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AIR COMMAND AND STAFF COLLEGE

STUDENT REPORT

ARE WE TEACHING SENIOR
NONCOMMISSIONED OFFICERS
WHAT THEY REALLY NEED TO KNOW?

MAJOR DONALD WAYNE WATSON 88-2715

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ARE WE TEACHING SENIOR NONCOMMISSIONED
OFFICERS WHAT THEY REALLY NEED TO KNOW?

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Submitted to the faculty in partial fulfillment of
requirements for graduation.

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Senior Noncommissioned Officers have been part of the USAF for about 30 years. These Senior NCOs were and are an extension of the NCO corps and they took a portion of officer positions and responsibilities. Are we educating these individuals to adequately carry out their duties? This report concludes there are two major areas where senior NCO Professional Military Education is falling short; Communicative Skills and Leadership and Management.					
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PREFACE

The purpose of the SNCO Academy can be found in its mission statement from AU Regulation 23-11: "To conduct an advanced professional military education program for selected senior noncommissioned officers to better prepare them for their leadership responsibilities by expanding their managerial capabilities."

The Commandant of the Senior NCO Academy is responsible for the resident Senior NCO Academy's overall program (15:1). The Commandant requested an analysis of available data to determine if the SNCO Academy was fulfilling its purpose.

The aim of this project is to determine if the SNCO Academy is meeting its purpose. This determination will be made by an analysis of data supplied by the Air University and the Senior NCO Academy. This project will serve as an indicator of the SNCO Academy mission's success.

A special thanks to the Curriculum Evaluation Department of the Senior NCO Academy, Gunter AFB, Alabama, for their assistance in furnishing vital curriculum and student critique information.

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EXECUTIVE SUMMARY



Part of our College mission is distribution of the students' problem solving products to DOD sponsors and other interested agencies to enhance insight into contemporary, defense related issues. While the College has accepted this product as meeting academic requirements for graduation, the views and opinions expressed or implied are solely those of the author and should not be construed as carrying official sanction.

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REPORT NUMBER 88-2715

AUTHOR(S) MAJOR DONALD W. WATSON, USAF

TITLE ARE WE TEACHING SENIOR NONCOMMISSIONED OFFICERS
WHAT THEY REALLY NEED TO KNOW?

I. Purpose: To establish the validity of the Senior NCO Academy's instructional program.

II. Problem: The Senior NCO Academy's instructional program prepares SNCOs for leadership responsibilities by expanding their managerial capabilities (15:1). To determine the success of the Senior NCO Academy, a thorough comparative analysis must be made of USAF requirements, the SNCO Academy's curriculum, pre-course perceived needs, and post-course evaluations.

III. Data: According to surveys performed in 1986 by the Senior NCO Academy, alumni and their supervisors benefited the most from the Communicative Skills and Leadership and Management phases of the Senior NCO Academy study (5:--). The Enlisted Management Survey, which was commissioned by USAF/DPPE, Enlisted PME Division to support a thorough NCO

CONTINUED

PME review, indicates the senior NCO feels adequate to moderately strong in these areas. Another indicator of the importance of communications and management were the written comments also contained in the Enlisted Management Survey. Sixty percent of responding NCO PME Commandants indicated more emphasis should be placed on oral and written communications and 28 percent said teach counseling (4:16). AF Regulation 50-39, Noncommissioned Officer Professional Military Education, indicates from NCO Leadership School through the Senior NCO Academy the proportion of curriculum hours for Communicative Skills is approximately 1 to 6 and Leadership and Management approximately 1 to 3 (14:--). The Enlisted Management Survey also indicates perceived strong performance in geo-political subjects and little interest of expansion in this area (4:16).

IV. Conclusions: The Senior NCO Academy is responsible for expanding the managerial capabilities and the perspective of the military profession of the senior NCO. The greatest value gained from this PME is in Communicative Skills and Leadership and Management. Supervisors indicate these were the most important phases of the Senior NCO Academy curriculum. Senior NCOs in the field indicate better communicative skills is needed followed by improved counseling skills. Overall, the Senior NCO Academy has a positive influence on its graduates and their supervisors.

V. Recommendations: Although communicative skills training is included in earlier stages of NCO PME, expansion of this area or possibly an additional course(s) not related to rank or promotion is necessary. More in depth evaluation must be made into the communicative skill requirements of the senior NCO. More oral presentations must be allowed to enhance confidence through experience. Leadership and Management studies must be intensified to address upper management and subordinate real life situations. The Senior NCOs must also be given a clearer understanding of their leadership role in the Air Force and their obligation as a role model.

Chapter One

INTRODUCTION

This paper will review the perceived needs of Senior Noncommissioned Officers (SNCO), their supervisors, and the United States Air Force (USAF) and will compare these perceived needs to the Senior NCO Academy's instructional program to determine the validity of that program.

This project's title implies a possible difference between the Senior NCO Academy's instruction and the needs or perceived needs of the SNCO. To be able to draw any conclusions on this relationship, we must first clarify the Senior Noncommissioned Officer's position in the USAF. This clarification will be done by examining the position from an historical perspective. After the historical perspective, instructional needs and professional military education (PME) requirements of the SNCO will be determined by examining and comparing selected data. We will then establish an accurate picture of what the SNCOs believe their individual PME should be. The primary source document for this judgment will be the Interim and Final Reports of the HQ AU/XPZ Study of the Enlisted Management Survey, which will be referred to in this report as the Enlisted Management Survey. The results of this investigation will be compared to the Senior NCO Academy resident instructional program. Conclusions and recommendations will complete this project and will serve to assist the Senior NCO Academy in curriculum analysis. For this project, "senior NCOs" will refer to the top two enlisted ranks.

It has been said: "the NCO is the backbone of the Air Force;" "the NCO is our most underrated resource;" "the responsibilities of the NCO and Officer differ only in degree." Each of these statements is probably true.

AN HISTORICAL PERSPECTIVE OF THE SENIOR NCO

The Senior NCO (E-8, E-9) is a relatively new member of the Air Force team. It was not until 1 September 1958 that Master Sergeants were promotable to the rank of Senior Master Sergeant (E-8) (1:1; 12:1). These newly created noncommissioned positions were being held by warrant

officers. In 1959, the Air Force announced it was going to shift the warrant officers toward officer jobs and reshape the NCO fields (2:1). The warrant officer was a former master sergeant who was usually "an expert" in a particular technical area and routinely served as a section "Officer in Charge" (11:1; 13:1). In 1959, the Air Force decided to phase out the warrant officer program and by 1960 a growing number of senior NCOs began to appear in the enlisted ranks assuming previous warrant officer roles and positions (2:1).

Was the new SNCO prepared to meet the challenge of this new role? It seemed, in the beginning of the SNCO program, the Air Force expected continued performance to be based entirely on experience gained up to the point of promotion into the senior ranks. This was not a significant problem, for until the Vietnam conflict opened up many of the NCO upper grades and a promotion management program which guaranteed more openings at the top came along, very few NCOs had the opportunity to advance to the "super grades." Not only were the senior NCO ranks expanding, the senior NCOs were becoming more polished and professional. Not only were the SNCOs in transition, but society's attitude about the military was also changing. The military needed senior NCOs knowledgeable in problems of the day, well-spoken, professional leaders and managers. The old "drill sergeant" image was rapidly fading but Air Force senior NCO education was not staying ahead of these social and force changes. As a result the Senior Noncommissioned Officer Academy was formed in 1972 (16:--).

Chapter Two

WHAT DOES THE AIR FORCE WANT FROM THE SENIOR NCO ACADEMY?

This chapter reviews two important USAF regulations which set guidelines and standards for senior NCO PME.

AU REGULATION 23-11, USAF SENIOR NCO ACADEMY

Air University Regulation 23-11, USAF Senior NCO Academy, prescribes the mission, organization, and responsibilities of the USAF Senior NCO Academy. The SNCOA mission is "to conduct an advanced professional military education program for selected senior NCOs to better prepare them for their leadership responsibilities by expanding their managerial capabilities and their perspective of the military profession." The SNCO Academy Commandant has overall responsibility for conducting the program and Headquarters Air University is responsible for review and approval of the curriculum (15:--).

AU Regulation 23-11 sets the goal for the Senior NCO Academy and establishes responsibility for carrying out the program (15:1). The second regulation, AFR 50-39, describes more fully SNCO PME curriculum requirements.

AFR 50-39, NONCOMMISSIONED OFFICER PROFESSIONAL MILITARY EDUCATION

AFR 50-39 sets broad goals for the NCO PME by stating in the first chapter, "PME is a four-level program that prepares Air Force NCOs for positions of responsibility by broadening their leadership and management skills and by expanding their perspective of the military profession" (14:3). NCO PME course contents and educational objectives are also included in this regulation (14:--). This regulation will be addressed in more detail in Chapter Five and Chapter Six.

Now let's move on to see what the SNCOs believe their needs to be and what their supervisors perceive the NCOs needs to be.

Chapter Thrèe

ANALYSIS OF THE ENLISTED MANAGEMENT SURVEY

We will pinpoint perceptions of Senior NCO PME needs by a thorough analysis of Enlisted Management Survey, commissioned by USAF/DPPE, Enlisted PME Division, and conducted by HQ AU/XPZ in October 1986-February 1987. This survey addressed NCO PME at all levels, however we will concentrate on the survey's analysis of senior NCO level PME.

The survey is a result of the analysis of two survey instruments. The first survey instrument was administered in October-November 1986 to 1,000 officers (O-3 to O-6) and 280 senior NCOs, all of which were PME students. The second survey instrument covered the period December 1986-February 1987 and was sent to 359 enlisted personnel worldwide, all of whom were either NCO PME Commandants or Senior Enlisted Advisors. Portions of each instrument were analyzed in two reports. The Interim Report analyzed items 99-111, which focused on NCO PME structure, format, requirements, etc. (6:--), while the Final Report analyzed items 7-98 and dealt with perceptions of NCO abilities and performance (4:--). We will analyze the survey by comparing the respondent's comments to the Senior NCO Academy mission. We will start with the Final Report.

The Final report (4:1-16) sampled 359 senior enlisted personnel. There were 91 questions asked, but only questions 76-98 were directed at senior NCO performance levels; the remainder dealt with earlier NCO career performance and will be used if a relationship is noted.

It is easier to draw conclusions concerning needs from this report than perceptions of performance as the report was intended. The written comments of the respondents repeatedly emphasized several items.

Most noted educational needs are in leadership and management, counseling, and communicative skills. Sixty percent of the written comments of the responding NCO PME Commandants indicated the need for more communicative skills instruction. Nineteen percent of the respondents indicated an increased need for leadership and management education (4:16). It is very clear that senior NCOs perceive needs in

these areas, however, there appears to be some disagreement between perceived needs and perceived abilities. The Comparative Summary of Target Group Mean Responses (4:14) proves most interesting.

The Comparative Summary indicates senior NCOs believe they are meeting adequate to moderately strong job and image requirements in most areas (4:13,14). However, as previously mentioned, there are several areas in which the senior NCO sees an inadequacy. Perception of performance at all levels seemed to be more role oriented than reality oriented. An airman was weak because he was an airman; a Chief was strong because he was a chief. For example, questions 25, 48, 71, and 94 asked to evaluate perceived performance in the area of organizing written material (4:3,7,10,12). In general, senior NCOs were perceived to be adequate to moderately strong, however, 27% of the Senior Enlisted Advisor's and 60% of the NCO PME Commandant's written comments seemed to disagree by stressing the need for improved oral and written communication skills (4:16). The same was true in regards to counseling. The survey's results indicated senior NCOs to be adequate to moderately strong (4:14), however, 28% of the NCO PME Commandants indicated NCOs needed training in counseling skills (4:16). If decisions on senior NCO PME were made strictly from conclusions drawn from questions 7-98, there would be little need or concern for SNCO education due to their overall strong abilities. There was one exception which deserves attention. Item 80 indicated perceived low performance in the area of demonstrating good health and fitness habits but Item 98 indicated the senior NCO to be projecting an adequate to moderately strong military image (4:11,13). The obvious question is to what degree does physical fitness and military image apply to the career of senior NCOs?

The author feels the Final Report does not indicate where senior NCOs are operating, but does establish standards for where the senior NCO should be operating.

Now let us move on to analyzing the Interim Report (6:--) and look at items 99-111, which as previously stated, focused on structure, format, and requirements, etc. of NCO PME.

Of the 12 questions asked in this portion of the report, only item 109 is considered of significance; all others items seem to be predictable. Item 109 asked about the average time-in-service for attending the Senior NCO Academy and a significant 37 percent indicated that the SNCOA should be 1 or 2 years earlier (6:5). We feel this is important because it indicated a real desire for certain skills to be taught earlier in the career. Note there appeared differences of

opinion between Enlisted Advisors and NCO PME Commandants (4:6). The author feels this is due to the Enlisted Advisor tendency towards "what it is" (reality) and the Commandants bending towards "what it could be" (expectations). There will be further comments made on the Study of the Enlisted Management Survey in the summary, however, now that some specific areas of SNCO education needs seemed to have emerged, let's move on to look at the curriculum available to Senior NCOs.

Chapter Four

ANALYSIS OF SENIOR NCO ACADEMY CURRICULUM

Senior NCOs are offered instruction through two sources; the Senior NCO Academy resident course, or the Senior NCO Academy Correspondence Program (3:--). The two programs are similar except for obvious differences: the interaction between students, immediate feedback, and assistance from instructors in the resident course is lacking in the correspondence course. This report will focus on the resident course.

According to the Air University Catalog, the Senior NCO Academy resident course includes a total of 320 curriculum hours in four specific areas: Communication Skills, 49 hrs., National Security, 33 hrs., Leadership and Management, 119 hrs., with the remainder going to a selection of other requirements (3:63). Let's look at the Communicative Skill's area.

COMMUNICATION SKILLS

The Senior NCO Academy allocated 49 hours out of the 320 hours available in the curriculum to instruction in communicative skills. This is about the same ratio used in the NCO Leadership School and the NCO Academy (14:--). On the surface the communications area seemed to be well balanced to meet the needs of the senior NCO. The majority of instruction was divided between written and oral presentation assignments (7:1-3). The SNCOA communication's curriculum is focused on application while the focus of earlier NCO communication's is to know, comprehend and apply (14:26,33,37,38,40).

On the verbal skills side, the program starts off "on the right foot" by requiring a short briefing on a familiar subject. The majority of SNCOs are most likely not accustomed to giving presentations before audiences and confidence and guidance are probably what they need most. However, this author feels the 21 classroom hours dedicated to the three 15-20 minute briefing presentations could be better used if only one 15-20 minute briefing was given and more shorter presentations were allowed (7:--). These three

15-20 minute presentations require nearly one-half the time dedicated to communicative skills (3:63). Confidence through experience and positive direction is needed. Impromptu briefings and student-led classes would be excellent additions.

In the area of written communications, we must attempt to keep in mind the written communications activities of senior NCOs. In the Supervisor's Survey of Class 86-A, Table S-6, approximately 40% of the respondents indicated a more effective/knowledgeable graduate, but the survey also indicated the remainder of respondents had mixed opinions on the graduate's improvement. The disagreement was between "significant improvement" and "no appreciable change." The majority of this group leaned towards "no appreciable change." It should be remembered the supervisors are making judgements only in areas they see. It would seem if SNCOA graduates perceive themselves to be more improved to significantly improved, their daily written and oral material output would improve correspondingly. This was apparently not the case (10:--).

Have communicative skills for the senior NCO been clearly established? AFR 50-39 placed these skills at the APPLICATION level, however, the author feels senior NCOs have a wide variety of experience and probably have a wide range of communicative skill abilities. For example, it seems probable that a senior NCO with 15 years of experience as an engine mechanic would be less skilled in communications than a senior NCO from personnel with similar experience. In a recent conversation with the SNCOA Educational Advisor, this author raised the question of how does the SNCOA address the problem of wide ranges in student communicative skill abilities? The Educational Advisor replied that a battery of reading and writing tests are given to establish student abilities and those students needing help are given additional instruction in small group studies. The SNCO Academy also offers several communicative skill electives for interested students (9:--).

Another area of concern in the Senior NCO Academy's Communicative Skills area is with the grading standards. Today, many supervisors will say, "put it on one page if you want me to read it," and with the current Air Force trend towards brevity and clarity, these goals seem to be hidden in the SNCO Academy's standards measured in format and quantity (7:08-8,0-9,28-1).

As a final word on the analysis of the Communicative Skills area, although the Enlisted Management Survey reflected a feeling of insecurity in the area of

Communicative Skills, a much improved confidence in this same area was indicated after course completion. Perhaps the graduate's improved self-perception in communicative skills is adequate curriculum justification.

We will return to this area of study in the conclusion and recommendations, but now let's move into the curriculum of Leadership and Management.

LEADERSHIP AND MANAGEMENT

The Supervisor's Survey of Class 86-A, Table S-1, indicated leadership and management to be more important than communicative skills (10:--). Here is one of the splits in perceived needs. The Senior NCOs see communicative skills as more important while their supervisors see leadership and management as more important. Could it be that the senior NCO was more confident in leadership and management skills than in communicative skills? The SNCO has probably been supervising 10 years or more and must have experienced some degree of success to have been recognized and promoted into the senior ranks.

The Leadership and Management area goal is, "for the students to apply selected leadership and management theories, concepts, techniques and skills" (8:11). The educational objective in this area as stated in AFR 50-39 is to apply concepts and techniques..... (14:40). The Leadership and Management study area contains a wide variety of classes well suited to this subject, however, approximately 75 percent of this curriculum is dedicated to the educational objective of comprehension (8:--). This author realizes it would be difficult to properly judge the application of leadership and management skills while at the SNCOA.

How does proper role modeling effect leadership and management? The author recently discussed this question with the SNCO Academy.

According to the SNCO Educational Advisor, the SNCO Academy promotes proper SNCO image by active enforcement of uniform regulations and weight standards. Along with image, several classes directly address the role of SNCOs (9:--). It is this author's opinion that many leadership problems would not develop if proper image and proper role modeling was practiced. Senior NCOs must receive thorough instructions and a clear understanding of their importance in these two areas. Nothing could be a greater disservice to

the military or the NCO ranks as a senior NCO who doesn't understand or value others perceptions of the senior NCO image and the obligations which go with it.

Now that we have analyzed the needs of the Air Force, the perceived needs of the senior NCO and supervisor, and taken a look at the methods in which the Senior NCO Academy addresses these needs, let's draw some conclusions and make some recommendations.

Chapter Five.

CONCLUSIONS

This author concludes that many NCOs are entering the senior ranks perceiving themselves as being inadequately prepared to meet several challenges.

The senior NCOs perceive their greatest weakness in the area of communicative skills. Senior NCOs cannot operate at the APPLICATION level if they have been absent from the application process for several years, and nineteen years into the career is a poor time to start teaching the basics of writing and military format. The Senior NCO Academy recognizes the problem of differing abilities and is attempting to meet individual needs through small group instruction and selected electives.

Leadership and Management is the area in which the SNCO supervisors show the greatest concern for this is probably where the supervisors need SNCO support the most. The SNCOA is dedicating over one-third of its resident program to this subject area with approximately 75 percent of the subjects at the comprehensive learning level, yet an application level educational objective is set by AFR 50-39 and the SNCO Academy's handbook (8-11). This author feels it would be difficult to properly determine the ability to apply these learned skills while at the SNCOA. This application goal can only be adequately judged later, on the job. The SNCOA is placing more emphasis on the role of the senior NCO. According to the SNCO Academy, the positive aspects of proper image and subordinate emulation are being taught in several classes and proper role modeling is emphasized by stressing uniform regulations, weight standards, and physical fitness.

Chapter Six

RECOMMENDATIONS FROM THIS STUDY

Several recommendations can be made from this study. These recommendations cover three areas: who should attend the Senior NCO Academy, when should they attend, and what should be taught at the senior NCO level.

WHO SHOULD ATTEND THE SENIOR NCO ACADEMY?

AFR 50-39 and the Air University Catalog state the ranks of chief master sergeant, senior master sergeant, or senior master sergeant selectees may attend the academy in-residence. There is also a one year active duty service retainability after graduation requirement (6:60).

The author agrees with portions of the analysis of the Interim Report, which indicated 42% and 32% of the respondents feel the 19 year average TIS for attending the SNCOA should be reduced (6:5). The author also believes service retainability should also be increased to at least two-three years. This action would discourage SNCOs who may have unofficially decided on early retirement and allow those with more retainability to attend the SNCOA, including a greater number of master sergeants. This change would bring improved communication and leadership and management skills into the senior NCO force earlier in careers, thus allowing these improved skills to be practiced.

WHEN TO ATTEND THE SENIOR NCO ACADEMY?

By accepting the recommendation in the previous section, attendance at the SNCOA would be directed to deserving individuals earlier in their careers.

WHAT SHOULD BE TAUGHT AT THE SENIOR NCO LEVEL?

First we look back at AFR 50-39, which outlined the general areas and abilities at which the senior NCO should be operating. As previously mentioned, all levels of learning were at the knowledge, comprehension, or application levels

(14:--). The Enlisted Management Survey (5:--> clearly indicated help was needed in two specific areas: Communicative Skills and Leadership and Management.

WHAT SHOULD BE TAUGHT IN COMMUNICATIVE SKILLS?

Communicative Skills dominated the concern of all senior NCO respondents. The respondents said by way of this high level of concern, we feel unsure of ourselves in this area. The Air Force is requiring application capabilities while many individuals are not sure of their abilities.

Although the entire NCO PME schedule is coordinated (9:-- ; 14:--), the author believes more emphasis should be placed on communicative skills earlier in the career. This recommendation could be implemented as a separate communicative skills course, not directly tied to a rank or promotion system. An intensive one week communicative skills course followed up 1-2 years later by another short refresher course would help. This program could be created by the Air University, but implemented at base levels. A study should be made to determine a creditable sampling of types of written and verbal communications the senior NCO will most often encounter. For example, instruction on the proper conducting of meetings is vital. The Memorandum for Record, APRs, simple military style letters of appreciation or recommendation, and awards packages certainly seem appropriate. With 320 hours in the SNCOA program, the Enlisted Management Survey clearly indicates more than 49 hours should be made available for communicative skills.

WHAT SHOULD BE TAUGHT IN LEADERSHIP AND MANAGEMENT?

Supervisors see this area as the most important while the SNCOs sees it as second behind communicative skills. A partial analysis of this section was done in Chapter Four. As stated in Chapter Four, the SNCOA is addressing the subject of the SNCO role. However, although not directly tied to Leadership and Management, the survey indicates little desire on the part of the SNCO to be better informed in areas of military history, world history, or Air Force issues (6:6). The Comparative Survey (4:14) also indicates the SNCO to be perceived as moderately weak or adequate in demonstrating good health and fitness habits. The SNCO will have a difficult time with leadership qualities if much of what the subordinates and supervisors perceive is uninformed or out of shape. The SNCO Academy should continue to emphasize the values gained from a positive SNCO image.

The author is not too concerned with the possible unachievable educational objective of application in the Leadership and Management area. These senior NCO students have probably been applying various human behavior theories for several years. The SNCO Academy should assist in analyzing and refining the SNCOs present skills. Application will come later.

In conclusion, this analysis of the training needs of the senior NCO was not meant to "shoot holes" in the SNCOA curriculum. This project clearly indicates the Senior NCO Academy has a very positive influence on the majority of its graduates. The problems outlined are presently not of major consequence when viewed in light of the entire SNCO Academy program. The SNCO Academy curriculum is not "set in concrete" and reacts to changing needs. The SNCOA is aware of the value of its program and curriculum area needs are addressed in an organized, creditable manner.

Is the Senior Noncommissioned Officer Academy meeting the objectives of senior NCO PME as prescribed in AFR 50-39? The author is convinced the SNCOA is doing a very commendable job in its mission .

Are we teaching senior noncommissioned officers what they really need to know? This report has indicated that we are teaching SNCOs what we and they perceive as needs.

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APPENDICES

Interim and Final Reports of the HQ AU/XPZ Study of the
Enlisted Management Survey

CS 200

SUBJECT

Interim and Final Reports of the HQ AU/XPZ Study of the Enlisted Management Survey

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Dr Renckly, 7423

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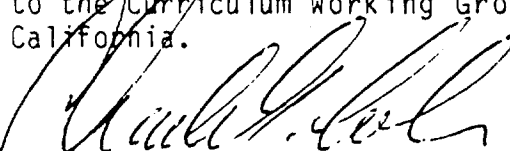
NARRATIVE

1. This IOI presents the interim and final reports for the HQ AU/XPZ Study of the Enlisted Management Survey. This study was commissioned by USAF/DPPE, Enlisted PME Division, and was in support of the Air Force-wide, top-down, NCO PME Review. USAF/DPPE negotiated with HQ AU/XPZ during the summer of 1986 to administer the Enlisted Management Survey instrument developed by the USAF Occupational Measurement Center, and to follow-up with appropriate data analyses and reports.

2. Two separate administrations of the survey instrument were made. The first administration involved over 1000 officers (O-3 through O-6) and 280 enlisted personnel (E-7 through E-9). The subjects were all students in various AU schools at the time. The second administration involved 359 enlisted personnel (E-7 through E-9) Air Force-wide, who were either Senior Enlisted Advisors or NCO PME Commandants. These two samples provided a good cross section of Air Force leadership opinion from both the enlisted and officer communities.

3. The survey was roughly divided into two parts for analysis. Items 99 through 111 represent questions about Air Force policy regarding the structure, format, and attendance criteria at all levels of NCO PME. The officer and enlisted samples were compared on their responses to these items. Findings from this study comprise the Interim Report at Tab 1. Items 7 through 98 ask questions regarding the respondents' perceptions about the level of an NCO's ability in specific performance areas. The questions are posed for all enlisted ranks from E-3 through E-9. Findings from this study comprise the Final Report at Tab 2.

4. Copies of both reports have been sent to Air Force-level working groups. The Interim Report was sent to the NCO Resource Management Working Group, which met in February 1987 at Randolph AFB, Texas. The Final Report was sent to the Curriculum Working Group, which is currently meeting at Norton AFB, California.



CHARLES G. COLVIN
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DCS/Operations and Plans

2 Tabs

1. Interim Report
2. Final Report