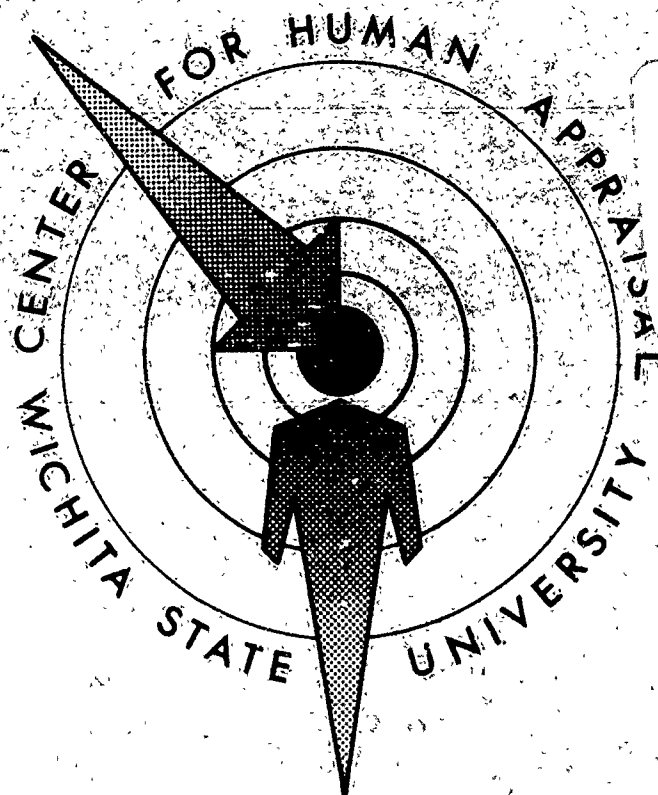


ADA 037982



AD N^o —
UDC FILE COPY

The research reported in this paper was supported by the Air Force Office of Scientific Research, Grant No. 71-2001.

Approved for public release;
distribution unlimited.

**Best
Available
Copy**

SECURITY CLASSIFICATION OF THIS PAGE (When Data Entered)

DD FORM 1473 EDITION OF 1 NOV 65 IS OBSOLETE

10

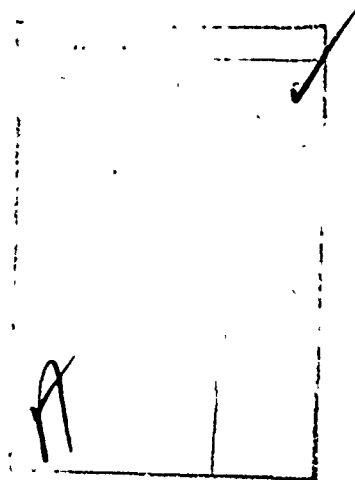
TECHNICAL REPORT NUMBER 114

CAREER DEVELOPMENT:
MISSILE OFFICERS' PERCEPTIONS AND OPPORTUNITIES

BY
MICHAEL P. WEITZEL
JOHN A. BELT

AFOSR-71-2001

RECEIVED
AFOSR
JAN 1972
JAN 1972



AIR FORCE OFFICE OF SCIENTIFIC RESEARCH (AFSC)
NOTICE OF TRANSMITTAL TO DDC
This technical report has been reviewed and is
approved for public release IAW AFR 190-12 (7b).
Distribution is unlimited.
A. G. BLOSE
Technical Information Officer

TABLE OF CONTENTS

ACKNOWLEDGEMENTS	ii
LIST OF TABLES	v
I. INTRODUCTION	1
Review of the Literature	1
Surveys, Reports, and their Conclusions	9
Definitions	15
II. METHODOLOGY	17
Subjects	17
Method of Data Collection	17
Statistical Tools Used	18
Hypotheses	20
III. RESULTS	21
Frequency Distribution	21
Correlation Coefficients	26
McConnell Air Force Base Data	27
Time	27
Specialization	27
Status	28
Missile Management Working Group	28
Assignments	29
Malmstrom Air Force Base Data	29
Time	29
Missile Management Working Group	35

Missile Experience	36
Specialization	36
Stepwise Discriminate Analysis	41
McConnell Air Force Base and Malmstrom Air Force Base.	41
MCCC and DMCCC	45
First Active Duty Station and Second or Subsequent Duty Station	47
Stepwise Multiple Regression Analysis	51
IV. DISCUSSION	53
V. SUMMARY AND CONCLUSION	62
Limitations of Study	63
Recommendations	64
BIBLIOGRAPHY	65
APPENDIX	66
I. Career Progression Survey	67
II. Career Progression Survey Variables And Their Response Percentages	76

LIST OF TABLES

Table		Page
I	Career Progresstion Guide - Missile Operations	5
II	Means and Standard Deviations of McConnell Respondents . . .	22
III	Means and Standard Deviations of Malmstrom Respondents . . .	24
IV	Pearson's Product Moment Correlation for Respondents from McConnell Air Force Base	30
V	Pearson's Product Moment Correlation for Respondents from Malmstrom Air Force Base	37
VI	Stepwise Discriminate Function of McConnell Air Force Base Respondents Versus Malmstrom Air Force Base Respondents	43
VII	Stepwise Discriminate Function of Missile Combat Crew Commanders Versus Deputy Missile Combat Crew Commanders . .	46
VIII	Stepwise Discriminate Function of Crew Members at Their First Active Duty Station Versus Those at a Second or Subsequent Duty Station	49

CHAPTER I

Introduction

The perceptions and opportunities of missile combat crew officers in the development of their careers is the subject of this study. An examination of the available career development programs for the missile officer through the Military Personnel Center (MPC), Randolph Air Force Base, Texas and the Career Development Branch of the Directorate of Personnel, Strategic Air Command (SAC) Headquarters, Offutt Air Force Base, Nebraska, will be reviewed. The study will show which of the available programs are used by the subject officers and when they become aware of the opportunities available to them. The points of contact for career information and their influence on the perceptions of missile officer career development will be investigated. The study also involves the extent to which SAC missile officers perceive they can influence their career development.

The Missile Management Working Group and the MPC missile career monitors will be studied to show the amount of influence they can have on career development. The Career Progression Survey with responses from the missile crew officers at McConnell and Malmstrom Air Force Bases will provide the data necessary to examine the career development of missile officers.

Review of the Literature

Career Development

The SAC Personnel Plan (1974) states that one of SAC's personnel

goals is:

To maintain a force consisting of generalists and specialists which allows for career development and broad utilization of the career element and, at the same time, provides an adequate number of careerists for the executive and managerial direction of highly specialized function. To provide career development and assist officers in obtaining career broadening opportunities as necessary to insure officers acquire the experience base needed to assume positions of increased responsibility and scope as they progress in rank.

This shows SAC's commitment to the development of the officer's career, both for his good and "for the good of the service".

Prior to 1968, Officer Career Development programs in the Air Force were neither operational nor effective. Career development as a viable program came into being with the publication of Air Force Manual (AFM) 36-23, "Officer Career Management", in February, 1968. AFM 36-23, revised in 1972, indicates:

Officer development is a joint enterprise in which the Air Force has the responsibility to provide the opportunity for the officer to compete for positions of responsibility - supervisory, staff, and command - and the officer must then apply himself in a manner to take advantage of these available career opportunities. The Air Force will not 'spoon feed' him. Each officer should consider career development as an individual responsibility. The Air Force will provide guidance and assistance in career planning, but the officer must take the initiative to work out problems and achieve the knowledge, attitude, and capabilities needed to hold successfully a progression of challenging positions.

Each revision of the Air Force manuals concerning career development and related programs has continually stressed the responsibility of the officer concerning his career. Brigadier General Robert R. Scott emphasized this in 1974 when he said: "Your future opportunities are in this book (Missile Career Development Handbook), the rest is up to you." Thus, it can be seen that the development of a career is just one individual's job, the affected officer.

The responsibilities of an officer in career development are defined

in AFM 36-23 as being an officer who:

- a. Prepares himself to take advantage of career opportunities by planning his career, using all available career information and guidance.
- b. Implements his career plan by:
 - (1) Performing his assigned duties to the utmost of his abilities.
 - (2) Seeking additional duty responsibilities, to expand rapidly his qualifications and competency to assume more complex duties.
 - (3) Investigating all potential career opportunities and availing himself of them. This included any desires for duty Air Force Speciality Code (AFSC) change for support officers as outlined in AFM 36-11.
 - (4) Actively seeking advice on his duty performance and career objectives.
 - (5) Accurately communicating his career plan to higher echelons by maintaining a current AF Form 90.
 - (6) Understanding the personnel system as it affects him, so he can use it in achieving his career objectives.
 - (7) Devoting sufficient off-duty time to enrich his technical or professional military knowledge.
- c. Requests prompt classification action to upgrade his Air Force Speciality skill level, when he meets all mandatory qualifications.
- d. Insures that his basic personnel records are accurate at all times, so that personnel officers at all echelons will have adequate information for making proper career decisions.

The Air Force goes on to say, "After taking inventory of personal and career assets, the officer should be able to assess his present qualifications, reconsider previous goals, and adjust them to reality" (AFM 36-23, 1972). The officer through the use of the Air Force Form 90, "Officer Career Statement", has a direct communication channel with the Air Force human resources managers and is able to inform them of his career goals and desires.

Often called the "Dream Sheet", the Form 90 is the formal communication mode by which individual career goals can be directed to a personnel officer. Through the completion of this form the individual can formally announce to the human resource managers his personal qualifications and preferences for assignment, positions, duty locations and educational priorities.

The Air Force Career Progression Guides (AFM 36-23, 1972), shown in Table I, reflect the phases of development within each field. These guides were constructed to assist the individual in determining his personal and professional career decisions. The phases, related to the officer's years of service, military grade, technical and service schools, educational level, special qualifications and job assignments, are:

1) Initial (0 through 2 years), 2) Intermediate Development (3 through 6 years), 3) Advanced Development (7 through 14 years), 4) Staff (15 through 21 years), and finally, 5) Executive Leader (22 years and over). This guide gives each officer the necessary direction to develop his career along the suggested path while retaining the necessary flexibility to expand his career in other areas if he feels so compelled.

The Air Force gives the officer the necessary tools to develop his career, and at the same time charges him with the responsibility for individual career development. The Officer Career Development Division of the Military Personnel Center has career monitors available to assist the individual in the formulation of his career development plan. Goals of the monitors include a career review of all officers at least once every three years, and again prior to the time of their reassignment. The primary function of this monitoring involves a comprehensive examination of the career progress of the officer, counseling him if necessary, determining the optimum career path for him, and recommending assignment and training actions to personnel managers who will decide his assignment (Trout, 1970).

Initial contact for SAC officers upon consideration for reassignment comes from the Career Development Branch of the Directorate of Personnel, SAC. The workings of this office are similar to its counterpart at MPC.

BEST AVAILABLE COPY

TABLE I

CAREER PROGRESSION GUIDE—MISSILE OPERATIONS					
YEAR	PHASE	GRADE	PME	TRAINING	EDUCATION
29	EXECUTIVE/LEADER	Projected average authorizations FY 68-72 Colonel 2.3% of authorizations *	Refer to AFM 53-1 for residence eligibility. AFR 50-12 for correspondence eligibility (see Base Education Officer for more information)	See AFM 50-5 for appropriate current courses.	Graduate degree requirements in utilization field. For AFIT eligibility see Base Education Officer for current AFIT program quota
28					
27					
26					
25					
24					
23					
22	STAFF	Lieutenant Colonel 6.2% of Authorizations *	National War College Industrial College of the Armed Forces Air War College	All officers assigned to Missile Launch Crew duty will attend ATC course and ORT in the appropriate weapon system.	Doctorate: 1
21					
20					
19					
18					
17					
16					
15	ADVANCED DEVELOPMENT	Major 20.5% of Authorizations	Armed Forces Staff College Air Command and Staff College	All officers assigned to Missile Launch Crew duty will attend ATC course and ORT in the appropriate weapon system.	Masters: 13 Academic Disciplines Include: Engineering Management Mathematics Note: Graduate degrees in Business Administration and management are desirable for Wg or higher level duties
14					
13					
12					
11					
10					
9					
8	INITIAL/INTERMEDIATE DEVELOPMENT	Captain 38.1% of Authorizations	Squadron Officer School		Bachelors degree desirable, preferably in Electrical or Aeronautical Engineering
7					
6					
5					
4					
3					
2					
1		Lieutenant 32.9% of Authorizations			

BEST AVAILABLE COPY

TABLE I--Continued

CAREER PROGRESSION GUIDE—MISSILE OPERATIONS (Continued)		
ASSIGNMENTS	OPTIMUM PHASE POINTS	YEAR
<u>Career Specialist:</u> Officers will occupy senior command/staff positions at all levels of organization. Most 0086 positions will be manned by officers with this level of experience. Selected outstanding officers will be assigned to command positions at Wing, Division, and higher level in either AFS 0086 or 0002 (General Officer), as appropriate.	Career specialists enter doctorate program; nonrated 13-14 year point; rated 15-16 year point. Earlier or later entry predicated on Air Force requirements.	29
		28
		27
		26
		25
<u>Career Specialists:</u> Selected officers will occupy key staff positions, requiring extensive management abilities, at all levels of command, a few Lieutenant Colonels will make the transition into 0086 duties.	Transition limited number rated career specialists back from rated/rated management specialties.	24
		23
		22
		21
		20
<u>Nonspecialist:</u> Few officers will enter the field for broadening. Rated and non-rated officers will normally return to their primary field during this phase.	Return limited number of rated career specialists to rated/rated management specialties.	19
		18
		17
		16
		15
<u>Career Specialist:</u> - Officers will be assigned to responsible staff positions at Wing, Division, NAF, MAJCOM and HQ USAF. - Selected officers who have demonstrated outstanding potential for advancement within the Missile Operations field will be assigned to responsible staff positions in the 431SCCTS, 3901SMES or to Wing, Division, NAF, MAJCOM, and HQ USAF positions.	Return rated nonspecialists to rated/rated management specialties upon completion of DDA.	14
		13
		12
		11
		10
<u>Nonspecialist:</u> Officers entering the field for broadening and potential career missile officers will integrate into the crew force as crewmembers. Those who demonstrate outstanding potential will advance to higher positions, for example, instructor or standardization duties.	Transition rated officers into field via AFIT technical training.	9
		8
		7
		6
		5
<u>Career Specialist:</u> Most officers should upgrade to crew commander during the 3rd or 4th year. Highly qualified crew commanders will be appointed to instructor or standardization crews. "Selected crewmembers will be assigned as instructors, evaluators, or to staff positions in the 431SCCTS (ORT) or 3901SMES or to staff positions at Wing, Division, NAF, or MAJCOM." <u>Nonspecialist:</u> Officers entering the field for broadening will be integrated into the crew force in positions commensurate with their rank and abilities.	Career specialist enter AFIT graduate program.	4
		3
		2
		1
		1
<u>Career Specialists:</u> There will be a limited number of upgrades to crew commander. Selected deputy crew commanders will be appointed to instructor and standardization crews. A normal assignment will involve completion of local upgrade training and performing duty as a deputy crew commander on a line crew.	Basic AFSC technical course earliest date.	1
		1
		1
		1
		1

The difference is that SAC's Career Development Branch's sole concern is officers assigned to SAC, while the MPC counselors are assigned to monitor all individuals in a specific AFSC throughout the Air Force. Additional assistance is available for the officer from the Missile Management Working Group.

The SAC Missile Management Working Group was founded in 1971 to identify and resolve problems within the missile field and to seek means of improving missile duty (Brooksher and Scott, 1973). At the time of the data collection the individual who was chairman of the Missile Management Working Group was Captain Richard Farkas. His work included briefings at the base level to both the individual officers and their spouses. Also included in the Missile Management Working Group's responsibilities is the advancement of the missile career field at the headquarters level. The Missile Management Working Group publishes The Missile Career Development Handbook which outlines the positions available to the missile officer in the missile field. Along with the job descriptions are brief biographical sketches of the incumbents. The handbook can be a valuable tool in the selection of a possible job for the missile specialist.

A typical course of events in the assignment of an officer to be reassigned was reported by Major Myron B. Trout (1970), a comptroller career monitor at MPC.

Assignment actions for officers reported available for reassignment, i.e. overseas returnees, officers completing controlled tours, officers completing AFIT programs, come first to the Career Development Division (MPC). This occurs approximately nine months before the scheduled reassignment. The officer's record and his Career Objective Statement (Form 90) are reviewed along with any informal case file information which Career Monitors have established for officers with whom they have had individual contact. Based on this review and contacts with the individual and major command comptrollers, the monitors recommend appropriate jobs for the officer assignment to the assignment activity.

Then they assign the officer to a specific job or command... This process doesn't guarantee that the Career Monitor will make the right recommendations, or that they will be followed in every case. It does represent a major step in getting the desires and career development needs of the individual more fully considered in the total assignment process.

It is now readily apparent that there is a combination of inputs that results in an assignment for the officer. Individual needs and desires are matched to the requirements of the service. Individual effort in preparing a career development program combined with selective placement by personnel specialists should produce an assignment suitable to both parties.

The most important tool that the officer has is himself and his ability to plan ahead and remain flexible, not only towards his own needs but those of the service. Hopefully, this will make the officer not only an effective professional but a satisfied individual. Lt. Col. Robert J. Mellody (1974) discussed the important points in career development planning. He wrote:

All good planning begins with long range objectives, not your next assignment...Good planning dictates that short term objectives conform to long term goals...Each objective should keep you on track toward the more distant goal...Timing...Most officers should consider a career broadening assignment at some point in their career...Advancing your Academic and Professional Military Education generally increases your potential...Planning is of no avail if your performance is lacking...Performance always has been and always will be the key...

Some of the particulars in a performance record that demonstrate potential include:

A personal goal or an attitude that there is a better way to do things. Change is inevitable, and if you can not find a better way, someone else surely will. The officer who consistently identifies needed changes and works to achieve them has demonstrated potential.

Objectives are important; they afford an opportunity to measure your own progress. They must be periodically evaluated to bring them into the realities of a changing environment. Your AF Form 90, Officer Career Objective Statement, should reflect these objectives.

Consider a broadening assignment at some point in your career. An officer who can perform well in more than one speciality is generally demonstrating potential. The question of when and how to "career broaden" is an individual one and the officer should discuss this with the career development specialists at his major command or with MPC.

Officers should make every effort to improve their management and professional skills. Advanced degrees are available...While only a small percentage can attend the professional military schools in residence, everyone may complete them by correspondence or seminar. The officer who uses this option demonstrates a desire for self improvement and a commitment beyond his normal duty responsibilities.

Career improvement is a matter of attitude and the ability to perceive the need for change, and then acting upon that need (TIG Brief, 1973).

Information is available for each officer concerning the actions and the performance expected by the Air Force to insure an officer's continued success.

Surveys, Reports, and their Conclusions

Shenk (1968) studied the reasons for the failure of adequate numbers of officers serving initial active-duty tours to select the Air Force as a career. This problem can affect mission requirements and inflict manpower planning problems through a reduced level of qualified individuals. A sample of 5,600 subjects were selected from officers who entered the Air Force during 1963-1964 as second lieutenants. The subjects were surveyed prior to their entering active duty and are being resurveyed each year on essentially the same attitudinal items in order to quantify changes. Included in each of the surveys is an attitude measurement titled "The Job Importance-Job Possibility Scale". In this scale, twenty-three job characteristics or rewards were listed. The respondent was asked to rate each characteristic on a five point scale, first with respect to its importance to him and then considering the possibility of obtaining it in the Air Force.

In the analysis of these two factors, one of the factors high in importance but low in possibility of attainment was "...Have a say in what happens to you..." On the table entitled "Rank Order of Importance and Possibility Scale Items for the Second Through Fifth Year Active Duty for All Commissioning Sources Combined", the category "Have a say in what happens to you..." increased in importance over the years (Shenk, 1970). In the second and third year surveys the self-determination concept had a ranking of twenty-one. The fourth year survey indicated another change in both of the ratings. The Importance factor moved up to 3.5 while the possibility of Attainment moved up from twenty-one to a ranking of eighteen. Finally, in the fifth year the ratings moved once again. Importance moved up to three and the Possibility of Attainment decreased again to twenty.

These results indicate that it is an important consideration to the officers to be able to have something to say about what happens to them, but the possibility of that happening was considered remote.

MPC presents the results of their Sample Survey in quarterly reports. The October, 1973 report requested all officers surveyed on their initial active duty service commitment (IADSC) to identify the most favorable factor(s) and second most important favorable factor(s) which had or would influence them to make the Air Force a career. In the ranking of the second most important favorable factor, "Say in assignments..." received six percent of the responses.

In a combined total percentage, computed by the following formula:

$$\frac{\text{Most Important} + \text{Second Most Important}}{2} \times 100.$$
 "Say in assignments..." accounted for five percent of the total.

The unfavorable attitudes were also measured. "Little say in assignments" received thirteen percent of the most unfavorable responses and fifteen percent of the second most unfavorable responses. The computed combined total equaled fourteen percent.

From the March, 1971 report to the March, 1973 report "Little say in assignments" dropped from sixteen to ten percent. This could be the result of increased awareness on the part of the officer of the programs available or it could be the result of increased Air Force awareness of individual career development.

The April, 1974 Sample Survey Results posed the question: "I have as much to say about what happens to me in the Air Force as I would expect in a civilian job". The results were:

	<u>Positive *</u>	<u>Undecided **</u>	<u>Negative ***</u>	<u>Overall</u>
Agree:	47	24	9	30
Disagree:	43	67	86	61
Undecided:	10	9	5	9

* 45% of respondents had a positive career intent.

** 28% of respondents had an undecided career intent.

*** 27% of respondents had a negative career intent.

Brooksher and Scott (1973) in their study of the Intercontinental Ballistic Missile Operations career field surveyed current and former missile combat crew members. They also conducted two informal surveys, one with senior staff members and the other with members of the 3901st Strategic Missile Evaluation Squadron. They found that 55.8% of the current crew members consider the missile career field to be a duty with some future, while 52.1% of former crew members believed it to have a very promising future. Of the former crew members 64.8% felt the Missile Management Working Group's activities had been effective, while 18% said they were not familiar with the group. However, among current crew

members who claimed knowledge of the group only 28.7% felt it was effective and 25.5% felt they were not effective. The balance were not familiar with the group.

In their recommendations Brooksher and Scott suggest, "Establish a career broadening program for missile officers that will permit the controlled assignment of outstanding missile officers to other fields for career broadening and subsequent return to missile duty...Continue efforts to strengthen the Missile Management Working Group by assuring high level interest and support throughout the SAC staff..."

Williams (1972) recommended that officers be selected for missile duty only after they have served a minimum of one tour in a different career field. Due to the retainability requirements, officers selected for missile duty would have to be career officers. As a career broadening assignment, this would provide a large portion of the non-rated officer force with operational experience. He also suggested that rated supplement officers be assigned to the missile career field for a four year tour only to augment the missile crew force.

LeClerc (1973) commented that it would be difficult, if not impossible, to find fault with the Air Force Career Development Program. If the elements were properly utilized, and if all responsibilities were carried out to their fullest, this program would undoubtedly stand as one of the truly revolutionary pillars of modern-day management. His recommendation includes a redefining of the published objectives of the Career Development Program to reflect more emphasis on providing the means by which an individual can progress through a successful career. Additionally, more emphasis should be placed on doing things with the officer and less on doing things to and for the individual. Also he

recommends simplifying the management structure of the program. In addition, LeClerc suggests redefining the responsibilities, as set forth in AFM 36-23, for managing the Career Development Program, in order to be more meaningful and more realistic. Responsibilities should be assigned so as to provide the officer concerned with a clear understanding of what is expected. Responsibilities should be assigned to permit clear accountability for the management of the various aspects of the program. LeClerc strongly urged professional counseling for officers to be accomplished in one of three ways: a) utilize the professional counselors available at the Base Education Office, b) establish a new Air Force Speciality, c) or close the feedback loop, developing a new form for return to the officer concerned. He further suggested a redesign of the AF Form 90 and a recommendation to place special emphasis on "face to face" communication through the use of small group processes. These practices are currently in effect in the missile operations career field.

Belt and Parrott (1972) determined that officers tended to make a career decision late in their initial active duty obligation. Officers on their IADSC were likely to make the decision during the second or third year of service. Those officers with positive career intent tend to make the decision quite late, most likely at the end of their first term of service. These factors are important when correlated with the awareness of career development by the newer officer.

A Study in Officer Motivation (1967) concluded that the officers of today look beyond monetary and material benefits for job and career satisfaction. Their higher educational level and growth potential make them more aware of their psychological growth (esteem) needs than in the past. Also, these officers will willingly endure hardships in their current

jobs if they perceive future opportunities to progress into higher level jobs. And most important to this study, A study in Officer Motivation concluded that the motivation of non-rated officers may be increased through improved personnel policies relating to assignments and career planning.

Definitions

Air Force Speciality Code: Four numbers used to define the field in which the officer is currently proficient, i.e. 1825 is the missile operations career field AFSC.

Career Broadening Assignment: The assignment of an officer to an AFSC outside of his primary utilization field.

CBPO: Consolidated Base Personnel Office...The base level personnel office.

Combat Ready Time: Service time accrued on a combat crew, missile or aircraft, when the officer is proficient in that weapon system and is judged to be combat qualified.

Deputy Missile Combat Crew Commander: The second officer on a combat crew.

Instructor Crew: Select crew members whose primary duty is to instruct other crew members in the operation and use of the weapon system.

Minuteman Weapon System: A solid fueled ICBM, manned by two officers, on strategic alert for the USAF.

Missile Combat Crew Commander: The officer in charge of a missile crew. He performs alert monitoring, readiness checks, maintenance coordination, and inspections. He implements applicable procedures to insure that the missiles and permanent subsystems are working properly and are constantly ready for launch.

Non-Rated Officer: An officer who is not qualified to perform duties as a member of an aircrew.

Northern Tier Base: An assignment to a missile wing in the northern portion of the United States, i.e. Montana, South Dakota, North Dakota.

Rated Officer: An officer who is qualified to fly aboard an aircraft as a crew member.

Regular Officer: An officer who has received a regular commission in the Air Force. This commission gives the officer the opportunity to complete thirty years of service.

Reserve Officer: An officer who holds a reserve commission and must retire after twenty years of service.

Standboard Crew: Select crew members whose primary duty is to evaluate the proficiency of combat ready crews in the operation and use of the weapon system.

Titan II Weapon System: A liquid fueled ICBM, manned by a crew of four, two officers and two enlisted, on strategic alert for the USAF.

CHAPTER II

Methodology

Subjects

The subjects of this study were Missile Combat Crew Commanders and Deputy Missile Combat Crew Commanders from the 381st Strategic Missile Wing, McConnell Air Force Base, Kansas and the 341st Strategic Missile Wing, Malmstrom Air Force Base, Montana. The members of the 381st were qualified in the Titan II weapon system, a four man crew which includes two officers and two enlisted men. The members of the 341st were qualified in the Minuteman II weapon system, a two man crew consisting of two officers.

The cross-section of officers that these two weapon systems provides enables an examination of a variety of both career and non-career officers as well as officers with one or more AFSC. Differences in working conditions, styles of management, geographical location of the sites, as well as weapon systems, allows the examination of a cross-section of officers. The generalizations of the conclusions and results can be applied to all SAC missile officers.

Method of Data Collection

The instrument used to collect data for this study was the Career Progression Survey (see Appendix I). The Career Progression Survey was developed by the author in cooperation with the Center for Human Appraisal at Wichita State University. The instrument is specifically designed to

elicit information concerning the respondents' knowledge of Air Force Career Development programs and policy. This instrument included specific questions dealing with those individuals within the SAC and MPC Career Development area and programs with which the respondents should have been familiar. The instrument had a total of sixty-six questions. The first fifteen dealt with the demographic and military service information of the individual. Questions sixteen through forty-six dealt with individual perceptions of the programs available and those individuals who administer the programs along with questions on the actions necessary to pursue any of these programs. Three open-ended questions in this section concerned the respondent's future plans. The final twenty questions attempted to determine the opinions concerning Career Development and the missile career field.

The instrument was distributed on six successive days to the officer crew members at their pre-departure briefing prior to their assuming alert duties. The instrument was contained in a packet, along with several other instruments, being distributed by staff members of the Center for Human Appraisal to all crew members. This method of distribution was selected to eliminate possible subject bias as the author is an active Missile Crew Commander. The crews were asked to complete the battery while on alert. This procedure was adopted to eliminate some of the hurried, and consequently, inaccurate answers often given in a time compressed situation such as a missile crew pre-departure briefing. The packet was to be returned the next morning as the crew came off alert and deposited into a locked collection box in order to safeguard anonymity.

Statistical Tools Used

Of the one hundred and sixty one instruments returned, five were

judged to be unusable because a majority of the questions were unanswered or the answers were inappropriate. On the instruments completed and used in analysis, a computed mean was inserted when a question was without response. This was performed to satisfy computer programming requirements. The open-ended questions were coded to reflect the generalized category into which they fit in order to include them in the statistical analysis. Several methods of statistical analysis were employed. First, a frequency count was employed to determine the percentage of each response. The counts were divided into four groups; Missile Combat Crew Commanders and Deputy Missile Combat Crew Commanders from McConnell and the Commanders and Deputies from Malmstrom.

Second, a correlation matrix was calculated utilizing Pearson's Product Moment Correlation (r). A significance level of .05 or better and a correlation of .30 was required before the correlation was included in the analysis (Guilford, 1965). Third, a stepwise discriminant analysis was performed: a) between McConnell and Malmstrom respondents; b) between all Missile Combat Crew Commanders and Deputy Missile Combat Crew Commanders; c) between the positive and negative respondents to variable twelve (Is this your first active duty station?); d) and a multiple regression analysis between those probably or definitely remaining in the service and those probably or definitely not staying in the service. This multiple regression analysis was performed to identify those variables which might be used in the prediction of positive career intent of the McConnell officer. The Malmstrom respondents did not have this variable on their instrument due to clerical error. The calculation of the stepwise discriminate analysis and the multiple regression analysis required the responses from some questions to be rescored on a continuum or coded in a dichotomous manner.

Hypotheses

This study will investigate these hypotheses:

- 1) The officer with multiple weapon system experience will perceive Career Development programs of the Air Force and SAC more positively than his single weapon system counterparts.
- 2) Officers who have been on a crew for an extended time have more knowledge concerning Career Development programs and will place more value in using them to achieve projected career goals.
- 3) As an officer progresses from line crew to instructor and stand-board crews his perceptions of the value of the Missile Management Working Group will increase.
- 4) The MPC Career Monitors play an important role in the formulation of missile officers career goals.
- 5) The regularity and frequency of visits to missile wings by the Missile Management Working Group correlates to the perception and use of Career Development programs by the missile crew members.

CHAPTER III

Results

Frequency Distribution

The data used to compute the frequency percentages are divided into two groups. The data for the totals are raw data and the MCCC and DMCCC data was calculated with computed means inserted into unanswered questions. The frequency of the responses to each of the variables are found in Appendix II. In the frequency table some variables are the response to questions rather than the questions themselves. This was performed to measure opinions or factual information. Using the same data, the means and standard deviations for each variable are found on Tables II and III.

The officer at Malmstrom had attained higher rank than a McConnell officer. With their longer time in service the Malmstrom crew members logically had a higher percentage of individuals with three or more years on crew. Seventy-three percent of Malmstrom crew members were either regular officers or held a career reserve status while only sixty-five percent of the McConnell officers held the same status. Volunteers for missile duty equaled eighty-four percent for Malmstrom and fifty-four percent for McConnell. Fifty-eight percent of the McConnell crew members did not try to influence their assignment to missiles; in fact, seventeen percent did not have a career plan. The percentages for Malmstrom respondents for the same variables are thirty percent and seven percent.

Ninety percent of Malmstrom crew members were actively pursuing an assignment, using all available avenues of assistance, while only seventy-

TABLE II
MEANS AND STANDARD DEVIATIONS
OF MCCONNELL RESPONDENTS

VARIABLE	<u>MCCC</u>		<u>DMCCC</u>		<u>TOTAL</u>	
	$\bar{x}$	σ	$\bar{x}$	σ	$\bar{x}$	σ
1	2.64	.593	1.73	.769	2.18	.822
2	6.06	2.449	4.27	3.297	5.15	3.026
3	5.17	2.762	2.08	1.362	3.60	2.655
4	1.36	.961	1.22	.417	1.29	.736
5	1.89	.979	1.76	.925	1.82	.948
6	27.31	2.189	26.35	3.426	26.76	3.381
7	1.00	.000	2.00	.000	1.51	.503
8	1.83	.811	2.30	.702	2.07	.788
9	1.14	.351	1.03	.164	1.08	.276
10	1.57	.655	1.62	.594	1.60	.620
11	1.22	.638	1.14	.481	1.18	.561
12	1.58	.500	1.57	.502	1.58	.498
13	1.56	.504	1.35	.484	1.45	.501
14	1.06	.232	1.03	.164	1.04	.199
15	3.50	2.121	2.00	.000	3.00	1.732
16	1.64	.487	1.54	.505	1.59	.495
17	1.97	.654	1.95	.621	1.96	.633
18	2.89	.676	2.78	1.003	2.83	.855
19	2.67	.717	2.84	.442	2.75	.595
20	2.08	1.228	2.12	1.268	2.10	1.238
21	3.58	.841	3.46	.950	3.52	.892
22	2.97	.857	2.88	.857	2.93	.852
23	2.00	.954	1.56	.786	1.78	.895
24	0.00	0.000	.03	.164	.01	.117
25	.25	.439	.14	.346	.19	.396
26	.19	.401	.08	.277	.14	.346
27	.19	.401	.08	.277	.14	.346
28	.42	.500	.59	.498	.51	.503
29	2.50	1.404	2.97	1.320	2.74	1.373
30	1.19	.401	1.14	.351	1.17	.375
31	2.19	1.191	2.16	1.093	2.18	1.135
32	3.97	1.465	4.11	1.508	4.04	1.478
33	2.50	1.108	2.58	1.296	2.54	1.200
34	1.03	.377	1.11	.458	1.07	.419
35	4.61	1.128	4.35	1.338	4.48	1.237
36	1.50	.507	1.57	.603	1.53	.585
37	1.97	.985	2.68	.747	2.33	.935
38	1.67	.478	1.81	.397	1.74	.442

TABLE II--Continued

VARIABLE	<u>MCCC</u>		<u>DMCCC</u>		<u>TOTAL</u>	
	$\bar{x}$	σ	$\bar{x}$	σ	$\bar{x}$	σ
39	.08	.280	.03	.164	.05	.229
40	.08	.280	.05	.229	.07	.254
41	.08	.280	.05	.229	.07	.254
42	.11	.319	.03	.164	.07	.254
43	.33	.478	.14	.347	.23	.426
44	.47	.506	.78	.417	.63	.486
45	1.67	.478	1.92	.276	1.79	.407
46	2.17	.923	2.76	.548	2.47	.804
47	1.50	.507	1.47	.506	1.49	.503
48	1.75	.439	1.95	.229	1.85	.360
49	2.19	.889	2.38	.893	2.29	.889
50	1.69	.786	2.08	.829	1.89	.826
51	.06	.232	.03	.164	.04	.199
52	.56	.504	.27	.452	.41	.495
53	.36	.487	.27	.450	.32	.468
54	.25	.603	.43	.689	.34	.650
55	1.69	.467	1.84	.373	1.77	.425
56	2.39	.934	2.65	.716	2.52	.835
57	1.67	.478	1.51	.507	1.59	.495
58	1.75	.439	1.49	.507	1.62	.489
59	3.58	1.422	3.43	1.501	3.51	1.454
60	4.00	1.014	4.08	1.011	4.04	1.006
61	2.39	1.178	2.54	1.145	2.47	1.156
62	3.47	.971	3.43	.987	3.45	.972
63	3.06	1.218	3.11	1.173	3.08	1.187
64	3.78	.959	3.41	1.166	3.59	1.078
65	3.61	.934	3.35	1.086	3.48	1.015
66	3.44	1.157	3.51	1.239	3.48	1.192
67	3.67	1.171	3.84	1.118	3.75	1.139
68	3.06	1.194	2.92	.954	2.99	1.073
69	2.86	1.268	2.97	1.364	2.92	1.309
70	3.31	.980	3.05	1.129	3.18	1.059
71	2.22	.929	2.00	.849	2.11	.891
72	3.36	.639	2.92	.722	3.14	.713
73	3.06	1.013	2.65	1.184	2.85	1.114
74	4.08	.996	4.03	1.166	4.05	1.079
75	3.31	.624	2.95	.621	3.12	.644
76	3.25	.732	2.97	.645	3.11	.698
77	3.14	.899	3.08	1.089	3.11	.994
78	2.36	.899	2.54	1.168	2.45	1.041
79	3.92	.874	4.22	.854	4.07	.841

TABLE III
MEANS AND STANDARD DEVIATIONS
OF MALMSTROM RESPONDENTS

VARIABLE	<u>MCCC</u>		<u>DMCCC</u>		<u>TOTAL</u>	
	$\bar{x}$	σ	$\bar{x}$	σ	$\bar{x}$	σ
1	3.00	.447	1.69	.680	2.34	.873
2	7.15	2.163	3.50	2.472	5.30	2.949
3	5.32	2.264	3.10	1.779	4.19	2.308
4	1.17	.442	1.45	.633	1.31	.562
5	2.24	1.044	1.45	.803	1.84	1.006
6	29.83	3.893	25.36	2.565	27.54	4.070
7	1.00	.000	2.00	.000	1.51	.503
8	1.76	.699	2.19	.707	1.98	.732
9	1.07	.346	1.14	.647	1.11	.518
10	2.12	.557	1.83	.581	1.98	.584
11	1.54	1.120	1.33	.687	1.43	.927
12	1.80	.459	1.26	.445	1.53	.526
13	1.15	.358	1.17	.377	1.16	.366
14	1.17	.381	1.02	.154	1.10	.297
15	3.63	1.188	3.00	.000	3.56	1.130
16	1.29	.461	1.31	.468	1.30	.462
17	1.76	.435	1.98	.563	1.87	.513
18	2.78	.768	2.65	.949	2.71	.858
19	2.93	.608	2.88	.593	2.90	.597
20	2.12	1.029	1.76	.799	1.94	.934
21	3.83	.594	3.83	.581	3.83	.584
22	2.33	.997	2.65	.893	2.49	.955
23	1.58	.844	1.67	.902	1.62	.870
24	.00	.000	.02	1.154	.01	.109
25	.24	.435	.19	.397	.22	.415
26	.37	.487	.21	.415	.29	.456
27	.22	.419	.14	.354	.18	.387
28	.27	.449	.52	.773	.40	.643
29	1.95	1.117	.21	1.260	2.08	1.192
30	1.10	.300	1.12	.328	1.11	.313
31	1.73	.923	2.07	.959	1.90	.951
32	3.32	1.507	3.88	1.565	3.60	1.553
33	2.49	.810	2.60	.938	2.54	.874
34	1.34	.480	1.05	.623	1.19	.573
35	4.27	1.073	3.88	1.756	4.07	1.463
36	1.28	.716	1.53	.774	1.39	.750
37	1.63	.888	2.36	1.032	2.00	1.024
38	1.61	.919	1.51	.506	1.56	.744

TABLE III--Continued

VARIABLE	<u>MCCC</u>		<u>DMCCC</u>		<u>TOTAL</u>	
	$\bar{x}$	σ	$\bar{x}$	σ	$\bar{x}$	σ
39	.37	.488	.12	.328	.24	.430
40	.12	.331	.05	.216	.08	.280
41	.27	.449	.05	.216	.16	.366
42	.20	.401	.10	.297	.14	.354
43	.49	.506	.31	.468	.40	.492
44	.24	.435	.52	.506	.39	.490
45	1.82	.393	1.82	.727	1.82	.569
46	1.49	.840	2.50	.785	1.99	.955
47	1.53	.554	1.42	.500	1.47	.528
48	1.44	.502	1.88	.328	1.66	.478
49	2.27	.807	2.69	.999	2.48	.929
50	1.22	.475	1.50	.773	1.36	.655
51	.07	.264	.07	.261	.07	.261
52	.32	.471	.43	.500	.37	.487
53	.29	.461	.19	.397	.24	.430
54	.98	1.214	.83	1.167	.90	1.185
55	1.54	.505	1.71	.457	1.63	.487
56	1.90	.944	2.57	.801	2.24	.932
57	1.22	.491	1.17	.377	1.19	.397
58	1.17	.381	1.21	.415	1.19	.397
59	*	*	*	*	*	*
60	3.80	.872	3.81	.917	3.80	.850
61	1.80	.955	1.60	.857	1.70	.912
62	3.27	.895	3.07	1.091	3.17	1.004
63	3.02	1.012	3.12	.993	3.07	1.004
64	3.32	1.105	3.57	.887	3.45	1.008
65	3.46	1.051	3.79	1.138	3.62	1.107
66	3.51	1.247	3.88	.916	3.70	1.108
67	2.88	1.269	3.43	1.085	3.16	1.212
68	2.90	.889	2.93	.558	2.91	.740
69	2.66	1.154	3.07	1.177	2.87	1.184
70	3.00	1.265	3.07	.973	3.04	1.127
71	2.37	.994	2.02	.749	2.20	.895
72	3.32	.986	3.24	.821	3.28	.906
73	3.34	1.015	2.86	.977	3.10	1.026
74	4.00	1.025	4.48	.634	4.24	.883
75	3.32	.879	3.10	.532	3.21	.733
76	3.05	.589	3.02	.413	3.04	.508
77	2.73	.949	3.02	.811	3.88	.894
78	2.49	1.028	2.45	1.109	2.48	1.068
79	4.07	.848	4.14	.566	4.11	.720

* Not administered to Malmstrom subjects.

one percent of McConnell respondents are doing the same. The Missile Career Development Handbook was not known by fifty-one percent of the McConnell crew members compared to only twenty-two percent of the Malmstrom crew members. Sixty-three percent of McConnell crewmen denied knowledge of the Missile Management Working Group; thirty-eight percent of the Malmstrom crewmen were not familiar with them. However, sixty percent of the McConnell respondents were staying in the Air Force when their present term was completed.

At McConnell eighty-two percent of the crew members either agreed or strongly agreed that having missile experience would give them an advantage over other non-rated officers in career progression while seventy-four percent of the Malmstrom crew members felt the same. Sixty-nine percent of McConnell and fifty-four percent of Malmstrom respondents either agreed or strongly agreed that opportunities for career advancement were greater in missiles than in the support field. Eighty-three percent of the McConnell and eighty-seven percent of the Malmstrom respondents either agreed or strongly agreed that advanced degrees were important in influencing future assignments.

The most notable percentages in this study were the responses to: "A guarantee of assignments would influence my career decisions". Seventy-nine percent of the McConnell and eighty-six percent of the Malmstrom respondents either agreed or strongly agreed with that statement.

Correlation Coefficients

An analysis of the correlations from the McConnell and Malmstrom respondents reflect their attitudes concerning career development and their perceptions about the available programs. The correlations can be found

in Table IV for McConnell respondents and Table V for Malmstrom respondents. The descriptive and demographic variables were highly correlated.

For each of the following headings the variables were grouped according to related functions. All McConnell data will be described first.

Time

As the rank of an officer increased from Lieutenant to Captain, he became familiar with and perceived value in the Missile Management Working Group's briefings. As an officer's length of service increased, the opinion that opportunities for career advancement are greater in the missile career field rather than in the support fields (Supply, Transportation, Administration, etc.) of the Air Force increased. Combat ready time was related to base selection. Individual officers with increasing combat ready time were non-volunteers for their present base. However, the location of their duty base was important to them.

If it was not the officer's first active duty station, McConnell had been chosen for a duty station. The officers who chose McConnell for a second duty station felt that experience in a single weapon system, either Minuteman or Titan, was sufficient exposure. Although he did not choose his present AFSC, he was a non-volunteer for missile duty and would prefer that subsequent assignments not be to a Northern tier duty station. These officers, while pursuing an assignment, felt that specialization in the missile career field would not increase promotion opportunity but that there are opportunities for career advancement in the support fields.

Specialization

Officers at their first active duty station felt that specialization in the missile career field gave them an advantage over other officers

in career advancement and promotions. Specialization in missiles gave the individual more control over career progression than he would have in either a civilian position or as an officer in the support fields. Specialization meant an assignment to multiple weapon systems and advancing from line crew to instructor crew and on to standboard crew.

Status

Officers who have a regular commission or are in a career reserve status invariably have a specific plan for their future. With this plan, the officer perceives that he can achieve his goals and is using all available avenues of assistance in actively pursuing assignments that will assist him in his career goal attainment. This includes frequent revisions of his Form 90 when necessary to reflect a change in career programs. These officers indicated they will not only remain in the service but will remain in the missile career field. Interestingly, the regular and career reserve officers felt they have more control over their career progression than civilians have on their career progression. In a correlation with specific plans for their careers, these officers put job advancement before job satisfaction.

Missile Management Working Group

Progression and selection from Deputy Missile Combat Crew Commander to Missile Combat Crew Commander brings awareness of the Missile Management Working Group, its location, objectives, personnel and publications. However, the Missile Combat Crew Commander perceives he gets a "party line", a standardized, organizationally oriented response, from the career monitors at MPC.

The officer who has attained a knowledge of the Missile Management Working Group reads the Missile Career Development Handbook and follows

the advice given both by the handbook and the working group. This includes accepting an assignment to a Northern tier base and the use of the Form 90. These officers also believed they will be able to exert enough influence to insure that all their assignments are the ones they want. They are active in soliciting assignments and agreed that compared to civilians they have more control over career progression.

Assignments

The officer who attempted to influence his assignment to the missile career field had a specific plan for his career. He knew who the missile career field monitor at MPC was and was able to choose his base and AFSC. In this attempt to influence his assignment, the officer felt it was important to know the right people, but that both MPC and the Missile Management Working Group give out a party line.

The officers who indicated they were going to separate from the service when their initial obligation was completed felt the use of the Form 90 is of little value in securing an assignment and that knowing the right people would do more good.

The group of officers who are familiar with the Special Duty Assignments available to missile officers felt that the opportunities for career advancement are greater in missiles than in the support fields.

Finally, the officers at McConnell reported that missile crew members have more control over their careers than civilians or military personnel in support fields.

The data from Malmstrom computed the following correlations.

Time

The variables that had the passage of time as a base correlated with

TABLE IV

PEARSON'S PRODUCT MOMENT CORRELATION FOR RESPONDENTS
FROM MCCONNELL AIR FORCE BASE

Variable 1:	Variable 2:	Variable 3:	Variable 4:
2 .787	5 .605	7 -.585	5 -.344
3 .370	6 .907	9 .310	49 .593
5 .451	8 -.494	58 .362	
6 .688	9 .400	70 .322	
7 -.557	12 .633		
8 -.448	64 -.364		
9 .423	68 -.316		
12 .459			
37 -.333			
75 .325			
Variable 5:	Variable 6:	Variable 7:	Variable 8:
6 .662	8 -.494	37 .379	17 .396
8 -.355	12 .543	44 .323	21 -.318
12 .426	13 .445	45 .312	30 .351
47 -.362	57 .374	46 .366	31 .421
49 -.482	67 -.300	72 -.312	59 -.419
75 .309	68 -.326		71 -.328
76 .324			
Variable 9:	Variable 10:	Variable 11:	Variable 12:
52 .358	51 .362	45 -.324	21 .310
			58 -.449
			62 -.344
			64 -.381
			68 -.323
			69 .329

TABLE IV--Continued

Variable 13:	Variable 16:	Variable 17:	Variable 19:
16 .479	30 .302	22 .326	22 -.370
23 .387	36 .305	36 .301	59 .355
52 .304	57 .547	50 .336	79 .354
57 .759	58 .486		
58 .434	65 .314		
	72 .319		
	75 -.318		
	76 -.309		
Variable 21:	Variable 22:	Variable 24:	Variable 25:
30 -.350	25 -.312	40 .435	28 -.494
33 -.308			
Variable 26:	Variable 27:	Variable 29:	Variable 30:
28 -.404	28 -.404	37 .429	31 .717
		43 -.348	33 .369
		44 .460	36 .315
		46 .477	50 -.301
		50 .695	78 -.305
		55 .300	
		56 .303	
		68 -.363	
		75 -.389	
		76 -.363	
		78 -.346	
Variable 31:	Variable 33:	Variable 34:	Variable 36:
33 .424	56 .328	35 -.305	49 .331
59 -.519			
71 -.377			
76 -.323			
78 -.363			

TABLE IV--Continued

Variable 37:	Variable 38:	Variable 39:	Variable 40:
40 -.393	64 -.344	40 .649	41 .571
41 -.393	76 -.311	41 .411	44 -.354
43 -.517		42 .411	46 -.367
44 .613		44 -.314	48 -.341
45 .405		45 -.325	
46 .687		46 -.371	
48 .527		48 -.404	
50 .554		79 -.436	
75 -.439			
76 -.486			
Variable 41:	Variable 42:	Variable 43:	Variable 44:
42 .356	44 -.354	44 -.719	45 .453
44 -.354	46 -.367	45 -.442	46 .770
46 -.367		46 -.656	48 .549
48 -.341		48 -.674	50 .555
		50 -.440	68 -.303
		55 -.309	75 -.429
		68 .342	76 -.370
		75 .451	
		76 .474	
Variable 45:	Variable 46:	Variable 47:	Variable 48:
46 .560	48 .638	65 .315	49 .354
48 .449	50 .495		50 .364
75 -.379	55 .329		55 .402
76 -.311	68 -.311		56 .311
	75 -.541		68 -.365
	76 -.418		75 -.517
			76 -.486

TABLE IV--Continued

Variable 49:	Variable 50:	Variable 52:	Variable 53:
73 -.390	75 -.339	54 -.443	54 -.360
75 -.305	76 -.316	63 .343	
76 -.409			
Variable 55:	Variable 56:	Variable 57:	Variable 58:
56 .893	59 -.323	58 .600	72 .391
59 -.323			
Variable 59:	Variable 60:	Variable 61:	Variable 62:
65 -.374	64 .336	62 .304	63 .352
71 .332		63 .306	64 .590
73 .331		73 .314	68 .339
78 .489		78 .457	71 .311
			73 .333
			77 .336
			78 .303
Variable 64:	Variable 65:	Variable 66:	Variable 67:
66 .307	70 .398	67 .589	68 .394
67 .482	72 .426	68 .429	75 .363
68 .367		71 .447	78 .341
77 .587		77 .448	
78 .328		78 .360	
Variable 68:	Variable 70:	Variable 71:	Variable 73:
71 .423	78 -.363	77 .300	76 .307
75 .324		78 .410	78 .383
77 .470			
78 .391			

TABLE IV--Continued

Variable 75:	Variable 76:	Variable 77:
76 .865	77 .363	78 .421
77 .326	78 .351	

Level of significance is greater than .05

Correlations used in analysis are greater than .30

Variables not meeting criteria: 14, 15, 18, 20, 23, 28, 32, 35, 51,
54, 63, 69, 72, 74.

an increase in knowledge of the Missile Management Working Group objectives, location, personnel and publications. As these variables increased, the officers began to actively solicit assignments. As the officer moved from a line crew position to an instructor or standboard crew, he became more aware of the Missile Management Working Group.

Missile Management Working Group

The officers at Malmstrom were familiar with the Missile Management Working Group and felt it was a valuable asset to their career progressions. In addition, they have read the Missile Career Development Handbook and think it is of value in planning their career. Because of their use of the Missile Career Development Handbook, they know their MPC missile career monitor and who sees their Form 90. Also, they are familiar with their assignment availability dates and plan on remaining in the missile career field.

Officers cognizant of the Missile Management Working Group were soliciting an assignment by actively pursuing all available avenues of assistance. They felt they could receive their desired assignments and were able to exert enough influence to ensure that all their assignments were the ones they wanted. Two of these avenues of assistance indicated by the correlations were the use of the Form 90 and the Wing Career advisor for base level career assistance. They felt these two variables would ensure their first choice of duty assignment. These officers knew the functions of the MPC missile career monitor and the value of the Missile Management Working Group. They realized the importance of doing a good job and of knowing the right people to go to for assistance and advice. By volunteering for a Minuteman weapon system assignment they felt they had more control in their career progression than did civilians. A guarantee of

assignments, including a career move to a Northern tier base, would influence them to a positive career decision.

Missile Experience

Experience as a missile crew member gives the officer a perceived advantage over support personnel in future assignments and puts him on an equal basis with rated personnel for promotion opportunity. The Malmstrom subjects felt that in the area of career progression, advancement for the missile officer is greater than for those in the support fields. Experience in missiles includes progression from line crew to instructor crew and on to a standboard crew. This progression should take place in multiple weapon systems. Experience is more helpful than knowing the right people and it gives them more control over career progression than their civilian or military contemporaries.

Specialization

Specializing in the missile career field through progression from the line crew force to instructor crew and on to standboard crew in multiple weapon systems will increase both promotion and career advancement opportunities. Specialization will give the officer more control over his career progression than officers in the support fields.

In summary, the McConnell officer is younger than his Malmstrom counterpart but his awareness of the Missile Management Working Group increases in time. The longer he is in the missile career field the more opportunity he perceives he has for career progression and control of his career in comparison with the military in support fields or with civilians. He is actively pursuing a plan for his future, and he realizes that specialization in missiles is an advantage in career progression and advancement.

TABLE V

PEARSON'S PRODUCT MOMENT CORRELATION FOR RESPONDENTS
FROM MALMSTROM AIR FORCE BASE

Variable 1:	Variable 2:	Variable 3:	Variable 4:
2 .746	4 -.404	7 -.484	5 -.473
3 .433	5 .653	37 -.361	6 -.370
5 .547	6 .888	43 .329	24 .334
6 .745	7 -.622	44 -.358	30 .359
7 -.754	8 -.426	46 -.343	
8 -.311	12 .769	48 -.507	
12 .588	14 .329	55 -.380	
46 -.425	46 -.364	56 -.504	
48 -.398	48 -.300	57 .305	
53 .300	49 -.370	58 .318	
56 -.371			
Variable 5:	Variable 6:	Variable 7:	Variable 10:
6 .677	7 -.584	12 -.519	21 -.300
7 -.396	8 -.416	37 .355	29 -.348
8 -.370	12 .656	41 -.304	
12 .482	46 -.380	46 .533	
17 -.325	49 -.332	48 .467	
46 -.339	56 -.361	56 .361	
49 -.480			
55 -.370			
56 -.415			
Variable 11:	Variable 12:	Variable 13:	Variable 14:
37 -.334	36 -.304	57 .882	46 -.344
51 .323	46 -.310		

TABLE V--Continued

Variable 16:	Variable 17:	Variable 19:	Variable 20:
57 .345	22 .359	20 .302	43 .322
74 -.335	35 -.328	21 .515	
	76 -.311	22 -.373	
		36 -.316	
		65 -.335	
		73 .336	
Variable 21:	Variable 22:	Variable 23:	Variable 24:
27 -.459	35 -.328	57 .322	36 .559
36 -.372	43 -.366	58 .429	
69 .335	76 -.322	78 -.303	
Variable 25:	Variable 26:	Variable 29:	Variable 30:
28 -.328	28 -.397	35 -.318	31 .556
		37 .449	
		43 -.391	
		44 .549	
		46 .363	
		48 .331	
		50 .539	
		53 -.326	
		65 .313	
		75 -.372	
Variable 31:	Variable 32:	Variable 35:	Variable 36:
50 .315	39 -.384	36 -.300	46 .351
	40 -.343	37 -.334	50 .327
		46 -.355	
		50 -.346	

TABLE V--Continued

Variable 37:	Variable 38:	Variable 39:	Variable 40:
39 -.471	72 -.319	40 .538	41 .466
41 -.423		41 .765	42 .492
42 -.337		42 .569	
43 -.435		44 -.388	
44 .705			
46 .677			
48 .526			
50 .491			
75 -.382			
Variable 41:	Variable 42:	Variable 43:	Variable 44:
42 .766	44 -.326	44 -.644	46 .649
44 -.341	75 .309	46 -.468	48 .513
		48 -.462	50 .473
		75 .425	53 -.331
		76 .388	75 -.434
Variable 46:	Variable 48:	Variable 52:	Variable 53:
48 .543	50 .357	54 -.550	54 -.384
50 .443	56 .461		
75 -.324	75 -.371		
Variable 55:	Variable 57:	Variable 60:	Variable 61:
56 .766	58 .458	61 .335	65 -.360
		62 .574	73 .336
		64 .523	78 .353
		66 .350	
		67 .348	
		77 .464	
		78 .395	

TABLE V--Continued

Variable 62:	Variable 64:	Variable 66:	Variable 68:
64 .679	66 .390	67 .515	74 .335
66 .314	75 .340		
67 .343	77 .569		
75 .405			
77 .422			
Variable 71:	Variable 72:	Variable 75:	
79 .311	75 -.312	76 .444	
		79 .331	

Level of significance is greater than .05

Correlations used in analysis are greater than .30

Variables not meeting criteria: 9, 15, 18, 33, 34, 45, 47, 51, 59, 63, 70.

The best route for specialization is progression from line crew to instructor crew and on to standboard crew.

The Malmstrom officer is an experienced, specialized missile officer who has multiple weapon system qualifications, a working knowledge of the Missile Management Working Group's objectives, location and personnel and has read the Missile Career Development Handbook. He felt this specialization and experience will give him more control over his career and that a specific plan for his future is necessary. He has a plan and is pursuing his goals.

Stepwise Discriminate Analysis

Three stepwise discriminate analyses were performed on the adjusted data. The first was performed to determine which variables could significantly discriminate between the respondents from McConnell and those from Malmstrom. The variables that did discriminate are found in Table VI. The second discriminate analysis was between MCCC and DMCCC. Those results are in Table VII. The third analysis was between respondents on their first active duty station and those on a second or subsequent duty station. These results are found in Table VIII. Due to the addition of a retention question to the Career Progression Survey administered at McConnell AFB, a stepwise multiple regression analysis was performed only on the McConnell subjects. This analysis provided an equation to measure positive career intent.

McConnell AFB and Malmstrom AFB

A stepwise discriminate analysis was performed to determine which variables could significantly discriminate between respondents from McConnell and those from Malmstrom. The Discriminators are:

- 1) "Having missile crew experience will allow me to compete on an equal basis with rated personnel for promotion opportunity."
Both McConnell and Malmstrom subjects responded negatively on this variable; however, McConnell had a more positive mean and this discriminated them from Malmstrom.
- 2) "Are you a volunteer for missile duty?" discriminated the Malmstrom respondents from the McConnell respondents in that the Malmstrom crewmen were volunteers and their McConnell counterparts were non-volunteers.
- 3) "Have you ever read the Missile Career Development Handbook?"
Malmstrom respondents have read the handbook, while the McConnell respondents have not.
- 4) "The MPC missile career monitor's primary duty is to: provide information about the missile field to officers in other fields."
This discriminated the Malmstrom subjects from the McConnell subjects with Malmstrom officers responding in a more positive manner.
- 5) The submission of the Form 90 within a specific time frame prior to the administration of the instrument discriminated McConnell from Malmstrom. The McConnell crew members had completed their Form 90 within the last three to six months and the Malmstrom officers had done the same between six months to a year before.
- 6) "The Form 90 offers me ample opportunity to express my career desires." The Malmstrom respondents agreed with the statement but the McConnell respondents did not.
- 7) "Having experience in multiple weapon systems would be advantageous to me" differentiated the McConnell crew members from

TABLE VI
STEPWISE DISCRIMINATE FUNCTION OF MCCONNELL AFB RESPONDENTS VERSUS MALMSTROM AFB RESPONDENTS
CAREER PROGRESSION SURVEY

VARIABLE NUMBER	DESCRIPTION	RELATIVE ATTITUDE MCCONNELL	MALMSTROM	F LEVEL	DEGREES OF FREEDOM *	PROPERLY CLASSIFIED MCCONNELL	MALMSTROM
48	Having missile crew experience will allow me to compete on an equal basis with rated personnel for promotion opportunity.	+	-	21.50	1 154	39%	85%
13	Are you a volunteer for missile duty?	-	+	21.80	1 153	71%	70%
50	Have you read the <u>Missile Career Development Handbook</u> ?	-	+	18.61	1 152	70%	80%
26	The MPC missile career monitor's primary duty is to: provide information about the missile field to officers in other fields.	-	+	9.20	1 151	73%	75%
33	I have reaccomplished my form 90 within the last: a) three months, b) six months, c) one year, d) never, e) I don't have a form 90.	+	-	7.16	1 150	77%	80%
73	The form 90 offers me ample opportunity to express my career desires.	-	+	7.69	1 149	78%	82%

TABLE VI--Continued

VARIABLE NUMBER	DESCRIPTION	RELATIVE ATTITUDE MCCONNELL	MALMSTROM	F LEVEL	DEGREES OF FREEDOM *	PROPERLY CLASSIFIED MCCONNELL	MALMSTROM
67	Having experience in multiple missile weapon systems would be advantageous to me.	+	-	6.17	1 148	81%	78%
66	Progressing through the line, instructor and standboard positions are the best possible avenues for me to take to influence my next assignment.	-	+	7.15	1 147	84%	83%

* Level of significance = .05

the Malmstrom crew members since McConnell had more positive agreement than did Malmstrom.

- 8) "Progressing through the line, instructor and standboard positions are the best possible avenues for me to take to influence my next assignment". Malmstrom showed a more positive response than McConnell.

As a result of the above discriminators, eighty-three percent of the officers from Malmstrom were properly classified as being crew members from Malmstrom. The remaining seventeen percent fit into the classification of a McConnell officer. Eighty-four percent of the McConnell crew members fit the classification as McConnell crew members and sixteen percent answered as did Malmstrom crew members.

MCCC and DMCCC

The second discriminate analysis was performed to determine which variables could significantly discriminate between McConnell and Malmstrom MCCC and DMCCC. The discriminators are:

- 1) "Have you ever attended a Missile Management Working Group briefing" discriminated the MCCC, who attended the briefings and DMCCC, who did not.
- 2) "Having experience in multiple missile weapon systems would be advantageous to me" discriminated the DMCCC, who had a more positive response, from the MCCC.
- 3) "The Form 90 offers me ample opportunity to express my career desires" discriminated the MCCC with a positive response from the DMCCC's negative responses.
- 4) "My career desires expressed on my Form 90 will be a) ignored, b) read but not used, c) considered, d) followed in my next

TABLE VII
STEPWISE DISCRIMINATE FUNCTION OF MISSILE COMBAT CREW COMMANDERS
VERSUS DEPUTY MISSILE COMBAT CREW COMMANDERS
CAREER PROGRESSION SURVEY

VARIABLE NUMBER	DESCRIPTION	RELATIVE MCCC	ATTITUDE DMCCC	F LEVEL	DEGREES OF FREEDOM *	PROPERLY CLASSIFIED MCCC	DMCCC
48	Have you ever attended a Missile Management Working Group briefing?	+	-	25.60	1 154	42%	94%
67	Having experience in multiple missile weapon systems would be advantageous to me.	-	+	4.41	1 153	49%	85%
73	The form 90 offers me ample opportunity to express my career desires.	+	-	4.66	1 152	55%	80%
19	My career desires expressed on my form 90 will be _____ in my next assignment. a) ignored, b) read, but not used, c) considered, d) followed.	-	+	4.94	1 151	64%	82%
69	It's not important what job you have, but how well you perform in that position.	-	+	3.95	1 150	62%	82%

* Level of significance = .05

assignment" discriminated the DMCCC slightly more positive response from the MCCC positive response.

- 5) "It's not important what job you have, but how well you perform in that position" was important in the opinion of the DMCCC while the MCCC did not agree with the variable.

Sixty-two percent of the MCCC were classified as MCCC using the six discriminators. Eighty-two percent of the DMCCC were classified as DMCCC using the above criteria. The remaining crew members were classified in the opposite positions as a result of the discriminate analysis.

First Active Duty Station and Second or Subsequent Duty Station

The third discriminate analysis was performed to determine which variables could significantly discriminate between McConnell and Malmstrom officers at their first active duty station and those officers at a second or subsequent duty station. The discriminators are:

- 1) "Is this your first missile assignment" discriminated those stationed at a missile wing as their first active duty station from those at the missile wing for their second or subsequent assignment.
- 2) "Accepting an assignment to a Northern tier base is a good career move" discriminated the first active duty station officers, who agreed with the statement from the others who did not agree with the variable.
- 3) The amount of assistance a crew member would receive in the selection of their next assignment discriminated the second or subsequent assignment officers from the first duty station officers, in that the second or subsequent officers were actively pursuing an assignment, using all available avenues of assistance

and feeling they could receive all the assistance they needed to get the assignment they wanted.

- 4) The ability to recall the member of the Missile Management Working Group listed in the instrument differentiated the first active duty station officers, who could recall the name, from the second duty station officers, who could not recall the individual's name.
- 5) "Have you ever attended a Missile Management Working Group briefing?" discriminated those at their second duty station, who have attended the briefing, from the officers on their first active duty station who have not attended a working group briefing.
- 6) The value of the Missile Career Development Handbook was higher for the officers at their first duty station.
- 7) "Are you actively soliciting another assignment?" discriminated the officers at their first active duty station with a more positive attitude than the other group of officers.
- 8) "Progressing through the line, instructor and standboard positions are the best possible avenues for me to take to influence my next assignment" was agreed to more positively by the officers at their first active duty station than those at their second or subsequent assignment.

Of the officers at their first active duty station, seventy-three percent were classified as being at their first active duty station. Seventy-six percent of the crew members at their second or subsequent duty station were properly classified as being at a second or subsequent duty station. The classifications were computed according to the response given to the eight discriminating variables above.

TABLE VIII
STEPWISE DISCRIMINATE FUNCTION OF CREW MEMBERS AT THEIR FIRST ACTIVE DUTY STATION
VERSUS THOSE AT A SECOND OR SUBSEQUENT DUTY STATION
CAREER PROGRESSION SURVEY

VARIABLE NUMBER	DESCRIPTION	RELATIVE ATTITUDE FIRST	SECOND	F LEVEL	DEGREES OF FREEDOM *	PROPERLY CLASSIFIED FIRST	SECOND
14	Is this your first missile assignment?	+	-	10.42	1 154	100%	13%
68	Accepting an assignment to a Northern tier base is a good career move.	+	-	8.87	1 153	87%	39%
21	As a missile crew member I expect to: a) receive no help in selecting my next assignment, b) let the personnel people assign me according to the needs of the Air Force, c) receive the "required" assistance and leave my fate up to the computer, d) actively pursue an assignment, using all available avenues of assistance.	-	+	5.25	1 152	44%	80%
45	Which of the following are members of the Missile Management Working Group?	+	-	6.56	1 151	58%	69%
48	Have you ever attended a Missile Management Working Group briefing?	-	+	4.64	1 150	58%	75%

TABLE VIII--Continued

VARIABLE NUMBER	DESCRIPTION	RELATIVE ATTITUDE FIRST	SECOND	F LEVEL	DEGREES OF FREEDOM *	PROPERLY CLASSIFIED FIRST	SECOND
29	The <u>Missile Career Development Handbook</u> : a) is of value in planning my career, b) would be of value to my career, if it contained more information, c) is not applicable to missile crew members, d) not familiar with it.	+	-	5.17	1 149	73%	65%
55	Are you actively soliciting another assignment?	+	-	4.72	1 148	76%	73%
66	Progressing through the line, instructor and standboard positions are the best possible avenues for me to take to influence my next assignment.	+	-	4.07	1 148	73%	76%

* Level of significance = .05

Stepwise Multiple Regression Analysis

A stepwise multiple regression analysis was performed to determine an equation for predicting career intentions of missile officers. This analysis was performed only on the McConnell subjects due to the omission of the retention question in the Career Progression Survey administered to the Malmstrom crew members. The equation for positive career intent is:

$$\text{Positive Career Intent} = 6.4343 + \text{Var } 31(.54434) + \text{Var } 34(-1.1274) + \text{Var } 40(-1.2670) + \text{Var } 65(-.41666) + \text{Var } 78(.45793)$$

Through the use of this equation it is possible to determine the positive career intentions of the officer to the .05 level of significance. This equation correctly accounts for fifty-seven percent of the McConnell subject's variance to the retention question.

An examination of the equation shows the question, "Do you have a specific plan for your future career assignments? If yes, what are those assignments?" was one of the determinate variables. It would seem logical that an officer who is planning his future assignments would be career minded. It is also important to realize that officers who are career oriented are planning their career and have specific goals to accomplish.

The second variable is the correct or incorrect response to "My Form 90 is seen by:". Once again, an officer who has a positive career intention would investigate the working of the career development sections so that he could determine who is responsible for the coordination of, and working interest in his Form 90.

"The Missile Management Working Group provides briefings to the wives" is the next variable that identifies a career oriented officer. This variable shows the officer's willingness to make his wife aware of

the opportunities and options available to him in the development of his career goals.

The fourth variable: "The most important factor in career advancement in the Air Force is knowing the right people" shows the importance attached to knowing the individuals who can and do assist, and who advise the career minded officer in the pursuit of his career goals.

The final variable, "Compared to civilians, I have more control over my career progression" shows that as an Air Force officer he perceives that he has more say and influence over his career advancement than he could have in the pursuit of a non-military career.

The stepwise multiple regression formula identifies an officer who has a plan for his future career, has involved his wife in the decision making process, considers it important to know people who control his assignments and individuals who can advise and assist him in pursuing his career goals, a complete understanding of the use of the Form 90, and finally, who feels that Air Force officers have more control over their career progression than do civilians.

The officer identified by this formula accounts for fifty-seven percent of the McConnell respondents. This is the type of officer that gives credence to LeClerc's statement that it would be difficult to find fault with the Air Force Career Development Program. (LeClerc, 1973).

CHAPTER IV

Discussion

The purpose of this study was to examine the relationships between the perceptions and opportunities of missile officers in career development. The Career Progression Survey was employed to measure the feelings, attitudes and factual knowledge of missile officers about career development. Through the use of various statistical analyses, a composite profile for the McConnell officer was generated.

This profile identified the officer who had a plan for his career and the objectives he hoped to obtain. This officer considered it important to know who controls his assignments and how to get the necessary inputs to the assignment people to reflect his desires. He had involved his wife in the formulation of his plans and objectives through the wives' briefings by the Missile Management Working Group. He realized the importance of knowing the individuals who could assist and advise him in the pursuit of his career goals and felt that, as an officer with positive career intent, he had more control over his career than do civilians.

The results and analysis of this study have shown that career development for missile officers in the Air Force is an active, ongoing, vital program that, when properly employed, can produce officers who are not only meeting their individual career objectives but are also more effective, efficient resources for the Air Force. When the missile crew members become acquainted with the MPC career monitors and the Missile Management Working Group and understand their personnel, objectives, and

publications, they are able to plan realistic career objectives and consequently are more likely to obtain those goals in their personal career.

The hypothesis that officers with multiple weapon system experience will perceive career development programs of the Air Force and SAC more positively than his single weapon system counterpart was not proven conclusively because of the small number responding who had multiple weapon system experience. Thus, the small sample size did not enable the study to prove the hypothesis with any statistical significance. However, it was determined by a close examination of the officers with prior missile and maintenance experience that their awareness of career development increases as they advanced into their present position as a missile crew member. The discriminate analysis between officers at their first active duty station and those at a second or subsequent duty station (which included former crew and maintenance officers) showed that the officers at their second active duty station expect to actively pursue an assignment using all available avenues of assistance. This group of officers had also attended a Missile Management Working Group briefing. These two discriminators show that the officer who has had previous experience with career development initiates career action using a wide variety of the programs available.

Those officers at their first active duty station, and therefore without previous missile experience, were also seeking ways to plan their career objectives. However, the findings of the discriminate analysis show that though these officers knew a member of the Missile Management Working Group, they had not attended a Missile Management Working Group briefing. They were actively soliciting another assignment and used the Missile Career Development Handbook in their planning and believed that

progressing through the line, instructor and standboard positions were the best possible avenues for them to take to influence their next assignment. The first active duty station officers, unlike other officers, viewed accepting an assignment to a Northern tier base as a good career move.

The second hypothesis, that officers who have been on a crew for an extended time have more knowledge concerning career development programs and will place more value in using them to achieve projected career goals, was supported statistically in several analyses. First, the discriminate analysis between MCCC, officers who had been on crew for eighteen to forty-eight months or more, and DMCCC, officers with a Combat Ready Time of less than eighteen months, indicates that MCCC have attended a Missile Management Working Group briefing and believe that the Form 90 offered them ample opportunity to express their career desires. As a missile officer's length of service increased, so did his opinion that career advancement opportunities are greater in the missile career field rather than in the support fields of the Air Force. Based on the number and percentage of officers who felt that missiles offered them more advantages for promotion and career advancement, it is suggested that this realization has led some of the respondents to specialize in the missile career field. This specialization, according to the respondents, includes: 1) a tour of duty in another missile weapon system to give them multiple weapon system experience and 2) advancing from line to instructor and on to standboard crew.

The three open-ended questions administered in the Career Progression Survey dealt with assignment objectives and planned progression in their present wing. A majority of the responses to the wing progression

variable showed a definite trend towards the accomplishment of the advancement through the crew positions and through the line, instructor and standboard positions with a continuation into staff positions within the wing. The officers perceived this specialization as beneficial in future assignments, putting them on an equal basis with rated personnel for promotion opportunity.

A third hypothesis evaluated the officer's perceptions of the value of the Missile Management Working Group as he progresses from line crew to instructor and standboard crew. Once again, due to the limited number of respondents fulfilling the position criteria, these findings were not statistically significant. However, the response to the variable concerning progression through crew position within the wing and its correlation with the Missile Management Working Group's advice and other career development variables showed that it plays an important role. This also appears as a discriminating variable in several of the discriminate analyses, i.e., McConnell AFB respondents vs. the Malmstrom AFB respondents and the first active duty station officer vs. the second or subsequent duty station officer.

The fourth hypothesis, that the MPC career monitors play an important role in the formulation of missile officers' goals, was supported by the career development awareness of Malmstrom officers. In the results of the stepwise discriminate analysis between the two bases, McConnell and Malmstrom, more crew members from Malmstrom were volunteers for missile duty than at McConnell. Additionally, more Malmstrom crew members had read the Missile Career Development Handbook and were using it in the planning of their career objectives. Three other variables, "Progressing through the line, instructor and standboard positions are the best possible

avenues for me to take to influence my next assignment", "The Form 90 offers me ample opportunity to express my career desires", and "The knowledge of the MPC career monitors' duty to provide information about the missile career field to officers in other fields" discriminated the Malmstrom crew members from the McConnell crew members. These discriminating variables all deal with intricate parts of career development and show the greater awareness that the Malmstrom respondents have of career development and its functions. Missile crew experience and its perceived value in placing the crew members on an equal basis with rated personnel for promotion and the completion of a Form 90 prior to the taking of the Career Progression Survey discriminated the McConnell respondents from those at Malmstrom. These two variables had a direct relationship to the career advice the MPC offers to missile crew members. MPC career monitors in their contacts with the crew members stress the importance of the use of the Form 90 as a tool to inform them (MPC career monitors) of the officer's career desires and the opinion of MPC that missile experience will give the missile officer an advantage or at least put him on an equal basis with rated officers for promotion.

Unfortunately, due to budgetary constraints the Missile Management Working Group is unable to visit and consult with the crews on a timely and frequent basis. This curtailment requires the MPC monitors to fill an important role as the communications link with the officers at the operational wings. Because of the limited contact of the Missile Management Working Group, the MPC career monitors provide the needed assistance and advice to the crew members concerning career objectives, job availability, and future assignments. The use of the MPC career monitors is only limited by the number of officers who know about the program and

the means of contact with MPC. With the final assignments being made at MPC, it is imperative that officers understand the value of the career monitors. Their help can prevent the formulation of unrealistic or unobtainable career objectives and assist in the preparation of objective, professional career plans.

The regularity and frequency of visits to missile wings by the Missile Management Working Group and its correlation to the perception and use of career development programs by the missile crew members is the final hypothesis examined by this study. The examination of the discriminate analysis between the two bases showed a greater career development awareness on the part of the Malmstrom crew members. An obvious reason for this greater awareness was the visit to Malmstrom by the Missile Management Working Group in the year prior to the collection of the data. While the Malmstrom crew members had the benefit of a visit by the Working Group, the McConnell crew members had not been visited since 1973. Another collaborating discriminator was the variable, "Have you ever attended a Missile Management Working Group briefing", which in the discriminate analysis between MCCC and DMCCC was answered positively by the MCCC and negatively by the DMCCC. This shows the length of time between visits had exceeded eighteen months, the normal time before DMCCC upgrade to MCCC. It can clearly be seen that there is a definite relationship between the visits by the Missile Management Working Group and the career development awareness of the missile officers.

With the distinction between the MCCC's, who have attended the Missile Management Working Group briefings, and the DMCCC's, who have not, comes a career management problem. To whom are the DMCCC's going for career planning advice and assistance? In order to make positive,

realistic career decisions, the MCCC's were consulting the MPC missile career monitors and the Missile Management Working Group. But, now the Working Group is scheduling visits to the operational bases with a standard of twenty-four months between visits. The present DMCCC's are going to upgrade to MCCC within eighteen months. As time passes, the MCCC's who responded positively to the attendance at a Working Group briefing will move on into other positions and bases and their place will be taken by MCCC's who have never had the benefit of the exposure to the Missile Management Working Group's briefings and consulting. These MCCC's will acquire newly upgraded DMCCC's who also have never visited with the Working Group; thus the crew will be totally void of the specialized career assistance the Missile Management Working Group can provide. The bi-annual visit by the Working Group offers the crew an opportunity to obtain the necessary career alternatives, advice and assistance from the members of the Working Group; but during a four year tour of duty, a missile crew member could visit with the Working Group a maximum of twice. Certainly an individual's career planning requires that expert assistance and input be available on a more convenient and consistent basis than the present schedule offers.

To give more missile officers additional opportunities to consult with the Missile Management Working Group in a face to face situation, it will be necessary to increase the visibility of the group. To do this it is crucial to make the Working Group a full time travel team. At present, the members are volunteers who hold down the responsibilities of a full time job and also the responsibilities of the Working Group's schedule. By making the Working Group a branch of the Directorate of Personnel at SAC Headquarters it would be possible to schedule

a visit to each of the SAC missile bases a minimum of once a year. This greater visibility can only bring about greater career development awareness to the SAC missile crew force.

An additional course of action for solving the problem of career information dissemination to crew members would be to include a course in career development in the upgrade program to MCCC. An effective and easily standardized means of instruction would be the video taping of several programs concerning career development for missile officers. Presently, the Air Force uses "Palace Flicks" to bring programs of general interest to members of the Air Force. By utilizing this concept, SAC could produce programs pertaining to career development opportunities available to the missile officer. Thus, SAC would insure that missile officers were informed and prepared to formulate realistic career objectives. Presented in an informal, yet informative manner, this series of programs could fill the hiatus between visits by the Missile Management Working Group and direct the officers to the MPC missile career monitors for advice and assistance.

Topics for inclusion in the career development series should include but not be limited to: MPC: Your Career Monitors; The Missile Management Working Group; The Missile Career Development Handbook; Special Duty Assignments for Missile Officers; The Missile Career Field; Career Broadening; and Progression Through the Wing. These programs should become an intricate part of every MCCC upgrade program to insure that MCCC's are knowledgeable in the area of career opportunities and are capable of offering reliable advice to other officers who might seek his assistance.

The study showed repeatedly that the career development of missile crew members is greatly enhanced by the use of the MPC missile career

monitors and the Missile Management Working Group. Their continued availability to crew members and the ongoing education of crew members concerning career development is important to both the crew members and to SAC. With aggressive and creative career development programs, the continuation of efficient and effective officers serving on missile crews will be assured.

CHAPTER V

Summary and Conclusions

The perceptions and opportunities of missile combat crew officers in the development of their careers was the subject of this study. Subjects from two operational ICBM missile wings, a Minuteman and Titan II weapon systems, were included in the sample.

Pertinent literature describing present programs available to missile officers in the area of career development were reviewed. Also reviewed were previous studies which investigated the perceptions of Air Force officers and their opinions concerning the importance of career development. Several studies focusing on the missile career field were also cited.

The data was compiled from responses to the Career Progression Survey, with a sample size of 156. The respondents were either Missile Combat Crew Commanders or Deputy Missile Combat Crew Commanders.

Analysis was performed using a Pearson product-moment correlation, frequency distributions, stepwise discriminate analysis and multiple regression analysis.

The findings showed that missile officers perceived that their opportunities for career advancement were better than other non-rated officers or civilians. The more time an officer spent on a crew the more knowledge he obtained concerning career development. Multiple weapon system experience along with progression through the wing crew positions (line, instructor and standboard) were viewed by the respondents as objectives that were desirable in the obtaining of their career objectives. It was

found that the influence of the Missile Management Working Group motivated the officer to investigate further the avenues of assistance for his career development. The officers had read the Missile Career Development Handbook and were using it to formulate their career plans. The knowledge and use of the MPC missile career monitors was also found to be an important factor in the development of career objectives.

The officer who had positive career intent was identified as having a plan for his career and objectives he hopes to obtain.

In conclusion, this study shows that the career awareness of missile officers is enhanced by the introduction of career information by MPC missile career monitors and the Missile Management Working Group. The conversion of career perceptions into career opportunities is accomplished when the missile officers have the necessary information and points of contact to change their career plans into career actions.

Limitations of the Study

Due to a clerical error, the career intention question was not included in the instrument administered to the crew members at Malmstrom. This criterion data would have produced the necessary responses which, when included with the McConnell data, would have generated a regression equation for the positive career intent of all missile officers. Also, these responses could have provided additional statistical support to the areas analyzed.

The findings of this study do not apply to all Air Force officers. All of the analyses performed and their results are pertinent only to officers on duty as missile crew members.

Recommendations

1. Increased visibility of MPC career monitors, through frequent briefings about their objectives and functions to all officers by base level career advisors.
2. Increased publicity concerning the availability of SAC and Air Force career development programs to the missile officers.
3. The implementation of a course in career development, video taped or filmed, into each MCCC upgrade program.
4. Increased emphasis on aggressive career planning assistance by base level staff and their encouragement of the use of the MPC career monitors in the formulation of career objectives.
5. Continued funding of the Missile Management Working Group to insure their availability to the crew force.
6. The institution of the Missile Management Working Group as a separate and permanent branch of the Directorate of Personnel, SAC.
7. Yearly visits by the Missile Management Working Group to operational wings.
8. Increased usage of the Missile Career Development Handbook by crew members in the formulation of their career objectives.
9. The dissemination of the functions and results of the Missile Management Working Group to other commands so that they could initiate a similar career development program for their specialists.

BIBLIOGRAPHY

- Belt, J. A. and Parrott, G. S. The Relationship of Satisfiers-Dissatisfiers In A Military Unit To Re-Enlistment. Presented to the Workshop on Research on Military Manpower - The All Volunteer Military, September, 1972.
- Brooksher, W. R., and Scott, Jimmy F. A Study of the Intercontinental Ballistic Missile Operations Career Field. (Individual Research Project, The National War College) Washington, D.C., 1973.
- Director of Studies and Analysis. A Study in Officer Motivation (New View). Two Volumes. Washington: Headquarters, United States Air Force, 1966.
- Guilford, J. P. Fundamental Statistics in Psychology and Education. New York: McGraw Hill, 1965.
- LeClercq, R. K. An Improved Career Development Program Through Improved Perception. (Research Study, Air University) Maxwell Air Force Base, Alabama, 1973.
- Mellody, R. J. Officer Career Development News, Letter to Directors of Personnel, Strategic Air Command, Offutt Air Force Base, Nebraska, August 23, 1974.
- Scott, R. R. Missile Career Development Handbook (Introduction). Offutt Air Force Base, Nebraska, 1974.
- Shenk, F. Career Indications Among Junior Officers. AFHRL-TR-69-33, Lackland Air Force Base, Texas, 1969.
- Shenk, F. Changes in Career Intent During Initial Tour of Active Duty. AFHRL-TR-70-49, Lackland Air Force Base, Texas, 1970.
- TIG (The Inspector General) Brief, Command Section, Washington, D.C., July 6, 1973
- Trout, M. B. Officer Career Management. Air Force Comptroller. Washington, D.C., November, 1970.
- United States Air Force, Air Force Manual 36-23. Washington, D.C., 1972.
- United States Air Force, Air Force Military Personnel Center. Sample Survey Results. Randolph Air Force Base, Texas, July, 1973; October, 1973; April, 1974.
- United States Air Force, Strategic Air Command. Personnel Plan. Offutt Air Force Base, Nebraska, 1974.
- Williams, H. C., Jr. ICBM Career Management: The Impact of Advancement. (Research Study, Air University) Maxwell Air Force Base, Alabama, 1972.

APPENDIX
I

CAREER PROGRESSION SURVEY

CAREER PROGRESSION SURVEY



As a representative member of the United States Air Force, your attitudes and opinions about the military are important. The purpose of this questionnaire is to elicit your opinions concerning the quantity and accuracy of the information available to you which can affect your career and assignment.

All information given on the questionnaire will be held confidential. No identification of individual respondents will be released to any level of the Air Force. Any identification requested is for our use only; it will enable us to correlate this information with other data.

INSTRUCTIONS

Please answer all questions to the best of your ability, even if you do not intend to make the Air Force a career. Circle the answer that you think is correct or which most closely corresponds to your feelings. For those questions which ask for a written response, use the back of the page if more space is needed.

1. Rank:
 - a. 01
 - b. 02
 - c. 03
 - d. 04
 - e. 05
2. Time in service:
 - a. 0-1 year
 - b. 1-2 years
 - c. 2-3 years
 - d. 3-4 years
 - e. 4-5 years
 - f. 5-6 years
 - g. 6-7 years
 - h. 7-8 years
 - i. 8-9 years
 - j. 9+ years
3. What is your total combat ready time?
 - a. 0-6 months
 - b. 7-12 months
 - c. 13-18 months
 - d. 19-24 months
 - e. 25-30 months
 - f. 31-36 months
 - g. 37-42 months
 - h. 43-48 months
 - i. 49-54 months
 - j. 55-60 months
 - k. ____ months
4. Marital status:
 - a. Married
 - b. Single
 - c. Engaged
 - d. Separated
 - e. Divorced
 - f. Widower
5. Number of children
 - a. None
 - b. One
 - c. Two
 - d. Three or more
6. Age: _____
7. My position is:
 - a. MCCC
 - b. DMCCC
 - c. Staff
8. Status:
 - a. Regular
 - b. Career reserve
 - c. Reserve
9. Rating:
 - a. Non-rated
 - b. Pilot (rated supplement)
 - c. Navigator (rated supplement)
 - d. Rated, but not rated supplement
10. Academic status:
 - a. Bachelors degree
 - b. Some graduate work
 - c. Masters degree
 - d. Doctorate
11. I'm in the:
 - a. Line crew force
 - b. Instructor crew force
 - c. Standboard crew force
 - d. EWO shop
 - e. Command post
 - f. MPT
 - g. Site commander's position

12. Is this your first active duty station (excluding technical school)?
- a. Yes
 - b. No
13. Are you a volunteer for missile duty?
- a. Yes
 - b. No
14. Is this your first missile assignment?
- a. Yes
 - b. No
15. If no, what was your previous duty?
- a. Minuteman crew
 - b. Minuteman maintenance
 - c. Titan crew
 - d. Titan maintenance
 - e. Other (specify) _____
16. Did you attempt to influence your assignment to missiles?
- a. Yes
 - b. No
17. The following is true of my career plans:
- a. I'll be able to exert enough influence to ensure that all my assignments are what I want.
 - b. With a little luck, I'll be able to get what I want a majority of the time.
 - c. I'll take what I get, I have no career plans.
18. All of the actions necessary to influence my career are:
- a. Available in AFM 36-23
 - b. To know someone who makes assignments
 - c. Available from MPC or the Missile Management working group
 - d. Beyond my reach
19. My career desires expressed on my Form 90 will be _____ in my next assignment.
- a. Ignored
 - b. Read, but not used
 - c. Considered
 - d. Followed

20. The first place I'd go for career advice is to:
- Squadron commander
 - MPC (career monitor)
 - Missile Management Working Group
 - SAC assignments
 - Wing career monitor
21. As a missile crew member I expect to:
- receive no help in selecting my next assignment.
 - Let the personnel people assign me according to the needs of the Air Force.
 - Receive the "required" assistance and leave my fate up to the computer.
 - Actively pursue an assignment, using all available avenues of assistance.
22. As a missile crew member, in my next job assignment I'll receive:
- My first choice
 - A job related to my first choice
 - One of my first three choices
 - None of my choices, the needs of the Air Force come first
23. As a missile crew member, if I volunteer for Minuteman I'll receive:
- My choice of base
 - My choice of geographic location eg. Northern tier vs Southern tier
 - An assignment based upon the needs of the Air Force
24. The MPC missile career monitor's primary duty is to : [circle applicable response(s)] :
- To ensure all special category assignments are filled with equal numbers of rated and non-rated personnel.
 - Get people into the right job for them.
 - Provide information about the missile field to officers in other fields.
 - None of the above
 - All of the above
25. The Missile Career Development Handbook:
- Is of value in planning my career
 - Would be of value to my career if it contained more information
 - Is not applicable to missile crew members
 - Not familiar with it
26. Do you have a specific plan for your future career assignments?
- Yes
 - No

27. If yes, what are those assignments?

28. What is your projected career/crew progression in this wing?

29. My form 90 should be reaccomplished:

- a. Once a year
- b. When my career desires change
- c. Within one year of arriving on station
- d. Each time I'm promoted
- e. All of the above
- f. None of the above

30. I have reaccomplished my form 90 within the last:

- a. Three months
- b. Six months
- c. One year
- d. Never
- e. I don't have a form 90

31. My form 90 is seen by:

- a. CBPO
- b. HQ USAF
- c. Military Personnel Center (MPC)
- d. SAC
- e. All of the above

32. The MPC Career Monitor for missile crew members is:

- a. Capt. Benson
- b. Capt. Duncan
- c. Capt. Nelson
- d. Capt. Kraft
- e. Maj. Tucker

33. The Missile Management Working Group (choose as many as applicable):

- a. Publishes The Missile Career Development Handbook
- b. Provides SAC HQ with recommendations on how to manage the crew force better
- c. Is a section of the Plans and Intelligence shop at SAC
- d. All of the above
- e. Not familiar with them

34. Which of the following Special Duty Assignments (SDA) is specifically for missile crew members?
- a. Education with Industry (EWI)
 - b. ASTRA
 - c. TOPHAND
 - d. Missile Notice
 - e. None of the above
 - f. All of the above
35. The Missile Management Working Group [check applicable one(s)]:
- a. Visits missile wings to brief personnel on the missile career field
 - b. Provides briefings to the wives on missile duty
 - c. Has up to date information on my records (career brief)
 - d. Will assist me in finding a desirable job
 - e. All of the above
 - f. Not familiar with them
36. Which of the following are members of the Missile Management Working Group? (pick as many as applicable)
- a. Capt. Myers
 - b. Maj. Harding
 - c. Capt. Farkas
 - d. Capt. Gould
 - e. None of the above
37. The Missile Management Working Group is headquartered at:
- a. 2nd AF HQ
 - b. 15th AF HQ
 - c. SAC HQ
 - d. MPC, Randolph AFB, TX
 - e. Not familiar with them
38. The total Objective Plan for Line Officers (TOPLINE) is:
- a. An early out program
 - b. A program to provide long-range goals for career stability, visibility and equity
 - c. A program for missile officers to serve in a higher headquartered position for a year
 - d. For rated officers only
39. Have you ever attended a Missile Management Working Group briefing?
- a. Yes
 - b. No
40. Has your wife attended a Missile Management Working Group briefing?
- a. Yes
 - b. No
 - c. Briefings are not given to wives
 - d. Not married

41. Have you ever read the Missile Career Development Handbook?

- a. Yes
- b. No
- c. Not familiar with it

42. I am available for reassignment after [circle applicable answer(s)]:

- a. Two years on station after non-direct duty assignment
- b. Four years on crew
- c. Three years on crew, if I want to change weapons systems
- d. The amount of time fluctuates, depending on manning requirements

43. Are you actively soliciting another assignment?

- a. Yes
- b. No

44. Briefly describe the actions you are taking to affect that assignment:

45. Did you choose your present AFSC (1825)?

- a. Yes
- b. No

46. Did you request this base?

- a. Yes
- b. No

46a. When your present term of service is up, do you think that you will stay in the Air Force?

- a. Definitely not
- b. Probably not
- c. Not sure
- d. Probably will
- e. Definitely will

Directions for questions 47 through 66:

On the right side of the page are spaces to mark whether you STRONGLY DISAGREE, disagree, are NEUTRAL, agree or STRONGLY AGREE with the statement. Mark each statement once and only once with your opinion.

	STRONGLY DISAGREE	Disagree	Neutral	Agree	STRONGLY AGREE
47. Having missile crew experience will give me an advantage over other non-rated officers in career progression.	_____	_____	_____	_____	_____
48. Having missile crew experience will allow me to compete on an equal basis with rated personnel for promotion opportunity.	_____	_____	_____	_____	_____
49. Specializing in the missile career field will greatly increase my promotion opportunity.	_____	_____	_____	_____	_____
50. In choosing an assignment I feel that the Air Force is looking for specialists, not generalists.	_____	_____	_____	_____	_____
51. Opportunities for career advancement are greater in missiles than in the support field.	_____	_____	_____	_____	_____
52. The most important factor in career advancement in the Air Force is knowing the right people.	_____	_____	_____	_____	_____
53. Progressing through the line, instructor and standboard positions are the best possible avenues for me to take to influence my next assignment.	_____	_____	_____	_____	_____
54. Having experience in multiple missile weapon systems would be advantageous to me.	_____	_____	_____	_____	_____
55. Accepting an assignment to a Northern tier base is a good career move.	_____	_____	_____	_____	_____

STRONGLY
DISAGREE

Disagree

Neutral

Agree

STRONGLY
AGREE

- | | | | | | |
|--|-------|-------|-------|-------|-------|
| 56. It's not important what job you have, but how well you perform in that position. | _____ | _____ | _____ | _____ | _____ |
| 57. The geographical location of an assignment is most important to me. | _____ | _____ | _____ | _____ | _____ |
| 58. I am more interested in job advancement than job satisfaction. | _____ | _____ | _____ | _____ | _____ |
| 59. When I discuss my career with a MPC career monitor I get the "party line". | _____ | _____ | _____ | _____ | _____ |
| 60. The form 90 offers me ample opportunity to express my career desires. | _____ | _____ | _____ | _____ | _____ |
| 61. A guarantee of assignments would influence my career decisions. | _____ | _____ | _____ | _____ | _____ |
| 62. The Missile Management Working Group briefings are valuable. | _____ | _____ | _____ | _____ | _____ |
| 63. The Missile Management Working Group briefings for wives are valuable. | _____ | _____ | _____ | _____ | _____ |
| 64. Compared to non-missile personnel, missile crew members have more control over future assignments. | _____ | _____ | _____ | _____ | _____ |
| 65. Compared to civilians, I have more control over my career progression | _____ | _____ | _____ | _____ | _____ |
| 66. Advanced degrees are important in influencing future assignments. | _____ | _____ | _____ | _____ | _____ |

APPENDIX
II

CAREER PROGRESSION SURVEY VARIABLES AND THEIR RESPONSE PERCENTAGES

APPENDIX II

CAREER PROGRESSION SURVEY VARIABLES AND THEIR RESPONSE PERCENTAGES

VARIABLE	MC CONNELL			MALMSTROM		
	MCCC	DMCCC	TOTAL	MCCC	DMCCC	TOTAL
1. Rank:						
a. 01	0.0%	46.0%	23.2%	0.0%	42.9%	21.7%
b. 02	41.7%	35.1%	38.4%	9.8%	45.2%	27.7%
c. 03	52.8%	18.9%	35.6%	80.5%	12.0%	45.8%
d. 04	5.6%	0.0%	2.7%	9.8%	0.0%	4.8%
e. 05	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
2. Time in service:						
a. 0-1 year	0.0%	16.2%	8.2%	0.0%	21.4%	10.8%
b. 1-2 years	0.0%	27.0%	13.7%	0.0%	16.7%	8.4%
c. 2-3 years	8.3%	18.9%	13.7%	0.0%	19.1%	9.6%
d. 3-4 years	38.9%	8.1%	23.3%	12.2%	26.2%	19.3%
e. 4-5 years	2.8%	0.0%	1.4%	17.1%	4.8%	10.8%
f. 5-6 years	8.3%	0.0%	4.1%	14.6%	0.0%	7.2%
g. 6-7 years	8.3%	8.1%	8.2%	14.6%	2.4%	8.4%
h. 7-8 years	11.1%	0.0%	5.5%	7.3%	0.0%	3.6%
i. 8-9 years	8.3%	5.1%	6.9%	9.8%	2.4%	6.0%
j. 9+ years	13.9%	16.2%	15.1%	24.4%	7.1%	15.7%
3. What is your total combat ready time?						
a. 0-6 months	8.3%	51.4%	30.1%	4.9%	21.4%	13.2%
b. 7-12 months	8.3%	16.2%	12.3%	7.3%	28.6%	18.1%
c. 13-18 months	13.9%	10.8%	12.3%	9.8%	4.8%	7.2%
d. 19-24 months	8.3%	18.9%	13.7%	19.5%	26.2%	22.9%
e. 25-30 months	16.7%	0.0%	8.2%	4.8%	7.1%	6.0%
f. 31-36 months	25.0%	2.7%	13.7%	21.9%	7.1%	14.5%

APPENDIX II--Continued

VARIABLE	MCCONNELL			MALMSTROM		
	MCCC	DMCCC	TOTAL	MCCC	DMCCC	TOTAL
g. 37-42 months	5.6%	0.0%	2.7%	14.6%	4.8%	9.6%
h. 43-48 months	2.8%	0.0%	1.4%	9.8%	0.0%	4.8%
i. 49-54 months	0.0%	0.0%	0.0%	4.9%	0.0%	2.4%
j. 55-60 months	0.0%	0.0%	0.0%	2.4%	0.0%	1.2%
k. _____ months	11.1%	0.0%	5.5%	0.0%	0.0%	0.0%
4. Marital status:						
a. Married	80.6%	38.4%	78.5%	85.4%	62.0%	73.5%
b. Single	13.9%	21.6%	17.8%	12.2%	31.0%	21.7%
c. Engaged	0.0%	0.0%	0.0%	2.4%	7.1%	4.8%
d. Separated	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
e. Divorced	5.5%	0.0%	2.7%	0.0%	0.0%	0.0%
f. Widower	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
5. Number of children:						
a. None	44.4%	51.4%	48.0%	31.7%	69.0%	50.6%
b. One	30.6%	27.0%	28.8%	24.4%	21.4%	22.9%
c. Two	16.7%	16.2%	16.4%	31.7%	4.8%	18.1%
d. Three or more	8.3%	5.4%	6.9%	12.2%	4.8%	8.4%
6. Age:						
a. 22	0.0%	5.1%	3.7%	0.0%	0.0%	0.0%
b. 23	0.0%	10.8%	7.4%	0.0%	26.2%	13.9%
c. 24	5.6%	13.5%	13.0%	0.0%	21.4%	11.4%
d. 25	11.1%	27.0%	26.0%	4.9%	21.4%	13.9%
e. 26	19.4%	5.4%	16.7%	14.6%	7.1%	11.4%
f. 27	36.1%	16.2%	0.0%	7.3%	4.8%	6.3%
g. 28	5.5%	2.7%	5.6%	14.6%	7.1%	6.3%
h. 29	2.8%	0.0%	1.9%	19.5%	0.0%	10.1%

APPENDIX II--Continued

VARIABLE	MCCONNELL			MALMSTROM		
	MCCC	DMCCC	TOTAL	MCCC	DMCCC	TOTAL
i. 30	8.3%	5.4%	9.3%	7.3%	4.8%	6.3%
j. 31	8.3%	2.7%	7.4%	9.8%	2.4%	6.3%
k. 32	0.0%	2.7%	1.9%	4.9%	4.8%	5.1%
l. 33	0.0%	0.0%	0.0%	2.4%	0.0%	1.2%
m. 34	2.8%	2.7%	3.7%	4.9%	0.0%	2.5%
n. 35	0.0%	5.4%	3.7%	0.0%	0.0%	0.0%
o. 36	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
p. 37	0.0%	0.0%	0.0%	2.4%	0.0%	1.3%
q. 38	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
r. 39	0.0%	0.0%	0.0%	2.4%	0.0%	1.2%
s. 40	0.0%	0.0%	0.0%	2.4%	0.0%	1.2%
t. 41	0.0%	0.0%	0.0%	2.4%	0.0%	1.2%
7. My position is:						
a. MCCC	100%	0.0%	49.3%	100%	0.0%	49.4%
b. DMCCC	0.0%	100%	50.7%	0.0%	100%	50.6%
c. Staff	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
8. Status:						
a. Regular						
b. Career reserve	41.7%	13.5%	27.4%	39.0%	16.7%	27.7%
c. Reserve	33.3%	43.2%	38.4%	46.3%	4.6%	47.0%
	25.0%	43.2%	34.3%	14.6%	35.7%	25.3%
9. Rating:						
a. Non-rated	86.1%	97.3%	91.8%	95.1%	95.2%	95.2%
b. Pilot (rated supplement)	13.9%	2.7%	8.2%	2.4%	0.0%	1.2%
c. Navigator (rated supplement)	0.0%	0.0%	0.0%	2.4%	0.0%	1.2%
d. Rated, but not rated supplement	0.0%	0.0%	0.0%	0.0%	4.7%	2.4%

APPENDIX II--Continued

VARIABLE	MCCONNELL			MALMSTROM		
	MCCC	DMCCC	TOTAL	MCCC	DMCCC	TOTAL
10. Academic status:						
a. Bachelors Degree	51.4%	43.2%	47.2%	9.8%	26.2%	18.1%
b. Some graduate work	40.0%	51.4%	45.8%	68.3%	64.3%	66.3%
c. Masters Degree	8.6%	5.4%	6.9%	22.0%	9.5%	15.7%
d. Doctorate	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
11. I'm in the:						
a. Line crew force	86.1%	91.9%	89.0%	70.7%	78.6%	74.7%
b. Instructor crew force	8.3%	2.7%	5.5%	14.6%	9.5%	12.1%
c. Standboard crew force	2.8%	5.4%	4.1%	12.2%	12.0%	12.1%
d. EWO shop	2.8%	0.0%	1.4%	0.0%	0.0%	0.0%
e. Command post	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
f. MPT	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
g. Site commander's position	0.0%	0.0%	0.0%	2.4%	0.0%	1.2%
12. Is this your first active duty station (excluding technical school)?						
a. Yes	41.7%	43.2%	42.5%	22.0%	73.8%	48.2%
b. No	58.3%	56.8%	57.5%	75.6%	26.2%	50.6%
13. Are you a volunteer for missile duty?						
a. Yes	44.4%	64.9%	54.8%	85.4%	83.3%	84.3%
b. No	55.6%	35.1%	45.2%	14.6%	16.7%	15.7%
14. Is this your first missile assignment?						
a. Yes	94.4%	97.3%	95.9%	82.9%	97.6%	90.4%
b. No	5.6%	2.7%	4.1%	17.1%	2.4%	9.6%
15. If no, what was your previous duty?						
a. Minuteman crew	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%

APPENDIX II--Continued

VARIABLE	MCCONNELL			MALMSTROM		
	MCCC	DMCCC	TOTAL	MCCC	DMCCC	TOTAL
b. Minuteman maintenance	50.0%	100%	66.7%	12.5%	0.0%	11.1%
c. Titan crew	0.0%	0.0%	0.0%	50.0%	100%	55.6%
d. Titan maintenance	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
e. Other (specify)	50.0%	0.0%	33.3%	37.5%	0.0%	33.3%
16. Did you attempt to influence your assignment to missiles?						
a. Yes	36.1%	46.0%	41.1%	70.7%	69.0%	69.9%
b. No	63.9%	54.0%	58.9%	29.3%	31.0%	30.1%
17. The following is true of my career plans:						
a. I'll be able to exert enough influence to ensure that all my assignments are what I want.	22.2%	21.6%	22.0%	24.4%	16.7%	20.5%
b. With a little luck, I'll be able to get what I want a majority of the time.	58.3%	62.2%	60.3%	75.6%	69.1%	72.3%
c. I'll take what I get, I have no career plans.	19.4%	16.2%	17.8%	0.0%	14.3%	7.2%
18. All of the actions necessary to influence my career are:						
a. Available in AFM 36-23	5.7%	16.2%	11.1%	5.0%	15.0%	10.0%
b. To know someone who makes assignments	11.4%	13.5%	12.5%	27.5%	22.5%	25.0%
c. Available from MPC or the Missile Management working group	71.4%	46.0%	58.3%	52.5%	45.0%	48.8%
d. Beyond my reach	11.4%	24.3%	18.1%	15.0%	17.5%	16.3%
19. My career desires expressed on my Form 90 will be _____ in my next assignment						
a. Ignored	11.1%	2.7%	6.8%	4.8%	2.4%	3.6%

APPENDIX II--Continued

VARIABLE	MCCONNELL			MALMSTROM		
	MCCC	DMCCC	TOTAL	MCCC	DMCCC	TOTAL
b. Read, but not used	13.9%	10.8%	12.3%	7.3%	16.6%	12.1%
c. Considered	72.2%	86.5%	79.5%	78.0%	71.4%	74.7%
d. Followed	2.8%	0.0%	1.4%	9.8%	9.5%	9.6%
20. The first place I'd go for career advice is to:						
a. Squadron Commander	33.3%	33.3%	33.3%	26.8%	36.6%	31.7%
b. MPC (career monitor)	50.0%	48.5%	49.3%	51.2%	58.5%	54.9%
c. Missile Management Working Group	2.8%	3.0%	2.9%	7.3%	0.0%	3.7%
d. SAC assignments	2.8%	3.0%	2.9%	12.2%	2.4%	7.3%
e. Wing career monitor	11.1%	12.1%	11.6%	2.4%	2.4%	2.4%
21. As a missile crew member I expect to:						
a. Receive no help in selecting my next assignment.	5.6%	8.5%	7.0%	2.5%	2.4%	2.4%
b. Let the personnel people assign me according to the needs of the Air Force.	5.6%	5.7%	5.6%	2.5%	2.4%	2.4%
c. Receive the "required" assistance and leave my fate up to the computer.	13.9%	17.1%	15.5%	5.0%	4.8%	4.8%
d. Actively pursue an assignment, using all available avenues of assistance.	75.0%	68.6%	71.8%	90.0%	90.5%	90.2%
22. As a missile crew member, in my next job assignment I'll receive:						
a. My first choice.	5.7%	9.1%	7.4%	27.5%	17.5%	22.5%
b. A job related to my first choice.	20.0%	15.2%	17.7%	22.5%	10.0%	16.3%
c. One of my first three choices.	45.7%	54.6%	50.0%	40.0%	62.5%	51.3%
d. None of my choices, the needs of the Air Force come first.	28.6%	21.2%	25.0%	10.0%	10.0%	10.0%

APPENDIX II--Continued

	VARIABLE	MCCONNELL			MALMSTROM		
		MCCC	DMCCC	TOTAL	MCCC	DMCCC	TOTAL
23. As a missile crew member, if I volunteer for Minuteman I'll receive:							
a. My choice of base.		44.1%	61.8%	52.9%	65.0%	61.9%	63.4%
b. My choice of geographic location, eg. Northern tier vs Southern tier.		11.8%	20.6%	16.2%	12.5%	9.5%	11.0%
c. An assignment based upon the needs of the Air Force.		44.2%	17.7%	30.9%	22.5%	28.6%	25.6%
The MPC missile career monitor's primary duty is to: (circle applicable response(s)):							
24. a. To ensure all special category assignments are filled with equal numbers of rated and non-rated personnel.		0.0%	2.7%	1.4%	0.0%	2.4%	1.2%
25. b. Get people into the right job for them.		25.0%	13.5%	19.2%	24.4%	19.1%	21.7%
26. c. Provide information about the missile field to officers in other fields.		19.4%	8.1%	13.7%	36.6%	23.8%	30.1%
27. d. None of the above		19.4%	8.1%	13.7%	22.0%	14.3%	18.1%
28. e. All of the above		41.7%	59.5%	50.7%	26.8%	40.5%	33.3%
29. The Missile Career Development Handbook:							
a. Is of value in planning my career.		38.9%	25.0%	31.9%	46.3%	40.5%	43.4%
b. Would be of value to my career if it contained more information.		16.7%	11.1%	13.9%	29.3%	26.2%	27.7%
c. Is not applicable to missile crew members.		0.0%	5.6%	2.8%	7.3%	4.8%	6.0%
d. Not familiar with it.		44.4%	58.3%	51.4%	17.1%	28.6%	22.9%
30. Do you have a specific plan for your future career assignments?							
a. Yes		80.6%	86.1%	83.3%	90.2%	88.1%	89.2%
b. No		19.4%	13.9%	16.7%	9.8%	11.9%	10.8%

APPENDIX II--Continued

VARIABLE	MCCONNELL			MALMSTROM		
	MCCC	DMCCC	TOTAL	MCCC	DMCCC	TOTAL
31. If yes, what are those assignments?						
a. Stay in missile career field	36.1%	32.4%	34.3%	51.2%	29.3%	40.2%
b. Change AFSC (other than missile career field)	33.3%	37.8%	35.6%	37.7%	46.3%	39.0%
c. Leave the Air Force	5.6%	10.8%	8.2%	9.8%	12.2%	11.0%
d. No answer	25.0%	18.9%	21.9%	7.3%	12.2%	9.8%
32. My form 90 should be reaccomplished:						
a. Once a year	2.9%	2.8%	2.8%	0.0%	7.1%	3.6%
b. When my career desires change	28.6%	27.8%	28.2%	56.1%	26.2%	41.0%
c. Within one year of arriving on station	2.9%	0.0%	1.4%	0.0%	2.4%	1.2%
d. Each time I'm promoted	0.0%	0.0%	0.0%	0.0%	2.4%	1.2%
e. All of the above	65.7%	63.9%	64.8%	43.9%	59.5%	51.8%
f. None of the above	0.0%	5.6%	2.8%	0.0%	2.4%	1.2%
33. I have reaccomplished my form 90 within the last:						
a. Three months	23.5%	30.6%	27.1%	17.1%	14.3%	15.7%
b. Six months	23.5%	11.1%	17.1%	19.5%	26.2%	22.9%
c. One year	35.3%	36.1%	35.7%	61.0%	47.6%	54.2%
d. Never	14.7%	13.9%	14.3%	2.4%	9.5%	6.0%
e. I don't have a form 90	2.9%	8.3%	5.7%	0.0%	2.4%	1.2%
34. My form 90 is seen by:						
a. Correct response	91.7%	83.8%	87.7%	65.9%	78.6%	72.3%
b. Incorrect response	8.3%	16.2%	12.3%	34.2%	21.4%	27.7%
35. a. CBPO	2.8%	10.8%	6.9%	2.4%	16.7%	9.6%
b. HQ USAF	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
c. Military Personnel Center (MPC)	10.2%	10.8%	8.2%	31.7%	14.2%	20.5%

APPENDIX II--Continued

VARIABLE	MCCONNELL			MALMSTROM		
	MCCC	DMCCC	TOTAL	MCCC	DMCCC	TOTAL
d. SAC	2.8%	0.0%	2.7%	0.0%	2.4%	3.6%
e. All of the above	86.1%	78.4%	82.2%	65.9%	66.7%	66.3%
36. The MPC Career Monitor for missile crew members is:						
a. Correct Response	50.0%	48.7%	49.3%	80.0%	55.6%	68.4%
b. Incorrect Response	50.0%	51.3%	50.7%	20.0%	44.5%	31.6%
37. The Missile Management Working Group (choose as many as applicable):						
a. Correct Response	48.6%	16.2%	31.9%	63.4%	33.3%	48.2%
b. Incorrect Response	5.7%	0.0%	2.8%	9.8%	2.4%	6.0%
c. Not familiar with them	45.7%	83.8%	65.3%	26.8%	64.3%	45.8%
38. Which of the following Special Duty Assignments (SDA) is specifically for missile crew members?						
a. Correct Response	33.3%	18.9%	26.0%	53.7%	48.7%	51.3%
b. Incorrect Response	66.7%	81.1%	74.0%	46.3%	51.3%	48.8%
The Missile Management Working Group (check applicable one(s)):						
39. a. Visits missile wings to brief personnel on the missile career field	8.3%	2.7%	5.5%	36.6%	11.9%	24.1%
40. b. Provides briefings to the wives on missile duty	8.3%	5.4%	6.9%	12.2%	4.8%	8.4%
41. c. Has up to date information on my records (career brief)	8.3%	5.4%	6.9%	26.8%	4.8%	15.7%
42. d. Will assist me in finding a desirable job	11.1%	2.7%	6.9%	19.5%	9.5%	14.5%
43. e. All of the above	33.3%	13.5%	23.3%	48.8%	31.0%	39.8%
44. f. Not familiar with them	47.2%	78.4%	63.0%	24.4%	52.3%	38.6%

APPENDIX II--Continued

VARIABLE	MCCONNELL		MALMSTROM	
	MCCC	DMCCC	MCCC	DMCCC
				TOTAL
45. Which of the following are members of the Missile Management Working Group?				
a. Correct Response	33.3%	8.1%	18.4%	22.5%
b. Incorrect Response	66.7%	91.9%	81.6%	77.5%
46. The Missile Management Working Group is headquartered at:				
a. Correct Response	34.3%	5.4%	73.2%	45.6%
b. Incorrect Response	14.3%	13.5%	4.9%	9.9%
c. Not familiar with them	51.4%	81.1%	22.0%	44.4%
47. The Total Objective Plan for Line Officers is:				
a. Correct Response	50.0%	52.8%	50.0%	53.9%
b. Incorrect Response	50.0%	47.2%	50.0%	46.1%
48. Have you ever attended a Missile Management Working Group briefing?				
a. Yes	25.0%	5.4%	56.1%	33.7%
b. No	75.0%	94.6%	43.9%	66.3%
49. Has your wife attended a Missile Management Working Group briefing?				
a. Yes	13.9%	5.4%	7.3%	4.8%
b. No	69.4%	73.0%	73.1%	67.5%
c. Briefings are not given to wives	0.0%	0.0%	4.8%	2.4%
d. Not married	16.7%	21.6%	14.6%	25.3%
50. Have you ever read the Missile Career Development Handbook?				
a. Yes	50.0%	29.7%	80.5%	73.5%
b. No	30.6%	32.4%	17.1%	16.9%
c. Not familiar with it	19.4%	37.8%	2.4%	9.6%

APPENDIX II--Continued

VARIABLE	MCCONNELL		MALMSTROM	
	MCCC	DMCCC	MCCC	DMCCC
				TOTAL
I am available for reassignment after (circle applicable answer(s)):				
51. a. Two years on station after non-direct duty assignment	5.6%	2.7%	7.3%	7.1%
52. b. Four years on crew	55.6%	27.0%	31.7%	42.9%
53. c. Three years on crew, if I want to change weapons systems	36.1%	27.0%	29.3%	19.1%
54. d. The amount of time fluctuates, de- pending on manning requirements	19.5%	32.4%	29.3%	28.6%
55. Are you actively soliciting another assignment?				
a. Yes	30.6%	16.2%	46.3%	28.6%
b. No	69.4%	83.8%	53.6%	71.4%
56. Briefly describe the actions you are taking to affect that assignment:				
a. Actively soliciting another assignment	30.6%	13.5%	48.7%	19.1%
b. Waiting but have plans	0.0%	8.1%	12.2%	4.8%
c. No answer	69.4%	78.3%	39.0%	76.2%
57. Did you choose your present AFSC (1825)?				
a. Yes	33.3%	48.6%	78.0%	83.3%
b. No	66.7%	51.3%	22.0%	16.7%
58. Did you request this base?				
a. Yes	25.0%	51.4%	82.9%	78.6%
b. No	75.0%	48.6%	17.1%	21.4%
				TOTAL
				33.7%
				8.4%
				57.8%
				80.7%
				19.3%
				80.7%
				19.3%

APPENDIX II--Continued

VARIABLE	MCCONNELL			MALMSTROM		
	MCCC	DMCCC	TOTAL	MCCC	DMCCC	TOTAL
59. When your present term of service is up, do you think that you will stay in the Air Force?						
a. Definitely not	13.9%	16.2%	15.1%			
b. Probably not	13.9%	13.5%	13.7%			
c. Not sure	2.7%	16.2%	9.6%			
d. Probably will	38.9%	18.9%	28.8%			
e. Definitely will	30.6%	35.1%	32.9%			
60. Having missile crew experience will give me an advantage over other non-rated officers in career progression.						
a. Strongly Disagree	2.8%	2.7%	2.7%	2.4%	0.0%	1.2%
b. Disagree	8.3%	8.1%	8.2%	4.9%	14.3%	9.8%
c. Neutral	8.3%	5.4%	6.9%	19.5%	9.5%	14.6%
d. Agree	47.2%	45.9%	46.6%	56.1%	57.1%	56.1%
e. Strongly Agree	33.3%	37.9%	35.6%	17.1%	19.1%	18.3%
61. Having missile crew experience will allow me to compete on an equal basis with rated personnel for promotion opportunity.						
a. Strongly Disagree	22.2%	18.9%	20.5%	46.3%	57.1%	52.4%
b. Disagree	44.4%	35.1%	39.7%	36.6%	31.0%	32.9%
c. Neutral	11.1%	24.3%	17.8%	7.3%	9.5%	8.5%
d. Agree	16.7%	16.2%	16.4%	9.8%	0.0%	4.8%
e. Strongly Agree	5.6%	5.4%	5.5%	0.0%	2.4%	1.2%
62. Specializing in the missile career field will greatly increase my promotion opportunity.						
a. Strongly Disagree	5.6%	5.4%	5.5%	0.0%	7.1%	3.6%
b. Disagree	11.2%	10.8%	11.0%	21.9%	26.2%	24.4%
c. Neutral	19.4%	27.0%	23.3%	36.6%	26.2%	30.5%

APPENDIX II--Continued

VARIABLE	MCCONNELL			MALMSTROM		
	MCCC	DMCCC	TOTAL	MCCC	DMCCC	TOTAL
d. Agree	58.3%	48.7%	53.4%	34.2%	33.3%	34.2%
e. Strongly Agree	5.6%	8.1%	6.9%	7.3%	7.1%	7.3%
63. In choosing an assignment I feel that the Air Force is looking for specialists, not generalists.						
a. Strongly Disagree	11.1%	10.8%	11.0%	2.4%	4.8%	3.7%
b. Disagree	25.0%	24.3%	24.7%	34.2%	23.8%	29.3%
c. Neutral	22.2%	13.5%	17.8%	29.3%	31.0%	29.3%
d. Agree	30.6%	46.0%	38.7%	26.8%	35.7%	31.8%
e. Strongly Agree	11.1%	5.4%	8.2%	7.3%	4.8%	6.1%
64. Opportunities for career advancement are greater in missiles than in the support field.						
a. Strongly Disagree	2.8%	10.8%	6.9%	4.9%	2.4%	3.7%
b. Disagree	11.1%	10.8%	11.0%	19.5%	9.5%	14.6%
c. Neutral	8.3%	16.2%	12.3%	29.3%	26.2%	26.8%
d. Agree	61.1%	51.4%	56.2%	31.7%	52.4%	42.8%
e. Strongly Agree	16.7%	10.8%	13.7%	14.6%	9.5%	12.2%
65. The most important factor in career advancement in the Air Force is knowing the right people.						
a. Strongly Disagree	0.0%	2.7%	1.4%	0.0%	2.4%	1.2%
b. Disagree	13.9%	21.6%	17.8%	26.8%	12.0%	19.5%
c. Neutral	27.8%	29.7%	28.8%	14.6%	26.2%	20.7%
d. Agree	41.7%	29.7%	35.6%	43.9%	23.9%	32.9%
e. Strongly Agree	16.7%	16.2%	16.4%	14.6%	35.7%	25.6%

APPENDIX II--Continued

VARIABLE	MCCONNELL			MALMSTROM		
	MCCC	DMCCC	TOTAL	MCCC	DMCCC	TOTAL
66. Progressing through the line, instructor and standboard positions are the best possible avenues for me to take to influence my next assignment.						
a. Strongly Disagree	5.6%	10.8%	8.2%	2.4%	2.4%	2.4%
b. Disagree	22.2%	10.8%	16.4%	26.8%	7.1%	17.1%
c. Neutral	8.3%	13.5%	11.0%	17.1%	12.0%	14.6%
d. Agree	50.0%	46.0%	48.0%	24.4%	57.1%	40.2%
e. Strongly Agree	13.9%	18.9%	16.4%	29.3%	21.4%	25.6%
67. Having experience in multiple missile weapon systems would be advantageous to me.						
a. Strongly Disagree	5.6%	8.1%	6.9%	17.1%	7.1%	12.2%
b. Disagree	13.9%	5.4%	9.6%	24.4%	9.5%	17.1%
c. Neutral	13.9%	5.4%	9.6%	22.0%	31.0%	25.6%
d. Agree	41.7%	56.8%	49.3%	26.8%	38.1%	32.9%
e. Strongly Agree	25.0%	24.3%	24.6%	9.8%	14.3%	12.2%
68. Accepting an assignment to a Northern tier base is a good career move.						
a. Strongly Disagree	16.7%	8.1%	12.3%	9.8%	2.3%	6.1%
b. Disagree	8.3%	18.9%	13.7%	9.8%	11.9%	10.9%
c. Neutral	36.1%	51.4%	43.8%	65.9%	76.2%	70.7%
d. Agree	30.6%	16.2%	23.2%	9.8%	9.5%	9.8%
e. Strongly Agree	8.3%	5.4%	6.8%	4.9%	0.0%	2.4%
69. It's not important what job you have, but how well you perform in that position						
a. Strongly Disagree	11.1%	16.2%	13.7%	9.8%	7.1%	8.5%
b. Disagree	41.7%	27.0%	34.2%	51.2%	35.7%	44.0%

APPENDIX--Continued

<u>VARIABLE</u>	<u>MCCONNELL</u>			<u>MALMSTROM</u>		
	<u>MCCC</u>	<u>DMCCC</u>	<u>TOTAL</u>	<u>MCCC</u>	<u>DMCCC</u>	<u>TOTAL</u>
c. Neutral						
d. Agree	8.3%	16.2%	12.3%	9.7%	7.1%	7.3%
e. Strongly Agree	27.8%	24.3%	26.0%	21.9%	42.9%	32.9%
	11.1%	16.2%	13.7%	7.3%	7.1%	7.3%
70. The geographical location of an assignment is most important to me.						
a. Strongly Disagree	0.0%	5.4%	2.7%	9.7%	2.4%	6.1%
b. Disagree	25.0%	29.7%	27.4%	31.7%	26.2%	29.2%
c. Neutral	30.6%	32.4%	31.5%	24.4%	42.9%	32.9%
d. Agree	33.3%	18.9%	26.0%	17.1%	19.1%	18.3%
e. Strongly Agree	11.1%	13.5%	12.3%	17.1%	9.5%	13.4%
71. I am more interested in job advancement than job satisfaction.						
a. Strongly Disagree	19.4%	29.7%	24.7%	12.2%	19.1%	15.9%
b. Disagree	52.8%	46.0%	49.3%	58.5%	66.7%	62.2%
c. Neutral	13.9%	18.9%	16.4%	14.6%	7.1%	11.0%
d. Agree	13.9%	5.4%	9.6%	9.7%	7.1%	8.5%
e. Strongly Agree	0.0%	0.0%	0.0%	4.9%	0.0%	2.4%
72. When I discuss my career with a MPC career monitor I get the "party line".						
a. Strongly Disagree	0.0%	2.7%	1.3%	2.4%	2.4%	2.4%
b. Disagree	2.8%	16.2%	9.6%	19.5%	7.1%	13.4%
c. Neutral	63.9%	72.9%	68.5%	31.7%	64.3%	47.6%
d. Agree	2.8%	2.7%	15.1%	36.6%	16.7%	26.8%
e. Strongly Agree	5.6%	5.4%	5.5%	9.8%	9.5%	9.8%
73. The form 90 offers me ample opportunity to express my career desires.						
a. Strongly Disagree	2.8%	16.2%	9.6%	0.0%	4.7%	2.4%

APPENDIX II--Continued

VARIABLE	MCCONNELL			MALMSTROM		
	MCCC	DMCCC	TOTAL	MCCC	DMCCC	TOTAL
b. Disagree	36.1%	37.8%	37.0%	26.8%	38.1%	32.9%
c. Neutral	16.7%	16.2%	16.4%	24.4%	26.2%	24.4%
d. Agree	41.7%	34.3%	32.8%	36.6%	28.6%	32.9%
e. Strongly Agree	2.8%	5.4%	4.1%	12.2%	2.4%	7.3%
74. A guarantee of assignments would influence my career decisions						
a. Strongly Disagree	2.8%	5.4%	4.1%	2.4%	0.0%	1.2%
b. Disagree	5.6%	8.1%	6.8%	9.8%	0.0%	4.8%
c. Neutral	11.1%	8.1%	9.6%	7.3%	7.1%	7.3%
d. Agree	41.7%	35.1%	38.4%	46.3%	38.1%	41.5%
e. Strongly Agree	38.9%	43.2%	41.1%	34.1%	54.8%	45.1%
75. The Missile Management Working Group briefings are valuable.						
a. Strongly Disagree	0.0%	5.4%	2.7%	2.4%	2.4%	2.4%
b. Disagree	2.8%	2.7%	2.7%	12.2%	0.0%	6.1%
c. Neutral	69.4%	86.5%	78.0%	43.9%	85.1%	64.6%
d. Agree	22.2%	2.7%	12.3%	34.1%	9.6%	22.0%
e. Strongly Agree	5.6%	2.7%	4.1%	7.3%	2.4%	4.8%
76. The Missile Management Working Group briefings for wives are valuable.						
a. Strongly Disagree	2.8%	5.4%	4.1%	2.4%	0.0%	1.2%
b. Disagree	2.8%	2.7%	2.7%	7.3%	7.1%	7.3%
c. Neutral	66.7%	83.8%	75.3%	73.1%	83.3%	78.1%
d. Agree	22.2%	5.4%	13.7%	17.1%	9.5%	13.4%
e. Strongly Agree	5.6%	2.7%	41.4%	0.0%	0.0%	0.0%

APPENDIX II--Continued

VARIABLE	MCCONNELL			MALMSTROM		
	MCCC	DMCCC	TOTAL	MCCC	DMCCC	TOTAL
77. Compared to non-missile personnel, missile crew members have more control over future assignments.						
a. Strongly Disagree	5.6%	10.8%	8.2%	7.3%	0.0%	3.6%
b. Disagree	13.9%	16.2%	15.1%	36.6%	26.2%	31.7%
c. Neutral	44.4%	32.4%	38.4%	34.1%	50.0%	41.4%
d. Agree	33.3%	35.1%	34.3%	19.5%	19.1%	19.5%
e. Strongly Agree	2.8%	5.4%	4.1%	2.4%	4.8%	3.7%
78. Compared to civilians, I have more control over my career progression.						
a. Strongly Disagree	16.6%	21.6%	19.2%	17.1%	19.1%	18.3%
b. Disagree	41.7%	32.4%	37.0%	39.0%	40.5%	39.0%
c. Neutral	30.6%	18.9%	24.7%	22.0%	21.4%	22.0%
d. Agree	11.1%	24.3%	17.8%	22.0%	14.3%	18.3%
e. Strongly Agree	0.0%	2.7%	1.4%	0.0%	4.8%	2.4%
79. Advanced degrees are important in influencing future assignments.						
a. Strongly Disagree	0.0%	2.7%	1.4%	0.0%	0.0%	0.0%
b. Disagree	11.1%	0.0%	5.5%	7.3%	2.3%	4.9%
c. Neutral	8.3%	10.8%	9.6%	9.7%	2.3%	6.1%
d. Agree	58.3%	46.0%	52.1%	51.2%	73.8%	62.2%
e. Strongly Agree	22.2%	40.5%	31.5%	31.7%	21.4%	26.8%