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Final Report

DEVELOPMENT AND EVALUATION OF A
DISTRIBUTED ON-LINE INTERVIEWING
(DOLI) PROTOTYPE SYSTEM UNIQUELY
DESIGNED FOR INTERVIEWING AIR
FORCE PERSONNEL

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The project team consisted of personnel from CONSAD Research Corporation and its subcontractor, Decision Making Information of McLean, Virginia. Dr. Wilbur A. Steger, Dr. Frederick H. Rueter, and Ms. Deborah L. Seltzer were the principal CONSAD personnel assigned to this project. Dr. Richard B. Wirthlin, Dr. Vincent Breglio, and Ms. Kristy Olaveson were the principal personnel from Decision Making Information.

1.0 INTRODUCTION

People are the critical element in accomplishing the U.S. Air Force mission. Sufficient end strength levels and adequate manning are not enough to achieve the nation's defense objectives. The AF/DP continually seeks to improve the effectiveness of the personnel system and the people it serves. Enhancing the quality and performance of AF men and women depends to a large extent on understanding them, their problems, and their concerns.

Offering competitive pay, clearly, has been a factor in improving Air Force retention since the retention crisis of the late 1970s. So have a number of intangible but critical factors -- the commitment to skilled professionalism, increased national patriotism, and enhanced pride in the military establishment.

Understanding these intangible but real psychological factors, as well as those impacting on the personal quality of life of Air Force personnel and their families, is increasingly important to AF manpower and personnel managers, for they continually search for ways to improve the manpower and personnel environment. Thus, it is essential to develop methods for understanding why AF personnel do what they do, e.g., reenlist as they do, prefer or dislike certain AF personnel actions, assignments, and other AF decisions which affect their own behavior. AF leadership recognizes the need to know why people behave as they do and the importance of taking this information into account in everyday decisions and policymaking.

Better information enables better AF decisions; more knowledge enables better AF leadership. These precepts are at the heart of the exploratory project described in this report. On this project, the contractor team and AF/DPAC worked together intensively during the summer months of 1985 to apply to the Air Force a new, innovative field interviewing method known as "distributed on-line telephone interviewing" (DOLI), which was originally developed for use in the private sector.

DOLI was applied in an exploratory fashion designed to test its applicability and effectiveness in examining a number of qualitative, highly subjective and judgmental issues about which the AF perceived a strong need for more information for decision-making. ~~Five~~ ^{Three} such issues were initially raised by General (then Lieutenant General) Duane H. Cassidy and Major General Thomas A. Baker. These were later reduced to three -- ~~leadership, family life and related human resource topics, and promotion,~~ issues. The two subjects which had previously been investigated (assignments and compensation) were de-emphasized in the study.

→ The intent of this study was to assess the efficacy and utility of a prototype DOLI system for collecting information from U.S. Air Force line officers. The prototype system was believed to have certain characteristics which would enable the Air Force to collect pertinent data more effectively and efficiently than it could with the survey methods currently employed. These DOLI characteristics include:

- Improved sample control
- Elimination of strategic response patterns

- Utilization of varied and innovative survey techniques, such as:
 - Split samples
 - Branching
 - Scenarios
 - Measures of personality dimensions
- Ability to identify emerging and/or salient issues by using open-ended questions
- Immediate production of topline results of closed-ended data
- Ability to understand more fully the unique challenges posed by interviewing Air Force officers by telephone
- Formulation of concepts for linking policy alternatives to attitudes and behavior
- Development of guidelines for the establishment and use of an attitudinal data base

To test the prototype system and the usefulness of these features, a survey instrument was developed and used in structured interviews of U.S. Air Force line officers.

This report summarizes the study methodology and, using the analytic results, assesses and illustrates the methodological adequacy of the prototype system. Since the study was an exploratory 60-day project, the assessments made of its methodological contributions are necessarily provisional. Nevertheless, the power and importance of the results are ample, and full attention to their validity and meaning is both appropriate and informative.

2.0 METHODOLOGY

The objective of the project was to design and develop a prototype system for conducting distributed on-line telephone interviewing (DOLI) that collects from Air Force members information that can be used to help forecast the structure of the personnel force. The substantive tasks involved:

- Designing a sample
- Creating the Distributed On-Line Interviewing (DOLI) file
- Developing the techniques and questions for measuring issues
- Selecting and training field interviewers
- Conducting the interviews
- Establishing the data file
- Analyzing the data

This report describes and evaluates the performance of these tasks and, where necessary, suggests ways of improving the DOLI system as applied in this prototype.

2.1 Sample Design

A world-wide, representative, stratified sample of Air Force line officers in grades O1 through O6 was developed. The stratification was performed on the basis of total years of commissioned service and skill category. Three levels of stratification were established for each dimension. For total years of commissioned service, the stratification levels were: five years

or less, six to ten years, and 11 years or more. For skill category, the stratification levels distinguished among rated officers, non-rated scientific and technical officers, and other non-rated officers. Thus, a total of nine stratified cells was established.

The original sample design called for equal distribution of completed interviews throughout the nine-cell matrix: 90 completed interviews per cell for a total of 810 interviews. Since rated officers with six to ten years of service are of particular interest, the decision was made to oversample this group by 50 interviews. To accommodate this change, the project team reduced the size of five other cells. Table 2.1 shows the target numbers of completed interviews for the nine cells.

Table 2.1: Target Cell Completion (N: 810)

	<u>5 Years or Less</u>	<u>6 - 10 Years</u>	<u>11 Years or More</u>
Rated	80	140	90
Non-rated/ Sci-Tech	80	80	90
Non-rated/ Other	80	80	90

With the understanding that the Air Force could provide accurate names and home telephone numbers, the project team estimated a response rate of 75 percent. Table 2.2 indicates the number of individuals that would need to be sampled in each of the nine cells to complete the desired number of interviews with a 75 percent response rate.

Table 2.2: Primary Sample (N: 1,082)

	<u>5 Years or Less</u>	<u>6 - 10 Years</u>	<u>11 Years or More</u>
Rated	107	187	120
Non-rated/ Sci-Tech	107	107	120
Non-rated/ Other	107	107	120

Based on these specifications, the Air Force provided a primary and a replicate sample, identically stratified. Replicate subjects could then be selected randomly to fill appropriate cells when the primary sample was exhausted. Each individual sampled was identified by social security number and assigned a case number which was used as the interview number.

By August 1, 1985, the day interviewing began, 17 percent of the sample lacked telephone numbers. Although the Air Force provided about one-half of the missing numbers within the first five days of interviewing, it took considerably longer than anticipated to track down the remaining numbers. This problem was compounded by the discovery that for another eight percent of the sample the telephone numbers were incorrect and needed to be updated.

2.2 Creating the Distributed On-Line Interviewing (DOLI) File

The Air Force provided demographic information for each officer in the sample so that the DOLI system could be programmed for sample control, split sampling, and select sub-sample interviewing. Those variables included: rank, sex, marital status, number of dependents, and Consolidated Base Personnel Office (CBPO). Section 3.0 of this report reviews the performance and usefulness of these interviewing techniques.

2.3 Conducting a Pre-Test of the Interview Questionnaire

After developing an initial version of the interview questionnaire (discussed in Section 3.1 below), the project team conducted 16 interviews with line officers selected specifically for the pre-test, which is a critical step in questionnaire design and development. The interviewers identified themselves as representatives of CONSAD and said the firm was under contract to the Air Force to conduct executive interviews with officers. If respondents were hesitant to participate in the interview or asked for authorization, they were given specific names and telephone numbers to call. This procedure seemed to work well in the pre-test.

The major purpose of the pre-test was to evaluate the questionnaire for clarity, possible order bias, and the possibility of respondent fatigue. The questionnaire tested well on all these measures, so the changes in question wording and order were minimal.

2.4 Selecting and Training the Field Interviewers

A total of 19 experienced men and women were selected and trained as field interviewers. The criteria for selection were: (1) a professional and mature-sounding voice, (2) proven ability to interview individuals about sensitive topics, and (3) experience with the DOLI system. Three supervisors were assigned to monitor and validate the interviews.

The interviewers attended three training sessions. In the first session, interviewers read through the entire questionnaire and discussed how

respondents might react to specific questions. In the second phase, interviewers practiced mock interviews on each other, giving special attention to probing on the open-ended questions. In the third training session, interviewers conducted mock interviews on the DOLI system, testing the programming for branching, split samples, and item randomization.

2.5 Conducting the Interviews

The initial telephone calls were made to the officers' homes during evening and weekend hours. The interviewers attempted to conduct the interviews when they first made contact with the respondents; however, if the time was inconvenient, interviewers scheduled call-backs. If officers requested that the interviewers call back at their duty numbers, the interviewers encouraged respondents to complete the interviews in their homes by explaining that the reason for calling at home was to allow the respondents to answer the questions in comfortable and less restricted environments. If the officer still preferred to be interviewed at the duty number, the interviewer complied with the respondent's decision.

Interviewers were available to call during daytime and evening hours. Special shifts worked late night and early morning hours to accommodate international calling. Calls to individual telephone numbers were attempted at several different times of the day and days of the week until the interviews were completed or it was determined that the numbers were not correct. Generally, ten or more attempts were made before a number was deemed unreachable.

The project director was on site for the training sessions and the first few days of interviewing. As a result of monitoring the interviewing and daily dialing reports, the project team made minor changes to the questionnaire and clarified its instructions to the interviewers.

The most significant change resulted from a higher than expected refusal rate during the first evening of interviewing. On that evening, 48 respondents -- more than 25 percent of the officers contacted -- refused to participate in the survey. After consultation with the Air Force, the introduction to the questionnaire and the first question were modified. Instead of identifying themselves as CONSAD representatives, interviewers stated they were calling for Headquarters Air Force and immediately indicated offices and telephone numbers at Headquarters Air Force that the respondents could contact for verification that the survey was an official Air Force study. The team also deleted the first question:

Do you feel that things in the Air Force are generally going in the right direction, or that things have pretty seriously gotten off on the wrong track?

This question seemed to place officers on the defensive. When the question was omitted, the interview began with a general measure of how Air Force officers think the public views the military. This was considered to be a more comfortable lead-in to the interview, since officers were making a judgment about public perception of the military, and not judging their own institution.

After making these changes to the questionnaire, interviewers called the 48 people who had initially refused to be interviewed. Using the new introduction and revised questionnaire, 11 interviews were completed with this group, although 37 people refused to participate a second time. Moreover, on the nights after the changes to the questionnaire were made, the refusal rate declined to less than 13 percent, or virtually half the initial rate. Thus, the refusal rate was reduced significantly by modifying the questionnaire used in the interviews.

The major difficulties encountered in conducting the interviews were: (1) wrong numbers, and (2) unavailability of respondents who were engaged in TDY, PCS, or vacations. From the primary sample, 512 interviews were completed during the first ten days of interviewing. By that time, all the working numbers available had been called, and at least ten attempts were made to numbers where no contact had been achieved. On August 11, 1985, five numbers from the replicate sample were added to each cell. Over the next week 25 names per cell were added from the replicate sample.

The team extended the interviewing time through August 27, 1985 in order to meet its goal of at least 800 completed interviews. At this time, 806 interviews were completed. The completion rate (i.e., the ratio of the number of interviews completed to the number of individuals sampled) varied substantially among cells: a considerably higher rate (74 percent) was achieved among non-rated, scientific/technical officers with five years of service or less, and a significantly lower rate (57 percent) among non-rated, non-scientific/technical officers with 11 years of service or more.

This variability in the completion rate can partially be accounted for by differences in refusal rates among cells. While the aggregate refusal rate was 14 percent, it ranged from a low of five percent among the non-rated, scientific/technical officers with five years of service or less to a high of 16 percent among all line officers with 11 years of service or more. A demographic comparison of officers who refused to participate and those who completed the interview shows that variables relating to length of service (i.e., age, grade, and years of commissioned service) are statistically significantly correlated with a higher refusal rate (i.e., $\alpha < 0.025$ for all three variables based on Chi-square tests). There are no statistically significant differences relating to base locations or aeronautical rating.

The recovery rate and the disposition of calls clearly indicated that the team was conducting the interviews at the peak time for PCS moves, TDYs and vacations. It was decided to suspend efforts on the numbers that had not been reached until after Labor Day, when families tend to be settled into their school and work routines. Calls began again on September 12, 1985. During that time, the Air Force had been validating and correcting questionable numbers as well as adding the new numbers for officers who had arrived on new bases after PCS moves. Between September 12 and September 16, an additional 21 interviews were completed.

Table 2.3 shows the final disposition of the total numbers attempted.

Table 2.3: Disposition of 1,272 Numbers Attempted

	<u>Number</u>	<u>Percentage</u>
Completed Interviews	827	65%
Refusals/Terminations	164	13%*
Unable to Reach (TDY/PCS/ No Contact)	191	15%
Wrong Numbers	90	7%
	<hr/>	<hr/>
Total	1,272	100%

After excluding wrong numbers, the completion rate rose to 70 percent for known working numbers. Conceivably, many of the numbers where no contact has been made with a respondent are also non-working numbers. For those officers actually reached, the completion rate was 83 percent.

Given this sample disposition, the project team believes that the problems of not being able to contact officers because of TDY, PCS or vacations can be solved in large part by conducting the interview during a more stable month. The problem of wrong numbers, however, is of greater concern and needs to be addressed.

While the refusal rate is approximately what might be expected for executive interviewing, the project team recommends that the most skilled

*This percentage is less than the refusal rate of 14 percent because wrong numbers are included among the 1,272 numbers attempted, but have been omitted when calculating the refusal rate.

and successful interviewers be employed with field grade officers to reduce the comparatively high refusal rate among that group.

2.6 Establishing the Data File

One of the DOLI system's advantages is that data are entered directly into the data file at the time the interview is conducted. This allowed the project team to conduct intermediate reviews of the data and to begin developing the analysis outline. The project team was able to format the data, develop new variables, and create specifications for tabular display of analytic results, yet leave the data set open for additional data collection and entry until just a few days before the presentation of results.

The questionnaire allowed respondents numerous opportunities to express themselves through open-ended questions. Air Force officers have a great deal to say about the Air Force and their personal and family lives. After reviewing at least 25 percent of the verbatim responses to each open-ended question, similar responses were grouped into categories. The project team worked closely with AF/DPAC in developing these categories and coding their responses. In addition to the codes for the open-ended questions, each respondent's record contains the full verbatim responses, which will allow in-depth content analysis of the responses provided by different subgroups.

3.0 RESULTS

It was anticipated that the DOLI system would provide certain advantages relative to the traditional method for conducting AF surveys, which relies primarily on large samples, written responses and mail.

The expected advantages included:

- Sample control -- Especially, the degree to which control of the sample:
 - Could be improved through the course of the project.
 - Would reduce self-selection effects prevalent within other approaches.
- Immediate results -- The capacity of the DOLI system to produce immediate topline results from the closed-ended field survey data.
- Capability of applying specific techniques -- In particular, the demonstration, utilizing specific AF issues and problems, of several interviewing techniques which are key components of the DOLI system, including:
 - Ladders
 - Branching
 - Scenarios
 - Split samples
 - Measures of personality dimensions
- Identification of emerging issues -- The ability of the system to identify emerging and salient issues through the use and analysis of open-ended questions.
- Policy-behavioral-attitudinal linkages -- The capability of the system to develop concepts linking policy alternatives to behavior, on the one hand, and to attitudes, perceptions and values, on the other.
- Flexibility -- The responsiveness of the system with regard to questionnaire design, survey administration, and data analysis.

- Comparability -- the ability to compare AF results (e.g., values) with national norms already developed using the DOLI method.

In addition, it was expected that implementation of the prototype system would permit the development of guidelines for the permanent establishment and use of an attitudinal/perceptual/values data base, and would enhance understanding of the unique opportunities and challenges posed by telephone interviewing of AF line officers.

The project team did not establish a rigorous experimental design for evaluation of the project. Rather, the team devoted most of its activity and project resources to developing and implementing a DOLI prototype tailored to the analysis of key AF/DP issues, and to seeing how such a system would function in practice. Because there are many substantial differences between DOLI and the current AF method of conducting field surveys, the project team believed that a judgmental, qualitative assessment of the prototype system would be more than adequate, and that an explicit point-by-point comparison of the two systems would be unnecessary. In addition, AF/DP and AF/DPX remained in close contact with the project, and AF/DPAC maintained daily contact to assure ongoing oversight.

3.1 Issue Selection and Interview Design

Appendix 1 of this report summarizes the initial set of issues presented to AF/DP and AF/DPX by AF/DPAC. The issues were organized into five categories:

- Leadership
- EEO/Family/Drugs
- Promotions
- Assignments
- Compensation

As already noted in Section 1.0, the latter two categories were eliminated from direct consideration in the interviews, because it was believed that they had already been heavily studied. Focus was therefore placed on the first three issue categories.

Certain issues within those categories were identified as being particularly important:

- Leadership
 - Do you see AF leadership getting better, worse, or about the same?
 - Can an officer who takes risks and occasionally makes mistakes remain competitive for promotion?
- EEO/Family/Drugs
 - Is there any perceived system bias toward rated officers and Air Force Academy graduates?
 - Do you believe the Air Force should test for drug use? Do you approve of the Air Force's current drug testing?
- Promotion
 - What is the most influential factor in your next promotion?
 - Should the local commander have a strong role in officer promotions? What should that role be?
 - Would you like to see the promotion system changed? How?

The interview questionnaire, reproduced as Appendix 2 of this report, was designed around these key areas. The project team used its experience in wording the initial questions, as well as in matching specific techniques (e.g., open-ended vs. closed-ended questions, scenarios, branching, split samples, and use of personality dimensions) with specific issues. The project team refined, sequenced, and prioritized questions so that it could effectively and efficiently be administered within the required interview time limit (35 to 40 minutes). The improved questionnaire was then pretested as previously described in Section 2.3, and revised further as appropriate.

The interviews were conducted in telephone calls of approximately 35 minutes duration. Telephone interviews, although more costly than self-administered surveys,* have several advantages. For example, it may be that the respondent's ability to read the contents of a written instrument prior to answering any questions can bias responses. A telephone interview minimizes the possibility of gaming responses. Research has also shown that telephone interviews provide greater social motivation for respondent participation than do self-administered surveys.** Furthermore, a trained interviewer can evaluate the adequacy of responses and use probing and other interviewing techniques to elicit adequate responses and to avoid missing or misleading answers. Another advantage, discussed previously in Section 2.1, involves better control of the sample, i.e., knowing that the participating respondent is the selected respondent.

*J. Lansing and J. Morgan, Economic Survey Methods, Survey Research Center of the Institute for Social Research, Michigan, 1971, p. 104.

** F. Stephan and P. McCarthy, Sampling Opinions: An Analysis of Survey Procedure, John Wiley and Sons, Inc., New York, 1958, p. 49.

3.2 Interviewing Techniques

The questionnaire developed for the prototype system was designed to test the ability of the prototype to collect from Air Force line officers useful information about the substantive issues selected for examination, using interviewing techniques that stress the capabilities of the DOLI method. Specific interviewing techniques were chosen for each of the issues under consideration, and questions were carefully composed in accordance with the requirements of the techniques.

The results obtained for the different interviewing techniques are described successively in the next seven subsections. All issues examined using a particular technique are discussed within the subsection pertaining to that technique, thereby permitting direct evaluation of the effectiveness of the technique within the context of the prototype system.

All quantitative results have been derived by weighting the mean responses of each of the groups of officers in the original nine-cell stratified sample design on the basis of that group's representation within the Air Force. Reported results, therefore, constitute valid estimates of aggregate Air Force responses to the corresponding questions asked in the interviews.

3.2.1 Ladders

One notable feature of the questionnaire developed for the prototype system involves the use of "ladders" to elicit perceptions about key issues. For example, ladders were used to gather information about the way in which Air Force leadership is viewed. The officers surveyed

were read the following descriptive material:

Let's talk more specifically about leadership in the Air Force. Please imagine a "ladder of leadership." Let's suppose the ladder has ten steps. The top of the ladder, the 10th step, represents the best possible leadership, and the bottom, the first step, represents the worst possible leadership.

The respondents were then asked where the Air Force senior leadership currently stands, where it stood five years ago, and where they expect it to stand five years in the future. The mean response provided by officers was that leadership currently lies slightly above the seventh rung. Leadership has improved from five years ago, when it lay halfway between the sixth and seventh rungs. However, expectations for future improvement are less than the perceived improvement over the last five years. The respondents believed that in the future (five years from now) leadership, while slightly better, will still be closer to the seventh rung than to the eighth. Figure 3.1 provides a summary of the distribution of responses for the senior leadership question. The next figure, Figure 3.2, illustrates the distribution of responses for a post-sample stratification of respondents by major command. As that figure indicates, officers in SAC provide the highest average ratings (past, present, and future) and officers in TAF (TAC, USAFE, and PACAF) provide the lowest average ratings of leadership in the past, but expect the greatest improvement.

Ladders were also used to explore issues related to quality of family life. Using the same format (the first step being the worst possible family life and the tenth step being the best), the mean response provided by officers was 7.1 (i.e., slightly above the seventh rung). The issue

Figure 3.1: Rating of Senior Air Force Leadership

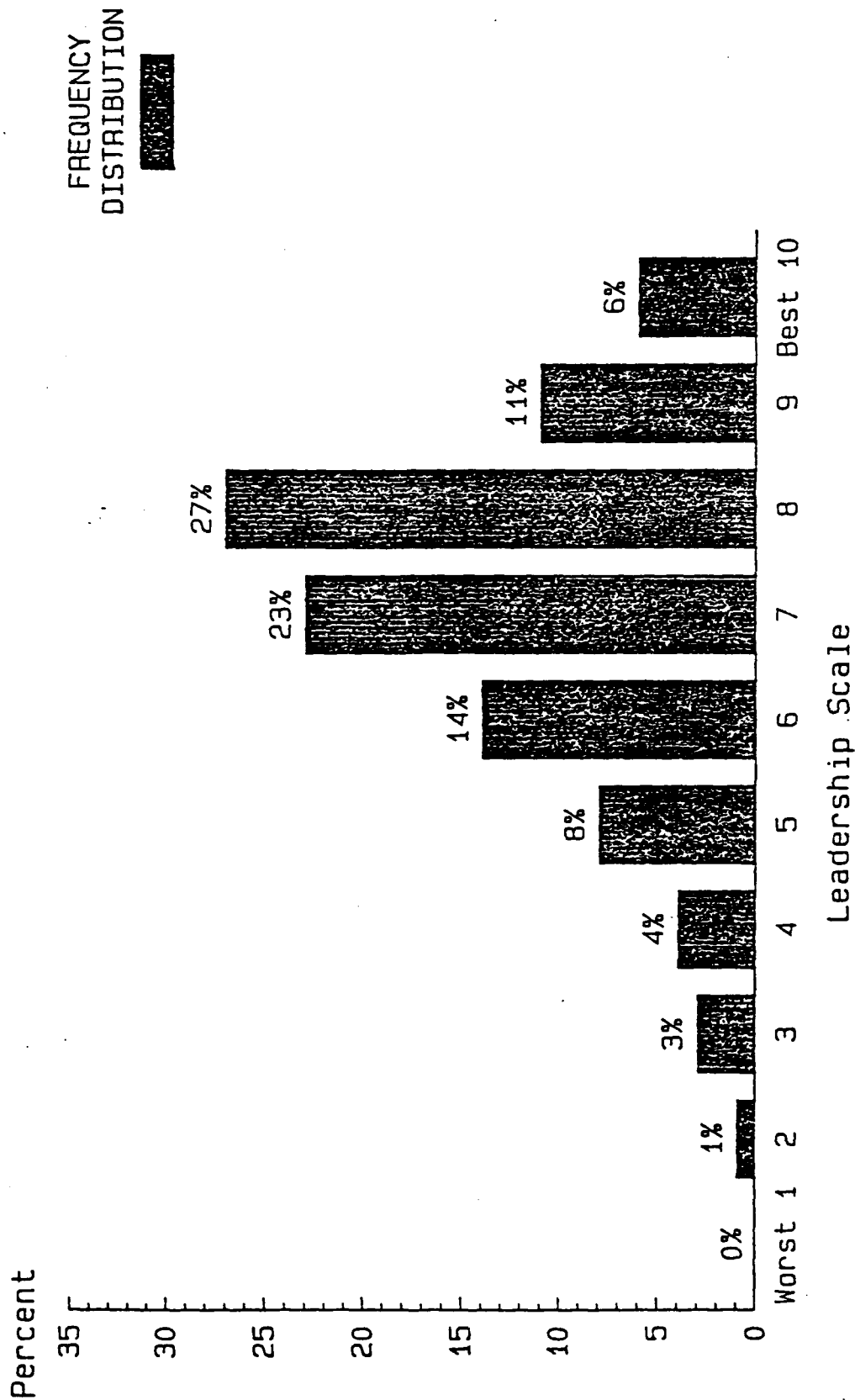
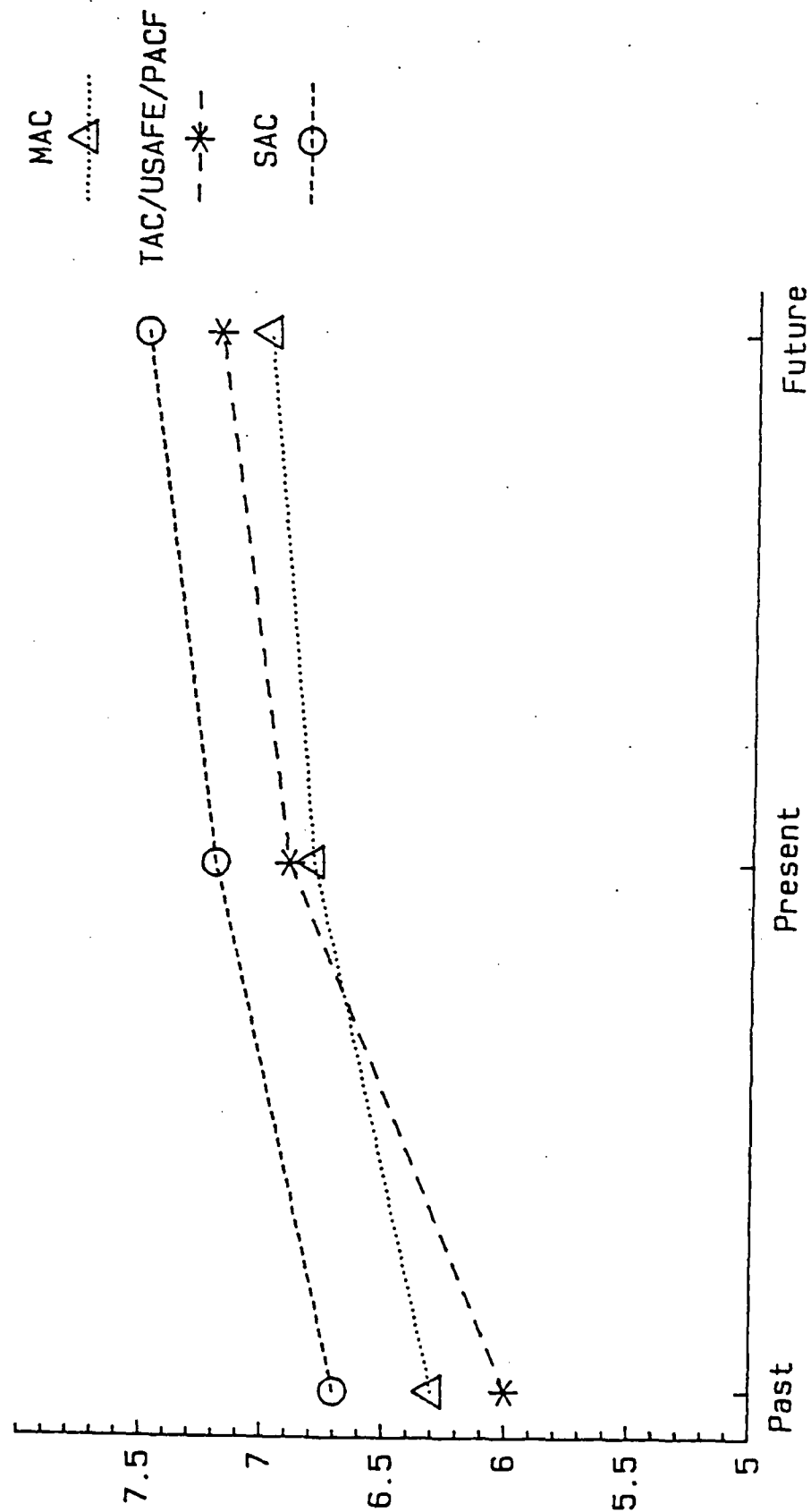


Figure 3.2: Ladder of Leadership: Ratings of Past, Present, Future Senior Leadership



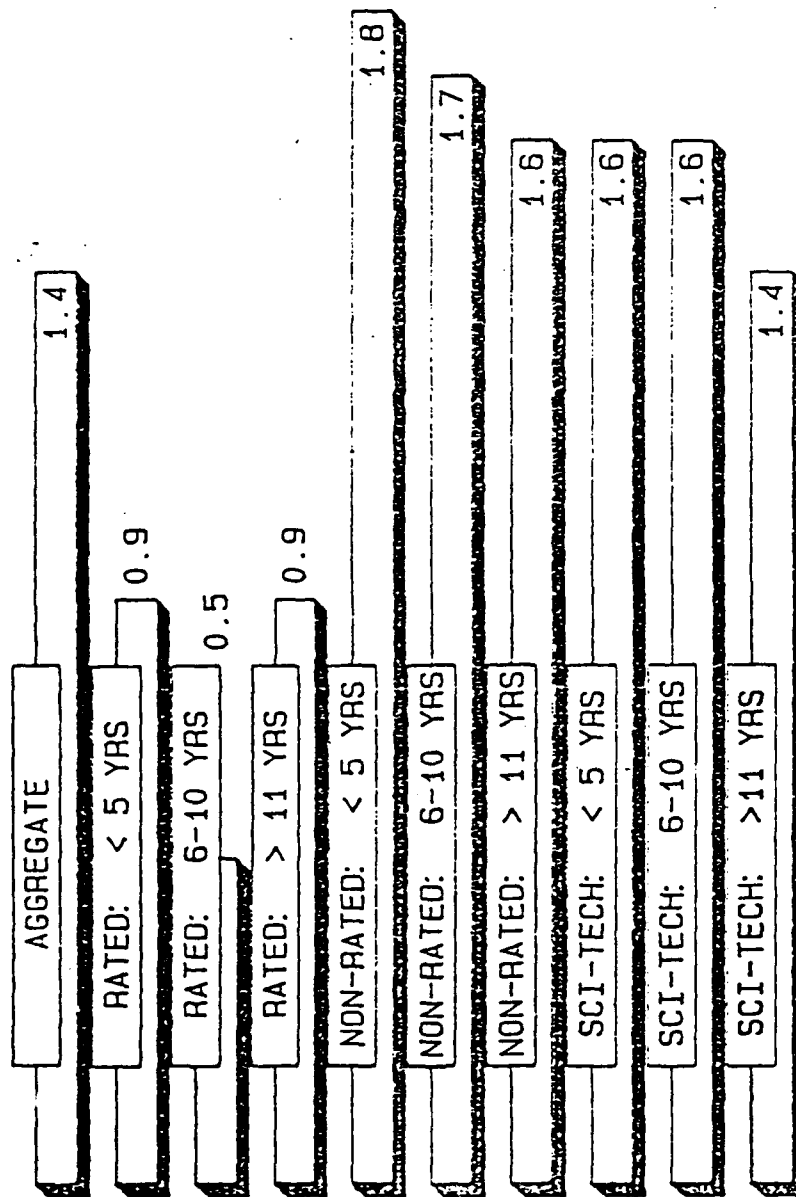
was further explored using a scale of -5 to +5, to assess the net effect of the Air Force on family life. Zero was defined in the scale as a neutral response. The mean response provided was 1.4, indicating that officers perceive that the AF affects the quality of family life only moderately, but the effect it has is positive. Figures 3.3 and 3.4 illustrate these findings by skill category and by major command. The mean values of the responses provided by rated officers, regardless of their years of service, were the lowest among all of the skill categories, indicating relative dissatisfaction among rated personnel. Across major commands, the same finding holds true for officers in MAC; these officers provided a mean value of 0.9.

3.2.2 Open-Ended Questions

Another key feature of the survey instrument designed for this project is the inclusion of open-ended questions. Such questions, which do not include structured response categories, enable survey respondents to expand upon and explain their answers, thus adding pertinent perspective to specific issues. Furthermore, this additional perspective aids appropriate interpretation of responses. An example of the use of open-ended questions and their contribution to understanding responses involves a series of questions focusing on officers' perceptions of positive and negative things that could happen to themselves or to their families.

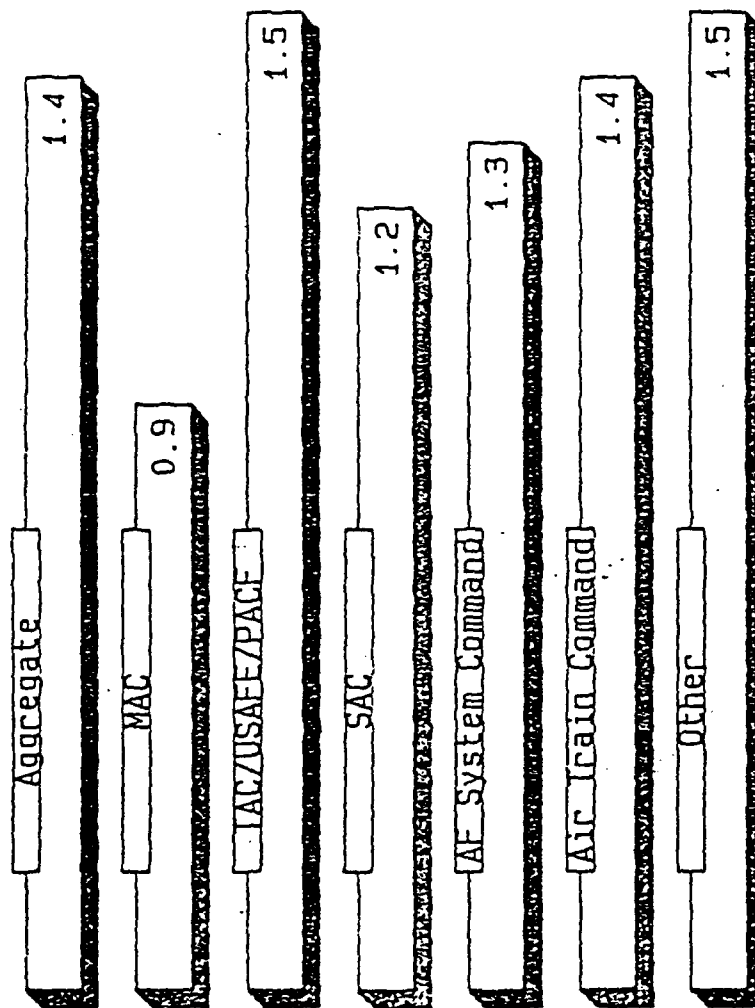
Officers were asked, "What would be a good thing to happen to you (or, if the officers were married, "to you or your family") in the next

Figure 3.3: Air Force Influence on Quality of Life: Skill/Years of Service



QUALITY OF LIFE - MEAN VALUES

Figure 3.4: Air Force Influences on Quality of Life: Major Command



QUALITY OF LIFE - MEAN VALUES

few years?" Almost a third of respondents reported that a desirable assignment would be a good thing to happen. Another 18 percent reported that more stability and less separation from their families would be a good thing. Promotion was reported by 17 percent, and the remainder reported items associated with improved economic situations (eight percent), and leaving the Air Force and having a good civilian career (seven percent). The open-ended questions provided some interesting insights to these responses. Answers related to choice of assignment and family stability were closely associated. In a number of cases, a good assignment was one which provided a good geographic location for the officers' families, and increased family stability was reported to be related to stable assignments close to families. Table 3.1 reports these results.

It further appears that a desirable assignment is more important for officers with less than five years of service than for those with more years of service. At the same time, increased family stability and promotion are issues that seem to increase in importance with increasing years of service. Moreover, while a preferred assignment is important for all officers regardless of major command, family stability appears to be an especially important issue for officers in flying commands.

Tables 3.2 and 3.3 report officers' views of desirable and undesirable assignments. It is noteworthy that in the descriptions of desirable assignments, job dominates location; while in the descriptions of undesirable assignments, greater relative importance is given to location.

Other open-ended questions reiterated the significance of assignments to officers. When asked "What would be a bad thing to happen to you/you

Table 3.1: Good Thing to Happen to You/Family

"What would be a good thing to happen to (you/you or your family) in the next few years?"

	<u>Percent</u>
<u>Choice of Assignment</u>	<u>32</u>
The type of assignment of my choice (9%)	
An assignment to the location of my choice/CONUS (7%)	
An assignment to the location of my choice/overseas (4%)	
A challenging job assignment/Personal fulfillment (3%)	
Reassignment (3%)	
Continue my education (2%)	
Concurrent spouse assignments (2%)	
A good location for my family (1%)	
<u>More Stability/Less Separation/More Time With Family</u>	<u>18</u>
Stable assignment/Fewer moves (10%)	
Increase Manpower/Reduce Workload/Better hours (2%)	
Less family separation (2%)	
Fewer TDY's (1%)	
Better family life/Family stability (1%)	
Better employment/Education opportunities for spouse (1%)	
An assignment close to home and relatives (1%)	
Recreation and relaxation (*)	
<u>Promotion</u>	<u>17</u>
A promotion (17%)	
<u>Improved Economic Situation</u>	<u>8</u>
Pay increase (4%)	
Become independently wealthy (2%)	
Financial stability (1%)	
Increase defense budget/Improve salaries (*)	
<u>To Leave Air Force/Have good Civilian Career</u>	<u>7</u>
Retire (3%)	
Get out of the Air Force (2%)	
A good civilian job/Better career (2%)	

Table 3.2: Choice of Assignment

"If you could have any assignment, what kind would you choose?"

	<u>Percent</u>
<u>Desirable Job</u>	<u>81</u>
Command Position (14%)	
Staff assignment/Headquarters position (14%)	
Flying assignment (13%)	
Squadron commander (5%)	
Combat pilot/Fighter pilot (4%)	
Instructor (4%)	
Educational Opportunities (4%)	
Space Program (4%)	
Pentagon Assignment (3%)	
Engineering (3%)	
Technology/Computers (3%)	
Research (3%)	
Maintenance (1%)	
Intelligence (1%)	
Desirable job (1%)	
Special Duty Assignment (1%)	
Base level assignment (1%)	
Director of Information (*)	
Director of Administration (*)	
Navigator (*)	
Non-flying assignment (*)	
Budget/Finance (*)	
ASTRA assignment (*)	
<u>Job In Desirable Location</u>	<u>7</u>
Overseas assignment (5%)	
CONUS assignment (1%)	
Permanent location (*)	
Better location (*)	
<u>Job With Desirable Characteristics</u>	<u>2</u>
Challenging/responsible position (1%)	
Regular hours (*)	
Promotion/Important position (*)	
Job with desirable characteristics (*)	

Table 3.3: Least Wanted Assignment

"And what kind of assignment would you least want?"

	<u>Percent</u>
<u>Undesirable Job</u>	<u>55</u>
Staff assignment/Desktop job (19%)	
Flying only (7%)	
Missile commander (5%)	
Management only (4%)	
Pentagon (3%)	
Maintenance officer (3%)	
Undesirable job (2%)	
Teaching (2%)	
Non-flying job (2%)	
Technical job (2%)	
Civilian command (1%)	
SAC headquarters (1%)	
ALO with the Army (1%)	
Engineering (1%)	
Security Police (1%)	
Instructor pilot (1%)	
Terminal Colonel (*)	
Aide to General (*)	
Acquisition job (*)	
Recruiter (*)	
Inspection team (*)	
Joint assignment (*)	
Radar (*)	
Anything not in intelligence (*)	
<u>Job In Undesirable Location</u>	<u>29</u>
Remote assignment (17%)	
Northern Tier (6%)	
Small base location (3%)	
Remote assignment in Korea (2%)	
Assignment in hostile location (*)	
Undesirable location (*)	
<u>Job With Undesirable Characteristics</u>	<u>7</u>
No opportunity for growth (3%)	
Family separation (2%)	
Job with undesirable characteristics (1%)	

or your family in the next few years?", 43 percent of officers surveyed reported that a bad thing would be an undesirable job assignment or location (see Table 3.4). Furthermore, when asked what they liked least about the Air Force, 29 percent indicated that they least liked the bureaucracy and leadership; 18 percent disliked the instability of family life; and 11 percent disliked the possibility of undesirable assignments. Other, less frequently reported responses were related to promotion policies and salaries and benefits. When the same question was asked about the officers' spouses, 52 percent reported that their spouses liked least the instability of family life; 13 percent cited AF salaries and benefits; and 12 percent reported that their spouses disliked the possibility of undesirable assignments. An additional ten percent reported that their spouses disliked the AF's bureaucracy and personnel policies. A detailed comparison of the officers' responses concerning what they and their spouses liked most and least about the Air Force is presented in Table 3.5.

Concern with assignment and family stability was also evident when respondents were asked if anything would cause them to leave the AF at the earliest opportunity. About 20 percent of the officers reported that an undesirable assignment would cause them to leave, and another six percent reported that family separation or marital problems would do so.

A particularly interesting outcome of these open-ended questions is that while the questions varied and potential responses were unlimited, responses repeatedly pointed to the importance of good assignments and

Table 3.4: Bad Thing to Happen to You/Family

"And what would be a bad thing to happen to (you/you or your family) in the next few years?"

	<u>Percents</u>
<u>Undesirable Job/Assignment/Location</u>	<u>43</u>
Remote assignment (17%)	
Undesirable assignment (9%)	
Quick or unexpected move (6%)	
No change in assignment (4%)	
Not being able to fly (3%)	
Overseas assignment (3%)	
Unchallenging/unfulfilling assignment (1%)	
Location with bad schools (*)	
<u>Limited Career Opportunities</u>	<u>15</u>
No promotion/Passed over for promotion (8%)	
Get kicked out of the Air Force/ Air Force career discontinued (3%)	
Unemployment/termination (2%)	
No promotion incentive (1%)	
Bad OER (1%)	
Make big mistake (*)	
<u>Personal/Family Tragedy</u>	<u>14</u>
Death/Injury (10%)	
Illness (3%)	
Divorce (1%)	
<u>Family Separation</u>	<u>12</u>
Family separation (9%)	
Extended/frequent TDY's (1%)	
Military couple separated (1%)	
<u>Cut In Pay/Loss of Benefits</u>	<u>7</u>
Lose retirement benefits (2%)	
No medical benefits/Less benefits (2%)	
Decrease military budget/manpower or benefits (1%)	
Cut in pay (1%)	
Decrease military budget for weapons/defense (*)	
Financial instability (*)	

Table 3.5: Officer and Spouse Attitudes About the Air Force

"What do you like most about the Air Force?" and

"What do you think your spouse likes most about the Air Force?"

	Percent	
	<u>Officer</u>	<u>Spouse</u>
Job Security/Benefits	12	27
The People	28	51
Type of Work	45	9
Other	3	2
Nothing/Generally Dislike	--	2
No Opinion/Don't Know	12	9

"What do you like least about the Air Force?" and

"What do you think your spouse likes least about the Air Force?"

	Percent	
	<u>Officer</u>	<u>Spouse</u>
Instability of Family	18	53
Undesirable Assignments/Uncertainty	11	12
Air Force Leadership/Bureaucracy	30	9
Personnel Policies	4	
Salary/Benefits/Economic Situation	9	12
Promotion/Evaluation Policies	9	--
Inadequate Manning	10	--
Other	2	7
Nothing/Generally Like	1	1
No Opinion/Don't Know	8	8

family stability in their lives. Moreover, it is important to recognize that these responses do not indicate general dissatisfaction with these aspects of Air Force life. Indeed, as discussed earlier, the officers surveyed indicated that, on balance, the Air Force makes a positive contribution to the quality of their lives. The responses do emphasize, however, that substantial benefits could be gained through improvements in these areas and, conversely, that inattention to these issues could have serious negative effects on personnel morale and retention.

Open-ended questions also permit the recording of verbatim responses, which are valuable in understanding respondents' perceptions. An example of the utility of verbatim responses can be illustrated by findings related to drug testing.

Officers were asked to state whether they thought the Air Force should conduct tests to determine drug use, and to indicate the extent to which they approved of current testing procedures. Figures 3.5 and 3.6 report these results. It is evident that while there is nearly unanimous support for testing, there is less cohesiveness in support for current testing methods. Approval of drug testing appears to be related to the notion that Air Force personnel should not use drugs:

I think the American people expect the Air Force to be a cut above the average community, and drugs don't cut it.

It's important that people are in full control of their faculties when flying bombers and operating other systems.

It's not a democracy in the Air Force. We must rely upon people doing a job without drug influence.

Figure 3.5: Drug Testing -- Do You Feel the Air Force Should Test Its Members For Drug Use or Not?

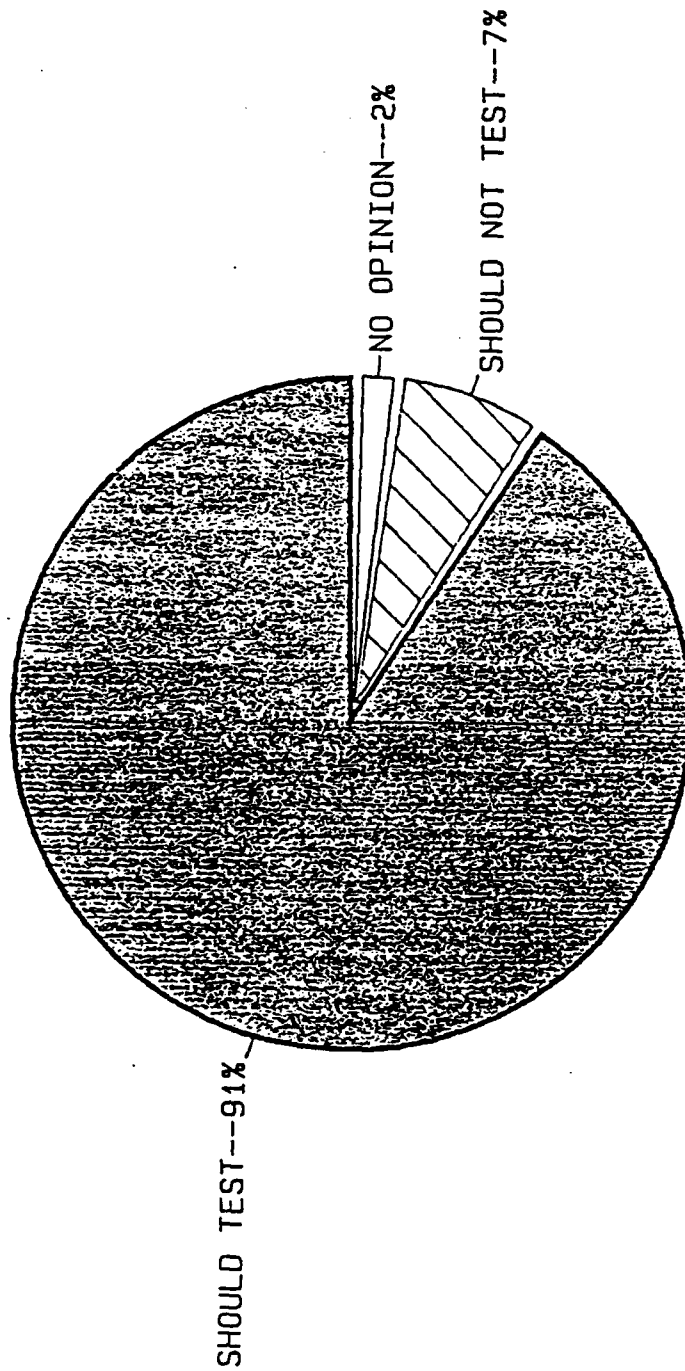
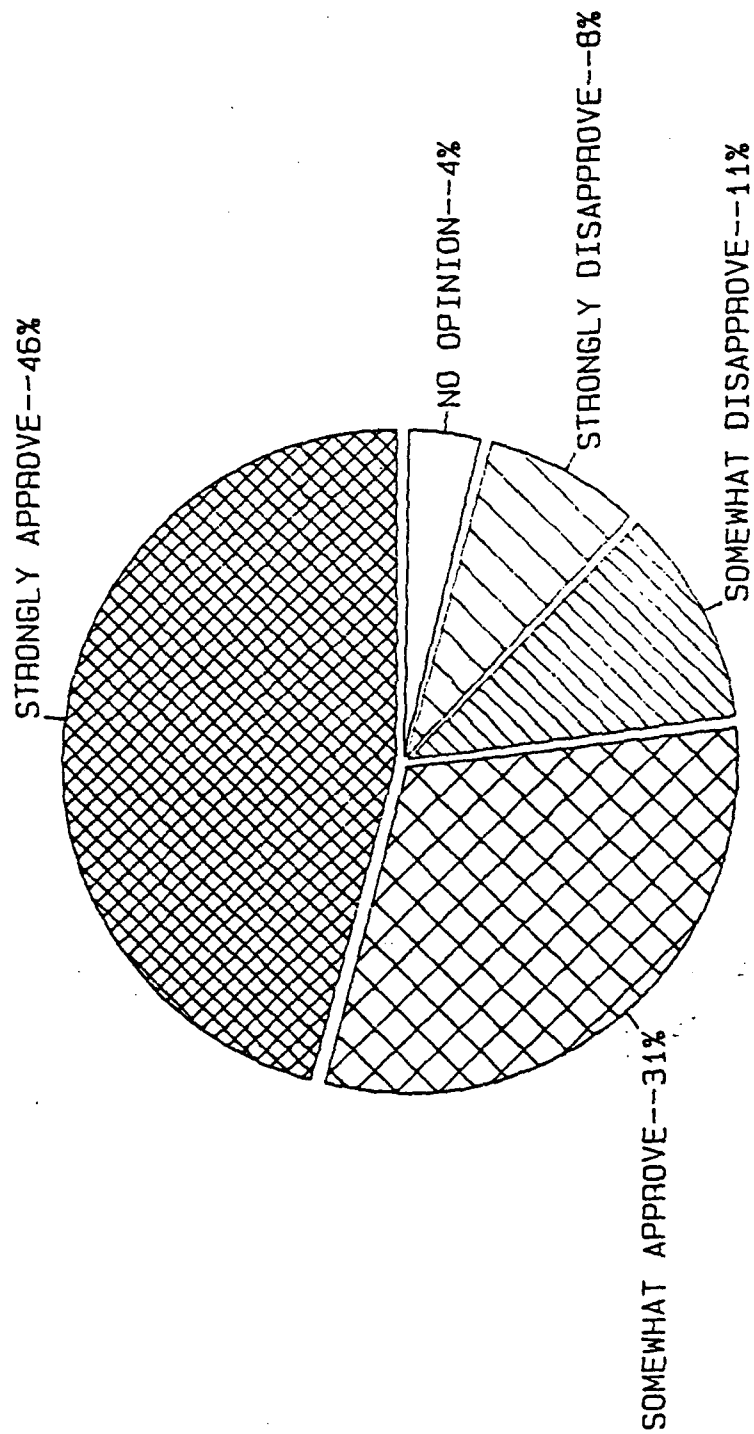


Figure 3.6: Drug Testing -- Do you Approve or Disapprove of the Air Force's Current Drug Testing?



On the other hand, disapproval of drug testing seems to be related to the perceived unreliability of current testing procedures and the notion that the procedure is unfair.

I've heard it's not always reliable. Within the last year there was testing and doubts of the accuracy. People's careers were ruined from it.

These tests determine so much on the basis of inaccurate testing. Lots of the information and resources contradict the test. If the test is the only means, make it foolproof. Careers hinge on sloppy predictions.

As the foregoing responses clearly demonstrate, the inclusion of open-ended questions in the survey instrument permits the capture of pertinent, yet often unforeseen responses and elaboration of answers, leading to increased insights. In short, open-ended questions allowed the results to be understood in their proper context.

3.2.3 Split Samples

In the split sample technique, different randomly selected, representative subsets of a total sample are asked different versions of the same basic question about a particular issue. The diverse versions are carefully designed so that they differ systematically with regard to specific underlying factors relating to the issue. Selective comparisons of the responses obtained from the various subsets of the sample then permit evaluation of the separate influences of the individual underlying factors on the respondents' overall appraisal of the issue.

In this survey, the split sample technique was used to examine officers' perceptions of system predisposition (bias) toward rated and non-rated officers and toward Reserve Officer Training Corps (ROTC) and Air

Force Academy (AFA) graduates in awarding choice assignments. Two hypothetical situations were devised and each was presented to half of the survey respondents (selected randomly from the sample).

In both situations, two officers were nominated for a choice headquarters assignment and respondents were asked to judge which officer would be selected and which officer the respondent would select for the assignment. In the first situation (Version A), one officer is a pilot who graduated from the Air Force Academy, and the other officer is non-rated and a ROTC graduate. In the second situation (Version B) one officer is a non-rated Air Force Academy graduate and the other is a pilot commissioned from ROTC.

The great majority of officers surveyed using Version A indicated that the Air Force would select the pilot who graduated from the Air Force Academy for the assignment (fully 81 percent reported this selection). Only six percent of the respondents indicated that the Air Force would select the non-rated ROTC graduate. The remainder were unable to choose or had no opinion. When asked which officer the respondent would select for the assignment, the results were quite different. While more respondents selected the AFA pilot than the non-rated ROTC graduate (39 percent versus 22 percent), more than a third of the respondents were unwilling to choose without additional information.

Similarly, with regard to Version B, more respondents were able to predict a system choice than were willing to make a choice themselves. When presented with this situation, 39 percent of the officers surveyed

indicated that the non-rated AFA graduate would receive the assignment and 43 percent indicated that the ROTC pilot would be selected. (The remaining 18 percent declined to answer this question.) When asked who they would choose for the assignments, responses were about evenly divided among those selecting the non-rated AFA graduate (31 percent), those selecting the ROTC pilot (33 percent), and those unwilling to choose without additional information (34 percent). (Two percent had no opinion on this matter.)

To add further perspective to this issue, the responses from the split sample questions were combined and a Perceptual Predisposition Index (PPI) was derived. This index separately controls for and measures the differences in responses with regard to rated and non-rated officers and with regard to AFA and ROTC graduates. These results are illustrated in Tables 3.6 and 3.7, respectively. Table 3.6 presents officers' perceptions of system predisposition. As the table indicates, a strong perception exists that the system favors Air Force Academy graduates over ROTC graduates and pilots over non-rated officers when making assignments. Table 3.7 then provides findings relative to officers' own predispositions in this area. This table indicates that officers are only slightly predisposed to select pilots and Air Force Academy graduates for choice assignments; however, officers are much less willing to make a selection, themselves, based on the limited information provided to them.

The split sample technique facilitated examination of this issue by enabling evaluation of the separate influences of skill category and

Table 3.6: System Predisposition (in percents)

	<u>Pilot</u>	<u>Non-rated</u>	<u>Net Difference</u>	<u>System PPI*</u>
Air Force Academy	81	39	+42	> +79
ROTC	43	6	+37	
Net Difference	+38	+33		
System PPI**	+71			

Table 3.7: Self Predisposition (in percents)

	<u>Pilot</u>	<u>Non-rated</u>	<u>Net Difference</u>	<u>Self PPI*</u>
Air Force Academy	39	31	+ 8	> +19
ROTC	33	22	+11	
Net Difference	+ 6	+ 9		
Self PPI**	+15			

*PPI = Perceptual Predisposition Index (sum of differences between the two hypothetical officers when identified as AF Academy graduate and ROTC graduate).

**PPI = Perceptual Predisposition Index (sum of differences between the two hypothetical officers when identified as pilot and non-rated).

source of commission on officers' perceptions and preferences regarding opportunities for obtaining choice assignments.

3.2.4 Branching

Branching is a technique which allows the interviewer to ask questions specifically tailored to the respondent. For instance, only married respondents were asked what their spouses liked most and least about the Air Force. Using this technique, respondents are asked questions that are expressly relevant and appropriate for them. In this interview, branching was used to examine issues related to opportunity and timing for promotions. Questions on promotion were specifically designed for Captains, Majors, and Lt. Colonels. Branching was also used to distinguish between married and unmarried officers when examining quality of life issues. While this technique was used only with respect to characteristics related to rank and marital status, it can also be effectively used with respect to particular responses to individual questions, with each type of response generating a corresponding set of new questions to further explore or expand upon an issue.

As implemented using the automated capabilities available in the DOLI system, the branching technique was very effective in enabling interviewers to ask individualized questions to specific sub-groups among Air Force line officers. No notable difficulties were encountered in applying the branching technique within the prototype system.

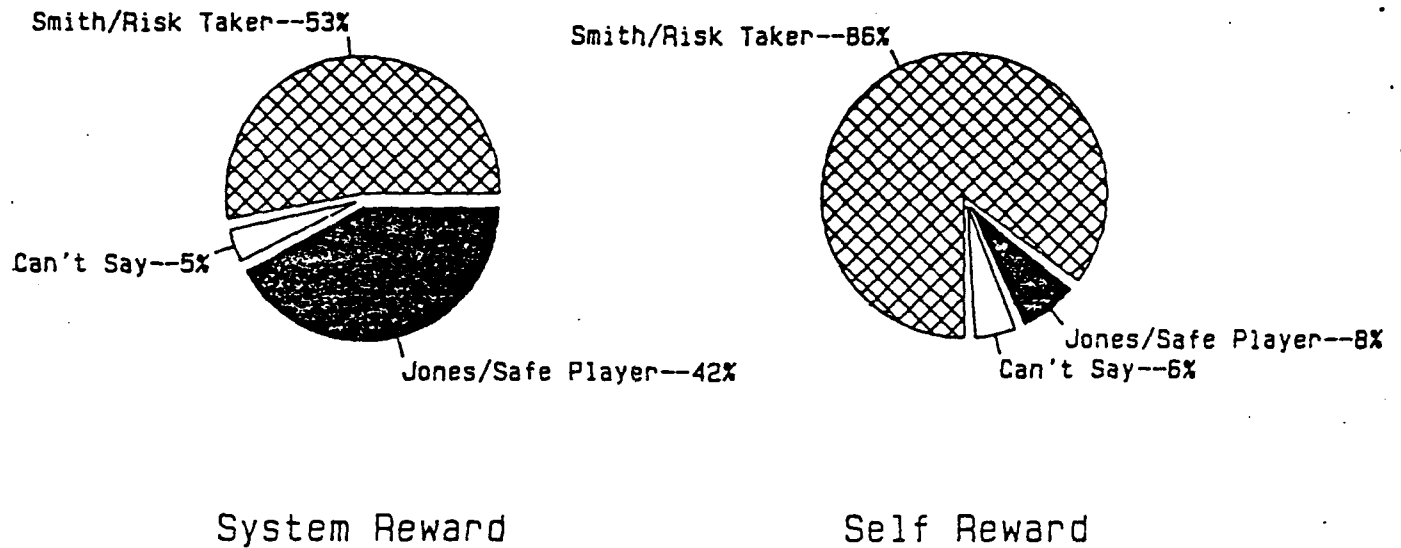
3.2.5 Scenarios

Scenarios or hypothetical situations provide a means for collecting information without direct questioning that might be perceived as "threatening" or "risky". In the split sample discussion, an example of scenarios

was presented. In that situation, respondents provided information on system predisposition without having to make overt statements as to whether the Air Force favors pilots over non-rated officers or AFA graduates over ROTC graduates. In this survey, scenarios were also used to collect information regarding risk-taking behavior and the way such behavior is viewed in the Air Force.

The scenario involved two officers who are both considered solid performers and have accomplished their missions on time and within budget. One is a risk taker who has made several very significant contributions to the AF, but occasionally makes mistakes; the other is a person who plays it safe, never making a big mistake but making few significant contributions to the AF. Respondents were asked which officer would receive a better Officer Effectiveness Report (OER), and to which officer they would give the better OER. The results are depicted in Figure 3.7. As the figure indicates, slightly more than half of the officers surveyed believe that the risk taker would receive the better OER and slightly less than half believed that the safe player would. Evidently, there is a belief that the system rewards officers based on different criteria than would the officers surveyed. More than 85 percent of the officers reported that they would give the risk taker the better OER. The use of scenarios, here, allowed the respondents to provide important information without having to make a judgment that they might be uncomfortable with in an interview context.

Figure 3.7: Scenario -- Risk Taker Versus Safe Player



3.2.6 Measures of Personality Dimensions

Measures of personality dimensions provide a means of examining specific personal attributes in order to understand why different individuals who are otherwise similar (e.g., in terms of skill category, years of service, or major command) might provide systematically different responses to the same questions. In this interview, attributes and values related to authoritarianism, individualism, respect for authority, and personal normlessness were addressed. A series of statements relating to each issue were presented to respondents and officers were asked the extent to which they agreed or disagreed with each (on a scale from 1 to 10). Responses were then compared with an extensive data base of responses for adult Americans nationwide. Statements and mean responses pertaining to authoritarianism are reported in Table 3.8. While overall differences reported in Table 3.8 are slight, it appears that the Air Force officers surveyed are somewhat less authoritarian than the adult American public in general.

Table 3.8: Personality Dimension -- Authoritarianism

	Mean Response For:	
	<u>Air Force Officers</u>	<u>Adult Americans</u>
An insult to your honor should never be forgotten.	5.1	5.7
What young people need most of all is strict discipline by their parents.	6.0	7.1
Most people who don't get ahead just don't have enough will power.	5.5	5.9
A few good leaders could make this country better than all the laws and talk.	<u>6.1</u>	<u>6.4</u>
TOTAL	22.7	25.2

Analogous results pertaining to individualism are presented in Table 3.9. With respect to this personality trait, the differences between AF officers and American adults in general are striking. It appears that AF officers tend to be less individualistic than others.

Table 3.9: Personality Dimension -- Individualism

<u>Statement</u>	<u>Mean Response For:</u>	
	<u>Air Force Officers</u>	<u>Adult Americans</u>
One should not depend on other persons or things, the center of life should be found inside oneself.	4.2	7.0
We should all admire a man who starts out bravely on his own.	6.9	7.9
In life a person should, for the most part, "go it alone", working on his own and trying to make his own life.	<u>3.9</u>	<u>6.2</u>
TOTAL	15.0	21.1

Table 3.10 summarizes the results obtained with regard to the personality dimension relating to respect for authority. For this issue, differences in responses are minimal; however, it appears that AF officers feel less strongly about respect for authority than do adult Americans in general.

Finally the responses obtained for the statements relating to personal normlessness are summarized in Table 3.11. The attribute of personal normlessness relates to the degree to which the individual's attitudes are

Table 3.10: Personality Dimension -- Respect for Authority

<u>Statement</u>	<u>Mean Response For:</u>	
	<u>Air Force Officers</u>	<u>Adult Americans</u>
Obedience and respect for authority are the most important things that children should learn.	5.9	6.8
Young people sometimes get rebellious ideas, but as they grow up they ought to get over them.	6.2	6.4
You have to respect authority and when you stop respecting authority your life isn't worth much.	<u>5.9</u>	<u>6.8</u>
TOTAL	17.9	20.0

Table 3.11: Personality Dimension -- Personal Normlessness

<u>Statement</u>	<u>Mean Response For:</u>	
	<u>Air Force Officers</u>	<u>Adult Americans</u>
People were better off in the old days when everyone knew just how one was expected to act.	3.8	5.4
What is lacking in the world today is the old kind of friendship that lasted for a lifetime.	5.0	7.4
Everything changes so quickly these days that I often have trouble deciding which are the right rules to follow.	3.4	6.6
I often feel that many things our parents stood for are just going to ruin before our eyes.	<u>4.2</u>	<u>6.6</u>
TOTAL	16.4	26.4

independent of broader social values. The responses provided by Air Force officers with respect to personal normlessness are much different from those of the adult American public. Officers indicate notably greater adherence to traditional social values than does the general public.

3.2.7 Topline Results

The DOLI system has an intrinsic advantage over conventional survey methods with respect to analysis. Because the system involves computer data entry during the interview process, the system enables immediate production of topline results for closed-ended questions. While more complex analytic techniques can be applied to the data subsequent to surveying, interested parties can see some results while the survey is still in progress. This may be particularly useful during the policy-making process as it allows for immediate feedback on important policy issues. For example, in this survey, three personnel policy issues were explicitly addressed: selective continuation, frocking, and the OER endorsement policy.

With regard to selective continuation, officers were told that "Air Force promotion policy is based on an up or out philosophy, where those who are passed over for promotion normally must leave the service. Selective continuation allows selected officers who have been passed over for promotion to stay in the Air Force at their current grade." The respondents were then asked their opinions on the policy. Eighty-seven (87) percent of the officers reported liking the selective continuation policy (48 percent strongly like it and 39 percent like it somewhat).

Two percent had no opinion on the matter, and the remaining 11 percent dislike it (three percent strongly and eight percent somewhat). These results were available immediately. Later analyses involved examination of data partitioned on the basis of years of service and skill category. The results of the analysis are depicted in Figure 3.8. As the figure demonstrates, the officers' skill categories do not appear to affect their views on selective continuation. It is interesting to note that even young officers favor the policy despite its potential effects on their future job opportunities.

To examine frocking, the issue was defined as follows: "Some branches of the armed services have a policy of frocking, which allows officers to wear their new ranks before their promotions become effective. The Air Force policy, however, is not to frock." The officers were then asked for their opinions on the AF frocking policy. Immediate results indicated that approximately half of the officers like the current AF policy not to frock (27 percent strongly like it and 24 percent like it somewhat). About 40 percent dislike current AF policy and they are evenly divided between those disliking it strongly and those somewhat disliking it. Ten percent had no opinion. Again, additional analyses with respect to years of service and skill category were performed. Figure 3.9 depicts the results of those analyses. Skill category, once more, does not seem to relate to differences in opinions on frocking. There is, however, stronger support for the current AF policy among young officers than there is among officers with more years of service.

Table 3.8: Like Selective Continuation

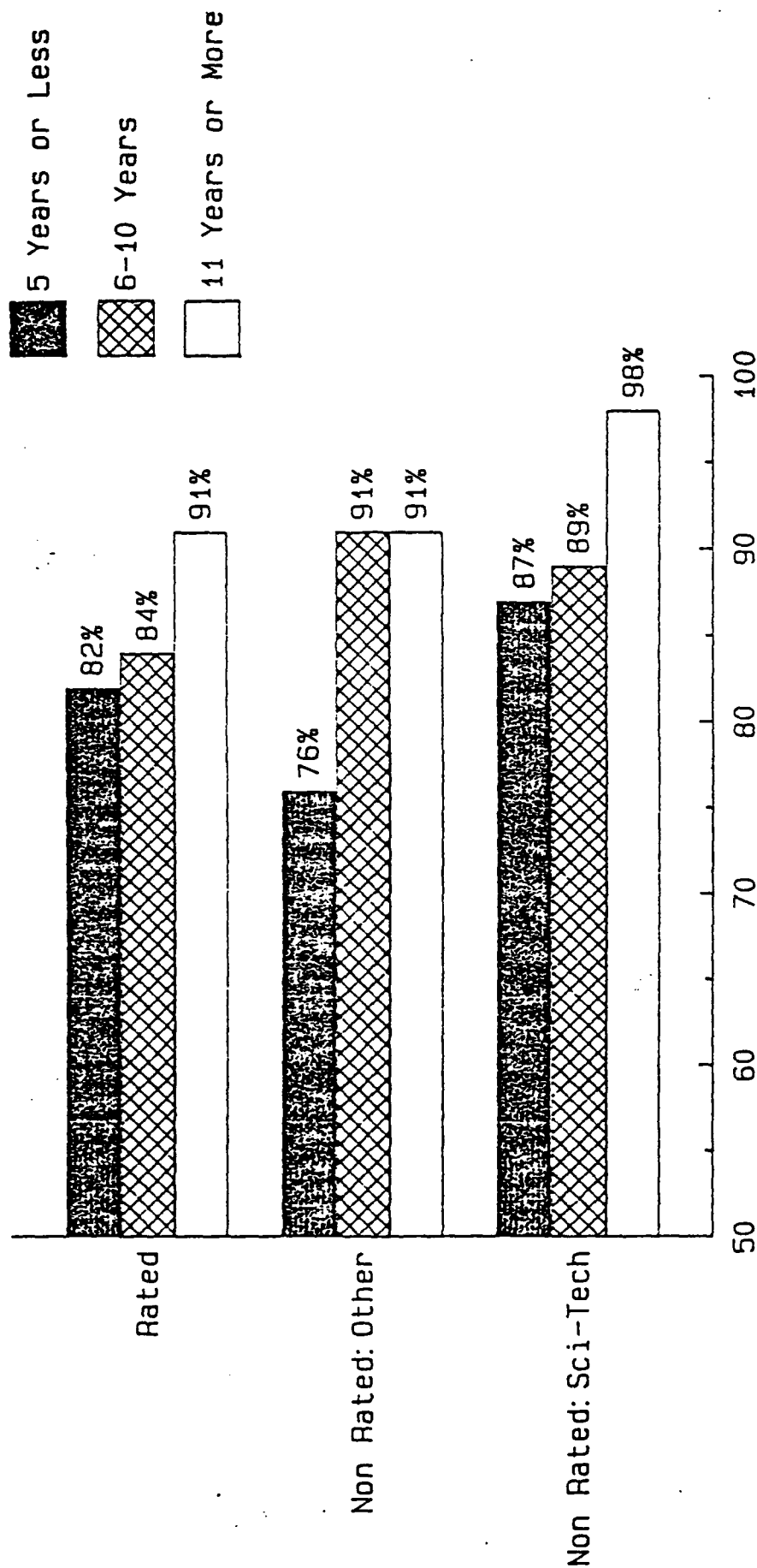
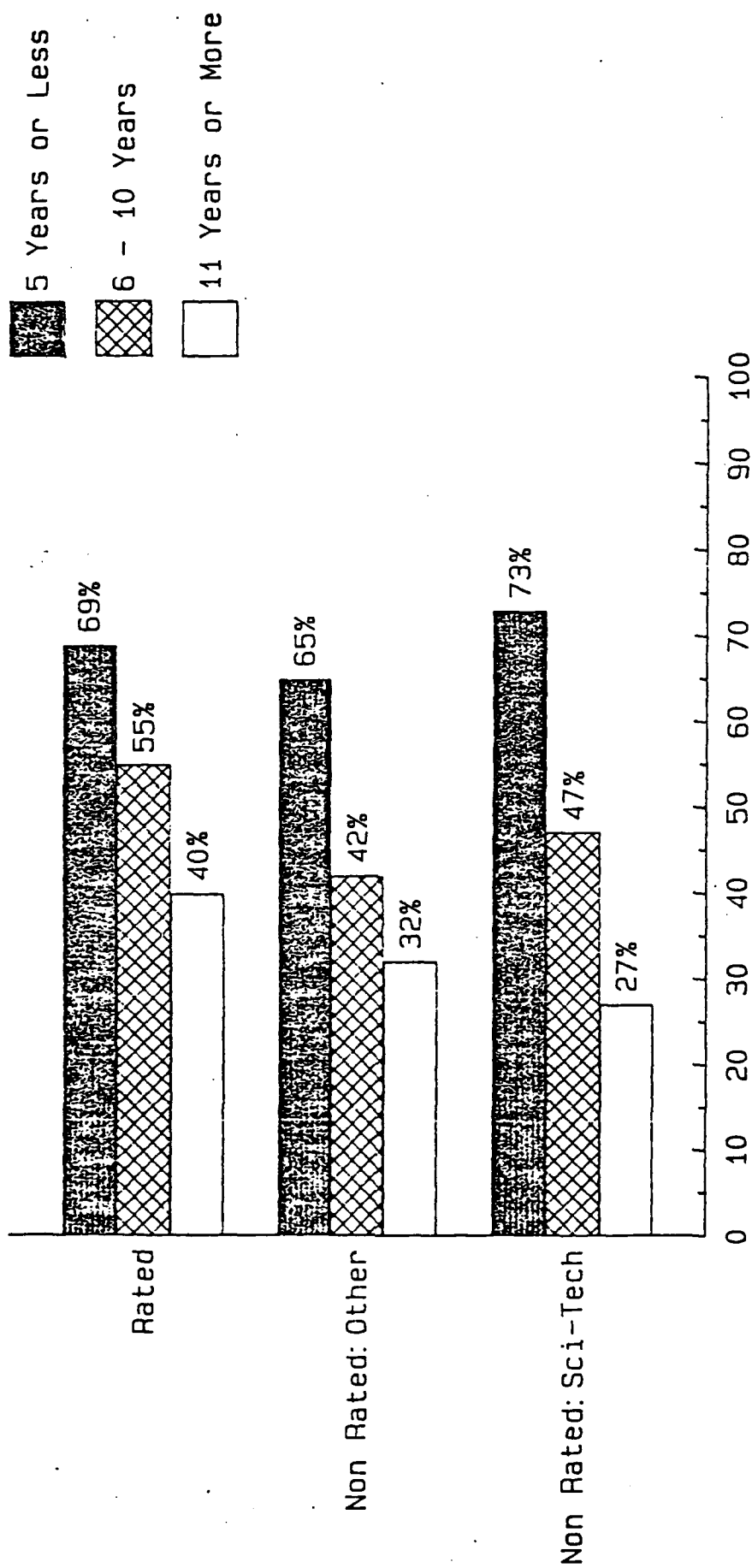


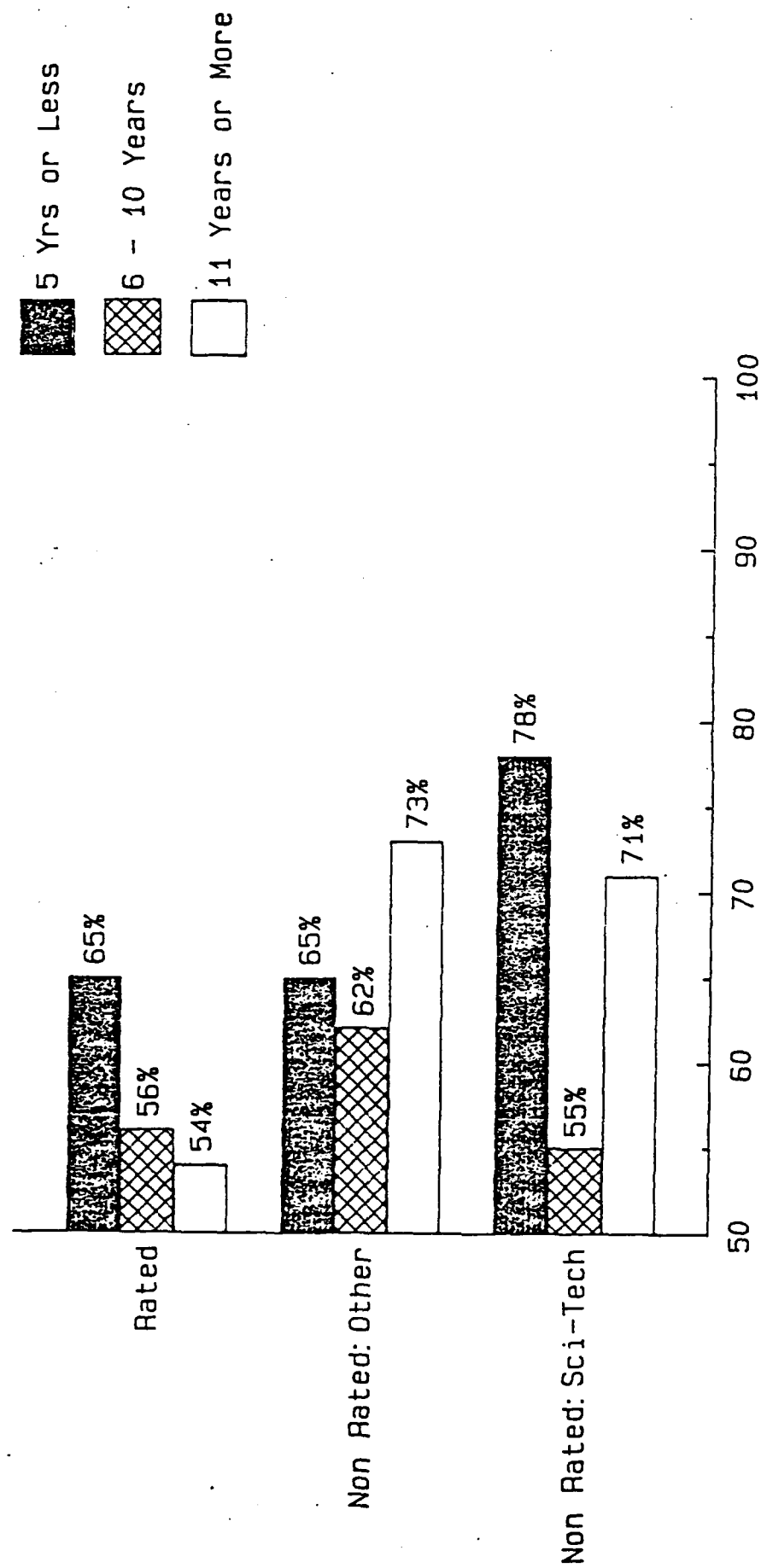
Figure 3.9: Like Air Force Policy Not to Frock



Finally with regard to the new OER endorsement policy, the respondents were told that "The new OER endorsement policy requires that the first two of the three endorsement signatures be the immediate supervisor and the next person in the chain of command." Officers were then asked whether they liked or disliked the new policy. Results showed that two-thirds of the officers surveyed like the policy (36 percent liking it strongly and 30 percent liking it somewhat). Six percent had no opinion and 28 percent dislike it (14 percent strongly and 14 percent somewhat). As Figure 3.10 demonstrates, further analyses revealed that support for the new policy is somewhat less evident among rated officers, and that officers with between six and ten years of service are generally the least likely to approve of the policy. The most common reasons for disliking the new OER policy are that the policy limits the level of endorsement and the officers perceive that the system tends to reward/promote those with the highest endorsement. As a result, the policy is viewed as giving unfair advantage to people in certain commands or locations.

While the results reported here are based on analyses involving simple tabulations and cross-tabulations, the immediacy with which such results can be produced is of great value when important issues must be decided quickly.

Figure 3.10: Like New OER Endorsement Policy



4.0 CONCLUSIONS AND RECOMMENDATIONS

Based on a review of the responses by Air Force line officers to specific questions and issues, the project team's hands-on, day-to-day experience in developing, modifying and operating the prototype system, the insights provided by AF/DPAC staff, and the observations made by the general officers present at briefings of the results, the project team has reached the following conclusions:

- DOLI can tightly control the interviewing of a stratified random sample of AF line officers.
- The non-response rate was somewhat higher for AF officers than for the general population. However,
 - Interviewing at other times of the year would involve fewer PCS moves and vacations.
 - The time period during which the field interviews were conducted was limited.
- The capability of producing overnight topline results provides a significant option for policy makers in need of timely information.
- AF officers responded well to:
 - Open-ended questions
 - Scenarios
- "Branching" and "split sample" techniques -- used in connection with specific issues requiring the application of these approaches -- proved effective and informative.
- Somewhat unanticipated but credible, logical, and salient concerns with AF policy and its implementation, as well as the aspirations of specific groups were revealed. Assignments were not a major question area, but in open-ended questions, assignments repeatedly emerged as the top issue.

- Specific linkages between behavior, on the one hand, and attitudes and values on the other were more suggestive than definitive; however, AF line officers hold strong values, which should ultimately prove to be a valuable and effective indicator for policy and behavioral analysis.
- There are strong substantive indications that at this time:
 - The perceived lack of consideration of AF officer needs and desires in the assignment process is a major concern, which surfaced repeatedly in open-ended questions. No other area has as much potential for affecting the attitudes of officers toward the Air Force.
 - AF officers provide strong support for selective continuation.
 - There is moderate-to-strong support for not frocking and for the new OER endorsement policy.
 - There are very strong differences in attitudes, perceptions, and possibly values among the major commands.
 - There is a strong belief that the AF rewards "risk takers" insufficiently.
 - There is a strong perception that the AF rewards pilots and academy graduates disproportionately at the expense of others who may have equal merit.
- The DOLI data base, even though produced by an exploratory system, is:
 - Very rich and conducive to significant, in-depth data-mining and analysis (e.g., further cuts by time-in-service, major command, and those "likely" to leave).
 - Capable of providing estimates of key parameters for new types of "what if" microsimulation models which link the consequences of possible AF personnel policy changes to attitudes, values, and behavior.
 - Very promising in terms of its potential for using attitudinal and value measures to refine estimates of losses.

From a long-term perspective, with additional exploratory research effort the AF might achieve considerable benefits through the following adaptations and/or uses of DOLI:

- Build and institutionalize an overnight capability for nearly immediate responsiveness.
- Perform cross-sectional studies (e.g., in February and September 1986) to measure trends and gauge emerging issues.
- Develop AF panel options for selected sub-groups of officers.
- Recontact at least a sample of the respondents through a specifically prepared follow-up mail questionnaire to validate the study.
- Interview spouses in their homes by telephone.
- Perform similar studies on AF enlisted personnel.

The results of such efforts should provide clear evidence of the desirability of institutionalizing the DOLI approach within the AF. In particular, if the results of subsequent exploratory projects are as promising as those of this project, the AF might find it useful to create an integrated information system which would draw upon:

- Demographic data
- Service-related information
- Attitudinal/perceptual/value records
- Microsimulations

In short, an effective, ongoing telephone interviewing capability combined with a useful and usable information and analysis system would provide Air Force senior decision-makers with the kind of timely information needed to assess continually the impact of major policy changes on Air Force personnel.

APPENDIX 1: Initial Substantive Issues

LEADERSHIP

- How effective a leader are you?
 - .. Do you feel well prepared for leadership roles?
 - .. How much opportunity do you have to be a leader in your assignment?
- How important is integrity to you?
 - .. To your contemporaries?
 - .. To your bosses?
- Is it necessary for an officer to be a leader?
- Do you see AF leadership getting better, worse, or about the same?
 - .. At what level? Unit? Base/wing? Senior leadership?
- Is the organization you work in conducive to developing good leaders?
 - .. Is careerism a problem...putting self-interest ahead of the mission?
- What could be done to improve leadership in the Air Force?
- Can an officer who takes risks make mistakes and remain competitive for promotion?
- Centralization vs. decentralization -- How does the field view the issue?
- How do you view the issue of fraternization (officer - NCO relationship)?

EEO/FAMILY/DRUG

- Does the Air Force adequately support its families with resources, programs, and attitudes?
- When you discuss your Air Force career with your family, what are the five most important factors (in rank order) you consider vital for extending service?
- Is sexual harassment a problem in the Air Force?
- Is discrimination a problem in the Air force?
 - .. In what area? E.g., race, sex, religion?
- What is most effective in deterring drug and alcohol abuse?
 - .. Drug training program?
 - .. Education?
 - .. Rehabilitation?
- Should commissioning applicants undergo drug testing?
- How many hours per week do you work?
 - .. Is that too much?
 - .. How does it affect your family/family time?
- How do you perceive the public view of the military? Better or worse than a year ago?
- How congruent are public values and career officer values?

PROMOTION

- Are the promotion opportunities for (04, 05, 06) too low/about right/too high?
 - .. Do you know what the promotion opportunities are?
- Is the current promotion system equitable for all? Why/why not?
- What is the most influential factor in your next promotion?
- Should the local commander have a strong role in officer promotions? What should that role be?
- Are you familiar with selective continuation?
 - .. Do you know anyone who has been selectively continued?
 - What was the productivity of the officer?
- Are you familiar with the new OER endorsement policy?
 - .. What is your opinion of the impact on you?
- Is the timing right between promotions?
 - .. Too long? Which grades? Why?
 - .. Too short? Which grades? Why?
- Would you like to see the promotion system changed? How?
- Should the Air Force have a frocking policy? Is frocking a significant issue?
- What changes should be made to the BTZ promotion program?
- Should we have an Up-or-Out system? Why?

ASSIGNMENTS

- If you could receive another assignment in your local area (PCA) would you take it? Why? Why not?
- What kind of assignment do you want for your next PCS?
 - .. E.g.,: career enhancing, PME, good location, etc.
 - .. Which is most/least important?
- What do you plan to do when you receive your next PCS?
 - .. E.g., accept, retire, try to extend, etc.
 - .. Why?
- Do you have a spouse?
 - .. Is he/she sharing quarters with you?
 - .. If you received PCS orders would your spouse travel with you? Why? Why not?
- What kind of housing are you going to seek at your next location?
 - .. E.g., Buy, lease, rent: mobilehome, house, condo, etc.
 - .. No preference: Don't know
 - .. Why?
- How rapidly could you be ready to deploy on an extended unprojected TDY (90 days or less)?
- How do you view PCS policy?
 - .. Do you understand what drives PCS assignments?
 - .. Do you perceive assignments as arbitrary?
For good of AF? For good of member?

COMPENSATION

- What would you like to change in the pay structure?
- How does your pay compare to your civilian counterpart?
 - .. (If a pilot): Are the airlines an attractive option to you now? Why? Why not?
- How important is the tax advantage that you have? (i.e. no tax on allowances)
- Did flight pay influence your decision to enter? Stay in the Air Force? How?
 - .. What is your opinion about flight pay versus bonuses?
 - .. How should compensation be determined for dual track officers?
- What is your most/least important Air Force benefit?
- What would the impact on you be if VHA overpayments were eliminated?
- Would you be willing to accept a decrease in:
 - .. Pay?
 - .. Retirement pay?to help reduce the national deficit?
- What would your reaction be to the following changes in retirement?
 - .. Extend possible years of service (35 - 40)
 - .. Use of involuntary retirement as force management tool (based on grade and age)
 - .. Contributory retirement

APPENDIX 2: Interview Questionnaire

INTERVIEW SCHEDULE

Hello, I'm _____ of CONSAD. May I speak with _____.

(IF RESPONDENT IS NOT AVAILABLE - ARRANGE CALLBACK.)

RESPONDENT INTRODUCTION

Hello, my name is _____. I'm calling from Headquarters Air Force. My company, CONSAD Research Corporation, is under contract to the Air Force to interview Air Force officers about personnel issues. Should you have any doubts about the official nature of this interview, please contact your local base Director of Personnel, or you can contact Headquarters United States Air Force at the Pentagon on autovon 227-3208 or 225-6185. Collect calls can be made during duty hours, if autovon is unavailable, to (202) 697-3203 or (202) 695-6185, the Air Force Manpower Personnel and Analysis Center.

You have been scientifically selected to participate. Of course, under the Privacy Act, your participation is completely voluntary and no adverse action can be taken against anyone who chooses not to participate. The results of this interview will be converted to statistical data and no individual's responses will ever be identified. Your responses are completely confidential.

(IF NOT CONVENIENT OR RESPONDENT WISHES AUTHORIZATION, ARRANGE CALLBACK.)

(IF RESPONDENT AGREES TO PARTICIPATE, GO DIRECTLY TO POLY QUESTIONNAIRE.)

2. There has been much discussion lately about the general public's attitude toward the military -- that is, whether the impression is positive or negative. Based on what you have heard or read, I'd like you to rate what you feel the public impression of the military is today. We'll use a scale from minus five, the most negative impression, to plus five, the most positive impression. Of course, you may use any number in between, with zero being a neutral impression. On this scale, what rating do you think the general public would give the military?

-5 -4 -3 -2 -1 0 +1 +2 +3 +4 +5

3. On that same minus five to plus five scale, what rating do you think the general public would have given the military one year ago?

-5 -4 -3 -2 -1 0 +1 +2 +3 +4 +5

Now, thinking about the Air Force specifically ...

4. In your opinion, what would be a good thing to happen to the Air Force in the next few years? (PROBE FOR SPECIFIC DESCRIPTION)

5. And what would be a bad thing to happen to the Air Force in the next few years? (PROBE FOR SPECIFIC DESCRIPTION)

Let's talk more specifically about leadership in the Air Force.

WORST
POSSIBLE

BEST
POSSIBLE

6. Please imagine a "ladder of leadership". Let's suppose the ladder has ten steps. The top of the ladder, the 10th step, represents the best possible leadership, and the bottom, the first step, represents the worst possible leadership. On which step of that ladder do you feel the Air Force senior leadership stands at the present time?
- 1 2 3 4 5 6 7 8 9 10
7. On which step would you say the senior leadership stood five years ago?
- 1 2 3 4 5 6 7 8 9 10
8. Just as your best guess, on which step do you think the senior leadership will stand in the future, say about five years from now?
- 1 2 3 4 5 6 7 8 9 10
9. Now, thinking about the local leadership at your base or wing, on which step of this ladder do you feel your local leadership stands at the present time?
- 1 2 3 4 5 6 7 8 9 10
10. And on which step of the ladder do you feel the leadership of your unit stands at the present time?
- 1 2 3 4 5 6 7 8 9 10
11. What are one or two things you feel could be done to improve leadership in the Air Force? (PROBE: What else? Is there anything else?)
-
-
-
-

12. Do you feel the organization in which you work fosters or hinders the development of your leadership skills?

FOSTERS.....	1
HINDERS.....	2

13. How much opportunity do you have to be a leader in your assignment -- a great deal, quite a bit, some, or not much at all?

A GREAT DEAL.....	1
QUITE A BIT.....	2
SOME.....	3
NOT MUCH AT ALL.....	4

14. How prepared do you feel you are to assume a greater leadership role in the Air Force -- very prepared, somewhat prepared, not too prepared, or not prepared at all?

VERY PREPARED.....	1
SOMEWHAT PREPARED.....	2
NOT TOO PREPARED.....	3
NOT PREPARED AT ALL.....	4

VERSION A

Now I'd like to do something different. I'm going to describe two hypothetical officers -- call them Smith and Jones. Both are having Officer Effectiveness Reports written. They are both considered solid performers and have accomplished their missions on time and within budget. After I read you both descriptions, please tell me which officer you think will get the better OER. (ROTATE DESCRIPTIONS)

15. Smith tends to be a risk taker. Smith has made several very significant contributions to the Air Force but occasionally makes mistakes.

Jones tends to play it pretty safe and by the book. Jones has never made a big mistake but has made few significant contributions to the Air Force.

Which officer do you think will get the	SMITH.....1
better OER (ROTATE) -- Smith or Jones?	JONES.....2
	CAN'T SAY/NOT ENOUGH
	INFORMATION (VOLUNTEERED)...3

16. If you were rating the officers, which one would you give the better OER -- (ROTATE) Smith or Jones?
- | | |
|--|-------------------------------|
| | SMITH.....1 |
| | JONES.....2 |
| | CAN'T SAY/NOT ENOUGH |
| | INFORMATION (VOLUNTEERED)...3 |

Let's do the same thing again with two different hypothetical officers -- call them Brown and Green. Both have the same rank and time in grade and have comparable OER's - they have both been nominated for a choice headquarters assignment. After I read you these descriptions, please tell me which officer you feel would probably get the assignment. (ROTATE DESCRIPTIONS).

- 17A. Brown is a pilot who graduated from the Air Force Academy. Brown is married and has two children.

Green is a non-rated officer who is an ROTC graduate. Green is married and has one child.

Based on this information alone,	BROWN.....1
which officer do you feel would	GREEN.....2
probably get the assignment --	CAN'T SAY/NOT ENOUGH
(ROTATE) Brown or Green?	INFORMATION (VOLUNTEERED)...3

18. If you were selecting the officer for the assignment, which one would you probably choose -- (ROTATE) Brown or Green?
- | | |
|--|-------------------------------|
| | BROWN.....1 |
| | GREEN.....2 |
| | CAN'T SAY/NOT ENOUGH |
| | INFORMATION (VOLUNTEERED)...3 |

VERSION B

Now I'd like to do something different. I'm going to describe two hypothetical officers -- call them Smith and Jones. Both are having Officer Effectiveness Reports written. They are both considered solid performers and have accomplished their missions on time and within budget. After I read you both descriptions, please tell me which officer you think will get the better OER. (ROTATE DESCRIPTIONS)

15. Smith tends to be a risk taker. Smith has made several very significant contributions to the Air Force but occasionally makes mistakes.

Jones tends to play it pretty safe and by the book. Jones has never made a big mistake but has made few significant contributions to the Air Force.

Which officer do you think will get the better OER (ROTATE) -- Smith or Jones?

SMITH.....1
JONES.....2
CAN'T SAY/NOT ENOUGH
INFORMATION (VOLUNTEERED)...3

16. If you were rating the officers, which one would you give the better OER -- (ROTATE) Smith or Jones?

SMITH.....1
JONES.....2
CAN'T SAY/NOT ENOUGH
INFORMATION (VOLUNTEERED)...3

Let's do the same thing again with two different hypothetical officers -- call them Brown and Green. Both have the same rank and time in grade and have been nominated for a choice headquarters assignment. After I read you these descriptions, please tell me which officer you feel should get the assignment. (ROTATE DESCRIPTIONS)

- 17B. Brown is a non-rated officer who graduated from the Air Force Academy. Brown is married and has two children.

Green is a pilot who is an ROTC graduate. Green is married and has one child.

Based on this information alone, which officer do you feel would probably get the assignment -- (ROTATE) Brown or Green?

BROWN.....1
GREEN.....2
CAN'T SAY/NOT ENOUGH
INFORMATION (VOLUNTEERED)...3

18. If you were selecting the officer for the assignment, which one would you probably choose -- (ROTATE) Brown or Green?

BROWN.....1
GREEN.....2
CAN'T SAY/NOT ENOUGH
INFORMATION (VOLUNTEERED)...3

Now I would like to read you several statements other officers have made. Please tell me, for each one, whether you agree strongly ... agree somewhat ... disagree somewhat ... or disagree strongly. (RANDOMIZE STATEMENTS)

	<u>AGREE</u> <u>STRNG</u>	<u>AGREE</u> <u>SMWHT</u>	<u>DISAG</u> <u>SMWHT</u>	<u>DISAG</u> <u>STRNG</u>
19. My future in the Air Force is bright.	1	2	3	4
20. The Air Force is full of officers who will do whatever is expedient in order to get ahead.	1	2	3	4
21. I could do my job a lot better if those in headquarters would not tie my hands.	1	2	3	4
22. Many officers in the Air Force fulfill the minimum requirements of their jobs but don't do much beyond that.	1	2	3	4
23. I expect to be promoted to the next grade.	1	2	3	4
24. The Air Force is too structured. It seems that I'm expected to act like a robot.	1	2	3	4
25. There are too many officers who make decisions based on what is good for their personal careers, while it may not be good for the Air Force.	1	2	3	4
26. My current job is an excellent step in achieving my full potential in the Air Force.	1	2	3	4
27. My commander doesn't seem to have enough authority to accomplish his/her job.	1	2	3	4
28. Success in the Air Force can easily be achieved without taking advantage of people.	1	2	3	4
29. I would be able to deploy within 24 hours for an extended TDY of 3 to 6 months.	1	2	3	4

- | | | | | |
|--|---|---|---|---|
| 30. I would like more authority and responsibility in my assignment. | 1 | 2 | 3 | 4 |
| 31. It is difficult to be successful in the Air Force without compromising moral principles. | 1 | 2 | 3 | 4 |
| 32. I am ready to leave my current job. | 1 | 2 | 3 | 4 |

Now, on a different topic ...

- | | WORST
POSSIBLE | | | | | BEST
POSSIBLE | | | | |
|---|-------------------|---|---|---|---|------------------|---|---|---|----|
| 33. Consider for a moment the quality of your (family) life. Once again, I'd like you to imagine a ladder. Let's suppose the top of the ladder, the 10th step, represents the <u>best</u> possible family life, and the bottom, the first step, represents the <u>worst</u> possible family life. On which step of that ladder do you feel your family, stands at the present time? | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |

34. What would be a good thing to happen to (you/you or your family) in the next few years? (PROBE FOR SPECIFIC DESCRIPTION)

35. Who or what could cause that to happen? (PROBE FOR SPECIFIC DESCRIPTION)

36. And what would be a bad thing to happen to (you/you or your family) in the next few years? (PROBE FOR SPECIFIC DESCRIPTION)

37. Who or what could cause that to happen? (PROBE FOR SPECIFIC DESCRIPTION)

38. Some people feel the Air Force improves the quality of their (personal/family) life. Others feel it hurts their (personal/family) life. Think about (yourself/your own family) for a moment. Using the minus five to plus five scale we used before, please tell me how you feel the Air Force affects the quality of your (personal/family) life. A "minus five" would be "hurts a great deal", while a "plus five" would be "improves a great deal". Zero would be "neither hurts nor improves". Which number on this scale do you feel represents the Air Force's influence on your (personal/family) life?

-5 -4 -3 -2 -1 0 +1 +2 +3 +4 +5

IF RESPONDENT GIVES "0, +1, +2, +3, +4 OR +5" IN Q.38, ASK Q.39 & 40 FIRST.
 IF RESPONDENT GIVES "-5, -4, -3, -2, -1" IN Q.38, ASK Q.41 & 42 FIRST.

39. What do you like most about the Air Force? (PROBE FOR SPECIFIC DESCRIPTION)

IF MARRIED, ASK:

40. And how do you feel your spouse would answer the question -- that is, what do you think she/he likes most about the Air Force? (PROBE FOR SPECIFIC DESCRIPTION)

41. And what do you like least about the Air Force? (PROBE FOR SPECIFIC DESCRIPTION)

IF MARRIED, ASK:

42. And what do you think your spouse likes least about the Air Force? (PROBE FOR SPECIFIC DESCRIPTION)

43. Is there anything that would cause you to leave the Air Force at the earliest opportunity?
- YES (ASK Q.44).....1
NO (ASK Q.45).....2

IF "YES" IN Q.43, ASK:

44. What would that be? (PROBE FOR SPECIFIC DESCRIPTION)

Now, on a different topic ...

45. Do you feel the Air Force should test its members for drug use or not?
- SHOULD TEST.....1
SHOULD NOT TEST.....2

46. Do you approve or disapprove of the Air Force's current drug testing? (AFTER GETTING RESPONSE, ASK:) Would that be strongly or just somewhat (approve/disapprove)?
- STRONGLY APPROVE.....1
SOMEWHAT APPROVE.....2
SOMEWHAT DISAPPROVE.....3
STRONGLY DISAPPROVE.....4

47. And can you give me one or two reasons why you (approve/disapprove) of the current drug testing? (PROBE: What else? Is there anything else?)
- _____
- _____
- _____

Now, I'm going to read you some statements other people have made. Each statement represents a commonly held opinion, and there are no right or wrong answers. You will probably disagree with some items and agree with others. We are interested in the extent to which you agree or disagree with the statement. After I read each statement, please indicate the extent to which you agree or disagree. The scale ranges from one to ten. The more you agree, the higher the number; the more you disagree, the lower the number. Of course, you may use any number between one and ten -- whichever one best describes your own opinion.

First impressions are usually best when responding to statements such as these.
(RANDOMIZE STATEMENTS)

	STRONGLY DISAGREE											STRONGLY AGREE
48. An insult to your honor should never be forgotten.	1	2	3	4	5	6	7	8	9	10		
49. People were better off in the old days when everyone knew just how one was expected to act.	1	2	3	4	5	6	7	8	9	10		
50. What is lacking in the world today is the old kind of friendship that lasted for a lifetime.	1	2	3	4	5	6	7	8	9	10		
51. Everything changes so quickly these days that I often have trouble deciding which are the right rules to follow.	1	2	3	4	5	6	7	8	9	10		
52. What young people need most of all is strict discipline by their parents.	1	2	3	4	5	6	7	8	9	10		
53. I often feel that many things our parents stood for are just going to ruin before our very eyes.	1	2	3	4	5	6	7	8	9	10		
54. One should not depend on other persons or things, the center of life should be found inside oneself.	1	2	3	4	5	6	7	8	9	10		
55. Most people who don't get ahead just don't have enough will power.	1	2	3	4	5	6	7	8	9	10		
56. Obedience and respect for authority are the most important things that children should learn.	1	2	3	4	5	6	7	8	9	10		
57. Do what you want to do that's fun, and worry about the future later.	1	2	3	4	5	6	7	8	9	10		

- | | | | | | | | | | | |
|--|---|---|---|---|---|---|---|---|---|----|
| 58. We should all admire a man who starts out bravely on his own. | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 59. A group of people that are nearly equal will work a lot better than one where people have bosses and ranks over one another. | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 60. Young people sometimes get rebellious ideas, but as they grow up they ought to get over them. | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 61. Since no values last forever, the only real values are those that fit the needs of right now. | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 62. A few good leaders could make this country better than all the laws and talk. | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 63. Everybody should have what they need, the important things we have belong to all of us. | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 64. In life a person should, for the most part, "go it alone", working on his own and trying to make his own life. | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 65. Everyone should have an equal chance and an equal say in most things. | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 66. You have to respect authority and when you stop respecting authority your life isn't worth much. | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 67. The solution to almost any human problem should be based on the situation at the time, not on some general idea of right or wrong. | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |

Let's talk about some specific personnel policies. I'm going to name some policies and would like you to tell me, for each one, whether or not you have heard of it.

(IF RESPONDENT HAS HEARD OF THE POLICY, FOLLOW BY ASKING:) Would you say you understand the policy, or not?

- | | <u>HEARD OF/
UNDERSTAND</u> | <u>HEARD OF
NOT UNDERSTAND</u> | <u>NEVER
HEARD OF</u> |
|---|---------------------------------|------------------------------------|---------------------------|
| 68. Selective continuation | 1 | 2 | 3 |
| 69. The new Officer Effectiveness Report endorsement policy | 1 | 2 | 3 |
| 70. Frocking | 1 | 2 | 3 |

Air Force promotion policy is based on an up or out philosophy, where those who are passed over for promotion normally must leave the service. Selective continuation allows selected officers who have been passed over for promotion to stay in the Air Force at their current grade.

71. How do you feel about selective continuation -- that is, do you like or dislike the policy? (AFTER GETTING RESPONSE, ASK:) Would that be strongly (like/dislike) or just somewhat (like/dislike)?
- | | |
|-----------------------|---|
| STRONGLY LIKE..... | 1 |
| SOMEWHAT LIKE..... | 2 |
| SOMEWHAT DISLIKE..... | 3 |
| STRONGLY DISLIKE..... | 4 |

72. Can you give me one or two reasons why you (like/dislike) selective continuation? (PROBE: What else? Is there anything else?)
- _____
- _____
- _____

73. Have you or any of your acquaintances been selectively continued?
- | | |
|------------------------|---|
| YES (ASK Q.74)..... | 1 |
| NO (SKIP TO Q.75)..... | 2 |

IF "YES" IN Q.73, ASK:

74. Would you say that selective continuation made you or your acquaintance more productive, less productive, or had no effect on productivity?
- | | |
|--------------------------------|---|
| MORE PRODUCTIVE..... | 1 |
| LESS PRODUCTIVE..... | 2 |
| NO EFFECT ON PRODUCTIVITY..... | 3 |

The new OER endorsement policy requires that the first two of the three endorsement signatures be the immediate supervisor and the next person in the chain of command.

75. Do you like or dislike this policy? (AFTER GETTING RESPONSE, ASK:) Would that be strongly (like/dislike) or just somewhat (like/dislike)?
- | | |
|-----------------------|---|
| STRONGLY LIKE..... | 1 |
| SOMEWHAT LIKE..... | 2 |
| SOMEWHAT DISLIKE..... | 3 |
| STRONGLY DISLIKE..... | 4 |

76. Can you give me one or two reasons why you (like/dislike) the new OER policy? (PROBE: What else? Is there anything else?)

Some branches of the armed services have a policy of frocking, which allows officers to wear their new ranks before their promotions become effective. The Air Force policy, however, is not to frock.

77. Do you like or dislike the Air Force's policy not to frock? (AFTER GETTING RESPONSE, ASK:) Would that be strongly (like/dislike) or just somewhat (like/dislike)?

STRONGLY LIKE.....	1
SOMEWHAT LIKE.....	2
SOMEWHAT DISLIKE.....	3
STRONGLY DISLIKE.....	4

78. Can you give me one or two reasons why you (like/dislike) the Air Force's policy not to frock? (PROBE: What else? Is there anything else?)

FOR MAJORS:

79A. Let's talk about promotion opportunity and timing. Because of the Congressional limits on the number of officers that can be majors, lieutenant colonels, and colonels, there is always a trade-off between the opportunity of being promoted to a grade and the average time at promotion. For example, if the promotion opportunity to lieutenant colonel increased from 75% to 85%, the average time at promotion would also increase from 16 years of service to 17 years of service. Conversely, a decrease in the promotion opportunity from 75% to 65% would cause the average time at promotion to fall from 16 years of service to 15 years of service. Which of these options do you prefer for promotion to lieutenant colonel: (ROTATE) increased opportunity or decreased time at promotion?

INCREASED OPPORTUNITY.....	1
DECREASED TIME.....	2
NO CHANGE IN BALANCE	
(VOLUNTEERED).....	3

FOR CAPTAINS:

79B. Let's talk about promotion opportunity and timing. Because of the Congressional limits on the number of officers that can be majors, lieutenant colonels, and colonels, there is always a trade-off between the opportunity of being promoted to a grade and the average time at promotion. For example, if the promotion opportunity to major increased from 90% to 95%, the average time at promotion for major would also increase from 11 years of service to 12 years of service. Conversely, a decrease in the promotion opportunity to major from 90% to 85% would decrease the average time at promotion from 11 to 10 years of service. Which of these options do you prefer for promotion to major: (ROTATE) increased opportunity or decreased time at promotion?

INCREASED OPPORTUNITY.....1
 DECREASED TIME.....2
 NO CHANGE IN BALANCE
 (VOLUNTEERED).....3

FOR LT. COLONELS:

79C. Let's talk about promotion opportunity and timing. Because of the Congressional limits on the number of officers that can be majors, lieutenant colonels, and colonels, there is always a trade-off between the opportunity of being promoted to a grade and the average time at promotion. For example, if the promotion opportunity to colonel increased from 55% to 65%, the average time at promotion would also increase from 21 years of service to 22 years of service. Conversely, a decrease in the promotion opportunity from 55% to 45% would cause the average time at promotion to fall from 21 years of service to 20 years of service. Which of these options do you prefer for promotion to colonel: (ROTATE) increased opportunity or decreased time at promotion?

INCREASED OPPORTUNITY.....1
 DECREASED TIME.....2
 NO CHANGE IN BALANCE
 (VOLUNTEERED).....3

FOR COLONELS:

79. Let's talk about promotion opportunity and timing. Because of the Congressional limits on the number of officers that can be majors, lieutenant colonels, and colonels, there is always a trade-off between the opportunity of being promoted to a grade and the average time at promotion. For example, if the promotion opportunity to major increased from 90% to 95%, the average time at promotions for major would also increase from 11 years of service to 12 years of service. Conversely, a decrease in the promotion to major from 90% to 85% would decrease the average time at promotion from 11 to 10 years of service. For each of the following ranks please indicate which option you feel the Air Force should be most concerned about: (ROTATE) increased opportunity or decreased timing?

	INCREASED OPPORTUNITY	DECREASED TIMING	(VOLUNTEERED) KEEP CURRENT BALANCE
D. Major	1	2	3
E. Lt. Colonel	1	2	3
F. Colonel	1	2	3

Looking ahead to your next Air Force assignment ...

80. If you could have any assignment, what kind would you choose? (PROBE FOR SPECIFIC DESCRIPTION)

81. And what kind of assignment would you least want? (PROBE FOR SPECIFIC DESCRIPTION)

Once again I'm going to read you some statements others have made. Please tell me for each one whether you agree strongly ... agree somewhat ... disagree somewhat ... or disagree strongly.

	<u>AGREE</u> <u>STRNG</u>	<u>AGREE</u> <u>SMWHT</u>	<u>DISAG</u> <u>SMWHT</u>	<u>DISAG</u> <u>STRNG</u>
82. PCS moves appear to be too arbitrary.	1	2	3	4
83. The PCS policy is fair.	1	2	3	4
84. It seems that PCS moves are made with very little consideration for what may be good for individual members.	1	2	3	4

85. Let's talk about Air Force retirement benefits for a moment. From what you have heard and read, do you feel that there will be any changes in the retirement program?
- YES, CHANGES MADE (ASK Q.86)..1
NO, NO CHANGES MADE (SKIP TO Q.87).....2

IF "YES" IN Q.85, ASK:

86. How do you think these changes will affect the Air Force? (PROBE: What else? Is there anything else?)

87. How many years of commissioned service would you guess you will have when you leave the Air Force?

(WRITE IN NUMBER)

88. What grade would you expect to be?
(DO NOT READ CATEGORIES)

LIEUTENANT.....1
CAPTAIN.....2
MAJOR.....3
LT. COLONEL.....4
COLONEL.....5
GENERAL.....6

89. Thank you very much for your cooperation. We appreciate the time you have spent on this interview. After the results of the study are presented to the Air Force, they may want to expand on the findings. Would you be willing to participate in a follow-up mail questionnaire?

YES.....1
NO.....2
