MANAGERIAL DEVELOPMENT IN
AIR FORCE DINING FACILITIES:
PERCEPTIONS OF 3M ENLISTED PERSONNEL
ON PREPARING 3M AIRMEN
FOR LEADERSHIP POSITIONS

A thesis proposal submitted to the
Kent State University College of Education, Health, and Human Services
in partial fulfillment of the requirements
for the degree of Master of Science

By

Lindsey A. Phillabaum

December 2011
Thesis written by

Lindsey A. Phillabaum

B.S., University of Kentucky, 2006

M.S., Kent State University, 2011

Approved by

_________________________, Director, Master’s Thesis Committee
Barbara M. Scheule

_________________________, Member, Master’s Thesis Committee
Rhonda Hammond

_________________________, Member, Master’s Thesis Committee
Ning-Kuang Chuang

Accepted by

_________________________, Director, School of Foundations, Leadership
Shawn M. Fitzgerald and Administration

_________________________, Dean, College of Education, Health and Human Services
Daniel F. Mahony

The views expressed in this article are those of the author and do not reflect the official policy or position of the United States Air Force, Department of Defense, or the U.S. Government.
MANAGERIAL DEVELOPMENT IN AIR FORCE DINING FACILITIES:
PERCEPTIONS OF 3M ENLISTED PERSONNEL ON PREPARING 3M AIRMEN
FOR LEADERSHIP POSITIONS (111 pp.)

Director of Thesis: Barbara M. Scheule, PhD

The purpose of this study is to determine the effectiveness of talent identification, development and succession within the 3M career field based on the perceptions of 3M Airmen and Senior Non-commissioned Officers. An extensive review of literature within the hospitality industry was conducted to examine implications that possibly crossover into military dining facilities. Research was reviewed in talent management, employee development programs, and succession planning in order to assess how managers are developed within an organization. Military development programs, policies, and procedures were reviewed to see what guidelines are currently being used.

Two different online surveys were distributed to two groups of enlisted personnel within the 3M career field. The results from this study indicate enlisted members within the 3M career field believe talent identification occurs, Airmen and Non-commissioned Officers are mostly satisfied with employee development, and Senior Non-commissioned Officers believe there should be some improvements to the succession process.
ACKNOWLEDGEMENTS

I would like to thank my committee members Ning-Kuang Chuang and Rhonda Hammond for all of their support and valuable information they provided throughout the entire process of writing my thesis. Both of their backgrounds and knowledge base were critical to making this research study a success. I would also like to thank Aryn Karpinski for taking time out of her hectic schedule to assist with my data analysis. She helped me to understand the meaning behind the endless amounts of data strewn across the page and how to analyze my results.

I extend my sincerest thanks and appreciation to my thesis advisor, Barbara Scheule. Without her support, guidance, and knowledge I would not have accomplished this enormous endeavor. Dr. Scheule’s constant feedback and positive outlook helped me to realize I could complete my goal to finish my thesis within the short amount of time I was given and the difficulties we encountered.

I offer my sincerest appreciation to all my family, friends, and classmates for putting up with the endless amount of conversations related to my thesis and for their constant support. I also would like to thank the leadership within the Force Support career field for helping me administer my surveys to the 3M foodservices career field. My results would not have been the same without them. Lastly, I would like to thank the participants, who remain anonymous, for their trust in me and their dedication to this study.
# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACKNOWLEDGEMENTS</td>
<td>iii</td>
</tr>
<tr>
<td>LIST OF FIGURES</td>
<td>vi</td>
</tr>
<tr>
<td>LIST OF TABLES</td>
<td>vii</td>
</tr>
<tr>
<td>CHAPTER</td>
<td></td>
</tr>
<tr>
<td>I. INTRODUCTION</td>
<td>1</td>
</tr>
<tr>
<td>1. Acronym List</td>
<td>1</td>
</tr>
<tr>
<td>2. Background Information on the Air Force</td>
<td>1</td>
</tr>
<tr>
<td>3. Managerial Development</td>
<td>3</td>
</tr>
<tr>
<td>4. Statement of Purpose</td>
<td>4</td>
</tr>
<tr>
<td>5. Research Objectives and Questions</td>
<td>5</td>
</tr>
<tr>
<td>6. Summary</td>
<td>9</td>
</tr>
<tr>
<td>II. REVIEW OF LITERATURE</td>
<td>10</td>
</tr>
<tr>
<td>1. Talent Management</td>
<td>10</td>
</tr>
<tr>
<td>2. Definition</td>
<td>10</td>
</tr>
<tr>
<td>3. Talent Management Strategies</td>
<td>11</td>
</tr>
<tr>
<td>4. Talent Management Implications: Attraction, Retention and Career</td>
<td>12</td>
</tr>
<tr>
<td>5. Development</td>
<td></td>
</tr>
<tr>
<td>6. Employee and Leadership Development</td>
<td>14</td>
</tr>
<tr>
<td>7. Core Competencies</td>
<td>14</td>
</tr>
<tr>
<td>8. Best Practices</td>
<td>16</td>
</tr>
<tr>
<td>9. Development Tools</td>
<td>17</td>
</tr>
<tr>
<td>10. Job Satisfaction and Employee Development Training/Programs</td>
<td>20</td>
</tr>
<tr>
<td>11. Succession Planning</td>
<td>22</td>
</tr>
<tr>
<td>12. Development</td>
<td>22</td>
</tr>
<tr>
<td>13. Best Practices</td>
<td>24</td>
</tr>
<tr>
<td>14. Strategies</td>
<td>24</td>
</tr>
<tr>
<td>15. Air Force Chain of Command and Organizational Structure</td>
<td>26</td>
</tr>
<tr>
<td>17. Food Services Training Instructions and Manuals</td>
<td>28</td>
</tr>
<tr>
<td>18. Professional Development</td>
<td>30</td>
</tr>
</tbody>
</table>
# LIST OF FIGURES

<table>
<thead>
<tr>
<th>Figure</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Organizational chart for typical wing structure</td>
<td>27</td>
</tr>
<tr>
<td>2. Organizational chart for typical Force Support Squadron</td>
<td>27</td>
</tr>
<tr>
<td>3. Enlisted development education description</td>
<td>32</td>
</tr>
</tbody>
</table>
# LIST OF TABLES

<table>
<thead>
<tr>
<th>Table</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Demographic Characteristics of 3M Airmen, NCOs and 3M SNCOs</td>
<td>103</td>
</tr>
<tr>
<td>2. 3M Amn/NCO Mean Ratings of Questions Related to Managerial Development</td>
<td>104</td>
</tr>
<tr>
<td>3. 3M SNCO Mean Ratings of Questions Related to Managerial Development</td>
<td>107</td>
</tr>
<tr>
<td>4. 3M SNCOs Identification of Traits Required for Foodservice Section Chief Position in the Air Force</td>
<td>110</td>
</tr>
<tr>
<td>5. Types of Employee Development and Training Programs 3M SNCOs Believe are Used in the Air Force</td>
<td>111</td>
</tr>
</tbody>
</table>
CHAPTER I
INTRODUCTION

Acronym List

Acronyms used throughout this study are as follows

1. AF: Air Force
2. AFI: Air Force Instruction
3. Amn: Airmen
4. CFETP: Career Field Education and Training Plan
5. DFAC: Dining Facility
6. FSS: Force Support Squadron
7. IHT: In House Training
8. NCO: Non-commissioned Officer
9. SNCO: Senior Non-commissioned Officer
10. TM: Talent Management

Background Information on the Air Force

The National Security Act of 1947 enacted the National Military Establishment with the Department of the Army, Air Force and the Navy (Air Force Pamphlet 36-2241, 2011). The switch from a division in the United States Army to the Air Force becoming a completely separate department took several years. The Army and Air Force personnel wore the same uniform until the stockpile of Army fatigues was used up. In 1959 Airmen began using their own dining halls (instead of Army mess halls). The term
Airman refers to both male and female military members within the Air Force. The Air Force currently has around 328,793 active duty personnel (Air Force Personnel Center, 2011). The primary function of the Air Force is to “organize, train, equip and provide forces” (Air Force Pamphlet 36-2241, 2011, p. 58) for the numerous different peace and wartime operations around the world.

The main mission of the Force Support Squadron is customer service and community support. Responsibilities of the squadron include resource management, marketing, manpower and personnel services, sustainment services, airmen and family services, force development, and community services (Air Force Pamphlet, 36-2241, 2011). Sustainment services include food, fitness, and lodging facilities for the Air Force base. The food services operations offered on base can range from officer and enlisted clubs and banquet halls to cafeteria-style dining facilities.

The Air Force has over 277 appropriated fund (APF) dining facilities throughout the world and serves over 90 million meals annually (Air Force Services Agency, 2011). APF food facilities include all enlisted dining facilities within the Air Force (not including hospital cafeterias). There are roughly 115,000 enlisted personnel within the Air Force who are eligible to use these dining facilities (Air Force Personnel Center, 2011). Air Force dining facilities are specifically used to “provide the subsistence entitlement to enlisted members who reside in dormitories, to provide a training environment for food service personnel to meet our war-fighting mission, and to provide
flight meal service in support of daily operations” (Air Force Instruction 34-239, 2004, p. 25).

Air Force dining facilities are managed by the food service section chief. This position is normally referred to as the food services manager in the civilian sector. These managers are normally Senior Master Sergeants within the 3M services career field, but they can also be a civilian government employee or contractor. 3M is the Air Force Service Code identifier for all enlisted personnel in the services career field. The food service section chief is responsible for inventory control and accounts for forms, cash issues and meals served within the dining facility (Air Force Instruction 34-239, 2004). They must be knowledgeable of all the daily operations of the Air Force dining facility and provide effective leadership to the 3M Airmen who work there (Air Force Manual 34-240, 2005). According to Senior Master Sergeant Robert Jackson (personal communications, 26 July 2011), food service section chiefs deal with budgeting, equipment replacement (establish a 5-year plan), facility improvements, and manning moves (i.e. moving personnel from one dining facility to another or a different position).

Managerial Development

Managerial development is extremely important in ensuring individuals with leadership potential are given the tools necessary to succeed while also filling those leadership positions with the best person for the job. Succession planning involves identifying talent and developing employees with potential to prepare them for higher levels of responsibility and leadership (Garman & Tyler, 2007; Groves, 2007; Noe, 2010;
Rothwell, 2008). Research within the civilian sector was examined to determine the best practices, implications and strategies for talent management, employee and leadership development as well as succession planning. Air Force policies and procedures were compared and contrasted against the civilian literature.

Statement of Purpose

Air Force members are constantly moving from one assignment to the next with little to no overlap with the predecessor of the position they will fill. Most officers within the Force Support career field move almost every three to four years. Overlap time allotted with the previous successor is dependent upon whether or not the position was filled when the officer arrived or how much time the predecessor has until they move or change positions. Air Force enlisted member positions are typically the same with respect to assignment rotations and overlap time. Because Air Force members frequently relocate to new locations, they always go to a new position and have to integrate into the organization at an alarmingly fast pace. The continuous shuffle of personnel from one base to the next means individuals in the military will have an array of supervisors and managers who oversee them. While all of this is going on young enlisted Airmen are coming up through the ranks and are expected to take on managerial positions. The development and succession processes are extremely important because turnover is constantly occurring within the Air Force.

The purpose of this study is to identify 3M Airmen (Amn), Non-commissioned Officer (NCO), and Senior Non-commissioned Officer (SNCO) perceptions on the
satisfaction levels and effectiveness of talent identification, development and succession within the 3M services career field. The ultimate goal of this study is to ensure food service section chief positions are being filled with the best suited person for the job and they are being given the information and tools needed to succeed. This research will be beneficial in shedding light on the current state of managerial development in the 3M career field.

**Research Objectives and Questions**

Preparation for managerial positions in Air Force dining facilities were researched by surveying two different groups of enlisted personnel on talent identification, employee and leadership development, and succession planning. The survey instruments were done with 3M Amn who work in the dining facilities (Senior Airman through Technical Sergeant) and 3M SNCO’s (Master Sergeant and above) who have experience as a food service section chief. The research objectives and questions were split into two areas due to different survey instruments. The research objectives for the 3M Amn survey were to:

1. Determine the perceptions of 3M Amn on their potential for advancement in the career field.
2. Determine if 3M Amn perceptions on being identified as having potential for managerial positions.
3. Identify the types of employee and leadership development programs the Amn are attending.
4. Examine the satisfaction level and effectiveness of the development programs based on 3M Amn perceptions.

5. Discover if job satisfaction is a factor in 3M Amn personal perceptions of their potential for advancement, potential for advancement identified by their supervisors, and satisfaction with development programs in use.

Based on these objectives the 3M Amn research questions are:

1. Do 3M Amn feel they have the potential for advancement to managerial positions in their career field?
   a. Does the perception for potential differ based on gender, age, education level, and rank?

2. Do 3M Amn feel they are being identified by their superiors as having potential for advancement?
   a. Does the perception for identified potential differ based on gender, age, education level, and rank?

3. What types of employee and leadership development programs do the Air Force and the 3M career field employ?

4. How satisfied are the 3M Amn with the employee and leadership development programs?

5. What are the 3M Amn perceptions of the development programs based on criteria set within the civilian sector?
6. How effective are the development programs within the Air Force and the 3M career field based on the 3M Amn perceptions?

7. Is job satisfaction related to 3M Amns perception of their own potential for advancement to managerial positions within the 3M foodservices career field?

8. Is job satisfaction related to whether or not 3M Amn feel they are identified as having the potential for advancement?

9. Is job satisfaction related to how satisfied 3M Amn are with the employee and leadership development programs currently in use?

3M SNCO objectives include:

1. Determine if talent identification is done in the 3M career field and how talent is defined for managerial positions based on 3M SNCOs perceptions.

2. Establish the perceptions of 3M SNCOs on the development programs used in the Air Force based on criteria set in the civilian sector.

3. Certify the types of employee and leadership development programs employed and if the 3M SNCOs perceive the 3M Amn are satisfied with the programs.

4. Determine if 3M SNCOs perceive succession planning to occur and what the processes are in the 3M career field.

5. Conclude if the 3M SNCOs perceive TM identification, development and succession are done effectively and if they feel there is a need for improvement.
6. Determine if job satisfaction is a factor in 3M SNCO perceptions on talent identification and how effective each process is carried out within the 3M career field.

Based on the objectives for 3M SNCOs the research questions are:

1. Are Amn with potential for advancement to managerial positions in the 3M foodservices career field identified and developed for those positions?
   a. Do the perceptions for talent identification in the 3M career field differ based on gender, age, education level and rank?

2. How is talent identified in the 3M career field?

3. What traits are needed for the food service section chief position?

4. What types of employee and leadership development programs does the organization employ?

5. What are the perceptions of 3M SNCOs on the 3M Amn satisfaction levels with the development programs?

6. What are the 3M SNCO perceptions of the development programs based on criteria set within the civilian sector?
   a. Do the perceptions on development programs differ based on gender, age, education level and rank?

7. What are the 3M SNCO perceptions on succession planning based on the criteria set within the civilian sector?
8. What are the 3M SNCO perceptions on the effectiveness of the talent management identification, employee and leadership development programs, and succession within the career field?

9. Is job satisfaction related to 3M SNCO perceptions of talent identification, employee development, and succession planning within the foodservices career field?

10. Is job satisfaction related to how effective 3M SNCOs perceive talent identification, employee development, and succession planning are performed within the 3M career field?

Summary

Little research has been done within the Air Force on talent management, development and succession. According to the policy and procedures used in the Air Force there seems to be programs and training in place for identifying talent, developing managerial and leadership potential and preparing airmen for succession. The Air Force policies and procedures give an indication that talent identification, development, and succession planning are occurring within the organization. However, the researcher was unable to find any research on how the initiatives are actually carried out within the 3M food services career field. The purpose of this research was to determine the effectiveness of talent management, development, and succession on preparing 3M Airmen for managerial positions by surveying enlisted personnel within the career field.
CHAPTER II

REVIEW OF LITERATURE

Most scholarly research within the hospitality field is conducted in the hotel and restaurant industry but not in the military. Thus, the majority of research reviewed here is from the civilian sector and is examined by the researcher for its possible implications and crossover potential in military dining facilities. Military policies and procedures provide groundwork for the training of 3M airmen. However, specific guidance for identifying talent, developing managers and preparing for succession for 3M airmen is not clearly identified in existing literature.

Talent Management

Definition

Talent management is an important aspect of human resource management, and aids in employee development. According to D’Annunzio-Green (2008), talent management (TM) is defined as, “a holistic approach to human resource planning aimed at strengthening organisational capability and driving business priorities using a range of HR interventions” (p. 807). Noe, Hollenback, Gerhart and Wright (2010) describe TM as, “a systematic planned strategic effort by a company to attract, retain, develop, and motivate highly skilled employees and managers” (p. 24).

When defining talent, an individual’s ability, skill, knowledge and development potential are factors to consider (D’Annunzio-Green, 2008). One of the biggest challenges in TM is trying to identify employees who have the potential for management and training and developing those individuals. It is essential for a company to understand
what talent is comprised of in their own organization since talent can be defined
differently across all organizations. Once the company has defined talent in their
organization, they can then start aligning all of their development processes for those
employees.

**Talent Management Strategies**

D’Annunzio-Green (2008) studied views on TM and implications for the
hospitality industry. She used in-depth interviews from senior hospitality and tourism
managers to examine their perception of TM application within different hospitality
organizations. Some implications that arose from the hospitality and tourism manager
discussions in D’Annunzio-Green’s (2008) study were organizations need to (a) expand
talent management development and retention, and (b) tailor talent management to the
organization’s culture and their social and professional trends. Because of constraints on
resources many managers are focusing their TM development strategies on key people,
although, there was a recognized need to direct TM towards all employees with potential
in the company. Gandz (2006) agreed with the latter strategy and stated organizations
need to develop talent at all levels within the company.

Other TM strategies were studied by several researchers. A specific definition of
talent, support from top management, line manager engagement early on, tracking
performance, and progress of talent were some of the strategies involved in influencing
the success of TM development practices (Scott & Revis, 2008). Similarly, Gandz
(2006) stated the organization needs to define the talent needed, maintain a system that
allows them to develop the talent, and provide career management and development for the employees with potential talent.

In 2008, Audrey Williams-Lee, the senior director of TM for McDonald’s USA, reported McDonald’s is looking for talent at lower organization levels and using accelerated leadership development programs. The goal of TM within McDonald’s is to “ensure McDonald’s has the leadership talent to drive business success both today and in the future” (Williams-Lee, 2008, p. 8). Leadership potential is assessed using learning orientation, leadership desire, engagement, past performance, and leadership competencies. There are several key components to the McDonald’s TM strategy: senior level position staffing, leadership development and assessment, coaching, and lateral movement of talent. TM workshops are used to give leaders an overall understanding of the TM process and their role.

Talent Management Implications: Attraction, Retention and Career Development

Watson (2008) studied implications for TM and management development and presented four influential themes that can be integral in the attraction, retention and development of managers. Management development includes all the processes used (training, education and learning) to help managers reach their full potential. The four themes discussed were influences, skills and competencies, career advancement and development practices. Some of the influences affecting management development on TM were the expectations of the employee, image of the organization, the culture of the organization, and career opportunities available to the employee. Skills and competency issues involved leadership skills, food and beverage knowledge and other operational
skills. Career advancement issues affecting management development were upward mobility opportunities, motivation of the employee, and qualifications. Development practices influencing management development consisted of work-based and action learning, virtual tutorials, and shared experiences. TM is used to manage career planning and succession in employees with a high level of potential for advancement.

Maxwell and MacLean (2008) used focus groups to explore implications involving TM within Scotland. The researchers found:

1. Management standards, career development, staff retention and recruitment are the most important issues needing improvement to better develop talent management.
2. Employees with potential talent need to be involved in more challenging training.
3. TM should be used to improve career development.
4. TM should be supported by senior and line managers within the organization.

Implications for TM with regards to retaining talented employees and developing in-house careers can be found in a study done by Walsh and Taylor (2007). There were three main areas presented in the study that were important to talented managers: self-directed careers, intrinsic rewards, and career management. The findings from the study suggest hospitality managers play an active role in managing their own careers. Understanding the employees’ needs and wants and ensuring their developmental requirements are being met is a part of the TM process. Leadership needs to address those high potential employees’ career and development requirements and offer opportunities for growth in order to ensure retention.
Employee and Leadership Development

Costen, Johanson, and Poisson (2010) stated “employee development is the process of providing employees opportunities to grow within the organization” (p. 131). Employee development is extremely important in ensuring the most talented individuals in an organization progress to leadership positions. There are many different theories and ideas behind employee and leadership development. Food service manager core competencies, best practices, and development tools are important factors to discuss in employee and leadership development.

Core Competencies

A core competency of food service managers is the ability to be responsible for “the daily operations of restaurants and other establishments that prepare and serve meals and beverages to customers” (Occupational Outlook Handbook, 2008, p. 1). Most food service managers receive training through working within the food service industry as a lower level employee (server, cook, etc.). Many food service organizations choose managers who have a college degree related to the career field. Even though a post-secondary degree is preferred, it is not required as a food service manager.

Most civilian food service organizations look for certain personality traits in food service managers (Occupational Outlook Handbook, 2008). Leadership qualities, reliability, problem-solving ability, professional appearance, good communication skills, and the ability to motivate others are just some of the traits that are sought after. The majority of these traits are important because the manager deals with customers and employees on a daily basis.
Other researchers have studied core competencies for hospitality managers (Kay & Russette, 2000; Huang & Lin, 2011). The researchers used past literature to identify the most important traits needed in order for a hospitality manager to be successful. Some of the core competencies from the researchers included:

1. Technical knowledge of product or service offered
2. Interpersonal skills
3. Leadership and management ability
4. Administrative skills
5. Conceptual-creative ability.

Technical knowledge consisted of the individual’s working knowledge of the policies, procedures and services rendered (Kay & Russette, 2000; Huang & Lin, 2011). Interpersonal skills included oral, face-to-face, and listening communication abilities. Leadership and management ability consisted of the capacity to be customer, organization, and employee focused. The individual must demonstrate diversity and ethical awareness, act in a role-model capacity, develop a trustworthy environment, and offer crisis management support. Administrative skills incorporated working knowledge of policies, time management, and employee scheduling. Conceptual-creative ability was the ability to adapt to change in a creative manner and develop new ideas.

Both Kay and Russette (2000) and Huang and Lin (2011) indicated technical knowledge and interpersonal skills were some of the most important traits needed by managers. The most important trait identified in Kay and Russette’s (2000) study was
leadership. Huang and Lin (2011) backed this claim by stating leadership was one of the most needed skills for management.

Leadership competency models were proposed and studied by Chung-Herrera, Enz, and Lankua (2003) and Tesone (2004). The leadership competency models listed numerous traits needed by managers and included communication and interpersonal skills, critical thinking, implementation, industry knowledge, leadership, self-management, and strategic positioning. Leadership traits consisted of work and life experience, capability to develop others, fortitude and reflection, versatility in leadership skills, capacity to work as a team, responsive to change, and the ability to motivate others.

The competency models (Chung-Herrera et al., 2003; Tesone, 2004) can be used in leadership training and development and can assess leadership gaps within the organization. Employees can use the information assessed by the models to become aware of what is needed to advance within the organization. The competency models can enhance leadership qualities of all members within an organization if applied correctly.

**Best Practices**

Employee and leadership development program best practices were the topic for several researchers (Buick & Muthu, 1997; Costen, Johanson & Poisson, 2010; Kyriakidou & Marouda, 2010; Miller & Desmarais, 2007). The authors reviewed literature providing information on employee and leadership development programs and discussed programs currently used in the hospitality industry. Some of the best practices for facilitation of management development programs included:
1. Ensure supervisor is prepared and willing to practice employee development.

2. Hold supervisor accountable for employee and leadership development.

3. Obtain support of critical stakeholders in organization.

4. Align with strategic initiatives.

5. Evaluate impact of culture.

6. Align with other human resource practices.

7. Use mentors to aid in development of employees’ talent and growth.

8. Mentor and mentoree must talk about and agree upon clear expectations and goals.

9. Empower employees to assume responsibility for their actions and development within the company.

10. Measure leadership potential in employee by developing core competencies and employee development programs for organization and employee.

11. Make sure programs are meaningful to employee.

12. Create and promote opportunities for high potential employees to broaden job knowledge through cross-training to prepare for leadership positions.

13. Document all employee development programs and clarify promotion criteria.

Development Tools

Management development programs are a hot topic for several different researchers (Ardts, van der Velde, & Maurer, 2010; Cacioppe, 1998; Collins & Holton, 2004; Costen et al., 2010; Kong, Cheung, & Zhang, 2010; Minter & Thomas, 2000).
Some of the most popular types of development tools in use were discussed and studied to identify programs currently used to develop managers within the hospitality industry. Career management practices and interventions in use were:

1. Assessment tools/performance review
2. Career development information
3. Professional training
4. Promotion systems

Assessment tools and performance review techniques included 360-degree performance appraisals, unambiguous feedback, feedback interventions, and in-house assessment centers (Cacioppe, 1998; Collins & Holton, 2000; Kong et al., 2010). Three hundred and sixty-degree performance appraisals are used to judge manager performance through staff, customer, peer, and supervisor evaluation. Unambiguous feedback and feedback interventions are performance review techniques where the supervisor provides clear and concise feedback to the employee being assessed (Kong et al., 2010). In-house assessment centers can be used for career management through the use of multiple evaluation techniques.

Career development information consisted of manager counseling, coaching, mentoring, on-the-job training, and job posting (Ardts et al., 2010; Collins & Holton, 2004; Costen et al., 2010; Kong et al., 2010; Minter & Thomas, 2000). Counseling involves addressing employee issues through work-related performances, providing required training and on-the-job instruction through close supervision and monitoring of employee behavior. Coaching requires the supervisor or “coach” to maintain a good
working environment for the employee, provide resources, and goals and guidance to keep the employee focused and on target. Mentoring requires close supervision, specific instruction, identifying areas needing further development, providing on-going feedback to employee, and giving information on career advice. Job posting is done by promoting internal vacancies through the internet, newsletters, or notice boards in offices so employees are aware of promotion opportunities.

Professional training can be accomplished through the use of job rotations, training programs, case studies, situation leadership skills, computer simulations, orientation programs, and international assignments (Ardts et al., 2010; Cacioppe, 1998; Kong et al., 2010). Job rotation allows employees to experience other areas within the company and broaden their knowledge base. Case studies, situation leadership skills, and computer simulations can be used to develop managers within the organization by providing the employee with real scenarios and the best technology available.

Development programs that promote learning from role models within the organization create intrinsic benefits for the employee as well as benefit the organization as a whole (Ardts et al., 2010). The leaders of the organization can provide clear goals and ideas for the development program. Individuals within the development program can benefit from this by learning how to perform the tasks of leaders within the organization (Cacioppe, 1998).

Coaches, mentors, and counselors must address core values for employee development (Minter & Thomas, 2000). Coaching works best for high-performance employees, mentoring is best for average employees, and counseling is normally
associated with problem employees. The coaching approach normally has several characteristics underlying the process. The employee usually requires a low level of supervision since they are superior performers, but they assume a high level of accountability. The coach must be an enabler for the employee and allow them to continue to reach their full potential. Recognition from upper-management and leadership is a great tool for the coach to allow the employee to know his or her accomplishments are noticed. Research has suggested mentoring programs have been linked with many benefits such as promotions, job satisfaction, commitment to the job, and more expectations for advancement (Miller & Desmarais, 2004).

Many programs use a mix of the different types of programs and use evaluation by superiors and peers as well as self-evaluation. Evidence suggests in order for a development program to be successful it must take into account the different learning styles and abilities of the managers participating (Collins & Holton, 2004). Management development programs should be designed so the employee is aware of the material covered, purpose, and goals associated with the program (Ardts et al., 2010).

**Job Satisfaction and Employee Development Training/Programs**

Job satisfaction, as discussed by Costen & Salazar (2011), is the emotional condition of an employee and their feelings (can be either positive or negative) toward their job and overall organization. Previous research has shown that job satisfaction can be affected by training and development programs (Choi & Dickson, 2010; Choo & Bowley, 2007; Costen & Salazar, 2011; Kim, Tavitiyaman, & Kim, 2009; Lam & Zhang, 2003; Mani, 2010; Schmidt, 2007).
Costen and Salazar (2011) found that the opportunity to engage in training within the company had a significant impact on an employee’s job satisfaction. The authors further stated the opportunity to develop new skills and advance within the company were significant motivators of employee job satisfaction. Lam and Zhang’s (2003) results indicated continuous training and development increase the likelihood of job commitment and improve job satisfaction. Kim et al. (2009) found similar results to Lam and Zhang in that continuous training creates a positive effect of employee satisfaction in frontline employees.

Employee satisfaction levels were assessed by Mani (2010) using an Employee Satisfaction Index card developed by Tanur. The results indicated various factors that led to employee satisfaction. Training, career opportunities, and skill development are major determinants of employee satisfaction. Mani also suggested that meeting employees developmental needs would improve employee satisfaction.

The impact of job satisfaction on management development training programs was the subject of interest in a study done by Choi and Dickson (2010). The researchers found that the development and implementation of management development programs had a significant impact on employee satisfaction. The use of these development programs significantly improved the satisfaction level of the employees involved after the training was completed.

Satisfaction with training/development programs and overall job satisfaction were studied in research by Choo and Bowley (2007) and Schmidt (2007). Both studies found employees who are satisfied with the training and development programs offered by the
company are more likely to be satisfied with their job as well. Choo and Bowley (2007) stated job satisfaction can be enhanced with the use of effective training and development programs. Offering training and development programs to talented employees can also improve employee satisfaction. Course design and learning experience were variables of the training evaluation criteria that were statistically linked to employee job satisfaction. Schmidt (2007) determined the significance of using different development methods with satisfaction level. Employees tended to be more satisfied with training programs that utilized their preferred method of training.

Succession Planning

Managerial development is a continuous process. Employees with a high potential for leading must be groomed for leadership roles. Defining and identifying talent and employee development are critical elements of the succession planning process. Succession planning is defined as “the identification and tracking of high-potential employees capable of filling higher-level managerial positions” (Noe, Hollenbeck, Gerhart & Wright, 2010, p. 447). High potential employees are put through development programs (such as coaching, mentoring, and job assignment rotation, etc.) to prepare them for succession into a higher position.

Development

Developing a succession plan is a very extensive process. Noe et al. (2010) talks about three stages for high potential employee development; selection, development experiences, and the involvement of top leadership in the development process. According to the authors, there are certain steps an organization can take in order to
develop a succession plan. The organization must first determine what positions to
include within the succession plan and then later identify the employees they want those
positions to contain. The organization must then decide on what criteria will be needed
for the position in order to fill it. Employers need to have a process for measuring the
potential of employees for the position. Next a succession planning review of high
potential employees should occur with the involvement of managers and the human
resources department. Succession planning should be interconnected with training and
development processes within the organization. Another author stated the development
plan should incorporate the development of employees at all levels within the
organization (Kleinsorge, 2010). Employees should be made aware of any potential
position opening in the future and criteria needed for each position (Noe et al., 2010).
Lastly, the organization should evaluate the succession plan to ensure the plan is right for
the organization and the process is running smoothly.

Groves (2007) and Rothwell (2011) discussed integrating the development of
leadership grooming and succession planning within an organization. Succession
planning’s main focus is to determine the talent pool are developed by organizational
level in order to prepare individuals for positions with more responsibility and leadership
(Rothwell, 2011). Talent pools are defined as “all people who are considered promotable
to the next level” (Rothwell, 2011, p. 89). Groves (2007) discussed the top leadership
development practices (360-degree feedback, executive coaching, mentoring, networks,
job assignments, and action learning). Both Groves (2007) and Rothwell (2011) agreed
managerial personnel support was the most effective way to incorporate leadership
development and succession planning. The integration process begins with developing mentor relationships, identifying leadership talent, assigning developmental activities, increasing visibility of leadership talent, and finally making the succession decision.

**Best Practices**

Many researchers have indicated certain best practices for succession planning (Garman & Tyler, 2007; Groves, 2007; Rothwell 2011). Some of the techniques consist of ownership for the program from the top and including managers in indentifying leadership talent. Higher levels of leadership within the process have been linked with a more effective succession planning system. Managers must be a part of all areas in leadership development activities. Managers should identify talent and development early on in the employees’ career (i.e. talent management and career development practices). Strengths and weaknesses of the individuals should be assessed. Developmental assignments should be provided for talented employees to build skills needed for success and ensure employees are assessed by using expectations that are known to the individual and spell out future expectations and competencies in addition to aligning with more demanding requirements. The succession planning system should be measured and it must be flexible. There should be a constant update of high potential employee lists and succession selection should be based on a diverse group of candidates.

**Strategies**

Succession planning strategies were the key topic for many researchers (Garman & Tyler, 2007; Gregoire & Greathouse, 2010; Hills, 2009; Kleinsorge, 2010; Mihm, 2003). A recurring theme addressed by previous research was the idea of incorporating
leadership identification and development before transitioning the employees into their new positions. Gregoire and Greathouse (2010) stated succession planning was only occurring 41 percent of the time for hospital food service directors and Kleinsorge (2010) backed this claim by saying many employees are placed in leadership positions without receiving any training or preparation. Some ways to improve this common issue with succession planning (transitioning to new position) are:

1. Include information-sharing between the old and new successor.
2. Use a mix of development techniques when planning for succession.
3. Formal education and training programs, mentoring, and structured socialization of employees all have been associated with effectiveness from organizations that used the development processes.
4. Identify talented employees at many different levels and early in career within the organization.
5. Welcome from higher leadership to new individual in the position.

Promoting employees from within to key positions is another hot topic in succession planning. Building talent from within for future succession has several benefits; it is more cost effective, enhances employee upward mobility, and employees can be developed according to the organizations requirements (Hills, 2009). Some key succession strategies for developing employees for leadership positions within an organization include:

1. Plan succession with the future in mind.
2. Link succession to strategic planning within the organization.
3. Make possible the use of wider transformation efforts for the organization.
4. Look at an individual’s competence, connection and culture.
5. Involve talented employees in succession planning process.
6. Develop employees earlier on and at lower levels in order to have a larger pool of talent to choose from.
7. Stress developmental assignments and formal training for employees (Hills, 2009; Mihm, 2003).

**Air Force Chain of Command and Organizational Structure**

All branches of the military follow certain structures and have standard levels of organization. AFI 38-101, Air Force Organization (2011), lists out the standard Air Force organizational structure. The structure is as follows: Headquarters United States Air Force, Major Command, Numbered Air Force, Wing, Group, Squadron, and Flight.

Headquarters includes the Secretary of the Air Force and the Air Staff. Major Commands are sections of the Air Force that are designed to carry out a major portion of the Air Force Mission. A Numbered Air Force provides support to the Major Command through the use of subordinate units. A Wing is one of those subordinate units and has a mission that falls in line with both the Major Command and the Numbered Air Force. Figure 1 is a typical Wing Structure and Organization. Groups, squadrons and flights fall under the Wing. For example, one group under the Wing may be the Mission Support Group. Within the Mission Support Group there are several squadrons. One squadron within the Mission Support Group is the Force Support Squadron (FSS). Figure 2 is an example of a typical FSS structure. This squadron has several flights that fall under its
command. The Sustainment and Services Flight is one that falls under the squadron’s purview and is in charge of all services activities on the base, including food services.

Figure 1. Organizational chart for typical wing structure. Adapted from “Air Force Organization,” AFI 38-101, 2011.

Figure 2. Organizational chart for typical Force Support Squadron. Adapted from “Air Force Organization,” AFI 38-101, 2011.
The chain of command is used to ensure proper accountability and control of Air Force assets and resources (AFI 38-101, 2011). The command chain works from an organizational standpoint, as mentioned above, or by rank. There are two major categories in rank structure; commissioned officer and enlisted. All commissioned officers outrank enlisted members. The rank structure from lowest to highest is Airman Basic, Airman, Airman First Class, Senior Airman, Staff Sergeant, Technical Sergeant, Master Sergeant, Senior Master Sergeant, Chief Master Sergeant, Second Lieutenant, First Lieutenant, Captain, Major, Lieutenant Colonel, Colonel, Brigadier General, Major General, Lieutenant General, and General.

**Air Force Policies and Procedures**

Policies and procedures are tools used to ensure all Airmen are following the same set of guidelines and instructions for almost all aspects of the Air Force. Instruction manuals contain information for all career fields on subject matter such as training, regulations, administration, development, and so on. Airmen use these policies and procedures to ensure they are in compliance with specific career field and Air Force standards. Several documents discuss information on training for Air Force specialty codes and professional development.

**Food Services Training Instructions and Manuals**

The 3M (i.e., Service Code identifier for all enlisted personnel in the services career field) career field has several different instructions and manuals that discuss how to manage the food service programs within the Air Force. Air Force Instruction (AFI) 34-239 (2004) discusses the ordering and accounting in dining facilities and other feeding
operations in various work conditions. The Air Force Manual 34-240 (2005) is a supplement to AFI 34-239 and summarizes how to manage food service operations within appropriated fund food facilities (enlisted dining facilities). Both of the regulations are utilized by food service section chiefs (equivalent to a food service manager in the civilian sector) in the Air Force in order to ensure all operations are being run in accordance with Air Force policy.

The Career Field Education and Training Plan (CFETP) for the entire 3M services career field (CFETP 3M0X1, 2010) is designed to “identify life-cycle education/training requirements, training support resources, and minimum wartime task requirements for the Services career field. The CFETP provides a clear career path to success and provides guidance in all aspects of career field training” (CFETP 3M0X1, 2010, p. 1). There are two parts in the CFETP manual. The first part focuses on the overall management of the 3M services career field and the second portion covers specialty training objectives and requirements.

The CFETP (CFETP 3M0X1, 2010) outlines all of the different training requirements a 3M Airmen will receive throughout their career. Some of the training requirements discussed in the plan are initial skills, upgrade qualification, advanced skill and proficiency training. Initial skills and upgrade training are needed in order to progress through the career field (i.e. advance to a higher rank). Initial skills training is conducted when the airmen enters into the career field after attending basic training. Upgrade training is administered to ensure the 3M Airman has completed all requirements to progress to higher skill levels within the career field (1-, 3-, 5-, 7-, and 9-
skill level). The higher the skill level, the more knowledgeable and proficient the Airman is at his or her job. Advanced skill and proficiency training are formal specialty training programs that a select number of Airmen attend. These types of training go above and beyond the minimum requirement of training needed in order to upgrade to another skill level. Proficiency and advanced training fall in line with Maxwell and MacLean’s (2008) research that found challenging training should be offered to employees with potential talent and should be used to improve career development. Hills (2009) and Mihm (2003) also stated formal training is an important aspect of preparing employees for succession.

**Professional Development**

Developmental education is an important aspect in the career progression of an enlisted Airman. According to Air Force leadership doctrine, “The abilities of a leader, which are derived from innate capabilities and built from experience, education, and training, can be improved upon through deliberate development” (Air Force Doctrine Document 1-1, 2006). Air Force leadership consists of three components: core values, competencies, and actions. The core values are the standards all Airmen are held to within the Air Force. The core values include integrity first, service before self, and excellence in all we do. Leadership competencies are the technical skill sets leaders develop throughout their career. Leadership actions are the steps a leader takes in order to get things done.

AFI 36-2301 (2010) discusses officer and enlisted professional developmental education policy and guidance. There are four enlisted developmental education levels; basic, primary, intermediate, and senior. The basic developmental education consisting
of one course (Basic Military Training) is attended by all Airmen when they first enter the Air Force. Primary developmental education is for Senior Airman, Staff Sergeant, and Technical Sergeant. It consists of Airman Leadership School, NCO Academy, and other development programs. Intermediate developmental education for Master Sergeants includes Air Force SNCO Academy and Senior Enlisted Joint Professional Military Education. The highest level, senior developmental education, is for the ranks of Senior Master Sergeant and Chief Master Sergeant. The developmental courses available for senior level are Chief Master Sergeant Leadership Course, Senior Enlisted Joint Professional Military Education, and Enlisted-to-Air Force Institute of Technology.

Airmen Leadership School, NCO Academy, Senior Non-commission Officer Academy, and Chief Master Sergeant Leadership Course are required for promotion to the next rank (i.e. promotion to the next pay grade or position in the military). The selection criteria associated with the developmental programs are based on grade and promotion requirements, priority, eligibility, and availability. Figure 3 describes the rank requirement and course material required for all four development programs. AFI 36-2301 (2010) does not discuss potential talent in regards to selection criteria for any of the developmental programs. D’Annunzio-Green’s (2008) research indicated identifying employees with potential talent and development go hand in hand.
<table>
<thead>
<tr>
<th>Development Course Name</th>
<th>Required for promotion to rank of:</th>
<th>Course Material and Objective</th>
</tr>
</thead>
<tbody>
<tr>
<td>Airmen Leadership School</td>
<td>Staff Sergeant</td>
<td>Professional leadership qualities and communication skills</td>
</tr>
<tr>
<td>NCO Academy</td>
<td>Master Sergeant</td>
<td>Professional leadership qualities and communication skills</td>
</tr>
<tr>
<td>SNCO Academy</td>
<td>Senior Master Sergeant</td>
<td>Increased leadership and management responsibilities</td>
</tr>
<tr>
<td>Chief Master Sergeant Leadership Course</td>
<td>Chief Master Sergeant</td>
<td>Strategic-level leadership responsibilities</td>
</tr>
</tbody>
</table>


The enlisted developmental education courses are designed to prepare all enlisted personnel for increased responsibilities within their career fields as they progress through the ranks (AFI 36-2301, 2010). Professional developmental education is also intended to prepare Amn for management and leadership responsibilities (AF Times, 2006). The Air Force’s position on developmental education falls in line with many of the civilian sector research on talent management and employee and leadership development in that it should occur at all levels in the organization (AFI 36-2301, 2010; D’Annunzio-Green, 2008; Gandz, 2006).

Air Force Pamphlet 36-2241 (2011) is a professional development guide focused on preparing enlisted Amn for the military testing and promotion system. Chapter nine of the pamphlet discusses enlisted force development. Amn, NCO, and SNCO responsibilities are discussed in detail. The following chapter discusses leadership, followership, mentorship, and developmental counseling. The pamphlet describes
leadership as having two basic principles (a) the mission, and (b) those who accomplish the mission. Leadership and management are examined together and the pamphlet stated a combination of both as critical to success in the Air Force.

Mentoring is defined as a relationship between individuals where one has greater experience and guides the other through professional and personal development (Air Force Pamphlet 36-2241, 2011). Mentoring is used for career guidance, technical knowledge, professional development, and leadership. The immediate supervisor is assigned as the Airman’s mentor. The commander and supervisor must be involved in the Airman’s development and provide feedback, goals, and guidance along the way. The mentor’s responsibilities include feedback of performance and potential, goal setting, and professional development plans. These responsibilities coincide with previous research discussed earlier in the civilian sector with setting clear goals, providing ongoing feedback, and career advice (Kong et al., 2010; Minter & Thomas, 2000).

Developmental counseling is used to develop future leaders in the Air Force (Air Force Pamphlet 36-2241, 2011). Leaders should identify subordinates’ strengths and weaknesses and set achievable but challenging goals for them to reach. Leadership grooming is also discussed in the civilian sector research with regards to succession planning (Groves, 2007; Rothwell, 2011). Civilian researchers stated succession begins with developing relationships and identifying talent in order to prepare the individuals for future positions with leadership responsibilities. Counseling skills addressed in the AF Pamphlet 36-2241 (2011) were active listening, responding, and questioning. The
pamphlet also discusses types of developmental counseling, different approaches to counseling, and the counseling process.

Looking at the material presented for the military program on mentoring and developmental counseling, there may be some differences when compared to the civilian sector. According to research done in the civilian sector, mentoring is normally practiced with average employees and counseling is associated with employees who are deficient in some area (Minter & Thomas, 2000). In the military, both programs are used to develop future leaders and managers. The military program also states a mentor can be called a coach, counselor, guide or role model (Air Force Pamphlet 36-2241, 2011).

Summary

Talent management, employee and leadership development, and succession planning were reviewed to come up with implications, best practices, and strategies used by the hospitality industry in the civilian sector. Military policy and procedure was then examined to determine how talent management, development, and succession were conducted within the Air Force. There seems to be some crossover from the civilian sector to the military. Some of the formal training and professional development programs within the military can be linked to identifying potential talent. Additionally, some of the strategies utilized within the civilian sector for employee development and succession are incorporated within the military.

The material in the Air Force instruction manuals and pamphlets presented here give an indication that talent management, employee and leadership development, and succession planning are occurring within the military, but there seems to be no research
on how they are carried out and if they are effective. There may also be programs or tactics being used within the Air Force and 3M career field that are not discussed within the policy and procedures. Since there has been little to no research on this on military applications, this research study seeks to determine the effectiveness of talent management, development, and succession within the 3M food services career field based on the perceptions of 3M enlisted personnel.
CHAPTER III

METHODOLOGY

The purpose of this study was to determine the effectiveness of talent identification, development, and succession on preparing 3M Amn for managerial positions by surveying enlisted personnel within the career field. The research design for this study was descriptive and involved the application of two online surveys. The first survey was done with 3M Amn in the ranks of Senior Airman through Technical Sergeant. Survey questions pertained to talent management identification and employee and leadership development. The second survey was conducted through SNCOs within the 3M career field in order to identify if current talent management, employee and leadership development, and succession planning are effectively executed in the United States Air Force. This research study was approved by the Kent State University Institutional Review Board.

Research Objectives

The research questions were addressed by surveying 3M Amn working in dining facilities (Senior Airman through Technical Sergeant) and 3M SNCOs (Master Sergeant and above) who have experience as a food service section chief. The research objectives for the 3M Amn survey were as follows:
1. Determine the perceptions of 3M Amn on their potential for advancement and if they perceive they are being identified as having potential by leadership.

2. Verify the types of employee and leadership development programs currently in use and establish the satisfaction levels and effectiveness based on 3M Amn perceptions.

3. Determine if job satisfaction is related to 3M Amn perceptions on their own potential for advancement and if they perceive their supervisor identifies them for potential for advancement.

4. Determine if satisfaction is related to their overall satisfaction with the development and training programs.

3M SNCO survey objectives include:

1. Determine the 3M SNCO perceptions on how effectively talent identification, employee and leadership development, and succession planning are executed in the 3M services career field.

2. Conclude if the 3M SNCOs perceive a need for improvement in TM identification, development, and succession.

3. Examine if job satisfaction is related to how effective 3M SNCOs perceive talent identification, employee development, and succession planning are performed within the 3M career field.

**Sample**

The samples for both surveys were chosen from different bases within the United States Air Force. Each Air Force base has one Force Support Squadron (FSS). The FSS runs all services (hospitality organizations) on the base. This includes lodging, recreation
and food services. All 3M Amn and 3M SNCOs who met the criteria could have been potential participants for the surveys. Consistent with current Air Force policy, the Air Force Survey Office did not approve the use of surveys administered for student research on Department of Defense employees during duty hours or while using government computers. Because of this stipulation, the food service flight chiefs and superintendents at 15 different bases were contacted directly by email within the Air Force and asked for permission to contact 3M Amn and 3M SNCOs who met the criteria for the study (convenience sampling). The base contacts were given to the researcher by two different Major Command points of contact. The flight chiefs and superintendents from each base were asked to give the researcher the personal email accounts for all 3M Amn and SNCOs who were willing to participate in the study. The researcher received email addresses for 105 Amn/NCO’s and 68 SNCO’s from 15 different Air Force Bases. This resulted in a small sample.

According to a Major Command point of contact (personal communications, 8 July 2011), the manpower organization states there are roughly 1,346 Amn (Airman Basic through Senior Airman) and 2,142 NCOs and SNCOs (Staff Sergeant through Chief Master Sergeant) within the entire 3M career field. The numbers cannot be broken down further to show which services area (food, lodging, or recreation) the enlisted members work. All Amn, NCOs and SNCOs possess the same Air Force Services Code of 3M which is used by the manpower organization to collect the data.
Instrument of Measure

Two separate surveys for two different samples were completed using Zoomerang.com, an online survey resource. Four constructs were measured in the 3M Amn survey: (a) talent identification, (b) employee and leadership development/training, (c) job satisfaction, and d) demographics. The 3M SNCO survey measured five constructs: (a) talent identification, (b) employee and leadership development/training, (c) succession planning, (d) job satisfaction, and (e) demographics. These constructs have been evaluated in the civilian sector, but there has been no application to similar aspects associated with the foodservices career field in the military. Previous research has primarily employed qualitative methods. Based on the exploratory nature of this study, items were adapted to quantitative measures. Construct items were designed implementing 5-point Likert-typed scaled responses to facilitate data analysis. The surveys were evaluated by a panel of experts (four Air Force officers) within the Force Support Squadron. The recruitment emails, consent forms, and surveys can be found in appendices A and B.

3M Airmen Survey

The purpose of this survey was to measure four specific constructs including (a) talent identification, (b) employee development/training (c) job satisfaction, and (d) demographic characteristics of a sample of 3M Amn. Talent identification (questions 1-7) and personal potential (questions 8-9) were measured by items adapted from previous research (D’Annunzio-Green, 2008; Gandz, 2006; Maxwell and MacLean, 2008; Noe et al., 2010; Scott & Revis, 2008). Items were developed to determine if the 3M Amn
perceive their supervisors identifying them for potential advancement and their own perceptions on their potential for advancement. Participants responded to statements based on a 5-point Likert type scale of “Strongly Agree,” “Agree,” “Neither Agree or Disagree,” “Disagree,” or “Strongly Disagree.”

The second construct in the survey measured satisfaction levels and perceptions of 3M Amn for employee and leadership development. Development and training satisfaction (questions 10-17) incorporated statements to determine the perception of employee satisfaction with the development and training programs that are currently being implemented in the 3M career field and the United States Air Force. Items were adapted from previous research on different development tools and methods (AFPAM 36-2241, 2011; AFI 36-2301, 2010; Ardts et al., 2010; Cacioppe, 1998; Collins & Holton, 2004; Costen et al., 2010; Kong et al., 2010; Minter & Thomas, 2000). The questions used a 5-point Likert type scale of “Very Satisfied,” “Satisfied,” “Neither Satisfied nor Unsatisfied,” “Unsatisfied,” “Very Unsatisfied,” and “Not Applicable.” Participants were instructed to respond based on their satisfaction level with each development tool/program. Some of the development programs offered were coaching, mentoring, counseling, on-the-job training, and job rotation. The participants were then asked to list all Air Force wide, squadron level, and work center specific development programs they had been involved in. There was also a space for the participants to list any development programs/training they have received or participated in that was not listed in the above statements.
3M Amn perceptions were then assessed for overall development and training in the 3M foodservices career field (questions 20-36). The questions in this section allowed participants to respond to a 5-point Likert type scale of “Strongly Agree,” “Agree,” “Neither Agree or Disagree,” “Disagree,” or “Strongly Disagree” about statements pertaining to the development programs. These items were adapted from previous research (Ardts et al., 2010; Buick & Muthu, 1997; Costen et al., 2010; Kyriakidou & Marouda, 2010; Maxwell & MacLean, 2008; Miller & Desmarais, 2007). The overall effectiveness of the employee development and training programs used in the organization were assessed using a survey instrument question derived from Rothwell (2010).

The third construct was used to discover how satisfied each participant was with their current job and the Air Force. A 5-point Likert type scale was used in this section like the ones in the first two sections (“Strongly Agree,” “Agree,” “Neither Agree or Disagree,” “Disagree,” or “Strongly Disagree”). The two questions asked in this section were adopted from the job satisfaction scale established by Costen and Salazar (2011) to measure overall job and company satisfaction.

The last construct of the survey established demographic information of the participants. Demographics of interest consisted of gender, age, highest education level, and current Air Force rank. Demographic characteristics were used to determine if there were any differences in perceptions for talent identification.
3M SNCO Survey

The purpose of this survey was to measure five specific constructs including (a) talent identification, (b) employee development/training, (c) succession planning, (d) job satisfaction, and (e) demographic characteristics of a sample of 3M SNCOs. The first construct of the 3M SNCO survey consisted of questions pertaining to talent identification and the SNCOs perceptions on how Amn are identified for potential for advancement into management positions. In this section, participants responded to statements based on a 5-point Likert type scale of “Strongly Agree,” “Agree,” “Neither Agree or Disagree,” “Disagree,” or “Strongly Disagree” (questions 1-8). Questions pertaining to the 3M SNCO’s perceptions on talent identification within the 3M career field were adopted from previous research (D’Annunzio-Green, 2008; Gandz, 2006; Maxwell and MacLean, 2008; Noe et al., 2010; Scott & Revis, 2008). The overall effectiveness of talent identification was assessed using a survey instrument question adapted from Rothwell (2010). Open-ended questions were also asked in order to assess how Amn are identified and what improvements can be made.

The second construct was designed to find out the perceptions of 3M SNCOs on employee and leadership development programs used within the career field and the Air Force. The first set of questions in this section allowed participants to respond to a 5-point Likert type scale of “Strongly Agree,” “Agree,” “Neither Agree or Disagree,” “Disagree,” or “Strongly Disagree” about statements pertaining to the development programs (questions 11-18). The items measuring this construct were adapted from previous research pertaining to employee and leadership development (Ardts et al., 2008;
Buick & Muthu, 1997; Costen et al., 2010; Huang & Lin, 2011; Kay & Russette, 2000; Kyriakidou & Marouda, 2010; Maxwell & MacLean, 2008; Miller & Desmarais, 2007).

Multiple choice questions were employed to determine what core competencies are required for food service section chiefs (Chung-Herrera et al., 2003; Occupational Outlook Handbook, 2008; Kay & Russette, 200; Huang & Lin, 2011; Tesone, 2004), development programs in use (AFPAM 36-2241, 2011; AFI 36-2301, 2010; Ardts et al., 2010; Cacioppe, 1998; Collins & Holton, 2004; Costen et al., 2010; Kong et al., 2010; Minter & Thomas, 2000), and the perceptions of SNCOs on how satisfied Amn are with the development programs and to determine perceived effectiveness of the development programs within the Air Force (adapted from Rothwell, 2010). Due to the exploratory nature of the current study, open-ended questions were given to capture the insights of the respondents on improvements for the development programs used in the 3M career field and the Air Force.

The third construct was intended to extract 3M SNCOs perceptions on succession planning within the 3M career field and the Air Force. A 5-point Likert type scale of “Strongly Agree,” “Agree,” “Neither Agree or Disagree,” “Disagree,” or “Strongly Disagree” was used to retrieve responses about statements pertaining to succession planning programs. Items employed to measure this construct were adapted from previous research pertaining to succession planning (Garman & Tyler, 2007; Gregoire & Greathouse, 2010; Groves, 2007; Hills, 2009; Kleinsorge, 2010; Mihm, 2003; Noe et al., 2010; Rothwell, 2011). Questions pertaining to succession planning effectiveness and evaluation (questions 25, 26, 37, and 38) were derived from previous survey instrument
questions (Rothwell, 2010). A multiple choice question was used to determine if 3M SNCOs perceive higher levels of leadership to be involved in the succession decision process (Garman & Tyler, 2007; Groves, 2007; Rothwell 2011). Open-ended questions were asked about improvements or suggestions the 3M SNCOs have in regards to succession planning in their career field since previous research has not been conducted in this area.

The fourth and fifth sections were the same as the 3M Amn survey. The fourth section used an established job satisfaction scale to discover how satisfied each participant was with their current job and the Air Force (Costen and Salazar, 2011). The fifth section established demographic information of the participants. Gender, age, education level, and Air Force rank were used to determine if there were any differences among these variables in perceptions for talent identification and employee and leadership development programs.

Survey Procedures

POCs from two Major Commands used for the research study were consulted regarding distribution and procedural aspects for the surveys. The name of the Air Force bases under the commands, and the participants involved were not identified in order to ensure anonymity. The POCs gave contact information for food service flight chiefs and superintendents at 15 different bases within the Air Force. The flight chiefs and superintendents from each base were asked to provide the researcher the personal email accounts for all 3M Amn (Senior Airman through Technical Sergeant working in the
DFACs) and SNCOs (Master Sergeant and above with foodservice section chief experience) who were willing to participate in the study (convenience sampling).

An email containing the link to the survey on Zoomerang.com was sent to each individual who met the criteria for the study. The survey link took them directly to the online consent form where participants could either agree or disagree to take part in the survey. The online consent form explained the purpose of the research, length to complete, survey content, confidentiality, and contact information for primary researcher, thesis advisor, and the University Institutional Review Board. After agreeing to the terms of the study, the participants were directed to the beginning of the survey. After the survey was completed, the participants were routed to a follow-up response screen thanking them for their participation in the study and were given the option to look at a summary of the combined results once the survey had been completed (link on thank-you screen).

**Statistical Analysis**

Statistical analysis was completed for the 3M Amn and SNCO surveys using SPSS for Windows Release 18.0. The surveys were analyzed using descriptive statistics. Coefficient Alpha was used to check internal reliability. An independent samples T-Test was used to account for possible demographic differences in responses. Pearson’s Correlation Coefficient and Simple Linear Regression were used to establish the link between job satisfaction and satisfaction with the training and development methods, job satisfaction and personal potential for advancement, job satisfaction and perception of talent identification, and job satisfaction and perception of succession planning. Some of
the items within the two surveys were stated in the negative perspective to reduce the likelihood of the respondents choosing the same response for all the questions and were reverse coded so the data could be analyzed correctly. Open-ended questions in both surveys were assessed by establishing themes and categories within the responses.
CHAPTER IV

RESULTS

This research study was developed to examine the effectiveness and satisfaction with talent identification, development and training, and succession planning within the 3M career field based on the perceptions of 3M Amn and SNCOs. The enlisted members’ perceptions were examined through two different questionnaires: (a) 3M Amn/NCO questionnaire, and (b) 3M SNCO questionnaire. Emails were sent to 105 Amn and NCOs and 68 SNCOs at 15 different Air Force Bases. Of the 173 total email invitations sent out, 44% (n=46) of the 3M Amn and NCO and 54% (n=37) of the 3M SNCO responses were received.

Demographic Characteristics

The demographic characteristics for the 3M Amn/NCO and 3M SNCO questionnaires can be seen in Table 1. Out of the 46 responses for the 3M Amn and NCO questionnaire, 54% were male, 70% were between the ages of 21-30, 41% of the respondents had an Associate degree, and 41% held the rank of Staff Sergeant. Over half of the 3M SNCO questionnaire respondents were male (60%), 65% were between the ages of 31-40, 60% held the rank of Master Sergeant, and 41% had a Bachelor degree. The average age for enlisted personnel in the Air Force is 29 and 19% of the entire enlisted force is female (Air Force Personnel Center, 2011). About 84% of the entire Amn tier in the Air Force has reported some college, 29% of the NCO tier has an Associate degree, and 21% of the SNCO tier has a Bachelor degree.
3M Airmen and NCO Research Question Results

RQ1-2: Do 3M Amn feel they have the potential for advancement to managerial positions in their career field and do they feel they are being identified by their superiors as having potential for advancement?

Means for Amn beliefs in their own potential are shown in Table 2. The Coefficient Alpha (0.648) was below the recommended reliability level of 0.70 (Nunnally, 1978). Hair, Anderson, Tatham, & Black (1998) stated a Coefficient Alpha of 0.60 was acceptable when most of the items in the scale were new and made specifically for the research context. The scale was used within the data analysis since the items that formed the talent potential scale were formulated for this research specifically and the Coefficient Alpha was above 0.60. The results from the two questions indicate the 3M Amn and NCOs feel they should be identified by their superiors and they are currently prepared to take on supervisory responsibilities. The question pertaining to if the individuals feels their supervisor should identify them for advancement (question 8) had a wider distribution of answers (ranging from 1-5) with 41% of the responses within the “Strongly Agree” category. Responses for if the individual felt they were prepared to take on supervisory responsibilities were all neutral and above on the scale with 52% within the “Strongly Agree” category.

Means for Amn and NCOs perceptions on if they are identified by their superiors for potential to advance in the 3M career field are shown in Table 2. Coefficient Alpha was 0.884, which is above the recommended reliability level of 0.70 (Nunnally, 1978). Nearly 50% of the respondents “agreed” their supervisors identified them for potential
advancement (n=26), their supervisors stated they have the skills necessary for advancement (n=27), and their supervisors supported them and understood their capabilities (n=23). All of the questions had at least two respondents state they “strongly disagree” in the talent identification scale.

**RQ1-2A: Does the perception for personal and identified potential differ based on gender, age, education level, and rank?**

An independent samples T-Test was done for age, gender, education level, and the different Air Force Ranks of the respondents for personal and supervisor identified potential for advancement data. Age, education level, and Air Force ranks were broken down to two groups based on the limited amount of respondents within the other categories. Age ranges were 21-30 and 31-40, education levels consisted of high school diploma and associate and above, and the ranks were condensed to Senior Airman and NCO. There were no significant differences for both personal potential and supervisor identified potential based on the four demographic characteristics tested (p > .05).

**RQ3-4: What types of employee and leadership development programs do the Air Force and the 3M career field employ and how satisfied are the 3M Amn with the employee and leadership development programs?**

Employee and leadership development programs identified by respondents included mentoring, coaching, counseling, on-the-job training, job rotation, and AF and squadron level training programs (Table 2). Over 56% of the respondents (n=25) stated job posting was “not applicable.” Air Force level training programs mentioned were Amn Leadership School, NCO Academy, and Career Development Course training books
Squadron and work center training that was mentioned were in-house training (IHT), train the trainer, home station training, and food shift leader course.

Table 2 identifies the means for the satisfaction levels of 3M Amn with the employee and leadership development programs. The Coefficient Alpha was 0.859, which is above the recommended reliability level (Nunnally, 1978). Counseling had the highest satisfaction mean score, followed by mentoring, AF wide training, coaching, squadron or work center training programs, on-the-job training, job rotation, and job posting. On-the-job training responses were mostly “satisfied” (35% of the responses) and “unsatisfied” (26% of the responses). More than half of the respondents were either “unsatisfied” (n=18) or “very unsatisfied” (n=11) with job rotation within the 3M career field. Over 52% of the respondents stated they were “satisfied” with the Air Force wide training programs (open-ended question) which included Amn Leadership School, NCO Academy, and Career Development Course mandatory training manuals (done throughout career). Work center IHT ranged from “unsatisfied” to “satisfied” within the open-ended responses from the individuals.

**RQ5: What are the 3M Amn perceptions of the development programs based on criteria set within the civilian sector?**

Table 2 displays the means for 3M Amn and NCO perceptions of development and training programs. The Coefficient Alpha was 0.916, which is above the recommended reliability level (Nunnally, 1978). The question pertaining to being told the purpose and goal of the development and training program before it began had the
highest mean compared to all the questions within the perceptions of development and training scale. The 3M Amn and NCOs were mostly in agreement with being told the traits and characteristics needed for progression in the career field. Between 45% and 50% said they “agree” their supervisors are involved in their career (n=23) and have ensured they have received everything needed to succeed in the career field (n=22). Most of the respondents stated they were chosen for a development program they wanted to participate in (48%, n=22) and many of the respondents agreed the development and training programs were meaningful to them (51%, n=23). There was a wider spread distribution of answers for if the 3M Amn and NCOs believed they were given opportunities to broaden their job knowledge and experience (15% chose “disagree” and 44% chose “agree” for question 31).

**RQ6: How effective are the development programs within the Air Force and the 3M career field based on the 3M Amn perceptions?**

Means for development program effectiveness are listed in Table 2. About 43% (n=20) of the respondents stated they believed the development programs within the Air Force and their career field were “effective.” Some of the respondents (n=16) suggested improvements for the development and training programs within the Air Force and their career field. The most common suggestions had to do with the quality and fairness of the training. Many stated the trainer needed to be more knowledgeable on the content and should be more optimistic and show support for the material they are teaching. Some believed everyone should have the same chance to participate within the programs and they needed to be based more on talent and ability rather than rank (n=6). An additional
suggestion was there needed to be more emphasis on job rotation into other areas of the career field (i.e. lodging and fitness).

RQ7-9: Is job satisfaction related to 3M Amn perceptions of their own potential, if they feel their supervisors identify them for advancement to managerial positions, and how satisfied they are with the employee and leadership development currently in use?

The Pearson Correlation between job satisfaction and personal potential for advancement is positive, but not statistically significant ($p > .05$). Job satisfaction had a weak correlation with the satisfaction of development and training ($p > .05$). Normality was tested to determine if the job satisfaction and supervisor talent identification scales were normally distributed at the -2 to +2 range based on the 0.05 alpha level. Results indicate job satisfaction is statistically significantly skewed (-2.68) and supervisor talent identification is statistically significantly skewed (-3.12) and kurtotic (2.75). Although the data was skewed and kurtotic the results for the Pearson Correlation and Simple Linear Regression were still significant for job satisfaction and supervisor talent identification but should be interpreted with caution. Job satisfaction was found to be significantly correlated to supervisor talent identification ($r = 0.350, p < .05$). The positive relationship indicates that as job satisfaction increases, 3M Amn and NCO perceptions of their supervisors identifying them for potential advancement increases. Based on the Multiple Regression analysis, the overall relationship between supervisor talent identification and the combined job satisfaction is reported as 0.350. Twelve percent of the variance in supervisor talent identification is explained by job satisfaction.
The regression is statistically significant \( F = 6.151, df = 1, 44, p < .05 \). The regression equation is \( Y \) (supervisor talent identification) = 22.049 + .663 (job satisfaction).

**3M SNCO Research Question Results**

**RQ1: Are Amn with potential for advancement to managerial positions in the 3M foodservices career field identified and developed for those positions?**

The Coefficient Alpha was 0.403 (Table 3), which is below the 0.06 and 0.70 reliability levels (Hair et al., 1998; Nunnally, 1978). The low reliability level may be related to the small sample size (n=37) and the variability in responses to some of the questions within the constructs. Cortina (1993) and Schmidt (1996) both indicated smaller tests might have a smaller Coefficient Alpha. Because of the small sample size and the exploratory nature of the study, the construct was used for data analysis.

Means for 3M SNCO perceptions on talent identification for advancement are displayed in Table 3. Most 3M SNCOs believed 3M Amn and NCO’s are identified for potential advancement to managerial positions. 3M SNCOs agreed Amn are identified early on in their career, they receive support from upper leadership, and they are told what skills are needed for promotion. The respondents were split between “agree” (35%, n=13) and “disagree” (41%, n=14) on if supervisors track Amn performance on a weekly basis. Almost 43% (n=16) of the respondents did not believe the 3M career field had a systematic approach for identifying individuals who have potential for advancement (had the lowest mean out of all the questions in the scale).
RQ1A: Do the perceptions for talent identification in the 3M career field differ based on gender, age, education level and rank?

An independent samples T-Test was done for age, gender, education level, and the different Air Force Ranks of the respondents for the perceptions of talent identification for 3M Amn and NCOs. Age, education level, and Air Force ranks were broken down to two groups based on the limited amount of respondents within the other categories. Age ranges were 31-40 and 41-50, education levels consisted of associate degree and bachelor degree or higher, and the ranks were condensed to Master Sergeant and Master Sergeant and above. There were no significant differences for talent identification perceptions based on the four demographic characteristics tested ($p > .05$).

RQ2: How is talent identified in the 3M career field?

Out of the 36 respondents, 26 answered the open-ended question about how talent is identified within the 3M career field. Nineteen respondents stated Amn are identified by their initiatives, skills, and talent. They said they initially look at all Amn as potential supervisors but then look at performance and behaviors of the Amn to see if they are the right fit for the position. Work ethic, professionalism, motivation, and desire to learn are qualities the SNCOs are seeking in young Amn. Nineteen 3M SNCO’s stated they have an active role in the talent identification process. The SNCO’s (n=19) believed the supervisors needed to give feedback, mentor, and provide the Amn with the knowledge needed to succeed in order for the Amn to be identified as having potential for advancement.
RQ3: What traits are needed for the foodservice section chief position?

The foodservice section chief core competency frequencies are listed in Table 4. All of the core competencies listed for the foodservice section chief position were chosen by over 86% of the respondents. Some of the “other” traits listed by eight of the respondents were technical knowledge of the entire food operation, approachability and passion for the foodservice career field.

RQ4: What types of employee and leadership development programs does the organization employ?

Table 5 displays the frequencies for the different types of development and training programs the SNCO respondents stated were in use. On-the-job training had the highest number of responses followed by job rotation, mentoring, Air Force wide training, counseling, coaching, squadron training programs, and job posting with the least amount of responses. Job posting was only perceived to be used by six respondents, which interestingly mirrors the 3M Amn and NCO questionnaire result for job posting. Air Force wide training programs listed by the SNCOs were Basic Training, Amn Leadership School, NCO Academy, SNCO Academy, food operation courses, Career Development Course training manuals, 3M courses offered online, and Air Force Level Dining Facility Manager’s Course. Squadron level training programs mentioned by the respondents were shadow programs, shift leader training, train the trainer, and IHT.
RQ5: What are the perceptions of 3M SNCOs on 3M Amn satisfaction levels with the development programs?

Table 3 displays the means for the perceptions of 3M SNCOs on 3M Amn satisfaction with development and training programs overall. Over half of the respondents (60% , n=22) perceived 3M Amn and NCOs to be satisfied with the employee development and training programs offered. The other respondents were distributed amongst “neither satisfied or unsatisfied” (14%), “unsatisfied” (16%), and “very unsatisfied” (5%) for overall satisfaction with the development programs.

RQ6: What are the 3M SNCO perceptions of the development programs based on criteria set within the civilian sector?

The Coefficient Alpha for the perceptions of development and training scale was 0.581, which was below the recommended reliability levels (Table 3). The mean for question 12 was higher (4.27) compared to all the other questions within the perceptions of development/training concept. The researcher decided to use the construct within the data analysis based on the previous findings discussed on smaller tests with smaller Coefficient Alphas (Cortina, 1993; Schmidt, 1996).

Table 3 displays the means for the perceptions of development and training within the 3M career field. Technical knowledge of daily operations associated with running a dining facility was believed to be one of the most important traits needed in a foodservice section chief position (60% chose “agree” and 35% chose “strongly agree”). Respondents agreed 3M Amn and NCOs are given opportunities to broaden job knowledge (73% chose “agree”) and managers were mostly believed to be held
accountable for developing 3M Amn (65% chose “agree” and 27% chose “disagree”). Almost 67% of the 3M SNCO respondents stated Amn are given the purpose and goals of the development program before it begins. Several of the respondents agreed the 3M Amn are made aware of the core competencies needed for foodservice sections chiefs (68%, chose “agree, n=23) and 60% (n=21) agreed the development programs were challenging.

RQ6A: Do the perceptions on development programs differ based on gender, age, education level, and rank?

An independent samples T-Test was done for age, gender, education level, and the different Air Force ranks of the respondents for the perceptions on development programs. Age, education level, and Air Force ranks were broken down to two groups based on the limited amount of respondents within the other categories. There were no significant differences for development program perceptions based on the four demographic characteristics tested ($p > .05$).

RQ7: What are the 3M SNCO perceptions on succession planning based on the criteria set within the civilian sector?

3M SNCOs were asked to explain the process for filling the position of foodservice section chief once the current individual is projected to leave. Out of the 20 SNCOs who responded to the question, only five individuals stated they look for the next capable individual or the best fit for the position out of the pool of individuals they have available. The other 15 respondents stated the replacement is based on rank, time in grade, time on station, duty history, or whoever is available. Rank was the most
mentioned method for choosing a successor, but they also stated food service experience must be reviewed as well.

3M SNCOs were asked to choose who they believed were involved in the succession decision. The flight superintendent (n= 30), flight chief (n=29), and the current foodservice section chief (n=19) were all believed to be involved in the succession decision. Other individuals who were listed under “other” as being involved in the process were the squadron commander, the squadron superintendent, and the director of operations. The results indicate upper leadership is involved in the process and not just the supervisor of the foodservice section chief.

Table 3 displays the means for 3M SNCO opinions and perceptions on succession planning within the 3M career field. Slightly less than half of the respondents stated the 3M career field is conducting succession planning adequately and effectively for the food service section chief position (46% chose “adequately”) and they believe succession planning is worth the time it takes to implement (63% chose “agree”). Most of the respondents agreed leadership is able to identify possible replacements for key positions (n=31) and they have a way of keeping track of possible replacements (62% chose “agree”). The respondents also stated the career field should improve its approaches to succession planning (91%, n=30), 38% stated the successor is not given time with the predecessor for information sharing (while the other 51% were either neutral or chose “agree”), 68% disagreed with the statement that succession planning is formally evaluated, and 79% stated Amn are not involved in the succession process.
RQ8: What are the 3M SNCO perceptions on the effectiveness of the talent management identification, employee and leadership development programs, and succession within the career field?

Table 3 displays the perceptions of 3M SNCOs on the effectiveness of talent identification, development programs, and succession within the 3M career field. Between 46% to 68% of the respondents agreed the talent identification, development programs, and succession processes were “effective” in the career field. Less than 16% of the respondents stated the processes were “ineffective.”

SNCOs respondents stated more rotation within the career field, better training programs overall, mentor and evaluate everyone equally, and involve leadership at all levels are ways to improve talent identification within the 3M career field. Improvements for development and training programs included base criteria on skill rather than just rank, content should be catered to each individual and meet their needs, ensure Amn actually learn what is being taught, and bring more development programs to the Amn (at their bases) instead of having inconsistencies with each base making their own programs. The 3M SNCO improvements for succession planning included base the position on skill not just rank, make sure they are qualified for the position and mentor throughout, give the successor time with the predecessor for information sharing, identify successors more in advance before filling the position, and fill the position like a civilian job by making members apply and compete for the position. Many of the respondents discussed Air Force wide manning issues being the biggest hindrance with improving talent identification, employee development, and succession (n=11). They stated they do not
have the resources, time, or the manning available to develop, train and prepare for positions like they were able to in the past.

**RQ9-10: Is job satisfaction related to 3M SNCO perceptions of talent identification, employee development, and succession as well as how effective talent identification, employee development and succession planning are performed within the 3M career field?**

The Pearson Correlations between job satisfaction and perceptions of talent identification and effectiveness of talent identification are positive, but are not statistically significant \( (p > .05) \). The Pearson Correlation between job satisfaction and 3M SNCO perceptions of employee development and of the effectiveness of employee development are also not statistically significant \( (p > .05) \). The small sample size could affect the significance of the relationship between the different variables.

Normality was tested to determine if the job satisfaction, succession perceptions, and succession effectiveness scales were normally distributed at the -2 to +2 range based on the .05 alpha level. Results indicate job satisfaction is statistically significantly skewed (-6.19) and kurtotic (7.33), succession perceptions is statistically significantly skewed (-6.76) and kurtotic (8.16), and succession effectiveness is statistically significantly skewed (-4.03) and kurtotic (2.56). Although the data was skewed and kurtotic, the results for the Pearson Correlation and Simple Linear Regression were still significant for job satisfaction, succession perceptions, and succession effectiveness. These results should be interpreted with caution. The Pearson Correlation between job satisfaction and the 3M SNCO perceptions on succession is positive and is statistically
significant \( (r = 0.844, p < .01) \). Based on the Multiple Regression analysis, the overall relationship between succession perceptions and the combined job satisfaction is reported as 0.844. Seventy-one percent of the variance in succession perceptions is explained by job satisfaction. The regression is statistically significant \( (F = 86.387, df = 1, 35, p < .001) \). The regression equation is \( Y \) (succession perceptions) = 4.271 + 2.88 (job satisfaction). The Pearson Correlation between job satisfaction and the 3M SNCO perceptions on how effective the entire succession process is handled in the career field are positive and are statistically significant \( (r = 0.749, p < .01) \). Based on the Multiple Regression analysis, the overall relationship between succession effectiveness and the combined job satisfaction is reported as 0.749. The proportion of variability in succession effectiveness explained by job satisfaction is 56%. The regression is statistically significant \( (F = 44.742, df = 1, 35, p < .001) \) and the regression equation is \( Y \) (succession effectiveness) = .822 + .711 (job satisfaction). The positive relationship indicates that as job satisfaction increases, 3M SNCO perceptions of succession and how the effectiveness of succession is handled increases.
CHAPTER V
DISCUSSION

The main objective of this research was to examine the perceptions of the 3M Amn, NCOs, and SNCOs on preparing 3M Amn for managerial positions within the 3M career field. The effectiveness and satisfaction levels with talent identification, employee development and training, and succession planning practices were all examined through the use of two questionnaires of 3M enlisted personnel. The results of this study indicate talent identification, employee development, and succession are being used within the 3M career field. Talent identification, and development and training were perceived by both groups to be effective. Succession planning was believed to be in use within the career field and was being done effectively, but the 3M SNCOs believed there could be improvements with how the program was carried out.

Overall, the 3M Amn and NCOs believed their supervisors identified them for potential for advancement. Furthermore, they believed they should be identified and are ready to take on supervisory roles. The Amn and NCOs believed their supervisors tracked their performance daily and understood their capabilities. The 3M SNCOs also believed the 3M Amn and NCOs were being identified early on for potential for advancement into managerial positions within the career field. These results fall in line with previous research conducted within the civilian sector (D’Annunzio-Green’s, 2008; Gandz, 2006; Gregoire & Greathouse, 2010; Kleinsorge, 2010) which indicated talent should be directed towards all employees with potential and should be
identified at many different levels early in their career within the organization. Scott and Revis (2008) stated talent management should include line management engagement, tracking of performance, and talent progression. The manager or supervisor should be involved in the employee’s daily activities and should give continuous feedback on their strengths and weaknesses. The employee’s talent should be groomed through the use of development programs and the manager should provide recognition and support.

According to both of the groups surveyed, mentoring, counseling, coaching, job rotation, on-the-job training, and Air Force and squadron level development and training are all used within the 3M career field. Several researchers and documents (Air Force Pamphlet 36-2241, 2011; Ardts et al., 2010; Collins & Holton, 2004; Costen et al., 2010; Kong et al., 2010; Minter & Thomas, 2000) have addressed all the different development and professional training methods. Job posting was another method provided by the civilian researchers which was important for career management (Kong et al., 2010). Almost all of the respondents stated job posting was not used within the 3M career field. It is not normal practice within the Air Force to post position openings for all Amn to apply, instead leadership chooses who they want to fill the position opening on their own. Job posting could be beneficial in letting the Amn know what positions are open and the criteria needed for the position in order to better prepare for the foodservice section chief position. Research has also stated employees should be made aware of any potential position opening in the future and criteria associated with the position so they can be better prepared if they wish to apply for the position (Noe et al., 2010).
The 3M SNCOs believed the Amn and NCOs are satisfied with the training and developments programs and for the most part, the Amn and NCOs agree with the exception of job rotation. Many of the Amn, NCOs, and SNCOs agreed the development and training programs were challenging and meaningful. Training that is both challenging and meaningful was addressed by Gandz (2006) and Miller & Desmarais (2007) and is extremely important in the development process. Almost all the Amn and NCOs stated they were satisfied with Amn Leadership School and NCO Academy, which were provided in AFI 36-2301 (2010) as professional development courses aimed at improving enlisted members leadership and supervisory skills.

Respondents for both surveys agreed the purpose, goals, and material to be covered in the training were given before the training begins, which is discussed within research in the civilian sector as being an important strategy for successful development and training implementation (Ardts et al. 2010). The core competencies and skills required of a food service manager provided by research done within the civilian sector (Kay & Russette, 200; Huang & Lin, 2011; Occupational Outlook Handbook, 2008) were all cited as being important for the development of foodservice section chiefs in the Air Force.

Ardts et al. (2010), Cacioppe (1998), and Kong et al. (2010) described job rotation as a way to experience other areas within the company and broaden their knowledge base. Many of the Amn and NCOs believed there were not enough job rotation, career broadening, and growth within the career field. The Amn need to experience the lodging and fitness areas while they are in the lower ranks in order to be
prepared for taking over leadership positions which could encompass food services, lodging, or fitness. The Chief Enlisted Manager position within the squadron is in charge of all the different services areas and needs to be knowledgeable on all three of them. Therefore, job rotation between the three different areas within the 3M career field is critical since higher levels of promotion require more knowledge.

Another area for improvement was suggested within the open-ended responses for development and training. SNCOs mentioned the Amn needs should be taken into consideration when using different development methods. Managers and supervisors should ensure the Amn and NCOs will truly benefit from the type of training and development that is used. Collins and Holton (2004) indicated the different learning styles and abilities should be taken into account in order for the development program to be successful.

3M SNCO respondents believed individuals were recognized in advance for succession of key positions and upper leadership is involved in the succession planning process. Most of the respondents agreed the current foodservice section chief, the flight chief, and the flight superintendent were all involved in the succession decision. The squadron commander, director of operations, and the chief enlisted manager were also believed to be involved by several respondents. Ownership from the top and higher levels of leadership is integral in creating an effective succession planning system (Garman & Tyler, 2007; Groves, 2007; Rothwell 2011). Higher levels of leadership can make the decision process more organized and allow for a more informed planning process and decision to occur.
The succession process within the 3M career field seems to be effective according to the 3M SNCOs, but some areas for improvement were identified. Some of the issues reported within the 3M career field were (a) the succession system is not evaluated, (b) Amn are not involved in the succession process, (c) information sharing is not always completed between the successor and predecessor, and (d) most of the succession decisions are based on rank. Information sharing must occur between the successor and predecessor, talented employees should be involved in the succession planning process, and the succession system must be measured and evaluated in order for the process to be successful (Garman & Tyler, 2007; Gregoire & Greathouse, 2010; Hills, 2009; Kleinsorge, 2010; Mihm, 2003; Noe et al., 2010). Many of the SNCO respondents stated succession is mostly based on rank rather than skill and experience. Noe et al. (2010) stated succession planning involves identifying and tracking high potential employees for the position. An individual’s capabilities should be taken into consideration in order to determine the best fit for the position out of all the potential candidates. The 3M career field could benefit from analyzing all of the potential candidates and looking at who is best qualified for the position instead of basing the succession decision predominantly on rank, time in grade, or time on station.

Within this study, a statistically significant relationship was not found between job satisfaction and satisfaction with development and training as was suggested by several civilian researchers (Choi & Dickson, 2010; Choo & Bowley, 2007; Costen & Salazar, 2011; Kim et al., 2009; Lam & Zhang, 2003; Mani, 2010; Schmidt, 2007). The insignificance could be due to the small sample size of this research. Future research
should be addressed within a different study to see if there could be a positive correlation between the two variables. Baumgartner & Hensley (2006) stated a larger sample size can influence the power of a statistical test. Job satisfaction was found to be related to 3M Amn and NCO’s perceptions of their supervisors’ beliefs in their potential for advancement and the 3M SNCO’s perceptions on succession and how effectively it is handled in the career field. This relationship could indicate perceptions can vary with regard to the level of satisfaction the personnel have with their current job as well as the organization in general.

Age, gender, education level and rank were not found to significantly impact Amn or NCO perceptions on talent identification. The demographic characteristics did not significantly impact SNCO perceptions on talent identification or development and training. However, the small sample size may have an impact on the outcomes for the insignificance of the demographic characteristics (Baumgartner & Hensley, 2006), thus further research is suggested.

3M Career Field Implications

The development of managers within the 3M career field is extremely important in ensuring enlisted members are prepared to take on the position of the foodservice section chief. The Air Force plans to cut 1,373 enlisted members and 4,373 officers by the year 2012 (Schogol, 2010). The Air Force has already been forced to do more with less and this downsizing means there will be even less able bodied Amn around to continue the mission. This can also have an effect on the succession processes within the 3M career field because there will be less manning to choose from. Many of the SNCOs
who responded to the research stated they are struggling with less Amn to choose from for supervisory positions and the decision is made based on rank more so than it was in the past. Groves (2007) stated many organizations face these same issues with downsizing and loss of resources which can affect available pools of individuals for leadership positions. These issues can be avoided by ensuring all Amn are given the same treatment with regards to talent identification, development, and succession. Amn should be identified early on and developed throughout their career in order to ensure they are prepared for leadership positions. The succession decision needs to be based on who is best qualified for the position and the successor needs to be groomed and developed the entire time they are in the position.

This research provides several insights for leadership within the 3M career field on how to effectively conduct talent identification, development, and succession in order to get the best outcome for the entire organization. Talent identification should occur at all levels within the career field, and Amn should be identified early on in their career in order to gain the most advantages for career and professional development. Supervisors and line managers can provide more feedback and groom those individuals from the start as well as ensure they have the tools needed for progression. A program like the “Full Potential Program” utilized for officers and civilians in Canada may be useful for upper leadership to assess and identify those individuals who have potential for management positions and develop them for future responsibilities (Mihm, 2003).

Talent identification early on will aid in the development process of the Amn. The process for choosing who should participate should be based on skill rather than just
the rank and time in grade (AFI 36-2301, 2010). An Amn’s willingness to participate in the development and training program as well as the amount of knowledge retained from the program should be taken into consideration by the manager or supervisor in order to ensure the best outcome is retained. Ardts et al. (2010) and Collins and Holton (2004) indicated employees who have a say in their development programs reap the best benefits overall. Job rotation seemed to be an issue for the Amn, NCOs, and SNCOs. This suggests the employee and the manager are both aware of the deficiency, but it is up to the SNCOs within the 3M career field to ensure their younger Amn are given the opportunities to broaden their job knowledge and experience all aspects of their career field.

Succession planning should not be reactive in nature (D-Annunzio-Green, 2008). There should be a systematic process set in place for identifying possible replacements in advance, choosing the best option, and evaluating the process. Upper leadership should look at the whole person concept and base the succession decision on who is best qualified for the food service section chief position. Supervisors should ensure the successor is given time with the predecessor in order to be prepared for taking over the responsibilities of the position. Job posting can be beneficial for the succession process (Kong and Zhang, 2008). As stated by one of the 3M SNCO’s, positions should be filled like they are within the civilian sector by posting the openings and having the enlisted personnel apply and compete for the position.
Limitations

Due to the design of this research, this study has several limitations that need to be addressed. The Coefficient alpha for some of the scales within the 3M Amn/NCO and 3M SNCO questionnaires were below the 0.60 range, which is below the recommended 0.70-1.00 level in social science research (Nunnally, 1978). This could be due to the small sample size, but further research should be accomplished to ensure reliability. Additional items can be added to the personal identified potential scale and items within the other scales could be modified to increase the reliability within future research. At this time, Air Force policy is to not approve any requests for questionnaires in support of student research due to the interference with the duties of the employees. All questionnaires involving military personnel must be administered on non-government computers, which may have had an impact on the sample size for the study. Since participation was voluntary and had to be completed on non-government computers, the results may not be reflective of all 3M enlisted members. Questions in the questionnaire were worded to fit only the food services portion of the 3M career fields and the results cannot be extended into the lodging and fitness areas of the career field. Since the survey questionnaires were done online, there may be a less representative sample if not all members had regular access to their e-mail.

Future Research

Future research should look into managerial development within all areas of the 3M career field since many of the leadership and managerial positions available to all of the enlisted members will encompass all three areas (i.e. food services, lodging, and
The results from this study do not reflect the officer corps within the overall Force Support career field. Officers do not use the same 3M Air Force Service Code; instead 38F is the service code identifier for all officers working in services and personnel support. It would be interesting to see if the results from both the 3M Amn/NCO questionnaire and the 3M SNCO questionnaire extend to the officer corps as well since young officers are groomed from the very beginning for leadership positions.

Replication of this research involving a larger sample size would be needed to ensure the results found are valid and reliable for the entire 3M food services area. A larger sample size might give a better determination of the relationship between job satisfaction and development and training. Demographic information should also be looked at for all the constructs within the questionnaire to ensure there are no variations based on age, gender, education level, and rank. Ethnicity was a demographic characteristic that was not studied within this research and should be included in future research to observe if there is an impact on the responses.

Another area that could be studied is the relationship between turnover and managerial development. Turnover within the Air Force can mean retirement, separation from the Air Force, or moving to a new base or position. Several researchers have addressed this topic within the civilian sector and it would be very beneficial to leadership within the 3M career field. Costen et al. (2010) stated the impact of investment in development on an employee’s intent to stay can be very beneficial for the hospitality industry. Buick and Muthu (1997) found employee training and development practices are beneficial in enhancing the retention of employees.
Core competencies for the 3M career field should be examined to see if there is a relationship between the preferred skills for the foodservice section chief position and the actual skills possessed by those currently sitting in the position. Huang and Lin (2011) examined the core competencies management trainees possessed in the hospitality industry and found that the preferences differed between the actual hospitality managers and scholars within the industry. A research study that looks into preferred skills compared to what the foodservice section chief actually possesses could aid in finding out where there are gaps in development and training so the process could be improved if needed and future foodservice section chiefs can possess the skills needed for the position.
APPENDICES
APPENDIX A

3M AIRMEN CONSENT FORM AND SURVEY
APPENDIX A

Recruitment Email to 3M Airmen for Participation

Dear Airmen,

Thank you for providing your information to contact concerning a request to complete a survey for APF Food Service. I am a graduate student with Kent State University in the College of Education, Health, and Human Services (EHHS). I am currently conducting my thesis research on managerial development and how 3M Airmen are prepared for managerial positions within USAF dining facilities. I am asking for your help by answering a few questions regarding your thoughts on the talent identification and employee development within your career field. If you take part in this survey, you may help 3M leadership to understand the current state of managerial development within the career field as well as come up with better ways for dealing with managerial replacement and continuity.

If you choose to participate, you will be asked to complete an online survey that takes approximately 10 minutes to complete. The survey is anonymous and confidential. In no way will your personal information be connected to this research or be used for any other purpose. I will delete the email correspondence and their account from my email address book once the survey has ended. Your participation is completely voluntary, and you may refuse to participate or withdraw from the study at any time without penalty or negative impact. You may end your participation by logging off the survey on Zoomerang.com or by simply closing your Internet browser. The link to the survey is https://www.zoomerang.com/Survey/WEB22CXPF68QDP/. An informed consent form will be the first page on the survey link. You must click the “I Agree” button in order to proceed to the survey. Once you complete the survey, you will be asked if you would like to receive the results from the study. If you choose to receive the results, a brief summary will be provided via the email address you provide.

If you want to know more about this research project, please contact me, Captain Lindsey Phillabaum at lphilla2@kent.edu, or Dr. Barbara Scheule at bscheule@kent.edu. The project has been approved by Kent State University IRB. If you have questions about Kent State University’s rules for research, please call the Kent State IRB at 330-672-2704.

Very respectfully,
Capt Lindsey Phillabaum
AFIT CI Student
Kent State University
Mobile: 803-847-4694
3M Airmen Consent Form

I am conducting research on managerial development and how 3M Airmen are prepared for managerial positions within USAF dining facilities. I desire to conduct this study because I would like to add to the limited knowledge that exists in this area. An objective of this research is to provide information that may enable more effective preparation of Airmen for supervisory and management positions.

Participation in the study typically takes 10 minutes. You will begin by answering a series of questions about talent identification, employee and leadership development/training, job satisfaction and demographics. The survey questions are multiple-choice with a few short answer comments.

All responses are treated as confidential, and in no case will your individual responses be identified. All survey data collected may be releasable to the public under the Freedom of Information Act (FOIA). Participants should keep in mind operational security (OPSEC) implications when answering any and all questions in the interview. All data will be pooled and published in aggregate form only. As the researcher, I will be the only person reviewing the results from the direct surveys.

If you take part in this survey you may help 3M leadership to understand the current state of managerial development within the career field as well as come up with better ways for dealing with managerial replacement and continuity. Taking part in this project is entirely up to you, and no one will hold it against you if you decide not to do so. If you do take part, you may stop at any time.

If you want to know more about this research project, please contact me, Captain Lindsey Phillabaum at lphilla2@kent.edu, or Dr. Barbara Scheule at bscheule@kent.edu. The project has been approved by Kent State University IRB. If you have questions about Kent State University’s rules for research, please call the Kent State IRB at 330-672-2704.

Sincerely,

Captain Lindsey Phillabaum

Consent Statement:

If you are 18 years of age or older, understand the statements above, and freely consent to participate in the study, click on the "I Agree" button to begin the experiment. If you do not wish to participate please exit the browser without choosing the "I Agree" button.
3M Airmen/NCO Survey Questions

3M Airmen Survey Questions

This survey will take roughly 10 minutes to complete. Your responses are very important to this research project. All responses will be kept confidential and will be used only for statistical analysis by the research personnel. Information obtained will be recorded in such a manner that you cannot be identified.

Section A. Talent Identification

The following set of questions relate to talent identification in your organization. Talent identification refers to a strategy used by an organization to identify highly skilled employees and managers. Please indicate your level of agreement with the following statements.

<table>
<thead>
<tr>
<th></th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Neither Agree/Disagree</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) I have been identified by my supervisor or manager as having the potential for career advancement/promotion.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>2) My supervisor or manager has stated I have the necessary skills needed for advancement in my career field.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>3) My performance is tracked by my supervisor or manager.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>4) I receive support to continue doing well in my job from upper leadership.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>5) My supervisor or manager knows what I do on a daily basis within my job.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>6) I do not know if my supervisor believes I have potential for advancement or promotion.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>7) My supervisor or manager understands my capabilities, strengths and weaknesses.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>8) I feel I should be identified by my manager or supervisor for having the potential for career advancement/promotion.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>
9) I believe I am currently prepared to take on supervisory responsibilities at this point in my career.

Section B. Employee and Leadership Development/Training
The following set of questions relates to the type of employee development you may have received in order to progress in your career field. Employee development programs provide the employee with opportunities to grow within the organization.

Please indicate your level of satisfaction with each of the following development methods. If you did not receive a particular type of employee development indicated below, please circle not applicable (NA). In your responses to the questions in this section, focus on how training and development have been used to instruct and train you on the skills and traits needed for management positions.

<table>
<thead>
<tr>
<th>Method</th>
<th>Very Unsatisfied</th>
<th>Unsatisfied</th>
<th>Neither Unsatisfied/Satisfied</th>
<th>Satisfied</th>
<th>Very Satisfied</th>
<th>Not Applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>10) Coaching</td>
<td></td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Supervisor or manager interaction that gives advice and motivation needed for career advancement. Looks at long term goals and is career focused.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11) Counseling</td>
<td></td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Supervisor or manager support that improves productivity and helps employee with work related problems. Focuses on current issues.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12) Mentoring</td>
<td></td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Senior ranking or more experienced individual who acts as an advisor, role model and teacher.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>13) On-the-Job Training</td>
<td></td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Training done on-the-job to prepare for 3M management positions.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
14) Job Posting
Posting of job openings for employees to apply.

15) Job Rotation
Experience different position within 3M career field for certain period of time.

16) Air Force Wide Training Programs
Development program aimed at training for career field or developing for supervisory/manager positions.

17) Squadron or Work Center Training/Development Programs
Development program done within the squadron or work center aimed at career field training and supervisory/management position development.

18) Please list all Air Force wide and squadron training and development programs you have been involved in. Please choose your satisfaction level for each training/development program and then write down the name of the program.

Very unsatisfied, please specify the program(s) __________________________________________
 Unsatisfied, please specify the program(s) __________________________________________
 Neither unsatisfied/satisfied, please specify the program(s) __________________________
 Satisfied, please specify the program(s) ____________________________________________
 Very satisfied, please specify the program(s) __________________________________________

19) If you have received or participated in any type of employee or leadership development method that is not listed in above questions (section B 1-6) please write them down here. This does not include Air Force wide and squadron training and development programs, it is the type of method that is used to develop employees (i.e. mentoring etc…). Please indicate how satisfied you were next to each training/development program.

Very unsatisfied, please specify the development method(s) ____________________________
 Unsatisfied, please specify the development method(s) ____________________________
 Neither unsatisfied/satisfied, please specify the development method(s) ____________________________
 Satisfied, please specify the development method(s) ____________________________
 Very satisfied, please specify the development method(s) ____________________________
Please indicate your level of agreement with the following statements about employee development.

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Neither Agree/Disagree</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>20) I have been told what traits or characteristics are needed in order</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>to progress through the ranks in my career field.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>21) My supervisors have given me all of the promotion criteria needed</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>for my career field.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>22) I feel I have been given all of the tools necessary to succeed in</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>my career field.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>23) My supervisor and managers ensure I receive the proper development</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>programs needed for progression.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>24) My supervisor and managers are involved in my career development.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>25) I wanted to participate in a development program but I was not</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>chosen.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>26) I wanted to participate in a development program and I was chosen.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>27) I did not want to participate in a development program and I was</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>chosen.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>28) I did not want to participate in a development program but I was</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>chosen.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>29) The development/training programs utilized by the Air Force are</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>meaningful to me.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>30) I am told the purpose, goal and materials to be covered before the</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>development program begins.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
31) I am given opportunities to broaden my job knowledge and experience within my career field.  & 1 & 2 & 3 & 4 & 5 \\
32) I do not know what traits or characteristics are needed in order to be promoted to the next rank.  & 1 & 2 & 3 & 4 & 5 \\
33) The development/training programs are challenging and make me work harder to develop the skills needed for advancement.  & 1 & 2 & 3 & 4 & 5 \\
34) I believe the training and development programs used in my career field make me a stronger competitor for career advancement and promotion.  & 1 & 2 & 3 & 4 & 5 \\
35) I do not feel challenged by the development/training programs.  & 1 & 2 & 3 & 4 & 5 \\
36) I feel the development/training programs were a waste of my time.  & 1 & 2 & 3 & 4 & 5 \\

37) In your opinion, how effective are the development programs within the Air Force and the 3M career field? 
   1) Very ineffective 
   2) Ineffective 
   3) Neither ineffective or effective 
   4) Effective 
   5) Very effective 

38) What improvements would you suggest for the development programs?

---

**Section C. Job Satisfaction**

Please select the answer that best suits your opinion/belief.

39) Overall, how satisfied are you with your current job? 
   1) Very unsatisfied 
   2) Unsatisfied 
   3) Neither unsatisfied or satisfied 
   4) Satisfied 
   5) Very satisfied
40) Overall, how would you rate the Air Force as a place to work compared to other companies you know about or have worked for?
   1) One of the worst
   2) Below average
   3) Average
   4) Above average
   5) One of the best

Section D. Demographics
Please select the answer that best suits you. Answer based on your current position/duty title.

41) What is your gender?
   1) Male
   2) Female

42) What is your age?
   1) Under 21
   2) 21-30
   3) 31-40
   4) 41 or older

43) What is your highest level of education?
   1) High School/GED
   2) Associate Degree
   3) Bachelor Degree
   4) Master’s Degree
   5) Other, please specify: ______________________________

44) What is your current Air Force Rank?
   1) Senior Airman
   2) Staff Sergeant
   3) Technical Sergeant
   4) Other, please specify: ______________________________

45) What is your current job title/position? _____________________________

Thank You Page
Thank you for taking time out of your busy schedule to complete this survey. As a reminder, your individual responses will be kept confidential. If you would like to view the results from this survey please click on the results tab below.
APPENDIX B

3M SENIOR NON-COMMISSIONED OFFICER CONSENT FORM AND SURVEY
Appendix B

Recruitment Email to 3M SNCO’s for Participation

Dear SNCO’s,

Thank you for providing your information to contact concerning a request to complete a survey for APF Food Service. I am a graduate student with Kent State University in the College of Education, Health and Human Services (EHHS). I am currently conducting my thesis research on managerial development and how 3M Airmen are prepared for managerial positions within USAF dining facilities. I am asking for your help by answering a few questions regarding your thoughts on the talent identification, employee development, and succession planning within your career field. If you take part in this survey you may help 3M leadership to understand the current state of managerial development within the career field as well as come up with better ways for dealing with managerial replacement and continuity.

If you choose to participate, you will be asked to complete an online survey that takes approximately 10 minutes to complete. The survey is anonymous and confidential. In no way will your personal information be connected to this research or be used for any other purpose. I will delete the email correspondence and their account from my email address book once the survey has ended. Your participation is completely voluntary and you may refuse to participate or withdraw from the study at any time without penalty or negative impact. You may end your participation by logging off the survey on Zoomerang.com or by simply closing your Internet browser. The link to the survey is https://www.zoomerang.com/Survey/WEB22CXQUZ9LDE/. An informed consent form will be the first page on the survey link. You must click the “I Agree” button in order to proceed to the survey. Once you complete the survey, you will be asked if you would like to receive the results from the study. If you choose to receive the results, a brief summary will be provided via the email address you provide.

If you want to know more about this research project, please contact me, Captain Lindsey Phillabaum at lphilla2@kent.edu, or Dr. Barbara Scheule at bscheule@kent.edu. The project has been approved by Kent State University IRB. If you have questions about Kent State University’s rules for research, please call the Kent State IRB at 330-672-2704.

Very respectfully,

Capt Lindsey Phillabaum

AFIT CI Student
Kent State University
Mobile: 803-847-4694
I am conducting research on managerial development and how 3M Airmen are prepared for managerial positions within USAF dining facilities. I desire to conduct this study because I would like to add to the limited knowledge that exists in this area. An objective of this research is to provide information that may enable more effective preparation of Airmen for supervisory and management positions.

Participation in the study typically takes 10 minutes. You will begin by answering a series of questions about talent identification, employee and leadership development, succession, job satisfaction and demographics. The survey questions are multiple-choice with a few short answer comments.

All responses are treated as confidential, and in no case will your individual responses be identified. All survey data collected may be releasable to the public under the Freedom of Information Act (FOIA). Participants should keep in mind operational security (OPSEC) implications when answering any and all questions in the interview. All data will be pooled and published in aggregate form only. As the researcher, I will be the only person reviewing the results from the direct surveys.

If you take part in this survey you may help 3M leadership to understand the current state of managerial development within the career field as well as come up with better ways for dealing with managerial replacement and continuity. Taking part in this project is entirely up to you, and no one will hold it against you if you decide not to do so. If you do take part, you may stop at any time.

If you want to know more about this research project, please contact me, Captain Lindsey Phillabaum at lphilla2@kent.edu, or Dr. Barbara Scheule at bscheule@kent.edu. The project has been approved by Kent State University IRB. If you have questions about Kent State University’s rules for research, please call the Kent State IRB at 330-672-2704.

Sincerely,

Captain Lindsey Phillabaum
Consent Statement:

If you are 18 years of age or older, understand the statements above, and freely consent to participate in the study, click on the "I Agree" button to begin the experiment. If you do not wish to participate please exit the browser without choosing the "I Agree" button.
3M SNCO Survey Questions

This survey will take roughly 10 minutes to complete. Your responses are very important to this research project. All responses will be kept confidential and will be used only for statistical analysis by the research personnel. Information obtained will be recorded in such a manner that you cannot be identified.

Section A. Talent Management/Identification
The following set of questions relate to talent management and identification in your organization.

Please indicate your level of agreement with the following statements.

<table>
<thead>
<tr>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Neither Disagree/Agree</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) Airmen are identified early on in their career as having the potential for advancement.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>2) The squadron and flight commander support talent identification within the 3M career field.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>3) Airmen with potential for advancement (TSgt and below) are told they have the necessary skills needed for management positions (food section chief).</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>4) Airmen’s supervisors are the only individuals interested in talent identification within the 3M career field.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>5) Supervisors track the performance of all their airmen on a weekly basis.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>
6) The 3M career field has established a systematic approach to identifying individuals who have the potential to advance beyond their current position.

7) I do not know if Airmen are identified for advancement early on in their career.

8) How do you identify Airmen within the career field who have the potential for management positions (such as food service section chief)?

9) In your opinion, how effective are the talent identification processes used to identify Airmen for managerial potential?
   1) Very ineffective
   2) Ineffective
   3) Neither ineffective or effective
   4) Effective
   5) Very effective

10) What improvements would you suggest for talent identification in your career field?

Section B. Employee and Leadership Development
The following sets of questions have to do with employee and leadership development programs within the Air Force and the 3M career field. Please note when answering the below statements/questions to keep in mind how the development programs prepare Airmen for managerial positions.

Please indicate your level of agreement with the following statements about employee development.

<table>
<thead>
<tr>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Neither Disagree/Agree</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 2 3 4 5</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

11) 3M Airmen are made aware of the core competencies required for food service section chiefs.
12) Technical knowledge of the daily operations associated with running the DFAC is one of the most important traits needed in a food service section chief.

13) Managers are held accountable in the 3M career field for developing Airmen with potential for advancement.

14) I do not know if Airmen are told what traits are needed in order to progress through the ranks.

15) An Airmen’s willingness to participate in a development program is taken into consideration before the selection occurs.

16) The purpose, goal and material to be covered are given to the Airmen prior to beginning the development program.

17) Airmen are given opportunities to broaden their job knowledge and experience in the career field.

18) The development programs do not challenge Airmen to develop the skills/trait needed for advancement.
19) What are the core competencies required of a food service section chief in the Air Force? (Please check all that apply)
   1) Working knowledge of policies and procedures
   2) Working knowledge of services offered
   3) Ability to effectively communicate (oral, written and listening)
   4) Leadership and management ability
   5) Customer, organization, and employee focused
   6) Display ethical and diversity awareness
   7) Act in a role model capacity
   8) Offer crisis management support
   9) Ability to develop a trustworthy environment
  10) Employ time management skills
  11) Ability to adapt to change and develop new ideas
  12) Other (please specify): __________________________________________

20) What kind of development programs does the Air Force and the 3M career field use in preparing Airmen for managerial positions? (Please check all that apply)
   1) Coaching (Supervisor or manager interaction that gives advice and motivation needed for career advancement. Look at long term goals and is career focused)
   2) Counseling (Supervisor or manager support that improves productivity and helps employee with current work related problems)
   3) Mentoring (Senior ranking or more experienced individual who acts as an advisor, role model and teacher)
   4) On-the-Job Training (Training done on-the-job to prepare for 3M management positions)
   5) Job Posting (Posting of job openings for employees to apply)
   6) Job Rotation (Experience different position within 3M career field for certain period of time)
   7) Air Force Wide Training Programs (Development program aimed at training for career field or developing for supervisory/ manager positions)
   8) Squadron Training Programs (Development program within the squadron or work center aimed at career field training and supervisory/ management position development)
   9) Other (Please specify) ______________________________________________________

21) Please list all Air Force and Squadron level training programs aimed at training for career field or developing for supervisory/ manager positions.
_____________________________________________________________________________

22) How satisfied do you believe the Airmen are with the development programs used within the Air Force and the 3M career field?
   1) Very unsatisfied
   2) Unsatisfied
   3) Neither unsatisfied/satisfied
   4) Satisfied
   5) Very satisfied

23) In your opinion, how effective are the employee and leadership development programs within the Air Force?
   1) Very ineffective
   2) Ineffective
   3) Neither ineffective or effective
   4) Effective
   5) Very effective
24) What improvements would you suggest for employee and leadership development programs?

_______________________________________________________________________________

Section C. Succession Planning
The following sets of questions/statements discuss succession planning and how it applies to the 3M career field.

Please read each statement/question and choose the answer that best matches your opinion.

25) In your opinion, how well is the 3M career field presently conducting succession planning for food service section chief positions?
   1) Very Well
   2) Adequately
   3) Neither adequately or inadequately
   4) Inadequately
   5) Very Poorly

26) Should the 3M career field improve its approaches to succession planning?
   1) Yes
   2) No
   3) I have no opinion on this matter

27) What is the process for filling the position of a food services manager once the current manager is projected to leave (i.e. PCS, get out of the military, retire etc…)?

_______________________________________________________________________________

Please indicate your level of agreement with the following statements about succession planning.

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Neither Disagree/Agree</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>28) The leadership in the 3M career field has a way of keeping track of possible replacements for the food service section chief position.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>29) Leadership in the 3M career field are able to identify possible replacement needs stemming from permanent change of station moves and other losses of people.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>
30) The 3M career field leadership identifies successors for key positions.  

31) Leadership in the 3M career field does not manage succession planning efficiently.  

32) Succession planning is worth the time required to implement the program.  

33) The successor is given time with the predecessor for information sharing.  

34) Succession planning is formally evaluated.  

35) Airmen are not involved in the succession planning process.  

36) Who is involved in making the succession decision? (Check all that apply)
   1) The current food service section chief
   2) The flight superintendent
   3) The flight chief
   4) Other (please list): __________________________________________________________

37) In your opinion, how effective do you believe your organization practices are for identifying appropriate successors for the food service section chief position?  
   1) Very ineffective
   2) Ineffective
   3) Neither ineffective or effective
   4) Effective
   5) Very effective

38) In your opinion, how effective do you believe your organization practices are for preparing successors for the food service section chief position?  
   1) Very ineffective
   2) Ineffective
   3) Neither ineffective or effective
   4) Effective
   5) Very effective

39) What improvements would you suggest for succession planning in your career field?
Section D. Job Satisfaction
Please select the answer that best suits your opinion/belief.

40) Overall, how satisfied are you with your current job?
   1) Very unsatisfied
   2) Unsatisfied
   3) Neither unsatisfied or satisfied
   4) Satisfied
   5) Very satisfied

41) Overall, how would you rate the Air Force as a place to work compared to other companies you know about or have worked for?
   1) One of the worst
   2) Below average
   3) Average
   4) Above average
   5) One of the best

Section E. Demographics
Please select the answer that best suits you. Answer based on your current position/duty title.

42) What is your gender?
   1) Male
   2) Female

43) What is your age?
   1) Under 21
   2) 21-30
   3) 31-40
   4) 41-50
   5) 51 or older

44) What is your highest level of education?
   1) High School/GED
   2) Associate Degree
   3) Bachelor Degree
   4) Master’s Degree
   5) Other, please specify: ______________________________

45) What is your current Air Force Rank?
   1) Master Sergeant
   2) Senior Master Sergeant
   3) Chief Master Sergeant
   4) Other, please specify: ______________________________

46) What is your current job title/position? ______________________________

Thank You Page
Thank you for taking time out of your busy schedule to complete this survey. As a reminder, your individual responses will be kept confidential. If you would like to view the results from this survey please click on the results tab below.
References


http://w11.afpc.randolph.af.mil/vbin/broker8.exe?_program=ideas.IDEAS_default.sas&_service=prod2pool3&_debug=0


http://www.airforcetimes.com/careers/pme/ONLINE.AFT.ENLISTEDPME/


Table 1

Demographic Characteristics of 3M Airmen, NCOs and 3M SNCOs

<table>
<thead>
<tr>
<th>Characteristics</th>
<th>3M Amn/NCO(^a)</th>
<th>3M SNCO(^b)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>n</td>
<td>%</td>
</tr>
<tr>
<td><strong>Gender</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>25</td>
<td>54.3</td>
</tr>
<tr>
<td>Female</td>
<td>15</td>
<td>32.6</td>
</tr>
<tr>
<td>No response</td>
<td>6</td>
<td>12.1</td>
</tr>
<tr>
<td><strong>Age</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>21-30</td>
<td>32</td>
<td>69.6</td>
</tr>
<tr>
<td>31-40</td>
<td>8</td>
<td>17.4</td>
</tr>
<tr>
<td>41-50</td>
<td>8</td>
<td>17.4</td>
</tr>
<tr>
<td>No response</td>
<td>6</td>
<td>12.1</td>
</tr>
<tr>
<td><strong>Education</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>High School/GED</td>
<td>16</td>
<td>34.8</td>
</tr>
<tr>
<td>Associate Degree</td>
<td>19</td>
<td>41.3</td>
</tr>
<tr>
<td>Bachelor Degree</td>
<td>5</td>
<td>10.9</td>
</tr>
<tr>
<td>Master’s Degree</td>
<td>4</td>
<td>8.1</td>
</tr>
<tr>
<td>No response</td>
<td>6</td>
<td>12.1</td>
</tr>
<tr>
<td><strong>Air Force Rank</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Senior Airman</td>
<td>11</td>
<td>23.9</td>
</tr>
<tr>
<td>Staff Sergeant</td>
<td>19</td>
<td>41.3</td>
</tr>
<tr>
<td>Technical Sergeant</td>
<td>10</td>
<td>21.7</td>
</tr>
<tr>
<td>Master Sergeant</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Senior Master Sergeant</td>
<td>10</td>
<td>21.7</td>
</tr>
<tr>
<td>Chief Master Sergeant</td>
<td>1</td>
<td>2.7</td>
</tr>
<tr>
<td>No response</td>
<td>6</td>
<td>12.1</td>
</tr>
</tbody>
</table>

Note. GED = General Equivalency Diploma
\(^a\)n=46
\(^b\)n=37
Table 2

3M Amn/NCO Mean Ratings of Questions Related to Managerial Development

<table>
<thead>
<tr>
<th>Item</th>
<th>Mean</th>
<th>SD</th>
<th>Reliability</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Talent ID</strong>&lt;sup&gt;b&lt;/sup&gt;</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. I have been identified by my supervisor or manager as having the potential for career advancement/promotion.</td>
<td>3.72</td>
<td>.813</td>
<td>.884</td>
</tr>
<tr>
<td>2. My supervisor or manager has stated I have the necessary skills needed for advancement in my career field.</td>
<td>3.93</td>
<td>1.020</td>
<td></td>
</tr>
<tr>
<td>7. My supervisor or manager understands my capabilities, strengths and weaknesses.</td>
<td>3.91</td>
<td>.962</td>
<td></td>
</tr>
<tr>
<td>3. My performance is tracked by my supervisor or manager.</td>
<td>3.90</td>
<td>.957</td>
<td></td>
</tr>
<tr>
<td>5. My supervisor or manager knows what I do on a daily basis within my job.</td>
<td>3.59</td>
<td>1.185</td>
<td></td>
</tr>
<tr>
<td>6. I do not know if my supervisor believes I have potential for advancement or promotion.</td>
<td>3.43</td>
<td>1.167</td>
<td></td>
</tr>
<tr>
<td>4. I receive support to continue doing well in my job from upper leadership</td>
<td>3.41</td>
<td>1.127</td>
<td></td>
</tr>
<tr>
<td><strong>Potential</strong>&lt;sup&gt;b&lt;/sup&gt;</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. I believe I am currently prepared to take on supervisory responsibilities at this point in my career.</td>
<td>4.34</td>
<td>.638</td>
<td>.648</td>
</tr>
<tr>
<td>8. I feel I should be identified by my manager or supervisor for having the potential for career advancement/promotion.</td>
<td>4.20</td>
<td>.869</td>
<td></td>
</tr>
<tr>
<td><strong>Development/Training Satisfaction</strong>&lt;sup&gt;c&lt;/sup&gt;</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11. Counseling</td>
<td>3.52</td>
<td>1.188</td>
<td></td>
</tr>
<tr>
<td>12. Mentoring</td>
<td>3.37</td>
<td>1.103</td>
<td></td>
</tr>
<tr>
<td>16. AF Wide Training</td>
<td>3.28</td>
<td>1.186</td>
<td></td>
</tr>
<tr>
<td>10. Coaching</td>
<td>3.28</td>
<td>1.148</td>
<td></td>
</tr>
<tr>
<td>17. Squadron/Work Center Training</td>
<td>2.96</td>
<td>1.264</td>
<td></td>
</tr>
<tr>
<td>13. On-the-Job Training</td>
<td>2.89</td>
<td>1.337</td>
<td></td>
</tr>
<tr>
<td>15. Job Rotation</td>
<td>2.26</td>
<td>1.255</td>
<td></td>
</tr>
<tr>
<td>14. Job Posting</td>
<td>1.24</td>
<td>1.649</td>
<td></td>
</tr>
<tr>
<td><strong>Perceptions of Development/Training</strong>&lt;sup&gt;b&lt;/sup&gt;</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>30. I am told the purpose, goal and materials to be covered before the development program begins.</td>
<td>3.36</td>
<td>.840</td>
<td>.916</td>
</tr>
<tr>
<td>21. My supervisors have given me all of the promotion criteria needed for my career field.</td>
<td>3.54</td>
<td>.982</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Mean</td>
<td>SD</td>
</tr>
<tr>
<td>---</td>
<td>-----------------------------------------------------------------</td>
<td>-------</td>
<td>--------</td>
</tr>
<tr>
<td>20.</td>
<td>I have been told what traits or characteristics are needed in order to progress through the ranks in my career field.</td>
<td>3.48</td>
<td>1.150</td>
</tr>
<tr>
<td>29.</td>
<td>The development/ training programs utilized by the Air Force are meaningful to me.</td>
<td>3.48</td>
<td>1.027</td>
</tr>
<tr>
<td>26.</td>
<td>I wanted to participate in a development program and I was chosen.</td>
<td>3.52</td>
<td>.983</td>
</tr>
<tr>
<td>28.</td>
<td>I did not want to participate in a development program but I was chosen.</td>
<td>3.46</td>
<td>.912</td>
</tr>
<tr>
<td>22.</td>
<td>I feel I have been given all of the tools necessary to succeed in my career field.</td>
<td>3.33</td>
<td>1.117</td>
</tr>
<tr>
<td>32.</td>
<td>I do not know what traits or characteristics are needed in order to be promoted to the next rank.</td>
<td>3.26</td>
<td>1.555</td>
</tr>
<tr>
<td>23.</td>
<td>My supervisor and managers ensure I receive the proper development programs needed for progression.</td>
<td>3.24</td>
<td>1.152</td>
</tr>
<tr>
<td>24.</td>
<td>My supervisor and managers are involved in my career development.</td>
<td>3.22</td>
<td>1.209</td>
</tr>
<tr>
<td>25.</td>
<td>I wanted to participate in a development program but I was not chosen.</td>
<td>3.24</td>
<td>1.015</td>
</tr>
<tr>
<td>36.</td>
<td>I feel the development/ training programs were a waste of my time.</td>
<td>2.91</td>
<td>1.443</td>
</tr>
<tr>
<td>31.</td>
<td>I am given opportunities to broaden my job knowledge and experience within my career field.</td>
<td>2.89</td>
<td>1.581</td>
</tr>
<tr>
<td>34.</td>
<td>I believe the training and development programs used in my career field make me a stronger competitor for career advancement and promotion.</td>
<td>2.74</td>
<td>1.467</td>
</tr>
<tr>
<td>35.</td>
<td>I do not feel challenged by the development/ training programs.</td>
<td>2.67</td>
<td>1.461</td>
</tr>
<tr>
<td>33.</td>
<td>The development/ training programs are challenging and make me work harder to develop the skills needed for advancement.</td>
<td>2.67</td>
<td>1.383</td>
</tr>
<tr>
<td>27.</td>
<td>I did not want to participate in a development program and I was not chosen.</td>
<td>2.59</td>
<td>.884</td>
</tr>
</tbody>
</table>

**Development/Training Program Effectiveness^d**

37. In your opinion, how effective are the development programs within the Air Force and the 3M career field? | 3.38 | .925 |

**Job Satisfaction^f**

39. Overall, how satisfied are you with your current job? | 4.01 | 1.503 | .907 |

3.93
<table>
<thead>
<tr>
<th>Question</th>
<th>Mean</th>
<th>SD</th>
<th>Reliability(^a)</th>
</tr>
</thead>
<tbody>
<tr>
<td>40. Overall, how would you rate the Air Force as a place to work compared to other companies you know about or have worked for?</td>
<td>4.09</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Note: Numbers at beginning of each statement represent the question number within the questionnaire. Mean scores are displayed in descending order within each section.

\(^a\) Coefficient alpha was used to measure construct reliability.
\(^b\) Talent Id, potential, and perceptions of development/training response items ranged from 1=strongly disagree to 5=strongly agree.
\(^c\) Development/Training Satisfaction Section response items ranged from 1=very unsatisfied to 5=very satisfied (0=NA).
\(^d\) Effectiveness section response items ranged from 1=very ineffective to 5=very effective.
\(^e\) Reverse coded.
Table 3

3M SNCO Mean Ratings of Questions Related to Managerial Development

<table>
<thead>
<tr>
<th>Item</th>
<th>Mean</th>
<th>SD</th>
<th>Reliability^a</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Talent ID^b</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Airmen are identified early on in their career as having the potential for advancement.</td>
<td>3.49</td>
<td>0.413</td>
<td>0.403</td>
</tr>
<tr>
<td>2. The squadron and flight commander support talent identification within the 3M career field.</td>
<td>3.89</td>
<td>0.614</td>
<td></td>
</tr>
<tr>
<td>3. Airmen with potential for advancement are told they have the necessary skills needed for management positions.</td>
<td>3.84</td>
<td>0.764</td>
<td></td>
</tr>
<tr>
<td>4. Airmen’s supervisors are the only individuals interested in talent identification within the 3M career field.</td>
<td>3.62</td>
<td>0.982</td>
<td></td>
</tr>
<tr>
<td>7. I do not know if Airmen are identified for advancement early on in their career.</td>
<td>3.57</td>
<td>1.042</td>
<td></td>
</tr>
<tr>
<td>5. Supervisors track the performance of all their airmen on a weekly basis.</td>
<td>2.70</td>
<td>1.127</td>
<td></td>
</tr>
<tr>
<td>6. The 3M career field has established a systematic approach to identifying individuals who have the potential to advance beyond their current position.</td>
<td>2.62</td>
<td>1.010</td>
<td></td>
</tr>
<tr>
<td><strong>Perceptions of Effectiveness with Talent ID^c</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. In your opinion, how effective are the talent identification processes used to identify airmen for managerial potential?</td>
<td>3.41</td>
<td>0.985</td>
<td></td>
</tr>
<tr>
<td><strong>Perceptions of Development/Training^b</strong></td>
<td>4.08</td>
<td>0.530</td>
<td>0.581</td>
</tr>
<tr>
<td>12. Technical knowledge of the daily operations associated with running the DFAC is one of the most important traits needed in a food service section chief.</td>
<td>4.27</td>
<td>0.652</td>
<td></td>
</tr>
<tr>
<td>17. Airmen are given opportunities to broaden their job knowledge and experience in the career field.</td>
<td>3.81</td>
<td>0.739</td>
<td></td>
</tr>
<tr>
<td>13. Managers are held accountable in the 3M career field for developing airmen with potential for advancement.</td>
<td>3.54</td>
<td>0.989</td>
<td></td>
</tr>
<tr>
<td>14. I do not know if Airmen are told what traits are needed in order to progress through the ranks.</td>
<td>3.54</td>
<td>0.931</td>
<td></td>
</tr>
<tr>
<td>16. The purpose, goal and material to be covered are given to the Airmen prior to beginning the development program.</td>
<td>3.51</td>
<td>0.901</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Mean</td>
<td>SD</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>------</td>
<td>-----</td>
</tr>
<tr>
<td>11. 3M Airmen are made aware of the core competencies required for food service section chiefs.</td>
<td></td>
<td>3.41</td>
<td>1.066</td>
</tr>
<tr>
<td>18. The development programs do not challenge Airmen to develop the skills/traits needed for advancement.</td>
<td></td>
<td>3.24</td>
<td>1.065</td>
</tr>
<tr>
<td>15. An Airmen’s willingness to participate in a development program is taken into consideration before the selection occurs.</td>
<td></td>
<td>3.24</td>
<td>1.038</td>
</tr>
<tr>
<td><strong>Perceptions of 3M Amn/NCO satisfaction with Development and Training</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>22. How satisfied do you believe the Airmen are with the development programs within the Air Force?</td>
<td></td>
<td>3.34</td>
<td>.968</td>
</tr>
<tr>
<td><strong>Perceptions of Effectiveness with Development and Training</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>23. In your opinion, how effective are the employee and leadership development programs within the Air Force?</td>
<td></td>
<td>3.51</td>
<td>.853</td>
</tr>
<tr>
<td><strong>Succession Planning Opinions</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>25. In your opinion, how well is the 3M career field presently conducting succession planning for food service section chief positions?</td>
<td></td>
<td>3.24</td>
<td>.890</td>
</tr>
<tr>
<td>26. Should the 3M career field improve its approaches to succession planning?</td>
<td></td>
<td>1.15</td>
<td>.508</td>
</tr>
<tr>
<td><strong>Perceptions on Succession</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>32. Succession planning is worth the time required to implement the program.</td>
<td></td>
<td>3.53</td>
<td>1.132</td>
</tr>
<tr>
<td>30. The 3M career field leadership identifies successors for key positions</td>
<td></td>
<td>3.54</td>
<td>1.169</td>
</tr>
<tr>
<td>29. Leadership in the 3M career field are able to identify possible replacement needs stemming from permanent change of station moves and other losses of people.</td>
<td></td>
<td>3.43</td>
<td>1.237</td>
</tr>
<tr>
<td>35. Airmen are not involved in the succession planning process.</td>
<td></td>
<td>3.41</td>
<td>1.189</td>
</tr>
<tr>
<td>28. The leadership in the 3M career field has a way of keeping track of possible replacements for the food service section chief position.</td>
<td></td>
<td>3.14</td>
<td>1.316</td>
</tr>
<tr>
<td>31. Leadership in the 3M career field does not manage succession planning efficiently.</td>
<td></td>
<td>2.89</td>
<td>1.370</td>
</tr>
</tbody>
</table>
Table 3 (continued)

<table>
<thead>
<tr>
<th>33. The successor is given time with the predecessor for information sharing.</th>
<th>Mean</th>
<th>SD</th>
<th>Reliability&lt;sup&gt;a&lt;/sup&gt;</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2.51</td>
<td>1.170</td>
<td></td>
</tr>
<tr>
<td>34. Succession planning is formally evaluated.</td>
<td>2.14</td>
<td>1.058</td>
<td></td>
</tr>
</tbody>
</table>

**Perceptions of Effectiveness with Succession<sup>c</sup>**

<table>
<thead>
<tr>
<th>37. In your opinion, how effective do you believe your organization practices are for identifying appropriate successors for the food service section chief position?</th>
<th>Mean</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>3.24</td>
<td>1.321</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>38. In your opinion, how effective do you believe your organization practices are for preparing successors for the food service section chief position?</th>
<th>Mean</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>3.00</td>
<td>1.225</td>
</tr>
</tbody>
</table>

**Job Satisfaction**

<table>
<thead>
<tr>
<th>40. Overall, how satisfied are you with your current job?</th>
<th>Mean</th>
<th>SD</th>
<th>Reliability&lt;sup&gt;a&lt;/sup&gt;</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>3.68</td>
<td>1.270</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>41. Overall, how would you rate the Air Force as a place to work compared to other companies you know about or have worked for?</th>
<th>Mean</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>3.95</td>
<td>1.311</td>
</tr>
</tbody>
</table>

Note: Numbers at beginning of each statement represent the question number within the questionnaire. Mean scores are displayed in descending order within each section.

<sup>a</sup> Coefficient alpha was used to measure construct reliability.

<sup>b</sup> Talent Id, perceptions of development/training, and perceptions on succession response items ranged from 1=strongly disagree to 5=strongly agree.

<sup>c</sup> Perceptions on effectiveness response items ranged from 1=very ineffective to 5=very effective.

<sup>d</sup> Perceptions on 3M Amn/NCO satisfaction with development/training response items ranged from 1=very unsatisfied to 5=very satisfied.

<sup>e</sup> Succession planning opinion response items ranged from 1=very inadequately to 5=very well.

<sup>f</sup> Reverse coded.
Table 4

3M SNCOs Identification of Traits Required for Foodservice Section Chief Position in the Air Force

<table>
<thead>
<tr>
<th>Trait/Core Competency</th>
<th>n</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Working knowledge of policies and procedures</td>
<td>36</td>
<td>97</td>
</tr>
<tr>
<td>Leadership and management ability</td>
<td>36</td>
<td>97</td>
</tr>
<tr>
<td>Customer, organization, and employee focused</td>
<td>36</td>
<td>97</td>
</tr>
<tr>
<td>Ability to adapt to change and develop new ideas</td>
<td>36</td>
<td>97</td>
</tr>
<tr>
<td>Ability to effectively communicate (oral, written and listening)</td>
<td>35</td>
<td>95</td>
</tr>
<tr>
<td>Employ time management skills</td>
<td>34</td>
<td>92</td>
</tr>
<tr>
<td>Display ethical and diversity awareness</td>
<td>34</td>
<td>92</td>
</tr>
<tr>
<td>Working knowledge of services offered</td>
<td>33</td>
<td>89</td>
</tr>
<tr>
<td>Offer crisis management support</td>
<td>33</td>
<td>89</td>
</tr>
<tr>
<td>Ability to develop a trustworthy environment</td>
<td>33</td>
<td>89</td>
</tr>
<tr>
<td>Act in a role model capacity</td>
<td>32</td>
<td>86</td>
</tr>
<tr>
<td>Other</td>
<td>9</td>
<td>24</td>
</tr>
</tbody>
</table>

Note. n=37
Table 5

*Types of Employee Development and Training Programs 3M SNCOs Believe are Used in the Air Force*

<table>
<thead>
<tr>
<th>Development/Training Program</th>
<th>n</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>On-the-Job Training</td>
<td>33</td>
<td>94</td>
</tr>
<tr>
<td>Job Rotation</td>
<td>31</td>
<td>89</td>
</tr>
<tr>
<td>Mentoring</td>
<td>31</td>
<td>89</td>
</tr>
<tr>
<td>Air Force Wide Training</td>
<td>28</td>
<td>80</td>
</tr>
<tr>
<td>Counseling</td>
<td>27</td>
<td>77</td>
</tr>
<tr>
<td>Coaching</td>
<td>25</td>
<td>71</td>
</tr>
<tr>
<td>Squadron Training Programs</td>
<td>22</td>
<td>63</td>
</tr>
<tr>
<td>Job Posting</td>
<td>6</td>
<td>17</td>
</tr>
<tr>
<td>Other</td>
<td>3</td>
<td>9</td>
</tr>
</tbody>
</table>

Note. n= 37