhat informed
D. Not informed at all
E. Never heard of it

7. If you received a Superior Performance Proficiency Pay (SPPP) briefing during the past year, who conducted the briefing?

A. I did not receive an SPPP briefing
B. HQ USAF Representative
C. Major Command Representative
D. CBPO Representative
E. Squadron Representative
F. Other
8. Present policy does not permit an airman to receive "pro-day" and Superior Performance Proficiency Pay at the same time. Do you agree or disagree with this policy?

A. Agree
B. Disagree
C. No opinion

9. Should an airman have to be eligible for promotion to receive Superior Performance Proficiency Pay?

a. Yes
b. No
C. No opinion

10. Should Senior Master Sergeants (E-8) and Chief Master Sergeants (E-9) be eligible for Superior Performance Proficiency Pay?

A. Yes
B. No
C. No opinion

11. Which of the following factors should be used in awarding SPPP?

A. Only APRs, test scores, and decorations
B. Only APRs, time in grade, and time in service
C. Only APRs and test scores
D. Only APRs, test scores, and time in grade
E. Only APRs
F. Other
G. Don't know/Undecided

12. Should an airman have to complete a minimum amount of time in grade (for example, 6 months) before being eligible for SPPP?

A. Yes
B. No
C. No opinion

13. Presently, selections for SPPP are made centrally at USAF Military Personnel Center. What is your opinion of centralized selections?

A. I prefer centralized selections
B. I would rather see SPPP selections centralized at the major command level
C. I would rather see SPPP selections decentralized and made at the unit or local level
D. No opinion
14. How much free time do you have?

I work shifts and I feel my free time is:
A. Very limited; almost no free time
B. Limited but I do have some free time
C. Adequate
D. Very adequate; I'm free as much as I want
E. Excessive; I have too much free time

I work regular duty hours and I feel my free time is:
F. Very limited; almost no free time
G. Limited but I do have some free time
H. Adequate
I. Very adequate; I'm free as much as I want
J. Excessive; I have too much free time

15. How often do you seek recreation outside of your home or living quarters?
A. Three times a month or less
B. Once a week at least
C. Twice a week or so
D. More than twice a week
E. Some time every day

16. What is the most important factor that determines whether or not you go out for recreation or entertainment?
A. My finances at the time
B. The possibility that I can meet members of the opposite sex there
C. The availability of alcoholic beverages there
D. My friends going there too
E. Transportation
F. Other

17. How much do you usually spend on an evening out?
A. Less than $5
B. $5 to $10
C. $11 - $15
D. $16 - $20
E. More than $20

18. How did you spend most of your free time last week (Select the one that you spent the most time on)?
A. With my hobbies or crafts
B. In mental activities
C. In physical activities
D. Socializing with others
E. Doing nothing special
F. Didn't have any free time last week
19. How do you usually spend most of your free time?

A. Playing basketball, jogging, swimming, etc.
B. Building models, collecting things, working on cars
C. Thinking, reading, at a museum
D. At parties, at dances at recreation center
E. At movies, watching TV, at events
F. With the family
G. Other

20. Of the following things in a recreation center (service club), what is the most important one to you?

A. Mental or physical activity involved
B. Chance to meet people
C. Chance to meet members of the opposite sex
D. Availability of food
E. Availability of alcoholic beverages
F. Not Applicable, don't use

Listed below are types of recreational activities. They all may be very important or unimportant to you. Put them in the order of what you enjoy doing the most.

For example: The code for what you enjoy doing most would go in item #21 on your answer sheet. Your second preference would go in item #22. Your third preference would go in item #23, and your fourth preference in item #24.

<table>
<thead>
<tr>
<th>Code</th>
<th>Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>A.</td>
<td>Cultural/mental activities</td>
</tr>
<tr>
<td>B.</td>
<td>Arts, crafts and hobbies</td>
</tr>
<tr>
<td>C.</td>
<td>Physical/sports activities</td>
</tr>
<tr>
<td>D.</td>
<td>Social activities</td>
</tr>
<tr>
<td>E.</td>
<td>TV/movies/spectator activities</td>
</tr>
</tbody>
</table>

21. First preference
22. Second preference
23. Third preference
24. Fourth preference

25. Does it make any difference to you if beer or other alcoholic beverages are available at an activity that you attend?

A. Prefer no alcoholic beverages
B. Makes no difference
C. Prefer having alcoholic beverages
D. No opinion

26. What is the most important thing you consider in choosing your free time activity?

A. Liking the specific activity
B. Being with other people
C. Being with the opposite sex
D. Being able to eat
E. Being able to drink
F. Something else
27. What do you think is the MOST important part of a night club atmosphere?
   A. A place to dance
   B. Good music
   C. Name entertainment
   D. The availability of drinks
   E. The availability of food
   F. Something else

28. If all the following types of restaurants were readily available, which one would you eat at the most?
   A. A fine restaurant with nice atmosphere
   B. The dining room of an open mess
   C. A cafeteria
   D. A well-known place like a hamburger chain
   E. A coffee shop with short order food
   F. Something else

29. If an activity includes drinking beer or other alcoholic beverages, do you usually drink?
   A. Regularly
   B. Frequently
   C. Occasionally
   D. Rarely, if at all
   E. Not at all
   F. Prefer not to answer

30. If you have a hobby or craft, how would you describe it? (If you have more than one, answer for the one you most prefer.)
   A. Don't have a hobby or craft
   B. Fixing mechanical things
   C. Making things
   D. Doing artistic things (including music)
   E. Collecting things
   F. Other

31. In what type of quiet social activities are you most interested?
   A. Rapping/conversation
   B. Playing cards or dominoes
   C. Playing board games
   D. Working puzzles
   E. I'm not interested in quiet social activities
   F. Something else

32. What type of music do you enjoy the most?
   A. Country and western
   B. Popular music and show tunes
   C. Rock
   D. Soul
   E. A balanced variety
   F. Classical
   G. Something else
33. What kind of music do you like to dance to?
   A. Country or western
   B. Popular music and show tunes
   C. Rock
   D. Soul
   E. A balanced variety
   F. Something else
   G. Don't dance

34. What is your best source of information about recreation activities?
   A. Bulletin boards
   B. Local newspapers
   C. The base newspaper
   D. Club calendars
   E. Word of mouth/the grapevine
   F. Something else

35. Are the on-base recreation activities adequate or inadequate?
   A. Adequate
   B. Inadequate
   C. No opinion/Don't know

36. Where would recreation information be best publicized?
   A. On bulletin boards
   B. In local newspapers
   C. In the base newspaper
   D. On club calendars
   E. Forget it; I don't need it anyway
How frequently do you or your dependents use the following?

**FOR EXAMPLE:** If you use the "Arts and Crafts Shop" four or more times a month you would mark response "A" of item $37$ on your answer sheet.

<table>
<thead>
<tr>
<th>Activity</th>
<th>4 or More Times A Month</th>
<th>1-3 Times A Month</th>
<th>Less Than Once A Month</th>
<th>Never &amp; Don't Want To</th>
<th>Never But Would Use If Available</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arts and Crafts Shop</td>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
<td>E</td>
</tr>
<tr>
<td>Auto Crafts Shop</td>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
<td>E</td>
</tr>
<tr>
<td>Bowling Center</td>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
<td>E</td>
</tr>
<tr>
<td>Child Care Center</td>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
<td>E</td>
</tr>
<tr>
<td>PANCAmp (Family Camping)</td>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
<td>E</td>
</tr>
<tr>
<td>Golf Course</td>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
<td>E</td>
</tr>
<tr>
<td>Gymnasium</td>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
<td>E</td>
</tr>
<tr>
<td>Library</td>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
<td>E</td>
</tr>
<tr>
<td>Outdoor recreation facilities</td>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
<td>E</td>
</tr>
<tr>
<td>Service Club</td>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
<td>E</td>
</tr>
<tr>
<td>Swimming Pool</td>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
<td>E</td>
</tr>
<tr>
<td>Tennis Courts</td>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
<td>E</td>
</tr>
<tr>
<td>Theater</td>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
<td>E</td>
</tr>
<tr>
<td>Youth Center</td>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
<td>E</td>
</tr>
<tr>
<td>Wood Crafts Shop</td>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
<td>E</td>
</tr>
<tr>
<td>Open Mess</td>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
<td>E</td>
</tr>
<tr>
<td>Base Exchange</td>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
<td>E</td>
</tr>
</tbody>
</table>

54. Are you a member of an NCO Open Mess?
   A. Yes
   B. No

55. Are you a member of an Airmen Open Mess?
   A. Yes
   B. No

56. Are you a member of an Aero Club?
   A. Yes
   B. No, because there is none available
   C. No
57. Are you a member of a Rod/Gun Club?
A. Yes
B. No, because there is none available
C. No

58. How would you rate the performance of airmen in your grade and AFSC who were selected for Superior Performance Proficiency Pay?
A. Airmen in my grade or AFSC are not eligible for the pay
B. I don't know those selected well enough
C. Top 10% in performance
D. Top 20% in performance
E. Top 30% in performance
F. Top 40% in performance
G. Top 50% in performance
H. In the lower 50%

59. Considering only airmen under your supervision, how would you rate those selected for Superior Performance Proficiency Pay against all those who were eligible?
A. I haven't supervised any airmen who were selected
B. Top 10% in performance
C. Top 20% in performance
D. Top 30% in performance
E. Top 40% in performance
F. Top 50% in performance
G. In the lower 50%

PART 4 - AIR FORCE CAREER

60. What is the most important factor in a career for you (either Air Force or civilian life)?
A. Make a lot of money
B. Prestige and social status
C. Recognition for work well done
D. Competent supervisors
E. Rapid advancement
F. Be promoted on basis of ability
G. Become an expert in a specific type of work
H. Do a great deal of traveling
I. Stable location of work and home
J. Job security
K. A definite work schedule
L. Doing work that is challenging
M. Having a say in what happens to me
N. Feel I have accomplished something
O. Dealing with people rather than things
P. Dealing with things rather than people
Q. Don't really know
R. Other
Listed below are a number of factors which have frequently been associated with unfavorable attitudes toward an Air Force career. Select, in order of importance to you, the two factors which have or would influence you not to make the Air Force a career.

UNFAVORABLE FACTORS

A. Family separation
B. My Air Force job (little challenge, little sense of accomplishment, etc.)
C. Pay and allowances
D. Housing
E. Promotion selection system
F. Promotion opportunity
G. Fringe benefits (medical and dental care, BX, commissary, etc.)
H. Leadership and supervision in the Air Force
I. Frequent PCS moves
J. Little "say" in future assignments
K. Insecurity of Air Force life
L. The people
M. Air Force policies and procedures
N. Some other factor
O. Nothing unfavorable

61. What is the MOST important unfavorable factor?

62. What is the SECOND most important unfavorable factor?

Listed below are a number of factors which have frequently been associated with favorable attitudes toward an Air Force career. Select, in order of importance to you, the two factors which have or would influence you to make the Air Force a career.

FAVORABLE FACTORS

A. Opportunity for training and education in the Air Force
B. My Air Force job (challenging, provides sense of accomplishment, etc.)
C. Pay and allowances
D. Housing
E. Promotion selection system
F. Promotion opportunity
G. Fringe benefits (medical and dental care, BX, commissary, etc.)
H. Leadership and supervision in the Air Force
I. Travel and new experiences
J. Have "say" in future assignments
K. Security of Air Force life
L. The people
M. Air Force policies and procedures
N. The retirement system
O. Opportunity to serve my country
P. Some other factor
Q. Nothing favorable

63. What is the MOST important favorable factor?

64. What is the second most important favorable factor?
65. Which of the following best describes your attitude toward reenlisting?

A. Definitely intend to reenlist
B. Most likely will reenlist
C. Undecided
D. Most likely will not reenlist
E. Definitely do not intend to reenlist
F. Not applicable, I have completed 20 years or more

66. If there had been no draft and you had not had any military obligations at the time you first entered active military service, do you think you would have entered the service?

A. Yes, I definitely would have entered the service
B. Yes, I probably would have entered the service
C. No, I probably would not have entered the service
D. No, I definitely would not have entered the service
E. I have no idea what I would have done
F. I had no choice, it was a national emergency in World War II or Korea and everyone was called

67. How certain were you, before entry into the Air Force, that you had decided what type of job you planned to pursue for a career whether in or out of the Air Force (salesman, engineer, mechanic, teacher, etc.)?

A. Very certain
B. Fairly certain
C. Fairly uncertain
D. Quite uncertain
E. Had no idea

68. How certain are you now that you have decided what type of job you plan to pursue for a career whether in or out of the Air Force (salesman, engineer, mechanic, teacher, etc.)?

A. Very certain
B. Fairly certain
C. Fairly uncertain
D. Quite uncertain
E. Have no idea

69. Have you ever been counseled concerning the type of job you should pursue in or out of the Air Force?

A. Yes, and it was very valuable
B. Yes, and it was of some value
C. Yes, and it was of little value
D. Yes, and it was of no value
E. No, but it would have been of value
F. No, it would have been of little value
G. No, it would have been of no value
H. No, don't know if it would have been of value or not

70. Do you agree or disagree with the following statement? "Little useful guidance is provided to young people concerning the choice of a career field."

A. Strongly agree
B. Mildly agree
C. Mildly disagree
D. Strongly disagree
71. Are you familiar with the services provided by the CBPO Career Assistance and Counseling (CAC) Section?

A. No, I am not familiar with the section
   Yes, I am familiar with the services provided by Career and Counseling Section and:
   B. I have used the service and it was very useful
   C. I have used the service and it was somewhat useful
   D. I have used the service and it was not at all useful
   E. I have not used the service

72. Do you know who your Base Career Advisor is?

A. Yes
B. No

73. How well does your present job make use of your abilities?

A. To a high degree
B. To a medium degree
C. To a low degree
D. Not at all
E. Don't know

74. Do you feel you are doing a job in which it would be possible to show that you could handle increased responsibility and authority?

A. Yes, but I'm never given the chance
B. Yes, and my supervisor gives me the chance to show it
C. No
D. Don't know

75. Would you join the active Air Force reserve when you are discharged if you were given a $2000 bonus for a six-year obligation? (You would be required to participate twice a month for two eight-hour periods. The bonus would be in addition to regular pay.)

Note: If you have more than 4 years active duty or have reenlisted one or more times, mark choice "E."

A. No, I plan to reenlist in the regular Air Force
B. No, and I do not plan to reenlist in the regular Air Force
C. Yes, I would enlist in the active reserves
D. Undecided
E. Not applicable to me

76. What is your reaction to the policy of denying reenlistment for retirement eligible airmen at specific phase points (E-5, 20 years; E-6, 23 years; E-7, 26 years; E-8, 28 years; E-9, 30 years)?

A. I understand the reason for this policy and agree it is necessary
B. I understand the reason for this policy but do not agree with it
C. I do not understand the reason for this policy and, therefore, cannot form an intelligent opinion
D. Don't know/Uncertain
77. Does the Air Force do a good job of telling you what you want to know about personnel programs and policies (promotions, assignments, training, etc.)?
   A. A very good job
   B. A fairly good job
   C. A somewhat poor job
   D. A very poor job

78. What do you think of the NCO/Airman Advisory Council?
   A. Constructive and worthwhile
   B. Of some value
   C. Of little value
   D. Unnecessary and time consuming
   E. Never heard of it
   F. Have heard of it but am unfamiliar with its activities

79. What do you think would improve the effectiveness of the NCO/Airman Advisory Council?
   A. Better support from the commander
   B. Better guidance and support from higher headquarters
   C. More interest by NCOs/airmen
   D. Nothing, the council is effective enough as it is
   E. Nothing, the council will never be effective
   F. Don't know enough about council operations to answer

80. The recently published AFR 30-1, Air Force Standards, requires that the establishing commander actively chair the NCO/Airman Advisory Council. What do you think about this requirement?
   A. It enhances council operation
   B. It inhibits council operation
   C. Won't affect council operation
   D. Don't know enough about council operation to answer question

81. Are you familiar with the MPC Reports, Project "PALACE FLICKS?"
   A. Yes, I have used it several times to obtain information
   B. Yes, but I have not used it
   C. No, I have heard of it but am not sure what it is
   D. No, never heard of it

82. Which of the following terms best reflects your evaluation of the MPC Reports, Project "PALACE FLICKS?"
   A. Convenient, authoritative, easy to understand
   B. Inconvenient
   C. Hard to believe
   D. Impersonal
   E. Hard to understand
   F. Don't know what it is
   G. No opinion

83. Have you ever been counseled or been provided information concerning benefits that your next-of-kin might receive in the event you died while on active duty?
   A. Yes
   B. No
   C. Yes, but I don't recall what they are
84. Have you ever discussed survivor benefits with your wife?
   A. Yes
   B. No
   C. Not married, and have never discussed survivor benefits with anyone
   D. Not married, but have discussed survivor benefits with my parents or other family members

85. If you could waive your enlistment commitment by joining an Air National Guard or Air Force Reserve unit on a one-for-two basis (each six months or less would be exchanged for a one-year commitment with a Guard or Reserve unit), what would you do?
   A. I would definitely accept
   B. I would probably accept
   C. I am undecided
   D. I would probably not accept
   E. I would definitely not accept

Listed below are factors that may influence you in deciding whether or not you consider exchanging a portion of your remaining enlistment commitment for participating service with an Air National Guard or Air Force Reserve unit. Select in order of importance to you the three factors that would influence you to make such an exchange.

FACTORS
   A. Being able to choose a particular Guard or Reserve unit
   B. Being able to choose a particular job in a Guard or Reserve unit
   C. Being able to serve in the Guard or Reserves as a technician (full-time civilian job)
   D. Being able to exchange my commitment on a one-for-one basis rather than a one-for-two basis
   E. Having Air Force TRANSITION personnel assist me in getting a civilian job in a community near a Guard or Reserve unit of my choice
   F. Not applicable, I am not at all interested in making such an exchange
   G. I don't understand this proposal well enough to make a good decision

86. Which factor would MOST influence you to make such an exchange?

87. Which factor would be SECOND in importance in influencing you?

88. Which factor would be THIRD in importance in influencing you?
PART 5 – PERSONAL APPEARANCE

89. In September 1970, the Air Force announced its new personal grooming standards. Specifically, all Air Force personnel may wear their hair in any contemporary style they choose provided it presents a neatly groomed, trimmed and layered appearance and the bulk or length of the hair does not interfere with the proper wearing of any Air Force hat. Sideburns and mustaches are permitted but cannot extend beyond the vermilion border of the lips at the corner of the mouth. What is your opinion of these standards?

A. Too lenient
B. Appropriate and reasonable
C. Too restrictive
D. No opinion

90. Do you think wearing of the necktie with uniform combination 3 (blue wool shirt/trouser combination) should be optional or not while on base?

A. Optional
B. Not optional
C. No opinion

91. Do you think new grade insignia should be developed for wear by the top three enlisted grades only?

A. Yes
B. No
C. No opinion

92. When climatic conditions dictate, do you think Air Force personnel should be allowed to optionally purchase and carry a solid color dark blue or black umbrella while in uniform, except while in military formations?

A. Yes
B. No
C. No opinion

93. How would you feel about making the wearing of hats (caps) optional while wearing work utility (flight suits, fatigues) uniforms on base?

A. Approve
B. Disapprove
C. No opinion

PART 6 – INDETERMINATE REENLISTMENT TERM

At the present time, the normal reenlistment term is 4 years. HQ USAF is reviewing its policies concerning reenlistment and an indefinite reenlistment option is being considered. Under the indefinite reenlistment option a person who has served his initial 4-year enlistment could "get out" at any time after giving a 6-months' notice. In addition, he would still receive his regular reenlistment bonus in a lump-sum payment and a variable reenlistment bonus (VRB), if applicable, under the procedures now used on a 4-year reenlistment term.
94. If an indefinite term were available, how many years of service do you think a man should have before he is permitted to reenlist for an indefinite term?

A. Less than 4 years
B. 4 years but less than 9
C. 9 years but less than 13
D. 13 or more years
E. Never, I think the indefinite term is a bad idea
F. I have no opinion/I don’t know

95. If an indefinite reenlistment term were authorized but you could receive no future payments for accrued leave or travel pay, would you reenlist for an indefinite term? (Accrued leave would be carried forward annually, 60 days maximum.)

A. Not applicable, am retiring with 20 years service or more
B. Yes
C. No
D. Undecided

96. If an indefinite (career) reenlistment term were authorized, and you could receive an additional $1,000 lump sum to compensate you for future accrued leave payments, would you reenlist for an indefinite term? (Accrued leave would be carried forward annually, 60 days maximum.)

A. Not applicable, am retiring with 20 years service or more
B. Definitely yes
C. Probably yes
D. Undecided
E. Probably no
F. Definitely no

97. If an indefinite reenlistment term were authorized and you could receive reimbursement for unused leave every four years, would you reenlist for an indefinite term?

A. Not applicable, am retiring with 20 years service or more
B. Yes
C. No
D. Undecided

98. Which of the following statements has the most appeal to you? (Note: No payments would be made for accrued leave. A maximum for 60 days accrued leave could be carried toward each year.)

A. Reenlist for indefinite term at 4 years' service, receive $1,500 indefinite reenlistment bonus in lump-sum payment
B. Reenlistment for indefinite term at 8 years' service, receive $1,000 indefinite reenlistment bonus in lump-sum payment
C. Reenlist for indefinite term at 12 years' service, receive no reenlistment bonus
D. I don’t know/no opinion
PART 7 - RETIREMENT PAY

The questions in this part ask for your opinion on various retirement pay plans that have been proposed. Answer the questions in this part as though you would remain in the Air Force as long as you wished after 20 years and no force-out policy existed.

The following table shows four possible retirement pay plans that are being considered. The numbers in the table show the percentages of base pay received for the number of years of active service shown. For example, a person with 25 years of active service would get 51% of his base pay under Plan 3. Examine the table and then answer the questions below.

<table>
<thead>
<tr>
<th>YEARS OF SERVICE</th>
<th>PLAN 1</th>
<th>PLAN 2</th>
<th>PLAN 3</th>
<th>PLAN 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>20</td>
<td>25%</td>
<td>50%</td>
<td>30%</td>
<td>55%</td>
</tr>
<tr>
<td>25</td>
<td>42%</td>
<td>63%</td>
<td>51%</td>
<td>66%</td>
</tr>
<tr>
<td>30</td>
<td>85%</td>
<td>75%</td>
<td>80%</td>
<td>70%</td>
</tr>
<tr>
<td>35</td>
<td>100%</td>
<td>75%</td>
<td>90%</td>
<td>70%</td>
</tr>
</tbody>
</table>

99. Which of the four plans do you prefer?
A. Plan 1
B. Plan 2
C. Plan 3
D. Plan 4

100. If Plan 1 were put into effect, how many years of active service would you plan to have when you left the Air Force?
A. Less than 20 years
B. 20-24 years
C. 25-29
D. 30-34
E. 35 or more years
F. Don't know

101. If Plan 2 were put into effect, how many years of active service would you plan to have when you left the Air Force?
A. Less than 20 years
B. 20-24 years
C. 25-29
D. 30-34
E. 35 or more years
F. Don't know

102. If Plan 3 were put into effect, how many years of active service would you plan to have when you left the Air Force?
A. Less than 20 years
B. 20-24 years
C. 25-29
D. 30-34
E. 35 or more years
F. Don't know
103. If Plan 4 were put into effect, how many years of active service would you plan to have when you left the Air Force?

A. Less than 20 years
B. 20-24
C. 25-29
D. 30-34
E. 35 or more years
F. Don't know

PART 8 - ASSIGNMENTS

104. In what area are you presently assigned?

A. Area 1 (Tennessee, North Carolina, South Carolina, Mississippi, Alabama, Georgia, Florida)
B. Area 2 (Maine, Vermont, New Hampshire, Massachusetts, New York, Connecticut, New Jersey, Pennsylvania, Maryland, Delaware, Washington DC, Virginia, West Virginia, Kentucky, Ohio, Rhode Island)
C. Area 3 (Indiana, Illinois, Michigan, Wisconsin, Minnesota, Iowa, Nebraska, South Dakota, North Dakota)
D. Area 4 (Wyoming, Montana, Idaho, Washington, Oregon)
E. Area 5 (Colorado, New Mexico, Arizona, Nevada, California, Utah)
F. Area 6 (Arkansas, Louisiana, Kansas, Oklahoma, Missouri, Texas)
G. Alaska, Hawaii
H. Overseas (Vietnam or Thailand)
I. Overseas (other remote area)
J. Overseas (accompanied area with my dependents)
K. Overseas (accompanied area without my dependents)

105. How much notice did you receive before your last PCS move?

A. Less than 30 days
B. 30-60 days
C. 60-90 days
D. 90-120 days
E. 120-150 days
F. More than 150 days

106. If your last PCS required attendance at a TDY school or course of instruction enroute, were you counseled by your CBPO concerning prerequisites for the course?

A. Not applicable, I didn't go TDY or to a course enroute to this base
B. Yes
C. No

107. If your last PCS required TDY school or course enroute, were you counseled by your CBPO concerning various options associated with the move available to you?

A. Not applicable, I didn't go TDY or to a training course enroute to this base
B. Yes
C. No
108. How do you feel about accompanied overseas duty as compared to CONUS duty?
A. Less desirable than CONUS
B. No preference
C. More desirable than CONUS duty
D. Don't know/Undecided

109. Should the number of dependents in an individual's household be one of the criteria used in selection of personnel for PCS assignments?
A. Yes
B. No
C. Don't know/Undecided

110. If all unaccompanied tours were 12 months, would this influence your Air Force career plans?
A. Very much toward an Air Force career
B. Somewhat toward an Air Force career
C. No effect
D. Somewhat against an Air Force career
E. Very much against an Air Force career
F. Don't know/Undecided

111. How would you feel about a policy of not requiring reassignment upon completion of a specific tour but remaining in place until becoming most eligible to move?
A. Strongly agree
B. Mildly agree
C. Mildly disagree
D. Strongly disagree
E. Don't know/Don't care

112. Would you volunteer for a short tour (less than 18 months unaccompanied) if the Air Force paid $100 per month to volunteers who are serving a short tour?
A. Definitely yes
B. Probably yes
C. Probably no
D. Definitely no
E. Don't know/Undecided

113. Do you believe that by stating preferences by bases/states/locales, you are adequately making your assignment desires known? (Select the one best answer.)
A. Yes
B. Don't know

No, I would also like to specify:
C. Major command
D. Level of duty (squadron, group, wing, division)
E. Particular job
F. Specific type of aircraft or equipment
G. Other
119. What is the current tour length you are presently serving?
   A. 12 months
   B. 15 months
   C. 18 months
   D. 24 months
   E. 30 months
   F. 36 months
   G. 48 months
   H. Don't know

120. Are you presently serving on an extension to your current overseas tour?
   A. Not applicable, I am not serving overseas
   B. Yes
   C. No

121. What do you think the accompanied-by-dependents tour length should be in the present overseas area where you are now serving?
   A. Not applicable, I am not serving overseas
   B. Less than 24 months
   C. 24 months
   D. 36 months
   E. 48 months
   F. 60 or more months

122. Do you believe that your present assignment was made with more consideration given to your personal preference and career development than your last assignment?
   A. Yes
   B. No
   C. Don't know
   D. This is my first assignment

123. Are you generally pleased with your present assignment?
   A. Yes
   B. No
   C. Don't know/Undecided

124. How close does your present assignment match your preference for location?
   A. Base
   B. State but not base
   C. Area but not base or state
   D. Country only
   E. Not at all

125. Is your present assignment at the level you requested (major command, base, wing, etc.)?
   A. Yes
   B. No
   C. Not applicable, I didn't request any level
126. Is your present assignment to the Major Command you requested?
A. Yes
B. No
C. Not applicable, I didn't request a Major Command

127. Would you volunteer for a short tour (less than 18 months unaccompanied) if guaranteed your first choice of base assignment upon return to the CONUS?
A. Definitely yes
B. Probably yes
C. Probably no
D. Definitely no
E. Don't know/Uncertain

128. Which do you consider most important within a job assignment?
A. Organizational level
B. Major command
C. Mission of unit
D. Job responsibilities

129. Which is more important to you in your assignment desires?
A. Specific base/area
B. Job assignment, organizational level, command, mission, responsibility

130. Are you satisfied with your job and base/area of assignment?
A. Yes, I am satisfied with both
B. No, I dislike the job but am satisfied with the area
C. No, I dislike the area but am satisfied with the job
D. No, I dislike both

PART 9 - WEIGHTED AIRMAN PROMOTION SYSTEM (WAPS)

131. If you received a WAPS briefing in the past 6 months, who conducted the briefing?
A. I did not receive a WAPS briefing
B. HQ USAF representative
C. Major command representative
D. CBPO representative
E. Squadron representative
F. Other

132. Do you consider yourself adequately informed on the Weighted Airman Promotion System (WAPS)?
A. Very adequately
B. Somewhat adequately
C. Somewhat inadequately
D. Very inadequately
133. Do you think any one of the WAPS promotion factors should have LESS weight (points) than it presently has?
   A. No, all of the factors are properly weighted now
   B. Yes, time in grade
   C. Yes, time in service
   D. Yes, Specialty Knowledge Test (SKT)
   E. Yes, Promotion Fitness Exam (PFE)
   F. Yes, APRs
   G. Yes, decorations
   H. No, but one or more should have MORE weight

134. Have you been selected for promotion under the WAPS?
   A. No, I have never competed for promotion under the WAPS
   B. No, I have competed but was not selected
   C. Yes

135. Do you understand the test scoring method wherein the score is determined by the percent of right answers?
   A. Yes, I fully understand the method
   B. I do not fully understand but I do have some idea
   C. No, I do not understand it at all

136. Do you think the WAPS is a fair promotion system?
   A. Yes
   B. No
   C. I don't know

137. If you have competed for promotion under the WAPS but were not selected, did your WAPS Score Notice give you a good understanding as to WHY you were not selected?
   A. I have not competed for promotion under the WAPS
   B. I competed and was selected
   C. I competed, was not selected, but did not receive a WAPS Score Notice
   D. I received a WAPS Score Notice and I fully understand why I was not selected
   E. I received a WAPS Score Notice but do not understand why I was not selected

138. Do you feel that your present CBPO adequately responds to your questions or problems regarding promotion?
   A. I have not contacted the CBPO regarding promotion
   B. The CBPO adequately responds
   C. The CBPO does not adequately respond

139. If you were eligible for promotion to grade E-5, E-6 or E-7 during the last cycle, did you review your Promotion Eligibility Verification Record?
   A. Was not eligible during the last cycle for promotion to grade E-5, E-6, or E-7
   B. Yes
   C. No
140. Where did you receive the most current information on WAPS?
   A. Airman Magazine
   B. Air Force Times
   C. Commander's Call
   D. CBPO
   E. Other than the above

141. What do you think is the best feature of WAPS?
   A. PFE and SKT tests
   B. Everyone is considered equally
   C. Visibility of status
   D. Weighted points for time in grade and time in service
   E. Other
   F. Don't know

142. Effective 1 February 1972 airmen who fail to report for scheduled testing will be automatically ineligible for promotion. Waivers to permit rescheduling must be approved by the major command. What is your opinion of this policy?
   A. It is fair
   B. It is not fair
   C. No opinion

143. If you have been tested under WAPS, do you feel you were given adequate advance notice?
   A. Not applicable, I have not been tested
   B. I was given advance notice and it was adequate
   C. I was given advance notice but it was not adequate
   D. I was not given an advance notice

144. Who notified you of your scheduled WAPS testing date (SKT or PFE)?
   A. Have not taken WAPS tests
   B. CBPO
   C. Squadron Commander
   D. First Sergeant
   E. Squadron orderly room
   F. Supervisor
   G. Other

145. If you have been tested under the Weighted Airman Promotion System, how would you rate the test proctor's instructions on filling out the test answer card?
   A. Excellent
   B. Good
   C. So-so
   D. Poor
   E. Very Poor
   F. Have not been tested

146. What is your opinion of the testing room/facility in which you took your WAPS promotion test(s)?
   A. No applicable; have not tested under WAPS
   B. Testing room was comfortable and had a good testing atmosphere
   C. Testing room was satisfactory
   D. Testing room was uncomfortable (crowded, noisy, etc.)
147. The relative score listing which is available at each CBPO reflects the scores of WAPS nonselectees and shows where the airman stands in relation to his contemporaries. If you were not selected for promotion to grades E-5 through E-7 did you review this listing?

A. I was not eligible for promotion to grades E-5 through E-7 during the last cycle
B. I was eligible and was selected
C. I was not selected but did not review the relative score listing
D. I was not aware of the relative score listing
E. I reviewed the score listing and it provided a good understanding of where I stood
F. I reviewed the score listing but did not understand what it meant

148. If you were selected for promotion under WAPS during the past 12 months, who advised you of your selection?

A. Was not selected for promotion during past 12 months
B. Squadron Commander
C. Supervisor
D. CBPO personnel
E. Someone other than the above
F. Was not aware of my selection until I saw my name on the selection list

149. If you are an E-7 or E-8 and eligible for promotion, which of the following would you prefer?

A. Not applicable, am not an E-7 or E-8
B. Continue to compete under the whole-man Selection Board System
C. Compete under a completely weighted system such as WAPS
D. Compete under a partially weighted system with a combination of assigned points and Selection Board determination
E. No opinion

150. Were you ever selected for Superior Performance Proficiency Pay?

A. No, because I was never eligible
B. No, but I was eligible at least once
C. Yes
COMMENTS SHEET

Please use this sheet to write out any comments or recommendations which you feel will be of assistance to the Air Force Military Personnel Center concerning the subjects contained in the survey. If you use this sheet, tear it out of the survey and return it with your answer sheet. You may sign the sheet or not as you desire.

GRADE: ___________________________  AIR FORCE BASE: ___________________________
AIR FORCE CAREER SURVEY

May 1972

OFFICER

FOREWORD

Your ideas and opinions are important to the Air Force. This survey is an important way of getting some of your thoughts to Headquarters USAF so that they can use them to change old policies or make new policies. These changes do not always happen quickly. Some of you will see changes during your career. In other cases, Air Force people like yourself will benefit in the future by your ideas.

Please give your honest answers; tell it like it is. Do not give "establishment" or "textbook" answers, or answers which you think HQ USAF would like to hear. These answers will only hurt yourself and others because Headquarters will assume this is the way you really feel and make policies accordingly.

There is a Comments Sheet at the end of the survey for additional comments. If a question does not include your answer, use the Comments Sheet at the end of the survey to write it out. In addition, please use the Comments Sheet to write out any comments you wish regarding the subjects on the survey or on any other subjects which you feel are important. Please use it if you wish--one out of every 11 officers does. If you wish an answer, please sign your name and give your organization.
PLEASE READ THE FOLLOWING INSTRUCTIONS
BEFORE ANSWERING THE SURVEY

Answer the questions as of May 1972.

Select only one answer to each question.

Mark your answers on the answer sheet. It is not necessary to write on the survey itself. Use a No. 2 pencil only.

Be sure to mark your answers carefully so that you enter them opposite the same answer sheet number as survey question number.

Be sure that your answer marks are heavy and black and that you blacken the whole rectangle but stay within the rectangle lines.

RIGHT WAY TO MARK

WRONG WAY TO MARK

IMPORTANT

Be sure to write your Social Security Account Number (SSAN) on the front side of the answer sheet in the boxes provided; then blacken the rectangle to the right of each number which is the same as the number you wrote in the box.

Your SSAN will not be used to identify you with your answers. You were requested to participate in this survey based upon random selection by SSAN. Your SSAN will be used only as a necessary method of survey control.

Please do not mark in the preprinted number boxes on each side of your answer sheet. These numbers are used by the electronic scanner to match the front and back of your answer sheet.
PART 1 - GENERAL CHARACTERISTICS

1. What is your command of assignment (the command that maintains your personnel records)?
   A. Alaskan Air Command
   B. U.S. Air Force Academy
   C. Aerospace Defense Command
   D. U.S. Air Forces in Europe
   E. Air Force Accounting and Finance Center
   F. Air Force Logistics Command
   G. Aeronautical Chart and Information Center
   H. Air Force Systems Command
   I. Air Reserve Personnel Center
   J. Air Training Command
   K. Air University
   L. U.S. Air Forces Southern Command
   M. Headquarters Air Force Reserve
   N. Headquarters USAF
   O. Data Systems Design Center
   P. Headquarters Command
   Q. Military Airlift Command
   R. Pacific Air Forces
   S. Strategic Air Command
   T. Tactical Air Command
   U. USAF Security Service
   X. Air Force Military Personnel Center
   Y. Air Force Communications Service
   Z. Air Force Inspection and Safety Center
   W. Air Force Audit Agency
   J. Air Force Office of Special Investigations
   2. Others

2. Are you currently a rated officer?
   A. No
   B. Yes, pilot
   C. Yes, navigator
   D. Yes, flight surgeon

3. What is your present active duty grade?
   A. Colonel
   B. Lieutenant Colonel
   C. Major
   D. Captain
   E. First Lieutenant
   F. Second Lieutenant
   G. Warrant Officer
4. What is your highest level of education NOW (include accepted CED credits)?

A. Grammar school (did not graduate)
B. Grammar school graduate (no high school)
C. High school (did not graduate)
D. High school graduate (no college)
E. Trade or technical school graduate (not including college)
F. Some college, but less than one year
G. One year college, but less than two
H. Two years college, but less than three (including two-year associate degree)
I. Three years or more college, no degree
J. Registered nurse diploma program
K. College degree (BS, MA, or equivalent, except LL.B)
L. Graduate work beyond bachelors degree (no master's degree)
M. Master's degree
N. Postgraduate work beyond Master's degree
O. Doctorate degree (includes LL.B, J.D., D.D.S., M.D., and D.V.M.)

5. How much total active federal military service have you completed?

A. Less than 1 year
B. 1 year but less than 2
C. 2 years but less than 3
D. 3 years but less than 4
E. 4 years but less than 5
F. 5 years but less than 6
G. 6 years but less than 7
H. 7 years but less than 8
I. 8 years but less than 9
J. 9 years but less than 10
K. 10 years but less than 11
L. 11 years but less than 12
M. 12 years but less than 13
N. 13 years but less than 14
O. 14 years but less than 15
P. 15 years but less than 16
Q. 16 years but less than 17
R. 17 years but less than 18
S. 18 years but less than 19
T. 19 years but less than 20
U. 20 years but less than 21
V. 21 years but less than 22
W. 22 years but less than 23
X. 23 years but less than 24
Y. 24 years but less than 25
Z. 25 years but less than 26
AA. 26 years but less than 27
AB. 27 years but less than 28
AC. 28 years but less than 29
AD. 29 years but less than 30
AE. 30 years or more

6. Under which of the following did you get your commission?

A. U.S. Military Academy graduate
B. U.S. Naval Academy graduate
C. U.S. Air Force Academy graduate
D. Distinguished ROTC graduate
E. Distinguished OCS graduate
F. Distinguished OTS graduate
G. Distinguished graduate of Flying Training School
H. Thomasson Act
I. ROTC graduate
J. Citizens Military Commission
K. Graduate of USAF OCS
L. OCS graduate
M. Graduate of Flying Training--aviation cadet
N. Air National Guard
O. Air Force Reserves
P. Direct appointment from military life
Q. Direct appointment from civilian life
7. When did you enter active duty as a commissioned officer?
   A. Calendar year 1966 or before
   B. Calendar year 1967
   C. Calendar year 1968
   D. Calendar year 1969
   E. Calendar year 1970 or later
   F. Other than above

8. What is your service component?
   A. Line
   B. Medical Service Corps
   C. Other

9. Are you male or female?
   A. Male
   B. Female

10. What is your marital status?
    A. Married
    B. Never been married
    C. Divorced and not remarried
    D. Legally separated
    E. Widower/Widow

11. Which one of the following do you consider yourself?
    A. Black
    B. Spanish or Mexican American
    C. American Indian
    D. Asian American
    E. White (not Spanish or Mexican American)

PART 2 - CODE OF ETHICS

12. Do you think that the Air Force should develop a written code of ethics that sets forth the conduct expected of officers?
    A. Yes
    B. NO

13. If a written code of ethics existed, how do you think most officers would react to it?
    A. Positively
    B. Neutrally
    C. Negatively
    D. No opinion

14. Do you think that a written code of ethics would affect the professional image of Air Force officers?
    A. Enhance their image
    B. No effect
    C. Detract from their image
PART 3 - RECREATION

How frequently do you or your dependents use the following?

FOR EXAMPLE: If you use the "Arts and Crafts Shop" four or more times a month you would mark response "A" of item #15 on your answer sheet.

<table>
<thead>
<tr>
<th>4 or More Times</th>
<th>1-3 Times</th>
<th>Less Than Once</th>
<th>Never and Don't Want to</th>
<th>Never but Would Use if Available</th>
</tr>
</thead>
<tbody>
<tr>
<td>a Month</td>
<td>a Month</td>
<td>a Month</td>
<td></td>
<td></td>
</tr>
<tr>
<td>15. Arts and Crafts Shop</td>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
</tr>
<tr>
<td>16. Auto Crafts Shop</td>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
</tr>
<tr>
<td>17. Bowling Center</td>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
</tr>
<tr>
<td>18. Child Care Center</td>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
</tr>
<tr>
<td>19. FAXCAMP (Family Camping)</td>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
</tr>
<tr>
<td>20. Golf Course</td>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
</tr>
<tr>
<td>21. Gymnasium</td>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
</tr>
<tr>
<td>22. Library</td>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
</tr>
<tr>
<td>23. Outdoor recreation area</td>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
</tr>
<tr>
<td>24. Swimming Pool</td>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
</tr>
<tr>
<td>25. Tennis Courts</td>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
</tr>
<tr>
<td>26. Theater</td>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
</tr>
<tr>
<td>27. Youth Center</td>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
</tr>
<tr>
<td>28. Wood Crafts Shop</td>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
</tr>
<tr>
<td>29. Open Mess</td>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
</tr>
<tr>
<td>30. Base Exchange</td>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
</tr>
</tbody>
</table>

31. Are you a member of an Officers' Open Mess?
   A. Yes, only because I had no choice
   B. Yes, and I wanted to
   C. No

32. Are you a member of an Aero Club?
   A. Yes
   B. No, because there is none available
   C. No
33. Are you a member of a Rod/Gun Club?
   A. Yes
   B. No, because there is none available
   C. No

PART 4 - ACTIVE DUTY COMMITMENT

34. Do you have an established date of separation (DOS) of between 6 and 18 months from the date of this survey?
   A. No
   B. Yes

35. If waiver of active duty service commitment (ADSC) were offered and you were allowed to separate from active duty prior to the DOS you currently have established, what would you do?
   A. Volunteer to separate 12 months earlier than the DOS I now have established
   B. Volunteer to separate 6 months earlier than the DOS I now have established
   C. Volunteer to separate as soon as possible
   D. Decline to apply for early separation and remain on active duty until my DOS as currently established

36. Do you have an active duty service commitment (ADSC) which expires between 6 and 18 months from the date of this survey (but no established DOS)?
   A. No
   B. Yes

37. If waiver of active duty service commitment (ADSC) were offered and you were allowed to separate from active duty prior to completion of your ADSC, what would you do?
   A. Volunteer to separate 12 months prior to completion of my ADSC
   B. Volunteer to separate 6 months prior to completion of my ADSC
   C. Volunteer to separate as soon as possible
   D. Decline to apply for separation and remain in current status

38. If you could waive your active duty service commitment (ADSC) by joining an Air National Guard or Air Force Reserve unit on a one-for-two basis (each of six months or less would be exchanged for a one-year commitment with a Guard or Reserve unit), what would you do?
   A. Not applicable, I do not have an ADSC
   B. I would definitely accept
   C. I would probably accept
   D. I am undecided
   E. I would probably not accept
   F. I would definitely not accept
Listed below are factors that may influence you in deciding whether or not you would consider exchanging an active duty service commitment (ADSC) for participating service with an Air National Guard or Air Force Reserve unit. Select in order of importance to you the three factors that would influence you to make such an exchange.

**FACTORS**

A. Being able to choose a particular Guard or Reserve unit
B. Being able to choose a particular job in a Guard or Reserve unit
C. Being able to serve in the Guard or Reserves as a technician (full-time civilian job)
D. Being able to exchange an ADSC on a one-for-one basis rather than a one-for-two basis
E. Having Air Force TRANSITION personnel assist me in getting a civilian job in a community near a Guard or Reserve unit of my choice
F. Not applicable, I do not have an ADSC
G. Not applicable, I am not at all interested in making such an exchange
H. I don't understand this proposal well enough to make a good decision

39. Which factor would MOST influence you to make such an exchange?

40. Which factor would be SECOND in importance to influencing you?

41. Which factor would be THIRD in importance in influencing you?

**PART 5 - JOB SATISFACTION**

42. Are you satisfied with your present job?
   A. Very satisfied
   B. Somewhat satisfied
   C. Neither satisfied nor dissatisfied
   D. Somewhat dissatisfied
   E. Very dissatisfied

43. Are you satisfied with your present duty Air Force specialty code (APSC)?
   A. Very satisfied
   B. Somewhat satisfied
   C. Neither satisfied nor dissatisfied
   D. Somewhat dissatisfied
   E. Very dissatisfied
44. Do you or would you like to supervise?

I am NOW in a supervisory position and:
A. I like to supervise
B. I don't like to supervise
C. Makes no difference

I am NOT in a supervisory position and:
D. I like to supervise
E. I don't like to supervise
F. Makes no difference

45. Does your immediate supervisor give you recognition for a job well done?
A. Definitely yes
B. Probably yes
C. Undecided
D. Probably no
E. Definitely no

46. What do you think about the pay you are getting for what you contribute to the Air Force?
A. Pay is a lot more than my contribution
B. Pay is somewhat more than my contribution
C. Just about equal
D. Somewhat less pay than contribution
E. Lot less pay than contribution

47. How well does your Air Force job use your talents and training?
A. Not at all
B. Very little
C. Fairly
D. Quite well
E. Excellently

48. How do you think your service experience compares to that of your contemporaries in terms of assignments and jobs?
A. Have had continually much better assignments and jobs
B. Have had often somewhat better assignments and jobs
C. Have had a similar career pattern
D. Have had often somewhat poorer assignments and jobs
E. Have had continually much poorer assignments and jobs
Please indicate the extent to which you agree or disagree with the following statements. There are no “right” or “wrong” answers to these statements—we merely want to know how you honestly feel.

For example: If you strongly agree with Question 49, you would mark response “A” of Question 49 on your answer sheet.

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Undecided</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>49. I have as much say about what happens to me in the Air Force as I would expect in a civilian job</td>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
<td>E</td>
</tr>
<tr>
<td>50. The Air Force provides me with as much prestige and status as I would anticipate in a civilian job</td>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
<td>E</td>
</tr>
<tr>
<td>51. Working conditions in the Air Force are as good as what I would expect in a civilian job</td>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
<td>E</td>
</tr>
<tr>
<td>52. The supervision I have received in the Air Force has been as good as what I would expect in a civilian job</td>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
<td>E</td>
</tr>
<tr>
<td>53. I am presently making as much money in the Air Force as I have in civilian life</td>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
<td>E</td>
</tr>
<tr>
<td>54. I would recommend an Air Force career for any young man, including a son of mine</td>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
<td>E</td>
</tr>
</tbody>
</table>

55. Do you think your present job will prepare you to assume future positions of greater responsibility?
   A. Definitely yes
   B. Probably yes
   C. Undecided
   D. Probably no
   E. Definitely no
56. Do you feel that you can go to your immediate supervisor with any problem on your job?
   A. Definitely yes
   B. Probably yes
   C. Undecided
   D. Probably no
   E. Definitely no

57. How much authority does your immediate supervisor delegate to you?
   A. Too little authority
   B. About the right amount of authority
   C. Too much authority

58. Which one of the following factors do you consider most requisite to having a satisfying job?
   A. Challenging work
   B. Recognition for my work
   C. Sense of achievement
   D. Encouragement to use initiative and creativity
   E. Having responsibility for a job

59. Have you found this factor (that you selected above) to be present in the job you are doing right now?
   A. Yes
   B. No
   C. Undecided

60. Would not finding this factor influence your decision about a career in the Air Force?
   A. Definitely yes
   B. Probably yes
   C. Undecided
   D. Probably no
   E. Definitely no

61. How do you feel that your skills and experience attained through serving in the military compare to skills and experience attained by civilian employees for the same type of work?
   A. Much higher than civilian employees
   B. Slightly higher than civilian employees
   C. Equal to those of civilian employees
   D. Slightly lower than civilian employees
   E. Much lower than civilian employees

62. How do you think military pay (including allowances and fringe benefits) compares with pay in civilian employment for similar work?
   A. Military pay far higher than civilian
   B. Military pay somewhat higher than civilian
   C. Both about equal
   D. Military pay somewhat less than civilian
   E. Military pay far less than civilian
63. If you were to enter civilian life tomorrow, how do you feel that you job satisfaction would be in comparison to your Air Force job?
   A. Much more satisfying in civilian life
   B. Somewhat more satisfying
   C. About the same satisfaction
   D. Somewhat less satisfying
   E. Much less satisfying in civilian life

64. If you were to leave the Air Force tomorrow, how do you feel your employment opportunities would be in civilian life?
   A. Very poor
   B. Somewhat poor
   C. Fair
   D. Good
   E. Excellent

65. Have civilian job opportunities for you changed or remained the same over the past two years?
   A. Far better now
   B. Somewhat better now
   C. Remained the same
   D. Somewhat worse
   E. Far worse
   F. Don't know

66. If civilian job opportunities for you have changed, has this influenced your decision about an Air Force career?
   A. Not applicable
   B. Influenced a great deal
   C. Influenced somewhat
   D. No influence

67. What level of education is needed in your current job?
   A. No opinion/Don't know
   B. High school education sufficient
   C. Need Bachelor's Degree
   D. Need Master's Degree
   E. Need PH.D.

68. What level of Professional Military Education is needed in your job?
   A. Do not know/No opinion
   B. None
   C. Squadron Officers School only
   D. Intermediate Service School (Air Command & Staff, etc.)
   E. Senior Service School (Air War College, etc.)

69. Do you think that you have been or will be afforded an adequate opportunity to attend professional military education courses (SOS, ACSC, AWC)?
   A. Definitely yes
   B. Probably yes
   C. Undecided
   D. Probably no
   E. Definitely no
70. What percentage of the officer force do you believe needs an advanced degree?
   A. No opinion
   B. None
   C. 25%
   D. 50%
   E. 75% or more

PART 6 - PERSONAL APPEARANCE

71. In September 1970, the Air Force announced its new personal grooming standards. Specifically, all Air Force personnel may wear their hair in any contemporary style they choose provided it presents a neatly groomed, trimmed and tapered appearance and the bulk or length of the hair does not interfere with the proper wearing of any Air Force hat. Sideburns may be grown to the lowest part of the exterior ear opening and mustaches are permitted but cannot extend beyond the vermillion border of the lips at the corner of the mouth. What is your opinion of these standards?
   A. Too lenient
   B. Appropriate and reasonable
   C. Too restrictive
   D. No opinion

72. Do you think wearing of the necktie with uniform combination 3 (blue wool shirt/trouser combination) should be optional or not while on base?
   A. Optional
   B. Not optional
   C. No opinion

73. Do you think new grade insignia should be developed for wear by the top three enlisted grades only?
   A. Yes
   B. No
   C. No opinion

74. When climatic conditions dictate, do you think Air Force personnel should be allowed to optionally purchase and carry a solid color dark blue or black umbrella while in uniform, except while in military formations?
   A. Yes
   B. No
   C. No opinion

75. How would you feel about making the wearing of hats (caps) optional while wearing work utility (flight suits, fatigues) uniforms on base?
   A. Approve
   B. Disapprove
   C. No opinion
PART 7 - ASSIGNMENTS

76. In what area are you presently assigned?
   A. Area 1 (Tennessee, North Carolina, South Carolina, Mississippi, Alabama, Georgia, Florida)
   B. Area 2 (Maine, Vermont, New Hampshire, Massachusetts, New York, Connecticut, New Jersey, Pennsylvania, Maryland, Delaware, Washington DC, Virginia, West Virginia, Kentucky, Ohio, Rhode Island)
   C. Area 3 (Indiana, Illinois, Michigan, Wisconsin, Minnesota, Iowa, Nebraska, South Dakota, North Dakota)
   D. Area 4 (Wyoming, Montana, Idaho, Washington, Oregon)
   E. Area 5 (Colorado, New Mexico, Arizona, Nevada, California, Utah)
   F. Area 6 (Arkansas, Louisiana, Kansas, Oklahoma, Missouri, Texas)
   G. Alaska, Hawaii
   H. Overseas (Vietnam or Thailand)
   I. Overseas (Other remote area)
   J. Overseas (accompanied area with my dependents)
   K. Overseas (accompanied area without dependents)

77. How much notice did you receive before your last PCS move?
   A. Less than 30 days
   B. 30-60 days
   C. 60-90 days
   D. 90-120 days
   E. 120-150 days
   F. More than 150 days

78. If your last PCS required attendance at a TDY school or course of instruction enroute, were you counseled by your CBPO concerning prerequisites for the course?
   A. Not applicable, I didn't go TDY or to a course enroute to this base
   B. Yes
   C. No

79. If your last PCS required TDY school or course enroute, were you counseled by your CBPO concerning various options associated with the move available to you?
   A. Not applicable, I didn't go TDY or to a training course enroute to this base
   B. Yes
   C. No

80. How do you feel about accompanied overseas duty as compared to CONUS duty?
   A. Less desirable than CONUS
   B. No preference
   C. More desirable than CONUS duty
   D. Don't know/Undecided

81. Should the number of dependents in an individual's household be one of the criteria used in selection of personnel for PCS assignments?
   A. Yes
   B. No
   C. Don't know/Undecided
82. If all unaccompanied tours were 12 months, would this influence your Air Force career plans?
   A. Very much toward an Air Force career
   B. Somewhat toward an Air Force career
   C. No effect
   D. Somewhat against an Air Force career
   E. Very much against an Air Force career
   F. Don't know/Undecided

83. How would you feel about a policy of not requiring reassignment upon completion of a specific tour but remaining in place until becoming most eligible to move?
   A. Strongly agree
   B. Mildly agree
   C. Mildly disagree
   D. Strongly disagree
   E. Don't know/Don't care

84. Would you volunteer for a short tour (less than 18 months unaccompanied) if the Air Force paid $100 per month to volunteers who are serving a short tour?
   A. Definitely yes
   B. Probably yes
   C. Probably no
   D. Definitely no
   E. Don't know/Undecided

85. How long have you been assigned to your present PCS station?
   A. 11 months or less
   B. 12 to 23 months
   C. 24 to 35 months
   D. 36 to 47 months
   E. 48 to 59 months
   F. 60 or more months

86. How long would you be willing to serve at your present PCS station?
   A. Less than 12 months
   B. 12 months
   C. 13 to 23 months
   D. 24 to 35 months
   E. 36 to 47 months
   F. 48 to 59 months
   G. 60 or more months
   H. Undecided

87. What is the current tour length you are presently serving?
   A. 12 months
   B. 15 months
   C. 18 months
   D. 24 months
   E. 30 months
   F. 36 months
   G. 48 months
   H. Don't know
88. Are you presently serving on an extension to your current overseas tour?
   A. Not applicable, I am not serving overseas
   B. Yes
   C. No

89. What do you think the accompanied-by-dependents tour length should be in the present overseas area where you are now serving?
   A. Not applicable, I am not serving overseas
   B. Less than 24 months
   C. 24 months
   D. 36 months
   E. 48 months
   F. 60 or more months

90. Do you believe that your present assignment was made with more consideration given to your personal preference and career development than your last assignment?
   A. Yes
   B. No
   C. Don't know
   D. This is my first assignment

91. Are you generally pleased with your present assignment?
   A. Yes
   B. No
   C. Don't know/Undecided

92. How close does your present assignment match your preference for location?
   A. Base
   B. State but not base
   C. Area but not base or state
   D. Country only
   E. Not at all

93. Is your present assignment at the level you requested (major command, base, wing, etc.)?
   A. Yes
   B. No
   C. Not applicable, I didn't request any level

94. Is your present assignment to the Major Command you requested?
   A. Yes
   B. No
   C. Not applicable, I didn't request a Major Command

95. Would you volunteer for a short tour (less than 18 months unaccompanied) if guaranteed your first choice of assignment upon return to the CONUS?
   A. Definitely yes
   B. Probably yes
   C. Probably no
   D. Definitely no
   E. Don't know/Undecided
PART 8 - RACE RELATIONS

96. Do you think your race is now a factor in your promotion opportunity?
   A. Very helpful
   B. Somewhat helpful
   C. Makes no difference
   D. Somewhat harmful
   E. Very harmful
   F. No opinion/don't know

97. Do you think minority group personnel receive the same punishment for the same offenses as other personnel in disciplinary actions (Article 15 and courts-martial) under the Uniform Code of Military Justice?
   A. Minority Groups receive much more severe punishment
   B. Minority Groups receive somewhat more severe punishment
   C. No difference in punishment
   D. Minority Groups receive somewhat less severe punishment
   E. Minority Groups receive much less severe punishment
   F. No opinion/don't know

98. Are there any informal bans or restrictions that prevent Blacks from moving into any particular areas of the civilan community near your base?
   A. Yes
   B. No
   C. Don't know

99. Do you think the Air Force is making a real effort to improve race relations?
   A. Definitely yes
   B. Probably yes
   C. Undecided
   D. Probably no
   E. Definitely no

100. Which of the following best describes your attitude toward making the Air Force a career?
    A. Definitely intend to make the Air Force a career
    B. Most likely will make the Air Force a career
    C. Undecided
    D. Most likely will not make the Air Force a career
    E. Definitely do not intend to make the Air Force a career
    F. Not applicable, I have completed 20 years or more

101. When did you decide whether or not to make the Air Force a career?
    A. Prior to entry in the Air Force
    B. During years 1-4 of my active service
    C. During years 5-8
    D. During years 9-12
    E. After year 12
    F. Haven't decided yet
102. How many years of active service do you plan to complete before you leave the Air Force?
A. 0-4 years
B. 5-8 years
C. 9-12 years
D. 13-16 years
E. 17-20 years
F. 21-24 years
G. 25-28 years
H. 29 or more years
I. Undecided

103. How do you feel that the public view of the military as a career has changed over the past year?
A. Far more unattractive than before
B. Slightly more unattractive than before
C. Public view has not changed
D. Slightly more attractive than before
E. Far more attractive as a career today than a year ago

104. How would you view your wife's opinion of the military as a career for you?
A. Not applicable
B. Strongly against
C. Slightly against
D. Neutral
E. Slightly in favor of
F. Strongly in favor of

105. Compared to your view of civilian life, what kind of environment does the Air Force offer for raising a family?
A. Far better than civilian life
B. Slightly better than civilian life
C. No difference
D. Slightly worse than civilian life
E. Far worse than civilian life

106. How much influence have your military superiors had on your feelings about the military as a career?
A. Very influential for
B. Somewhat influential for
C. Not influential in either direction
D. Somewhat influential against
E. Very influential against
Rate the following features of an Air Force career in terms of your own experience.

<table>
<thead>
<tr>
<th></th>
<th>Excellent</th>
<th>Good</th>
<th>Fair</th>
<th>Poor</th>
<th>Very Poor</th>
</tr>
</thead>
<tbody>
<tr>
<td>107. Training &amp; Educational Opportunities</td>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
<td>E</td>
</tr>
<tr>
<td>108. Promotion System</td>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
<td>E</td>
</tr>
<tr>
<td>109. Housing Facilities</td>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
<td>E</td>
</tr>
<tr>
<td>110. Pay and Allowances</td>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
<td>E</td>
</tr>
<tr>
<td>111. Duty Locations</td>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
<td>E</td>
</tr>
<tr>
<td>112. Rating System</td>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
<td>E</td>
</tr>
<tr>
<td>113. Opportunity to Command</td>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
<td>E</td>
</tr>
<tr>
<td>114. Haircut Policies</td>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
<td>E</td>
</tr>
<tr>
<td>115. Equal Opportunity Policies</td>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
<td>E</td>
</tr>
</tbody>
</table>

116. What is the most important factor in a career for you (either Air Force or civilian life)?

A. Make a lot of money
B. Prestige and social status
C. Recognition for work well done
D. Competent supervisors
E. Rapid advancement
F. Be promoted on basis of ability
G. Become an expert in a specific type of work
H. Do a great deal of traveling
I. Stable location of work and home
J. Job security
K. A definite work schedule
L. Doing work that is challenging
M. Having a "say" in what happens to me
N. Feel I have accomplished something
O. Dealing with people rather than things
P. Dealing with things rather than people
Q. Don't really know
R. Other
Listed below are a number of factors which have frequently been associated with unfavorable attitudes toward an Air Force career. Select, in order of importance to you, the two factors which have or would influence you not to make the Air Force a career.

UNFAVORABLE FACTORS

A. Family separation
B. My Air Force job (little challenge, little sense of accomplishment, etc.)
C. Pay and allowances
D. Housing
E. Promotion selection system
F. Promotion opportunity
G. Fringe benefits (medical and dental care, BX, commissary, etc.)
H. Leadership and supervision in the Air Force
I. Frequent PCS moves
J. Little "say" in future assignments
K. Insecurity of Air Force life
L. The people
M. Air Force policies and procedures
N. Some other factor
O. Nothing unfavorable

117. What is the MOST important unfavorable factor?

118. What is the SECOND most important unfavorable factor?

Listed below are a number of factors which have frequently been associated with favorable attitudes toward an Air Force career. Select, in order of importance to you, the two factors which have or would influence you to make the Air Force a career.

FAVORABLE FACTORS

A. Opportunity for training and education in the Air Force
B. My Air Force job (challenging, provides sense of accomplishment, etc.)
C. Pay and allowances
D. Housing
E. Promotion selection system
F. Promotion opportunity
G. Fringe benefits (medical and dental care, BX, commissary, etc.)
H. Leadership and supervision in the Air Force
I. Travel and new experiences
J. Have "say" in future assignments
K. Security of Air Force life
L. The people
M. Air Force policies and procedures
N. The retirement system
O. Opportunity to serve my country
P. Some other factor
Q. Nothing favorable

119. What is the MOST important favorable factor?

120. What is the SECOND most important favorable factor?
121. If there had been no draft and you had not had any military obligations at the time you first entered active military service, do you think you would have entered the service?

A. Yes, I definitely would have entered the service
B. Yes, I probably would have entered the service
C. No, I probably would not have entered the service
D. No, I definitely would not have entered the service
E. I have no idea what I would have done
F. I had no choice, it was a national emergency in World War II or Korea and everyone was called

122. How certain were you, before entry into the Air Force, that you had decided what type of job you planned to pursue for a career whether in or out of the Air Force (salesman, engineer, mechanic, teacher, etc.)?

A. Very certain
B. Fairly certain
C. Fairly uncertain
D. Quite uncertain
E. Had no idea

123. How certain are you now that you have decided what type of job you plan to pursue for a career whether in or out of the Air Force (salesman, engineer, mechanic, teacher, etc.)?

A. Very certain
B. Fairly certain
C. Fairly uncertain
D. Quite uncertain
E. Have no idea

124. Have you ever been counseled concerning the type of job you should pursue whether in or out of the Air Force?

A. Yes, and it was very valuable
B. Yes, and it was of some value
C. Yes, and it was of little value
D. Yes, and it was of no value
E. No, but it would have been of value
F. No, it would have been of little value
G. No, it would have been of no value
H. No, don't know if it would have been of value or not

125. Do you agree or disagree with the following statement? "Little useful guidance is provided to young people concerning the choice of a career field."

A. Strongly agree
B. Mildly agree
C. Mildly disagree
D. Strongly disagree
E. Don't know
126. Are you familiar with the service provided by the CBPO Career Assistance and Counseling (CAC) Section?

A. No, I am not familiar with the section
B. Yes, I am familiar with the service provided by Career and Counseling Section and:
   B. I have used the service and it was very useful
   C. I have used the service and it was somewhat useful
   D. I have used the service and it was not at all useful
   E. I have not used the service

127. Do you know who your Base Career Advisor is?

A. Yes
B. No

128. Does the Air Force do a good job, in your opinion, of keeping you informed about what is going on in the Air Force?

A. Yes, it certainly does
B. Yes, it does to some extent
C. Undecided
D. No, it doesn't do too much
E. No, it doesn't do anything of significance

129. Does the Air Force do a good job of telling you what you want to know about personnel programs and policies (promotions, assignments, training, etc.)?

A. A very good job
B. A fairly good job
C. A somewhat poor job
D. A very poor job

130. Have you been informed of the transition to a more youthful rated force in the Air Force?

A. No, I have not been informed of the transition
B. Yes, through local officials
C. Yes, through official Air Force publications
D. Yes, through unofficial publications
E. Yes, through briefings by USAF and major command representatives
F. Yes, through some other source

131. Will the transition to a more youthful rated force affect your career opportunities?

A. Will enhance my career opportunities
B. Will hurt my career opportunities
C. Will not affect my career
D. Don't know

132. How often do you see copies of The Air Force Officers' Career Newsletter (AFRP 36-1)?

A. Monthly
B. Bi-monthly
C. Quarterly
D. Seldom
E. Never
133. Where do you usually see copies of *The Air Force Officers' Career Newsletter* (AFRP 36-1)?

A. Never see copies  
B. In the unit  
C. On the unit bulletin board  
D. In literature racks  
E. Other  

134. What is your assessment of the content of AFRP 36-1 (*The Air Force Officers' Career Newsletter*)?

A. Find it very helpful  
B. Find it somewhat helpful  
C. Do not get much out of it  
D. Never heard of it  
E. I don't see it enough to say  

135. What do you think of the Junior Officer Council?

A. Constructive and worthwhile  
B. Of some value  
C. Of little value  
D. Unnecessary and time consuming  
E. Never heard of it  
F. Have heard of it but am unfamiliar with its activities  

136. What do you think would improve the effectiveness of the Junior Officer Council?

A. Better support from the commander  
B. Better guidance and support from higher headquarters  
C. More interest by junior officers  
D. Nothing, the council is effective enough as it is  
E. Nothing, the council will never be effective  
F. Don't know enough about council operations to answer  

137. The recently published AFR 30-1, Air Force Standards, requires that the establishing commander actively chair the Junior Officer Council. What do you think about this requirement?

A. It enhances council operation  
B. It inhibits council operation  
C. Won't affect council operation  
D. Don't know enough about council operation to answer  

138. Are you familiar with the MPC Reports, Project "PALACE FLICKS?"

A. Yes, I have used it several times to obtain information  
B. Yes, but I have not used it  
C. No, I have heard of it but am not sure what it is  
D. No, never heard of it  

139. Which of the following terms best reflects your evaluation of the MPC Reports, Project "PALACE FLICKS?"

A. Convenient, authoritative, easy to understand  
B. Inconvenient  
C. Hard to believe  
D. Impersonal  
E. Hard to understand  
F. Don't know what it is  
G. No opinion
140. Are you familiar with the Officer Management concept of PALACE BLUEPRINT, PALACE LOG, PALACE MAN, etc.?
   A. No, have not heard of it
   B. Heard of it, but not familiar with it
   C. Familiar with concept

141. What do you think about the PALACE mode of officer management?
   A. No knowledge of PALACE concept
   B. Know of it, but no strong opinion
   C. Excellent
   D. Good
   E. Fair
   F. Poor
   G. Very poor

142. Are you in a PALACE-managed utilization field?
   A. No
   B. Don't know
   C. Yes, and have been assigned by a PALACE team
   D. Yes, but have not been assigned by a PALACE team

143. Have you ever been counseled or been provided information concerning benefits that your next-of-kin might receive in the event you died while on active duty?
   A. Yes
   B. No
   C. Yes, but I don't recall what they are

144. Have you ever discussed survivor benefits with your wife?
   A. Yes
   B. No
   C. Not married, and have never discussed survivor benefits with anyone
   D. Not married, but have discussed survivor benefits with my parents or other family members

145. Have you received significant career counseling?
   A. No
   B. Yes, from my immediate supervisor or commander
   C. Yes, from my MAJCOM personnel representative
   D. Yes, from my career development monitor at the USAF Military Personnel Center
   E. Both (B) and (C) above
   F. Both (C) and (D) above
   G. Both (B) and (D) above
   H. From (B), (C), and (D) above

146. How long do you think aircrew (cockpit) primary flying duty should be performed?
   A. Intermittent periods not to exceed 5 years
   B. Continuously for 5 years only
   C. Continuously for 10 years only
   D. Continuously for more than 10 years
   E. Don't know/Undecided
147. If you are currently on active flying status, how long have you been rated?
   A. Not applicable; I am not a rated officer
   B. Less than 6 years
   C. 6 years but less than 12 years
   D. 12 years or more

148. If you have over 5 years as a rated officer, at what point in your career would you consider it most desirable to perform support duties?
   A. Not rated
   B. Rated but have less than 5 years' rated service
   C. Do not desire support duties
   D. 5-7 years
   E. 7-12 years
   F. 12-16 years
   G. Over 16 years

149. If you are a rated officer, what is your impression of duty in the rated supplement (support duties)?
   A. Not applicable, I am not a rated officer
   B. I believe a tour in support duty will help my career
   C. I believe a tour in support duty will hurt my career
   D. I do not desire a tour in support duty
   E. No opinion

150. If you are a rated officer, which of the following do you think would best enhance your career?
   A. Not applicable, I am not a rated officer
   B. Remaining associated with one type of aircraft/command throughout my career
   C. Moving to another type of aircraft/command at an appropriate point in my career
   D. No opinion
COMMENTS SHEET

Please use this sheet to write out any comments or recommendations which you feel will be of assistance to the Air Force Military Personnel Center concerning the subjects contained in the survey. If you use this sheet, tear it out of the survey and return it with your answer sheet. You may sign the sheet or not as you desire.

GRADE: __________________ AIR FORCE BASE: __________________