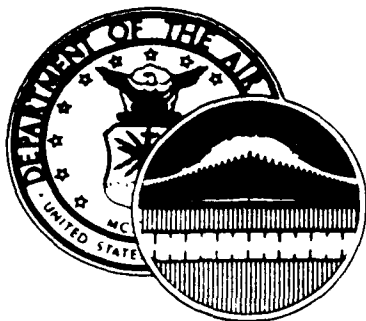
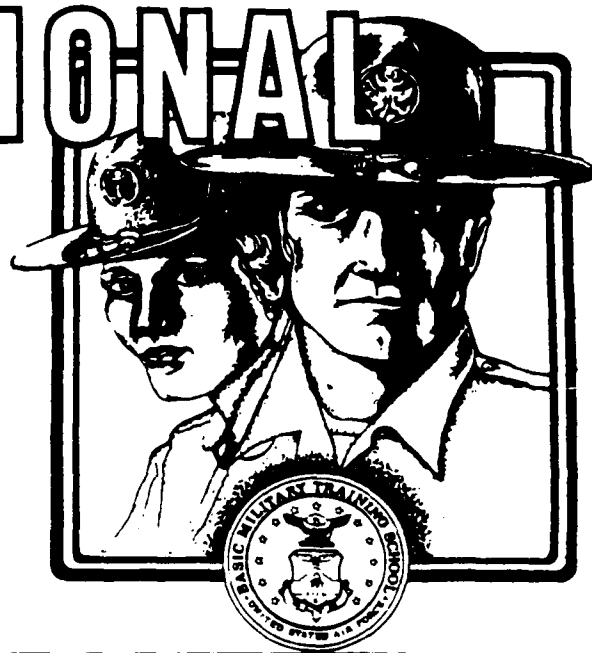




UNITED STATES AIR FORCE

AD-A212 352

OCCUPATIONAL SURVEY REPORT



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MILITARY TRAINING INSTRUCTOR

SDI 99502

AFPT 90-995-869

AUGUST 1989

OCCUPATIONAL ANALYSIS PROGRAM
USAF OCCUPATIONAL MEASUREMENT CENTER
AIR TRAINING COMMAND
RANDOLPH AFB, TEXAS 78150-5000

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PREFACE

This report presents the results of an Air Force occupational survey of the Military Training Instructor Special Duty Identifier (SDI) 99502. Authority for conducting occupational surveys is contained in AFR 35-2. Computer products upon which this report is based are available for use by operations and training officials.

Air Force personnel, etc.

The survey instrument was developed by Mr Donald J. Cochran, Inventory Development Specialist. Ms Rebecca R. Hernandez, Computer Programmer, provided computer support for this project. Administrative support was provided by Mr Richard G. Ramos. Second Lieutenant Lisa A. Boyce analyzed the data and wrote the final report. This report has been reviewed and approved by Lieutenant Colonel Charles D. Gorman, Chief, Airman Analysis Branch, USAF Occupational Measurement Center.

A Military Training Instructor Training Requirements Analysis (TRA) is being accomplished in conjunction with the Military Training Instructor OSR. The TRA will provide a comprehensive data base to support anticipated training decisions for the SDI. It consists of three sections: a) System Overview--an overall perspective of the SDI training; b) Task Analysis--detailed training decision data for SDI technical tasks; and c) Training Requirements/Recommendations--what should be trained, when training should occur, and where training should be provided.

Copies of this report are distributed to Air Staff sections, Major Commands, and other interested training management personnel (see distribution on page i). Additional copies are available upon request to the USAF Occupational Measurement Center, Attention: Chief, Occupational Analysis Division (OMY), Randolph AFB, Texas 78150-5000.

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SUMMARY OF RESULTS

1. Survey Coverage: Survey results are based on responses from 402 Military Training Instructors (SDI 99502). This represents 64 percent of all assigned SDI 99502 airmen. Survey responses are substantially proportional to assignments by command and are therefore representative of jobs within this SDI.

2. Structure of Work: Seven different job clusters and four independent job types (IJT) are identified in the 99502 SDI. The largest job, Basic Military Training Squadron Instructors, involves the performance of flight instructor functions for nonprior service airmen. The other jobs include Military Drill and Ceremony NCOs, Military Training Supervisors, Officer Commissioning Instructors, Parachute/Confidence Course NCOs, Military Training Academic Instructors, Military Training Instructor School Instructors, Curriculum Developers, Supply/Physical Conditioning Instructors, Instructor Evaluators, and Scheduling/Plans NCOs. Each cluster is either directly involved with the transitioning of civilians into military members by providing guidance through daily interaction or providing instruction in specialized areas of expertise. The IJTs provide the support functions which enhance the efficiency of this training process.

3. AFR 39-1 Specialty Descriptions: The description in AFR 39-1 for the 99502 Military Training Instructor SDI provides a broad overview of tasks and duties performed by each specialty job. A few discrepancies are noted in that the document does not reference the military training provided for the officer candidates at the Officer Training School (OTS). Functions such as curriculum development and physical conditioning are also not specifically covered. Classification personnel should review the current description for possible revision.

4. Training Analysis: A review of the SDI 99502 Plan of Instruction (POI 3AIR99502) reveals most areas are supported by survey data. Specifically, all tasks matched to the POI performance-level objectives have greater than 30 percent of first-assignment personnel performing, accounting for 67 course hours. Several tasks with greater than 30 percent performance levels are not referenced to the POI. Training personnel should review this document for possible inclusion of these tasks. Possible realignment of course hours may also be warranted.

5. Job Satisfaction: Overall, Military Training Instructors are generally satisfied with their jobs. Respondents from both the 1989 and 1979 surveys indicate similar high levels of satisfaction. Members in the specialty jobs also appear very satisfied. One hundred percent of the members in 6 of the 11 specialty jobs perceive their talents and training to be utilized "fairly well," "excellently," or "perfectly."

6. MAJCOM Analysis: Analysis identifies minor differences between MAJCOMs. Dissimilarities do not involve the overall jobs performed by the two using commands. The distinctions noted between Air Training Command (ATC) and US

Air Force Academy (USAFA) are primarily involved with background data, such as Total Active Federal Military Service and Professional Military Education and time spent performing duties.

7. Implications: The SDI 99502 is fairly homogeneous, with one specialty job, BMTS Instructors, representing 61 percent of the SDI. The AFR 39-1 job description is generally adequate, but should be reviewed for possible inclusion of OTS instructors, course development, and physical conditioning functions. In terms of the training document, the POI is generally well supported. However, a few high performance tasks are not referenced to POI objectives and should be reviewed. Overall, job satisfaction is positive for the jobs identified. All assignment groups also indicate high satisfaction levels, similar to the previous OSR data published in 1979. Finally, MAJCOM analysis identifies only minor differences. Essentially, ATC and USAFA Military Training Instructors are performing in similar jobs across the work structure.

OCCUPATIONAL SURVEY REPORT
MILITARY TRAINING INSTRUCTOR SPECIAL DUTY IDENTIFIER
(SDI 99502)

INTRODUCTION

This is a report of an occupational survey of personnel in the Military Training Instructor SDI completed by the Occupational Analysis Division, USAF Occupational Measurement Center, in April 1989. The last occupational survey of this SDI was conducted in December 1979. This survey was requested by the Headquarters Basic Military Training School Commander, Lackland AFB TX. The primary purpose of conducting the survey was to collect current data to assist in evaluating major changes experienced in the SDI 99502 since the last OSR. The Military Training Instructor School (MTIS) is awaiting updated information concerning these changes before initiating a review of their course curriculum. The survey data will also impact current JQS revision efforts. *Keywords: Job analysis, Personnel development, Air Force training, Air Force personnel, Career ladder, Surveys. (See 7)*

According to the AFR 39-1 Specialty Description for SDI 99502, dated 1 Feb 88, Military Training Instructors (MTI) plan, organize, direct, and instruct basic and initial military training for nonprior service airmen, including those of the Air Reserve Forces and cadets at the United States Air Force Academy (USAFA). Additional MTI duties include inspecting and evaluating military training activities, personnel, and facilities, as well as preparing and maintaining pertinent files and records.

The majority of SDI 99502 airmen are located in six organizations: Basic Military Training Squadron (BMTS) Instructors, BMTS Staff, MTIS Instructors, Officer Training School (OTS) MTIs, Air Force Academy MTIs, and Air Force Reserve (AFRES) MTIs. BMTS Instructors, often referred to as "Street Training Instructors (TI)", receive and train new members entering the Air Force for a 6-week period, approximately six times a year. Currently, there are eight BMTSs at Lackland AFB TX. BMTS Staff are the MTIs who perform in staff positions, such as academics, curriculum development, standardization/evaluation, and plans and scheduling. These individuals are assigned to the BMTS Headquarters (HQ). MTIS Instructors conduct courses for the MTI School at Lackland AFB. OTS MTIs instruct and train students undergoing officer training at Medina Base, Lackland Annex. Air Force Academy MTIs instruct and train cadets at the Air Force Academy and Preparatory School in initial military and parachute training. AFRES MTIs perform weekend duty as training instructors within the BMTS at Lackland AFB.

MTI duty is open to career airmen in grades E-4 thru E-9, both male and female, regardless of their primary AFSC. Training for SDI 99502 is Category "LA," requiring a minimum general aptitude score of "48" and an "X" factor of

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"G" to qualify for entry. Located at Lackland AFB TX, the MTIS is a 5-week course which provides training in the knowledges and skills required to perform as an ATC MTI. The scope of training includes the fundamentals of teaching and job-oriented practice teaching of military training activities, such as MTI qualities, instructional methodology, counseling techniques, social behavior, first aid, drill, dormitory arrangement, flight administration, and physical conditioning. The POI L3AIR99502-000, dated 6 June 1988, reflects these training requirements.

For FY 88, there was a total student load of 180 for the MTIS. The projected student flow for FY 89 and 90 is 175 and 252, respectively. Historically, the elimination rate in the SDI 99502 course is 11.3 percent. Following successful completion of the MTIS, Air Training Command (ATC) MTIs undergo a mandatory 90-day follow-on qualification training to meet full certification requirements. This follow-on training is accomplished through an OJT program within the BMTSs and applies to ATC only.

Members selected for MTI duty at the Air Force Academy are not required to complete the MTIS course at Lackland AFB or the follow-on qualification training. Air Force Academy TIs, officially, attend the Technical Instructor School at Lowry AFB CO. However, only 9 of the 24 USAF Academy respondents indicated actual attendance.

SURVEY METHODOLOGY

Inventory Development

The data collection instrument for this occupational survey was USAF Job Inventory AFPT 90-995-869. A preliminary task list was prepared by the Inventory Developer after carefully reviewing the previous task list, current SDI publications, training documents, and directives to determine the appropriateness of each task. This tentative task list was refined and validated in the SDI through personal interviews with 35 subject-matter experts representing two operational bases. Operational units housed at the following bases were visited:

BASE

Lackland AFB TX

Air Force Academy CO

RATIONALE FOR VISIT

Basic Military Training Headquarters
Basic Military Training School
Basic Military Training Squadron
Officer Training School

Cadet Wing
Preparatory School
94th Airmanship Training Squadron

Other significant contacts with personnel having SDI involvement included classification, training, and resource managers, and the HQ ATC Training Staff Officer.

This process resulted in a final job inventory containing 449 tasks organized under 15 duty headings. Also included was a background section requesting such information as grade, time in service, job satisfaction, reenlistment intentions, functional area, position title, formal courses completed, primary AFSC, volunteer status, and hours per week instructing specific areas of training.

Survey Administration

During November and December 1988, Occupational Measurement Center personnel administered the inventory to all eligible SDI 99502 incumbents. Members eligible for the survey consisted of the total assigned population, excluding the following: (1) hospitalized personnel; (2) members in transition for a permanent change of station; (3) members retiring during the time inventories were administered to the specialty; and (4) members in their jobs less than 90 days. Participants were selected from a computer-generated mailing list obtained from personnel data tapes maintained by the Human Resources Laboratory.

Each individual who filled out an inventory booklet first completed an identification and biographical information section, and then checked each task performed in their current job. Next, members rated these tasks on a 9-point scale showing relative time spent on each task as compared to all other tasks checked. Ratings ranged from 1 (very small amount of time spent) to 9 (very large amount of time spent).

To determine relative percent time spent for each task checked by a respondent, all of the incumbent's ratings are assumed to account for 100 percent of his or her time spent on the job. The rating for each task is divided by the sum of all the ratings, then multiplied by 100 to provide a relative percentage of time for each task. This procedure provides the basis for comparing tasks in terms of both percent members performing and average relative percent time spent.

Survey Sample

Personnel were selected to participate in this survey to ensure accurate representation across major commands (MAJCOM) and paygrade groups. Table 1 displays the MAJCOM distribution of survey respondents corresponding with the percent of assigned personnel as of October 1988. In addition, Table 2 displays survey respondents across paygrade groups. As illustrated in these tables, the survey sample is representative and comprehensive.

TABLE 1
COMMAND REPRESENTATION OF SURVEY SAMPLE
SDI 99502

<u>COMMAND</u>	<u>PERCENT OF ASSIGNED*</u>	<u>PERCENT OF SAMPLE</u>
ATC	92	89
USAFA	4	6
RESERVE	4	5
TOTAL	<u>100%</u>	<u>100%</u>

Total Assigned: 633*
Total Eligible for Survey: 508**
Total in Sample: 402
Percent of Assigned in Sample: 64%
Percent of Eligible in Sample: 79%

- * Assigned strength as of October 1988
- ** Excludes those in PCS, retirement, discharge, or hospital status; and those with less than 90 days on the job

TABLE 2
PAYGRADE DISTRIBUTION OF SURVEY SAMPLE
SDI 99502

<u>PAYGRADE</u>	<u>PERCENT OF ASSIGNED*</u>	<u>PERCENT OF SAMPLE</u>
AIRMAN	1	0
E-4	27	22
E-5	36	39
E-6	20	23
E-7	12	13
E-8	2	2
E-9	1	1

* Assigned strength as of October 1988

NOTE: Columns may not add to 100 percent due to rounding

Task Factor Administration

Selected personnel completed a second booklet in addition to the job inventory booklet. This second booklet is used to gather information for either training emphasis (TE) or task difficulty (TD). The TE and TD booklets are processed separately from the job inventories and provide task rating information which is used in a number of different analyses, discussed in more detail in the following section of this report.

Task Difficulty (TD). Task difficulty is defined as the length of time an average airman needs to learn a task. Given this definition, 49 BMTS Instructors and HQ Staff members rated the difficulty of all the inventory tasks on a 9-point scale (from extremely low to extremely high). A statistical measurement of rating agreement, known as the interrater reliability, indicated acceptable agreement among raters as to the relative difficulty of the tasks. Task difficulty ratings were adjusted so tasks of average difficulty would have ratings of 5.00. The resulting data are essentially a rank ordering of tasks indicating the degree of difficulty for each task in the inventory.

Training Emphasis (TE). Training emphasis is a rating of which tasks require structured training for first-assignment personnel. Experienced instructors (primarily BMTS and HQ Staff) completing TE booklets were asked to rate tasks on a 10-point scale (from no training emphasis to extremely high training emphasis). Ratings for first-assignment personnel were independently collected from 62 NCOs. Interrater reliability was again found to be acceptable. The average TE rating is 1.64, with a standard deviation of 2.01. These data also provide essentially a rank ordering of tasks, whereby those with the highest ratings are perceived as most important for structured training.

TE ratings provide objective information which should be used along with TD and percent members performing data when making training decisions. Percent members performing data provide information on how many personnel perform the tasks. TE and TD ratings provide insights on which tasks need training. Using these factors, in conjunction with appropriate training documents and directives, managers can tailor training programs to accurately reflect the needs of the user by more effectively determining when, where, and how to train ATC MTIs in their first assignment as SDI 99502.

Data Processing and Analysis

Once job inventories are returned from the field, task responses and background information are optically scanned. Other biographical information (such as name, base, etc.) are entered onto disks and transferred directly to the computer. Once both sets of data are in the computer, they are merged to form a complete case record for each respondent. Computer-generated programs, using Comprehensive Occupational Data Analysis Program (CODAP) techniques, are then applied to the data.

CODAP produces composite job descriptions for respondents based on their ratings of specific inventory tasks. These job descriptions provide information on percent members performing each task, the relative average percent time spent performing tasks, and the cumulative percent time spent by all members performing tasks in the inventory. In addition to the job descriptions based upon inventory task data, the program produces summaries that show how members of each group responded to each background item. Background items aid in identifying characteristics of the group, such as Primary Air Force Specialty Codes (PAFSC) represented, time in career field (TICF), total active federal military service (TAFMS), experience in various functional areas, and job satisfaction levels.

SPECIALTY JOBS (Structure of Work)

A key aspect of the USAF occupational analysis program is to examine the job structure of a career ladder. Based on incumbent responses to survey questions, the tasks performed by career ladder personnel are examined and jobs are identified based on the similarity of tasks and the relative time they spend performing the tasks. The resulting job structure is then compared to official career ladder documents. This information can be used to examine the accuracy and completeness of career ladder documents (AFR 39-1, Specialty Descriptions and Specialty Training Standards) and to gain an understanding of current utilization patterns.

For this report, the structure of work in SDI 99502 is described in terms of clusters and independent job types. The job type is the basic unit of job analysis. It represents a specific group of individuals performing basically the same tasks and spending similar amounts of time on those tasks. When job type members perform tasks in common with other groups, they merge to form a larger unit of related jobs termed a cluster. Specialized job types too dissimilar to fit within a cluster are labeled independent job types (IJT).

Structure Overview

The job structure of the MTI SDI was determined by performing a job type analysis of the survey data provided by the 402 survey respondents. The jobs performed by these airmen separated into seven clusters and four independent job types, as shown in Figure 1.

The seven clusters and four independent job types are listed below. The stage (STG) or group (GRP) number beside each title is a computer-generated reference number. The letter "N" stands for the number of personnel in each group.

- I. BASIC MILITARY TRAINING SQUADRON (BMTS) INSTRUCTORS CLUSTER
(STG035, N=247)

SDI 99502 WORK STRUCTURE

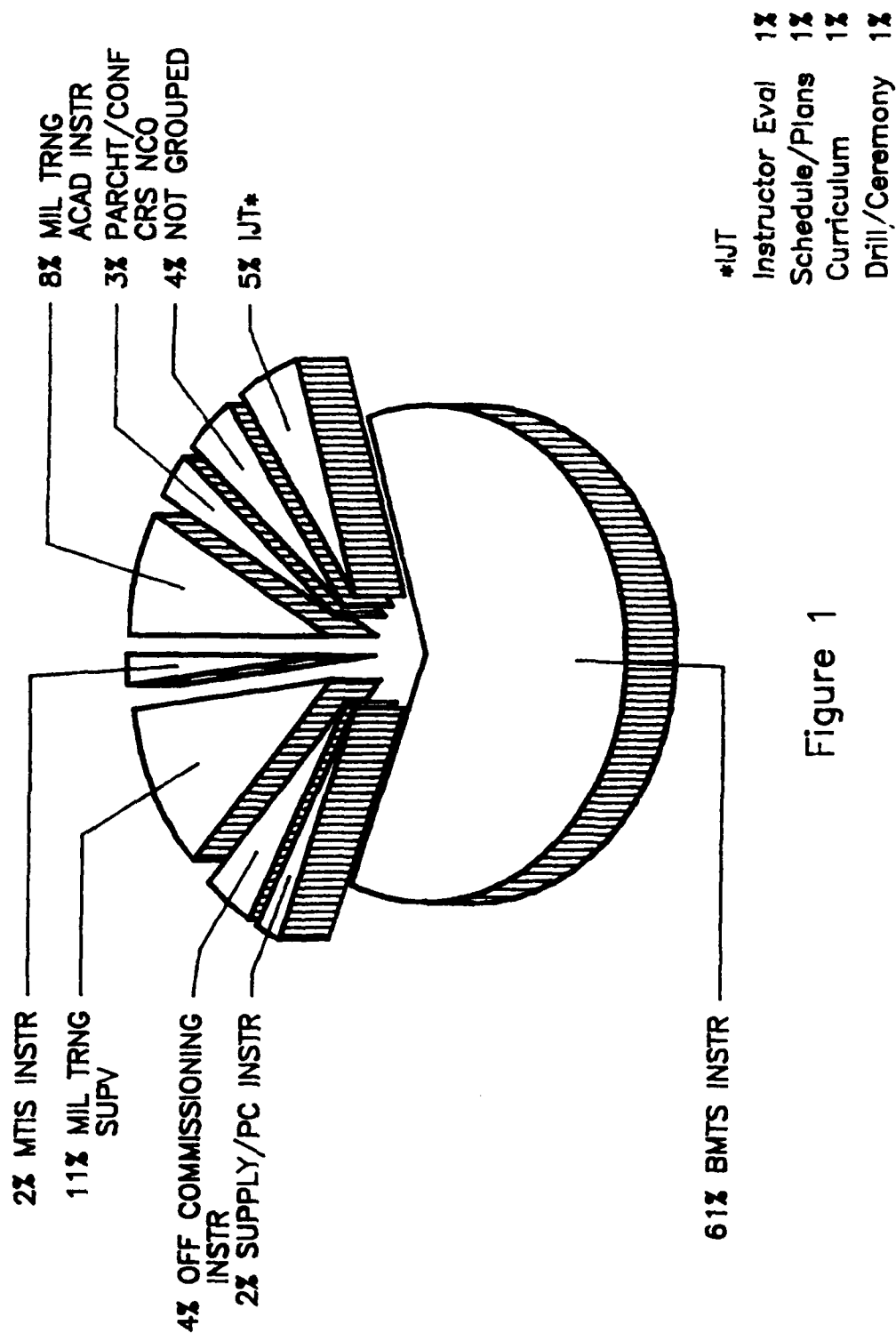


Figure 1

- II. MILITARY DRILL AND CEREMONY NCOs IJT (STG054, N=5)
- III. MILITARY TRAINING SUPERVISORS CLUSTER (STG026, N=44)
- IV. OFFICER COMMISSIONING INSTRUCTORS CLUSTER (STG048, N=14)
- V. PARACHUTE/CONFIDENCE COURSE NCOS CLUSTER (STG046, N=13)
- VI. MILITARY TRAINING ACADEMIC INSTRUCTORS CLUSTER (STG013, N=34)
- VII. MILITARY TRAINING INSTRUCTOR SCHOOL (MTIS) INSTRUCTORS CLUSTER (STG019, N=9)
- VIII. CURRICULUM DEVELOPERS IJT (STG041, N=5)
- IX. SUPPLY/PHYSICAL CONDITIONING INSTRUCTORS CLUSTER (STG037, N=8)
- X. INSTRUCTOR EVALUATORS IJT (STG076, N=5)
- XI. SCHEDULING/PLANS NCOs IJT (GRP023, N=4)

Ninety-six percent of the survey respondents are represented in the above job groups. The remaining 4 percent performed jobs that did not group with any of the defined jobs. Brief descriptions of each cluster and independent job type are presented below. In addition, Table 3 provides selected background information across these jobs, while Appendix A lists common tasks performed by incumbents in these groups.

Descriptions of SDI 99502 Jobs

I. BASIC MILITARY TRAINING SQUADRON (BMTS) INSTRUCTORS CLUSTER (STG035, N=247). These 247 airmen form the largest group, representing 61 percent of the total survey sample. This job provides a comprehensive view of the work done in BMTSs. Often referred to as "Street TIs," these members spend over 65 percent of their time performing flight instructor functions. Comprised mostly of first-assignment (1-36 months in career field) personnel, these incumbents represent the most junior group of MTIs. Overall, they average 8 1/3 years TAFMS and predominantly hold the rank of E-5. Of the average 114 tasks performed by these incumbents, typical tasks include:

- instruct students in wear of uniforms
- march students to or from activities
- conduct or participate in flight drills
- maintain dormitory appearance and security
- instruct students on dining hall procedures
- instruct students on military bearing and behavior

TABLE 3

SELECTED BACKGROUND DATA FOR SDI 99502 JOBS

	BMTS INSTRUCTORS CLUSTER (SIG035)	DRILL/ CEREMONY NCOs IJT (SIG054)	MILITARY TNG SUPERVISORS CLUSTER (SIG026)	OFFICER COMMISSIONING INSTRUCTORS CLUSTER (SIG048)	PARACHUTE/ CONFIDENCE COURSE NCOs CLUSTER (SIG046)
NUMBER IN GROUP	247	5	44	14	13
PERCENT OF SAMPLE	61%	1%	11%	3%	3%
PREDOMINANT PAYGRADES	E-5	E-5/6	E-7	E-7	E-6
AVERAGE TIME IN JOB (MOS)	26	37	29	27	56
AVERAGE TICF (MOS)	36	55	72	41	66
AVERAGE TAFMS (MOS)	100	133	204	139	170
AVERAGE NUMBER OF TASKS PERFORMED	114	61	108	153	191
AVERAGE NUMBER SUPERVISED	8	0	8	3	10
PERCENT SUPERVISING	4%	0%	95%	21%	85%

TABLE 3 (CONTINUED)

SELECTED BACKGROUND DATA FOR SDI 99502 JOBS

	MILT TNG ACADEMIC INSTRUCTORS CLUSTER (SIG013)	MTIS INSTRUCTORS CLUSTER (SIG019)	CURRICULUM DEVELOPERS IJT (SIG041)	SUPPLY/PC INSTRUCTORS CLUSTER (SIG037)	INSTRUCTOR EVALUATORS IJT (SIG076)	SCHEDULING/ PLANS NCO IJT (GRP023)
NUMBER IN GROUP	34	9	5	8	5	4
PERCENT OF SAMPLE	8%	2%	1%	2%	1%	1%
PREDOMINANT PAYGRADES	E-5	E-5	E-6	E-5	E-6/7	E-5
AVERAGE TIME IN JOB (MOS)	31	25	29	37	16	32
PERCENT T1CF (MOS)	47	44	66	48	66	50
AVERAGE TAFMS (MOS)	134	113	161	100	151	129
AVERAGE NUMBER OF TASKS PERFORMED	29	67	85	57	41	29
AVERAGE NUMBER SUPERVISED	4	23	0	20	1	3
PERCENT SUPERVISING	35%	11%	0%	13%	20%	25%

Within the BMTS Instructors Cluster, two jobs were identified: Military Training Instructor Team Chiefs and Military Training Advisors. Although members in these variations perform as Street TIs, they are also involved with additional responsibilities. For example, MTI Team Chiefs conduct post instructor continuation training and Military Training Advisors provide clarification of basic military training course policies and procedures.

II. MILITARY DRILL AND CEREMONY NCOs IJT (STG054, N=5). This small group of five airmen represents 1 percent of the total survey sample. These individuals instruct Basic Airmen in the procedures and skills associated with drills and ceremonies. Considered the squadron experts in the drill/ceremony arena, these members are also tasked with special ceremonies and honor flight preparations. Representative tasks of the average 61 tasks performed by this group include:

- instruct students on parade ceremony procedures
- schedule personnel for parade ceremonies
- conduct or participate in parade ceremony drills
- instruct personnel on special ceremony procedures, such as
 - awards and change-of-command
- conduct honor flight inspections
- host visiting dignitaries

These incumbents are predominantly in paygrades E-5 and E-6 with an average TICF of over 4 1/2 years and average TAFMS of 8 years.

III. MILITARY TRAINING SUPERVISORS CLUSTER (STG026, N=44). The 44 members in this group represent the most senior level of personnel in the survey sample. The majority are in paygrade E-7, and over 45 percent are in their third assignment. With an average of 17 years TAFMS, these incumbents devote approximately 61 percent of their time performing supervisory, managerial, or administrative functions. Approximately 95 percent of the members in this job supervise an average of eight people. While performing a series of tasks specific to the supervisory position, they also perform many of the BMTS Instructor tasks associated with the SDI. The personnel in this job cluster periodically perform essentially the same instructional jobs as the Street TIs to maintain their qualification status. These supervisors perform, on the average, 108 tasks. Representative tasks include:

- participate in meetings, such as staff meetings, briefings,
 - or conferences
- write APRs
- counsel permanent party personnel on training matters, such as
 - as training programs and performance level

- interpret policies, directives, or procedures for subordinates
- counsel post instructor training instructors
- conduct clothing fit inspections

IV. OFFICER COMMISSIONING INSTRUCTORS CLUSTER (STG048, N=14). The NCOs in this group of 14 members distinguish themselves from most other MTIs in the SDI by functioning as instructors for officer candidates. This job cluster is comprised of the Sergeant Majors located at the USAF Academy and the NCOs stationed at OTS. Although these members are performing flight instructor functions similar to the BMTS Instructors, their emphasis is concentrated on drill and parade related activities. Over 20 percent of their time is spent performing these types of duties. Additionally, these instructors spend approximately 12 hours a week personalizing course material for their students. Of the average 153 tasks these members perform, characteristic tasks include:

- evaluate performance of students participating in parade ceremonies
- instruct students on parade ceremony practice sessions
- conduct drill orientation lecture classes
- instruct students on key personnel parade ceremony positions
- participate in graduation activities

Personnel in this job have an average TAFMS of slightly over 11 1/2 years and average approximately 3 1/2 years in the SDI. As with the previous group, a majority of these members are in paygrade E-7.

V. PARACHUTE/CONFIDENCE COURSE NCOs CLUSTER (STG046, N=13). This group of 13 airmen represents a highly specialized segment of the MTI SDI. Members of this group perform parachute training at USAFA and confidence course training at Lackland AFB. Each team of instructors performs unique tasks associated with their areas of training, such as supervising parachute packing procedures or conducting confidence course safety inspections. Many tasks, however, are common to both types of instructors. These NCOs perform the largest average number of tasks, 191. Representative tasks include:

- coordinate training schedule changes with appropriate agencies
- develop equipment utilization schedules
- implement training methods or procedures
- evaluate safety practices or procedures of students
- critique student performance
- initiate or complete certificates or letters of completion of training
- build or fabricate confidence course obstacles

A majority of these incumbents are in paygrade E-6. Most have an average TAFMS of 14 years and an average TICF of 5 1/2 years.

VI. MILITARY TRAINING ACADEMIC INSTRUCTORS CLUSTER (STG013, N=34). These 34 members, located at the BMTS HQ, serve as instructors of academic subjects for the Basic Airmen. They spend approximately 22 hours a week teaching in classrooms. Individuals in this job perform in a narrow job, averaging 29 tasks, which include:

- present basic military training course material using lecture method
- present basic military training course material using audiovisual method
- personalize lesson plans
- rehearse lesson plans
- conduct written test reviews

Personnel in this cluster average over 11 years TAFMS and nearly 4 years TICF. A majority of these airmen hold a paygrade of E-5.

VII. MILITARY TRAINING INSTRUCTOR SCHOOL INSTRUCTORS CLUSTER (STG012, N=9). This cluster consists of nine members, comprising 2 percent of the specialty survey sample. Located in this cluster are members from the BMTS HQ and USAFA. These HQ MTIs' primary focus is to provide instruction to potential MTIs at the MTIS. Similarly, telephone conversations with airmen at the 94 Airmanship Training Squadron explained that USAFA parachute instructors instruct students in advanced courses to conduct initial free fall classes. These USAFA instructors are essentially teaching individuals to instruct in much the same manner as those at the MTIS at Lackland AFB. Overall, each instructor spends approximately 16 hours a week providing group briefings. Of the average 67 tasks performed by this group, representative tasks include:

- review lesson plans
- set up classrooms
- critique student performance
- evaluate attitude and adaptability of students
- counsel students on training progress

Personnel in this cluster average over 3 1/2 years TICF, nearly 9 1/2 years TAFMS, and predominantly hold a paygrade of E-5.

VIII. CURRICULUM DEVELOPERS IJT (STG041, N=5). The five members of this independent job type spend the majority of their time performing course development functions (55 percent). Averaging 5 1/2 years TICF, 13 1/2 years TAFMS, and an E-5 paygrade, these incumbents perform an average of 85 tasks. Characteristic tasks include:

- develop desired learning outcomes or criterion objectives
- write training course outlines
- develop written measurement objectives
- prepare training course materials for reproduction
- review lesson plans
- determine obsolete test material

IX. SUPPLY/PHYSICAL CONDITIONING INSTRUCTORS CLUSTER (STG037, N=8). The eight members of this cluster have a unique function within this SDI. This group primarily performs resource management and supply functions. However, they also act as physical conditioning trainers. Some of the tasks most representative of this cluster include:

- coordinate maintenance of classrooms and dormitories with unit supply custodian or unit facilities monitor
- inventory equipment or supplies
- issue equipment or supplies, other than individual equipment
- maintain supply logs
- conduct physical conditioning training, other than remedial

Personnel in this cluster perform an average of 57 tasks, average 4 years in the specialty and 8 1/3 years TAFMS. A majority of these incumbents are in paygrade E-5.

X. INSTRUCTOR EVALUATORS IJT (STG076, N=5). The five members of this independent job spend the majority of their time performing standardization/evaluation (44 percent) and inspection (20 percent) functions. They perform an average of 41 tasks. Some of the most common tasks performed include:

- inspect personnel other than students, for compliance with military standards
- evaluate performance of students participating in drills
- conduct periodic inspections of training activities
- evaluate base liberty requirements
- evaluate instructors supervising students performing details

Members of this independent job average 5 1/2 years TICF, 12 1/2 years TAFMS, and are either in paygrades E-6 or E-7.

XI. SCHEDULING/PLANS NCOs IJT (GRP023, N=4). This small independent job type reflects another highly specialized job within the SDI 99502. Comprised of four members, the focus of these individuals is performing plans and scheduling functions. Located at the BMTS HQ, these Staff Sergeants work together to organize and plan daily and projected schedules for the BMTS. Averaging 4 years in the specialty and slightly less than 11 years of TAFMS, these job members perform a small spectrum of tasks under the supervision of a Senior Master Sergeant. Of the 73 tasks performed, representative tasks include:

- determine flight placement for personnel recycled or
reentered into training
- coordinate training schedule changes with appropriate agencies
- develop training schedules
- schedule personnel for escort duty
- maintain contingency plans

Comparison of Specialty Jobs

Analysis of the SDI 99502 structure indicates the MTI SDI is relatively homogeneous. This was made evident by the identification of the BMTS Instructors Cluster as the largest job in the SDI. It accounts for 247 members or 61 percent of the survey sample. Additionally, members of three BMTS HQ jobs (Curriculum Developers, Instructor Evaluators, and Scheduling and Plans NCOs) cumulatively represent only 3 percent of the survey sample. These members perform jobs which are unique and distinct from those described in the BMTS Instructor Cluster.

Of the seven clusters and four independent job types, two clusters, BMTS Instructors and Military Training Supervisors, are directly involved with training individuals in the traditional military skills associated with effectively transitioning civilians into airmen. Similarly, one cluster, Officer Commissioning Instructors, is involved with the transition of civilians into officers. The other four clusters and IJTs promote the efficiency of the transition process through specialized training or support functions. For example, Military Drill and Ceremony NCOs specialize in instructing drill and ceremony-related activities. The Parachute/Confidence Course NCOs and Military Training Academic Instructors provide specialized lessons on specific topics, such as parachute packing, confidence course safety, and military justice. MTIS Instructors prepare airmen for their first assignment as MTIs. The jobs identified in the BMTS HQ, such as scheduling and plans, inspecting and evaluating, and curriculum development, contribute highly specialized support functions that are essential in guiding training efforts towards efficient, top-quality instruction.

In summary, the 99502 SDI structure indicates members of the Military Training Instructor specialty, as a whole, perform specialized functions involving tasks characteristic to members within each job. These jobs combine to effectively enable civilians to smoothly progress into military members.

Job Structure Comparison to Previous Survey

The results of the specialty job analysis were compared to those of the last occupational survey report completed in December 1979. The 1979 SDI 99502 OSR identified four fundamentally different jobs: Academic Training Instructor Personnel, Basic Military Training (BMT) Instructors, Command/Staff Personnel, and Management Consultants. In 1980, the specialty was restructured, separating these different jobs into two new specialties. The 1979 SDI 99502 now equates to SDI 99600, Student Training Advisors, SDI 99605, Professional Military Education Instructors, and the current SDI 99502, Military Training Instructors.

Accordingly, a comparison of current jobs to the 1979 jobs indicates basic structures of the 99502 SDI are somewhat dissimilar. However, adjusting for the changes since the last study and concentrating on the BMT Instructor cluster found in the 1979 OSR, several of the fundamental jobs are comparable. For instance, the current study identifies BMTS Instructors and Supply/PC Instructors as separate and unique jobs, while the 1979 survey includes them within the BMT Instructors group. The 1989 survey also separately identifies both the Instructor Evaluators and Scheduling/Plans NCO functions, which the 1979 notes as Command/Staff Personnel. The 1979 SUMMARY OF WRITE-IN COMMENTS addresses the USAF Academy Officer Commissioning Instructors, discussing their survey responses which resulted in their jobs being clustered within the PME Academic/Military Skills Instructor Job Type. The 1989 survey, however, is able to clearly identify this group as the Officer Commissioning Instructors Cluster. Also, only the 1989 OSR specifically references the parachute instructors at the USAFA. Finally, both surveys identify BMT Supervisors.

Most of the current jobs are identified in the 1979 survey in this manner. The current survey is more specific due to the nature of the 1980 reorganization. Table 4 lists the major jobs identified in the 1989 survey and their equivalent jobs from the 1979 OSR. Despite the overall structure change, many of the general functions associated with the current MTI SDI can be identified within the specialty descriptions of certain MTI jobs in the previous survey.

ANALYSIS OF AFR 39-1 SPECIALTY DESCRIPTION

The results of the job structure analysis were compared with the AFR 39-1 Specialty Description, dated 1 February 1988, for the MTI SDI. The description in AFR 39-1 describes in broad terms the tasks and duties performed by members of the various SDI groups.

TABLE 4

COMPARISON OF MAJOR JOBS BETWEEN SURVEYS

<u>CURRENT SURVEY (N=402)</u>	<u>1979 SURVEY (N=919)</u>
BASIC MILITARY TRAINING SQUADRON INSTRUCTORS	BASIC MILITARY TRAINING INSTRUCTORS
SUPPLY/PHYSICAL CONDITIONING INSTRUCTORS	
MILITARY DRILL AND CEREMONY NCOs	
MILITARY TRAINING SUPERVISORS	
MILITARY TRAINING ACADEMIC INSTRUCTORS	ACADEMIC INSTRUCTOR
CURRICULUM DEVELOPERS	
INSTRUCTOR EVALUATORS	COMMAND/STAFF PERSONNEL
SCHEDULING/PLANS NCOs	
OFFICER COMMISSIONING INSTRUCTORS	WRITE-IN COMMENTS
MILITARY TRAINING INSTRUCTOR SCHOOL INSTRUCTORS	NOT IDENTIFIED
PARACHUTE/CONFIDENCE COURSE NCOs	
DELETED	MANAGEMENT CONSULTANTS

The description for SDI 99502 personnel is generally well supported by the findings of this survey. Though all major jobs are described or inferred within AFR 39-1, the regulation does not specifically reflect three areas of interest. The first area not addressed is the military training occurring at OTS. As described in the SPECIALTY JOBS section, a major responsibility of Officer Commissioning Instructors involves instructing officer candidates at the OTS. The second area not clearly discussed is curriculum development. Both data collected from the job inventories and conversations held with SDI 99502 experts identify curriculum development as a key task. Finally, AFR 39-1 does not describe any physically-oriented activities, such as physical conditioning, drill, parachute, and confidence course training. These activities are fundamental aspects of the Supply/PC Instructors, Military Drill and Ceremony NCOs, and Parachute and Confidence Course NCOs. Functional managers should review the description for possible revision.

TRAINING ANALYSIS

Occupational survey data provide one of several sources of information which can be used to make training programs more relevant and meaningful to students. For SDIs, the three most commonly used types of occupational survey information are: (1) the percent of first-assignment personnel performing tasks covered in the job inventory, (2) ratings of relative difficulty of tasks, and (3) the ratings of relative emphasis which should be placed on tasks for first-assignment training. These data can be used in evaluating training documents, such as the Job Qualification Standard (JQS) and the Plan of Instruction (POI).

To aid in the evaluation of the SDI 99502 training documents, personnel at the MTI School (HQ BMTS/MTIS) and the BMTS (HQ BMTS/MTT) matched job inventory tasks to appropriate sections of the JQS and POI. With these matchings, comparisons of survey data to the training documents were accomplished. A complete computer listing displaying percent members performing tasks, TE and TD ratings for each task, along with JQS and POI matchings, has been forwarded to HQ BMTS/MTT (curriculum) for its use in further detailed reviews of training documents.

Training Emphasis and Task Difficulty

Training Emphasis (TE) and Task Difficulty (TD) ratings are factors that can assist instructor school personnel in deciding what tasks should be emphasized in entry-level training. TE ratings provided by subject-matter experts yielded an average rating of 1.64, with a standard deviation of 2.01. Therefore, tasks having a rating of 3.65 (average TE + 1 standard deviation) or better are considered highly recommended for structured training. TD ratings were adjusted to an average of 5.00 and a standard deviation of 1.00. Tasks with ratings of 3.00 or better are perceived as difficult enough to warrant centralized training. For a complete discussion of TE and TD, please refer to the Task Factor Administration section of this report.

Tasks having the highest TE ratings are listed in Table 5. Included for each task are the percent of ATC first-assignment personnel performing and the TD rating. As illustrated in Table 5, these tasks pertain to a variety of drill and dormitory instructional duties. A majority of these tasks fall into the Performing Flight Instructor Functions category, with others relating to the Evaluating Student Performance duty. These tasks are performed by substantial percentages of first-assignment personnel, and have average to high TD ratings.

Table 6 lists the tasks having the highest TD ratings. The percentage of first (1-36 months), second (37-72 months), and third (73 months) assignment personnel performing, and the TE ratings are also included for each task. Most of these tasks relate to performing course development functions, instructing students, and evaluating instructors. Several of these tasks are performed by a high percentage of airmen and have moderate to high TE ratings.

While reviewing this section of the report, note that tasks performed by moderate to high percentages of personnel (30 percent or better) in the first-assignment group may justify in-school training. TE and TD ratings, composed of the opinions of experienced personnel, are secondary factors that may assist training developers in deciding which tasks should be emphasized for entry-level training. Those tasks receiving high task factor ratings, but performed by low percentages of first-assignment personnel, may be more appropriately planned for OJT programs within the squadrons. Low task factor ratings may highlight tasks best left out of training for new personnel. Training decisions are not only weighed against these factors, but should be influenced by many other considerations including command concerns, safety standards, and criticality of the tasks.

Analysis of First-Assignment (1-36 Months TICF) Personnel

In this study, there are 217 airmen in their first assignment, representing 54 percent of all SDI 99502 personnel. These airmen are qualified MTIs. Figure 2 reflects the distribution of these first-assignment airmen across specialty jobs. As shown in Figure 2, most of these first-assignment members are located in one major job, BMTS Instructors, accounting for 78 percent of all 1-36 months TICF respondents. Other job groups with moderate percentages of first-assignment personnel include the Military Training Supervisors (6 percent), Military Training Academic Instructors (5 percent), and Officer Commissioning Instructors (4 percent).

First-assignment personnel perform an average of 105 tasks. Table 7 presents a list of representative tasks performed by these individuals. Most of the tasks pertain to flight instructor functions. The jobs performed by these junior airmen indicate high amounts of interaction with students. This is revealed by the fact that the majority of their job time involves instructing or conducting activities involving students.

It is interesting to note that when looking at the relative time spent on duties across MAJCOM first-assignment personnel, the focus of the work is somewhat different. While both USAFA and ATC members spend the greatest

TABLE 5

TASKS RATED HIGHEST IN TRAINING EMPHASIS (TE) FOR SDI 99502 PERSONNEL
(GREATER THAN 1 STANDARD DEVIATION ABOVE THE AVERAGE)

TASKS	TNG EMPH*	PERCENT MEMBERS PERFORMING		TASK DIFF**
		ATC 1ST ASSIGN (N=199)		
N354 CONDUCT DORMITORY INSPECTIONS	7.32	84		6.45
N383 INSTRUCT STUDENTS ON INDIVIDUAL DRILLS	7.27	84		6.85
N365 CONDUCT OR PARTICIPATE IN PARADE CEREMONY DRILLS	7.19	89		6.45
N382 INSTRUCT STUDENTS ON FLIGHT DRILLS	7.16	84		6.97
N364 CONDUCT OR PARTICIPATE IN OPEN RANK DRILLS	7.15	86		6.39
N366 CONDUCT OR PARTICIPATE IN RETREAT CEREMONY DRILLS	7.11	88		6.56
N388 INSTRUCT STUDENTS ON PARADE CEREMONY PROCEDURES	7.11	86		7.11
N355 CONDUCT DRILL ORIENTATION LECTURE CLASSES	7.08	81		6.77
N362 CONDUCT OR PARTICIPATE IN FLIGHT DRILLS	7.08	86		6.42
N363 CONDUCT OR PARTICIPATE IN INDIVIDUAL DRILLS	7.00	82		6.15
N380 INSTRUCT STUDENTS ON DORMITORY ARRANGEMENT PROCEDURES	6.97	82		7.08
N381 INSTRUCT STUDENTS ON DORMITORY GUARD PROCEDURES	6.95	82		7.16
N390 INSTRUCT STUDENTS ON RETREAT CEREMONY PROCEDURES	6.92	86		6.66
E110 EVALUATE ATTITUDE AND ADAPTABILITY OF STUDENTS	6.66	81		6.76
N385 INSTRUCT STUDENTS ON MILITARY BEARING AND BEHAVIOR	6.66	87		5.93
N386 INSTRUCT STUDENTS ON MILITARY REPORTING PROCEDURES	6.48	85		5.46
N351 CONDUCT CLOTHING FIT INSPECTIONS	6.47	86		5.48
N394 INSTRUCT STUDENTS ON WEAR OF UNIFORMS	6.45	87		5.39
N387 INSTRUCT STUDENTS ON OPEN RANKS	6.35	84		6.56
E117 EVALUATE PERFORMANCE OF STUDENTS PARTICIPATING IN DRILLS	6.29	82		6.56
N346 ANNOTATE AND MAINTAIN STUDENT TRAINING RECORDS	6.23	78		6.46
E124 EVALUATE WEAR OF UNIFORMS BY STUDENTS	6.21	91		5.39
N402 MARCH STUDENTS TO OR FROM TRAINING ACTIVITIES	6.16	86		4.60
N374 CONDUCT STUDENT PERSONAL APPEARANCE INSPECTIONS	6.15	82		5.09
D99 PRESENT BASIC MILITARY TRAINING COURSE MATERIAL USING DEMONSTRATION PERFORMANCE METHOD	6.13	80		6.60

* Average Training Emphasis = 1.64 with SD of 2.01 (High = 3.65)

** Average Task Difficulty = 5.00 with SD of 1.00

TABLE 6

TASKS RATED HIGHEST IN TASK DIFFICULTY (TD) FOR SDI 99502 PERSONNEL
(GREATER THAN 1 STANDARD DEVIATION ABOVE THE AVERAGE)

TASKS	TASK DIFF*	PERCENT MEMBERS PERFORMING			TNG EMPH**
		1ST ASGN (N=217)	2ND ASGN (N=115)	3RD ASGN (N=70)	
F175 WRITE LESSON PLANS	7.94	9	15	11	.50
N411 REVIEW AND EVALUATE FLIGHT TRAINING RECORDS	7.52	69	46	61	6.10
N381 INSTRUCT STUDENTS ON DORMITORY GUARD PROCEDURES	7.16	80	43	50	6.95
F177 WRITE TRAINING COURSE OUTLINES	7.08	80	44	49	6.97
N380 INSTRUCT STUDENTS ON DORMITORY ARRANGEMENT PROCEDURES	7.08	2	6	6	.37
F174 VALIDATE INSTRUCTIONAL SYSTEMS	7.06	75	37	44	5.06
N409 PREPARE FLIGHT FOR HONOR FLIGHT INSPECTIONS	7.06	3	6	6	.29
N388 INSTRUCT STUDENTS ON PARADE CEREMONY PROCEDURES	7.01	85	54	56	7.11
N382 INSTRUCT STUDENTS ON FLIGHT DRILLS	6.97	84	50	51	7.16
F146 DEVELOP PROGRAMMED TEXTS, OTHER THAN STUDENT LESSON MATERIALS	6.90	2	7	6	.15
J288 EVALUATE INSTRUCTORS CONDUCTING DRILL TEACHING SITUATIONS	6.89	23	33	50	3.45
F135 DESIGN LESSON PLANS	6.87	9	14	13	.60
M336 CONDUCT POST INSTRUCTOR TRAINING CONTINUATION TRAINING	6.85	19	25	47	2.92
N383 INSTRUCT STUDENTS ON INDIVIDUAL DRILLS	6.85	83	49	51	7.27
M337 CONDUCT POST INSTRUCTOR TRAINING QUALIFICATION TRAINING	6.77	81	50	49	7.08
N355 CONDUCT DRILL ORIENTATION LECTURE CLASSES	6.77	21	27	47	2.76
C72 WRITE RECOMMENDATIONS FOR AWARDS AND DECORATIONS	6.76	11	25	39	1.61
E110 EVALUATE ATTITUDE AND ADAPTABILITY OF STUDENTS	6.76	82	65	77	6.66
F152 DEVELOP WRITTEN AND PERFORMANCE TESTS, OTHER THAN INSTRUCTOR CERTIFICATION TESTS	6.75	3	8	10	.37
C61 EVALUATE TEACHING EFFECTIVENESS OF INSTRUCTORS	6.74	33	52	57	3.47
J287 EVALUATE INSTRUCTORS CONDUCTING DORMITORY TEACHING SITUATIONS	6.71	18	28	43	3.48
B45 SUPERVISE MILITARY TRAINING INSTRUCTORS (SDI 99502)	6.68	15	44	54	2.77
N390 INSTRUCT STUDENTS ON RETREAT CEREMONY PROCEDURES	6.66	84	52	53	6.92
E111 EVALUATE COUNSELING TECHNIQUES OF STUDENTS	6.65	18	22	24	1.60
H205 DRAFT BUDGET REQUIREMENTS	6.63	1	6	7	.17

* Average Task Difficulty = 5.00 with SD of 1.00

** Average Training Emphasis = 1.64 with SD of 2.01 (High = 3.65)

DISTRIBUTION OF 99502 FIRST-ASSIGNMENT PERSONNEL ACROSS SPECIALTY JOBS

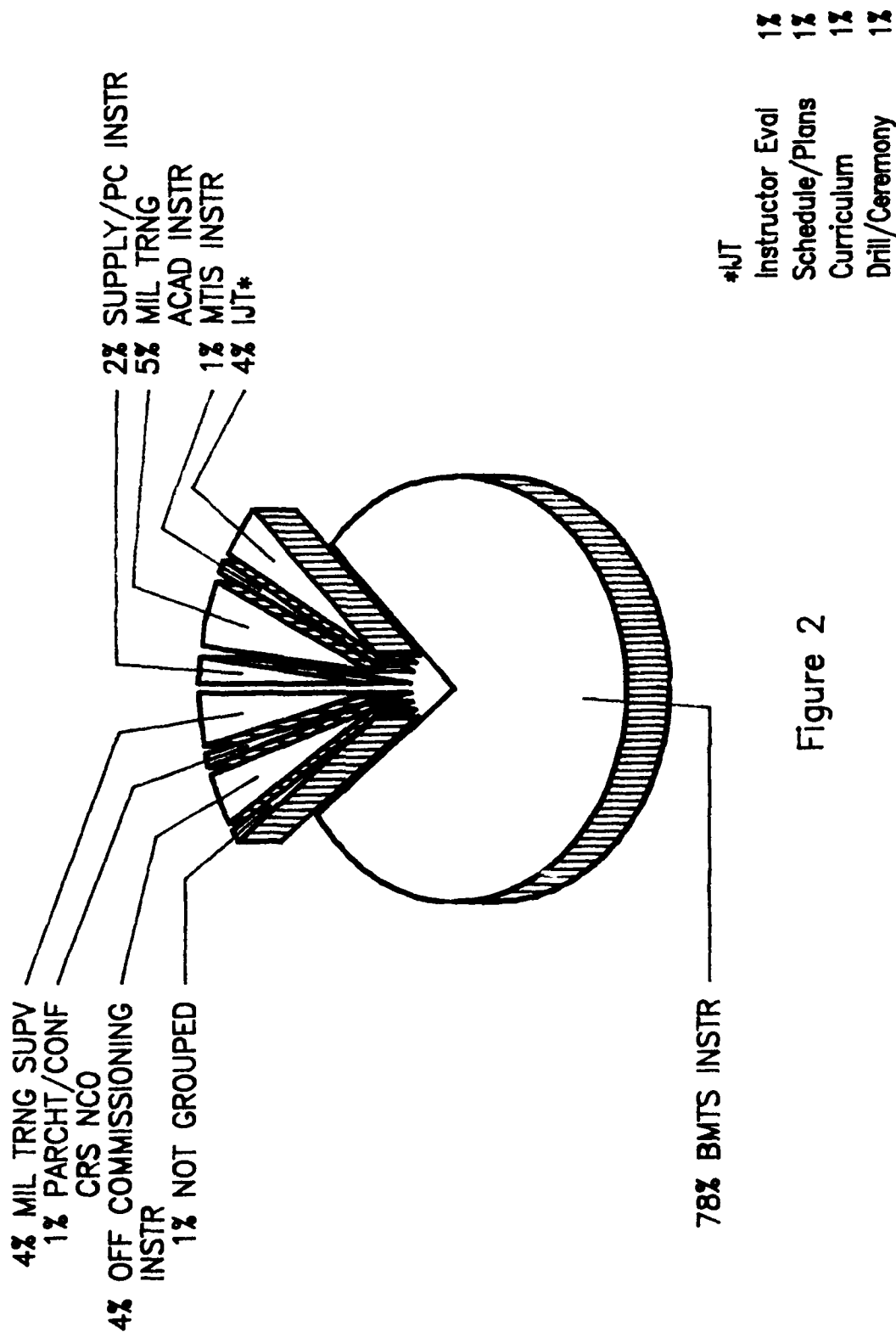


Figure 2

TABLE 7
 REPRESENTATIVE TASKS PERFORMED BY SDI 99502
 FIRST-ASSIGNMENT PERSONNEL
 (1-36 MONTHS TICF)

TASKS	PERCENT MEMBERS PERFORMING (N=217)
E124 EVALUATE WEAR OF UNIFORMS BY STUDENTS	90
D94 PERSONALIZE LESSON PLANS	88
D104 REVIEW LESSON PLANS	88
N404 PARTICIPATE IN PARADE CEREMONY PRACTICE SESSIONS	88
N365 CONDUCT OR PARTICIPATE IN PARADE CEREMONY DRILLS	87
N385 INSTRUCT STUDENTS ON MILITARY BEARING AND BEHAVIOR	87
D101 PRESENT BASIC MILITARY TRAINING COURSE MATERIAL USING LECTURE METHOD	86
N362 CONDUCT OR PARTICIPATE IN FLIGHT DRILLS	86
N364 CONDUCT OR PARTICIPATE IN OPEN RANK DRILLS	86
N366 CONDUCT OR PARTICIPATE IN RETREAT CEREMONY DRILLS	86
N394 INSTRUCT STUDENTS ON WEAR OF UNIFORMS	85
N382 INSTRUCT STUDENTS ON FLIGHT DRILLS	84
N402 MARCH STUDENTS TO OR FROM TRAINING ACTIVITIES	84
N383 INSTRUCT STUDENTS ON INDIVIDUAL DRILLS	83
E110 EVALUATE ATTITUDE AND ADAPTABILITY OF STUDENTS	82
E117 EVALUATE PERFORMANCE OF STUDENTS PARTICIPATING IN DRILLS	82
N386 INSTRUCT STUDENTS ON MILITARY REPORTING PROCEDURES	82
N355 CONDUCT DRILL ORIENTATION LECTURE CLASSES	81
N363 CONDUCT OR PARTICIPATE IN INDIVIDUAL DRILLS	81
N397 MAINTAIN DORMITORY APPEARANCE AND SECURITY	81
D99 PRESENT BASIC MILITARY TRAINING COURSE MATERIAL USING DEMONSTRATION PERFORMANCE METHOD	80
N380 INSTRUCT STUDENTS ON DORMITORY ARRANGEMENT PROCEDURES	80
N381 INSTRUCT STUDENTS ON DORMITORY GUARD PROCEDURES	80

percentage of time performing flight instruction functions, USAFA only spends 18 percent of their time compared to ATC's 57 percent. USAFA personnel perform a larger support role through course development, standardization/evaluation, and plans and scheduling functions. These findings indicate that entry-level MTI training should place a substantial degree of emphasis on tasks characteristic of the ATC first-assignment group due to their specific involvement and direct interaction with basic trainees in the BMTS. ATC first-assignment personnel represent the largest group within the specialty and attendance at the MTI School is mandatory. As mentioned previously, USAFA MTIs are not required to attend the MTIS.

Review of Plan of Instruction (POI)

A comprehensive review of POI 3AIR99502-000, MTIS, dated June 1988, was made by comparing POI objectives to survey data. Performance-level POI objectives are reviewed in terms of training emphasis, task difficulty, and percent members performing information as stipulated in ATR 52-22, dated 17 February 1989. Typically in lateral career ladders, tasks performed by 30 percent or more of personnel in their first assignment (1-36 months TICF) should be considered for inclusion in the POI. Likewise, tasks with less than 30 percent performing should be considered for deletion from the POI.

Analysis of the survey data indicates that of the six performance-level POI objectives matched to task items, all are supported. These objectives cover 67 of the 198 technical training course hours. Of the 131 hours not covered, 130 are not performance-related objectives and therefore are not normally matched with tasks.

However, several tasks were matched to knowledge-level objectives. Although these objectives were also supported, many of the tasks appear to be only generally related to the objectives. For example, subject matter experts identified task E124, Evaluate wear of uniforms by students, as related to paragraph 8a, Identify the relationship of facts pertaining to dorm arrangement. Due to the nature of the POI, it is possible to infer uniform inspections occurring during dormitory inspection. Similarly, task D100, Present basic military training course material using guided discussion method, is vaguely related to paragraph 3b, Identify the relationship of facts pertaining to the communication process. However, these tasks may be better suited for specific areas in the POI which would cover wear of uniform and using the guided discussion method. The POI should be reviewed for possible expansion.

Less than 30 tasks performed by 30 percent or more of ATC first-assignment personnel are not matched with POI objectives. Tasks relating to flight instruction functions and scheduling and escorting activities account for the majority of unreferenced tasks. Examples of these tasks, with corresponding survey data, are listed in Table 8. Training personnel are encouraged to review the computer printouts of the POI. Special attention should be placed on reviewing the tasks not referenced located in the Training Extracts to determine if new areas should be added to the course.

TABLE 8

EXAMPLES OF TASKS WITH GREATER THAN 30 PERCENT
MEMBERS PERFORMING AND NOT REFERENCED TO POI 3AIR99502-000

TASKS	ATC 1ST ASGN (N=199)	TNG EMP*	TASK DIFF**
N371 CONDUCT REVEILLE OR SQUADRON FIRST CALL	84	4.52	4.27
N384 INSTRUCT STUDENTS ON LOCATION OF BASE FACILITIES	83	5.08	4.76
N391 INSTRUCT STUDENTS ON REVEILLE OR SQUADRON FIRST CALL	84	4.81	5.01
D92 PARTICIPATE IN MILITARY-RELATED SOCIAL ACTIVITIES	80	2.58	3.76
N379 INSTRUCT STUDENTS ON DINING HALL PROCEDURES	80	4.85	4.76
N406 PERFORM CHARGE OF QUARTERS (CQ) DUTIES	80	5.89	6.44
N412 SCHEDULE ACADEMIC MAKEUP TRAINING	77	4.32	4.62
N415 SCHEDULE MAKEUP APPOINTMENTS, SUCH AS MEDICAL, DENTAL, AND LEGAL	77	4.03	4.65
N368 CONDUCT QUESTION AND ANSWER SESSIONS	78	3.97	4.82
N418 SCHEDULE STUDENTS FOR PATIO VISITS	76	2.89	3.39
N403 PARTICIPATE IN BASE ACTIVITIES, SUCH AS HONOR GUARD, SECURITY POLICE AUGMENTEES, AND DISASTER PREPAREDNESS	73	3.65	5.31
N413 SCHEDULE CLEANUP OF CLASSROOMS OR TRAINING AREAS	69	3.47	4.63
N350 BRIEF NEW STUDENTS ON IN AND OUT PROCESSING PROCEDURES	65	3.42	4.53
N376 ESCORT STUDENTS TO OFF-BASE ACTIVITIES	64	2.48	2.74
A23 SCHEDULE PERSONNEL FOR REMEDIAL TRAINING	56	3.24	4.41
D91 PARTICIPATE IN GRADUATION ACTIVITIES	56	3.21	4.00
D106 SET UP CLASSROOMS	52	1.97	2.80
D102 PROVIDE CLARIFICATION OF BASIC MILITARY TRAINING COURSE POLICIES AND PROCEDURES	48	3.56	5.93
N377 ESCORT VISITING DIGNITARIES	43	2.31	4.24
E113 EVALUATE ORAL ASSIGNMENTS OF STUDENTS	42	2.44	4.98
N356 CONDUCT FACILITY INSPECTIONS, OTHER THAN DORMITORIES	41	2.32	5.34
C56 EVALUATE PERSONNEL FOR COMPLIANCE WITH PERFORMANCE STANDARDS	38	2.55	6.01

* Average Training Emphasis = 1.64 with SD of 2.01 (High = 3.65)

** Average Task Difficulty = 5.00 with SD of 1.00

In summary, the SDI 99502 POI is generally well supported by survey data. All matched performance-level objectives were supported. Several tasks were inferred to knowledge-level objectives or not matched to POI objectives. In addition to high levels of performance, several of these tasks are rated high in terms of training emphasis and task difficulty. A thorough review of the document should be made to identify additional areas which should be included or expanded.

JOB SATISFACTION ANALYSIS

Comparisons of group perceptions of their jobs provide career ladder managers with a means toward understanding some of the factors affecting job performance of today's airmen. These perceptions are gathered from incumbents' responses to five job satisfaction questions covering job interest, perceived utilization of talents, perceived utilization of training, sense of accomplishments, and reenlistment intentions. The responses of the current survey sample are then analyzed by making two comparisons: (1) between current and previous survey TICF groups, and (2) across specialty job groups identified in the SPECIALTY JOBS section of this report.

An indication of changes in job satisfaction perceptions within the SDI is provided in Table 9, where TICF group data for 1989 survey respondents are presented along with data from respondents to the last occupational survey report of the SDI. Overall job satisfaction levels are about equal in both surveys, with generally positive responses. The most noticeable differences are in reenlistment intentions across all TICF groups. Both second- and third-assignment personnel from the 1989 sample exceed positive plans to reenlist figures from the 1979 sample by 28 percent. When compared to the previous survey, today's reenlistment intentions increased by an average of 22 percent. Overall, analysis of job satisfaction indicators suggests incumbents of the 99502 SDI appear satisfied with their jobs.

Table 10 presents job satisfaction data for the major jobs (clusters and independent job types) identified in the SDI structure for SDI 99502. An examination of this data can reveal the influences performing certain jobs may have on overall job satisfaction. Job satisfaction indicators for the specialty job groups suggest members across the SDI are generally content. The entire SDI responded with high levels of satisfaction. With the largest positive response, 100 percent of the Instructor Evaluators and Scheduling Plans NCOs rated their jobs high across all indicators. Perceived use of talents and training ranged from a low of 80 percent positive response from the Drill and Ceremony NCOs to a high of 100 percent from 6 of the 11 specialty jobs. Responses pertaining to sense of accomplishment are also positive for most groups. Finally, reenlistment intentions across all specialty jobs are high, with less than 10 percent of the respondents in each group indicating they will not reenlist.

TABLE 9

CURRENT AND PREVIOUS JOB SATISFACTION INDICATORS
(PERCENT MEMBERS RESPONDING*)

	<u>1-48 MOS TICF</u>		<u>49-96 MOS TICF</u>		<u>97+ MOS TICF</u>	
	1988 (N=274)	1979 (N=721)	1988 (N=88)	1979 (N=153)	1988 (N=40)	1979 (N=37)
<u>EXPRESSED JOB INTEREST:</u>						
INTERESTING	89	92	89	97	90	100
SO-SO	8	4	6	2	5	0
DULL	2	2	5	1	5	0
<u>PERCEIVED USE OF TALENTS:</u>						
FAIRLY WELL TO PERFECTLY LITTLE OR NOT AT ALL	93 7	94 5	95 5	94 5	90 10	100 0
<u>PERCEIVED USE OF TRAINING:</u>						
FAIRLY WELL TO PERFECTLY LITTLE OR NOT AT ALL	95 5	93 6	93 7	94 5	90 10	97 3
<u>SENSE OF ACCOMPLISHMENT FROM WORK:</u>						
SATISFIED	87	92	89	88	90	89
NEUTRAL	5	2	3	3	5	0
DISSATISFIED	8	7	8	7	5	5
<u>REENLISTMENT INTENTIONS:</u>						
YES, OR PROBABLY YES	90	79	89	61	85	57
NO, OR PROBABLY NO	6	20	5	36	0	41

* Columns may not add to 100 percent due to nonresponse and rounding

TABLE 10

JOB SATISFACTION DATA BY SPECIALTY JOBS
(PERCENT MEMBERS RESPONDING)

	BMTS INSTRUCTORS CLUSTER (SIG035)	DRILL/ CEREMONY NCOs IJT (SIG054)	MILITARY TNG SUPERVISORS CLUSTER (SIG026)	OFFICER COMMISSIONING INSTRUCTORS CLUSTER (SIG048)	PARACHUTE/ CONFIDENCE COURSE NCOs CLUSTER (SIG046)
<u>EXPRESSED JOB INTEREST:</u>					
INTERESTING	87	80	95	93	100
SO-SO	10	0	2	0	0
DULL	2	20	2	7	0
<u>PERCEIVED USE OF TALENTS:</u>					
FAIRLY WELL TO PERFECTLY LITTLE OR NOT AT ALL	91 9	80 20	95 5	93 7	100 0
<u>PERCEIVED USE OF TRAINING:</u>					
FAIRLY WELL TO PERFECTLY LITTLE OR NOT AT ALL	93 7	80 20	93 7	93 7	100 0
<u>SENSE OF ACCOMPLISHMENT FROM WORK:</u>					
SATISFIED	86	80	89	100	100
NEUTRAL	4	0	7	0	0
DISSATISFIED	9	20	5	0	0
<u>REENLISTMENT INTENTIONS:</u>					
YES, OR PROBABLY YES	92	100	68	93	92
NO, OR PROBABLY NO	6	0	9	7	0
PLAN TO RETIRE	2	0	23	0	8

NOTE: Columns may not add to 100 percent due to nonresponse and rounding

TABLE 10 (CONTINUED)

JOB SATISFACTION DATA BY SPECIALTY JOBS
(PERCENT MEMBERS RESPONDING)

	MILT TRNG ACADEMIC INSTRUCTORS CLUSTER (STG013)	MTIS INSTRUCTORS CLUSTER (STG019)	CURRICULUM DEVELOPERS IJT (STG026)	PC/SUPPLY INSTRUCTORS CLUSTER (STG037)	INSTRUCTOR EVALUATORS IJT (STG076)	SCHEDULING/ PLANS NCO IJT (GRP023)
<u>EXPRESSED JOB INTEREST:</u>						
INTERESTING	85	100	80	75	100	100
SO-SO	6	0	0	25	0	0
DULL	9	0	20	0	0	0
<u>PERCEIVED USE OF TALENTS:</u>						
FAIRLY WELL TO PERFECTLY LITTLE OR NOT AT ALL	91 9	100 0	100 0	100 0	100 0	100 0
<u>PERCEIVED USE OF TRAINING:</u>						
FAIRLY WELL TO PERFECTLY LITTLE OR NOT AT ALL	97 3	100 0	100 0	100 0	100 0	100 0
<u>SENSE OF ACCOMPLISHMENT FROM WORK:</u>						
SATISFIED	79	100	80	75	100	100
NEUTRAL	9	0	0	25	0	0
DISSATISFIED	12	0	20	0	0	0
<u>REENLISTMENT INTENTIONS:</u>						
YES, OR PROBABLY YES	91	100	100	88	100	100
NO, OR PROBABLY NO	0	0	0	13	0	0
PLAN TO RETIRE	9	0	0	0	0	0

NOTE: Columns may not add to 100 percent due to nonresponse and rounding

ANALYSIS OF MAJOR COMMANDS (MAJCOM)

Occupational survey data can be used in examining background data across MAJCOMs. Highlighting similarities and differences may provide insight on issues concerning MAJCOMs. ATC and USAFA are the major employers of SDI 99502 personnel. Ninety-four percent or 356 individuals are assigned to ATC and perform an average of 99 tasks. The remaining 6 percent assigned to USAFA perform an average of 155 tasks. Airmen assigned to ATC spend an average of 56 hours a week performing their primary duties, compared to 42 hours per week for USAFA. Other notable differences include: average TAFMS for ATC members is 121 months versus 165 for USAFA, and the average number of persons supervised for ATC is 7 compared to 11 for USAFA. Although similar levels of education have been completed by ATC and USAFA airmen (13 and 14 years, respectively) and both groups spend an average of approximately 1 hour a week on off-duty education, significant differences are seen in the percent members completing Professional Military Education (PME) courses. Listed below are representative courses with percent of MAJCOM members graduated.

<u>COURSES</u>	<u>ATC</u>	<u>USAFA</u>
MAJCOM NCO Academy	31	63
NCO Leadership School	63	75
NCO Orientation Course	54	63
USAF Senior NCO Academy	5	38
USAF Supervisors Course	18	33

A summary of ATC and USAFA responses to each of the background questions are included in the Extract printouts available to managers and training personnel.

An analysis of the tasks and duties performed by MAJCOM groups can also highlight important differences. The two users of SDI 99502 personnel (ATC and USAFA) were examined and the overall jobs performed by the two groups are only slightly different. A distinguishable difference noted between the two groups is that ATC personnel spend 46 percent of their time in one duty, Performing flight instruction functions, while USAFA personnel spend 49 percent of their time in three duties: Performing general administrative, support, and MTI functions (18 percent), Performing course development functions (17 percent), and Performing flight instructor functions (14 percent). This relatively large difference in group members performing flight instructor versus course development functions is further illustrated in Table 11. These functions are primarily performed by two jobs identified in the SPECIALTY JOBS section: BMTS Instructors and Curriculum Developers. Members from both MAJCOMs are performing in these jobs. Looking across all specialty jobs, USAFA and ATC MTIs are performing in a variety of jobs across the SDI. Table 12 presents the distribution of MAJCOM personnel across the major specialty jobs identified in the SDI.

TABLE 11

REPRESENTATIVE TASK DIFFERENCES BETWEEN
USAF AND ATC PERSONNEL
(PERCENT MEMBERS PERFORMING)

TASKS	USAF (N=24)	ATC (N=356)	DIFFERENCE
F175 WRITE LESSON PLANS	83	7	76
F135 DESIGN LESSON PLANS	79	6	73
F147 DEVELOP STUDENT LESSON MATERIALS, SUCH AS HANDOUTS AND STUDY GUIDES			
F128 ASSEMBLE STUDENT STUDY MATERIALS	75	4	71
I246 ADJUST TRAINING SCHEDULES	79	9	70
F157 EDIT CURRICULUM MATERIALS	83	13	70
F151 DEVELOP VISUAL AIDS	71	3	68
F170 REVIEW TRAINING COURSE RELATED READING MATERIALS	75	8	67
I255 DEVELOP TRAINING SCHEDULES	71	4	67
F130 CONDUCT TRAINING COURSE REVIEWS	71	5	66
	67	2	64
N373 CONDUCT STUDENT HEIGHT AND WEIGHT CHECKS	0	66	66
N409 PREPARE FLIGHT FOR HONOR FLIGHT INSPECTIONS	0	64	64
N406 PERFORM CHARGE OF QUARTERS (CQ) DUTIES	0	63	63
N371 CONDUCT REVEILLE OR SQUADRON FIRST CALL	13	71	59
N375 DOCUMENT AIR FORCE READING ABILITIES TEST (AFRAT) RESULTS	0	59	59
N357 CONDUCT FIRE DRILLS	17	74	58
N400 MAINTAIN PHYSICAL FITNESS AND WEIGHT EVALUATION FORMS	8	64	56
N398 MAINTAIN DORMITORY BULLETIN BOARDS	13	67	54
N381 INSTRUCT STUDENTS ON DORMITORY GUARD PROCEDURES	13	66	54
N380 INSTRUCT STUDENTS ON DORMITORY ARRANGEMENT PROCEDURES	13	66	54

TABLE 12
DISTRIBUTION OF MAJCOM PERSONNEL ACROSS SPECIALTY JOBS
(PERCENT MEMBERS RESPONDING)

	BMTS INSTRUCTORS CLUSTER (STG035)	DRILL/ CEREMONY NCOs IJT (STG054)	MILITARY TNG SUPERVISORS CLUSTER (STG026)	OFFICER COMMISSIONING INSTRUCTORS CLUSTER (STG048)	PARACHUTE/ CONFIDENCE COURSE NCOs CLUSTER (STG046)	
USAFA	1	0	0	36	69	
ATC	92	100	95	64	31	
	MILT TRNG ACADEMIC INSTRUCTORS CLUSTER (STG013)	MTIS INSTRUCTORS CLUSTER (STG019)	CURRICULUM DEVELOPERS IJT (STG026)	PC/SUPPLY INSTRUCTORS CLUSTER (STG037)	INSTRUCTOR EVALUATORS IJT (STG076)	SCHEDULING/ PLANS NCO IJT (GRP023)
USAFA	0	22	40	0	0	0
ATC	100	78	60	100	100	100

NOTE: Columns may not add to 100 percent due to nonresponse and rounding

Overall, the survey respondents from the two MAJCOMs are performing relatively the same jobs. Differences in background data and duties are in line with the emphasis placed on specific jobs. Though each command may concentrate on particular areas, members of both MAJCOMs are dispersed throughout the specialty job structure and their overall job descriptions are comparable.

SPECIAL ISSUES

During the survey process, information was gathered to address several items of concern to SDI managers. These items covered write-in comments, special background information, PAFSC issues, and differences between volunteer versus nonvolunteer personnel. A summary of data regarding these issues follows.

Occupational survey booklets include blank pages on which career ladder members may write in additional tasks or make comments about any subject. In addition, general background information extracted from job inventories may be used to address specific issues raised by career ladder personnel. Review of job inventory write-in comments from survey sample respondents indicates a general concern in two specific areas: mandatory attendance of the MTIS at Lackland AFB by USAFA MTIs, and MAJCOM differences. Following are a few examples expressing these concerns:

"Academy TIs aren't real TIs."

"Academy TIs don't attend our school, perform our jobs, work our long hours. . ."

"What are Academy MTIs?"

". . .I thought attendance of the MTI School was mandatory."

Several tasks were also suggested for a rewrite or addition to better enhance the overall coverage of the job inventory survey. For example, typical tasks listed as being performed by personnel and not specifically included in the Job Inventory are: conduct parachute physical fitness test, conduct free fall body training, instruct cadets on rifle drills, and input data into computers.

During the development of the inventory, career field managers felt that a variety of special background questions, such as time spent providing remedial training, PAFSC, volunteer status, etc., would be helpful in assessing the present composition of the work force in the SDI, and in providing information concerning qualifications, such as education, instructional experience, etc., which would be desirable for the various types of positions within the SDI.

Due to the comprehensiveness of this information, only a small portion has been included in this report. Summaries of responses to each of the background questions are included in the Extract printouts available to managers

and training personnel. Table 13 summarizes responses by MAJCOM first-assignment groups and the total sample of hours spent per week providing remedial training. Tables 14 and 15 show the hours per week spent providing group drill and ceremony, and group dormitory arrangement instruction. Tables 16 and 17 display the hours per week members spent providing group briefings and personalizing course material for students. Overall, ATC first-assignment members spend greater amounts of time per week performing these tasks.

Primary AFSC information identifies which career field input is the greatest and reflects the range of experience in the SDI. Survey respondents cover 289 different AFSCs ranging from AFSC 113X0, Flight Engineer Specialist, to SDI 99605, PME Instructors. The career ladders best represented are the AFSC 645X1, Material Storage and Distribution Specialists, and AFSC 811X0, Security Supervisors. Each has 10 members serving as SDI 99502 MTIs.

In past years, it had been difficult to fill all SDI 99502 quotas with volunteers. This resulted in a number of personnel being assigned to fill the quotas. Currently, only nine individuals or 2 percent of the survey respondents reported themselves as nonvolunteers. These individuals are performing essentially the same tasks as volunteers. Also, when the two groups are compared across the five job satisfaction questions, both report high levels of satisfaction with greater than 90 percent positive responses to four of the five indicators.

IMPLICATIONS

This survey was conducted primarily to provide training personnel with current information on the Military Training Instructor specialty for use in reviewing current training programs and training documents.

Occupational survey data indicate the 99502 SDI is relatively homogeneous. Eleven different jobs were identified, with the BMTS Instructors representing 61 percent of the SDI. These members are primarily performing flight instructor functions and represent the foundation of the BMT School at Lackland AFB. Also identified were the Officer Training Instructors. Located at the Academy and OTS, this job group performs similar functions as the BMTS Instructors. The remaining jobs perform specialized instruction or support activities. Despite the occurrence of organizational restructuring since the previous OSR, most of these jobs were identifiable in the 1979 survey.

The AFR 39-1 specialty description for the Military Training Instructor specialty was analyzed to determine the adequacy of coverage for SDI duties. A few discrepancies were noted. OTS instructors were not referenced. Specific functions, such as curriculum development and physical conditioning, are only implied in the regulation. Classification personnel should consider revising the current description.

TABLE 13

HOURS PER WEEK SPENT PROVIDING REMEDIAL TRAINING
(PERCENT MEMBERS PERFORMING)

	<u>NO RESPONSE</u>	<u>HOURS PER WEEK</u>				
		<u>1-5</u>	<u>6-10</u>	<u>11-15</u>	<u>16-20</u>	<u>21</u>
ATC FIRST-ASSIGNMENT	16	34	31	8	5	7
USAFA FIRST-ASSIGNMENT	0	64	36	0	0	0
TOTAL SAMPLE	25	33	24	7	5	6

TABLE 14

HOURS PER WEEK SPENT PROVIDING GROUP DRILL AND CEREMONY INSTRUCTION
(PERCENT MEMBERS PERFORMING)

	<u>NO RESPONSE</u>	<u>HOURS PER WEEK</u>				
		<u>1-5</u>	<u>6-10</u>	<u>11-15</u>	<u>16-20</u>	<u>21</u>
ATC FIRST-ASSIGNMENT	12	8	40	28	10	3
USAFA FIRST-ASSIGNMENT	9	55	36	0	0	0
TOTAL SAMPLE	22	16	31	20	8	3

TABLE 15

HOURS PER WEEK SPENT PROVIDING GROUP DORMITORY ARRANGEMENT INSTRUCTION
(PERCENT MEMBERS PERFORMING)

	<u>NO RESPONSE</u>	<u>HOURS PER WEEK</u>				
		<u>1-5</u>	<u>6-10</u>	<u>11-15</u>	<u>16-20</u>	<u>21</u>
ATC FIRST-ASSIGNMENT	19	13	33	22	8	7
USAFA FIRST-ASSIGNMENT	36	64	0	0	0	0
TOTAL SAMPLE	33	16	22	17	7	5

NOTE: Columns may not add to 100 percent due to nonresponse and rounding

TABLE 16

HOURS PER WEEK SPENT PROVIDING GROUP BRIEFINGS
(PERCENT MEMBERS PERFORMING)

	<u>NO RESPONSE</u>	<u>HOURS PER WEEK</u>				
		<u>1-5</u>	<u>6-10</u>	<u>11-15</u>	<u>16-20</u>	<u>21</u>
ATC FIRST-ASSIGNMENT	6	24	49	11	7	5
USAFA FIRST-ASSIGNMENT	9	82	9	0	0	0
TOTAL SAMPLE	13	30	38	9	6	4

TABLE 17

HOURS PER WEEK SPENT PERSONALIZING COURSE MATERIAL FOR STUDENTS
(PERCENT MEMBERS PERFORMING)

	<u>NO RESPONSE</u>	<u>HOURS PER WEEK</u>				
		<u>1-5</u>	<u>6-10</u>	<u>11-15</u>	<u>16-20</u>	<u>21</u>
ATC FIRST-ASSIGNMENT	21	66	12	1	1	1
USAFA FIRST-ASSIGNMENT	0	91	10	0	0	0
TOTAL SAMPLE	26	58	11	1	1	2

NOTE: Columns may not add to 100 percent due to nonresponse and rounding

Initial analysis of the POI, examining experience (TICF) groups, reveals the document was fairly well supported by the percent of personnel performing matched tasks. Several tasks with relatively high percent members performing were not covered or were referenced to generally related paragraphs. Training personnel should look at all areas of the POI for possible revision to include additional elements to cover high performance tasks currently not referenced or not specifically covered.

The examination of responses to job satisfaction questions revealed that satisfaction has remained high since the 1979 survey. Indicators across SDI specialty jobs exhibited high levels of satisfaction among all job members.

MAJCOM analysis identified differences in certain background data and time spent performing duties. ATC personnel have fewer years of TAFMS and primarily perform flight instruction functions. USAFA instructors have a higher percentage of members graduating from PME courses and primarily perform general administrative, support, and MTI functions, course development, and flight instructor functions. Overall, there exist only minor differences; the jobs performed by the two MAJCOM groups are comparable.

The findings of this OSR come directly from survey data collected from MTI specialists. These data are readily available to training and utilization personnel, functional managers, and any other interested parties having a need for such information. Much of the data are compiled into extracts which are an excellent tool in the decision-making process. These data extracts should be used whenever a training or utilization decision is made.

APPENDIX A

SELECTED REPRESENTATIVE TASKS PERFORMED BY
SDI 99502 SPECIALTY JOB GROUPS

TABLE I
BASIC MILITARY TRAINING SQUADRON INSTRUCTORS
STG035

GROUP SIZE: 247
PERCENT OF SAMPLE: 61%
PREDOMINANT PAYGRADES: E-5

AVERAGE TIME IN JOB: 26 MONTHS
AVERAGE TICF: 36 MONTHS
AVERAGE TAFMS: 100 MONTHS

TASKS	PERCENT MEMBERS PERFORMING
N381 INSTRUCT STUDENTS ON DORMITORY GUARD PROCEDURES	100
N362 CONDUCT OR PARTICIPATE IN FLIGHT DRILLS	100
N382 INSTRUCT STUDENTS ON FLIGHT DRILLS	100
N385 INSTRUCT STUDENTS ON MILITARY BEARING AND BEHAVIOR	100
N393 INSTRUCT STUDENTS ON SALUTING PROCEDURES	100
N394 INSTRUCT STUDENTS ON WEAR OF UNIFORMS	100
N395 ISSUE FIELD JACKETS TO STUDENTS	100
N397 MAINTAIN DORMITORY APPEARANCE AND SECURITY	100
N399 MAINTAIN FLIGHT ROSTERS	100
N354 CONDUCT DORMITORY INSPECTIONS	99
N360 CONDUCT MAIL CALLS	99
N380 INSTRUCT STUDENTS ON DORMITORY ARRANGEMENT PROCEDURES	99
N384 INSTRUCT STUDENTS ON LOCATION OF BASE FACILITIES	99
N396 MAINTAIN CIVILIAN LUGGAGE ROOMS	99
N402 MARCH STUDENTS TO OR FROM TRAINING ACTIVITIES	99
N373 CONDUCT STUDENT HEIGHT AND WEIGHT CHECKS	98
N379 INSTRUCT STUDENTS ON DINING HALL PROCEDURES	98
N400 MAINTAIN PHYSICAL FITNESS AND WEIGHT EVALUATION FORMS	97
N420 SET UP DORMITORY FOR NEW FLIGHTS	96
N406 PERFORM CHARGE OF QUARTERS (CQ) DUTIES	95
N347 ANNOTATE PHYSICAL FITNESS AND WEIGHT EVALUATION FORMS	94
N418 SCHEDULE STUDENTS FOR PATIO VISITS	94
N401 MAINTAIN STUDENT ADMINISTRATIVE RECORDS	93
N409 PREPARE FLIGHT FOR HONOR FLIGHT INSPECTIONS	93
E110 EVALUATE ATTITUDE AND ADAPTABILITY OF STUDENTS	92
N415 SCHEDULE MAKEUP APPOINTMENTS, SUCH AS MEDICAL, DENTAL, AND LEGAL	92
D77 COUNSEL STUDENTS ON PERSONAL MATTERS	90
E112 EVALUATE MILITARY REPORTING PROCEDURES OF STUDENTS	88
D84 INITIATE OR COMPLETE STUDENT COUNSELING REPORTS	62

TABLE II
DRILL AND CEREMONY NCOS
STG054

GROUP SIZE: 5
PERCENT OF SAMPLE: 1%
PREDOMINANT PAYGRADES: E-5/6

AVERAGE TIME IN JOB: 37 MONTHS
AVERAGE TICF: 55 MONTHS
AVERAGE TAFMS: 133 MONTHS

TASKS	PERCENT MEMBERS PERFORMING
A17 PREPARE AGENDAS, SUCH AS STAFF MEETING, SYMPOSIUM, WORKSHOP, OR CONFERENCE	100
A22 SCHEDULE PERSONNEL FOR PARADE CEREMONIES	100
A24 SCHEDULE PERSONNEL FOR RETREAT CEREMONIES	100
C48 CONDUCT HONOR FLIGHT INSPECTIONS	100
C66 INSPECT PERSONNEL, OTHER THAN STUDENTS, FOR COMPLIANCE WITH MILITARY STANDARDS	100
D81 HOST VISITING DIGNITARIES	100
D102 PROVIDE CLARIFICATION OF BASIC MILITARY TRAINING COURSE	100
D104 REVIEW LESSON PLANS	100
N365 CONDUCT OR PARTICIPATE IN PARADE CEREMONY DRILLS	100
N366 CONDUCT OR PARTICIPATE IN RETREAT CEREMONY DRILLS	100
N377 ESCORT VISITING DIGNITARIES	100
N388 INSTRUCT STUDENTS ON PARADE CEREMONY PROCEDURES	100
N378 INSTRUCT PERSONNEL ON SPECIAL CEREMONY PROCEDURES, SUCH AS AWARDS AND CHANGE-OF-COMMAND	80
O435 INSTRUCT PARADE COLOR GUARDS	80

TABLE III
MILITARY TRAINING SUPERVISORS
STG026

GROUP SIZE: 44
PERCENT OF SAMPLE: 11%
PREDOMINANT PAYGRADES: E-7

AVERAGE TIME IN JOB: 29 MONTHS
AVERAGE TICF: 72 MONTHS
AVERAGE TAIMS: 204 MONTHS

TASKS	PERCENT MEMBERS PERFORMING
B45 SUPERVISE MILITARY TRAINING INSTRUCTORS (SDI 99502)	98
A12 PARTICIPATE IN MEETINGS, SUCH AS STAFF MEETINGS, BRIEFINGS, OR CONFERENCES	95
B28 CONDUCT SUPERVISORY ORIENTATIONS OF NEWLY ASSIGNED PERSONNEL	95
B31 COUNSEL PERMANENT PARTY PERSONNEL ON PERSONAL MATTERS	95
B32 COUNSEL PERMANENT PARTY PERSONNEL ON TRAINING MATTERS, SUCH AS TRAINING PROGRAMS AND PERFORMANCE LEVEL	95
C70 WRITE APRs	95
B26 ASSIGN INSTRUCTORS TO DUTY POSITIONS	93
B30 COUNSEL PERMANENT PARTY PERSONNEL ON MILITARY-RELATED MATTERS, OTHER THAN TRAINING	93
A22 SCHEDULE PERSONNEL FOR PARADE CEREMONIES	91
C72 WRITE RECOMMENDATIONS FOR AWARDS AND DECORATIONS	91
C58 EVALUATE PERSONNEL FOR RECOGNITION	89
A15 PLAN OR SCHEDULE WORK ASSIGNMENTS	86
A21 SCHEDULE PERSONNEL FOR LEAVE OR TEMPORARY DUTY (TDY) ASSIGNMENT	86
E112 EVALUATE MILITARY REPORTING PROCEDURES OF STUDENTS	86
E121 EVALUATE SALUTING PROCEDURES OF STUDENTS	86
C48 CONDUCT HONOR FLIGHT INSPECTIONS	84
C61 EVALUATE TEACHING EFFECTIVENESS OF INSTRUCTORS	84
C50 CONDUCT PERSONAL PROPERTY INSPECTIONS	82
C66 INSPECT PERSONNEL, OTHER THAN STUDENTS, FOR COMPLIANCE WITH MILITARY STANDARDS	82
B42 INTERPRET POLICIES, DIRECTIVES, OR PROCEDURES FOR SUBORDINATES	80
M342 EVALUATE PROGRESS OF POST INSTRUCTOR TRAINING INSTRUCTORS	80
N351 CONDUCT CLOTHING FIT INSPECTIONS	80
C68 REVIEW STUDENT PROGRESS RECORDS	77
B29 COUNSEL PERMANENT PARTY PERSONNEL ON CAREER OR EDUCATIONAL OPPORTUNITIES	70
M338 COUNSEL POST INSTRUCTOR TRAINING INSTRUCTORS	69
B27 CONDUCT STAFF MEETINGS	68

TABLE IV
OFFICER COMMISSIONING INSTRUCTORS
STG048

GROUP SIZE: 14	AVERAGE TIME IN JOB: 27 MONTHS
PERCENT OF SAMPLE: 3%	AVERAGE TICF: 41 MONTHS
PREDOMINANT PAYGRADES: E-7	AVERAGE TAFMS: 139 MONTHS

TASKS	PERCENT MEMBERS PERFORMING
A9 DEVELOP UNIT ORIENTATION PROGRAMS	100
A24 SCHEDULE PERSONNEL FOR RETREAT CEREMONIES	100
E118 EVALUATE PERFORMANCE OF STUDENTS PARTICIPATING IN PARADE CEREMONIES	100
J294 EVALUATE PARADE CEREMONY PRACTICE SESSIONS	100
J297 EVALUATE RETREAT CEREMONY PRACTICE SESSIONS	100
N388 INSTRUCT STUDENTS ON PARADE CEREMONY PROCEDURES	100
A8 DEVELOP TRAINER SCHEDULES	93
I248 ANALYZE MILITARY TRAINING INSTRUCTOR CERTIFICATION TEST	93
N355 CONDUCT DRILL ORIENTATION LECTURE CLASSES	93
N363 CONDUCT OR PARTICIPATE IN INDIVIDUAL DRILLS	93
N383 INSTRUCT STUDENTS ON INDIVIDUAL DRILLS	93
O437 INSTRUCT STUDENTS ON KEY PERSONNEL PARADE CEREMONY POSITIONS	93
O438 INSTRUCT STUDENTS ON KEY PERSONNEL RETREAT CEREMONY POSITIONS	93
O440 INSTRUCT STUDENTS ON WING AND GROUP PARADE CEREMONY POSITIONS	93
A14 PLAN LAYOUT OF TRAINING FACILITIES	86
D91 PARTICIPATE IN GRADUATION ACTIVITIES	86
O439 INSTRUCT STUDENTS ON KEY PERSONNEL REVEILLE POSITIONS	79
O442 MONITOR LRCs	71

TABLE V

PARACHUTE/CONFIDENCE COURSE NCOS
STG046

GROUP SIZE: 13
PERCENT OF SAMPLE: 3%
PREDOMINANT PAYGRADES: E-6

AVERAGE TIME IN JOB: 56 MONTHS
AVERAGE TICF: 66 MONTHS
AVERAGE TAFMS: 170 MONTHS

TASKS	PERCENT MEMBERS PERFORMING
A2 COORDINATE TRAINING SCHEDULE CHANGES WITH APPROPRIATE AGENCIES	100
B40 IMPLEMENT TRAINING METHODS OR PROCEDURES	100
C6 ADMINISTER PERFORMANCE TESTS, OTHER THAN PHYSICAL FITNESS	100
D78 COUNSEL STUDENTS ON TRAINING PROGRESS	100
D92 PARTICIPATE IN MILITARY-RELATED SOCIAL ACTIVITIES	100
E109 CRITIQUE STUDENT PERFORMANCE	100
A5 DEVELOP EQUIPMENT UTILIZATION SCHEDULES	92
B26 ASSIGN INSTRUCTORS TO DUTY POSITIONS	92
B34 DIRECT MAINTENANCE OF ADMINISTRATIVE FILES	92
C47 ANALYZE WORKLOAD REQUIREMENTS	92
C62 EVALUATE WORK SCHEDULES	92
D90 MAINTAIN STATUS INDICATORS, SUCH AS BOARDS, GRAPHS, OR CHARTS	92
F151 DEVELOP VISUAL AIDS	92
F171 REVIEW VISUAL AIDS	92
I246 ADJUST TRAINING SCHEDULES	92
E120 EVALUATE SAFETY PRACTICES OR PROCEDURES OF STUDENTS	85
I255 DEVELOP TRAINING SCHEDULES	85
J301 EVALUATE STUDENT CRITIQUES	85
B41 INITIATE PERSONNEL ACTION REQUESTS, SUCH AS AF FORMS 2096 (CLASSIFICATION/ON-THE-JOB TRAINING ACTION)	77
D82 INITIATE OR COMPLETE CERTIFICATES OR LETTERS OF COMPLETION OF TRAINING	77
F161 EVALUATE TRAINING COURSE REVIEWS	77
I253 DETERMINE TRAINING REQUIREMENTS	77
I264 PLAN OR SCHEDULE TRAINING REQUIREMENTS	77
I273 SCHEDULE USE OF CLASSROOMS	77
H203 DETERMINE PERSONNEL REQUIREMENTS	69
I258 EVALUATE TRAINING SCHEDULES	69

TABLE VI
MILITARY TRAINING ACADEMIC INSTRUCTORS
STG013

GROUP SIZE: 34
PERCENT OF SAMPLE: 8%
PREDOMINANT PAYGRADES: E-5

AVERAGE TIME IN JOB: 31 MONTHS
AVERAGE TICF: 47 MONTHS
AVERAGE TAFMS: 134 MONTHS

TASKS	PERCENT MEMBERS PERFORMING
D94 PERSONALIZE LESSON PLANS	88
D101 PRESENT BASIC MILITARY TRAINING COURSE MATERIAL USING LECTURE METHOD	88
D104 REVIEW LESSON PLANS	88
G178 ADMINISTER AIR FORCE READING ABILITIES TESTS (AFRAT)	88
G179 ADMINISTER WRITTEN TESTS, OTHER THAN AFRAT AND INSTRUCTOR TRAINING TESTS	85
D97 PRESENT BASIC MILITARY TRAINING COURSE MATERIAL USING AUDIOVISUAL METHOD	82
D103 REHEARSE LESSON PLANS	82
D106 SET UP CLASSROOMS	82
E108 CONDUCT WRITTEN TEST REVIEWS	65

TABLE VII

MILITARY TRAINING INSTRUCTOR SCHOOL INSTRUCTORS
STG019

GROUP SIZE: 9
 PERCENT OF SAMPLE: 2%
 PREDOMINANT PAYGRADES: E-5

AVERAGE TIME IN JOB: 25 MONTHS
 AVERAGE TICF: 44 MONTHS
 AVERAGE TAFMS: 113 MONTHS

TASKS	PERCENT MEMBERS PERFORMING
D104 REVIEW LESSON PLANS	100
D106 SET UP CLASSROOMS	100
D78 COUNSEL STUDENTS ON TRAINING PROGRESS	89
E108 CONDUCT WRITTEN TEST REVIEWS	89
E109 CRITIQUE STUDENT PERFORMANCE	89
A2 COORDINATE TRAINING SCHEDULE CHANGES WITH APPROPRIATE AGENCIES	78
C46 ADMINISTER PERFORMANCE TESTS, OTHER THAN PHYSICAL FITNESS	78
D93 PERFORM OPERATOR MAINTENANCE ON TRAINING EQUIPMENT, SUCH AS PROJECTORS OR TAPE RECORDERS	78
D97 PRESENT BASIC MILITARY TRAINING COURSE MATERIAL USING AUDIOVISUAL METHOD	78
E110 EVALUATE ATTITUDE AND ADAPTABILITY OF STUDENTS	78
G180 ASSEMBLE TEST MATERIALS	78
G186 ISSUE TESTS	78
A1 COORDINATE MAINTENANCE OF CLASSROOMS AND DORMITORIES WITH UNIT SUPPLY CUSTODIAN OR UNIT FACILITIES MONITOR	67
D100 PRESENT BASIC MILITARY TRAINING COURSE MATERIAL USING GUIDED DISCUSSION METHOD	67

TABLE VIII
CURRICULUM DEVELOPERS
STG041

GROUP SIZE: 5
PERCENT OF SAMPLE: 1%
PREDOMINANT PAYGRADES: E-6

AVERAGE TIME IN JOB: 29 MONTHS
AVERAGE TICF: 66 MONTHS
AVERAGE TAFMS: 161 MONTHS

TASKS	PERCENT MEMBERS PERFORMING
A12 PARTICIPATE IN MEETINGS, SUCH AS STAFF MEETINGS, BRIEFINGS, OR CONFERENCES	100
D95 PLAN PRINTING OR REPRODUCTION REQUIREMENTS	100
D104 REVIEW LESSON PLANS	100
D105 REVIEW STUDENT CRITIQUE FORMS	100
F136 DETERMINE OBSOLETE TEST MATERIALS	100
F137 DEVELOP DESIRED LEARNING OUTCOMES OR CRITERION OBJECTIVES	100
F138 DEVELOP MEASUREMENT PLANS	100
F141 DEVELOP MINOR CHANGES TO PLANS OF INSTRUCTION (POI)	100
F144 DEVELOP OR REVISE POIs	100
F147 DEVELOP STUDENT LESSON MATERIALS, SUCH AS HANDOUTS AND STUDY GUIDES	100
F148 DEVELOP STUDENT PERFORMANCE EVALUATIONS	100
F152 DEVELOP WRITTEN AND PERFORMANCE TESTS, OTHER THAN INSTRUCTOR CERTIFICATION TESTS	100
F153 DEVELOP WRITTEN MEASUREMENT OBJECTIVES	100
F157 EDIT CURRICULUM MATERIALS	100
F168 PREPARE TRAINING COURSE MATERIALS FOR REPRODUCTION	100
F173 SEQUENCE CURRICULUM MATERIALS	100
F176 WRITE TEST QUESTIONS, OTHER THAN INSTRUCTOR CERTIFICATION QUESTIONS	100
F177 WRITE TRAINING COURSE OUTLINES	100

TABLE IX
SUPPLY/PHYSICAL CONDITIONING INSTRUCTORS
STG037

GROUP SIZE: 8
PERCENT OF SAMPLE: 2%
PREDOMINANT PAYGRADES: E-5

AVERAGE TIME IN JOB: 37 MONTHS
AVERAGE TICF: 48 MONTHS
AVERAGE TAFMS: 100 MONTHS

<u>TASKS</u>	<u>PERCENT MEMBERS PERFORMING</u>
A1 COORDINATE MAINTENANCE OF CLASSROOMS AND DORMITORIES WITH UNIT SUPPLY CUSTODIAN OR UNIT FACILITIES MONITOR	100
H218 INITIATE OR ANNOTATE AF FORMS 126 (CUSTODIAN REQUEST LOG)	100
H225 INVENTORY EQUIPMENT OR SUPPLIES	100
H226 ISSUE EQUIPMENT OR SUPPLIES, OTHER THAN INDIVIDUAL EQUIPMENT	100
H230 MAINTAIN AUDIOVISUAL EQUIPMENT RECORDS	100
H232 MAINTAIN DUE IN/DUE OUT VALIDATION LISTINGS	100
H235 MAINTAIN PROPERTY CUSTODY AUTHORIZATION/CUSTODY RECEIPT LISTINGS (CA/CRL)	100
H236 MAINTAIN SUPPLY LOGS	100
H237 MAINTAIN SUPPLY SUSPENSE FILES, SUCH AS AF FORMS 601, 1297, AND 2005	100
H239 MAINTAIN WARRANTY AND GUARANTY ITEM FILES	100
H240 PLAN EQUIPMENT MAINTENANCE REQUIREMENTS	100
H244 REVIEW DUE IN/DUE OUT VALIDATION LISTINGS	100
E107 ADMINISTER PHYSICAL FITNESS TESTS	88
N367 CONDUCT PHYSICAL CONDITIONING TRAINING, OTHER THAN REMEDIAL	88
N369 CONDUCT REMEDIAL PHYSICAL CONDITIONING TRAINING	88
H199 COMPLETE AF FORMS 9 (REQUEST FOR PURCHASE)	75

TABLE X
INSTRUCTOR EVALUATORS
STG076

GROUP SIZE: 5	AVERAGE TIME IN JOB: 16 MONTHS
PERCENT OF SAMPLE: 1%	AVERAGE TICF: 66 MONTHS
PREDOMINANT PAYGRADES: E-6/7	AVERAGE TAFMS: 151 MONTHS

TASKS	PERCENT MEMBERS PERFORMING
C66 INSPECT PERSONNEL, OTHER THAN STUDENTS, FOR COMPLIANCE	100
D96 PREPARE BRIEFING SLIDES	100
E117 EVALUATE PERFORMANCE OF STUDENTS PARTICIPATING IN DRILLS	100
E118 EVALUATE PERFORMANCE OF STUDENTS PARTICIPATING IN PARADE CEREMONIES	100
E119 EVALUATE PERFORMANCE OF STUDENTS PARTICIPATING IN RETREAT CEREMONIES	100
E124 EVALUATE WEAR OF UNIFORMS BY STUDENTS	100
J276 CONDUCT PERIODIC INSPECTIONS OF TRAINING ACTIVITIES	100
J278 EVALUATE BASE LIBERTY REQUIREMENTS	100
J280 EVALUATE CONTROL OF MARCHING FLIGHT SITUATIONS	100
J286 EVALUATE INSTRUCTOR'S PRESENTATION OF INSTRUCTIONAL MATERIALS	100
J287 EVALUATE INSTRUCTORS CONDUCTING DORMITORY TEACHING SITUATIONS	100
J28J EVALUATE INSTRUCTORS CONDUCTING DRILL TEACHING SITUATIONS	100
J289 EVALUATE INSTRUCTORS CONDUCTING PHYSICAL CONDITIONING CLASSES	100
J294 EVALUATE PARADE CEREMONY PRACTICE SESSIONS	100
J298 EVALUATE REVEILLE OR SQUADRON FIRST CALL	100
J302 EVALUATE STUDENT PERFORMANCE OF INSTRUCTION FUNCTIONS	100
C56 EVALUATE PERSONNEL FOR COMPLIANCE WITH PERFORMANCE STANDARDS	80
C61 EVALUATE TEACHING EFFECTIVENESS OF INSTRUCTORS	80
C63 IDENTIFY PROBLEM AREAS USING INSPECTION REPORTS	80
J283 EVALUATE GRADING PROCEDURES	80
J285 EVALUATE INSTRUCTIONAL MATERIALS	80
J291 EVALUATE INSTRUCTORS SUPERVISING STUDENTS PERFORMING DETAILS	80

TABLE XI
SCHEDULING/PLANS NCOS
GRP023

GROUP SIZE: 4	AVERAGE TIME IN JOB: 32 MONTHS
PERCENT OF SAMPLE: 1%	AVERAGE TICF: 50 MONTHS
PREDOMINANT PAYGRADES: E-5	AVERAGE TAFMS: 129 MONTHS

TASKS	PERCENT MEMBERS PERFORMING
A12 PARTICIPATE IN MEETINGS, SUCH AS STAFF MEETINGS, BRIEFINGS, OR CONFERENCES	75
C63 IDENTIFY PROBLEM AREAS USING INSPECTION REPORTS	75
D96 PREPARE BRIEFING SLIDES	75
I249 COMPUTE FLIGHT ALERTS	75
I251 DETERMINE FLIGHT ASSIGNMENTS	75
I252 DETERMINE FLIGHT PLACEMENT FOR PERSONNEL RECYCLED OR REENTERED INTO TRAINING	75
I271 SCHEDULE PERSONNEL FOR ESCORT DUTY	75
I272 SCHEDULE STUDENT DETAIL SUPPORT	75
I273 SCHEDULE USE OF CLASSROOMS	75
A2 COORDINATE TRAINING SCHEDULE CHANGES WITH APPROPRIATE AGENCIES	50
I256 DRAFT CONTINGENCY PLANS	50
I270 REVIEW OR EVALUATE CONTINGENCY PLANS	50