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AN ANALYSIS OF CURRENT ATTITUDES OF COMPANY
GRADE AND FIELD GRADE AIR FORCE
OFFICERS REGARDING AIR FORCE OFFICER
PROFESSIONAL DEVELOPMENT INITIATIVES

THESIS

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AFIT/GLM/LSR/89S-34

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Thesis

Presented to the Faculty
of the School of Systems and Logistics
of the Air Force Institute of Technology
Air University

In Partial Fulfillment of the
Requirements for a Degree of
Master of Science in Logistics Management

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September 1989

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Acknowledgments

I have received considerable support, advise, and cooperation from many sources during the writing of this thesis.

First, I would like to thank my thesis advisor, Dr. David K. Vaughan, for his timely advise and careful review of this entire thesis effort. His constructive criticisms and genuine concern were instrumental factors in this projects completion. He always took the time to help.

Secondly, I would like to thank Captain Carl Davis and Dr. Guy Shane for their invaluable feedback, guidance and advise in helping me make sense of my research data. I am indebted to them.

I would like to thank my wife for her patience and sacrifice during the long hours of school and study. Her presence and understanding have made not only this thesis a reality, but the entire AFIT experience a rewarding one.

Finally, to my daughters, Andrea, Heather, and Hillary, I express my heartfelt thanks and love. Throughout this entire experience, they have kept me ever aware of what is most important in life.

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Abstract

This research effort attempts to determine officer initial attitudes regarding Officer Professional Development (OPD), an integrated personnel management program developed to reduce careerism and redirect officers toward improved duty performance. The study has three objectives: 1) To ascertain whether officers recognize that fundamental changes in career development approaches have been made; 2) To determine if officers see these changes as beneficial; and 3) To determine if significant differences in attitudes and perceptions regarding Officer Professional Development changes exist between company grade and field grade officers. The objectives were accomplished through the statistical analysis of a Officer Professional Development Survey. The OPD survey was designed to obtain responses from participating officers regarding several OPD initiatives and policy changes including: Professional Military Education (PME), the AF Form 90, commander involvement in the assignment process, the Officer Evaluation System (OES), Join Spouse program, ASTRA, Regular Appointment, below-the-zone promotions (BPZ), captains' service commitment, and senior officer involvement in 'by name' assignment requests. Analysis of the survey found that officers generally agree with the various issues and initiatives. However, some disagreement

was noted in officer attitudes regarding PME, the Join Spouse program, and the OES evaluation and promotion system. The successful adaptation and integration of OPD will require that the Air Force continue to analyze these issues to ensure that OPD continues to meet the needs of the Air Force and the officer corps.

*... general management attitudes;
officer training; (2) ...*

AN ANALYSIS OF CURRENT ATTITUDES OF
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AIR FORCE OFFICER PROFESSIONAL DEVELOPMENT INITIATIVES

1. Introduction

General Issue

Professional development of quality leaders is important to the United States Air Force and to its officers. General Larry D. Welch, Chief of Staff United States Air Force, pointed out in a recent letter to all Air Force officers that 'the Air Force leadership and individual officers have a common interest in ensuring that every officer has the maximum opportunity to grow in professional competence and potential to realize that full potential' (Welch, 1988:1). A well integrated, carefully planned and designed professional development program will ensure that sufficient numbers of highly qualified officers are trained, educated, and made available to assume positions of increasing responsibility throughout the Air Force and Department of Defense. The professional development of quality officers should include challenging job assignments, education, training, and rewarding careers that will broaden their managerial and professional skills, and develop their leadership potential.

When it implemented Officer Professional Development (OPD) in 1988, the Air Force provided redirected guidance to officers. The Air Force wanted to ensure that officers clearly understand that professional development begins with growth through performance and experience in the current job in addition to preparation for increased future responsibility. The primary objective of Officer Professional Development is to ensure that officers first acquire depth of knowledge and skills to perform in a primary area of expertise, and then, later in the career, breadth through an expansion of knowledge and experience. Officers interested in a rewarding Air Force career should find few conflicts between their interests and those of the Air Force. An officer's aspirations and long-term professional development goals are most likely to be realized when they are in harmony with Air Force requirements. This study seeks to determine initial officer attitudes to Officer Professional Development. The successful adaptation and integration of the Officer Professional Development program will provide officers the best possible preparation to take advantage of opportunities for growth and increased responsibility. This growth increases the value of the officer's contribution to the nation and provides the Air Force with a valuable asset for assignment to critical positions of leadership.

Specific Problem

The practice of accomplishing required tasks, assignments, education, and training to further one's career, informally known as square filling, has, in the past, been a practice of many Air Force officers. There has been a perception that some officers have made a career of focusing on square filling along paths they have perceived to be the only correct path to rank advancement and career growth. This long term career planning and maneuvering to be at the right place at the right time, or filling the required squares, has detracted from the most important opportunity for professional growth--performance in the current job (Welch, 1988:1). The senior leadership of the Air Force refers to this problem as careerism. An Air Force spokesman, quoted in the Air Force Times, defined the problem by stating that 'the officer corps is just a little bit more concerned...with what happens to number one and how you get to a certain place, than they are perhaps with what their contribution to the institution is' (Ginovsky, 1988d:3).

As the term careerism develops a negative connotation in the Air Force today, many officers may be questioning the system and the acceptable avenues available to them as they move towards increased responsibility, leadership opportunities, and rank advancement. Many officers believe that filling squares, rather than doing a good job, will provide the competitive edge for promotion. Many officers

may feel also that the assignment process is rigid, and that assignment personnel do not have the time or the inclination to listen to personal input. Other officers have demonstrated attitudes that the only avenue to a choice assignment is to know someone in the organization with the power or rank to influence the decision process, and that a successful career is associated with achievement of rank above O-5 rather than knowledge of, and recognition for, valuable contributions to service goals. The Air Force stands to benefit as it de-emphasizes square filling and careerism, and redirects officers towards a path of attention to job performance and professional development: quality Air Force officers who possess skills and professionalism that will prepare them to assume positions of leadership and responsibility. As the Air Force rewrites, redefines, and implements its regulations and policies concerning officer professional development, research will determine the attitudes the officer corps displays regarding Air Force professional development initiatives, implementation of the new Officer Evaluation System (OES), and other current personnel issues.

Research Objectives

The main objective of this study is to investigate the current attitudes and perceptions held by Company grade and Field grade Air Force officers in response to the recently developed Officer Professional Development initiatives and

issues. Specifically, this research will ascertain whether officers recognize that fundamental changes in career development approaches have been made, and if officers see these changes as beneficial. Additionally, this study will determine if significant differences in attitudes and perceptions regarding Officer Professional Development changes exist between Company grade and Field grade Air Force officers.

Investigative Questions

To meet the research objectives, the following questions are posed:

1. What are the attitudes and perceptions held by company grade and field grade Air Force officers concerning Officer Professional Development issues?
2. Are there significant differences in attitudes and perceptions regarding Officer Professional Development between Company grade and Field grade officers?
3. In what specific areas do these differences of attitude and perception exist?
4. Does the officer corps' attitudes and opinions indicate that the Officer Professional Development program will achieve its intended goal?

Background

In 1988, The Air Force implemented massive and fundamental changes to officer career management programs.

The changes were prompted by the perception that a careerist attitude was held by many officers, supported and fostered, in part, by past Air Force policies and regulations. Presenting a straightforward redefinition of the continuous process of increasing professional competence of Air Force officers, the Officer Professional Development changes permeate virtually every facet of officer personnel management. Specifically, changes were made in officer evaluations, promotions, regular appointments, Professional Military Education (PME), company grade staff assignments, Join Spouse program, special assignment requests, separation feedback, and other areas.

Scope

The scope of this research is limited to United States Air Force line officers, both rated and nonrated, in the ranks from Second Lieutenant through Lieutenant Colonel. Additionally, several Officer Professional Development initiatives will not be addressed in this study. They include: standardized precommissioning programs, utilization of lieutenant colonels passed over for promotion, indefinite reserve status separation considerations, and mandatory separation interviews with commanders.

Definition of Terms

The following terms appear throughout this study and for purposes of the study are defined as follows:

1. Company Grade Officer is a member of the Air Force serving in the rank of Second Lieutenant through Captain.
2. Field Grade Officer is a member of the Air Force serving in the rank of Major and Lieutenant Colonel. Colonels are not included due to Air Force Military Personnel Center (AFMPC) survey restrictions.
3. Careerism is defined as placing one's career above contribution to the institution (Alford, 1989:1).
4. Join Spouse is the assignment of officers who are married to each other to the same geographical location.

Limitations

This research may be limited because some Officer Professional Development initiatives are still undergoing change, update and implementation. While officers have had sufficient time to develop initial opinions regarding changes, more time may be required to determine if officers see the changes as long-term benefits or improvements. Additionally, second lieutenants' knowledge of previous policy, regulation, and officer career development programs may be limited to pre-commissioning education. Their opinions and attitudes might reflect the lack of knowledge concerning previous policy.

Potential Contributions

Extensive data on the attitudes of Company grade and Field grade officers has been gathered to provide an analysis of officer initial reaction to Officer Professional Development issues. There are several potential contributions that this research offers.

1. The research can be useful in evaluating the need for further formal professional development proposals for Air Force officers should attitudes reflect a need for further change or clarification.

2. Air Force decision makers can use the survey data, once converted to statistical information, in development of future personnel plans and policies.

Summary

This chapter has given a brief overview of the new Officer Professional Development program and initiatives. The problem of careerism was introduced and the implementation of Officer Professional Development was suggested as a means of redirecting officers to a congruent course of professional growth and leadership development necessary for a rewarding career. An in-depth review of professionalism, professional development in the Air Force from an historical perspective, careerism, and an enumeration and explanation of Officer Professional Development initiatives will be presented in the following two chapters. Subsequent chapters will outline background

information, discuss the methodology used in the study, and present the results of an Officer Professional Development Survey sent to a representative sample of Air Force line officers. Finally, conclusions concerning the survey and recommendations for further study will be provided.

2. Historical Development

The purpose of this research is to identify officer opinions and attitudes toward current officer professional development issues. This chapter provides the foundation for the discussions that follow and provides a detailed presentation of previous studies which have dealt with the issues of professionalism, professional development, careerism, and occupationalism. Professional development and careerism have been the subject of many different studies over the years. First, Professor Samuel P. Huntington's definition of professionalism within the officer corps will be presented. Huntington's view of professionalism is that long-term professional development of officers is a requirement if one is to consider a military officer a professional. Second, the distinction between professional development and careerism will be defined. Finally, several professional development studies will be discussed. A review of the wide range of ideas regarding professionalism, leadership development, occupationalism, and careerism will point out that the Air Force officer corps has had a long-term problem discerning among the terms. The literature demonstrates many divergent attitudes, perceptions, and ideas that reflect continuing confusion and argument over what is legitimate professional development and what is careerism.

Defining Professionalism

According to Samuel P. Huntington, the modern officer corps is a professional body, and the modern military officer is a professional man or woman. A recognized scholar in the area of military officer professionalism, Huntington equates military officers with doctors and lawyers when defining professionalism. He maintains that professional career officers differ from enlisted personnel. Enlisted personnel are professional in the sense that the enlisted person works for monetary gain, while the professional officer pursues a higher calling in the service of society. Professionalism is defined by Huntington as a special type of vocation having the distinguishing characteristics of expertise, responsibility, and corporateness (Huntington, 1957:7-8).

Expertise. A professional is an expert with a specialized knowledge and skill in an important field of human endeavor, an expertise acquired only by many years of education and experience. This expertise serves as the basis for setting objective standards of competence for measuring members of the profession. The best method for enhancing expertise, according to Huntington, is first obtaining a broad liberal education and acquiring specialized skills and technical knowledge of the profession from institutions operated by, or affiliated with, the profession itself (Huntington, 1957: 8-9).

In defining military expertise, Huntington borrows Harold Lasswell's phrase, "the management of violence." The unique expertise of a military officer is the direction, operation, and control of an organization whose primary function is the application of violence (Huntington, 1957: 11).

Responsibility. The clientele of every professional is society, both individually and collectively. This professional accountability can be guided either by unwritten norms taught through a professional education system, or formalized into written canons of professional ethics (Huntington, 1957:9-10).

Society requires that the management of violence be utilized for socially approved purposes. The military profession is monopolized by the state, and the officer, therefore, is responsible for the military security of society (Huntington, 1957:16-17).

Corporateness. The members of a profession share a sense of group unity and consciousness of themselves as a group. The origins of corporateness are found in the long years of training required to obtain professional competence, a common bond of work, and the sharing of a unique social responsibility. Within the military profession, officership is a bureaucratic organization in which membership is initially defined by the act of commissioning. Levels of competence are distinguished by a hierarchy of rank. Officer rank is a reflection of

professional achievement measured in terms of experience, seniority, education, and ability (Huntington, 1957:10, 16-17).

Huntington believes that not all officers can be considered professional. He points out that a professional military officer is distinguished from other officers by military skill and career commitment (Huntington, 1965:131). Huntington's view of professionalism within the military organization reflects the importance he places on professional development in the officer corps. Expertise through years of advanced education and training, responsibility to the society which an officer serves, and corporateness through a common bond of group unity all serve to improve the professional development of the officer.

Professional Development, Careerism, and Occupationalism

Many Air Force officers have, over the years, attempted to define careerism, professional development, and occupationalism. Their many studies have pointed out that the terms are, at best, difficult to define. One quickly observes that it is, in fact, a difficult task to discern between careeristic behavior and professionalism.

In 1975, Major John M. Elle saw the problem as officer professional growth retarded by an insufficient professional development program. His studies indicated that the key to organizational success in the Air Force

and, most important, to the professional and to the organization was professional development through a well defined set of incentives, incentives directed to the effort-reward expectations of the professional. Major Elle provides a list of general recommendations for a professional development incentive program (Elle, 1975:1, 35-37).

Majors Kenneth A. Anderson and Logan J. Bennett Jr. analyzed the effectiveness of the Air Force management development process. After underscoring the importance of management development and the importance the Air Force places in officer career development, they pointed out that the Air Force program is ineffective and does not provide the Air Force with the senior management expertise it needs. They discovered two distinct development patterns, associated with aeronautical rating, and found that in addition to being destabilizing, neither pattern was effective nor efficient in developing senior managers. They pointed out that as long as the Air Force maintained a policy which clearly reflected a bias towards rated officers regarding regular appointment, promotions, and high level staff and commander billets, the Air Force would be overlooking experience and qualifications that nonrated officers have developed over the span of their careers. This pattern fosters a great deal of dissatisfaction and limited professional intention among nonrated officers.

Similarly, the practice of placing rated officers into positions of leadership late in their careers is often counterproductive because rated officers may lack the practical management experience required for senior management responsibilities. Anderson and Bennett concluded that an alternative approach was necessary and recommended several for Air Force adoption (Anderson and Bennett, 1975: 4-7).

Lt Col Hubert C. Place concluded in his study that while the value of education and training to the Air Force leadership and management setting is unquestionable, the Air Force is not providing commanders with appropriate development programs designed to enable them to be more effective in discharging their duties. Lt Col Place contended that a commander could develop enhanced leadership effectiveness through appropriate educational development programs. Place offered several recommendations to eliminate the inequity in the system including expanded Air Force Academy, ROTC, and Officer Training School curricula to include behavioral science aspects of leadership and management; and integration of Squadron Officer School (SOS), Air Command and Staff College (ACSC) and Air War College (AWC) curricula for leadership and management development to reduce redundancy and overlap (Place, 1978:4-5,82, 85-86).

Air Force Policy and Careerism

Several studies have indicated that societal changes and Air Force organizational policies may have produced officers who are more concerned with career interests than with professional development.

A study completed by Colonel Wayne L. Gosnell in 1980 defines occupationalism as qualities, attitudes, and conduct which indicates one's job is simply a means of satisfying basic needs with little or no commitment or dedication to higher ideals. Gosnell maintains that the Air Force is making occupationalists of its junior officers. He holds this belief due to the predominance of occupational tasks (checkrides, examinations, Inspectors General inspections) the young officer sees in the work environment during the first few years of active duty. At the same time, there is an almost total absence of emphasis on broad professional development, the institutional traditions of the Air Force, and the officer corps as a corporate body. Gosnell says it should come as no surprise when an officer develops into an occupationalist instead of the dedicated, committed member of the profession of arms. Gosnell also believes it is the responsibility of the first-line supervisor, who has neither the training nor the guidance and direction from higher headquarters, to provide the climate and impetus for professional development of the junior officer (Gosnell, 1980:7,13-15,19-22,24).

A study conducted in 1978 compared effective military leadership from the perspective of the current leaders of the Air Force to that of those officers who aspire to replace them in the 1980's. Adapting Michael Maccoby's book on management techniques, The Gamesman, to the military organization, Lt Col Vincent MacDonald reveals that traditional intangible rewards of patriotism and duty are no longer sufficient motivation for professional performance and a full military career. He identifies the military manager of the 1980's as a gamesman and maintains it is essential that Air Force senior leaders recognize the changing attitudes of their military managers. This recognition will be necessary to provide optimum senior officer management in the future (MacDonald, 1978:33,40-43,50-58).

Research conducted in 1981 by Major Harvard L. Lomax suggested that the shift from leadership to management perceived by Air Force leadership is not the result of decreasing leadership skills among Air Force officers, but is a natural result of the organization. Lomax suggests that the system encourages reliance on policy and established methods of getting the job done and that an individual who is incorporating innovative leadership techniques may find difficulty adapting to a system that requires perfect compliance. He notes that no great leaders emerged from the conflict in Vietnam. The Vietnam conflict was highly systemized and individuals in

leadership positions were not given the autonomy they needed to conduct winning battles. Lomax also points out that providing an officer a "kit bag" of leadership tools will not develop leadership skills. Even though an officer in a position of responsibility must comply with the system, he or she must also have the skills necessary to recognize situations that require the ability to adapt (Lomax, 1981:1,3,29-30).

Surveys on Developing Professionalism and Leadership

A number of surveys have been conducted over the years in an attempt to discover officer attitudes regarding professionalism, careerism, and leadership. Several of these surveys are discussed below to demonstrate the ongoing difficulty the officer corps has had in distinguishing between careerism and professional development.

A survey conducted by Captain James H. Slagle in 1981 examined the attitudes of company grade officers towards military professionalism. The results of his survey of Air Force Squadron Officer School students showed that while 73% of the students thought the term "professional" should characterize an Air Force officer, only 60% of the students thought that other officers behaved as professionals. Slagle found that, in general, officers have a difficult time coming to a consensus in defining professionalism. He addresses the motivations and feelings of the officers

regarding professionalism and presented several conclusions to Air Force senior leaders. Slagle points out that meaningful communication between Air Force senior leadership and junior officers on the issue of professionalism had not yet occurred. Slagle maintains that before senior leadership decries the lack of professionalism in junior officers, they need to share a common definition of professionalism (Slagle, 1981:vii,12).

Major Anne C. Bonen conducted a survey in 1981 of the Professional Military Education (PME) classes of SOS, ACSC, and AWC to provide a comparative analysis of attitudes concerning military professionalism. Her findings reflected that almost all of the officers felt professionalism was important and that they considered themselves professional. Still, officers were shown to possess dramatic differences of perception regarding the terms calling, profession, and occupation. However, most officers said they identified with institutionalized values rather than occupational ideas. According to Bonen, because officers already consider themselves to be professionals, Air Force leadership should precisely define the term professional and focus on the specific behaviors that are positive or negative influences on the profession of arms. She also discovered that there is no professionalism gap between senior and junior officers and, that because officers consider themselves specialists,

Professor Huntington's definition of the military professional is losing ground. If Huntington's 'managers of violence' can be loosely defined as 'experts in the employment of airpower,' Bonen highly doubts that officers who view themselves as specialists consider themselves as experts in an event so complex as war. She maintained that her survey established a baseline by which a level of professionalism could be set, warning that any study of leadership in Professional Military Education (PME) courses should go beyond philosophical foundations and explore specific behaviors (Bonen, 1981:vii-ix,17-18).

In another study, Major Michael G. King also indicated that rated officers had difficulties developing their leadership skills. King's survey, given to the Air Command and Staff College (ACSC) Class of 1981, attempted to define the leadership skills of rated officers. It compared the amount and type of supervisory experience possessed by Air Force rated officers with that of their nonrated peers. Rated officers were found less experienced as supervisors. This lack of experience reflected a narrow organizational perspective, less sensitivity to personnel problems, and difficulty in selecting leaders for senior positions. King recommended application of existing Air Force policy to rectify the problem. He also concluded that the Air Force should provide additional leadership opportunities for officers up to the mid-career point, particularly for rated officers (King, 1981:37,40,44,56).

Career Planning in the Air Force

In its regulations, the Air Force has always described the requirements for advancement opportunities for its officers. Career objectives have been made mandatory and specific steps defined to increase an officer's potential for advancement and promotion. Still, many studies have reflected a what you have to do to get ahead approach to professional development.

Major William O. McCabe studied junior officer career counseling. In his study, Air Force directives were compared with the results of a career counseling perception survey given to Squadron Officer School students. While the study did not recommend a career approach to officer development, it reflected the then current Air Force policy of long term career planning. McCabe recommended changing career counseling to a group approach as a way to improve the quality of unit/base level counseling an officer receives (McCabe, 1975:61).

A similar study, completed in 1980, suggested several methods to train effective commanders. Major Billie R. Carpenter maintained that because today's leaders are faced with a more challenging and complex environment, the Air Force needs to identify future leaders early, train them according to a career progression plan, and select the best to become commanders. Carpenter contends that the Air Force needs to define the requirements to become a commander, publish guidelines, and establish a program to

enroll interested and qualified personnel into the program. From an individual perspective, it provides ideas for what officers should do to become a commander (Carpenter, 1980:28-31,39). This study is purely a careeristic approach to professional development. Rather than advising an officer to focus on job performance, it advocates long-range career planning, outlining the necessary steps for career progression and providing specific career planning to become a commander.

Career Guides

Several other authors have developed career guides for professional development in specific Air Force specialties. While the guides were helpful in providing career information to specific groups of officers, many of these guides would be seen, under present Air Force policy, as heavily emphasizing rife with careerism.

Major Cynthia L. Benulis developed a career development guide in 1983 for Air Force transportation officers. Her guide combined information from appropriate regulations regarding specific career development programs and assignment policies with the insights and advice of senior transportation officers. The guide provided the Air Force official (1983) philosophy of career development, assignments, training and education programs, career broadening opportunities, and advice on 'taking care of the details' for planning a successful career. Benulis'

efforts reflected the Air Force's current thinking on professional development rather than career planning. She detailed the importance of training, acquiring depth of job knowledge, and career broadening at the field grade level (Benulis, 1983:1,7,21,33,41,45).

Another report consolidated Air Force personnel regulations and manuals pertinent to officer careers and focused them on the fighter pilot specialty. The report, developed in the form of a guide by Major Michael T. Probasco, outlines the framework for an Air Force officer's career, covers all elements of a career history, provides guidance for establishing realistic career goals, and explains the method for developing, documenting, communicating, and executing a career plan as an officer in the fighter pilot specialty. In respect to the career planning that Probasco suggests, the guidebook leans heavily towards careerism. Its listing of variables, both significant and insignificant, important to attaining the rank of general, and its discussion on career, assignment and promotion planning evidence this careeristic approach (Probasco, 1986:1,3,7,19,22-23,33,37,39).

Captain Allan D. Overby focused on the career development of senior military logisticians. Overby focused on developing a model of the senior logistician. His model identifies intrinsic qualities and characteristics, specific requirements for academic education, professional involvement, advanced career

positions, logistics experience and technical competency. He also suggests ideas and programs for implementation in the future to assist the development of senior military logisticians (Overby, 1985).

In 1977, an AFIT thesis provided the career progression planning requirements for officers whose long-range goal was attaining the rank of general officer. Captains John J. Beishke Jr. and James R. Lipsey researched the career backgrounds of Air Force generals and colonels passed over for promotion and summarized the perceived requirements to attain flag rank. The report compared marital status, educational background, combat experience, command experience, staff work, source of commission, and aeronautical rating. The only significant difference they found was that generals had more command experience than colonels who had been passed over for promotion (Beishke and Lipsey, 1977:4,84). This thesis, because of its careeristic approach to rank advancement, exemplifies the careeristic attitude that Chief of Staff of the Air Force General Welch wishes to combat.

Evidence of Careerism

Lt Col Roger W. Alford, in a study of careerism within the Air Force, distinguished between professionalism and careerism in a fashion similar to Huntington when he defined careerism in the officer corps as a lack of

professional commitment, evidenced by the placing of one's career over all else (Alford, 1989:1).

In 1987, Lt General Thomas J. Hickey, USAF deputy chief of staff, Personnel, tasked Lt Col Alford to find evidence that careerism existed in the Air Force and to suggest Air Force policies in dealing with it. Alford determined the extent of careerism in the Air Force by monitoring the acquisition of advanced degrees by officers in the six to ten year group. He hypothesized that captains would have a tendency to obtain advanced degrees the closer they approached the primary zone for promotion to major. He determined that while the pursuit of advanced education is a recognized requirement in the professionalization process, obtaining an advanced degree strictly to increase the chances for an officer's promotion can be looked upon as careeristic behavior. Alford's studies showed that the percentage of captains with master's degrees increased from approximately 14%, six years below the primary zone to approximately 47% in the primary zone. From 1981 to 1987, the number of captains in the primary zone who held master's degrees nearly doubled. Alford infers that advanced degrees create problems. He feels that obtaining an advanced degree can potentially distract an officer from his or her job. It is important to point out that while officers perceive the importance of obtaining an advanced degree, Air Force policy has had a direct bearing in shaping that perception. Alford cites a

1975 article in Air Force Times pointing out that officers with advanced degrees were given regular commissions almost twice as often as officers without (Alford, 1989: 1,69,73,77).

Alford describes three distinct areas that define degrees of careerism. Pointing out that the boundaries separating each area are difficult to describe accurately, he defines the three areas as:

Hypocareerism--The practice of not seeking one's professional advancement.

Acceptable careerism--The practice of seeking one's professional advancement by all acceptable means.

Hypercareerism--The practice of seeking one's professional advancement by any possible means.

Figure 1 depicts Alford definition of careerism as a continuum with three distinct areas:

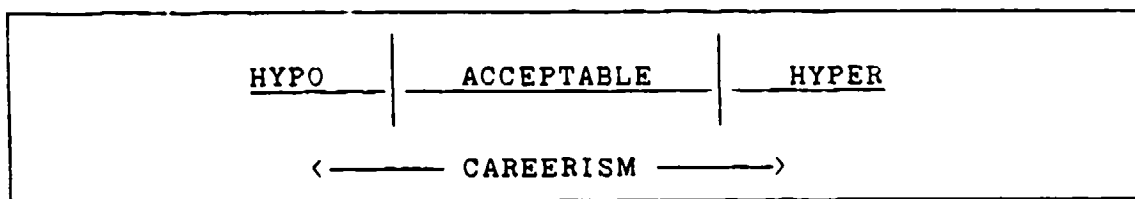


Figure 1. Careerism Continuum

He summarizes that only acceptable careerism can be associated with the terms professionalism, officership, and institutionalism, and any other form of careerism is unprofessional behavior (Alford, 1989:13,17).

Summary

This chapter discussed a definition of professionalism and the importance of professionalism in the Air Force officer's life. Several leadership and professional development studies were reviewed, revealing that the officer corps has historically found it difficult to discern between careerism and professional development. While Air Force leadership feels that many officers concentrate on long-term career progression, many of the studies pointed out that Air Force policy and directives may have fostered careeristic behavior. The concepts of careerism and occupationalism were discussed, again highlighting the difficulty of defining similar behaviors. Evidence of careerism within the officer corps was found in several studies. In particular, in a recent study directed by Air Force leadership, Lt Col Alford found that many in the officer corps have practiced what he has defined as "careeristic behavior." The following chapter will explain how the evidence of careerism has been the impetus behind changes in officer professional development and provide an overview of the major changes.

3. Background

The Need for Change

Expressing his concern that careerism within the officer corps was a serious problem in the Air Force, General Larry D. Welch, Chief of Staff, USAF, emphasized that duty performance in the current job was the overriding key to success for the individual and the Air Force (Welch, 1989:2). In proposing sweeping changes to officer professional development, General Welch said that the current (pre-1988) system 'encourages officers to be more concerned for their long range careers than for their present jobs. Officers may be disillusioned if they can't achieve their 'game plan'... and the diverted focus has made them less productive in their present jobs'

(Interview, 1988:8). Underscoring that idea, Lt General Ralph E. Havens, commander of AFMPC, said that Air Force officers should have a goal of moving away from a careerist orientation and toward officership. He said, however, that while the move away from careerism would be a difficult task, officers were still expected to fulfill necessary requirements in order to advance in the Air Force (Havens, 1987:1).

In addition to officer preoccupation with personal career advancement, three other reasons why the Air Force should be concerned with careerism were provided Lt Col

Alford in his study of careerism. First, because senior officers are products of past systems, the gap between ideal and actual behavior will not close by itself. Second, if careerism becomes the general attitude of officers, the basis for leadership could be destroyed. Third, the external environment may reinforce a 'me first' attitude (Alford, 1989:79). Pointing out however, that careerism is not strictly the fault of officers, an Air Force spokesman said 'we are going to look at this problem and see if we can do something about the institutional processes in the Air Force that produced this perception' (Ginovsky, 1988d:3).

Officer Professional Development (OPD)

In September 1987, Air Force Chief of Staff General Welch directed an Officer Professional Development working group within the Deputy Chief of Staff/Personnel (AF/DP) to examine the officer personnel system in an attempt to reduce careerism and redirect officer focus to professional development. The Officer Professional Development objectives include those actions and experiences that enhance an officer's ability to perform the job well and thereby contribute to the mission of the Air Force as level of responsibility increases (USAF/DP PAD 88-1, 1988:6). Under the direction of Lieutenant General Thomas Hickey, the group offered 25 recommendations to General Welch. While some recommendations have been implemented, others

are still being reviewed. The following are the implemented recommendations that specifically apply to this research.

1. Conduct Squadron Officer School (SOS) seven times per year with a five to seven year eligibility window. The program should focus on leadership (USAF/DP PAD 88-1, 1988: Appendix 2 to Annex A).

2. Conduct Air Command and Staff (ACSC) two times per year. The program should focus on command, management and staff skills (USAF/DP PAD 88-1, 1988: Appendix 3 to Annex A).

3. Consider all major selectees for ACSC with MAJCOM headquarters nominating attendees and a central board making final selections (USAF/DP PAD 88-1, 1988: Appendix 4 to Annex A).

4. Change the focus of AFR 36-23, Officer Career Development, from career development to officer professional development (USAF/DP PAD 88-1, 1988: Appendix 1 to Annex B).

5. Change AF Form 90, Officer Career Objective Statement, to focus on the next assignment only instead of the next three assignments (USAF/DP PAD 88-1, 1988: Appendix 1 to Annex B).

6. Formalize policies that involve commanders in the Officer Professional Development process (USAF/DP PAD 88-1, 1988: Appendix 1 to Annex B).

7. Change the role of senior officer involvement in assignments from sponsor to counselor with a focus on job performance (USAF/DP PAD 88-1, 1988: Appendix 4 to Annex B).

8. Change the focus of Join Spouse programs from success rates to Air Force needs (USAF/DP PAD 88-1, 1988: Appendix 5 to Annex B).

9. Cancel the Air Staff Training (ASTRA) program (USAF/DP PAD 88-1, 1988: Appendix 3 to Annex B).

10. Establish a one-year active duty commitment for promotion to captain (USAF/DP PAD 88-1, 1988: Appendix 1 to Annex C).

11. Decouple regular commission consideration from the captain selection board (USAF/DP PAD 88-1, 1988: Appendix 1 to Annex C).

12. Establish the earliest below the zone consideration for promotion to major at two years (USAF/DP PAD 88-1, 1988: Appendix 2 to Annex C).

The following is a more complete look at the background, considerations and redirection efforts that support the foregoing recommendations.

Professional Military Education. Squadron Officer School was available in residence for only 54% of eligible active duty officers with 2-7 years of commissioned service. Many commanders required that SOS be completed by correspondence before an officer would be considered for attendance to the 8.5 week residence program. Emphasizing that 'you can't teach leadership by

mail,' the Air Force will shorten the course to seven weeks and captains only will attend SOS in residence to allow 100% attendance. The course curriculum will increase emphasis on leadership and devote less attention to force employment and communication skills (Ginovsky, 1988a:3; 1988c:3, USAF/DP PAD 88-1, 1988:Appendix 2 to Annex A).

Air Command and Staff College (ACSC) was previously available to approximately 20% of officers newly selected to major. Others were expected to complete it by seminar or correspondence. Despite inference of the course title, Air Command and Staff College focused primarily upon warfighting. The USAF/DP Program action directive states that ACSC should focus on those areas that new field grade officers need to know at this phase where breadth of professional development begins. In addition to joint curriculum requirements established by the DOD Reorganization Act, ACSC curricula should include reinforcement of leadership and officership skills, command, resource management, national security and staff communication skills with primary focus on staff, management, and command skills. Selection to attend ACSC would be relegated to MAJCOM boards. Additionally, the course is being cut in half to 24 weeks. This action will allow a 70% increase in opportunity for attendance. The goal is to achieve 100% attendance, if not constrained by resources (Ginovsky, 1988a:3; 1988c:3, 77; USAF/DP PAD 88-1, 1988:Appendix 3 to Annex A).

In shifting focus within Professional Military Education, the Air Force is directing officers to seek the proper level of PME at the right time during the career. More opportunities to attend the appropriate PME school in residence will be offered. In the mean time, officers should be directing efforts and concentrating on their present jobs. Figure 2 reflects the most current Air Force policy for PME (Batezel, 1988:25-26).

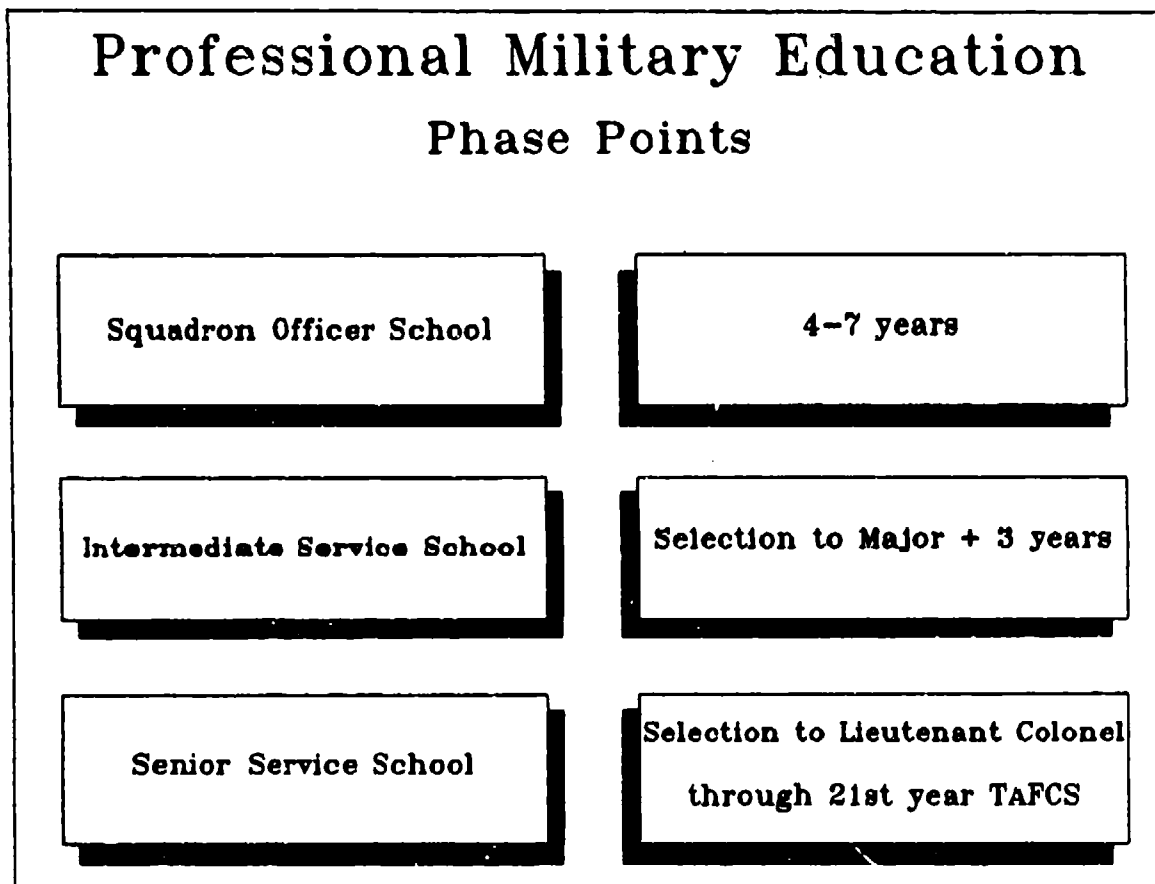


Figure 2. Professional Military Education Phase Points.

Air Force Regulation 36-23. AFR 36-23 was retitled from Air Force Officer Career Management to Air Force Officer Professional Development. The old regulation was believed by the officer corps to be a guide, spelling out what they should be doing at every point in in their career to attain the rank of colonel. It actually contained squares that officers needed to complete in order to advance. The new AFR 36-23 refocuses on job performance and leadership, rather than career management. It incorporates General Welch's professional development philosophy of gaining depth of experience first for company grade officers, and then breadth of experience for field grade officers while maintaining expertise in the primary job. It is the hub of the commander's and supervisor's professional development counseling package (Ginovsky, 1988b:12; AFR 36-23, 1989:8; USAF/DP PAD 88-1, 1988: Appendix 1 to Annex B).

AF Form 90. Officers communicate directly with Air Force Military Personnel Center (AFMPC) using the Form 90. The former Form 90 (known as the 'dream sheet') communicated to AFMPC the officer's preferences regarding positions and assignment areas as much as three assignments into the future. Rather than game-planning a career and focusing too far ahead of the current assignment, the new Form 90 allows the officer and supervisor to express preference for only the next billet. The bulk of the new form is meant to be filled out by the commander/supervisor.

relaying to AFMPC an evaluation of the level at which the officer would best perform. The individual officer will have counseling sessions with the commander to fill out the form (Ginovsky, 1988b:12; Batezel, 1988:26; USAF/DP PAD 88-1, 1988: Appendix 1 to Annex B).

Despite Air Force policy governing commander involvement in the professional development process, one study is critical of training received by commanders and supervisors to help them become effective professional development counselors. Colonel Norman F Rathje and Lieutenant Colonel John H. Happ Jr.'s research report presented the findings of a survey of flying squadron commanders. The survey was developed to determine how well prepared the commanders were to perform the role of career counseling. The authors are critical of the lack of career development training being presented at major command sponsored commander's orientation courses. Their survey points out that commanders are not adequately prepared for their roles as career counselors, and are not kept well informed of Air Force policy changes and officer requirements. The survey revealed that while the commander's involvement process is working, it can be improved. The report also pointed out that commanders do not believe the Air Force Form 90 (the former Officer Career Objective Statement) is a useful means of interfacing with the assignment system (Rathje and Happ, 1987:30-34).

Senior officer Involvement in Assignment Process. In the past, general officers have used their influence to place individuals into desirable billets. This practice has long been perceived by the officer corps as the reward of having developed a social and/or professional relationship with senior officers who have been in the position to influence the system favorably on behalf of an officer of lesser rank, or, as the term is phrased, 'having known someone.' This general officer involvement in the assignment process contradicts the philosophy that solid job performance should be the key for placing qualified individuals into billets. It also gives the impression that line jobs are less important than staff jobs because senior officers involve themselves in the selection process of officers to the latter. Officers should expect to see far fewer 'massaged' assignments with senior leaders no longer able to personally select officers for key jobs. Officer Professional Development initiatives direct senior officers to focus their involvement on identifying capable officers to the assignment system and direct junior officers to concentrate on job performance rather than pursuing sponsorship (Ginovsky, 1988b:12; Batezel, 1988:26; USAF/DP PAD 88-1, 1988: Appendix 4 to Annex B). Pointing out the ills of senior officer sponsorship, Captain Michael E. Uecker researched the prevalence of mentoring in the Air Force. He found that almost half of

the officers studied had experienced some form of mentoring. He found that mentored officers were more likely to be promoted ahead of their contemporaries, were more highly satisfied with their career progress, and were more satisfied with their jobs. On the other hand, Uecker also found that those officers who had not experienced mentoring perceived mentoring as a vehicle by which an officer received a 'free ride' to the top, sponsored and protected by the mentor (Uecker, 1980:vi).

Join Spouse. The Join Spouse program was established to allow military members who are married to other military members the opportunity to establish a common household. Assignments are made primarily on manning requirements. While the Air Force makes no guarantees to assign military couples together, many members view the Join Spouse program as a right or a promise the Air Force must keep. Problems arise as increasing numbers and seniority of military couples produce the situation where available jobs are not commensurate with rank or experience. Under the revised OPD, both officers will be counseled as to the risk of professional development limitations. The goal of the Join Spouse Program will be to meet the needs of the Air Force while professionally developing both officers, rather than having the percentage of 'togetherness' assignments as a benchmark for program success (Ginovsky, 1988b:12; Batezel, 1988:26; USAF/DP PAD 88-1, 1988: Appendix 5 to Annex B).

Air Staff Training Program (ASTRA). ASTRA was initially established to provide a one year exposure at the Air Staff level for junior officers who had the capabilities and potential for future assignment to Air Staff duties. ASTRA was perceived as the fast track to below-the-zone promotion to major. Elitism was built into the program by selecting only a small percentage of applicants. It soon become careerist and competitive (only 55 out of 600-700 applicants where chosen). Major commands copied the ASTRA program and junior officers sought out the programs in an attempt to obtain high level OER endorsements and to develop contacts with senior officers. Under OPD, ASTRA and similar MAJCOM programs are being phased out. Company grade staff jobs are being deleted and at present there are fewer than 300 company grade staff billets authorized (Interview, 1988:8; Ginovsky, 1988d:3; USAF/DP PAD 88-1, 1988: Appendix 3 to Annex B).

Captains' Service Commitment. Lieutenants who pin on captain's rank will now incur a one year commitment. In the past, a lieutenant could pin on his new rank and immediately separate from the Air Force. In fact, in 1987, 223 captains did separate upon pinning on the new rank. This act had the effect of reducing the meaning of a promotion and attaining new rank. An additional benefit of the required commitment is the improved overall experience level in the Air Force (Ginovsky, 1988e:3; Batezel, 1988:27; USAF/DP PAD 88-1, 1988: Appendix 1 to Annex C).

Regular Commission. In the past, officers have been selected for regular commission in conjunction with the captain's board at the four year point, and additionally at the five year and seven year points. Selection rates were 50% at each board. This system forced officers to compete before establishing valid performance records. Unfortunately, at a time when an officer was selected for captain and not for regular commission, the Air Force was telling the officer that while he or she was good enough to be promoted to captain, he or she was not good enough to be augmented. This practice sent negative signals at a critical retention point. The regular appointment board is now decoupled from the captain selection process. Additionally, now only one board meets at the six year point. New selection rates will be established for navigators, pilots, nonrated personnel, and, in the future, officers with science and technical area Air Force Specialty Codes (AFSC). Regular augmentation will occur at the seven year point and be fully implemented with the 1986 year group. This policy has the intent of providing new meaning to the Regular Air Force (REGAF) program (Ginovsky, 1988e:3, 77; USAF/DP PAD 88-1, 1988: Appendix 1 to Annex C; Batezel, 1988:27).

Below the Zone Promotions. The Air Force promotes officers ahead of their contemporaries to identify officers with exceptional ability and potential and employ their talents in senior leadership and command positions.

Potential captains were considered three, two, and one years ahead of their contemporaries. A low percentage of officers was considered eligible, raising false expectations and encouraging 'square filling' on the part of many officers. In Officer Professional Development redirection, there will be consideration for promotion only at two and one year below-the-promotion (BPZ) zone. This is the same policy that has been utilized in the Lieutenant Colonel and Colonel promotion policies. AFMPC will continue to evaluate the Below the Promotion Zone program for relevance to officer professional development (Ginovsky, 1988e:77; Batezel, 1988:27; USAF/DP PAD 88-1, 1988: Appendix 2 to Annex C).

Officer Evaluation System. Perhaps the keystone to Officer Professional Development changes is the new Officer Evaluation System (OES). Under the previous Officer Evaluation Report (OER), ratings and endorsement inflation had become endemic. More captains eligible for promotion to major received general officer endorsement than could be selected for promotion. Glowing word pictures and other factors were given more influence for promotional consideration than was job performance. Officers learned that careeristic behavior was a necessity for advancement. The OES embodies three main elements to reduce careerism and improve officer evaluation and promotion potential: performance feedback, performance reporting, and promotion

recommendations. Three new forms have been designed to incorporate the new OES elements.

The new Performance Feedback Worksheet (PFW) provides supervisors with a structured method of providing feedback to their ratees. Designed to provide a realistic assessment of an officer's performance, the PFW is used in conjunction with private, informal meetings between an officer and supervisor. The new Officer Performance Report (OPR) is designed to provide a continuing record of, and, emphasize job performance. Additionally, ratings inflation should be reduced as the OES provides strict guidelines for designating raters, additional raters and reviewers. The new Promotion Recommendation Form (PRF) was designed to assist promotion boards in selecting officers best qualified for promotion. The form provides one of three recommendations: Definitely Promote, Promote, Do Not Promote This Board. The number of officers who are allocated a Definitely Promote recommendation on their PRF will be limited. This policy will allow the opportunity for those officers who receive a 'Promote' recommendation on their PRF to also be promoted (AFP 36-30, 1988:2-6; AFP 36-6, 1988:3, 31-32; AFR 36-23, 1989,9).

Summary

Officer Professional Development is not new to the Air Force. It occurs at every echelon and activity. The new OPD initiatives are designed to support Air Force mission

requirements and objectives and maintain operational effectiveness while developing a professionally competent officer force. The effectiveness of any program, however, is measured in its acceptance by those whom it affects. How can one ascertain the attitudes and perceptions held by Air Force officers regarding Officer Professional Development issues? In answering that question, an Officer Professional Development Survey was developed by the author to determine the level of acceptance of Officer Professional Development by Air Force officers. The following chapter will describe the methodology used to measure officer opinion and attitude involving the new OPD changes and initiatives.

4. Methodology

Introduction

The purpose of this research is to analyze the attitudes and perceptions of Company grade and Field grade officers concerning Officer Professional Development initiatives and issues. The general method utilized in solving this research problem involves surveying 134 Air Force line officers in grades O-1 through O-5. The Officer Professional Development Survey was developed by the author to assess officer attitudes regarding OPD.

The Survey Instrument

The design of the survey questionnaire began with a review of applicable Air Force regulations regarding officer professional development, and a study of previous research which analyzed officer attitudes and perceptions of Officer Professional Development issues. Included in this phase was a comparison and contrast of past guidance with the apparent shift in policy from the term officer career management to officer professional development.

Comments and advice were solicited from experts in survey research to produce a valid survey instrument. The planning and preparations that preceded the actual operation of the survey involved defining the problem, reviewing the available literature, and defining the scope of analysis. Once adequate background information was

researched, objectives of the study were determined, and a hypothesis was developed. The final step prior to developing the survey instrument involved determining research design and analysis procedures. The survey questions and statements were written and formatted for ease of understanding and analysis. The final approved survey consisted of 49 items designed to elicit the opinions of the officers concerning officer professional development issues. While not the best method of data collection, mailing the survey proved to be the most efficient and appropriate method considering the size and geographic location of the sample population.

The survey instrument is divided into two parts. Part I consists of six demographic questions used to categorize the sample population in order to analyze various segments of the population. For example, answers to question #1, 'What is your current rank?' would allow the researcher to differentiate among various ranks with respect to attitude and opinions regarding the issues addressed. Other demographic questions were designed to collect data regarding source of commission, aeronautical rating, gender, highest level of education completed, and career intention.

Part II of the survey consists of 43 statements designed to determine officer opinion regarding professional development issues and initiatives. The areas

of concern include the new Officer Evaluation System (OES), Professional Military Education (PME), regular appointments, Joint Spouse assignment, Air Force Form 90, job performance, and Air Force senior leadership. The statements were designed to determine if officers were in agreement with Air Force senior leadership regarding the need for professional development changes. The statements also allowed officers to agree or disagree with specific issues. Finally, the statements allowed officers to express their opinion regarding Officer Professional Development changes and initiatives, and whether these changes are an improvement over previous policy. A copy of the complete survey can be found in Appendix A.

Statement Design. Statements in Part II allow the respondent to select answers to the questions in terms of seven degrees of agreement. Referred to as a Likert scale, each of the seven responses is given a point value so that the total or mean value can be computed and compared to other responses to the same questions. The scale can be useful in determining if a program of change or improvement has had the desired effect (Emory, 1985:255-6). Figure 3 below is an example of the scale used in the survey instrument.

1	2	3	4	5	6	7
Strongly Disagree	Disagree	Slightly Disagree	Neither Agree Nor Disagree	Slightly Agree	Agree	Strongly Agree

Figure 3. A Likert Scale Used in the OPD Survey

Population

The population of interest in this research consisted of active duty Air Force line officers from second lieutenant through lieutenant colonel. There are approximately 67,240 company grade line officers from second lieutenant through captain and about 32,040 field grade officers from major through lieutenant colonel.

Determining the Sample Size

Sample size was based in part on the desired confidence/ reliability of the survey results. A confidence/reliability level of 95% $\pm$ 5% for survey results is the minimum normally specified and desired by all professional surveying organizations (A Guide for the Development of the Attitude and Opinion Survey, 1974:13). Notwithstanding the acceptable confidence level normally required for accurate surveying, AFMPC, in an effort to reduce the number of surveys that Air Force personnel are often asked to complete, reduced the confidence level requirements from 95% $\pm$ 5% to 90% $\pm$ 10%. A 90% confidence level means that if many samples of similar size were taken

from the same population, 90% $\pm$ 10% of the confidence intervals from each sample would contain the true population mean.

The specific formula for computing the sample size (n) of a known population is as follows:

$$n = \frac{N(z^2)p(1-p)}{(N-1)(d^2) + (z^2)p(1-p)}$$

where n = sample size
 N = population size
 p = maximum sample size factor (.50)
 d = desired tolerance (.10)
 z = factor of assurance (1.64) for a 90% confidence level

For the population of 99,280 Air Force line officers in grades O-1 through O-5, a 90% $\pm$ 10% confidence level requires a sample size of 67 respondents. For a population of 6041 or greater, the required sample size to maintain the 90% confidence level will never exceed 67. The expected response rate was 50%. To obtain the necessary 67 responses, a total of 134 surveys were mailed to randomly selected officers. The sample was stratified by rank. Fifteen surveys were mailed to second lieutenants, 20 to first lieutenants, 57 to captains, 27 to majors and 17 to lieutenant colonels.

Statistical Analysis

The use of statistical analysis allows the researcher to attempt to accurately describe phenomena in our world

primarily with statistical inference. Information is obtained through sampling to make an inference about a larger set of measurements, existing or conceptual, called a population (OTT, 1988:1,3).

Statistical analysis of the data was accomplished by using Statistical Analysis System (SAS) statistical software in residence on the Air Force Institute of Technology VAX 11/785 mainframe computer system. Detailed support for each test statistic and decision rules used in this research can be found in SAS System for Elementary Statistical Analysis (Schlotzhafer and Littell, 1987) and in SAS Introductory Guide (Helwig, ed., 1985). SAS System provides a simple programming environment for complex statistical procedures. Using SAS statistical software, two basic procedures were conducted. Frequency information was obtained to measure the occurrence of different variables. Additionally, officers were divided by company and field grade and a t-test parametric statistical procedure was conducted to compare the differences in means of the two independent samples. The statistical procedures utilized are described in detail in Appendix B.

Summary

In order to scientifically analyze the data, a thorough and logical methodology was followed. This involved determining the significant results of the survey, indicating practical implications of the results, and

recommendations for follow-on or revised studies. The following chapter contains the detailed results of the Officer Professional Development Survey.

5. Results

Introduction

The results of the Officer Professional Development Survey administered to 134 Air Force line officers are presented in this chapter. The ultimate goal of this research was to identify the opinions and attitudes held by the population of interest concerning professional development issues. Additionally, comparisons among officer ranks and between company and field grade officers were obtained. Where attitudes or opinions were found to differ, the contributing variables were examined in an attempt to find possible reasons driving the divergent attitudes between the groups.

One fact about the Officer Professional Development Survey should be explained to avoid confusion. Not all of the respondents accurately completed the survey. Several surveys were returned that contained unanswered questions or invalid responses to questions. For example, a question with a possible response range of 1 to 6 could have been accidentally answered with a "7" on the standardized answer. Understanding this information will help to explain the fact that several results sum to a total which is less than the total number of respondents. In no case was the amount of invalid or missing data sufficiently large to detract from the relevance of the results.

This chapter is divided into two sections. First, the demographic information is presented to provide the reader with an overview of the characteristics of the sample. Section two reports the officer opinions regarding the statements contained in the survey and explains any differences noted in responses obtained from officers by rank, and from officers by company or field grade. The results contained here provide the basis for conclusions concerning officer opinion of professional development changes.

Section One: Demographic Information

As in any survey research study, sample results are best understood and judged when one has a knowledge of the number and characteristics of the individuals who participated in the survey. This section presents a profile of the respondents to the Officer Professional Development Survey used in this study.

Sample Size. Of the 134 officers who were surveyed, 73 responded, representing a response rate of 54.5%. In some cases, as indicated earlier, the actual number of responses to individual questions or statements in the survey was less than the total number of respondents. In no case did the number of responses to a question or statement drop below the 67 necessary for a 90% confidence level.

Rank. A possible weakness of this study is reflected by the small percentage of first and second lieutenants who responded to the survey. Only 4 of 15 second lieutenants and 9 of 20 first lieutenants responded to the survey. The expected minimum response was 8 and 10 respectively. Additionally, twelve majors responded. The expected minimum response for majors was 13. Other grades were adequately represented. It must be remembered that the 90% confidence level requires a total of 67 respondees. While a particular rank may be under-represented, the minimum overall criteria was met. This study looks at officer corps overall opinion of Officer Professional Development initiatives, and a total of 73 responses exceeds the requirement for the 90% confidence level. Table 1 indicates the breakdown of respondents by rank.

Table 1. Officer Professional Development Survey
Respondent by Rank

Rank	Frequency	Percent
Second Lieutenant	4	5.5
First Lieutenant	9	12.3
Captain	36	49.3
Major	12	16.4
Lieutenant Colonel	12	16.4

Source of Commission. Interestingly, only 6.8% of the respondees had received their commission at a service academy. This percentage compares to an Air Force wide average of 11.85% (Klein, 1989). Table 2 categorizes respondents by their source of commission.

Table 2. Officer Professional Development Survey
Respondent by Source of Commission

Source of Commission	Frequency	Percent
Officer Training School	34	46.6
ROTC	33	45.2
Service Academy	5	6.8
Other	1	1.4

Aeronautical Rating. Pilots represented 27.4% of the respondents. This percentage is significantly higher than the Air Force wide average of 19.35%. Officers with a navigator rating represented 12.3% of the respondents. This compares to an Air Force average of 8.1% (The USAF in Facts and Figures, 1989:46). Table 3 reflects the aeronautical rating distribution of the respondents.

Table 3. Officer Professional Development Survey
Respondent by Aeronautical Rating

Aeronautical Rating	Frequency	Percent
Nonrated	44	60.3
Navigator	9	12.3
Pilot	20	27.4

Gender. Females were under-represented in survey response. While 6.8% of the respondents were female, females represent 12.3% of the officer corps (The USAF in Facts and Figures, 1989:48). Table 4 illustrates respondents by gender.

Table 4. Officer Professional Development Survey
Respondent by Gender

Gender	Frequency	Percent
Male	68	93.2
Female	5	6.8

Level of Education. The majority of respondents to this survey possess Master's degrees. Air Force wide, 39.2% of officers hold a Master's degree (The USAF in Facts and Figures, 1989:49). While this survey found that 20.5% of officers have completed some work on a Master's degree, Air Force records indicate only the percentage of officers who have completed a minimum of 15 credit hours towards an advanced degree. Air Force Military Personnel Center records indicate 50.2% of Air Force officers fit into that category (Klein, 1999). See Table 5 for respondent education level.

Table 5. Officer Professional Development Survey
Respondent by Highest Level of Education Completed

Level of Education	Frequency	Percent
Bachelor's degree	18	24.7
Bachelor's degree +	15	20.5
Master's degree	40	54.8
Master's degree +	0	0.0
Doctoral degree	0	0.0

Career Intent. The vast majority of respondents fully intend to remain in the Air Force beyond 20 years. Only 8.2% planned on separating from the Air Force at the

conclusion of their present assignment, while 24.7% intended on separating at 20 years. Table 6 provides respondent career intentions.

Table 6. Officer Professional Development Survey
Respondent by Career Intentions

Career Intent	Frequency	Percent
Leave AF at end of present assignment	6	8.2
Leave AF prior to 20 years	4	5.5
Retire at 20 years	18	24.7
Remain beyond 20 years	32	43.8
Undecided	13	17.8

Section Two: Officer Opinion of Officer Professional Development

This section contains results of the survey that reflect officer overall opinion of Officer Professional Development and specific issues within OPD. Statements contained in the survey are grouped according to the specific area or issue being discussed. T-test results are included where statistically significant differences exist between the opinions of company grade and field grade officers. Complete tables reflecting frequency of response and percentages can be found in Appendix C.

Air Force Leadership. Statements 7 and 45 presented the officer with an opportunity to express how he or she felt about the quality current Air Force leadership.

Statement 7. I am satisfied with the quality of leadership in the Air Force.

Statement 45. Overall, Air Force senior officers provide effective leadership.

In response to item 7, the response was equally divided with 50% of the officers agreeing or disagreeing that they are satisfied with the quality of Air Force leadership. In response to statement 45, 34% of the officers disagree that Air Force senior officers provide effective leadership, 11% have no opinion, and 55% agree that senior Air Force officers do provide effective leadership. Surprisingly, the responses to these two statements reflect that a significant percentage of officers are either dissatisfied with the quality of current leadership or do not feel it is effective. One officer felt that there was a lack of effective leadership because truly effective leaders are a rarity. Officers were not questioned further in this area, so this study does not attempt to determine the reasons why officers feel the Air Force does not have effective leadership.

General Opinion of Officer Professional Development.

Statements 8-11, 42-44, and 47 were designed to obtain the opinions of officers regarding Officer Professional Development changes and to determine whether the officers felt that those changes were an improvement.

Statement 8. I am happy with the new Officer Professional Development changes.

While 15.1% of the respondents disagree with this statement, 53.4% do agree that they are happy with OPD changes. On the other hand, 31.5% have no opinion. One

officer, who agreed to the statement, pointed out that any change offers a chance for improvement. He stated that the previous Officer Career Management program was "totally bankrupt."

Statement 9. The Officer Professional Development program will lead to increased emphasis on job performance.

Statement 10. The Officer Professional Development program will achieve its intended purpose.

Statement 11. There is little effective difference between Officer Professional Development and the previous Officer Career Management.

While the majority (64.4%) of officers believe that OPD will lead to an increased emphasis on job performance, only 38.4% feel that OPD will achieve its intended purpose. This dichotomy is interesting because the primary intention of OPD is increased emphasis on job performance. Officers agree that the Air Force is placing more emphasis on job performance, but the officers do not have faith that OPD will achieve its intended purpose of reducing careerism and directing officers toward improved duty performance. One officer was skeptical about Officer Professional Development achieving its purpose. He felt that there was still a disconnect between "measures of merit and job performance."

Most (57.5%) officers also believe that Officer Professional Development does represent a difference over the previous Officer Career Management. Only 23.3% do not see any effective difference between the two policies.

Statement 42. Air Force senior leadership is taking effective actions to improve officer professional development in the Air Force.

Statement 43. Air Force senior leadership is taking positive actions to improve officer professional development in the Air Force.

Statement 44. The current environment in the Air Force is conducive to developing military professionals.

Statement 47. The Officer Professional Development program is an improvement over previous Air Force policies.

Over 60% of the officers surveyed agree that Air Force leadership is taking positive and effective actions to improve officer professional development policies, yet only 46.6% feel that the current environment in the Air Force is conducive to developing military professionals. Company grade officers are more inclined to agree that senior Air Force leadership actions are a positive step in improving officer professional development. The responses of company grade officers (mean response=5.0, StD=0.96) and field grade officers (mean response=4.29, StD=1.60) to Statement 43 are significantly different ($T=1.99$, $DF=31.3$, $p>.0543$). Nonetheless, a majority (63.9%) of the respondents feel that Officer Professional Development is an improvement over previous career management policy.

Officer Evaluation System (OES). Statements 12-18, 46, and 48 were designed to elicit officer opinion of the Officer Evaluation System which replaced the Officer Evaluation Report.

Statement 12. The new Officer Evaluation System (OES) represents an improvement over the previous OER system of officer evaluation.

Officers agree (64.9%) that the OES System represents an improvement over the previous OER. Possibly indicating that it may be too soon to determine if an improvement has been made, 23.6% of the respondents had no opinion regarding the issue.

Statement 13. Rating inflation was prevalent under the previous OER system.

Statement 14. There is reduced ratings inflation under the Officer Performance Report (OPR) system.

The strongest opinions expressed in this survey are directed toward the ratings inflation under the OER. Over 95% of the respondents feel that inflation was present, with 56.2% expressing strong agreement. Less than 2% disagree. In contrast, 54.8% agree that there is reduced ratings inflation under the Officer Performance Report, while 23.3% disagree that there is any reduction in inflation.

Statement 15. The OES provides accurate information on my performance.

Officers agree or slightly agree (64.9%) that accurate performance information will be provided by the OES, but no officers strongly agree with the statement. A smaller percentage (20.8%) disagree that the OES accurately provides performance information. There was a significant difference ($T=1.91$, $DF=33.9$, $p>.0645$) between company grade officers (mean response=4.90, $StD=1.28$) and field grade officers (mean response=4.13, $StD=1.71$).

Statement 16. The OES ensures that the most highly qualified officers will be promoted.

Interestingly, only 27.4% agree with this statement. Most (52.1%) disagree that the most highly qualified officers will be promoted. The Air Force has developed the OES to embody a process for identifying and recommending for advancement the best qualified officers. If Air Force officers do not believe that the process will work, the Air Force has failed to convince the officers that the new system will work. One officer said that OES itself "does not ensure anything," but that it "all depends on the people doing the evaluation."

Statement 17. The use of the Performance Feedback Worksheet (PFW) provides me a better understanding of what is expected of me.

Most (64.8%) officers agree with this statement. However, company grade officers feel more strongly about the statement than do field grade officers. There was a significant difference ($T=4.11$, $DF=69.0$, $p>.0001$) between company grade (mean response=5.39, $StD=1.36$) and field grade (mean response=3.91, $StD=1.53$), with company grade officers agreeing more that the PFW provides a better understanding of what is expected of the officer.

Statement 18. My performance feedback sessions help me develop professionally.

Less than half (47.8%) of the officers agree with this statement, but company grade officers are more inclined to agree with the statement. There was significant difference ($T=2.41$, $DF=67.0$, $p>.0188$) between company grade officers (mean response= 4.70, $StD=1.57$) and field grade officers

(mean response=3.77, StD= 1.31). Only 23.2% of the officers disagree with the statement.

Statement 46. Job performance should be the primary criteria for promotion.

Statement 48. In the past, many officers have concentrated on career advancement rather than improving performance in their career specialty.

The majority (87.7%) of officers agree that job performance should be the primary criteria for promotion. Only 11% disagree with this statement and only one officer had no opinion on the statement. Despite the overwhelming majority who agree with Statement 46, 90.4% of the officers surveyed feel to varying degrees that many officers have concentrated on career advancement rather than improving performance in their career specialties. This dichotomous situation may imply that while officers know that performance in the current career specialty should be foremost in priority, concentration on career advancement may have occupied much of their time.

Professional Military Education (PME). Statements 19-21 were designed to determine how officers felt about Professional Military Education. Specifically, Statements 20 and 21 were designed to determine officer motivation for completing appropriate levels of PME.

Statement 19. Professional Military Education (PME) supports the specific professional development needs of the officers it serves.

Statement 20. I have completed appropriate levels of PME because I know it will improve my professional qualifications.

Statement 21. I have completed appropriate levels of PME because I felt it was necessary for promotion.

Response to Statement 19 reflected that officers generally agree (47.2%) that PME courses do support the professional needs of the officers it serves. The response to that statement was significantly different ($T=2.18$, $DF=70.0$, $p>.0325$). Company grade officers were more likely to agree (mean response=4.35, $StD=1.62$) than were field grade officers (mean response=3.46, $StD=1.69$). Furthermore, while 47.2% of the officers survey agree that they have completed the appropriate level of PME to improve professional qualifications, an overwhelming 84.3% agree that they are motivated to complete PME as a necessity for promotion. Additionally, there was a significant difference ($T=-3.46$, $DF=67.7$, $p>.0009$) in the response to Statement 21. Field grade officers (mean response=6.42, $StD=0.88$) agreed more strongly to the statement than company grade officers (mean response=5.39, $StD=1.6$). Professor Huntington's definition of professionalism included the area of expertise, which an individual gained through years of experience, training, and education within the profession. Apparently many officers feel that PME, rather than providing a means to improving their professional qualifications, is a requirement they would rather not face, one which is thrust upon them by the organization. While General Welch, in his message to MAJCOM commanders (Welch, 1989:1), stressed that completing

the right PME at the right time was an important part of an officer's professional development, officers are still not convinced that PME is a means for professional development rather than a requirement for promotion.

Air Command and Staff (ACSC) and Air War College (AWC) Initiatives. Statements 21 and 22 were designed to elicit officer response regarding ACSC recommendations for attendance from MAJCOM and the decoupling of ACSC and AWC from the promotion process.

Statement 22. Under the revised selection process, major command recommendations for attendees to Air Command and Staff College (ACSC) and Air War College (AWC) ensure that the most qualified officers attend in residence.

Statement 23. Decoupling the ACSC and AWC selection process from promotion boards fosters professional development.

Response to Statements 22 and 23 was mixed. Of the officers surveyed, 30.5% disagree, 40.3% have no opinion, and 29.2% agree that MAJCOM recommendation will ensure the most highly qualified officers will attend ACSC and AWC. In regard to decoupling the ACSC and AWC selection process from promotion boards, 8.2% disagree, 45.2% have no opinion, and 46.6% do agree that it does foster professional development. Officers appear to agree with the Air Force decision to decouple PME selection from the promotion process, but they are not convinced that a MAJCOM recommendation for PME is the best method for selection to attend PME schools.

Statement 24. Captains should complete Squadron Officer School by correspondence prior to attending in residence.

Statement 25. All active duty line captains should attend Squadron Officer School in residence.

Most officers (63.9%) disagree with Statement 24. It has not been Air Force policy to require officers to enroll in SOS by correspondence prior to attendance in residence, but the author is aware of some commanders who made it a requirement in their organizations. Still, 26.4% of the respondents agree that it is a good idea. In contrast, 60.3% of the respondents agree that all active duty line captains should attend SOS. The Air Force goal, realizing that leadership is not learned through the mail, is to have all line captains attend SOS in residence. Yet, 30.1% of the officers disagree with the policy of 100% attendance.

Regular Appointment (REGAF). Statements 26-29 were included to determine officer opinion regarding changes to the way officers are offered regular appointments.

Statement 26. Holding Regular Appointment (REGAF) boards at the 3,5, and 7 year points conveyed the message to officers not selected at earlier phase points that they were less qualified than officers who were selected earlier.

Statement 27. Augmenting only a percentage of new captain selectees sent mixed signals of career potential at a critical retention point.

Statement 28. One REGAF board held at the seven year point, with increases in percentages for augmentation, will best serve the Air Force.

Statement 29. One REGAF board held at the seven year point, with increases in percentages for augmentation, will best serve the officer corps.

Most (76.7%) officers were in agreement that officers selected for Regular Appointment at later phase points received the message that they were less qualified than officers selected earlier. Additionally, most officers (80.8%) agree that the policy of appointing only a percentage of new captain selectees sent mixed signals at a critical retention point. Very few (15.1% and 6.85% respectively) officers disagree with Statements 26 and 27. Notwithstanding, more (53.4%) officers feel that holding just one REGAF board at the seven year point will best serve the Air Force rather than the officer corps (47.6%).

Join Spouse. Statements 30-32 were designed to obtain officer's opinions regarding Join Spouse issues. The Air Force is emphasizing to officers who are married to one another that it is more important to consider professional development and Air Force needs. The responses to these statements will ascertain if officers feel the same.

Statement 30. A Join Spouse assignment hinders the professional development of one, or both, of the officers because of limited job opportunities.

Statement 31. Join Spouse is more beneficial than harmful to the officer corps.

Statement 32. Officers who are otherwise more qualified for a position are overlooked in favor of an officer participating in a Join Spouse assignment.

Positive and negative response to Statement 30 was divided equally. Officers who agree (30.4%) and disagree (29.0%) are outnumbered by those who have no opinion (40.6%) on the subject. There was a significant difference

($T=-3.46$, $DF=57.9$, $p>.001$) between company grade (mean response=3.56, $StD=1.66$) and field grade officers (mean response=4.71, $StD=1.05$). This difference of opinion can be possibly be attributed to the increasing number and seniority of military couples. An increasing number of senior ranking married officers is creating situations where available assignments may not be commensurate with rank or experience. Officers generally agree (59.2%) more than disagree (16.9%) that the Join Spouse program is more beneficial than harmful to the officer corps. Company grade response (mean response=5.19, $StD=1.68$) and field grade response (mean response=4.30, $StD=1.18$) was significantly different ($T=2.55$, $DF=59.2$, $p>.013$) for Statement 31. The fact that company grade officers agree more readily to the benefits of Join Spouse might indicate they have yet to be in a position where assignment availability was not commensurate with rank and experience. Additionally, most military couples are junior in rank. Of the officers involved, 76% have less than twelve years of active duty time (Franiere, 1988:15). Officers who are affected by the program are going to agree more readily as to the benefits involved. In response to statement 32, more officers agree (31.0%) than disagree (25.4%) that officers who are otherwise more qualified for a position are overlooked in favor of another officer who is participating in Join Spouse. However, 43.7% have no opinion on the matter.

Service Commitment for Captains. Statement 33 is designed to discover whether officers agree with the new commitment first lieutenants will receive when promoted to the rank of captain.

Statement 33. Lieutenants who are promoted to captain should incur a one-year active duty service commitment.

Most (53.4%) officers agree with this statement. Of the remaining officers, 31.5% disagree and 15.1% have no opinion. Surprisingly, company grade officers felt more strongly about the additional commitment than field grade officers. While the difference was not significant, the mean response to Statement 33 was 4.57 for company grade and 3.79 for field grade officers.

ASTRA. Statement 34 was designed to determine if officers agree with the Air Force decision to phase out ASTRA as a means of reducing careeristic behavior.

Statement 34. Phasing out ASTRA and other similar command sponsored programs helped company grade officers realize that MAJCOM and higher assignments at early career points are not critical for professional development.

Officers agree (53.4%) with the Air Force decision to phase out ASTRA and other similar command sponsored programs. Of the remaining responses, 23.3% of the officers surveyed disagree with the decision, and 23.3% have no opinion.

Below-The-Promotion-Zone (BPZ) Program. Statements 35-37 are included in the survey to ascertain how officers feel about the Air Force policy of promoting a percentage of officers ahead of their peer group.

Statement 35. Below the-zone promotions recognize superior performers.

Statement 36. Below-the-zone promotions foster careerism.

Statement 37. The Air Force should do away with below-the-zone promotions.

The responses to statements regarding below-the-zone promotions are especially interesting. Most (67.1%) officer agree that below-the-zone promotions recognize superior performers. However, most (63.0%) officers also agree that below-the-zone promotions foster careerism. There was a significant difference between the responses of company and field grade officers for both Statement 35 ($T=2.30$, $DF=71.0$, $p>.0245$) and Statement 36 ($T=2.05$, $DF=71.0$, $p>.0465$). With regard to Statement 35, company grade officers (mean response=4.84, $StD=1.76$) were more likely than field grade officers (mean response=3.83, $StD=1.74$) to agree that BPZ promotions recognize superior performance. Regarding Statement 36, company grade officers (mean response=5.06, $StD=1.64$) feel more strongly than field grade officers (mean response=4.25, $StD=1.54$) that BPZ promotions foster careerism. It is difficult to account for this disparity in opinion. One might possibly assume that because field grade officers have been affected by the below-the-zone promotion process and company grade officers have not, field grade officers are less likely to agree that the BPZ program is beneficial. Despite their agreeing that BPZ fosters careerism, most (58.9%) officers

disagree that the Air Force should do away with the BPZ program. Only 27.4% agree that the BPZ program should be done away with. Under OPD redirection, the Air Force plans to continue evaluating the timing and percentage of the BPZ program for relevance to officer professional development (USAF/DP PAD 88-1, 1988: Appendix 2 to Annex C).

Air Force Form 90. Statements 38-40 were included in the survey to determine how officers feel about the new Air Force Form 90 as an effective vehicle in the assignment process. Additionally, with increased emphasis on commander involvement in the assignment process, Statement 49 was devised to discover how officers and their commanders are completing the new Form 90. Specifically, Part III of the form is to be completed by the officer's commander or supervisor. It should be the commander's or supervisor's assessment of what type and level of assignment is best for the officer (AFR 36-23, 1989:16). The responses to Statement 49 will point out whether officers see the Form 90 as a useful vehicle in the assignment process or merely as an administrative task.

Statement 38. The Air Force Form 90, the Officer Assignment Worksheet, is the best method for communicating my career objectives to AFMPC.

Statement 39. The AF Form 90 is a useful tool in the assignment process.

Statement 40. Commander involvement in the assignment process ensures personal objectives and Air Force needs are both being considered.

Question 49. How was Part III of your Air Force Form 90 completed?

A minority of (37%) officers agree that the Form 90 is the best method for communicating career objectives to AFMPC. The difference between company grade response (mean response=4.12, StD=1.82) and field grade response (mean response=2.75, StD=1.48) was statistically significant ($T=3.20$, $DF=71$, $p>.0020$). However, the majority of officers (57%) agree that the Form 90 is a useful tool in the assignment process. While not statistically significantly different, the mean response (4.40) of company grade officers to Statement 39 reflects that they feel more strongly about the usefulness of the Form 90 than do field grade officers (mean response=3.74). Sixty (60.3%) officers also agree with Statement 40 that commander involvement in the assignment process ensures personal objectives and Air Force needs are both being considered. However, 27.4% disagree.

In response to Question 49, 20.6% of the officers stated that their commanders, with inputs from the individual, completed part III of the Form 90. An additional 10.7% of the officers completed part III of the AF Form 90 concerning commander assessment with their commander providing inputs. However, 12.3% of the officers stated that they had completed part III of the AF Form 90 concerning commander assessment, and their commander signed it without input. The above percentages reflect that officers and their commanders are following AFR 36-23

directives with varying degrees of compliance. Commanders have completed Part III of the Form 90 for less than 50% of those officers who have thus far completed the revised Form 90. Reflecting that the revised Form 90 is relatively new (January 1989), 56.2% of the officers responded that they had not completed the new form.

'By Name' Requests. Statement 41 was included in the survey to determine if officers felt that general officer involvement in the assignment process had an effect of fostering careerism in younger officers.

Statement 41. Senior officer involvement in "by name" requests for filling assignments has fostered careerism in younger officers.

Officers agree (67.1%) that general officer involvement in the assignment process has been a source of careerism among younger officers. Only 15.1% disagree with the statement. It appears that officers resent senior ranking officers interceding on the behalf of others in the assignment process.

Summary

The foregoing has been an analysis and statistical measurement of the opinions and attitudes held by company grade and field grade officers regarding officer professional development changes, initiatives, and issues. The opinions of a sample of the population are a statistically sound basis for obtaining a general overview of the attitudes of all Air Force officers. This survey

has found that officers generally agree with Air Force initiatives regarding Officer Professional Development. However, some results indicate that the Air Force should continue to analyze certain issues. Several conclusions and recommendations can be made from the information provided by these results. The following chapter will discuss these conclusions.

6. Discussion and Recommendations

The main objective of this study was to investigate the current attitudes and perceptions held by company grade and field grade Air Force officers concerning Officer Professional Development initiatives and issues. The research objective was accomplished primarily by analyzing the opinion and attitude responses of officers who participated in the Officer Professional Development Survey. This chapter discusses the significance of the results obtained in this research and makes recommendations regarding Officer Professional Development and possible further research.

Discussion

The data obtained in this study confirm that officers recognize that fundamental changes in career development approaches have been made. Generally, it was also found that officers see these changes as beneficial. Additionally, this study determined that, in several areas, significant differences in opinion regarding Officer Professional Development changes exist between company grade and field grade officers.

A majority of officers feel that OPD is an improvement over previous career management policy. Officers also feel that while the Air Force is placing more emphasis on job performance officers do not have faith that OPD will

achieve its intended purpose of reducing careerism and directing officers towards improved duty performance.

Officers approve of changes to the evaluation system. Officers see the OES as a means of reducing ratings inflation and as an accurate method of providing job performance information. In contrast, officers do not feel that the OES will ensure that the most highly qualified officers will be promoted.

General Larry Welch has repeatedly emphasized his concern with the officer corps perception that progression and promotion are directly tied to the amount and level of Professional Military Education that can be obtained in the shortest period of time. The results of the survey confirm his concern but also point out that officers look upon PME not only as a means to promotion, but as a requirement they would rather not face. Officers agree with policy changes regarding attendance to PME schools. Additionally, officers agree with the decoupling of ACSC and AWC selection from the promotion process. However, mixed results were obtained regarding the new policy of MAJCOM recommendation for attendance to these two schools.

Officers agree with policy changes regarding REGAF appointment, captains' service commitment, ASTRA, and the practice of 'by name' requests. It is clear that with regard to these particular aspects of OPD, the Air Force has taken positive and effective steps to improve the officer professional development program.

Company grade officers feel that Join Spouse does not hinder the professional development of one, or both, of the officers involved, and were found to agree that the benefits outweigh the drawbacks of the Join Spouse program. Field grade officers, perhaps experiencing the bind of the unavailability of assignments commensurate with experience, were less likely to agree that benefits outweigh drawbacks, but still feel that Join Spouse does not hinder the professional development of either officer involved.

Officers feel that Below-the-Zone promotions recognize superior performance, but also foster careerism. Despite the latter revelation, officers do not feel that the Air Force should do away with the BPZ program. They obviously feel that the benefits associated with the recognition of outstanding performance far outweigh the accompanying careeristic behavior.

In response to opinions solicited regarding the newly revised AF Form 90, field grade officers were less convinced than company grade officers that the new form was a useful tool in the assignment process. It was found that there were varying degrees of compliance to the Air Force policy requiring commander input in the assignment process.

Recommendations

The results of the data obtained through the Officer Professional Development Survey point to several areas that might require further Air Force emphasis.

The OES was developed by the Air Force as a means for identifying and recommending for advancement the best qualified officers. The results of the OPD Survey found that officers do not feel the Officer Evaluation System will recognize the most highly qualified officers for promotion. In order to convince officers that the OES will work, the Air Force must take further steps to demonstrate to officers, through further education and promotion results, that the OES is working and recognizing superior performance.

With regard to PME, not only must the Air Force stress the importance of completing the appropriate level of PME at the right time, it must develop curricula that provide rewarding professional development experiences that will motivate officers to pursue PME for the right reasons. Officers should possess a personal conviction that PME is a fundamental step in the professionalization process, not a requirement for promotion.

The research indicates that while officers feel the Form 90 is a useful tool in the assignment process, they do not see the Form 90 as the best method for communicating with AFMPC. Additionally, commanders are not fully involved in the assignment process. Because the Air Force feels that the commander is in the best position to determine where and at what level an officer will best perform, it must ensure that commanders are aware of their

responsibility in the assignment process, and that the commanders are fully qualified to make objective inputs into an officer's assignment preferences.

Future Research

This research is limited because some Officer Professional Development initiatives are still undergoing change, update, and implementation. While officers have had sufficient time to develop initial opinions regarding changes, more time is required to determine if officers see the changes as long-term benefits or improvements. Future research can determine if officers have indeed found that Officer Professional Development initiatives and changes have produced improvements to the professionalization process. Another step would be to implement corrective actions or changes based on the existing research.

Summary

This study does not suggest that Officer Professional Development initiatives have eliminated careerism or careeristic behavior from within the officer corps. However, officers generally agree with the policy changes and see improvements in the professionalization process. There is a need to recognize that some facets of OPD require further change or emphasis. Given the results of the OPD Survey, there is little doubt that the Air Force has taken positive and effective steps to improve officer professional development and personnel management and to

reduce careeristic behavior on the part of some officers.
Continued update, change, and implementation of OPD
initiatives will serve to improve the the process and
further convince officers that careerism is no longer an
acceptable behavior in professional growth and development.

Appendix A: Officer Professional Development Survey

USAF Survey Control Number SCN 89-52

GENERAL INFORMATION

The purpose of this questionnaire is to obtain data concerning your perceptions of changes in the Air Force Officer Professional Development (OPD) Program. Specifically, this information is being collected in support of research assessing perceptions and attitudes of officers regarding Air Force OPD initiatives and to gauge overall officer acceptance of the new programs.

Please do not write your name or Social Security Account Number (SSAN) on your answer sheet. This survey is strictly anonymous. Data will be analyzed by demographics and individual responses cannot be identified.

KEYWORDS

The following terms or acronyms will be used throughout the questionnaire:

1. ACSC: Air Command and Staff College
2. ASTRA: Air Staff Training
3. AWC: Air War College
4. Careerism: Placing one's career above contribution to the institution.
5. Join Spouse: Assignment of officers who are married to each other to the same geographical location.
6. OES: Officer Evaluation System
7. OER: Officer Effectiveness report
8. OPD: Officer Professional Development
9. OPR: Officer Performance Report
10. PFW: Performance Feedback Worksheet
11. PME: Professional Military Education
12. REGAF: Regular Air Force (Commission)
13. SOS: Squadron Officer School

INSTRUCTIONS

The answer sheet is a blue Optical-Scanning form (AFIT 11E) that provides seven choices (1-7) for each item. If the answer sheet was lost or is damaged, please write your answers on the questionnaire and return it instead of the blue answer sheet. Please use a #2 pencil and completely fill in only one of the numbered circles (1-7) that corresponds to your answer for each item. Completely erase any errors or stray marks and do not staple, fold, or tear the answer sheet because the optical scanner will not read a damaged sheet and your input will be lost.

Please return your completed answer sheet in the envelope provided. Thank you.

OFFICER PROFESSIONAL DEVELOPMENT SURVEY

The following questionnaire is concerned with your perceptions of changes and initiatives regarding Officer Professional Development. Read each item carefully and choose the alternative that most accurately describes your present situation. Using a #2 pencil, darken the entire circle on the answer sheet that corresponds to your response for each item. Erase all errors completely.

Part 1: This section of the survey contains demographic items for purposes of analysis.

1. What is your current rank?
 1. Second Lieutenant
 2. First Lieutenant
 3. Captain
 4. Major
 5. Lieutenant Colonel
2. What is your source of commission:
 1. OTS
 2. ROTC
 3. Service Academy
 4. Other (Aviation Cadets, direct commission, etc.)
3. What is your aeronautical rating?
 1. No aeronautical rating
 2. Navigator
 3. Pilot
4. What is your gender?
 1. Male
 2. Female
5. What is your highest level of education completed?
 1. Bachelor's degree
 2. Bachelor's degree plus some post graduate work
 3. Master's degree
 4. Master's degree plus some doctoral work
 5. Doctoral degree
6. Which of the following best describes your career intentions?
 1. I intend to leave the Air Force before 20 years, at the completion of my present commitment.
 2. I intend to stay in the Air Force beyond my present commitment, but will leave prior to 20 years.
 3. I intend to retire at 20 years.
 4. I intend to remain on active duty beyond 20 years.
 5. Undecided.

Part 2: The following statements deal with your perceptions of Officer Professional Development initiatives. Read items 7 through 49 and, using the Agree--Disagree scale shown below, choose the alternative which best describes how you feel.

1	2	3	4	5	6	7
↓	↓	↓	↓	↓	↓	↓
STRONGLY DISAGREE	DISAGREE	SLIGHTLY DISAGREE	NEITHER AGREE NOR DISAGREE	SLIGHTLY AGREE	AGREE	STRONGLY AGREE

7. I am satisfied with the quality of leadership in the Air Force.
8. I am happy with the new Officer Professional Development changes.
9. The Officer Professional Development program will lead to increased emphasis on job performance.
10. The Officer Professional Development program will achieve its intended purpose.
11. There is little effective difference between Officer Professional Development and the previous Officer Career Management.
12. The new Officer Evaluation System (OES) represents an improvement over the previous OER system of officer evaluation.
13. Rating inflation was prevalent under the previous OER system.
14. There is reduced ratings inflation under the Officer Performance Report (OPR) system.
15. The OES provides accurate information on my performance.
16. The OES ensures that the most highly qualified officers will be promoted.
17. The use of the Performance Feedback Worksheet (PFW) provides me a better understanding of what is expected of me.
18. My performance feedback sessions help me develop professionally.
19. Professional Military Education (PME) supports the specific professional development needs of the officers it serves.

1	2	3	4	5	6	7
STRONGLY DISAGREE	DISAGREE	SLIGHTLY DISAGREE	NEITHER AGREE NOR DISAGREE	SLIGHTLY AGREE	AGREE	STRONGLY AGREE

20. I have completed appropriate levels of PME because I know it will improve my professional qualifications.

21. I have completed appropriate levels of PME because I felt it was necessary for promotion.

22. Under the revised selection process, major command recommendations for attendees to Air Command and Staff College (ACSC) and Air War College (AWC) ensure that the most qualified officers attend in residence.

23. Decoupling the ACSC and AWC selection process from promotion boards fosters professional development.

24. Captains should complete Squadron Officer School by correspondence prior to attending in residence.

25. All active-duty line captains should attend Squadron Officer School in residence.

26. Holding Regular Appointment (REGAF) boards at the 3,5, and 7 year points conveyed the message to officers not selected at earlier phase points that they were less qualified than officers who were selected earlier.

27. Augmenting only a percentage of new captain selectees sent mixed signals of career potential at a critical retention point.

28. One REGAF board held at the seven year point, with increases in percentages for augmentation, will best serve the Air Force.

29. One REGAF board held at the seven year point, with increases in percentages for augmentation, will best serve the officer corps.

30. A Join Spouse assignment may hinder the professional development of one, or both, of the officers because of limited job opportunities.

31. Join Spouse is more beneficial than harmful to the officer corps.

32. Officers who are otherwise more qualified for a position are overlooked in favor of an officer participating in a Join Spouse assignment.

1 	2 	3 	4 	5 	6 	7
STRONGLY DISAGREE	DISAGREE	SLIGHTLY DISAGREE	NEITHER AGREE NOR DISAGREE	SLIGHTLY AGREE	AGREE	STRONGLY AGREE

33. Lieutenants who are promoted to captain should incur a one-year active duty service commitment.

34. Phasing out ASTRA and other similar command sponsored programs helped company grade officers realize that MAJCOM and higher assignments at early career points are not critical for professional development.

35. Below the-zone promotions recognize superior performers.

36. Below-the-zone promotions foster careerism.

37. The Air Force should do away with below-the-zone promotions.

38. The Air Force Form 90, the Officer Assignment Worksheet, is the best method for communicating my career objectives to AFMPC.

39. The AF Form 90 is a useful tool in the assignment process.

40. Commander involvement in the assignment process ensures personal objectives and Air Force needs are both being considered.

41. Senior officer involvement in 'by name' requests for filling assignments has fostered careerism in younger officers.

42. Air Force senior leadership is taking effective actions to improve officer professional development in the Air Force.

43. Air Force senior leadership is taking positive actions to improve officer professional development in the Air Force.

44. The current environment in the Air Force is conducive to developing military professionals.

45. Overall, Air Force senior officers provide effective leadership.

1	2	3	4	5	6	7
STRONGLY DISAGREE	DISAGREE	SLIGHTLY DISAGREE	NEITHER AGREE NOR DISAGREE	SLIGHTLY AGREE	AGREE	STRONGLY AGREE

46. Job performance should be the primary criteria for promotion.

47. The Officer Professional Development program is an improvement over previous Air Force policies.

48. In the past, many officers have concentrated on career advancement rather than improving performance in their career specialty.

49. How was Part III of your Air Force Form 90 completed?

1. With inputs from me, my commander completed part III of the Form 90, which provides his/her assessment of the type and level of assignment that is best for me.

2. I completed part III of the AF Form 90 concerning commander assessment, and my commander provided inputs.

3. I completed part III of the AF Form 90 concerning commander assessment, and my commander signed it without input.

4. I have yet to fill out the revised Form 90.

THANK YOU FOR YOUR COOPERATION

Appendix B: Statistical Methodology

This Appendix contains an in-depth discussion of the statistical analysis method used to determine differences of opinion between and among officer ranks.

Statistical Analysis

The use of statistical analysis allows the researcher to attempt to accurately describe phenomena in our world primarily with statistical inference. Information is obtained through sampling to make an inference about a larger set of measurements, existing or conceptual, called a population (OTT, 1988:1,3).

Statistical analysis of the data was accomplished by using Statistical Analysis System (SAS) statistical software in residence on the Air Force Institute of Technology VAX 11/785 mainframe computer system. Detailed support for each test statistic and decision rules used in this research can be found in SAS System for Elementary Statistical Analysis (Schlotzhauer and Littell, 1987) and in SAS Introductory Guide (Helwig, ed., 1985). SAS System provides a simple programming environment for complex statistical procedures.

Frequencies. One of the most basic and informative methods of data analysis is to measure the frequencies of occurrence for different variables. The PROC (short for 'procedure') FREQ command available in SAS was used to

check that the program was reading the data correctly and to provide a good way to summarize the distribution of the variable values in the data set (Helwig, 1985:45). FREQ is also especially useful for nominal or ordinal values where descriptive statistics may not be desirable (Schlotzhauer and Littell, 1987, 89). Distribution of respondents by rank, source of commission, aeronautical rating, etc., were calculated to obtain a better idea of the composition of the sample population. FREQ also checks the normality of the data before their use in other statistical analysis procedures. At the same time, the histogram option available with the CHART procedure will reveal a graphical representation of the shape of the distribution and the variability of the data (Schlotzhauer and Littell, 1987: 82).

T-Test. A two sample t-test is a parametric statistical procedure that compares the differences in means of two independent samples.

In building an hypothesis test for comparing two groups, one works with two hypotheses. The null hypothesis is that the means for the two groups are the same, and the alternative hypothesis is that the means are different. The standard notation for these hypothesis is

$$H_0: \mu_A = \mu_B$$

and

$$H_a: \mu_A \neq \mu_B$$

where H_0 is the null hypothesis that the means for the two groups are the same, H_a is the alternative hypothesis that the means are not equal, and μ_A and μ_B are the population means for groups A and B.

Assumptions about the Population. Three assumptions must be made regarding the data and its applicability to t-test procedures:

1. The observations are independent. The measurement of one item does not effect the measurement of another item. In this study, the first assumption is met since the opinions of one officer are unrelated to the opinions of another.

2. The observations are sampled from a normal distribution. If there are differences between the groups, there may be a different normal distribution for each group. Additionally, because the sample size is relatively large, the Central Limit Theorem can be applied to satisfy the assumption. It states:

If a random sample of n observations is selected from a population (any population), then, when n is sufficiently large, the sampling distribution of mean $\bar{x}$ will be approximately a normal distribution. The larger the sample size, n , the better will be the normal approximation to the sampling distribution of mean $\bar{x}$. (McClave and Benson, 1985:256)

3. The groups have equal variances. When sample sizes are approximately equal, the variances can differ as much as a factor of three, that is, one variance of one sample equal to three times that of another, without disqualifying the results of a

particular statistical analysis that assumes equal variances (Ott, 1988:175). Once the t-test has been run, significant differences can be ascertained by a comparison of the p-value to the reference probability. If the p-value is less, one fails to reject the null hypothesis and concludes that the averages for the two groups are not significantly different (Schlotzhauer and Littell, 1987:188-191).

Appendix C: Response Frequency Distribution Tables

This appendix contains tables of the response frequency and percent for each of the statements contained in Part II of the OPD Survey. Responses are broken down by rank of respondents. Tables that contain demographic information of respondents (OPD Survey, Part I) are contained in Chapter 5 of the thesis.

7. I am satisfied with the quality of leadership in the Air Force.

Table 7. Officer Professional Development Survey
Summary - Investigative Question # 7

Rank	Response (Frequency / Percentage)						
	1	2	3	4	5	6	7
2Lt	0 0.0	0 0.0	1 25.0	0 0.0	1 25.0	2 50.0	0 0.0
1Lt	0 0.0	1 11.11	3 33.33	0 0.0	2 22.22	3 33.33	0 0.0
Capt	4 11.11	8 22.22	6 16.67	0 0.0	9 25.0	7 19.44	2 5.56
Maj	1 8.33	3 25.0	3 25.0	0 0.0	1 8.33	4 33.33	0 0.0
LtC	2 16.67	2 16.67	2 16.67	0 0.0	1 8.33	4 33.23	1 8.33
Overall	7 9.59	14 19.18	15 20.55	0 0.0	14 19.18	20 27.40	3 4.11

8. I am happy with the new Officer Professional Development changes.

Table 8. Officer Professional Development Survey
Summary - Investigative Question # 8

Rank	Response (Frequency / Percentage)						
	1	2	3	4	5	6	7
2Lt	0 0.0	0 0.0	0 0.0	3 75.0	0 0.0	1 25.0	0 0.0
1Lt	0 0.0	0 0.0	0 0.0	3 33.33	2 22.22	4 44.44	0 0.0
Capt	0 0.0	5 13.89	0 0.0	9 25.0	13 36.11	8 22.22	1 2.78
Maj	1 8.33	0 0.0	2 16.67	3 25.0	1 8.33	5 41.67	0 0.0
LtC	1 8.33	0 0.0	2 16.67	5 41.67	1 8.33	3 25.0	0 0.0
Overall	2 2.74	5 6.85	4 5.48	23 31.51	17 23.29	21 28.77	1 1.37

9. The Officer Professional Development program will lead to increased emphasis on job performance.

Table 9. Officer Professional Development Survey
Summary - Investigative Question # 9

Rank	Response (Frequency / Percentage)						
	1	2	3	4	5	6	7
2Lt	0 0.0	0 0.0	1 25.0	0 0.0	2 50.0	1 25.0	0 0.0
1Lt	0 0.0	1 11.11	0 0.0	1 11.11	3 33.33	4 44.44	0 0.0
Capt	0 0.0	6 16.67	0 0.0	7 19.44	9 25.0	10 27.78	4 11.11
Maj	0 0.0	1 8.33	2 16.67	2 16.67	6 50.0	1 8.33	0 0.0
LtC	0 0.0	3 25.0	0 0.0	2 16.67	3 25.0	4 33.33	0 0.0
Overall	0 0.0	11 15.07	3 4.11	12 16.44	23 31.51	20 27.40	4 5.48

10. The Officer Professional Development program will achieve its intended purpose.

Table 10. Officer Professional Development Survey
Summary - Investigative Question # 10

Rank	Response (Frequency / Percentage)						
	1	2	3	4	5	6	7
2Lt	0 0.0	0 0.0	2 50.0	1 25.0	0 0.0	1 25.0	0 0
1Lt	0 0.0	1 11.11	1 11.11	0 0.0	7 77.78	0 0.0	0 0.0
Capt	0 0.0	8 22.22	2 5.56	10 27.78	10 27.78	6 16.67	0 0.0
Maj	0 0.0	3 25.0	3 25.0	5 41.67	1 8.33	0 0.0	0 0.0
LtC	0 0.0	3 25.0	1 8.33	5 41.67	1 8.33	2 16.67	0 0.0
Overall	0 0.0	15 20.55	9 12.33	21 28.77	19 26.03	9 12.33	0 0.0

11. There is little effective difference between Officer Professional Development and the previous Officer Career Management.

Table 11. Officer Professional Development Survey
Summary - Investigative Question # 11

Rank	Response (Frequency / Percentage)						
	1	2	3	4	5	6	7
2Lt	0 0.0	0 0.0	1 25.0	3 75.0	0 0.0	0 0.0	0 0.0
1Lt	0 0.0	1 11.11	2 22.22	2 22.22	2 22.22	2 22.22	0 0.0
Capt	0 0.0	8 22.22	14 38.89	6 16.67	2 5.56	5 13.89	1 2.78
Maj	0 0.0	2 16.67	5 41.67	2 16.67	1 8.33	1 8.33	1 8.33
LtC	1 8.33	3 25.0	5 41.67	1 8.33	1 8.33	1 8.33	0 0.0
Overall	1 1.37	14 19.18	27 36.99	14 19.18	6 8.22	9 12.33	2 2.74

12. The new Officer Evaluation System (OES) represents an improvement over the previous OER system of officer evaluation.

Table 12. Officer Professional Development Survey
Summary - Investigative Question # 12

Rank	Response (Frequency / Percentage)						
	1	2	3	4	5	6	7
2Lt	0 0.0	0 0.0	0 0.0	2 50.0	1 25.0	1 25.0	0 0.0
1Lt	0 0.0	0 0.0	0 0.0	1 11.11	4 44.44	4 44.44	0 0.0
Capt	1 2.78	3 8.33	2 5.56	10 27.78	9 25.0	8 22.22	3 8.33
Maj	0 0.0	0 0.0	1 8.33	1 8.33	5 41.67	3 25.0	2 16.67
LtC	1 9.09	0 0.0	1 9.09	3 27.27	3 27.27	2 13.18	1 9.09
Overall	2 2.78	3 4.17	4 5.56	17 23.61	22 30.56	18 25.0	6 8.33

13. Rating inflation was prevalent under the previous OER system.

Table 13. Officer Professional Development Survey
Summary - Investigative Question # 13

Rank	Response (Frequency / Percentage)						
	1	2	3	4	5	6	7
2Lt	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	2 50.0	2 50.0
1Lt	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	3 33.3	6 66.67
Capt	0 0.0	0 0.0	1 2.78	3 8.33	2 5.56	8 22.22	22 61.11
Maj	0 0.0	0 0.0	0 0.0	1 8.33	1 8.33	4 33.33	6 50.0
LtC	0 0.0	0 0.0	0 0.0	0 0.0	1 8.33	6 50.0	5 41.67
Overall	0 0.0	0 0.0	1 1.37	4 5.48	4 5.48	23 31.51	41 56.16

14. There is reduced ratings inflation under the Officer Performance Report (OPR) system.

Table 14. Officer Professional Development Survey
Summary - Investigative Question # 14

Rank	Response (Frequency / Percentage)						
	1	2	3	4	5	6	7
2Lt	0	0	1	1	1	1	0
	0	0	25.0	25.0	25.0	25.0	0.0
1Lt	1	0	2	2	2	2	0
	11.11	0.0	22.22	22.22	22.22	22.22	0.0
Capt	1	5	2	0	6	12	1
	2.78	13.89	5.56	25.0	16.67	33.33	2.78
Maj	0	0	1	7	3	5	0
	0.0	0.0	8.33	25.0	25.0	41.67	0.0
LtC	1	0	3	1	4	3	0
	8.33	0.0	25.0	8.33	33.33	25.0	0.0
Overall	3	5	9	16	16	23	1
	4.11	6.85	12.33	21.92	21.92	31.51	1.37

15. The OES provides accurate information on my performance.

Table 15. Officer Professional Development Survey
Summary - Investigative Question # 15

Rank	Response (Frequency / Percentage)						
	1	2	3	4	5	6	7
2Lt	0	0	0	2	0	2	0
	0.0	0.0	0.0	50.0	0.0	50.0	0.0
1Lt	0	1	1	0	3	4	0
	0.0	11.11	11.11	0.0	33.33	44.44	0.0
Capt	1	1	3	6	10	15	0
	2.78	2.78	8.33	16.67	27.78	41.67	0.0
Maj	1	1	2	1	4	3	0
	8.33	8.33	16.67	8.33	33.33	25.0	0.0
LtC	2	0	2	2	2	3	0
	18.18	0.0	18.18	18.18	18.18	27.27	0.0
Overall	4	3	8	11	19	27	0
	5.56	4.17	11.11	15.28	26.39	37.5	0.0

16. The OES ensures that the most highly qualified officers will be promoted.

Table 16. Officer Professional Development Survey
Summary - Investigative Question # 16

Rank	Response (Frequency / Percentage)						
	1	2	3	4	5	6	7
2Lt	0 0.0	1 25.0	1 25.0	0 0.0	1 25.0	1 25.0	0 0.0
1Lt	2 22.22	1 11.11	3 33.33	0 0.0	2 22.22	1 11.11	0 0.0
Capt	3 8.33	9 25.0	5 13.89	9 25.0	5 13.89	5 13.89	0 0.0
Maj	2 16.67	4 33.33	2 16.67	3 25.0	1 8.33	0 0.0	0 0.0
LtC	3 25.0	2 16.67	0 0.0	3 25.0	2 16.67	2 16.67	0 0.0
Overall	10 13.7	17 23.29	11 15.07	15 20.55	11 15.07	9 12.33	0 0.0

17. The use of the Performance Feedback Worksheet (PFW) provides me a better understanding of what is expected of me.

Table 17. Officer Professional Development Survey
Summary - Investigative Question # 17

Rank	Response (Frequency / Percentage)						
	1	2	3	4	5	6	7
2Lt	0 0.0	0 0.0	0 0.0	1 25.0	2 50.0	1 25.0	0 0.0
1Lt	0 0.0	0 0.0	1 11.11	1 11.11	4 44.44	1 11.11	2 22.22
Capt	0 0.0	2 5.71	2 5.71	3 8.57	8 22.86	10 28.57	10 28.57
Maj	2 16.67	0 0.0	0 0.0	5 41.67	4 33.33	1 8.33	0 0.0
LtC	1 9.09	2 18.18	0 0.0	5 45.45	1 9.09	2 18.18	0 0.0
Overall	3 4.23	4 5.63	3 4.23	15 21.13	19 26.76	15 21.13	12 16.9

18. My performance feedback sessions help me develop professionally.

Table 18. Officer Professional Development Survey
Summary - Investigative Question # 18

Rank	Response (Frequency / Percentage)						
	1	2	3	4	5	6	7
2Lt	0 0.0	0 0.0	0 0.0	1 25.0	2 50.0	1 25.0	0 0.0
1Lt	0 0.0	0 0.0	1 12.5	2 25.0	2 25.0	2 25.0	1 12.5
Capt	1 2.86	5 14.29	3 8.57	6 17.14	7 20.0	9 25.71	4 11.43
Maj	1 9.09	0 0.0	0 0.0	6 54.55	3 27.27	1 9.09	0 0.0
LtC	0 0.0	4 36.36	1 9.09	5 45.45	0 0.0	1 9.09	0 0.0
Overall	2 2.9	9 13.04	5 7.25	20 28.99	14 20.29	14 20.29	5 7.25

19. Professional Military Education (PME) supports the specific professional development needs of the officers it serves.

Table 19. Officer Professional Development Survey
Summary - Investigative Question # 19

Rank	Response (Frequency / Percentage)						
	1	2	3	4	5	6	7
2Lt	0 0.0	1 25.0	0 0.0	0 0.0	1 25.0	2 50.0	0 0.0
1Lt	0 0.0	1 12.5	1 12.5	2 25.0	3 37.5	1 12.5	0 0.0
Capt	2 5.56	4 11.11	6 16.67	5 13.89	9 25.0	7 19.44	3 8.33
Maj	3 25.0	3 25.0	1 8.33	2 16.67	2 16.67	1 8.33	0 0.0
LtC	1 8.33	1 8.33	3 25.0	2 16.67	3 25.0	2 16.67	0 0.0
Overall	6 8.33	10 13.89	11 15.28	11 15.28	18 25.0	13 18.06	3 4.17

20. I have completed appropriate levels of PME because I know it will improve my professional qualifications.

Table 20. Officer Professional Development Survey
Summary - Investigative Question # 20

Rank	Response (Frequency / Percentage)						
	1	2	3	4	5	6	7
2Lt	0 0.0	1 25.0	0 0.0	2 50.0	0 0.0	1 25.0	0 0.0
1Lt	1 12.5	0 0.0	1 12.5	2 25.0	3 37.5	1 12.5	0 0.0
Capt	2 5.56	5 13.89	4 11.11	5 13.89	5 13.89	8 22.22	7 19.44
Maj	1 8.33	3 25.0	2 16.67	2 16.67	3 25.0	1 8.33	0 0.0
LtC	1 8.33	1 8.33	3 25.0	2 16.67	2 16.67	3 25.0	0 0.0
Overall	5 6.94	10 13.89	10 13.89	13 18.06	13 18.06	14 19.44	7 9.72

21. I have completed appropriate levels of PME because I felt it was necessary for promotion.

Table 21. Officer Professional Development Survey
Summary - Investigative Question # 21

Rank	Response (Frequency / Percentage)						
	1	2	3	4	5	6	7
2Lt	0 0.0	1 33.33	0 0.0	1 33.33	1 33.33	0 0.0	0 0.0
1Lt	0 0.0	0 0.0	0 0.0	1 14.29	0 0.0	4 57.14	2 28.57
Capt	0 0.0	5 13.89	1 2.78	1 2.78	4 11.11	17 47.23	8 22.22
Maj	0 0.0	0 0.0	0 0.0	1 8.33	0 0.0	3 25.0	8 66.67
LtC	0 0.0	0 0.0	0 0.0	0 0.0	3 25.0	2 16.67	7 58.33
Overall	0 0.0	6 8.57	1 1.43	4 5.71	8 11.43	26 37.14	25 35.71

22. Under the revised selection process, major command recommendations for attendees to Air Command and Staff College (ACSC) and Air War College (AWC) ensure that the most qualified officers attend in residence.

Table 22. Officer Professional Development Survey
Summary - Investigative Question # 22

Rank	Response (Frequency / Percentage)						
	1	2	3	4	5	6	7
2Lt	0 0.0	0 0.0	0 0.0	4 100.0	0 0.0	0 0.0	0 0.0
1Lt	0 0.0	0 0.0	2 22.22	3 33.33	4 44.44	0 0.0	0 0.0
Capt	0 0.0	5 14.29	5 14.29	16 45.71	7 20.0	2 5.71	0 0.0
Maj	0 0.0	2 16.67	2 16.67	5 41.67	2 16.67	0 0.0	1 8.33
LtC	1 8.33	2 16.67	3 25.0	1 8.33	3 25.0	2 16.67	0 0
Overall	1 1.39	9 12.5	12 16.67	29 40.28	16 22.22	4 5.56	1 1.39

23. Decoupling the ACSC and AWC selection process from promotion boards fosters professional development.

Table 23. Officer Professional Development Survey
Summary - Investigative Question # 23

Rank	Response (Frequency / Percentage)						
	1	2	3	4	5	6	7
2Lt	0 0.0	0 0.0	0 0.0	3 75.0	1 25.0	0 0.0	0 0.0
1Lt	0 0.0	0 0.0	0 0.0	5 55.56	2 22.22	2 22.22	0 0.0
Capt	0 0.0	1 2.78	1 2.78	16 44.44	10 27.78	6 16.67	2 5.56
Maj	0 0.0	0 0.0	0 0.0	6 50.0	3 25.0	3 25.0	0 0.0
LtC	0 0.0	3 25.0	1 8.33	3 25.0	3 25.0	1 8.33	1 8.33
Overall	0 0.0	4 5.48	2 2.74	33 45.21	19 26.03	12 16.44	3 4.11

24. Captains should complete Squadron Officer School by correspondence prior to attending in residence.

Table 24. Officer Professional Development Survey
Summary - Investigative Question # 24

Rank	Response (Frequency / Percentage)						
	1	2	3	4	5	6	7
2Lt	2 50.0	0 0.0	1 25.0	1 25.0	0 0.0	0 0.0	0 0.0
1Lt	5 55.56	0 0.0	0 0.0	2 22.22	0 0.0	2 22.22	0 0.0
Capt	14 40.0	9 25.71	2 5.71	2 5.71	5 14.29	1 2.86	2 5.71
Maj	4 33.33	2 16.67	0 0.0	1 8.33	4 33.33	1 8.33	0 0.0
LtC	3 25.0	4 33.33	0 0.0	1 8.33	2 16.67	1 8.33	1 8.33
Overall	28 38.89	15 20.83	3 4.17	7 9.72	11 15.28	5 6.94	3 4.17

25. All active-duty line captains should attend Squadron Officer School in residence.

Table 25. Officer Professional Development Survey
Summary - Investigative Question # 25

Rank	Response (Frequency / Percentage)						
	1	2	3	4	5	6	7
2Lt	1 25.0	0 0.0	0 0.0	1 25.0	1 25.0	0 0.0	1 25.0
1Lt	1 11.11	0 0.0	1 11.11	1 11.11	0 0.0	2 22.22	4 44.44
Capt	2 5.56	7 19.44	5 13.89	2 5.56	3 8.33	5 13.89	12 33.33
Maj	0 0.0	3 25.0	0 0.0	2 16.67	2 16.67	4 33.33	1 8.33
LtC	0 0.0	1 8.33	1 8.33	1 8.33	2 16.67	6 50.0	1 8.33
Overall	4 5.48	11 15.07	7 9.59	7 9.59	8 10.96	17 23.29	19 26.03

26. Holding Regular Appointment (REGAF) boards at the 3,5, and 7 year points conveyed the message to officers not selected at earlier phase points that they were less qualified than officers who were selected earlier.

Table 26. Officer Professional Development Survey
Summary - Investigative Question # 26

Rank	Response (Frequency / Percentage)						
	1	2	3	4	5	6	7
2Lt	0 0.0	0 0.0	1 25.0	0 0.0	1 25.0	2 50.0	0 0.0
1Lt	0 0.0	0 0.0	0 0.0	1 11.11	4 44.44	2 22.22	2 22.22
Capt	2 5.56	3 8.33	2 5.56	2 5.56	0 0.0	6 50.0	3 25.0
Maj	0 0.0	2 16.67	0 0.0	1 8.33	0 0.0	6 50.00	3 25.0
LtC	0 0.0	0 0.0	1 8.33	2 16.67	1 8.33	5 41.67	3 25.0
Overall	2 2.74	5 6.85	4 5.48	6 8.22	11 15.07	26 35.82	19 26.03

27. Augmenting only a percentage of new captain selectees sent mixed signals of career potential at a critical retention point.

Table 27. Officer Professional Development Survey
Summary - Investigative Question # 27

Rank	Response (Frequency / Percentage)						
	1	2	3	4	5	6	7
2Lt	0 0.0	0 0.0	0 0.0	2 50.0	1 25.0	1 25.0	0 0.0
1Lt	0 0.0	0 0.0	1 11.11	0 0.0	6 66.67	0 0.0	2 22.22
Capt	0 0.0	2 5.56	1 2.78	3 8.33	7 19.44	12 33.33	11 30.56
Maj	0 0.0	1 8.33	0 0.0	1 8.33	1 8.33	5 41.67	4 33.33
LtC	0 0.0	0 0.0	0 0.0	3 25.0	2 16.67	4 33.33	3 25.0
Overall	0 0.0	3 4.11	2 2.74	9 12.33	17 23.29	12 30.14	20 27.4

28. One REGAF board held at the seven year point, with increases in percentages for augmentation, will best serve the Air Force.

Table 28. Officer Professional Development Survey
Summary - Investigative Question # 28

Rank	Response (Frequency / Percentage)						
	1	2	3	4	5	6	7
2Lt	0 0.0	0 0.0	0 0.0	0 0.0	4 100.0	0 0.0	0 0.0
1Lt	1 11.11	0 0.0	0 0.0	2 22.22	2 22.22	4 44.44	0 0.0
Capt	2 5.56	1 2.78	4 11.11	15 41.67	3 8.33	9 25.0	2 5.56
Maj	0 0.0	0 0.0	0 0.0	5 41.67	2 16.67	5 41.67	0 0.0
LtC	0 0.0	0 0.0	1 8.33	3 25.0	3 25.0	3 25.0	2 16.67
Overall	3 4.11	1 1.37	5 6.85	25 34.25	14 19.18	21 28.77	4 5.48

29. One REGAF board held at the seven year point, with increases in percentages for augmentation, will best serve the officer corps.

Table 29. Officer Professional Development Survey
Summary - Investigative Question # 29

Rank	Response (Frequency / Percentage)						
	1	2	3	4	5	6	7
2Lt	0 0.0	0 0.0	1 25.0	0 0.0	2 50.0	1 25.0	0 0.0
1Lt	1 11.11	0 0.0	0 0.0	1 11.11	3 33.33	4 44.44	0 0.0
Capt	2 5.56	2 5.56	4 11.11	16 44.44	3 8.33	7 19.44	2 5.56
Maj	0 0.0	0 0.0	1 8.33	5 41.67	2 16.67	4 33.33	0 0.0
LtC	0 0.0	0 0.0	1 8.33	4 33.33	2 16.67	3 25.0	2 16.67
Overall	3 4.11	2 2.74	7 9.59	26 35.62	12 16.44	19 26.03	4 5.48

30. A Join Spouse assignment may hinder the professional development of one, or both, of the officers because of limited job opportunities.

Table 30. Officer Professional Development Survey
Summary - Investigative Question # 30

Rank	Response (Frequency / Percentage)						
	1	2	3	4	5	6	7
2Lt	2 50.0	0 0.0	0 0.0	2 50.0	0 0.0	0 0.0	0 0.0
1Lt	1 12.5	0 0.0	3 37.5	2 25.0	1 12.5	1 12.5	0 0.0
Capt	5 13.89	6 16.67	2 5.56	13 36.11	4 11.11	5 13.89	1 2.78
Maj	0 0.0	0 0.0	1 8.33	7 58.33	1 8.33	3 25.0	0 0.0
LtC	0 0.0	0 0.0	0 0.0	4 44.44	2 22.22	2 22.22	1 11.11
Overall	8 11.59	6 8.7	6 8.7	28 40.58	8 11.59	11 15.94	2 2.9

31. Join Spouse is more beneficial than harmful to the officer corps.

Table 31. Officer Professional Development Survey
Summary - Investigative Question # 31

Rank	Response (Frequency / Percentage)						
	1	2	3	4	5	6	7
2Lt	0 0.0	0 0.0	0 0.0	0 0.0	2 50.0	1 25.0	1 25.0
1Lt	0 0.0	0 0.0	2 25.0	0 0.0	2 25.0	3 37.5	1 12.5
Capt	2 5.56	2 5.56	1 2.78	9 25.0	3 8.33	8 22.22	11 30.56
Maj	0 0.0	2 16.67	2 16.67	3 25.0	3 25.0	2 16.67	0 0.0
LtC	0 0.0	0 0.0	1 9.09	5 45.45	3 27.27	2 18.18	0 0.0
Overall	2 2.82	4 5.63	6 8.45	17 23.94	13 18.31	16 22.54	13 18.31

32. Officers who are otherwise more qualified for a position are overlooked in favor of an officer participating in a Join Spouse assignment.

Table 32. Officer Professional Development Survey
Summary - Investigative Question # 32

Rank	Response (Frequency / Percentage)						
	1	2	3	4	5	6	7
2Lt	0 0.0	0 0.0	0 0.0	4 100.0	0 0.0	0 0.0	0 0.0
1Lt	0 0.0	0 0.0	1 12.5	3 37.5	2 25.0	2 25.0	0 0.0
Capt	2 5.56	7 19.44	4 11.11	13 36.11	4 11.11	3 8.33	3 8.33
Maj	0 0.0	0 0.0	0 0.0	4 33.33	4 33.33	3 25.0	1 8.33
LtC	0 0.0	1 9.09	3 27.27	7 63.64	0 0.0	0 0.0	0 0.0
Overall	2 2.82	8 11.27	8 11.27	31 43.66	10 14.08	8 11.27	4 5.63

33. Lieutenants who are promoted to captain should incur a one-year active duty service commitment.

Table 33. Officer Professional Development Survey
Summary - Investigative Question # 33

Rank	Response (Frequency / Percentage)						
	1	2	3	4	5	6	7
2Lt	1 25.0	0 0.0	1 25.0	1 25.0	0 0.0	1 25.0	0 0.0
1Lt	2 22.22	1 11.11	0 0.0	0 0.0	2 22.22	4 44.44	0 0.0
Capt	5 13.89	2 5.56	1 2.78	6 16.67	3 8.33	12 33.33	7 19.44
Maj	2 16.67	3 25.0	0 0.0	3 25.0	1 8.33	2 16.67	1 8.33
LtC	1 8.33	3 25.0	1 8.33	1 8.33	3 25.0	3 25.0	0 0.0
Overall	11 15.07	9 12.33	3 4.11	11 15.07	9 12.33	22 30.14	8 10.96

34. Phasing out ASTRA and other similar command sponsored programs helped company grade officers realize that MAJCOM and higher assignments at early career points are not critical for professional development.

Table 34. Officer Professional Development Survey
Summary - Investigative Question # 34

Rank	Response (Frequency / Percentage)						
	1	2	3	4	5	6	7
2Lt	0 0.0	0 0.0	0 0.0	3 75.0	1 25.0	0 0.0	0 0.0
1Lt	1 11.11	0 0.0	0 0.0	4 44.44	1 11.11	2 22.22	1 11.11
Capt	5 13.89	3 8.33	3 8.33	7 19.44	7 19.44	6 16.67	5 13.89
Maj	0 0.0	2 16.67	1 8.33	0 0.0	1 8.33	6 50.0	2 16.67
LtC	1 8.33	1 8.33	0 0.0	3 25.0	3 25.0	2 16.67	2 16.67
Overall	7 9.59	6 8.22	4 5.48	17 23.29	13 17.81	16 21.92	10 13.7

35. Below the-zone promotions recognize superior performers.

Table 35. Officer Professional Development Survey
Summary - Investigative Question # 35

Rank	Response (Frequency / Percentage)						
	1	2	3	4	5	6	7
2Lt	0 0.0	0 0.0	0 0.0	0 0.0	2 50.0	1 25.0	1 25.0
1Lt	0 0.0	0 0.0	0 0.0	0 0.0	2 22.22	6 66.67	1 11.11
Capt	4 11.11	4 11.11	3 8.33	1 2.78	11 30.56	10 27.78	3 8.33
Maj	1 8.33	2 16.67	5 41.67	0 0.0	3 25.0	1 8.33	0 0.0
LtC	1 8.33	3 25.0	0 0.0	0 0.0	4 33.33	4 33.33	0 0.0
Overall	6 8.22	9 12.33	8 10.98	1 1.37	22 30.14	22 30.14	5 6.85

36. Below-the-zone promotions foster careerism.

Table 36. Officer Professional Development Survey
Summary - Investigative Question # 36

Rank	Response (Frequency / Percentage)						
	1	2	3	4	5	6	7
2Lt	0 0.0	0 0.0	0 0.0	0 0.0	1 25.0	3 75.0	0 0.0
1Lt	0 0.0	0 0.0	0 0.0	0 0.0	2 22.22	4 44.44	3 33.33
Capt	2 5.56	3 8.33	2 5.56	9 25.0	7 19.44	6 16.67	7 19.44
Maj	0 0.0	1 8.33	2 16.67	0 0.0	4 33.33	5 41.67	0 0.0
LtC	1 8.33	2 16.67	2 16.67	3 25.0	3 25.0	1 8.33	0 0.0
Overall	3 4.11	6 8.22	6 8.22	12 16.44	17 23.29	19 26.03	10 13.7

37. The Air Force should do away with below-the-zone promotions.

Table 37. Officer Professional Development Survey
Summary - Investigative Question # 37

Rank	Response (Frequency / Percentage)						
	1	2	3	4	5	6	7
2Lt	1 25.0	1 25.0	1 25.0	1 25.0	0 0.0	0 0.0	0 0.0
1Lt	1 11.11	3 33.33	3 33.33	1 11.11	0 0.0	0 0.0	1 11.11
Capt	6 16.67	8 22.22	6 16.67	5 13.89	4 11.11	4 11.11	3 8.33
Maj	0 0.0	1 8.33	4 33.33	2 16.67	2 16.67	1 8.33	2 16.67
LtC	3 25.0	4 33.33	1 8.33	1 8.33	0 0.0	2 16.67	1 8.33
Overall	11 15.07	17 23.29	15 20.55	10 13.7	6 8.22	7 9.59	7 9.59

38. The Air Force Form 90, the Officer Assignment Worksheet, is the best method for communicating my career objectives to AFMPC.

Table 38. Officer Professional Development Survey
Summary - Investigative Question # 38

Rank	Response (Frequency / Percentage)						
	1	2	3	4	5	6	7
2Lt	1 25.0	0 0.0	0 0.0	0 0.0	2 50.0	1 25.0	0 0.0
1Lt	1 11.11	2 22.22	0 0.0	2 22.22	2 22.22	2 22.22	0 0.0
Capt	3 8.33	6 16.67	4 11.11	6 16.67	5 13.89	10 27.78	2 5.56
Maj	4 33.33	1 8.33	4 33.33	1 8.33	1 8.33	1 8.33	0 0.0
LtC	2 16.67	3 25.0	5 41.67	1 8.33	0 0.0	1 8.33	0 0.0
Overall	11 15.07	12 16.44	13 17.81	10 13.7	10 13.7	15 20.55	2 2.74

39. The AF Form 90 is a useful tool in the assignment process.

Table 39. Officer Professional Development Survey
Summary - Investigative Question # 39

Rank	Response (Frequency / Percentage)						
	1	2	3	4	5	6	7
2Lt	1 25.0	0 0.0	0 0.0	0 0.0	1 25.0	2 50.0	0 0.0
1Lt	1 11.11	1 11.11	0 0.0	2 22.22	2 22.22	3 33.33	0 0.0
Capt	3 8.33	5 13.89	3 8.33	2 5.56	9 25.0	14 38.89	0 0.0
Maj	3 25.0	0 0.0	3 25.0	1 8.33	3 25.0	1 8.33	1 8.33
LtC	2 18.18	1 9.72	2 18.18	1 9.72	3 25.0	1 9.72	1 9.72
Overall	10 13.89	7 9.72	8 11.11	6 8.33	18 25.0	21 29.17	2 2.78

40. Commander involvement in the assignment process ensures personal objectives and Air Force needs are both being considered.

Table 40. Officer Professional Development Survey
Summary - Investigative Question # 40

Rank	Response (Frequency / Percentage)						
	1	2	3	4	5	6	7
2Lt	0 0.0	0 0.0	0 0.0	1 25.0	1 25.0	2 50.0	0 0.0
1Lt	1 11.11	0 0.0	1 11.11	0 0.0	4 44.44	3 33.33	0 0.0
Capt	2 5.56	4 11.11	6 16.67	5 13.89	4 11.11	12 33.33	3 8.33
Maj	0 0.0	1 8.33	4 33.33	2 16.67	2 16.67	2 16.67	1 8.33
LtC	0 0.0	1 8.33	0 0.0	1 8.33	7 58.33	3 25.0	0 0.0
Overall	3 4.11	6 8.22	11 15.07	9 12.33	18 24.66	22 30.14	4 5.48

41. Senior officer involvement in "by name" requests for filling assignments has fostered careerism in younger officers.

Table 41. Officer Professional Development Survey
Summary - Investigative Question # 41

Rank	Response (Frequency / Percentage)						
	1	2	3	4	5	6	7
2Lt	0 0.0	0 0.0	0 0.0	4 100.0	0 0.0	0 0.0	0 0.0
1Lt	0 0.0	0 0.0	0 0.0	1 11.11	3 33.33	5 55.56	0 0.0
Capt	1 2.78	2 5.56	4 11.11	4 11.11	11 30.56	12 33.33	2 0.0
Maj	0 0.0	0 0.0	2 16.67	1 8.33	1 8.33	2 16.67	6 50.0
LtC	1 8.33	1 8.33	0 0.0	3 25.0	2 16.67	4 33.33	1 8.33
Overall	2 2.74	3 4.11	6 8.22	13 17.81	17 23.29	23 31.51	9 12.33

42. Air Force senior leadership is taking effective actions to improve officer professional development in the Air Force.

Table 42. Officer Professional Development Survey
Summary - Investigative Question # 42

Rank	Response (Frequency / Percentage)						
	1	2	3	4	5	6	7
2Lt	0 0.0	0 0.0	1 25.0	2 50.0	1 25.0	0 0.0	0 0.0
1Lt	0 0.0	0 0.0	0 0.0	2 22.22	4 44.44	2 22.22	1 11.11
Capt	0 0.0	0 0.0	4 11.11	8 22.22	14 38.89	8 22.22	2 5.56
Maj	1 8.33	3 25.0	1 8.33	2 16.67	2 16.67	3 25.0	0 0.0
LtC	1 8.33	0 0.0	1 8.33	2 16.67	5 41.67	3 25.0	0 0.0
Overall	2 2.74	3 4.11	7 9.59	16 21.92	26 35.62	16 21.92	3 4.11

43. Air Force senior leadership is taking positive actions to improve officer professional development in the Air Force.

Table 43. Officer Professional Development Survey
Summary - Investigative Question # 43

Rank	Response (Frequency / Percentage)						
	1	2	3	4	5	6	7
2Lt	0 0.0	0 0.0	0 0.0	3 75.0	0 0.0	1 25.0	0 0.0
1Lt	0 0.0	0 0.0	0 0.0	2 22.22	3 33.33	4 44.44	0 0.0
Capt	0 0.0	0 0.0	3 8.33	6 16.67	17 47.22	8 22.22	2 5.56
Maj	1 8.33	2 16.67	2 16.67	2 16.67	2 16.67	3 25.0	0 0.0
LtC	1 8.33	0 0.0	1 8.33	1 8.33	6 50.0	3 25.0	0 0.0
Overall	2 2.74	2 2.74	6 8.22	14 19.18	28 38.36	19 26.03	2 2.74

44. The current environment in the Air Force is conducive to developing military professionals.

Table 44. Officer Professional Development Survey
Summary - Investigative Question # 44

Rank	Response (Frequency / Percentage)						
	1	2	3	4	5	6	7
2Lt	0 0.0	0 0.0	1 25.0	1 25.0	1 25.0	1 25.0	0 0.0
1Lt	0 0.0	1 11.11	0 0.0	2 22.22	6 66.67	0 0.0	0 0.0
Capt	3 8.33	2 5.56	10 27.78	5 13.89	12 33.33	4 11.11	0 0.0
Maj	2 16.67	2 16.67	3 25.0	1 8.33	3 25.0	1 8.33	0 0.0
LtC	1 8.33	3 25.0	1 8.33	1 8.33	3 25.0	3 25.0	0 0.0
Overall	6 8.22	8 10.96	15 20.55	10 13.70	25 34.25	9 12.33	0 0.0

45. Overall, Air Force senior officers provide effective leadership.

Table 45. Officer Professional Development Survey
Summary - Investigative Question # 45

Rank	Response (Frequency / Percentage)						
	1	2	3	4	5	6	7
2Lt	0 0.0	0 0.0	0 0.0	1 25.0	1 25.0	2 50.0	0 0.0
1Lt	0 0.0	0 0.0	2 22.22	0 0.0	4 44.44	3 33.33	0 0.0
Capt	2 5.56	6 16.67	4 11.11	4 11.11	11 30.56	8 22.22	1 11.11
Maj	1 8.33	3 25.0	1 8.33	2 16.67	2 16.67	2 16.67	1 8.33
LtC	2 16.67	1 8.33	3 25.0	1 16.67	1 16.67	4 33.33	0 0.0
Overall	5 6.85	10 13.7	10 13.7	8 10.96	19 26.03	19 26.03	0 0.0

46. Job performance should be the primary criteria for promotion.

Table 46. Officer Professional Development Survey
Summary - Investigative Question # 46

Rank	Response (Frequency / Percentage)						
	1	2	3	4	5	6	7
2Lt	0 0.0	0 0.0	1 25.0	0 0.0	0 0.0	1 25.0	2 50.0
1Lt	0 0.0	0 0.0	1 11.11	0 0.0	1 11.11	4 44.44	3 33.33
Capt	0 0.0	4 11.11	0 0.0	1 2.78	5 13.89	13 36.11	13 36.11
Maj	0 0.0	1 8.33	0 0.0	0 0.0	1 8.33	6 50.0	4 33.33
LtC	0 0.0	1 8.33	0 0.0	0 0.0	3 25.0	6 50.0	2 16.67
Overall	0 0.0	6 8.22	2 2.74	1 1.37	10 13.7	30 41.1	24 32.88

47. The Officer Professional Development program is an improvement over previous Air Force policies.

Table 47. Officer Professional Development Survey
Summary - Investigative Question # 47

Rank	Response (Frequency / Percentage)						
	1	2	3	4	5	6	7
2Lt	0 0.0	0 0.0	0 0.0	2 50.0	0 0.0	2 50.0	0 0.0
1Lt	0 0.0	0 0.0	0 0.0	2 25.0	3 37.5	2 25.0	1 12.5
Capt	0 0.0	2 5.56	0 0.0	9 25.0	13 36.11	7 19.44	5 13.89
Maj	0 0.0	0 0.0	0 0.0	6 50.0	3 25.0	2 16.67	1 8.33
LtC	1 8.33	0 0.0	0 0.0	4 33.33	4 33.33	3 25.0	0 0.0
Overall	1 1.39	2 2.78	0 0.0	23 31.94	23 31.94	16 22.22	7 9.72

48. In the past, many officers have concentrated on career advancement rather than improving performance in their career specialty.

Table 48. Officer Professional Development Survey
Summary - Investigative Question # 48

Rank	Response (Frequency / Percentage)						
	1	2	3	4	5	6	7
2Lt	0 0.0	0 0.0	1 25.0	0 0.0	2 50.0	1 25.0	0 0.0
1Lt	0 0.0	0 0.0	0 0.0	0 0.0	2 22.22	5 55.56	2 22.22
Capt	2 5.56	0 0.0	0 0.0	1 2.78	6 16.67	13 36.11	14 38.89
Maj	0 0.0	0 0.0	0 0.0	0 0.0	2 16.67	2 16.67	8 66.67
LtC	0 0.0	0 0.0	2 16.67	1 8.33	4 33.33	4 33.33	1 8.33
Overall	2 2.74	0 0.0	3 4.11	2 2.74	16 21.92	25 34.25	25 34.25

49. How was Part III of your Air Force Form 90 completed?
1. With inputs from me, my commander completed part III of the Form 90, which provides his/her assessment of the type and level of assignment that is best for me.
 2. I completed part III of the AF Form 90 concerning commander assessment, and my commander provided inputs.
 3. I completed part III of the AF Form 90 concerning commander assessment, and my commander signed it without input.
 4. I have yet to fill out the revised Form 90.

Table 49. Officer Professional Development Survey
Summary - Investigative Question # 49

Rank	Response (Frequency / Percentage)			
	1	2	3	4
2Lt	0 0.0	0 0.0	0 0.0	4 100.0
1Lt	5 55.56	0 0.0	1 11.11	3 33.33
Capt	8 22.22	4 11.11	5 13.89	19 52.78
Maj	1 8.33	3 25.0	0 0.0	8 66.67
LtC	1 8.33	1 8.33	3 25.0	7 58.33
Overall	15 20.54	8 10.58	9 12.33	41 56.16

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Vita

William C. 'Chris' Johnson was born 12 October 1954 in Provo, Utah. Raised in Orem, Utah, he graduated from Orem High School in 1972 and attended Brigham Young University in Provo, Utah, graduating with a Bachelor of Science degree in Construction Technology. Upon graduation, he was commissioned in the Air Force and proceeded to Mather Air Force Base, California for Undergraduate Navigator Training. He received his wings in February 1979 and was assigned to the 50th Tactical Fighter Wing at Hahn Air Base Germany where he was an F-4 Weapons Systems Officer. He then attended C-130 Qualification School at Little Rock Air Force Base, Arkansas and was subsequently assigned to the 62nd Military Airlift Wing at McChord Air Force Base, Washington. He performed duties as a navigator, command post senior controller, airlift director, airlift operations officer, and finally, as a Tactical Airlift Liaison Officer to the Army. In 1988, he entered the School of Systems and Logistics at the Air Force Institute of Technology. He is a member of Sigma Iota Epsilon, a national fraternity which recognizes outstanding academic performance. He is married to the former Doretta D. Wiggins of Grants Pass, Oregon. They are the parents of three daughters, Andrea, Heather, and Hillary.

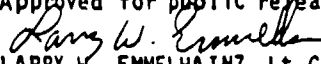
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SECURITY CLASSIFICATION OF THIS PAGE

REPORT DOCUMENTATION PAGE

Form Approved
OMB No. 0704-0188

1a. REPORT SECURITY CLASSIFICATION UNCLASSIFIED			1b. RESTRICTIVE MARKINGS		
2a. SECURITY CLASSIFICATION AUTHORITY			3. DISTRIBUTION/AVAILABILITY OF REPORT Approved for Public Release; Distribution Unlimited		
2b. DECLASSIFICATION/DOWNGRADING SCHEDULE					
4. PERFORMING ORGANIZATION REPORT NUMBER(S) AFIT/GLM/LSR/89S-34			5. MONITORING ORGANIZATION REPORT NUMBER(S)		
5a. NAME OF PERFORMING ORGANIZATION School of Systems and Logistics		6a. OFFICE SYMBOL (If applicable) AFIT/LSM	7a. NAME OF MONITORING ORGANIZATION		
5c. ADDRESS (City, State, and ZIP Code) Air Force Institute of Technology Wright-Patterson AFB OH 45433-6583			7b. ADDRESS (City, State, and ZIP Code)		
8a. NAME OF FUNDING/SPONSORING ORGANIZATION		8b. OFFICE SYMBOL (If applicable)	9. PROCUREMENT INSTRUMENT IDENTIFICATION NUMBER		
8c. ADDRESS (City, State, and ZIP Code)			10. SOURCE OF FUNDING NUMBERS		
			PROGRAM ELEMENT NO.	PROJECT NO.	TASK NO.
11. TITLE (Include Security Classification) AN ANALYSIS OF CURRENT ATTITUDES OF COMPANY GRADE AND FIELD GRADE AIR FORCE OFFICERS REGARDING AIR FORCE OFFICER PROFESSIONAL DEVELOPMENT INITIATIVES					
12. PERSONAL AUTHOR(S) William C. Johnson, B.S., Major, USAF					
13a. TYPE OF REPORT MS Thesis		13b. TIME COVERED FROM _____ TO _____		14. DATE OF REPORT (Year, Month, Day) 1989 September	
15. PAGE COUNT 131					
16. SUPPLEMENTARY NOTATION					
17. COSATI CODES			18. SUBJECT TERMS (Continue on reverse if necessary and identify by block number) Professional Development, Personnel Management Officer Personnel		
FIELD	GROUP	SUB-GROUP			
05	09				
19. ABSTRACT (Continue on reverse if necessary and identify by block number) Thesis Advisor: Dr. David K. Vaughan Assistant Professor Department of Communication and Organizational Sciences					
Approved for public release: IAW AFR 190-1.  LARRY W. EMMELHAINZ, Lt Col, USAF 14 Oct 89 Director of Research and Consultation Air Force Institute of Technology (AU) Wright-Patterson AFB OH 45433-6583					
20. DISTRIBUTION/AVAILABILITY OF ABSTRACT ☒ UNCLASSIFIED/UNLIMITED ☐ SAME AS RPT. ☐ DTIC USERS			21. ABSTRACT SECURITY CLASSIFICATION UNCLASSIFIED		
22a. NAME OF RESPONSIBLE INDIVIDUAL David K. Vaughan, Asst. Professor			22b. TELEPHONE (Include Area Code) (513) 255-2820		22c. OFFICE SYMBOL LSR

UNCLASSIFIED

This research effort attempts to determine officer initial attitudes regarding Officer Professional Development (OPD), an integrated personnel management program developed to reduce careerism and redirect officers toward improved duty performance. The study has three objectives: 1) To ascertain whether officers recognize that fundamental changes in career development approaches have been made; 2) To determine if officers see these changes as beneficial; and 3) To determine if significant differences in attitudes and perceptions regarding Officer Professional Development changes exist between company grade and field grade officers. The objectives were accomplished through the statistical analysis of a Officer Professional Development Survey. The OPD Survey was designed to obtain responses from participating officers regarding several OPD initiatives and policy changes including: Professional Military Education (PME), the AF Form 90, commander involvement in the assignment process, the Officer Evaluation System (OES), Join Spouse program, ASTRA, Regular Appointment, below-the-zone promotions (BPZ), captains' service commitment, and senior officer involvement in "by name" assignment requests. Analysis of the survey found that officers generally agree with the various issues and initiatives. However, some disagreement was noted in officer attitudes regarding PME, the Join Spouse program, and the OES evaluation and promotion system. The successful adaption and integration of OPD will require that the Air Force continue to analyze these issues to ensure that OPD continues to meet the needs of the Air Force and the officer corps.

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