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RESEARCH REPORT

THE COMMANDERS' INVOLVEMENT PROGRAM,
IT IS WORKING? THE PERCEPTIONS OF THE
JUNIOR RATED OFFICER

LT COL LEO M. CUTCLIFF, JR.

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MAXWELL AIR FORCE BASE, ALABAMA

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**THE COMMANDERS' INVOLVEMENT PROGRAM, IS IT WORKING?
THE PERCEPTIONS OF THE JUNIOR RATED OFFICER**

by

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A DEFENSE ANALYTICAL STUDY SUBMITTED TO THE FACULTY

IN

**FULFILLMENT OF THE CURRICULUM
REQUIREMENT**

Advisor: Colonel Douglas B. Cairns

**MAXWELL AIR FORCE BASE, ALABAMA
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EXECUTIVE SUMMARY

TITLE: The Commanders' Involvement Program, Is it working? The Perceptions of the Junior Rated Officer

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➤ Reports the findings and conclusions of a survey administered to pilots and navigators to determine their perceptions of the Commanders' Involvement Program (CIP). The survey was administered to officers attending the United States Air Force (USAF) Squadron Officer School Class 89A. The survey was designed to measure the perceptions of junior officers in several areas: (1) on the utility of the AF Form 90 in the assignment process; (2) on the role of their commander in the assignment process; (3) on the role of their commander in career counseling; (4) and how to improve the assignment process. In general, the survey results indicate that while the requirement for commander counseling has been in existence since 15 April 1986, less than half of the junior officers surveyed had been counseled by their commander. Additionally, although the commanders are formally involved in the assignment process as a result of the CIP, junior officers believe the assignments officer at the Air Force Military Personnel Center (AFMPC) and at the Major Air Commands MAJCOM are more important than their commander in the assignment process. (SOW)



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BACKGROUND PAPER
ON
SURVEY RESULTS

SUBJECT: The Commanders' Involvement Program, Is it working? The Perceptions of the Junior Rated Officer

BACKGROUND

- 1977 retention surveys indicate pattern of pilot dissatisfaction concerning career insecurity surrounding the assignment process
- AFMPC instituted several programs to address problem areas
 - educate officers in the existing assignment process
 - published the Assignment Information Directory (AID) a clear, readable description of the assignment process given to every squadron
 - how the assignment system operates
 - outlined assignment possibilities and probabilities for each major weapon system (MWS)
 - information on notional utilization of rated officers within each MWS
 - step-by-step instructions on how to fill-out the AF Form 90 to better communicate individuals' desires
 - involve the commanders more in the assignment process
 - AID encouraged active participation of the commander in determining realistic goals and future assignments for his officers
 - 1985 Military Airlift Command (MAC) conducted test with the commander playing an integral role in assignment selection -- the commander matched individuals to assignment requirements
 - test successful as measured by fewer voluntary separations (DOS)
 - 15 April 1986 Air Force requires commanders to review the AF Form 90

- actively involves commanders in career planning of his officers as verified by his signature on the AF Form 90 -- commanders comments optional
- Fall 1986 the CIP as tested by MAC adopted AF wide in an attempt to shift the emphasis from the AFMPC resource manager to the commander, with career counseling and commanders having major inputs into the assignment process
- 1987 Survey of Flying Squadron Commanders to determine the effectiveness of CIP, the SQ/CC preparation for the role of career counselor, and role in the CIP and usefulness of the AF Form 90. The survey conclusions were:
 - only 33% felt that they played a key role in the assignment process
 - remainder felt that AFMPC and MAJCOM assignments officers exert the major influence
 - CCs were not adequately prepared for their role as career counselors and assignment selection and notification officials
 - the CCs felt the the CIP was working but needed improvement
 - many CCs inputs were overridden too often by the personnel system creating a lack of credibility and decreasing the overall effectiveness of CIP
 - AF Form 90 is perceived as having no real impact in the assignment process but is a good career counseling tool

CURRENT SITUATION

- 1989 survey of SOS rated officers designed to measure their perception of the CIP 2 1/2 years after CIP implementation
 - the utility of the AF Form 90 in the assignment process
 - the role of the commander in the assignment and counseling processes
 - possible improvements in the assignment system
- Results of Survey
 - 55% of officers had not been counseled by their commander
 - 58% look for career information from other rated officers not their commander
 - only 17% viewed their commander as the best source of career information

-- 10% were still unaware of the requirement for commanders to review their AF Form 90

--- compares with 12% in a 1987 AF Issues Survey

-- only 7% identified the commander as the most important element in the assignment system; 61% selected the AFMPC resource manager; and 9% chose the AF FORM 90

CONCLUSIONS

- commanders have **not** been aggressive enough in the CIP causing limited successes
- changes in the assignment process have been **more cosmetic** than tangible in making the commander the prominent player in the assignment process
- the CIP has **not** reached the AF expectations

RECOMMENDATIONS

- the AF must further decentralize the assignment process, giving the commander more influence to affect assignments
- the AF must implement this program with the necessary publicity, otherwise the junior rated officer will continue to view the resource manager not the commander as the most important person in the assignment process

Lt Col Cutcliff/AWC/2119/31 Mar 89

BIOGRAPHICAL SKETCH

Lieutenant Colonel Leo M. Cutcliff, Jr., USAF, entered the Air Force in 1970 with a BA from Auburn University. He received his navigator wings in 1972 and completed a combat tour in the AC-130 "SPECTRE" Gunship. He continued in air operations in the Strategic Air Command as an RC-135 instructor and evaluator. At the Air Force Manpower and Personnel Center he was a KC/EC/RC-135 Career Advisor, the Chief of the Special Flying Programs Section, and the Chief, Special Requirements for the Deputy Chief of Staff for Manpower and Personnel. He is a graduate of Armed Forces Staff College Class 74 and received his MBA from Webster College in 1979. More recently, in 1987, he served as the Commander, 38th Strategic Reconnaissance Squadron, Offutt Air Force Base, Nebraska. Colonel Cutcliff is a graduate of the Air War College Class of 1989.

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CHAPTER I
INTRODUCTION
BACKGROUND

Numerous surveys, studies and essays have established a link between the assignment process and officer retention. Common to every study, has been the concern that officers have expressed with the assignment process. Their concern stemmed from their lack of influence in the assignment process to their perceived mechanical and impersonal nature of the assignment system.

In an effort to revitalize and build confidence in the assignment system, the Air Force Manpower and Personnel Center (AFMPC) instituted procedures in 1978 to better communicate the assignment process to individuals. Several of these procedures were designed to reduce the discontent and frustration that stemmed from a lack of understanding of the assignments process. Since the surveys completed in 1977 indicated that individuals placed more creditability in their squadron commanders than in senior leadership AFMPC implemented these initiatives through the squadron commander. (7:2) The assumption was that if commanders possessed a fuller understanding of personnel constraints they would uphold the validity of the personnel assignment actions to their officers. The overall goal would be a stronger role for the commander and increased confidence in the assignment system by the junior rated officer. The AFMPC initiated the program with the publication of both a supplement to AFR 36-23 Officer Career Development and the Assignment Information Directory (AID) AFP 36-6. The supplement provided detailed instructions to help individuals better communicate their long term goals and aspirations via the Officer

Career Objective Statement, AF Form 90. The AID provided a clear, readable explanation of how the assignments system operated and the assignments that were available for each major weapons system (MWS). The AID even challenged the rated officer, armed with this knowledge, to work the assignment system to his best advantage (11: 2-1)

In 1985, the Military Airlift Command (MAC) took a bold step to formally enhance the role of the commander in the assignment process. In an effort to be more sensitive to the junior officer, (MAC) allowed the squadron commander to match individuals with assignment requirements. The concept, the Commanders' Involvement Program (CIP), gave each squadron commander a block of assignments. The commander would then select individuals within their squadrons to fill the requirements. MAC declared CIP successful not only in increasing the commanders' involvement, stature, and role but, also, in reducing involuntary separations (DOS) among their pilots. (8:2, 9:1)

Following the successful MAC test, the Strategic Air Command (SAC) and the Tactical Air Command (TAC) adopted similar commanders involvement programs. Then in the summer of 1985, AFMPC implemented the CIP Air Force wide. Under the CIP, assignment proposals would flow from AFMPC to the major air commands' (MAJCOM) Director of Personnel (DP). The DPs would then distribute these assignments to the unit commanders. Once the prospective officer and commander discussed assignment options, the commander would provide feedback to AFMPC through the MAJCOM/DP. Then AFMPC would consummate the assignment and the commander would notify the individual. (9: 1-4) This change clearly gave the commander a major impact in the assignment process and provided the opportunity for in depth counseling between the commander and the junior officers in his squadron. Nevertheless, throughout

this process junior rated officers continued to maintain a strong two-way communication relationship with the AFMPC/MAJCOM resource manager. (10: 3)

As a complement to the CIP, the Air Force introduced mandatory commander counseling with a change to the AF Form 90 on 15 April 1986. This change provided the Air Force two benefits. First, it formally acknowledged that the commander was in the best position to offer junior rated officers realistic career counseling. Secondly, the commander's counseling provided the personnel community with a quality control check on the AF Form 90 by ensuring that the individual expressed only realistic career expectations on the form.

In 1987 Colonel Rathje and Lieutenant Colonel Happ, surveyed all operational squadron commanders to determine their perceptions of the commanders' involvement program. The results of their survey were presented in an Air War College paper titled, "Squadron Commanders and the Air Force Personnel System: Key Partners in the Career Development Process." Their research concluded (1) squadron commanders felt they were not adequately prepared for the role as assignment and or career counselor; (2) squadron commanders' inputs had too often been overturned by AFMPC resource managers thus undermining the CIP; (3) the AF Form 90 had minimal impact in the assignment process; and (4) the majority of the squadron commanders surveyed felt that AFMPC, not the commander, possessed the major influence in the assignment process. (3:33-34)

The primary objective of this survey is to expand the baseline established Colonels Rathje and Happ's research by measuring the attitudes and perceptions of the junior rated officer. Specifically, the survey (1) measures attitudes toward the utility of the

AF Form 90 in the assignment process; (2) assesses the role of the commander in the assignment and counseling process; (3) and solicits suggestions for improving the assignment system.

SCOPE AND PURPOSE

The USAF CURRENT ISSUES program provides the Air Force a forum for collecting information relative to various personnel programs and policies. CURRENT ISSUES surveys conducted in 1986 and 1987 assessed attitudes about the utility and expectations of the AF Form 90 and the Commanders Involvement Program. In these surveys, the respondents indicated they generally accepted the CIP but they also felt that discussions with the AFMPC resource manager were far more effective in obtaining a desirable assignment than the squadron commander and the CIP. Colonels Rathje and Happ's survey conducted in 1987 also found certain skepticism among squadron commanders in the CIP and the assignment process. (3: 33) This survey expands the Rathje and Happ baseline by measuring the opinions of junior rated officers toward the CIP two and one-half years after it was initiated. To accomplish this, I modified the Rathje and Happ survey based upon my experiences as both a squadron commander and a resource manager and assignments officer at AFMPC. The Survey Branch, Directorate of Personnel Plans, Programs and Analysis, Air Force Military Personnel Center, (AFMPC/DPMY) provided the technical assistance required to redesign the survey and issued an USAF survey control number. To obtain a random cross section of Air Force junior rated officers serving their initial service commitment, the 80 question survey was administered to 250 rated officers of Squadron Officer School Class 89A. There were 243 individuals that completed the

survey, providing a representative sample at the 99.99% confidence interval and an error rate of no more than + or - 2%.

ASSUMPTIONS

The first assumption, made with the concurrence of the Survey Branch, Director of Personnel Plans, Programs and Analysis, Air Force Military Personnel Center, was that Colonels Rathje and Happ's 1987 survey of commanders regarding their role in the CIP remained valid for comparative purposes.

Secondly, this survey was administered during the Fall of 1988. This coincided with the Air Force Chief of Staff's (CSAF) introduction of the Officer Professional Development (OPD) program to decrease "careerism" and to increase professionalism within the officer corps. The Chief sent a letter to each officer to explain the program to introduce the OPD program. In his explanation, he noted that future changes to the AF Form 90 and the assignment process would strengthen the role of the commander. Additionally, the Chief explained that the changes were designed to emphasize professionalism vice "careerism." (4:1-4) As a result, 16 respondents complained about the use of the term "career" in several survey questions, citing the Chief's concerns surrounding "careerism." It was not the intent of the survey to equate "careerism" with the term career. The second assumption is that these relative small numbers did not impact on the survey results.

Additionally, following this survey, the Air Force revised AFR 36-23 on 1 January 1989 adding strength to the CIP. The revision designated the AF Form 90 as The Officer Assignment Worksheet, emphasizing near term assignments. Additionally, the

change requires every commander to render an assignment recommendation on each of his officers on the new AF Form 90. While the survey sample might have anticipated future changes to the CIP and AF Form 90, the third assumption is that they did not adversely affect survey results.

LIMITATIONS

There are several limitations with the survey and the analysis. Since the survey was only a snapshot conducted while the Officer Professional Development initiatives were being implemented, there was no attempt to measure the impacts of these initiatives. However, since the CIP program remains relatively intact the survey can accurately measure the attitudes in this arena.

Additionally, while there are numerous factors that affect officer retention, it is not within the scope of this survey to identify these factors nor to assign any particular weight to the influence that the CIP might have on retention.

PROBLEM STATEMENT

Have the changes to the assignment system implementing the Commanders Involvement Program (CIP) produced positive results? If not, why and are there suggestions to improve the system?

METHODOLOGY

An 80 question survey was developed to address the problem statement. With the permission of Colonels Rathje and Happ this survey was based upon their 1987 survey to measure the attitudes of squadron commanders concerning the CIP policy. Certain questions were taken verbatim from this survey to compare the commanders' responses with the junior rated officers' responses. The Survey Branch, Directorate of Personnel Programs, Plans and Analysis provided several questions used in the 1986 and 1987 Air Force Current Issues Survey to track response trends on the changes to the AF Form 90. Additionally, I expanded the survey based upon the my experience as a squadron commander and a KC/EC/RC-135 resource manager/assignments officer at AFMPC. The survey was directed to detect the respondents feelings about the CIP and the AF Form 90. Other questions were designed to determine the relationship between the respondent and the AFMPC assignments officer. Additionally, there were other questions asked to establish a baseline opinion on selected career perceptions.

The questions were grouped in the following categories to measure the following information: demographics; their career perceptions; their perceptions of the AF Form 90; their understanding of the assignment process; and their experience with the CIP. The objective questions consisted of multiple choice answers and where applicable, an opportunity to provide additional information on a comment sheet. The subjective questions were developed on a standard survey response scale in five areas: strongly agree, agree, neither agree nor disagree, disagree and strongly disagree. This format allows a statistical measure of the strength of opinion on each question. The generally accepted Statistical Package for Social Sciences (SPSS) provided by Lieutenant Colonel James Smith of the Plans Division, Air War College (AU/XPS) and Mr. Nick Fank of the

Statistics and Modeling Division, 1973rd Communications Group (1972 CG/SVY)

Maxwell Air Force Base, Alabama was used to generate the survey analysis.

The results were tabulated and reported by Major Air Command. This cross-correlation was selected to identify any significant trends among individual MAJCOMs.

CHAPTER II
ANALYSIS
OVERVIEW

The SPSS provides the ability to cross-correlate any response with another; however, to simplify the data and the subsequent analysis, responses to each question were broken out according to command. There were a total of 243 respondents from the following commands: ATC, 37 (15%); MAC, 48 (20%); PACAF, 13 (5%); SAC, 75 (31%); TAC, 37 (15%) and USAFE, 11 (5%). There were a total of 22 responses from seven other commands. These 22 respondents represented a statistically insignificant data cell and were excluded in order to validate certain statistical tests.

DEMOGRAPHICS

All of the 243 respondents were captains and 84% had over five years total service. Also, all had at least one permanent change of station (PCS) since undergraduate flying training. Additionally, 79% had completed an AF Form 90 within the last three years, the approximate time frame since the implementation of the CIP began and the requirement for the commanders to counsel and sign the AF Form 90. This is significant as it establishes that all respondents have had experience with the personnel system and the assignment process. Because squadron size would have a major impact on the amount of time the squadron commander would have available to interface and counsel individuals within his squadron, the survey asked respondents the size of their organization. Sixty-five percent of the respondents reported that their organizations contained less than 150

members. However, it is statistically significant that the Military Airlift Command (MAC) squadrons were the largest. Seventy-six percent of the MAC respondents indicated that their squadron exceeded 150 members and 46% reported that their squadrons exceeded 200. More telling is that, 88% of MAC rated officers belonged to organizations greater than 100 while the Tactical Air Forces, (TAC, PACAF, and USAFE) respondents indicated that 67% of them were members of squadrons of less than 100 members.

CAREER AND PROMOTION PERCEPTIONS

The survey contained several questions designed to measure the respondents attitudes on career and promotions. These questions were necessary to measure the junior rated officer's perception of how assignments related to promotions. Additionally, they could be used to determine how helpful the respondents felt the squadron commander's career counseling would be. If the officers felt a strong connection, then they would place more emphasis on the career counseling related to the AF Form 90 completion. Eighty-four percent felt that assignments played an important role in promotion potential. This compares with 81% of the commanders in the Rathje and Happ survey that also agreed with an additional 16% that said that they slightly agreed. There were 70% who felt that command positions were important for career progression. The Rathje and Happ survey, as expected, reflected a larger number of commanders, 98%, who felt command was important. While 68% of the junior officers felt that an Air Staff or MAJCOM tour was important in career progression, 30% felt a rated supplement tour would hinder a career.

There were similar views reflected in the previous commander's survey. There were some similarities in responses between the two surveys but there were some notable differences. First, when asked who should provide career counseling to the junior officer, both junior officers and commanders, 70% and 88% respectively, agreed that it should be done by the commander. However, when asked to select the best source of career information, only 17% of the junior officers selected their commander while 53% believed their squadron mates were the best source of career information.

SUMMARY

The respondents considered career progression important. Since a significant number of junior rated officers surveyed felt "*the right*" assignments were important to place them in a more competitive position for future promotions, one could conclude that they would seek accurate information on *these* assignments. However, the fact that most junior rated officers continue to look beyond the commander for career and assignment information indicates weaknesses with the current CIP.

THE AIR FORCE FORM 90

It was important to measure the junior officers' perceptions of the utility of the AF Form 90 in the assignment process. This established the awareness level of the recent changes to the AF Form 90 and the CIP. There were only 10% of the officers that were unaware of the changes to the AF Form 90 that required the commanders' review. This corresponds to 12% who said that they were unaware of the changes in an Air Force Current Issues Survey conducted in 1987 while 99% of the commanders surveyed by Rathje and Happ were fully aware of the new requirement.

Seventy-nine percent of the respondents had completed an AF Form 90 within the last three years or after the new policy was announced, yet roughly only half had their commander's review or counseling on the form. It is interesting to note that one-third of the commanders in the Rathje and Happ survey felt that the AF Form 90 did not play a significant role in the assignment process. There is a similar note of skepticism in the junior rated officer reflected in the current survey. When asked to identify the most important component of the assignment process, only 9% chose the AF Form 90 and only 7% identified their squadron commander, while 61% felt the AFMPC or MAJCOM resource manager was the most important. When Rathje and Happ posed this question, commanders viewed themselves as important as the resource managers over the AF Form 90, 8%, 32% and 38% respectively. It is statistically significant that 73% of the MAC respondents, compared to 54% of the overall sample, reported that they had not received any commander counseling on the AF Form 90.

SUMMARY

The change requiring the commander to review the AF Form 90 has been in effect since 15 April 1986. Therefore, it is significant that the survey identified such low numbers, only 46% of junior rated officers had been counseled on the AF Form 90 and only 53% had their commander's review on the AF Form 90. Even more significant were the numbers of respondents, since the Rathje and Happ study of 1978, that indicated a decrease in confidence in both the commander or the AF Form 90 as a major part of the assignment process. These findings could be a result of several factors that: (1) the commanders are not actively providing the counseling via the AF Form 90; (2) the commanders are not aggressively participating in the CIP; or (3) both the commander and the junior rated officer place little importance in both processes. Regardless of the reason it is

apparent that the junior rated officer continues to look to the AFMPC/MAJCOM resource manager for assignments and career counseling.

THE ASSIGNMENT PROCESS

The survey inspected the junior rated officers' perception of both the desired and the actual assignment process. Additionally, it measured the junior rated officers' views on commander counseling in general. Sixty percent responded positively when asked if the commander should have an important role in the assignment process. And when asked if the commander should play an important role in officer career development, 83% also responded positively. However, of this percentage, only 41% strongly agreed that the commander should have an important role in the career development of his officers. However, when asked to provide their opinions on the existing assignment situation, their answers were quite different. When asked if the commander is in the best position to match Air Force requirements with an individual's qualifications, the respondents were divided equally, 31% agreed and 33% disagreed and the remaining one-third had no opinion. This tends to support the response that 53% do not believe the current assignment system, *with CIP*, will be able to identify quality officers for positions of greater responsibility. This supports figures that indicate that 61% felt the AFMPC/MAJCOM resource manager was the most important aspect of the assignment process while only 7% indicated the commander's recommendation on the AF Form 90 was the most important. Only 19% of the junior officers indicated that the CIP will decrease the importance of personal contact with the AFMPC/MAJCOM resource manager

SUMMARY

There is a lack of confidence, among those surveyed, that the CIP will change the "way we do business" in the assignments arena as only 34% believe that it will improve the process. This has not changed since the Rathje and Happ survey where 71% of the commanders responded that the CIP would not decrease the importance of the AFMPC/MAJCOM resource manager. While the Air Force formally changed AFR 36-23 in April 1986 to infuse the commander into the assignment process, it is apparent that the commanders have not aggressively implemented the program and apparently have deferred the responsibility to the AFMPC/MAJCOM resource managers/assignments officers.

THE COMMANDER'S COUNSELING AND THE AF FORM 90

Despite the requirement for the commander to counsel and review the AF Form 90, 52% of the respondents said that they have not been counseled and of those who were counseled the session lasted less than 30 minutes. While the Rathje and Happ survey noted that commanders were prepared to counsel officers on certain career areas, the current survey indicated that the opposite was true from the eyes of the junior officer citing only 63% viewing his commander as prepared to counsel. A unique twist surfaced when the commanders believed that the commander should counsel and 73% of the commanders said they counseled the officers in the squadron, but 68% of the junior officers received counseling from other officers (flight commanders, supervisors, aircraft commanders etc.) in the squadron verses their squadron commander.

SUMMARY

All indicators point to the fact that both the commander and the junior officer believe that the commander should be the one to counsel officers on career development; however, the counseling is occurring infrequently. The Rathje and Happ study concluded that commanders felt that they were not sufficiently knowledgeable in assignment areas.

(3:15)

IMPACTS OF THE COMMANDER INVOLVEMENT PROGRAM

The survey included a series of questions to determine the personal impacts of the CIP as experienced by the junior rated officer. When asked if they favored the commander's review on the AF Form 90, 67% of the officers favored the review. However, when asked if they believed that it actually improved the assignment process, only 33% responded positively and 20% believed that it did not improve the process. These responses disagree significantly with the commanders survey, taken approximately six months after CIP was implemented, where commanders responded overwhelmingly, 78%, that CIP would improve the process and only 8% held a negative view. This response would also agree with the perception of the junior rated officer that only 29% believe that CIP would increase their chances of getting a desired assignment. These figures agree with the 1986 and 1987 Air Force Current Issues Surveys where the figures were 29% and 23% respectively. On the other hand, 46% and 56% said they believed that their commander could prevent an officer from getting the desired assignment. This would seem to coincide with the feeling that the resource manager at AFMPC/MAJCOM still has the ultimate authority to not only generate the assignment but also to consummate the

assignment. As a result, I believe this negative connotation is also reflected in their response that 43% did not believe the changes in the CIP and AF Form 90 had generated any additional confidence in the assignment system.

The junior rated officers were asked if the commanders involvement would encourage them to remain in the Air Force. Only 12% said yes; while an overwhelming number 47% said the changes would not encourage them to remain in the Air Force. Nonetheless, the CIP does generate some positive perceptions as 71% felt that they would benefit from the counseling experience and another 74% indicated that as a result of the counseling, they felt more comfortable discussing future assignment and career goals with their commander.

SUMMARY

The survey surfaces two distinct areas generated by the commanders involvement program that by their nature will limit the success of the program. First, there are strong indications that officers feel that the benefits are of a personal nature. That is, it increases the bonds between the commander and the squadron officers. For example 49% responded that counseling was important but, regardless of the personal benefits, the perception is that it has very little impact on the assignment process. Secondly, only 34% believe CIP will improve the assignment process and 54% do not believe the commander is in the best position to determine a potential career path for the junior officer. As pointed out earlier, anticipating future assignments continues to remain important to the junior officers and while they may actively and wholehearted participate in the commanders involvement process, unless they perceive an increase in their commanders influence, they will still maintain strong two-way communications with their AFMPC/MAJCOM resource managers. This would confirm the concerns identified

by the Rathje and Happ report that commanders were concerned about their credibility when the AFMPC/MAJCOM resource manager has the authority to veto their decisions. This, coupled with the perceived lack of assignment information provided to the commander would create a situation where it actually encourages the junior officer to circumvent the squadron commander.

ANALYSIS OF ESSAY QUESTIONS

The final two questions on the survey were essay type that required the respondent to make written comments. The participants took the opportunity to cover some areas that were not addressed by the survey and appeared to vent some of their frustrations. However, the answers were analyzed in the light of trying to improve the AF Form 90 and the assignment process.

The first question, What changes would you make to the current AF Form 90 to improve the process? The responses overwhelmingly indicated that the officers were frustrated with the complexity of the AF Form 90. As the recent changes implemented in January 1989 addressed all of the voiced concerns, they will not be discussed further.

The responses to the second question, "What, in your opinion, could be done to improve the assignment process?" center on the area of authority. Respondents expressed a certain skepticism that the CIP did not cover the full spectrum of assignments, ". . . only those that AFMPC has trouble filling." Most who chose to respond said as a result they would continue to maintain contact with the AFMPC resource manager in order to get a good assignment. One officer responded, ". . . if I want a good assignment, I'll call the people in charge, the folks at MPC!" The survey did not attempt to define "good"

assignments. However, for those responses that made reference to "good" assignments, the assumption is that the respondents were referring to "desired" assignments. Thus, this comment sums up the perceptions that the junior rated officers have of the current CIP assignment process. Generally, the AFMPC or the MAJCOM identifies only the rated requirements for several months in the future. The commander may never handle assignments other than rated assignments. While the junior rated officer appears to be receptive to any changes to improve the assignment procedures and the CIP, there is a note of realism as another officer noted, ". . . you can't change human nature with a policy change."

There was, however, notable support of the CIP among the 37 individuals from the Air Training Command (ATC). Further investigation into how ATC runs their CIP revealed that ATC wing commanders received a block of assignments for their instructor pilots. The wing commander, the deputy commander for operations, and the squadron commander then "rank order" each instructor pilot according to performance and matched his preferences with the available assignments. There is enough flexibility in the procedure to allow the wing commanders to swap assignments between wings in order to match their pilots' preferences. This is a major change from the previous procedures. Under the previous system, AFMPC convened a selection board and with limited inputs from the ATC wings, matched individuals with the available assignments. **The key to the success of this new program is, first, ATC wing commanders aggressively promote the program and, secondly, the junior officers know that the wing commander makes the assignments based on personal knowledge of their performance and capabilities, not AFMPC or the MAJCOM.**

CHAPTER III

CONCLUSIONS

A central theme throughout both the structured questions and the essay questions was that while the Commanders' Involvement Program was generally accepted, the junior rated officer still preferred to maintain a strong liaison with the resource managers at the Air Force Military Personnel System and at the Major Air Commands.

Although most of the regulations that govern the personnel assignment process give mention to the commanders responsibility to counsel and guide his officers' professional development, the assignment system remains a centralized process. All the changes that have been generated to decentralize the process, i.e. the commanders involvement process, have been highly promoted but were viewed as cosmetic in nature. In essence we have asked the commander to assume the responsibility of managing the assignment process for his officers but did not give him the authority to positively affect the process. Additionally, there was the perception that the majority of assignment actions that involve the commanders were those assignments that were viewed negatively by the squadron officers. Therefore, from the junior officers' view, the commander is doing the *dirty* work for the personnel system and that in order to keep abreast of the "good" assignments they feel they must circumvent the commander and personally work the system through their own constant contact with the AFMPC/MAJCOM resource managers.

As part of the Chief's Officer Professional Development (OPD) Program, the new AFR 36-23 was revised and published 1 January 1989. The AF Form 90 has been revamped and the title has changed from the Officer Career Objective Statement to the Officer Assignment Worksheet. On the surface, it would appear that the change has enhanced the commanders' role, however, I believe if his authority has not expanded to

affect the assignment process and the AFMPC action officer remains the individual who continues to select the most qualified, the system will continue to encourage the junior rated officer to maintain a stronger link with someone other than his commander. Commanders expressed this concern in the Rathje and Happ survey of 1987. While commanders wanted to become more involved in the assignment process, they opposed any process where their inputs could be viewed as not being taken seriously. (3:28-29) Unfortunately, their concern describes the shortcomings of the current program.

RECOMMENDATIONS

The CIP was an attempt to decentralize the assignment process, giving the squadron commander the ability to identify his officers to fill certain USAF requirements. However, this program has produced limited successes because the commanders are viewed only as the facilitators of the assignment process. To overcome this problem, the commander must have a vehicle to transmit his assignment desires for the officer and then the likelihood must exist that the recommendation will materialize in an assignment.

The January 1, 1989 change to the AF Form 90 is a small move in this direction. I believe, however, that it should be improved in the following manner. First, change the CIP to enhance the authority of the commander in the assignment of his officers similar to those procedures implemented in the Officer Evaluation System (OES). As part of the annual evaluation process the commander would make one of the following assignment recommendations either: (a) remain in current duties; (b) assign to intermediate headquarters (air division, numbered air force; assign to MAJCOM); or (c) assign to the Air Staff. These recommendations would then be maintained at both the MAJCOM and AFMPC. Once a requirement is identified, only those officers recommended by

their commander for that level of assignment would be screened for the position. The resource manager would separate those not qualified for the position and narrow the number of candidates to three. The commanders of these individuals would then be notified and provided the necessary data to select one individual for the assignment. The commander would inform the individual and the AFMPC of their decision. In all instances the AFMPC assignments officer could not consummate the assignment without the commander's approval. Secondly, to further enhance the commander's role in the assignment process, an individual should not be considered for an assignment unless he had his commander's recommendation. A variation of this procedure would task the MAJCOM or AFMPC to publish a listing of projected requirements for all wing commanders. The wing commanders would then nominate individuals for the positions in the same categories as previously mentioned. Where applicable either the MAJCOM or AFMPC would compile the list to confirm that they meet any specified criteria. The commanders would then select the individual to will fill the position.

The key to a successful Commander Involvement Program, similar to the ATC program, hinges on giving the commander greater control over the assignment of his officers. This enhanced assignment authority for the commander will identify him to his officers as the focal point in both officer career development and the assignment process, not the AFMPC/MAJCOM assignment officers. Unless this occurs, junior officers will continue to view the AFMPC/MAJCOM assignments officers as the most important person in this process.

APPENDIX A

SURVEY ANALYSIS The Commanders' Involvement Program

1. What is your current active duty rank?
 A. Captain
 B. First Lieutenant
 C. Second Lieutenant

ANS.

- A. 243
 B. 0
 C. 0

2. What is your commissioning source?
 A. USAF Academy
 B. ROTC
 C. OTS
 D. Other

ANS.	ATC	MAC	PACAF	SAC	TAC	USAFE	TOT	%
A.	12	11	4	10	11	4	59	24.4
B.	12	17	4	34	16	5	96	39.7
C.	13	20	5	31	10	2	87	36.0

3. How much total active federal military service (TAFMS) have you completed?
 A. Two but less than three years
 B. Three but less than four years
 C. Four but less than five years
 D. Five but less than six years
 E. Six years or more

ANS.	ATC	MAC	PACAF	SAC	TAC	USAFE	TOT	%
A.	0	0	0	0	0	0	0	0
B.	0	1	0	1	0	0	2	.8
C.	11	4	3	10	8	1	38	15.7
D.	12	19	3	17	7	3	69	28.5
E.	14	24	7	47	22	7	133	55.0

4. What is your current command of assignment?
- A. Air Force Systems Command (AFSC)
 - B. Air Training Command (ATC)
 - C. Alaskan Air Command (AAC)
 - D. Military Air Lift Command (MAC)
 - E. None of the above (NOTE: See Question 5)

5. What is your current command of assignment?
- A. Pacific Air Forces (PACAF)
 - B. Strategic Air Command (SAC)
 - C. Tactical Air Command (TAC)
 - D. United States Air Forces in Europe (USAFE)
 - E. Other, please specify on comment sheet

ANS.	ATC	MAC	PACAF	SAC	TAC	USAFE	TOT	%
	37	48	13	75	37	11	242	100.00
	15.3%	19.8%	5.3%	30.9%	15.3%	4.5%		

6. What is your primary aeronautical rating?
- A. Pilot
 - B. Navigator

ANS.	ATC	MAC	PACAF	SAC	TAC	USAFE	TOT	%
A.	33	28	8	35	25	3	152	62.8
B.	4	20	5	40	12	8	90	37.2

7. When did you complete your last AF Form 90?
- A. Less than one year ago
 - B. One year but less than two years ago
 - C. Two years but less than three years ago
 - D. Three years or more
 - E. Have not completed a AF Form 90

ANS.	ATC	MAC	PACAF	SAC	TAC	USAFE	TOT	%
A.	19	10	7	26	10	5	84	34.7
B.	9	13	3	23	16	4	74	30.6
C.	3	9	1	9	6	2	34	14.0
D.	3	6	2	10	3	0	25	10.3
E.	3	10	0	7	2	0	25	10.3

8. Which best describes the size of your organization?

- A. Less than 50
- B. 50 but less than 100
- C. 100 but less than 150
- D. 150 but less than 200
- E. Greater than 200

ANS.	ATC	MAC	PACAF	SAC	TAC	USAFE	TOT	%
A.	4	9	3	4	10	1	37	15.3
B.	9	3	4	11	15	8	56	23.1
C.	12	6	1	38	4	1	65	26.9
D.	7	11	5	13	1	0	40	16.5
E.	5	19	0	9	7	1	44	18.2

9. What is the grade of your current squadron commander?

- A. Captain
- B. Major
- C. Lieutenant colonel
- D. Colonel

ANS.	ATC	MAC	PACAF	SAC	TAC	USAFE	TOT	%
A.	2	0	0	1	0	0	3	1.3
B.	2	2	0	0	0	0	4	1.7
C.	30	44	12	73	29	11	218	90.8
D.	3	1	1	1	8	0	15	6.3

10. Are you aware of the requirement for your commander or supervisor to review and sign your AF Form 90?

- A. Yes, I am fully aware of the requirement.
- B. Yes, I am somewhat aware of the requirement.
- C. No, I am not aware of the requirement.

ANS.	ATC	MAC	PACAF	SAC	TAC	USAFE	TOT	%
A.	31	30	12	65	28	11	191	78.1
B.	1	9	1	5	6	0	27	11.2
C.	4	9	0	5	3	0	24	9.9

11. Where did you hear about the requirement for your commander or supervisor to review and sign your AF Form 90?

- A. MPO (formerly the CBPO)
- B. Newsletter
- C. Commander or supervisor
- D. Personnel videos
- E. Other, please specify on comment sheet.

ANS.	ATC	MAC	PACAF	SAC	TAC	USAFE	TOT	%
A.	2	7	1	12	5	1	31	13.5
B.	4	8	0	10	2	1	25	10.9
C.	26	22	11	40	24	7	30	13.1
D.	2	2	1	12	6	2	30	13.1

12. Has your commander or supervisor reviewed your current AF Form 90?

- A. Yes
- B. No

ANS.	ATC	MAC	PACAF	SAC	TAC	USAFE	TOT	%
A.	25	16	12	38	16	9	125	51.9
B.	11	32	1	37	21	2	116	48.1

13. Has your commander or supervisor counseled you on your AF Form 90?

- A. Yes
- B. No

ANS.	ATC	MAC	PACAF	SAC	TAC	USAFE	TOT	%
A.	20	13	9	36	15	9	109	45.2
B.	16	35	4	39	22	2	132	54.8

14. How long did the counseling session last?

- A. Less than 30 minutes
- B. 30 minutes but less than one hour
- C. One hour but less than one hour and 30 minutes
- D. Greater than one hour and 30 minutes
- E. Not applicable, I have not been counseled

ANS.	ATC	MAC	PACAF	SAC	TAC	USAFE	TOT	%
A.	18	7	8	30	15	6	90	37.3
B.	1	5	1	6	1	2	17	7.1
C.	0	1	1	1	0	0	3	1.2
D.	0	0	0	0	1	1	2	.8
E.	7	35	3	38	20	2	129	53.5

15. How familiar are you with AFR 36-23 (OFFICER CAREER DEVELOPMENT)?

- A. Very familiar
- B. Fairly familiar
- C. Somewhat familiar
- D. Not familiar

ANS.	ATC	MAC	PACAF	SAC	TAC	USAFE	TOT	%
A.	1	1	0	0	0	0	3	1.2
B.	4	6	3	12	2	0	30	12.4
C.	9	13	4	28	15	5	78	32.2
D.	23	28	6	34	20	6	130	53.7

16. Did your commander use the AFR 36-23 during the counseling on your Air Force Form 90?

- A. Yes
- B. No
- C. Not applicable, I have not been counseled

ANS.	ATC	MAC	PACAF	SAC	TAC	USAFE	TOT	%
A.	1	1	0	2	1	1	7	2.9
B.	18	13	9	36	15	8	105	43.6
C.	17	33	4	35	21	2	125	51.9

17. How familiar was your commander or supervisor with AFR 36-23?

- A. Very familiar
- B. Fairly familiar
- C. Somewhat familiar
- D. Not familiar
- E. Not applicable ~~X~~ have not been counseled

ANS.	ATC	MAC	PACAF	SAC	TAC	USAFE	TOT	%
A.	1	2	1	2	1	1	9	3.9
B.	6	3	1	19	4	3	37	15.9
C.	7	4	4	9	6	2	34	14.7
D.	4	3	0	3	2	0	13	5.6
E.	10	34	7	38	24	4	139	59.9

18. Was your commander prepared to counsel you on the Rated Supplement?

- A. Yes
- B. No
- C. Not applicable, no counseling session

ANS.	ATC	MAC	PACAF	SAC	TAC	USAFE	TOT	%
A.	9	8	7	18	5	4	55	23.3
B.	9	5	2	17	9	4	48	20.3
C.	18	33	3	36	21	2	124	52.5

19. Was your commander prepared to counsel you on Air Training Command (instructor) assignments?

- A. Yes
- B. No
- C. Not applicable, no counseling session

ANS.	ATC	MAC	PACAF	SAC	TAC	USAFE	TOT	%
A.	4	14	5	23	10	6	66	27.7
B.	2	8	4	14	5	3	40	16.8
C.	21	33	3	34	20	2	124	52.1

20. Was your commander prepared to counsel you on the Replacement Training Unit (RTU) / Combat Crew Training assignments (CCTS)?

- A. Yes
- B. No
- C. Not applicable, I have not been counseled

ANS.	ATC	MAC	PACAF	SAC	TAC	USAFE	TOT	%
A.	10	81	6	33	10	6	75	31.3
B.	7	5	3	6	5	3	34	14.2
C.	20	34	3	32	20	2	123	51.3

21. How many permanent changes of station (PCS) have you had in your operational aircraft since you graduated from RTU/CCTS?

- A. 1
- B. 2
- C. 3
- D. 4

ANS.	ATC	MAC	PACAF	SAC	TAC	USAFE	TOT	%
A.	26	26	6	52	17	5	145	61.2
B.	8	20	5	19	17	5	82	34.6
C.	0	0	1	3	3	1	8	3.4
D.	1	0	0	0	0	0	1	.4

22. What role do you feel that the AF Form 90 plays in the assignment process?
- A. It is the primary tool used to request and acquire desired assignments
 - B. It is an important tool in the assignment process; but not essential
 - C. Its primary role is documenting the desired assignment
 - D. Other, please specify on comment sheet

ANS.	ATC	MAC	PACAF	SAC	TAC	USAFE	TOT	%
A.	2	4	2	11	4	3	28	11.6
B.	3	10	1	17	8	2	45	18.6
C.	28	28	8	43	17	5	142	58.7
D.	4	6	2	4	8	1	27	11.2

23. With respect to the assignment process, which do you think is most important?
- A. Submitting an AF Form 90
 - B. Personal contact with AFMPC or MAJCOM assignment offices
 - C. Personal contact with personnel at the desired assignment location
 - D. Squadron commander recommendation on the AF Form 90

ANS.	ATC	MAC	PACAF	SAC	TAC	USAFE	TOT	%
A.	4	2	1	8	4	0	21	8.7
B.	23	31	8	47	18	8	148	61.2
C.	5	14	3	17	8	2	55	22.7
D.	5	1	1	3	7	1	18	7.4

24. Who do you think should provide career counseling to junior rated officers?
- A. Squadron commander
 - B. Designated squadron career development officer
 - C. Each should be responsible for their own career paths
 - D. Other, please specify on comment sheet

ANS.	ATC	MAC	PACAF	SAC	TAC	USAFE	TOT	%
A.	21	36	9	50	28	8	168	69.7
B.	14	4	3	3	6	1	44	18.3
C.	2	5	1	10	1	2	22	9.1
D.	0	3	0	2	2	0	7	2.9

25. What is the best source of assignment or career development information?

- A. My commander
- B. MAJCOM career advisors
- C. AFMPC career advisors
- D. Other rated officers in my squadron
- E. Other, please specify on comment sheet

ANS.	ATC	MAC	PACAF	SAC	TAC	USAFE	TOT	%
A.	4	11	1	13	7	3	42	17.4
B.	5	4	3	7	4	0	26	10.8
C.	6	5	1	11	6	2	33	13.7
D.	20	24	7	41	18	4	127	52.7
E.	2	4	1	2	2	2	13	5.4

26. How frequently does your commander offer career counseling?

- A. Never
- B. Once a year
- C. Twice a year
- D. Other, please answer on comment sheet

ANS.	ATC	MAC	PACAF	SAC	TAC	USAFE	TOT	%
A.	21	17	6	25	15	3	97	40.2
B.	11	16	4	29	7	1	72	29.9
C.	2	6	1	14	4	3	31	12.9
D.	3	9	2	7	11	4	41	17.0

27. Who typically conducts career counseling for officers in your squadron?

- A. Squadron commander
- B. Immediate supervisor
- C. Flight commanders
- D. Aircraft commanders
- E. Other, please specify on comment sheet

ANS.	ATC	MAC	PACAF	SAC	TAC	USAFE	TOT	%
A.	9	16	2	30	11	3	78	32.4
B.	13	22	2	10	2	2	55	22.8
C.	10	4	5	15	13	6	57	23.7
D.	2	1	1	12	1	0	18	7.5
E.	3	5	3	7	10	0	33	13.7

28. Did your commander write his own comments on your AF Form 90 or sign proposed comments prepared by someone else?

- A. Wrote his/her own comments
- B. Used comments prepared by someone else
- C. Not applicable, have not completed AF Form 90

ANS.	ATC	MAC	PACAF	SAC	TAC	USAFE	TOT	%
A.	22	14	9	36	15	6	112	47.3
B.	5	5	4	14	6	3	38	16.0
C.	10	27	0	25	16	1	86	36.3

29. I would submit a new AF Form 90

- A. at the request of my commander.
- B. to get an assignment.
- C. to avoid an assignment.
- D. other, please specify on comment sheet.

ANS.	ATC	MAC	PACAF	SAC	TAC	USAFE	TOT	%
A.	7	14	5	10	9	0	50	20.8
B.	29	29	8	56	24	9	167	69.6
C.	0	1	0	4	0	0	6	2.5
D.	1	3	0	5	4	1	15	6.3
E.	0	1	0	0	0	0	2	.8

Using the following scale indicate how much you agree or disagree with each of the following statements.

<u>STRONGLY</u> <u>AGREE</u>	AGREE	NEITHER AGREE <u>NOR DISAGREE</u>	DISAGREE	<u>STRONGLY</u> <u>DISAGREE</u>
A	B	C	D	E

- Mark A if you strongly agree
- Mark B if you agree
- Mark C if you neither agree or disagree
- Mark D if you disagree
- Mark E if you strongly disagree

30. The the squadron commander has an important role in the career development of junior rated officers.

ANS.	ATC	MAC	PACAF	SAC	TAC	USAFE	TOT	%
A.	11	18	5	30	21	5	101	41.7
B.	18	22	8	30	12	5	101	41.7
C.	5	6	0	6	1	0	22	9.1
D.	3	1	0	7	3	1	15	6.2
E.	0	1	0	2	0	0	3	1.2

31. The squadron commander has an important role in the assignment process for junior rated officers.

ANS.	ATC	MAC	PACAF	SAC	TAC	USAFE	TOT	%
A.	10	22	5	21	15	3	81	33.6
B.	17	18	5	27	17	6	98	40.7
C.	6	4	0	11	1	1	29	12.0
D.	2	2	1	12	4	1	23	9.5
E.	2	2	2	3	0	0	10	4.1

32. The commander's review of my AF Form 90 will increase my chances of getting a decent assignment.

ANS.	ATC	MAC	PACAF	SAC	TAC	USAFE	TOT	%
A.	1	3	2	3	3	3	16	6.7
B.	5	10	4	16	11	4	53	22.1
C.	17	16	2	24	14	2	84	35.0
D.	8	15	2	24	6	2	63	26.3
E.	4	4	3	8	3	0	24	10.0

33. My commander's review of my AF Form 90 will encourage me to discuss my career and assignment desires with my commander.

ANS.	ATC	MAC	PACAF	SAC	TAC	USAFE	TOT	%
A.	7	4	3	10	9	6	43	17.8
B.	20	27	7	46	22	5	137	56.8
C.	7	11	1	11	6	0	38	15.8
D.	1	5	1	5	0	0	16	6.6
E.	1	1	1	3	0	0	7	2.9

34. My commander's review of my AF Form 90 will allow me to benefit from his/her experience in determining assignment preferences.

ANS.	ATC	MAC	PACAF	SAC	TAC	USAFE	TOT	%
A.	5	4	3	11	8	5	40	16.6
B.	17	30	7	44	21	4	131	54.4
C.	11	9	2	12	7	1	48	19.9
D.	1	4	0	4	1	1	13	5.4
E.	2	1	1	4	0	0	9	3.7

35. My commander's review of my AF Form 90 will prevent me from identifying my true assignment desires.

ANS.	ATC	MAC	PACAF	SAC	TAC	USAFE	TOT	%
A.	0	0	0	5	0	0	7	2.9
B.	3	4	1	7	1	1	19	7.9
C.	3	10	0	10	8	0	34	14.1
D.	7	27	8	40	17	1	120	49.8
E.	13	7	4	13	11	9	61	25.3

36. My commander's review of my AF Form 90 will prevent me from getting my desired assignment should he/she not recommend me for it.

ANS.	ATC	MAC	PACAF	SAC	TAC	USAFE	TOT	%
A.	2	6	3	15	6	1	36	14.9
B.	12	18	6	22	13	2	75	31.1
C.	11	13	1	16	9	3	59	24.5
D.	9	9	1	16	9	3	59	24.5
E.	2	2	2	1	5	1	15	6.2

37. I am in favor of the commander's review of my AF Form 90.

ANS.	ATC	MAC	PACAF	SAC	TAC	USAFE	TOT	%
A.	2	5	2	7	8	3	31	12.9
B.	22	24	7	39	22	6	131	54.4
C.	9	6	4	16	5	2	57	23.7
D.	2	3	0	8	2	0	16	6.6
E.	1	0	0	5	0	0	6	2.5

38. The commander involvement review policy for the AF Form 90 is important in the overall assignment process.

ANS.	ATC	MAC	PACAF	SAC	TAC	USAFE	TOT	%
A.	1	1	1	4	8	1	19	7.9
B.	13	20	8	32	15	6	100	41.5
C.	17	18	1	19	7	3	73	30.3
D.	5	8	0	18	6	1	41	17.0

39. I feel my commander knows my career desires and will work to fulfill them.

ANS.	ATC	MAC	PACAF	SAC	TAC	USAFE	TOT	%
A.	5	5	2	14	6	3	35	14.5
B.	14	16	4	17	12	3	71	29.3
C.	12	15	5	21	13	4	78	32.2
D.	3	10	1	15	6	1	42	17.4
E.	3	2	1	8	0	0	16	6.6

40. I believe I can get a desired assignment with my commander's help.

ANS.	ATC	MAC	PACAF	SAC	TAC	USAFE	TOT	%
A.	5	7	2	11	6	4	37	15.3
B.	17	22	7	36	18	5	114	47.1
C.	10	14	2	16	6	1	55	22.7
D.	1	5	2	10	6	1	28	11.6
E.	4	0	0	2	1	0	8	3.3

41. I believe I won't get my desired assignment without my commander's help.

ANS.	ATC	MAC	PACAF	SAC	TAC	USAFE	TOT	%
A.	2	1	2	4	6	1	18	7.4
B.	13	11	5	20	5	3	62	25.6
C.	15	18	2	19	15	4	81	33.5
D.	4	16	4	27	11	2	69	28.5
E.	3	2	0	5	0	1	12	5.0

42. My commander is interested in my career assignment desires.

ANS.	ATC	MAC	PACAF	SAC	TAC	USAFE	TOT	%
A.	4	5	2	8	8	3	30	12.4
B.	19	21	6	35	15	7	41	45.9
C.	11	13	4	22	8	1	69	28.5
D.	3	9	1	5	6	0	26	10.7
E.	0	0	0	5	0	0	6	2.5

43 My commander should use his or her career as an example when counseling me on career opportunities.

ANS.	ATC	MAC	PACAF	SAC	TAC	USAFE	TOT	%
A.	2	2	1	1	3	1	12	5.0
B.	11	18	3	29	18	5	94	38.8
C.	13	16	5	19	11	2	71	29.3
D.	9	11	3	22	5	3	57	23.6
E.	2	1	1	4	0	0	8	3.3

44. I am more likely to make the Air Force a career as a result of career and assignment discussions with my commander.

ANS.	ATC	MAC	PACAF	SAC	TAC	USAFE	TOT	%
A.	1	1	2	2	0	0	6	2.5
B.	7	5	1	12	5	3	37	15.3
C.	11	19	2	25	17	5	85	35.1
D.	9	17	4	26	13	0	77	31.8
E.	9	6	4	10	2	3	37	15.3

45. I have more confidence in the AF Form 90 and the assignment process as a result of assignment discussions with my commander.

ANS.	ATC	MAC	PACAF	SAC	TAC	USAFE	TOT	%
A.	0	0	1	1	1	0	3	1.2
B.	6	6	0	10	4	2	28	11.6
C.	13	23	4	24	23	6	105	43.4
D.	11	10	4	29	8	2	71	29.3
E.	7	9	4	11	1	1	35	14.5

46. My commander can answer questions concerning career development and assignment.

ANS.	ATC	MAC	PACAF	SAC	TAC	USAFE	TOT	%
A.	6	8	1	2	2	1	22	9.1
B.	18	27	7	43	28	9	143	59.1
C.	8	9	3	23	6	1	56	23.1
D.	3	3	1	4	1	0	14	5.8
E.	2	1	1	3	0	0	7	2.9

47. My commander should have a strong role in the assignment process.

ANS.	ATC	MAC	PACAF	SAC	TAC	USAFE	TOT	%
A.	5	5	2	5	9	3	33	13.6
B.	18	22	8	32	17	6	113	46.7
C.	7	17	1	18	9	2	56	23.1
D.	6	4	2	15	2	0	33	13.6
E.	1	0	0	5	0	0	7	2.9

48. My commander's counseling was helpful for me to make long-range career goals.

ANS.	ATC	MAC	PACAF	SAC	TAC	USAFE	TOT	%
A.	0	3	1	1	2	1	8	3.3
B.	7	8	3	22	6	4	56	23.2
C.	23	27	5	30	23	3	122	50.6
D.	4	9	3	14	4	3	39	16.2
E.	3	0	1	8	2	0	16	6.6

49. I would change my AF Form 90 based upon the inputs and desires of my commander.

ANS.	ATC	MAC	PACAF	SAC	TAC	USAFE	TOT	%
A.	1	0	1	0	1	0	3	1.3
B.	9	6	3	23	12	5	62	25.8
C.	12	23	4	23	10	3	86	35.8
D.	8	11	4	22	10	1	61	25.4
E.	5	8	1	7	4	2	28	11.7

50. Commander's review of the AF Form 90 should be optional.

ANS.	ATC	MAC	PACAF	SAC	TAC	USAFE	TOT	%
A.	2	6	8	17	2	2	30	12.4
B.	8	17	3	17	4	3	56	23.1
C.	13	9	2	14	9	1	56	23.1
D.	12	14	7	26	20	2	89	36.8
E.	2	2	1	1	2	2	11	4.5

51. There should be a separate AF Form 90 for rated personnel.

ANS.	ATC	MAC	PACAF	SAC	TAC	USAFE	TOT	%
A.	8	7	3	15	8	2	47	19.4
B.	9	12	3	19	9	2	55	22.7
C.	16	13	3	25	14	3	84	37.4
D.	2	15	4	15	6	2	49	20.2
E.	2	1	0	1	0	2	7	2.9

52. In its current form is difficult to fill out the AF Form 90.

ANS.	ATC	MAC	PACAF	SAC	TAC	USAFE	TOT	%
A.	5	6	1	12	5	0	30	12.4
B.	20	12	4	31	9	5	89	36.8
C.	6	13	3	14	9	2	53	21.9
D.	6	16	4	16	14	2	63	26.0
E.	0	1	1	2	0	2	7	2.9

53. The Air Force should simplify the AF Form 90 to concentrate on short-term assignments.

ANS.	ATC	MAC	PACAF	SAC	TAC	USAFE	TOT	%
A.	7	6	1	10	3	0	28	11.6
B.	10	20	3	29	13	6	86	35.5
C.	17	15	2	24	14	1	85	35.1
D.	3	6	6	11	6	3	38	15.7
E.	0	1	1	1	1	1	5	2.1

54. The squadron commander's reviews are more helpful for long-term career counseling rather than short-term assignments.

ANS.	ATC	MAC	PACAF	SAC	TAC	USAFE	TOT	%
A.	1	1	1	1	1	1	6	2.5
B.	4	13	1	22	6	2	56	23.2
C.	21	20	4	32	17	6	110	45.6
D.	8	14	6	16	12	2	61	25.3
E.	2	0	1	4	1	0	8	3.3

55. I feel comfortable discussing future assignments and career goals with my commander.

ANS.	ATC	MAC	PACAF	SAC	TAC	USAFE	TOT	%
A.	7	7	2	9	7	3	39	16.1
B.	19	26	7	38	20	6	125	51.7
C.	7	9	2	17	5	1	46	19.0
D.	2	6	1	5	4	0	20	8.3
E.	2	0	1	6	1	1	12	5.0

56. My commander is in the best position to determine the most appropriate career path for me.

ANS.	ATC	MAC	PACAF	SAC	TAC	USAFE	TOT	%
A.	1	0	2	0	1	0	4	1.7
B.	6	5	2	8	8	4	36	14.9
C.	12	13	2	21	13	2	69	28.5
D.	11	21	5	35	11	3	92	38.0
E.	7	9	2	11	4	2	41	16.9

57. My AF Form 90 contains more realistic information as a result of my commander's counseling.

ANS.	ATC	MAC	PACAF	SAC	TAC	USAFE	TOT	%
A.	1	0	1	0	0	0	2	.8
B.	7	8	2	14	8	4	46	19.1
C.	18	27	3	39	22	3	124	51.5
D.	7	10	6	16	6	3	50	20.7
E.	4	3	1	6	0	1	19	7.9

58. My commander was prepared to counsel me on Air Training Command (instructor) assignments.

ANS.	ATC	MAC	PACAF	SAC	TAC	USAFE	TOT	%
A.	11	4	1	6	2	2	26	11.0
B.	6	5	4	20	10	5	56	23.6
C.	15	25	5	32	18	3	109	46.0
D.	2	7	2	11	5	1	30	12.7
E.	2	5	1	6	0	0	16	6.8

59. My commander was prepared to counsel me on Combat Crew Training School or Replacement Training Units assignments.

ANS.	ATC	MAC	PACAF	SAC	TAC	USAFE	TOT	%
A.	4	5	2	15	2	1	29	12.1
B.	7	11	4	27	12	6	73	30.5
C.	17	21	6	24	17	3	99	41.4
D.	1	8	1	4	4	1	22	9.2
E.	7	3	0	5	0	0	16	6.7

60. My commander was prepared to counsel me on Special Duty Assignments.

ANS.	ATC	MAC	PACAF	SAC	TAC	USAFE	TOT	%
A.	2	2	1	2	1	1	9	3.8
B.	9	12	5	20	7	4	63	26.4
C.	14	22	5	36	20	5	113	47.3
D.	7	7	1	8	7	1	35	14.6
E.	8	5	1	9	0	0	19	7.9

61. My commander was prepared to counsel me on Air Force Institute of Technology (AFIT) educational opportunities.

ANS.	ATC	MAC	PACAF	SAC	TAC	USAFE	TOT	%
A.	1	1	1	0	0	1	4	1.7
B.	5	9	2	14	3	4	44	18.5
C.	18	24	6	41	21	5	123	52.5
D.	7	9	4	10	11	1	45	18.9
E.	4	5	0	10	0	0	20	8.4

62. My commander was prepared to counsel me on progression in my major weapon system.

ANS.	ATC	MAC	PACAF	SAC	TAC	USAFE	TOT	%
A.	4	11	2	16	4	2	39	16.3
B.	10	19	6	34	20	8	118	45.0
C.	15	14	3	18	10	1	70	29.2
D.	4	2	0	3	1	0	13	5.4
E.	4	2	0	4	0	0	10	4.2

63. My commander was prepared to counsel me on general career progression.

ANS.	ATC	MAC	PACAF	SAC	TAC	USAFE	TOT	%
A.	2	7	1	3	5	1	19	7.9
B.	21	23	7	42	17	9	131	54.6
C.	11	14	4	23	12	1	72	30.0
D.	0	3	1	3	1	0	10	4.2
E.	0	1	0	4	0	0	8	3.3

64. The commander's role in my career development is important.

ANS.	ATC	MAC	PACAF	SAC	TAC	USAFE	TOT	%
A.	5	6	1	4	6	1	27	11.2
B.	19	22	9	43	20	7	133	55.2
C.	11	15	0	19	7	2	57	23.7
D.	0	4	2	5	4	1	17	7.1
E.	1	1	1	4	0	0	7	2.1

65. My commander is prepared to provide me with career counseling.

ANS.	ATC	MAC	PACAF	SAC	TAC	USAFE	TOT	%
A.	4	6	1	3	4	2	2	8.3
B.	19	25	8	42	17	8	132	54.5
C.	10	11	1	18	12	1	59	24.5
D.	1	6	2	8	3	0	22	9.1
E.	2	0	1	4	1	0	8	3.3

66. My commander has an important role in the assignment process.

ANS.	ATC	MAC	PACAF	SAC	TAC	USAFE	TOT	%
A.	2	4	2	6	6	2	24	10.0
B.	23	22	3	29	16	6	111	46.1
C.	6	18	1	23	8	3	67	27.8
D.	3	4	3	15	7	0	32	13.3
E.	2	0	2	2	0	0	7	2.9

67. Generally speaking my commander or supervisor is the best position to match my qualifications with Air force requirements.

ANS.	ATC	MAC	PACAF	SAC	TAC	USAFE	TOT	%
A.	4	2	1	0	2	2	12	5.0
B.	6	13	5	17	16	3	64	26.6
C.	12	14	0	35	9	3	64	34.4
D.	8	15	6	16	10	1	63	26.1
E.	4	4	1	7	0	2	19	7.9

68. Assignments play an important role in officer promotion potential.

ANS.	ATC	MAC	PACAF	SAC	TAC	USAFE	TOT	%
A.	11	18	3	24	11	1	74	30.7
B.	17	21	6	45	19	9	129	53.5
C.	5	5	0	2	4	1	20	8.3
D.	3	3	3	4	3	0	16	6.6
E.	0	1	1	0	0	0	2	.8

69. Rated officers understand that there are various career paths to promotions and command positions.

ANS.	ATC	MAC	PACAF	SAC	TAC	USAFE	TOT	%
A.	1	7	2	9	5	0	30	12.4
B.	2	28	7	46	28	10	157	65.1
C.	1	8	3	10	2	1	35	14.5
D.	0	5	0	8	2	0	16	6.6
E.	0	0	1	2	0	0	3	1.2

70. Command billets are important for rated officer progression.

ANS.	ATC	MAC	PACAF	SAC	TAC	USAFE	TOT	%
A.	9	9	2	19	4	2	49	20.4
B.	17	25	7	38	21	8	119	49.6
C.	6	11	0	12	10	0	50	20.8
D.	3	1	3	5	2	1	18	7.5
E.	1	1	1	1	0	0	4	1.7

71. Assignments at MAJCOM headquarters, Air Staff, or Joint Staff are important for a rated officer progression.

ANS.	ATC	MAC	PACAF	SAC	TAC	USAFE	TOT	%
A.	10	4	4	21	3	2	48	19.8
B.	11	29	5	39	20	5	117	48.3
C.	8	11	0	10	6	2	41	16.9
D.	6	2	2	3	7	2	25	10.3
E.	2	2	2	2	1	0	11	4.5

72. Squadron commanders should be involved in professional military education (PME) selection for junior officers.

ANS.	ATC	MAC	PACAF	SAC	TAC	USAFE	TOT	%
A.	9	9	2	12	4	5	43	17.8
B.	24	28	8	46	25	5	145	59.9
C.	3	8	1	10	6	0	35	14.5
D.	1	2	0	4	0	1	10	4.1
E.	0	1	2	3	2	0	9	3.7

73. All rated officers should have a rated supplement assignment during their career.

ANS.	ATC	MAC	PACAF	SAC	TAC	USAFE	TOT	%
A.	0	1	0	7	1	0	9	3.7
B.	4	8	1	19	7	1	41	16.9
C.	9	9	2	14	5	3	48	19.8
D.	10	17	4	18	15	3	72	29.8
E.	14	13	6	17	9	4	72	29.8

74. A rated supplement assignment hinders career progression in the operations career field.

ANS.	ATC	MAC	PACAF	SAC	TAC	USAFE	TOT	%
A.	6	6	5	8	6	2	37	15.4
B.	11	8	3	7	10	2	42	17.4
C.	11	20	2	22	15	2	84	34.9
D.	7	14	3	34	6	3	71	29.5
E.	1	0	0	4	0	2	7	2.9

75. The commander's involvement in the assignment process improves the way assignments are made.

ANS.	ATC	MAC	PACAF	SAC	TAC	USAFE	TOT	%
A.	0	2	2	2	2	0	11	4.6
B.	9	19	3	17	16	5	72	29.9
C.	19	19	4	37	13	5	108	44.8
D.	7	6	1	13	6	1	38	15.8
E.	2	2	3	5	0	0	12	5.0

76. The commander's involvement in the AF Form 90 counseling process decreases the importance of the individual contact with the AFMPC assignment officers or with personnel at the desired location.

ANS.	ATC	MAC	PACAF	SAC	TAC	USAFE	TOT	%
A.	1	0	0	0	0	1	3	1.3
B.	4	9	2	11	11	2	42	17.6
C.	11	18	3	19	7	3	69	28.9
D.	4	18	5	33	16	3	95	39.7
E.	6	3	3	11	2	2	30	12.6

77. The present assignment process allows quality officers to be identified and prepared for positions of greater responsibility.

ANS.	ATC	MAC	PACAF	SAC	TAC	USAFE	TOT	%
A.	1	1	0	0	0	0	2	.8
B.	6	7	2	7	6	3	31	12.9
C.	10	19	1	24	14	2	79	32.8
D.	13	14	5	30	14	4	90	37.3
E.	7	6	5	14	3	2	39	16.2

78. The AF Form 90 should emphasize my desires for the next assignment only.

ANS.	ATC	MAC	PACAF	SAC	TAC	USAFE	TOT	%
A.	17	5	1	13	3	2	33	13.9
B.	11	21	4	19	15	3	77	32.5
C.	6	11	1	20	8	1	55	23.2
D.	10	10	6	19	9	5	64	27.0
E.	1	0	1	2	2	0	8	3.4

THE FOLLOWING QUESTIONS REQUIRE WRITTEN COMMENTS IF YOU NEED MORE SPACE FOR YOUR ANSWERS PLEASE USE THE COMMENT SHEET.

79. What changes would you make to the current AF Form 90 to improve the form?

80. What, in your opinion, could be done to improve the assignment process?

**APPENDIX B
SURVEY INSTRUMENT**

DAAL/Box 76

Survey of Selected Officers -- SOS Class 89A

Survey Participants

1. The attached survey is designed to measure the junior rated officer's opinion of the effectiveness of the USAF policy requiring commanders' involvement in the AF Form 90 and assignment processes. Specifically, this survey will measure: (a) if the junior rated officer perceives the AF Form 90 performs a viable role in the assignment process; (b) the role of their commander in the assignment process; (c) if these officers feel the squadron commander's involvement in completing the AF Form 90 encourages discussion of realistic career goals; and (d) how to improve the assignment process. The results of this survey will be the topic of a student research project to be submitted to the Air War College faculty.

2. Please complete the attached survey using the accompanying answer sheet and return the completed form in the envelope provided.

SIGNED

LEO M. CUTCLIFF, JR.
Lt Col, USAF
Student, Air War College

3 Atch
1. Survey
2. Answer sheet
3. Return envelope

**USAF SCN 88-97
EXPIRES 1 JUL 89**

**INTERNAL SURVEY OF
SELECTED SOS STUDENTS
CLASS 89A**

INSTRUCTIONS

1. You should need about 20 minutes to complete the questionnaire and prepare your written comments.
2. Once completed, please seal the questionnaire, the answer sheet and the comment sheet in the envelope and return to your Section Commander.
3. The answer sheet is designed for machine scanning of your responses so, please use a No. 2 pencil and observe the following requirements:
 - a. **DO NOT** enter your **NAME** or **SSAN**.
 - b. Enter **01** in the **TEST NO** block if you are Class 89A
 - c. Make heavy black marks that fill the spaces.
 - d. Erase cleanly any answers you wish to change.
 - e. Make no stray markings on the answer sheet.
 - f. Do not staple, tear, or fold the answer sheet.
4. Thanks for your cooperation.

1. What is your current active duty rank?
 - A. Captain
 - B. First Lieutenant
 - C. Second Lieutenant

2. What is your commissioning source?
 - A. USAF Academy
 - B. ROTC
 - C. OTS
 - D. Other

3. How much total active federal military service (TAFMS) have you completed?
 - A. Two but less than three years
 - B. Three but less than four years
 - C. Four but less than five years
 - D. Five but less than six years
 - E. Six years or more

4. What is your current command of assignment ?
 - A. Air Force Systems Command (AFSC)
 - B. Air Training Command (ATC)
 - C. Alaskan Air Command (AAC)
 - D. Military Air Lift Command (MAC)
 - E. None of the above (NOTE: See Question 5)

5. What is your current command of assignment?
 - A. Pacific Air Forces (PACAF)
 - B. Strategic Air Command (SAC)
 - C. Tactical Air Command (TAC)
 - D. United States Air Forces in Europe (USAFE)
 - E. Other, please on specify on comment sheet

6. What is your primary aeronautical rating?
 - A. Pilot
 - B. Navigator

7. When did you complete your last AF Form 90?
 - A. Less than one year ago
 - B. One year but less than two years ago
 - C. Two years but less than three years ago
 - D. Three years or more
 - E. Have not completed a AF Form 90

8. Which best describes the size of your organization?
- A. Less than 50
 - B. 50 but less than 100
 - C. 100 but less than 150
 - D. 150 but less than 200
 - E. Greater than 200
9. What is the grade of your current squadron commander?
- A. Captain
 - B. Major
 - C. Lieutenant colonel
 - D. Colonel
10. Are you aware of the requirement for your commander or supervisor to review and sign your AF Form 90?
- A. Yes, I am fully aware of the requirement .
 - B. Yes, I am somewhat aware of the requirement.
 - C. No, I am not aware of the requirement .
11. Where did you hear about the requirement for your commander or supervisor to review and sign your AF Form 90?
- A. MPO (formerly the CBPO)
 - B. Newsletter
 - C. Commander or supervisor
 - D. Personnel videos
 - E. Other, please specify on comment sheet.
12. Has your commander or supervisor reviewed your current AF Form 90?
- A. Yes
 - B. No
13. Has your commander or supervisor counseled you on your AF Form 90?
- A. Yes
 - B. No
14. How long did the counseling session last?
- A. Less than 30 minutes
 - B. 30 minutes but less than one hour
 - C. One hour but less than one hour and 30 minutes
 - D. Greater than one hour and 30 minutes.
 - E. Not applicable, I have not been counseled
15. How familiar are you with AFR 36-23 (OFFICER CAREER DEVELOPMENT)?
- A. Very familiar
 - B. Fairly familiar
 - C. Somewhat familiar
 - D. Not familiar

16. Did your commander use the AFR 36-23 during the counseling on your Air Force Form 90?
- A. Yes
 - B. No
 - C. Not applicable, I have not been counseled
17. How familiar was your commander or supervisor with AFR 36-23?
- A. Very familiar
 - B. Fairly familiar
 - C. Somewhat familiar
 - D. Not familiar
 - E. Not applicable, I have not been counseled
18. Was your commander prepared to counsel you on the Rated Supplement?
- A. Yes
 - B. No
 - C. Not applicable, no counseling session
19. Was your commander prepared to counsel you on Air Training Command (instructor) assignments?
- A. Yes
 - B. No
 - C. Not applicable, no counseling session
20. Was your commander prepared to counsel you on the Replacement Training Unit (RTU) / Combat Crew Training assignments (CCTS)?
- A. Yes
 - B. No
 - C. Not applicable, I have not been counseled
21. How many permanent changes of station (PCS) have you had in your operational aircraft since you graduated from RTU/CCTS?
- A. 1
 - B. 2
 - C. 3
 - D. 4
22. What role do you feel that the AF Form 90 plays in the assignment process?
- A. It is the primary tool used to request and acquire desired assignments
 - B. It is an important tool in the assignment process; but not essential
 - C. Its primary role is documenting the desired assignment
 - D. Other, please specify on comment sheet

23. With respect to the assignment process, which do you think is most important?
- A. Submitting an AF Form 90
 - B. Personal contact with AFMPC or MAJCOM assignment offices
 - C. Personal contact with personnel at the desired assignment location
 - D. Squadron commander recommendation on the AF Form 90
24. Who do you think should provide career counseling to junior rated officers?
- A. Squadron commander
 - B. Designated squadron career development officer
 - C. Each should be responsible for their own career paths
 - D. Other, please specify on comment sheet.
25. What is the best source of assignment or career development information?
- A. My commander
 - B. MAJCOM career advisors
 - C. AFMPC career advisors
 - D. Other rated officers in my squadron
 - E. Other, please specify on comment sheet.
26. How frequently does your commander offer career counseling?
- A. Never
 - B. Once a year
 - C. Twice a year
 - D. Other, please answer on comment sheet
27. Who typically conducts career counseling for officers in your squadron ?
- A. Squadron commander
 - B. Immediate supervisor
 - C. Flight commanders
 - D. Aircraft commanders
 - E. Other, please specify on comment sheet
28. Did your commander write his own comments on your AF Form 90 or sign proposed comments prepared by someone else?
- A. Wrote his/her own comments.
 - B. Used comments prepared by someone else.
 - C. Not applicable, have not completed AF Form 90
29. I would submit a new AF Form 90
- A. at the request of my commander.
 - B. to get an assignment.
 - C. to avoid an assignment.
 - D. other, please specify on comment sheet.

Using the following scale indicate how much you agree or disagree with each of the following statements.

STRONGLY AGREE	AGREE	NEITHER AGREE NOR DISAGREE	DISAGREE	STRONGLY DISAGREE
A	B	C	D	E

Mark A if you strongly agree
Mark B if you agree
Mark C if you neither agree or disagree
Mark D if you disagree
Mark E if you strongly disagree

30. The the squadron commander has an important role in the career development of junior rated officers.
31. The squadron commander has an important role in the assignment process for junior rated officers.
32. The commander's review of my AF Form 90 will increase my chances of getting a decent assignment.
33. My commander's review of my AF Form 90 will encourage me to discuss my career and assignment desires with my commander.
34. My commander's review of my AF Form 90 will allow me to benefit from his/her experience in determining assignment preferences.
35. My commander's review of my AF Form 90 will prevent me from identifying my true assignment desires.
36. My commander's review of my AF Form 90 will prevent me from getting my desired assignment should he/she not recommend me for it.
37. I am in favor of the commander's review of my AF Form 90.
38. The commander involvement review policy for the AF Form 90 is important in the overall assignment process .
39. I feel my commander knows my career desires and will work to fulfill them.
40. I believe I can get a desired assignment with my commander's help.
41. I believe I won't get my desired assignment without my commander's help.

STRONGLY AGREE	AGREE	NEITHER AGREE NOR DISAGREE	DISAGREE	STRONGLY DISAGREE
A	B	C	D	E

42. My commander is interested in my career assignment desires.
43. My commander should use his or her career as an example when counseling me on career opportunities.
44. I am more likely to make the Air Force a career as a result of career and assignment discussions with my commander.
45. I have more confidence in the AF Form 90 and the assignment process as a result of assignment discussions with my commander.
46. My commander can answer questions concerning career development and assignment.
47. My commander should have a strong role in the assignment process.
48. My commander's counseling was helpful for me to make long-range career goals.
49. I would change my AF Form 90 based upon the inputs and desires of my commander.
50. Commander's review of the AF Form 90 should be optional.
51. There should be a separate AF Form 90 for rated personnel.
52. In its current form is difficult to fill out the AF Form 90.
53. The Air Force should simplify the AF Form 90 to concentrate on short-term assignments.
54. The squadron commander's reviews are more helpful for long-term career counseling rather than short-term assignments.
55. I feel comfortable discussing future assignments and career goals with my commander.
56. My commander is in the best position to determine the most appropriate career path for me.
57. My AF Form 90 contains more realistic information as a result of my commander's counseling.

STRONGLY AGREE	AGREE	NEITHER AGREE NOR DISAGREE	DISAGREE	STRONGLY DISAGREE
A	B	C	D	E

58. My commander was prepared to counsel me on Air Training Command (instructor) assignments.

59. My commander was prepared to counsel me on Combat Crew Training School or Replacement Training Units assignments.

60. My commander was prepared to counsel me on Special Duty Assignments.

61. My commander was prepared to counsel me on Air Force Institute of Technology (AFIT) educational opportunities.

62. My commander was prepared to counsel me on progression in my major weapon system.

63. My commander was prepared to counsel me on general career progression.

64. The commander's role in my career development is important.

65. My commander is prepared to provide me with career counseling.

66. My commander has an important role in the assignment process.

67. Generally speaking my commander or supervisor is the best position to match my qualifications with Air force requirements.

68. Assignments play an important role in officer promotion potential.

69. Rated officers understand that there are various career paths to promotions and command positions.

70. Command billets are important for rated officer progression.

71. Assignments at MAJCOM headquarters, Air Staff, or Joint Staff are important for a rated officer progression.

72. Squadron commanders should be involved in professional military education (PME) selection for junior officers.

73. All rated officers should have a rated supplement assignment during their career.

74. A rated supplement assignment hinders career progression in the operations career field.

COMMENT SHEET

**PLEASE USE THIS SHEET TO MAKE COMMENTS TO QUESTIONS
THROUGHOUT THE SURVEY. FOR EACH COMMENT *PLEASE ANNOTATE
THE QUESTION NUMBER BEFORE THE COMMENT.* IF YOU NEED
ADDITIONAL SPACE USE THE BACK OF THIS SHEET OR ANOTHER SHEET OF
PAPER.**

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