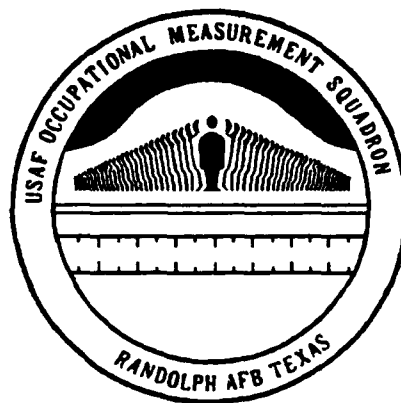


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*OCCUPATIONAL  
SURVEY REPORT*



92-30871

498

TRAINING SYSTEMS

AFSC 751X1

AFPT 90-751-836

OCTOBER 1992

OCCUPATIONAL ANALYSIS PROGRAM  
USAF OCCUPATIONAL MEASUREMENT SQUADRON  
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 Training Systems career ladder (Air Force Specialty Code (AFSC) 751X1). Authority for conducting occupational surveys is contained in Air Force Regulation (AFR) 35-2. Computer products upon which this report is based are available for use by operations and training officials.

The survey instrument was developed by Mr Don Cochran, Inventory Development Specialist. Mrs Becky Hernandez, Computer Programmer, provided computer support for this project. Administrative support was provided by Mr Richard Ramos. Captain William J. Carle analyzed the data and wrote the final report. This report has been reviewed and approved by Lieutenant Colonel James L. Antenen, Chief, Airman Analysis Section, Occupational Analysis Flight, United States Air Force Occupational Measurement Squadron (USAFOMS).

Copies of this occupational survey report are distributed to Air Staff sections, major commands (MAJCOM), and other interested training management personnel. Additional copies are available upon request to USAFOMS, Attention: Chief, Occupational Analysis Flight (OMY), Randolph Air Force Base (AFB), Texas 78150-5000.

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## SUMMARY OF RESULTS

1. Survey Coverage: Survey results are based on responses from 1,418 Training Systems Specialists (AFSC 751X1). This represents 64 percent of all assigned AFSC 751X1 airmen. Incumbents were surveyed across all using MAJCOMs and include 3- and 7-skill level personnel.
2. Career Ladder Structure: Seven jobs were identified in the AFSC 751X1 specialty. The career ladder structure is essentially organized around unit/base level support, scheduling functions, and Instructional Systems Development (ISD) support. The other major jobs are Supervisor, Technical Training Instructor, and United States Air Force (USAF) Enlisted Specialty Training (EST) Advisor.
3. Career Ladder Progression: The 3-skill level personnel perform primarily technical jobs, with little responsibility for supervision and management. The jobs performed by 7-skill level airmen reflect an increase in time spent performing technical tasks, with additional supervisory and managerial responsibilities.
4. AFR 39-1 Specialty Descriptions: The descriptions in AFR 39-1 for the AFSC 751X1 career ladder provide a broad overview of the tasks and duties performed. All major duties are clearly depicted in the regulation.
5. Training Analysis: A review of the AFSC 751X1 training documents identified several discrepancies. Specifically, 88 out of 305 matched Specialty Training Standard (STS) line items have less than 20 percent members performing matched tasks. In contrast, only 2 out of 42 matched Plan Of Instruction (POI) objectives have less than 30 percent of the appropriate AFSC 751X1 airmen performing the related tasks. Several tasks with sufficient members performing are also not referenced to the STS and POIs.
6. Job Satisfaction: Overall, respondents are generally satisfied with their jobs. Job satisfaction is slightly higher for the 1-48 and 49-96 months Time In Career Field (TICF) groups and slightly lower for those with 97+ months TICF, when compared to personnel in related career ladders surveyed in 1991. All AFSC 751X1 groups perceive higher levels of training use than similar personnel in the previous survey. The current survey also indicates first-assignment members have higher job interest, while career members perceive their talents and trainings are used better than in 1981. Finally, members in career ladder jobs reported high satisfaction.
7. Discussion: The AFSC 751X1 career ladder is fairly diverse with seven distinct jobs identified. The AFR 39-1 job descriptions are accurate and cover the major jobs identified in the survey. This career ladder will be merged with the AFSC 751X0 career ladder in March 1993. MAJCOM representatives met in May 1992 to review and approve a revised STS and POI for the new AFSC. Data from this survey and the AFSC 751X0 study were used to create the new training documents. Job satisfaction for the present career ladder is good.

OCCUPATIONAL SURVEY REPORT (OSR)  
TRAINING SYSTEMS CAREER LADDER  
(AFSC 751X1)

INTRODUCTION

This is a report of an occupational survey of the Training Systems career ladder (AFSC 751X1). This survey was requested by Headquarters (HQ) Air Force Manpower Personnel Center (AFMPC)/DPMRPQ3. This is the first survey of this career ladder since the AFSC 751X2 (Training) career ladder merged with the AFSC 751X3 (ISD) career ladder 30 April 1987.

Background

According to the AFR 39-1 Specialty Descriptions for AFSC 751X1 dated 30 April 1991, AFSC 75131 and 75171 members determine training needs; develop and evaluate training programs; perform base, unit, maintenance, and MAJCOM training functions; perform curriculum development functions; provide EST consultant services and instruction on training development; manage and supervise training activities and personnel; and perform training functions across the entire spectrum of the specialty.

The 751X1 career ladder is a lateral AFSC. All members must have achieved a 5-skill level in another AFSC before entering this career ladder. This specialty requires an Armed Services Vocational Aptitude Battery General score of "56" and a strength factor of "G" (40 lbs) to qualify for entry. As a Category "A" training specialty, completion of the 7-week 3ALR75131, Training System Specialist course taught at Sheppard AFB TX is mandatory. The curriculum includes training in planning, developing, conducting, evaluating, and managing training systems and programs; operating remote terminals; interpreting Core Automated Maintenance System products; and using the Advanced Personnel Data System.

SURVEY METHODOLOGY

Inventory Development

The data collection instrument for this occupational survey was USAF Job Inventory Air Force Personnel Test 90-751-836. A preliminary task list was prepared by the Inventory Developer after carefully reviewing previous task lists, current career ladder publications, training documents, and directives to determine the appropriateness of each task. This tentative task list was refined and validated through personal interviews with 88 subject-matter experts (SMEs) at the technical school and the bases listed below.

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BASE	REASON FOR VISIT
Sheppard AFB	Technical Training Site
Altus AFB	Military Airlift Command (MAC) Base
Carswell AFB	Strategic Air Command (SAC) Base
Davis-Monthan AFB	Tactical Air Command (TAC) Base
Peterson AFB	HQ Air Force Space Command Base

The final job inventory contains 549 tasks organized under 7 duty headings. Also included was a background section requesting paygrade, time in service, TICF, job satisfaction, type of organization assigned to, functional area assigned to, number members supported in present job, number hours per week spent on tasks not related to the Training System career ladder, AFSC prior to the 30 April 1987 conversion, formal training courses completed, and additional duties performed.

#### Survey Administration

From August 1991 through January 1992, Military Personnel Flights at operational bases worldwide administered the inventory to all eligible Duty Air Force Specialty Code (DAFSC) 751X1 personnel. Participants were selected from a computer-generated mailing list obtained from personnel data tapes maintained by the Armstrong Laboratory, Human Resources Directorate.

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

Table 1 displays the MAJCOM distribution of survey respondents compared to the assigned population as of April 1991. As shown, the majority of AFSC 751X1 members were assigned to TAC, SAC, MAC, Air Training Command (ATC), and United States Air Forces in Europe. Table 2 displays survey respondents

TABLE 1  
DISTRIBUTION OF 751X1 PERSONNEL ACROSS MAJCOM

<u>COMMAND</u>	<u>PERCENT OF ASSIGNED</u>	<u>PERCENT OF SAMPLE</u>
TAC	24	24
SAC	20	22
MAC	13	13
ATC	12	12
USAFE	11	11
PACAF	6	6
AFLC	2	3
AFSC	3	3
AFSPACECOM	2	2
OTHER	7	4

Total Assigned: 2,221  
 Total Eligible: 1,968  
 Total in Sample: 1,418  
 Percent of Assigned in Sample: 64%  
 Percent of Eligible in Sample: 72%

TABLE 2  
DISTRIBUTION OF 751X1 PERSONNEL ACROSS PAYGRADES

<u>PAYGRADE</u>	<u>PERCENT OF ASSIGNED</u>	<u>PERCENT OF SAMPLE</u>
E-1 to E-3	*	*
E-4	19	18
E-5	36	39
E-6	26	25
E-7	17	17
E-8	2	1
E-9	*	*

\* Denotes less than 1 percent

across paygrade groups. As illustrated in these tables, the survey sample is representative of the overall 751X1 population. The 1,418 respondents in the final sample represent 64 percent of all assigned AFSC 751X1 personnel.

### Data Processing and Analysis

Once the job inventories were received from the field, the booklets were screened for completeness and accuracy and optically scanned to create a complete case record for each respondent. Comprehensive Occupational Data Analysis Programs (CODAP) then created a job description for each respondent, as well as composite job descriptions for members of various demographic groups. These job descriptions were used for much of the occupational analysis.

### Task Factor Administration

Selected senior AFSC 751X1 personnel (generally E-6 or E-7 technicians) completed a second booklet for either training emphasis (TE) or task difficulty (TD). These booklets were processed separately from the job inventories and provided task information which was used in a number of different analyses discussed in more detail in the following section of this report.

TE. TE is defined as the amount of structured training that first-enlistment personnel need to perform tasks successfully. Structured training is defined as training provided by resident technical schools, field training detachments (FTD), mobile training teams, formal on-the-job training (OJT), or any other organized training method. Fifty-one experienced noncommissioned officers (NCOs) rated tasks in the inventory on a 10-point scale ranging from 0 (no training required) to 9 (extremely high TE). Interrater agreement for the 51 raters was acceptable. The average TE rating is 1.82, with a standard deviation of 2.16. Tasks with a TE rating of 3.98 or greater are considered to have high training emphasis.

TD. TD is defined as an estimate of the length of time the average airman takes to learn how to perform each task listed in the inventory. Fifty-four experienced NCOs rated the difficulty of the tasks in the inventory using a 9-point scale ranging from 1 (easy to learn) to 9 (very difficult to learn). Interrater agreement for these 54 raters was also acceptable. TD ratings are normally adjusted so tasks of average difficulty have a value of 5.00 and a standard deviation of 1.00. Any task with a TD rating of 6.00 or greater is considered to be difficult to learn.

### SPECIALTY JOBS (Career Ladder Structure)

The first step in the analysis process is to identify the structure of the career ladder in terms of the jobs performed by the respondents. CODAP assists by creating an individual job description for each respondent based on

the tasks performed and relative amount of time spent on the tasks. The CODAP automated job clustering program then compares all the individual job descriptions, locates the two descriptions with the most similar tasks and time spent ratings, and combines them to form a composite job description. In successive stages, new members are added to this initial group, or new groups are formed based on the similarity of tasks and time spent ratings.

The basic group used in the hierarchical clustering process is the job. When two or more jobs have a substantial degree of similarity in tasks performed and time spent on tasks, they are grouped together and identified as a cluster. The structure of the career ladder is then defined in terms of jobs and clusters of jobs.

### Structure Overview

Overall, seven jobs were identified in the career ladder (Figure 1). Most respondents perform the Unit Training Manager and Base Training Manager job, with smaller groups of personnel performing jobs involving scheduling, instructing, instructional development, and supervisory and managerial activities. Time spent across duties is presented in Table 3, and selected background data on each specialty job are presented in Table 4. Descriptions of each job performed are listed below. The Group (GP) number listed by the job title is a reference number assigned by CODAP, while the letter "N" refers to the number of respondents performing the job. Representative tasks performed by respondents with these jobs are listed in Appendix A.

- I. UNIT TRAINING MANAGER JOB (GP044, N=758)
- II. BASE TRAINING MANAGER JOB (GP045, N=181)
- III. SUPERVISOR JOB (GP048, N=88)
- IV. SCHEDULER, MAINTENANCE TRAINING (MAT) JOB (GP047, N=83)
- V. USAF ENLISTED SPECIALTY TRAINING (EST) ADVISOR JOB (STG159, N=14)
- VI. TECHNICAL TRAINING INSTRUCTOR JOB (STG178, N=7)
- VII. INSTRUCTIONAL SYSTEMS DEVELOPMENT (ISD) JOB (STG146, N=84)

I. UNIT TRAINING MANAGER JOB (GP044, N=758). The unit training manager job is performed by most respondents. Members performing this job interact directly with their clientele, briefing supervisors and trainees on the use of Career Development Courses (CDC), counseling trainees and supervisors on the training process, and briefing personnel on examination results. AFSC 751X1 personnel with this job average 76 months TICF and perform an average of 131 tasks related to the ordering and issuing of CDCs, maintaining training rosters, and identifying individuals for training. Unit Training Managers are assigned to Combat Support Groups, Security Police Groups, Mission Support

TRAINING SPECIALTY JOBS

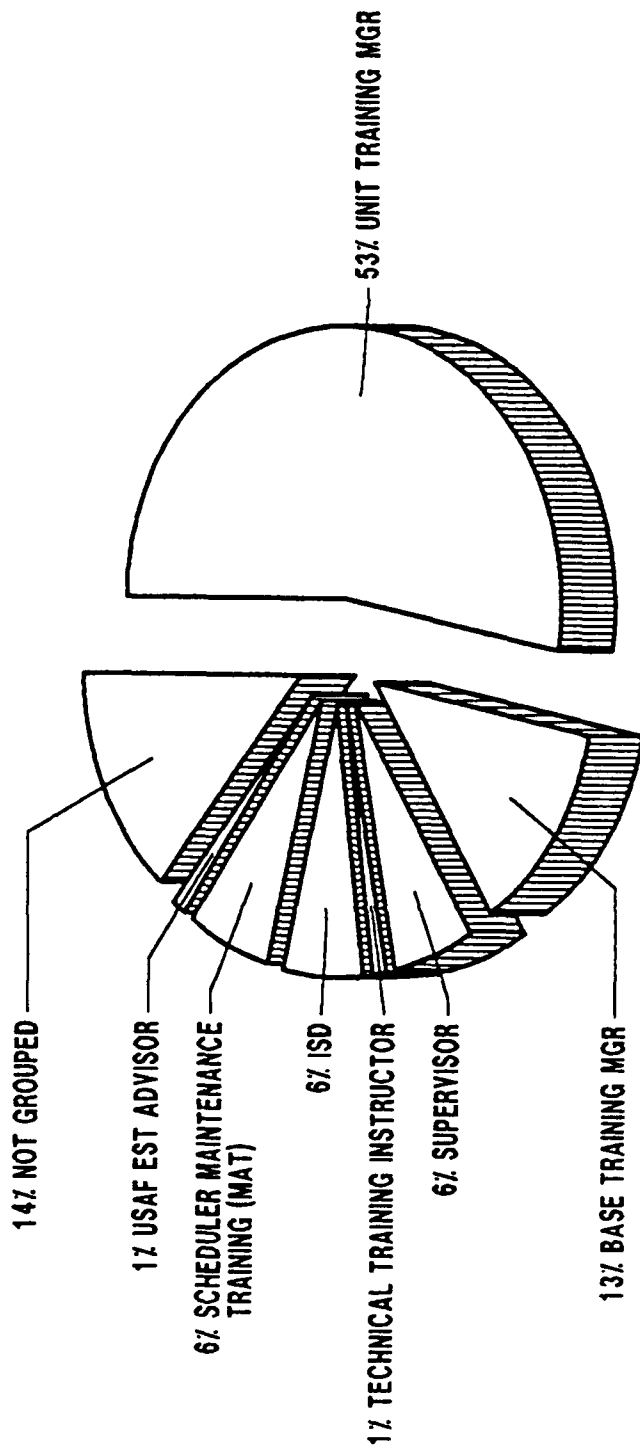


Figure 1

TABLE 3

DISTRIBUTION OF TIME SPENT ON DUTIES BY CAREER LADDER JOB  
(RELATIVE PERCENT OF JOB TIME SPENT)

DUTIES	UNIT TNG MGR (N=758)	BASE TNG MGR (N=181)	SUPERVISOR (N=88)	SCHEDULER MAINT TNG (N=83)	USAF EST MGR (N=14)	TECH TNG INSTR (N=7)	ISD (N=84)
A PERFORMING SUPERVISORY ACTIVITIES	11	11	39	8	8	6	9
B PERFORMING GENERAL TRAINING PROGRAM ADMINISTRATION ACTIVITIES	64	47	32	53	34	29	21
C PERFORMING TRAINING PROGRAM DEVELOPMENT AND ASSISTANCE ACTIVITIES	14	9	13	6	23	24	16
D PERFORMING BASE TRAINING MANAGER ACTIVITIES	4	31	4	2	7	2	2
E PERFORMING MAINTENANCE TRAINING ACTIVITIES	3	*	7	29	*	*	*
F PERFORMING INSTRUCTIONAL SYSTEMS DEVELOPMENT (ISD) CURRICULUM DESIGNER ACTIVITIES	1	*	3	*	18	30	38
G PERFORMING INSTRUCTIONAL SYSTEMS DEVELOPMENT (ISD) CONSULTANT ACTIVITIES	3	*	2	*	8	9	14

\* Denotes less than 1 percent

TABLE 4

SELECTED BACKGROUND DATA FOR MEMBERS OF AFSC 751X1 JOB GROUPS

	UNIT TRAINING MANAGER	BASE TRAINING MANAGER	SUPERVISOR	SCHEDULER MAINTENANCE TRAINING (MAT)	USAF EST ADVISOR	TECHNICAL TRAINING INSTRUCTOR	INSTRUCTIONAL SYSTEMS DEVELOPMENT
NUMBER IN GROUP	758	181	88	83	14	7	84
PERCENT OF SAMPLE	53%	13%	6%	6%	1%	1%	6%
PERCENT IN CONUS	77%	75%	75%	82%	79%	100%	89%
DAFSC DISTRIBUTION							
75131	55%	40%	5%	54%	0	57%	19%
75171	45%	60%	90%	46%	100%	43%	80%
PAYGRADE DISTRIBUTION							
E-4	21%	15%	1%	30%	0	14%	4%
E-5	45%	41%	11%	43%	36%	57%	30%
E-6	23%	22%	23%	19%	64%	29%	43%
E-7	10%	20%	59%	7%	0	0	21%
E-8	0	2%	6%	0	0	0	2%
E-9	0	0	0	0	0	0	0
AVERAGE TASKS PERFORMED							
AVERAGE MONTHS TICF	131	149	108	62	90	53	158
PERCENT SUPERVISING	76	83	114	70	99	92	96
PERCENT IN 1ST ASSIGNMENT	18%	45%	98%	31%	0	0	29%
	33%	27%	17%	34%	0	14%	17%

Squadrons, Civil Engineering Squadrons, Communications Squadrons, and Organizational Maintenance Squadrons. Unit Training Managers spend most of their time performing the following tasks:

- brief and issue CDC materials to supervisors and trainees
- annotate upgrade and qualification training rosters
- write training memorandums for record
- schedule trainees for CDC examinations
- review personnel action requests, such as AF Forms 2096
- maintain files of STSs and job qualification standards
- participate in meetings, such as training meetings, briefings, conferences, workshops, other than conducting

Most Unit Training Managers are in paygrade E-5; over half hold the 3-skill level, and 18 percent report having supervisory responsibilities.

II. BASE TRAINING MANAGER JOB (GP045, N=181). The Base Training Manager job is the second largest job in the career ladder. While members work with scheduling and processing CDCs, their interaction is with Unit Training Managers and not directly with trainers or trainees. Members with this job are more experienced than those with the Unit Training Manager job and act as the focal point for all base level training. They log receipt of test materials, process CDC examinations, and maintain test control logs or receipt logs. AFSC 751X1 personnel with this job perform an average of 149 tasks and are distinguished by the time they spend performing the following tasks:

- log receipt of CDC test materials
- process CDC examinations
- contact Extension Course Institute concerning CDC enrollment problems
- inventory and store CDC test materials
- administer CDC examinations
- review personnel action requests, such as AF Forms 2096
- verify Training Status Codes

Most Base Training Managers are in paygrade E-5; over half hold the 7-skill level, and most report supervising non-751X1 personnel.

III. SUPERVISOR JOB (GP048, N=88). AFSC 751X1 personnel performing the Supervisor job spend most of their duty time performing supervisory, general training program administrative, and training program development activities. This includes supervising Training Systems Technicians and Specialists, writing staff reports, and determining work schedules and priorities. Members with this job are distinguished by the time they spend performing the following tasks:

- write Enlisted Performance Reports
- determine work schedules or priorities
- counsel personnel on personal or military-related problems
- establish performance standards for subordinates
- establish work schedules or priorities
- conduct performance feedback worksheet evaluation sessions
- interpret policies, directives, or procedures for subordinates

The most senior AFSC 751X1 personnel perform the Supervisor job, as this is the job most 7-skill level members reported performing, and those with the job average 114 months TICF (more time than those in any other job).

IV. SCHEDULER, MAINTENANCE TRAINING (MAT) (GPO47, N=83). This job is involved with maintenance scheduling, which includes scheduling training events, loading data in automated systems, and coordinating quotas with other maintenance training offices. This is a rather limited job as members perform an average of only 62 tasks. A majority of tasks performed deal with scheduling, tracking, and coordinating maintenance events, course quotas, and individuals for training. This job is distinguished by the time members spend performing the following tasks:

- schedule maintenance training events
- load training data in automated systems
- consolidate FTD maintenance course training requests
- coordinate FTD maintenance course quotas with other maintenance training offices
- schedule individuals for training
- schedule FTD maintenance training courses for maintenance complexes

Both 3- and 7-skill level members perform this job and average only 70 months in the career field, the least amount of time for any of the jobs. Because they are more junior, most are in paygrades E-4 and E-5.

V. USAF ENLISTED SPECIALTY TRAINING (EST) ADVISOR JOB (STG159, N=14). Members with this job are assigned to FTDs and were identified as FTD Instructors in the previous OSR. AFSC 751X1 personnel with this job perform an average of 90 tasks that deal with, not only presenting lessons, but also developing task breakdowns and master task lists. They also evaluate and validate how effective instructional media, methods, and supporting course documents are. In many ways they are a mixture of the Instructor and ISD jobs. This job is distinguished by the time members spend performing the following tasks:

- present course materials by guided-discussion methods
- present course materials by lecture methods
- maintain class attendance records
- develop teaching aids
- present course materials by demonstration performance methods
- administer written tests
- develop lesson plans

Only AFSC 75171 personnel perform this job, over half are in paygrade E-6, and all are assigned to ATC. All members of this group report having the USAF EST Advisor job title.

VI. TECHNICAL TRAINING INSTRUCTOR JOB (STG178, N=7). Members with this job are assigned as instructors at the Technical Training Wings at Sheppard AFB, Chanute AFB, and Lackland AFB. One member of this group is assigned to the Tactical Training Squadron at Tyndall AFB. This job is more limited than the EST Advisor job, as it involves an average of only 53 tasks, and Training Systems personnel with this job spend more time on duties related to development and presentation of lesson plans, tests, and student handouts. The Technical Training Instructor job is distinguished by the time members spend performing the following tasks:

- present course materials by lecture methods
- score or grade tests
- distribute training materials and publications
- administer written tests
- brief personnel on test results
- revise student materials, such as study guides, programmed texts, workbooks, or handouts
- present course materials by audiovisual methods

Four of the seven respondents with this job hold the 3-skill level, and the other three hold the 7-skill level. One member is in paygrade E-4, four are in paygrade E-5, and two are in paygrade E-6.

VII. INSTRUCTIONAL SYSTEMS DEVELOPMENT (ISD) JOB (STG146, N=84). Members with the ISD job perform the highest average number of tasks, the vast majority of which deal with instructional materials, methods, and media. This includes developing instructional materials and evaluating and validating their classroom effectiveness. Members with this job are primarily assigned to FTDs and Technical Training Wings. Members are distinguished by the time spent performing the following tasks:

- edit instructional materials
- evaluate effectiveness of instructional methods
- evaluate effectiveness of instructional media
- develop lesson plans
- evaluate course outlines or lesson plans
- evaluate effectiveness of instructional designs
- validate effectiveness of instructional methods

Those with the ISD job average 96 months TICS; most are in paygrade E-6 and hold the 7-skill level.

### Job Structure Comparison to Previous Surveys

The results of the current structure analysis were compared to those of the 1981 OSR. As mentioned previously, this specialty had AFSC 751X2 and 751X3 designations at that time. Table 5 lists the comparison of jobs identified in the current survey with those identified in the 1981 751X2/X3 OSRs. All seven of the current jobs have an equivalent counterpart in the previous study. This suggests the career ladder structure has remained stable over the last 11 years.

### ANALYSIS OF DAFSC GROUPS

In addition to the analysis of the career ladder structure, an examination of the jobs and tasks performed at each skill level is helpful in understanding the Training Systems specialty. The DAFSC analysis compares the skill levels to identify differences in tasks performed. This information may then be used to determine whether personnel are used in the manner specified by the Specialty Description (AFR 39-1) and may serve as a basis for considering changes to current utilization policies and training programs.

A comparison of the duties and tasks performed by 3- and 7-skill level members shows both groups perform essentially the same jobs, but 7-skill level members have additional supervisory responsibility.

### Skill-Level Descriptions

DAFSC 75131. DAFSC 75131 personnel constitute 44 percent of the survey sample. These are personnel who have cross-trained into the specialty and have completed the resident course. Three-skill level Training Systems personnel perform an average of 108 tasks, and most perform the Unit Training Manager job (see Table 6). A smaller percentage perform the Base Training Manager job. They spend approximately 74 percent of their job time performing general training program administration activities, and training program development and assistance activities (see Table 7). Representative tasks performed by 3-skill level members are listed in Table 8.

TABLE 5

## SPECIALTY JOB COMPARISON BETWEEN CURRENT AND PREVIOUS SURVEYS

<u>CURRENT STUDY (751X1)</u>	<u>PREVIOUS OSRs (751X2/751X3)</u>
UNIT TRAINING MANAGERS	UNIT OJT MANAGERS/MAINTENANCE TRAINING UNIT OJT MANAGERS/NONMAINTENANCE TRAINING UNIT OJT MANAGERS/COUNSELORS UNIT OJT MANAGERS/ADVISORS UNIT OJT MANAGERS/MAINTENANCE TRAINING SCHEDULERS UNIT OJT MANAGERS/EVALUATORS
BASE TRAINING MANAGERS	BASE OJT MANAGERS (751X2) BASE OJT MANAGERS/APDS OPERATORS (751X2)
SUPERVISORS	TRAINING SUPERVISORS AND MANAGERS (751X2) OJT MANAGERS AND SUPERVISORS (751X2)
SCHEDULER, MAINTENANCE TRAINING (MAT)	MAINTENANCE TRAINING SCHEDULER (751X2)
INSTRUCTIONAL SYSTEMS DEVELOPMENT	TRAINING PROGRAM DEVELOPERS AND REVIEW TECHNICIANS (751X2) TRAINING PROGRAM DEVELOPERS/EVALUATORS (751X2) TRAINING PROGRAM DEVELOPERS (751X3) TRAINING SYSTEMS DESIGNERS (751X3) TRAINING MATERIALS DEVELOPERS (751X3) AUDIOVISUAL TRAINING SYSTEM DEVELOPERS (751X3) SLIDETAPE INSTRUCTION DEVELOPERS (751X3)
USAF EST ADVISOR	FTD INSTRUCTORS (751X2)
TECHNICAL TRAINING INSTRUCTOR	INSTRUCTOR (751X2)

TABLE 6  
 DISTRIBUTION OF SKILL-LEVEL MEMBERS  
 ACROSS CAREER LADDER JOBS  
 (PERCENT)

<u>JOB</u>	<u>75131 (N=611)</u>	<u>75171 (N=798)</u>
UNIT TRAINING MANAGER	68	43
BASE TRAINING MANAGER	12	14
SUPERVISOR	1	10
SCHEDULER, MAINTENANCE TRAINING (MAT)	7	5
USAF EST ADVISOR	0	2
TECHNICAL TRAINING INSTRUCTOR	*	*
INSTRUCTIONAL SYSTEMS DEVELOPMENT	3	8
NOT GROUPED	9	18

\* Denotes less than 1 percent

TABLE 7  
 RELATIVE TIME SPENT ON DUTIES BY MEMBERS OF SKILL-LEVEL GROUPS  
 (RELATIVE PERCENT OF JOB TIME)

<u>DUTIES</u>	75131 (N=611)	75171 (N=798)
A PERFORMING SUPERVISORY ACTIVITIES	9	17
B PERFORMING GENERAL TRAINING PROGRAM ADMINISTRATION ACTIVITIES	62	47
C PERFORMING TRAINING PROGRAM DEVELOPMENT AND ASSISTANCE ACTIVITIES	12	13
D PERFORMING BASE TRAINING MANAGER ACTIVITIES	7	7
E PERFORMING MAINTENANCE TRAINING ACTIVITIES	4	4
F PERFORMING INSTRUCTIONAL SYSTEMS DEVELOPMENT (ISD) CURRICULUM DESIGNER ACTIVITIES	3	7
G PERFORMING INSTRUCTIONAL SYSTEMS DEVELOPMENT (ISD) CONSULTANT ACTIVITIES	3	5

TABLE 8

## REPRESENTATIVE TASKS PERFORMED BY 75131 PERSONNEL

TASKS	PERCENT MEMBERS PERFORMING (N=611)
B86 CONDUCT TRAINING MEETINGS	83
B199 WRITE TRAINING MEMORANDUMS FOR RECORD (MFR)	83
B143 PARTICIPATE IN MEETINGS, SUCH AS TRAINING MEETINGS, BRIEFINGS, CONFERENCES, WORKSHOPS, OTHER THAN CONDUCTING	82
B74 ANNOTATE UPGRADE AND QUALIFICATION TRAINING ROSTERS	78
B85 CONDUCT TRAINING BRIEFINGS	75
B185 SCHEDULE TRAINING MEETINGS	75
B125 IDENTIFY TRAINING NO-SHOWS	74
B131 MAINTAIN ADMINISTRATIVE OR CORRESPONDENCE FILES	74
B174 REVIEW PERSONNEL ACTION REQUESTS, SUCH AS AF FORM 2096	73
B170 REVIEW AUTOMATED TRAINING PRODUCTS	73
B79 BRIEF AND ISSUE CAREER DEVELOPMENT COURSE (CDC) MATERIALS TO SUPERVISORS AND TRAINEES	72
B144 PERFORM SELF-INSPECTIONS	71
B126 INITIATE ECI FORMS 17 (STUDENT REQUESTS FOR ASSISTANCE)	71
B176 REVIEW TRAINING STATISTICS	70
B183 SCHEDULE TRAINEES FOR CDC EXAMINATIONS	70
B135 MAINTAIN FILES OF SPECIALTY TRAINING STANDARDS (STS) AND JOB QUALIFICATION STANDARDS (JQS)	69
B181 SCHEDULE INDIVIDUALS FOR TRAINING	69
B80 BRIEF PERSONNEL ON TESTS RESULTS	69
B162 REQUEST CDC EXTENSIONS	69
B92 CORRECT ERRORS ON AUTOMATED TRAINING PRODUCTS	68
B127 INITIATE TRAINING RECORDS	67
B122 IDENTIFY INDIVIDUALS FOR TRAINING, SUCH AS UPGRADE, QUALIFICATION, OR FORMAL SCHOOL	67
B177 REVIEW USAF PUBLICATIONS BULLETINS	67
B148 PREPARE OR DISTRIBUTE AGENDA FOR TRAINING MEETINGS OR BOARDS	66
B149 PREPARE OR DISTRIBUTE MINUTES FOR TRAINING MEETINGS OR BOARDS	65
A49 INITIATE PERSONNEL ACTION REQUESTS, SUCH AS AF FORMS 2096 (CLASSIFICATION/ON-THE-JOB TRAINING ACTION)	65
B121 IDENTIFY ERRORS ON AUTOMATED TRAINING PRODUCTS	64
B130 LOAD TRAINING DATA IN AUTOMATED SYSTEMS	62
B94 COUNSEL TRAINERS OR SUPERVISORS ON PROGRESS OF TRAINEES	62
B105 DISTRIBUTE TRAINING MATERIALS AND PUBLICATIONS	62
B180 SCHEDULE CDC EXAMINATIONS	61
B83 CONDUCT INITIAL TRAINEE ORIENTATIONS	61

DAFSC 75171. Seven-skill level personnel constitute 56 percent of the survey sample. Members perform an average of 124 technical and supervisory tasks. As shown by figures in Table 7, they spend 17 percent of their time on tasks in the supervisory duty, and 60 percent on general training program administration and program development duties. These airmen perform the Unit and Base Training Manager and Supervisor jobs. Representative tasks performed by 7-skill level members are presented in Table 9.

Tasks which best distinguish the 7-skill level personnel from 3-skill personnel are presented in Table 10. Figures in the lower half of the table show a higher percentage of 7-skill level members perform supervisory tasks, thus confirming 7-skill level members are first-line supervisors.

#### Summary

This is a lateral career ladder with no 5-skill level. Three-skill level personnel spend the majority of their job time performing technical tasks, while 7-skill level members perform a mixture of technical and supervisory tasks.

### AFR 39-1 SPECIALTY DESCRIPTIONS ANALYSIS

The current AFR 39-1 Specialty Descriptions for this career ladder were compared to job descriptions for each of the DAFSC groups. The jobs and tasks included in the current AFR 39-1 Specialty Descriptions reflect the work being done by AFSC 751X1 personnel in the field.

### TRAINING ANALYSIS

Occupational survey data are one of several sources of information which can be used to make training programs more relevant for entry-level students. The most commonly used types of occupational survey information are the percent of first-assignment personnel performing tasks and TE and TD ratings (previously explained in the SURVEY METHODOLOGY section of this report).

#### First-Assignment Personnel

In this study, there are 418 airmen in their first assignment (1-48 months TICF), representing 29 percent of the survey sample. Figure 2 reflects the distribution of these first-assignment airmen across career ladder jobs. Most first-assignment members perform the Unit Training Manager job, with smaller percentages in other jobs. As shown by figures in Table 11, most of their duty time is devoted to performing general training program

TABLE 9

## REPRESENTATIVE TASKS PERFORMED BY 75171 PERSONNEL

TASKS	PERCENT MEMBERS PERFORMING (N=798)
B199 WRITE TRAINING MEMORANDUMS FOR RECORD (MFR)	80
B143 PARTICIPATE IN MEETINGS, SUCH AS TRAINING MEETINGS, BRIEFINGS, CONFERENCES, WORKSHOPS, OTHER THAN CONDUCTING	79
B144 PERFORM SELF-INSPECTIONS	75
B86 CONDUCT TRAINING MEETINGS	73
B131 MAINTAIN ADMINISTRATIVE OR CORRESPONDENCE FILES	70
B177 REVIEW USAF PUBLICATIONS BULLETINS	70
B176 REVIEW TRAINING STATISTICS	67
B85 CONDUCT TRAINING BRIEFINGS	66
A11 DETERMINE PUBLICATION REQUIREMENTS	66
B170 REVIEW AUTOMATED TRAINING PRODUCTS	65
A49 INITIATE PERSONNEL ACTION REQUESTS, SUCH AS AF FORMS 2096 (CLASSIFICATION/ON-THE-JOB TRAINING ACTION)	63
B185 SCHEDULE TRAINING MEETINGS	63
B174 REVIEW PERSONNEL ACTION REQUESTS, SUCH AS AF FORM 2096	62
B74 ANNOTATE UPGRADE AND QUALIFICATION TRAINING ROSTERS	61
B92 CORRECT ERRORS ON AUTOMATED TRAINING PRODUCTS	61
B76 ASSIST PERSONNEL IN PREPARING AF FORMS 1284 (TRAINING QUALITY REPORT (TQR))	60
B125 IDENTIFY TRAINING NO-SHOWS	59
B80 BRIEF PERSONNEL ON TESTS RESULTS	58
B122 IDENTIFY INDIVIDUALS FOR TRAINING, SUCH AS UPGRADE, QUALIFICATION, OR FORMAL SCHOOL	58
C200 ANALYZE TRAINING DATA FOR TRENDS	58
C204 COMPILE TRAINING STATISTICS OR DATA	57
A12 DETERMINE WORK SCHEDULES OR PRIORITIES	56
A54 PLAN BRIEFINGS	56
B98 DETERMINE EST ADVISORY SERVICE COURSE REQUIREMENTS	56
B123 IDENTIFY MANDATORY AFSC REQUIREMENTS	56
C201 ASSESS FINDINGS OF STAFF ASSISTANCE VISITS	56
B181 SCHEDULE INDIVIDUALS FOR TRAINING	55
B130 LOAD TRAINING DATA IN AUTOMATED SYSTEMS	55
B79 BRIEF AND ISSUE CAREER DEVELOPMENT COURSE (CDC) MATERIALS TO SUPERVISORS AND TRAINEES	55
B135 MAINTAIN FILES OF SPECIALTY TRAINING STANDARDS (STS) AND JOB QUALIFICATION STANDARDS (JQS)	55
B121 IDENTIFY ERRORS ON AUTOMATED TRAINING PRODUCTS	55
A9 COUNSEL PERSONNEL ON PERSONAL OR MILITARY-RELATED PROBLEMS	55
B149 PREPARE OR DISTRIBUTE MINUTES OF TRAINING MEETINGS OR BOARDS	55

TABLE 10

TASKS WHICH BEST DIFFERENTIATE BETWEEN DAFSC 75131 AND 75171 PERSONNEL  
(PERCENT MEMBERS PERFORMING)

TASKS	75131 (N=611)	75171 (N=798)	DIFFERENCE
B126 INITIATE ECI FORMS 17 (STUDENT REQUESTS FOR ASSISTANCE)	71	53	18
B74 ANNOTATE UPGRADE AND QUALIFICATION TRAINING ROSTERS	78	61	17
B79 BRIEF AND ISSUE CAREER DEVELOPMENT COURSE (CDC) MATERIALS TO SUPERVISORS AND TRAINEES	72	55	17
B183 SCHEDULE TRAINEES FOR CDC EXAMINATIONS	70	53	17
B104 DISTRIBUTE GRADUATE EVALUATION QUESTIONNAIRES	65	49	16
<hr/>			
A66 WRITE EPRs	8	41	-33
A7 CONDUCT PERFORMANCE FEEDBACK WORKSHEET (PFW) EVALUATION SESSIONS	7	39	-32
A25 ESTABLISH PERFORMANCE STANDARDS FOR SUBORDINATES	9	39	-30
A67 WRITE RECOMMENDATIONS FOR AWARDS OR DECORATIONS	6	35	-29
A52 MAINTAIN INDIVIDUAL TRAINING RECORDS	22	50	-28
A59 SCHEDULE PERSONNEL FOR LEAVES, PASSES, OR TDYs	9	37	-28

# DISTRIBUTION OF FIRST-ENLISTMENT AFSC 751X1

## PERSONNEL ACROSS CAREER LADDER JOBS

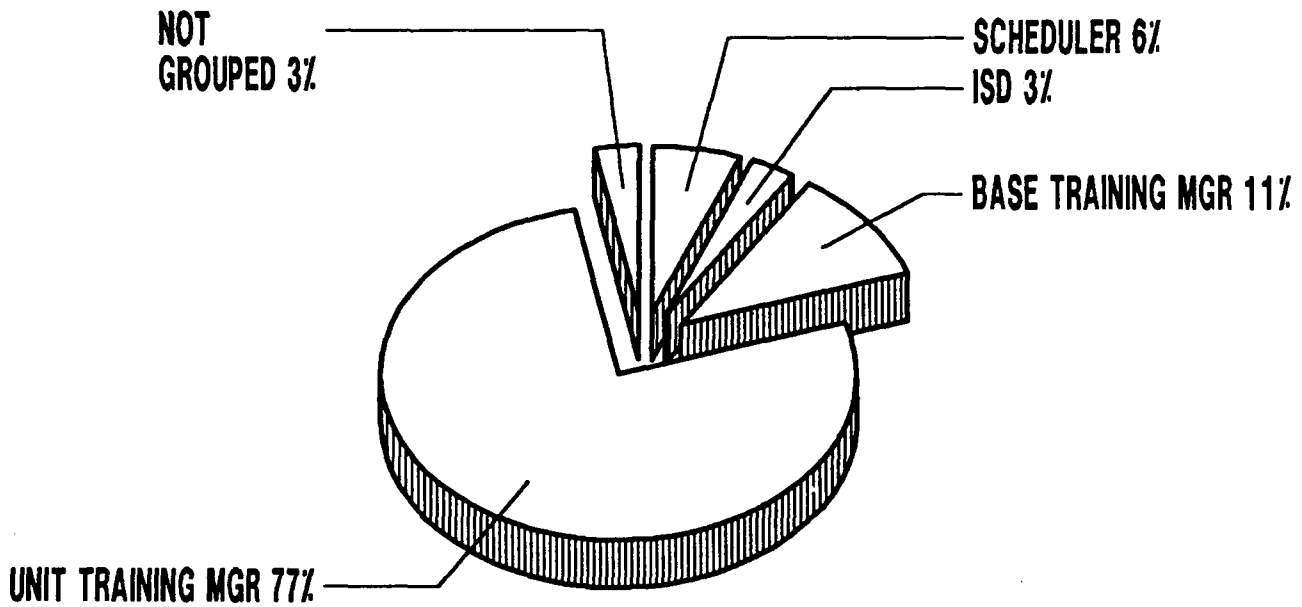


FIGURE 2

TABLE 11  
 RELATIVE PERCENT OF TIME SPENT ACROSS DUTIES BY  
 751X1 FIRST ASSIGNMENT PERSONNEL

<u>DUTIES</u>	1-48 MOS TICF (N=418)
A PERFORMING SUPERVISORY ACTIVITIES	12
B PERFORMING GENERAL TRAINING PROGRAM ADMINISTRATION ACTIVITIES	59
C PERFORMING TRAINING PROGRAM DEVELOPMENT AND ASSISTANT ACTIVITIES	11
D PERFORMING BASE TRAINING MANAGER ACTIVITIES	7
E PERFORMING MAINTENANCE TRAINING ACTIVITIES	4
F PERFORMING INSTRUCTIONAL SYSTEMS DEVELOPMENT (ISD) CURRICULUM DESIGNER ACTIVITIES	4
G PERFORMING INSTRUCTIONAL SYSTEMS DEVELOPMENT (ISD) CONSULTANT ACTIVITIES	3

administration activities. Their involvement with these activities is clearly shown by representative tasks performed, listed in Table 12. Nearly all are from Duty B, Performing General Training Program Administration.

#### TE and TD Data

TE and TD ratings are secondary factors that can assist technical school personnel decide what tasks should be emphasized in entry-level training. These ratings, based on the judgements of senior career ladder NCOs, are collected to provide training personnel a rank-ordering of those tasks considered to be most important for training, along with a measure of the difficulty of those tasks. When combined with data on the percentages of first-assignment personnel performing these tasks, comparisons can be made to determine if adjustment to training programs are necessary. Tasks with high ratings on both factors and performed by high percentages of first-assignment personnel qualify for resident course training. Tasks with high task factor ratings, but performed by low percentages of respondents, may be more appropriately taught in OJT. Tasks with low task factor ratings may be best omitted from entry-level training unless safety dictates they must be taught.

To assist technical school personnel, USAFOMS developed a computer program which incorporates these secondary factors and the percentage of first-enlistment personnel performing each task into a computed value, the Automated Training Indicator (ATI). ATI values correspond to training decisions listed and defined in the Training Decision Logic Table found in Attachment 1, ATRC 52-22. ATI values allow course personnel to quickly focus their attention on tasks which most likely qualify for inclusion in the entry-level course.

A sample of tasks with the highest TE ratings with accompanying percent first-job (1-24 months TICF) and first-assignment (1-48 months TICF) members performing is listed in Table 13. Most are performed by high percentages of members of the two TICF groups and about half have high TD. Most of these tasks deal with general training program administrations.

Table 14 lists a sample of tasks rated highest in TD with accompanying percentage of first-job, first-assignment, and 3- and 7-skill level members performing. Most of these tasks are performed by low percentages of criterion group members, have low TE, and deal with instructional system development activities.

The Training Extract contains complete listings of tasks sorted in descending order of TE, TD, and ATI. Training personnel are encouraged to refer to these task listings when reviewing training documents.

#### STS

Personnel at the 3754th Training Support Squadron at Sheppard AFB matched technical tasks in the job inventory to appropriate sections of the STS. The result of this matching was a computer product listing elements of the STS,

TABLE 12

## REPRESENTATIVE TASKS PERFORMED BY 1-48 MONTHS TICF PERSONNEL

TASKS	PERCENT MEMBERS PERFORMING (N=418)
B86 CONDUCT TRAINING MEETINGS	82
B143 PARTICIPATE IN MEETINGS, SUCH AS TRAINING MEETINGS, BRIEFINGS, CONFERENCES, WORKSHOPS, OTHER THAN CONDUCTING	79
B199 WRITE TRAINING MEMORANDUMS FOR RECORD (MFR)	77
B185 SCHEDULE TRAINING MEETINGS	71
B85 CONDUCT TRAINING BRIEFINGS	71
B125 IDENTIFY TRAINING NO-SHOWS	69
B74 ANNOTATE UPGRADE AND QUALIFICATION TRAINING ROSTERS	69
B170 REVIEW AUTOMATED TRAINING PRODUCTS	69
B174 REVIEW PERSONNEL ACTION REQUESTS, SUCH AS AF FORMS 2096	67
B92 CORRECT ERRORS ON AUTOMATED TRAINING PRODUCTS	66
B144 PERFORM SELF-INSPECTIONS	66
B131 MAINTAIN ADMINISTRATIVE OR CORRESPONDENCE FILES	66
B79 BRIEF AND ISSUE CAREER DEVELOPMENT COURSE (CDC) MATERIALS	65
B80 BRIEF PERSONNEL ON TEST RESULTS	65
B176 REVIEW TRAINING STATISTICS	64
B181 SCHEDULE INDIVIDUALS FOR TRAINING	63
B126 INITIATE ECI FORMS 17 (STUDENT REQUESTS FOR ASSISTANCE)	63
B130 LOAD TRAINING DATA IN AUTOMATED SYSTEMS	62
A49 INITIATE PERSONNEL ACTION REQUESTS, SUCH AS AF FORMS 2096 (CLASSIFICATION/ON-THE-JOB TRAINING ACTION)	62
B162 REQUEST CDC EXTENSIONS	62
B148 PREPARE OR DISTRIBUTE AGENDA FOR TRAINING MEETINGS OR BOARDS	62
B149 PREPARE OR DISTRIBUTE MINUTES OF TRAINING MEETINGS OR BOARDS	62
B183 SCHEDULE TRAINEES FOR CDC EXAMINATIONS	61
B127 INITIATE TRAINING RECORDS	61
B121 IDENTIFY ERRORS ON AUTOMATED TRAINING PRODUCTS	61
B122 IDENTIFY INDIVIDUALS FOR TRAINING, SUCH AS UPGRADE, QUALIFICATION, OR FORMAL SCHOOL	61
B76 ASSIST PERSONNEL IN PREPARING AF FORMS 1284 (TRAINING QUALITY REPORT (TQR))	60
B177 REVIEW USAF PUBLICATIONS BULLETINS	60

TABLE 13

## SAMPLE OF TASKS WITH HIGHEST TRAINING EMPHASIS (TE) RATINGS

TASKS	TNG EMP	PERCENT PERFORMING		TSK DIF
		1ST JOB	1ST ASGN	
C206 CONDUCT STAFF ASSISTANCE VISITS	6.13	52	54	6.69
A49 INITIATE PERSONNEL ACTION REQUESTS, SUCH AS AF FORMS 2096 (CLASSIFICATION/ON-THE-JOB TRAINING ACTION)	5.87	62	62	3.99
B86 CONDUCT TRAINING MEETINGS	5.67	83	82	5.32
B113 EVALUATE TRAINING PROGRAMS	5.43	43	44	6.46
C226 DEVELOP WORKCENTER TRAINING PLANS	5.26	21	23	5.99
B79 BRIEF AND ISSUE CAREER DEVELOPMENT COURSE (CDC) MATERIALS TO SUPERVISORS AND TRAINEES	5.20	66	65	3.74
B94 COUNSEL TRAINERS OR SUPERVISORS ON PROGRESS OF TRAINEES	5.20	55	55	4.65
B119 IDENTIFY CAUSES OF TRAINING DEFICIENCIES	5.17	47	45	6.23
B75 ASSIGN TRAINING STATUS CODES (TSC)	5.09	57	56	3.82
B93 COUNSEL TRAINEES ON TRAINING PROGRESS OR PROGRAMS	5.09	50	52	4.71
C207 CONDUCT TASK EVALUATIONS	5.07	25	31	5.53
B117 IDENTIFY CAPABILITIES OR CAPACITIES OF UNITS IN MEETING TRAINING OBLIGATIONS	5.02	30	29	5.93
B114 EVALUATE TRAINING PROGRESS OF TRAINEES	4.98	43	45	5.16
B78 ASSIST SUPERVISORS IN EVALUATING JOB TRAINING STANDARDS	4.78	44	47	5.05
C223 DEVELOP TASK BREAKDOWNS	4.78	11	12	6.12
B74 ANNOTATE UPGRADE AND QUALIFICATION TRAINING ROSTERS	4.76	70	69	3.41
A54 PLAN BRIEFINGS	4.74	50	51	5.23
B85 CONDUCT TRAINING BRIEFINGS	4.70	68	71	5.14
B76 ASSIST PERSONNEL IN PREPARING AF FORMS 1284 (TRAINING QUALITY REPORT (TQR))	4.61	58	60	4.23
B122 IDENTIFY INDIVIDUALS FOR TRAINING, SUCH AS UPGRADE, QUALIFICATION, OR FORMAL SCHOOL	4.61	63	61	4.23
B83 CONDUCT INITIAL TRAINEE ORIENTATIONS	4.52	52	54	4.37
B77 ASSIST SUPERVISORS IN EVALUATING EXTENSION COURSE	4.48	50	53	4.52

TE Mean = 1.82, S.D. = 2.16

TD Mean = 5.00, S.D. = 1.00

TABLE 14

## TASKS WITH HIGHEST TASK DIFFICULTY (TD) RATINGS

TASKS	TSK DIF	PERCENT PERFORMING					TNG EMP
		1ST JOB	1ST ASGN	3- LVL	7- LVL		
F483 WRITE CDCs	7.55	1	0	0	0	0	.96
F484 WRITE OR FINALIZE COURSE TRAINING STANDARDS (CTS)	6.93	1	2	2	4	4	1.52
F419 DEVELOP PROGRAMMED TEXTS	6.92	1	1	1	2	2	1.96
D309 PREPARE MANPOWER STUDY REPORTS	6.90	2	2	1	3	3	.85
F425 DEVELOP STUDENT MATERIALS, SUCH AS STUDY GUIDES, PROGRAMMED TEXTS, WORKBOOKS, OR HANDOUTS	6.78	8	9	7	12	12	1.93
C228 DEVELOP WRITTEN TESTS, OTHER THAN PERFORMANCE TESTS	6.75	13	15	16	20	20	3.43
F424 DEVELOP STORYBOARDS	6.74	1	2	2	3	3	1.57
C206 CONDUCT STAFF ASSISTANCE VISITS	6.69	52	54	60	52	52	6.13
F426 DEVELOP STUDENT MEASUREMENT PROCEDURES	6.69	4	4	3	7	7	1.61
F429 DEVELOP SURVEY TESTS FOR DETERMINING GENERAL TARGET POPULATION KNOWLEDGES OR SKILLS	6.68	1	1	1	1	1	1.33
C216 DEVELOP LESSON PLANS	6.65	19	22	24	34	34	4.02
F423 DEVELOP SLIDETAPE OR VIDEOTAPE INSTRUCTIONAL PRESENTATIONS	6.64	2	3	3	4	4	1.96
C220 DEVELOP PERFORMANCE TESTS	6.63	10	9	8	15	15	3.65
F379 ANALYZE OCCUPATIONAL SURVEY REPORTS (OSR) TO DETERMINE TRAINING REQUIREMENTS	6.63	1	1	2	4	4	1.80
F407 DEVELOP AUTOMATED INSTRUCTIONAL PRESENTATIONS	6.63	2	2	1	3	3	1.72
F417 DEVELOP PLANS OR PROCEDURES FOR EVALUATING EFFECTIVENESS OF INSTRUCTIONAL SYSTEMS	6.62	2	4	2	8	8	2.33
F383 ANALYZE VALIDATION DATA FROM INDIVIDUALS, SMALL GROUPS, OR OPERATIONAL TRYOUTS	6.61	4	5	4	8	8	1.76
B109 EVALUATE NEW DEVELOPMENTS IN TRAINING TECHNOLOGY	6.60	15	18	19	24	24	1.72
F428 DEVELOP SUBJECT-MATTER INTERVIEW GUIDES FOR COLLECTING SYSTEM OR JOB DATA	6.60	1	1	1	2	2	1.43
F464 PREPARE BEHAVIORAL ANALYSES	6.58	1	1	1	1	1	1.22
F461 PERFORM GOAL ANALYSES	6.57	1	2	1	2	2	1.43
F436 DRAFT STS	6.55	0	0	1	2	2	.87

TE Mean = 1.82, S.D. = 2.16

TD Mean = 5.00, S.D. = 1.00

tasks matched, percent first-job, first-assignment, 3- and 7- skill level respondents performing the tasks, and TE and TD ratings. This listing is included in the Training Extract and was forwarded to the technical school and to AFMPC for their use in preparing revisions to both the STS and entry-level POI, which were approved during the 18-22 May 1992 Utilization and Training Workshop (U&TW).

Criteria set forth in AFR 8-13, AFR 8-13/ATC supplement 1 (Attachment 1, paragraph A1-3c(4)), and ATCR 52-22, Attachment 1, were used to review the relevance of each STS element that had inventory tasks matched to it. Any element with matched tasks performed by 20 percent or more of first-job, first-assignment, 3- or 7-skill level respondents is considered to be supported and should be part of the STS.

Overall, 88 of the 305 line items with tasks matched were not supported by survey data. Nine of the unsupported line items deal with managing FTD courses for the maintenance complex, with an additional nine line items dealing with managing the Special Certification Program. Another 10 involved managing the Aircraft Maintenance Officer Training Program and managing the Engineering and Technical Services Program. The other 60 unsupported items were dispersed throughout the document. Table 15 lists examples of unsupported STS elements, with accompanying survey data.

There were 13 tasks performed by more than 20 percent of criterion group members not referenced to the STS. Four of these pertain to technical functions. These tasks, with accompanying survey data, are listed in Table 16. Training personnel should carefully review the list of "Tasks Not Referenced," located at the end of the STS computer printout in the Training Extract, to determine areas which might be appropriate for inclusion in future revisions of the STS.

#### POI

SMEs from Sheppard AFB also matched job inventory tasks to learning objectives of the 3ALK75131 POI, dated 27 March 92. A computer product was created for the POI, listing each learning objective, tasks matched, percent first-job and first-assignment respondents performing, TE and TD, and ATI ratings. Learning objectives with tasks matched were reviewed using criteria set forth in ATCR 52-22, Attachment 1 (Feb 89). Any POI objective having tasks matched performed by 30 percent or more first-job or first-assignment respondents is considered to be supported. Of the 42 POI objectives with matched tasks, only 2 were not supported. Table 17 lists the two unsupported elements.

There were 16 tasks not referenced to the POI, 5 of which deal with technical functions. These five tasks, with accompanying survey data, are listed in Table 18. Training personnel are encouraged to review the entire POI listing in the Training Extract as they consider future revisions of the POI.

TABLE 15

EXAMPLES OF 751X1 STS ELEMENTS REQUIRING REVIEW

STS ITEM	PERCENT MEMBERS PERFORMING				TE	TD
	1ST JOB (N=208)	1ST ASGN (N=418)	DAFSC 75131 (N=611)	DAFSC 75171 (N=798)		
4a(1)(f). REVIEW PAST PRODUCTION RECORDS	6	5	9	15	1.52	4.37
C265 REVIEW WORKCENTER OR DUTY POSITION PRODUCTION RECORDS						
4a(4)(a). PLAN CONCURRENT KNOWLEDGE TRAINING	6	7	8	15	1.76	5.36
C245 PLAN CONCURRENT KNOWLEDGE TRAINING						
5d(3). RECORD BOARD FINDINGS	9	7	7	12	.54	3.75
D318 RECORD USAF OUTSTANDING CDC GRADUATE PROGRAM BOARD FINDINGS						
3h(2)(b). VERIFY TR DATA	9	6	7	8	1.13	4.63
D333 VERIFY AUTOMATED OUTPUT LOGS TRAINING DATA						

TE Mean = 1.82, S.D. = 2.16

TD Mean = 5.00, S.D. = 1.00

TABLE 16 .

TECHNICAL TASKS PERFORMED BY MORE THAN 20 PERCENT  
CRITERION GROUP MEMBERS BUT NOT MATCHED TO AFSC 751X1 STS

TASKS	TNG EMP	PERCENT MEMBERS PERFORMING				TSK DIF
		1ST JOB	1ST ASGN	3- LVL	7- LVL	
B144 PERFORM SELF-INSPECTIONS	4.35	60	66	71	75	4.91
B157 PROCESS REQUESTS FOR ANCILLARY TRAINING QUOTAS	1.96	39	39	42	37	3.68
B167 REQUISITION SUPPLIES OR EQUIPMENT	.65	33	35	41	43	3.94
B168 REQUISITION WAPS STUDY MATERIALS	2.09	27	30	34	33	4.19

TE Mean = 1.82, S.D. = 2.16 (High TE = 3.98)  
TD Mean = 5.00, S.D. = 1.00

TABLE 17

## 751X1 POI LEARNING OBJECTIVES REQUIRING REVIEW

<u>LEARNING OBJECTIVE</u>	<u>PERCENT PERFORMING</u>		<u>TE</u>	<u>TD</u>
	<u>1ST JOB</u>	<u>1ST ASGN</u>		
<hr/>				
II 3a. GIVEN SITUATIONS/SCENARIOS AND PREVIOUSLY IDENTIFIED WORKCENTER/DUTY POSITION REQUIREMENTS, IDENTIFY TRAINING PROGRAM GOALS AND DEVELOP TRAINING OBJECTIVES				
<hr/>				
C225 DEVELOP TRAINING PROGRAM OBJECTIVES	15	17	3.67	6.11
C241 IDENTIFY TRAINING PROGRAM OBJECTIVES REQUIREMENTS	16	16	2.80	5.49
<hr/>				
IV 4b. GIVEN A SITUATION/SCENARIO, PREPARE AN ON-SITE INSTRUCTOR ASSISTANCE REQUEST				
<hr/>				
C351 PREPARE REQUEST FOR ON-SITE INSTRUCTOR ASSISTANCE	4	6	2.63	5.23

TE MEAN = 1.82, S.D. = 2.16

TD MEAN = 5.00, S.D. = 1.00

TABLE 18 .

EXAMPLES OF TECHNICAL TASKS PERFORMED BY MORE THAN 30 PERCENT  
CRITERION GROUP MEMBERS NOT MATCHED TO AFSC 751X1 POI

TASKS	TNG EMP	ATI	PERCENT MEMBERS PERFORMING		TSK DIF
			1ST JOB	1ST ASGN	
B128 INSTRUCT PERSONNEL IN USE OF TRAINING AIDS OR INSTRUCTIONAL MATERIALS	2.76	15	38	38	4.37
B144 PERFORM SELF-INSPECTIONS	4.35	18	60	66	4.91
B157 PROCESS REQUESTS FOR ANCILLARY TRAINING QUOTAS	1.96	14	39	39	3.68
B167 REQUISITION SUPPLIES OR EQUIPMENT	.65	14	33	35	3.94
B168 REQUISITION WAPS STUDY MATERIALS	2.09	15	27	30	4.19

TE Mean = 1.82, S.D. = 2.16  
TD Mean = 5.00, S.D. = 1.00

## JOB SATISFACTION

An examination of the job satisfaction indicators can give career ladder managers a better understanding of some of the factors affecting job performance of airmen in the career ladder. Respondents were asked to indicate how interested they are in their jobs, if they feel their talents and training are being used, and if they intend to reenlist. Satisfaction indicators for TICF groups in the present study were compared to those of personnel from another Direct Support AFSC surveyed in 1991 (AFSC 492X0, Communications Systems Electromagnetic Spectrum Management), to those reported in the current and previous study, and for respondents performing the various jobs.

Satisfaction indicators for AFSC 751X1 respondents and those for members of the comparative specialty are presented in Table 19. Overall satisfaction for AFSC 751X1 personnel is higher than that reported by members of the comparative lateral specialty.

Satisfaction data for the current survey and the previous surveys are presented in Table 20. These figures show AFSC 751X1 personnel in their first assignment enjoy their jobs and feel their talents are used as well as AFSC 751X2 personnel did in 1981, but did not feel their training was used as well. Satisfaction indicators for the other AFSC 751X1 TICF groups were somewhat similar to those of AFSC 751X2 personnel in 1981. All AFSC 751X1 indicators are considerably higher than those for AFSC 751X3 personnel.

Table 21 presents job satisfaction for the major jobs identified in the career ladder structure. Most AFSC 751X1 personnel feel their job is interesting, their talents and training are used, and plan to reenlist. Respondents with the Scheduler Maintenance Training job had the lowest overall indicators.

### Summary

Overall job satisfaction for this career ladder is higher than that for a comparative lateral AFSC surveyed in 1991. Members of the TICF groups and specialty jobs seem to enjoy their work, feel their talents and training are used, and plan to reenlist.

## DISCUSSION

Analysis of the AFSC 751X1 career ladder structure identified seven jobs organized around unit and base level support, scheduling functions, and ISD support. Other jobs performed by smaller numbers of AFSC 751X1 personnel were also identified. The career ladder will be merged with the AFSC 751X0 career ladder in March 1993. Data collected were used by a May 1992 U&TW to revise the training documents and prepare for the upcoming merger.

TABLE 19

COMPARISON OF JOB SATISFACTION INDICATORS FOR 751X1 TICF GROUPS  
(PERCENT MEMBERS RESPONDING)

	1-48 MOS TICF		49-96 MOS TICF		97+ MOS TICF	
	751X1 (N=418)	COMP SAMPLE (N=25)	751X1 (N=463)	COMP SAMPLE (N=37)	751X1 (N=537)	COMP SAMPLE (N=20)
<u>EXPRESSED JOB INTEREST:</u>						
INTERESTING	74	72	68	68	69	85
SO-SO	15	12	17	16	17	15
DULL	11	16	15	16	15	0
<u>PERCEIVED USE OF TALENTS:</u>						
FAIRLY WELL TO GOOD	81	80	75	76	78	90
LITTLE TO NOT AT ALL	19	20	25	24	22	10
<u>PERCEIVED USE OF TRAINING:</u>						
FAIRLY WELL TO GOOD	70	68	73	70	73	95
LITTLE TO NOT AT ALL	30	32	27	30	27	5
<u>REENLISTMENT INTENTIONS:</u>						
WILL REENLIST	72	68	80	75	62	55
WILL NOT REENLIST	19	4	10	3	6	10
WILL RETIRE	9	28	10	22	31	35

\* Comparative data are from AFSC 492X0, Communications Systems Electromagnetic Spectrum Management

TABLE 20

COMPARISON OF JOB SATISFACTION INDICATORS FOR 751X1 TICF GROUPS  
IN CURRENT TO PREVIOUS STUDY  
(PERCENT MEMBERS RESPONDING)

	1-48 MOS TICF		49-96 MOS TICF		97+ MOS TICF		
	1981 (N=307)	1981 (N=71)	1992 (N=463)	1981 (N=550)	1992 (N=537)	1981 (N=317)	1981 (N=5)
<u>EXPRESSED JOB INTEREST:</u>							
INTERESTING	74	61	68	73	69	70	60
SO-SO	15	16	17	16	17	18	20
DULL	11	23	15	11	15	12	20
<u>PERCEIVED USE OF TALENTS:</u>							
FAIRLY WELL TO GOOD	81	65	75	83	78	79	80
LITTLE TO NOT AT ALL	19	35	25	17	22	21	20
<u>PERCEIVED USE OF TRAINING:</u>							
FAIRLY WELL TO GOOD	70	52	73	81	73	83	80
LITTLE TO NOT AT ALL	30	48	27	19	27	17	20
<u>REENLISTMENT INTENTIONS:</u>							
WILL REENLIST	72	51	80	74	62	58	40
WILL NOT REENLIST	19	33	10	26	6	37	20
WILL RETIRE	9	16	10	20	31	31	40

\* Denotes less than 1 percent

TABLE 21

COMPARISON OF JOB SATISFACTION INDICATORS FOR AFSC 751X1 SPECIALTY JOBS  
(PERCENT MEMBERS RESPONDING)

	UNIT TRAINING MANAGER (N=758)	BASE TRAINING MANAGER (N=181)	SUPERVISOR (N=88)	SCHEDULER MAINTENANCE TRAINING (MAT) (N=83)	SAF EST ADVISOR (N=7)	TECHNICAL TRAINING INSTRUCTOR (N=84)	INSTRUCTIONAL SYSTEMS DEVELOPMENT (N=24)
<u>EXPRESSED JOB INTEREST:</u>							
INTERESTING	70	73	73	63	71	100	91
SO-SO	17	15	14	23	21	0	5
DULL	13	12	14	14	7	0	4
<u>PERCEIVED USE OF TALENTS:</u>							
FAIRLY WELL TO GOOD	21	15	27	28	76	100	94
LITTLE OR NOT AT ALL	65	67	55	65	14	0	6
<u>PERCEIVED USE OF TRAINING:</u>							
FAIRLY WELL TO GOOD	75	76	69	52	76	100	94
LITTLE OR NOT AT ALL	25	24	31	48	14	0	6
<u>REENLISTMENT INTENTIONS:</u>							
YES OR PROBABLY YES	75	72	60	66	86	86	70
NO OR PROBABLY NO	11	14	8	13	0	0	5
WILL RETIRE	14	13	31	17	14	14	25

APPENDIX A  
SELECTED REPRESENTATIVE TASKS PERFORMED BY  
MEMBERS OF CAREER LADDER JOBS

TABLE A1

UNIT TRAINING MANAGER JOB  
(GP044)NUMBER IN GROUP: 758  
PERCENT OF SAMPLE: 53%AVERAGE TIME IN JOB: 23 MONTHS  
AVERAGE TICF: 76 MONTHS

THE FOLLOWING TASKS ARE DESCENDING ORDER OF PERCENT MEMBERS PERFORMING:

<u>TASKS</u>	<u>PERCENT MEMBERS PERFORMING</u>
B86 CONDUCT TRAINING MEETINGS	94
B79 BRIEF AND ISSUE CAREER DEVELOPMENT COURSE (CDC) MATERIALS TO SUPERVISORS AND TRAINEES	94
B199 WRITE TRAINING MEMORANDUMS FOR RECORD (MFR)	91
B143 PARTICIPATE IN MEETINGS, SUCH AS TRAINING MEETINGS, BRIEFINGS, CONFERENCES, WORKSHOPS, OTHER THAN CONDUCTING	91
B74 ANNOTATE UPGRADE AND QUALIFICATION TRAINING ROSTERS	91
B135 MAINTAIN FILES OF SPECIALTY TRAINING STANDARDS (STS) AND JOB QUALIFICATION STANDARDS (JQS)	89
B127 INITIATE TRAINING RECORDS	88
B183 SCHEDULE TRAINEES FOR CDC EXAMINATIONS	87
B174 REVIEW PERSONNEL ACTION REQUESTS, SUCH AS AF FORMS 2096	87
B185 SCHEDULE TRAINING MEETINGS	87
B85 CONDUCT TRAINING BRIEFINGS	87
B181 SCHEDULE INDIVIDUALS FOR TRAINING	84
B131 MAINTAIN ADMINISTRATIVE OR CORRESPONDENCE FILES	84
B94 COUNSEL TRAINERS OR SUPERVISORS ON PROGRESS OF TRAINEES	84
B122 IDENTIFY INDIVIDUALS FOR TRAINING, SUCH AS UPGRADE, QUALIFICATION, OR FORMAL SCHOOL	84
B80 BRIEF PERSONNEL ON TEST RESULTS	84
A49 INITIATE PERSONNEL ACTION REQUESTS, SUCH AS AF FORMS 2096 (CLASSIFICATION/ON-THE-JOB TRAINING ACTION)	83
B125 IDENTIFY TRAINING NO-SHOWS	83
B93 COUNSEL TRAINEES ON TRAINING PROGRESS OR PROGRAMS	83
B83 CONDUCT INITIAL TRAINEE ORIENTATIONS	82
B176 REVIEW TRAINING STATISTICS	80
B166 REQUISITION STSs	80
B170 REVIEW AUTOMATED TRAINING PRODUCTS	79
B92 CORRECT ERRORS ON AUTOMATED TRAINING PRODUCTS	77
B82 COMPLETE ADDRESS CHANGES FOR CDCs	75
B101 DETERMINE TRAINING PROGRESS OF TRAINEES	74
B180 SCHEDULE CDC EXAMINATIONS	73
B165 REQUISITION COURSE EXAMINATIONS	73

TABLE A2

BASE TRAINING MANAGER JOB  
(GP045)

NUMBER IN GROUP: 181  
PERCENT OF SAMPLE: 13%

AVERAGE TIME IN JOB: 22 MONTHS  
AVERAGE TICF: 83 MONTHS

THE FOLLOWING TASKS ARE IN DESCENDING ORDER OF PERCENT MEMBERS PERFORMING:

TASKS	PERCENT MEMBERS PERFORMING
B154 PROCESS CDC EXAMINATIONS	97
B153 PROCESS CDC EXAMINATION FAILURES	96
B152 PROCESS CDC ENROLLMENT DATA CHANGES	96
D303 LOG RECEIPT OF CDC TEST MATERIALS	95
D282 CONTACT ECI CONCERNING CDC ENROLLMENT PROBLEMS	94
B155 PROCESS CDC EXTENSION REQUESTS	94
B151 PROCESS CDC CANCELLATIONS	94
D300 FORWARD CDC TEST RESULTS OR ANSWER SHEETS TO AFFECTED AGENCIES OR UNITS	93
D302 INVENTORY AND STORE CDC TEST MATERIALS	92
D305 MAINTAIN TEST CONTROL OR RECEIPT LOGS	92
D291 DESTROY CDC TEST MATERIALS	92
B174 REVIEW PERSONNEL ACTION REQUESTS, SUCH AS AF FORMS 2096	91
B82 COMPLETE ADDRESS CHANGES FOR CDCs	91
D268 ADMINISTER CDC EXAMINATIONS	90
B86 CONDUCT TRAINING MEETINGS	90
B75 ASSIGN TRAINING STATUS CODES (TSC)	89
B197 VERIFY TSCs	88
B199 WRITE TRAINING MEMORANDUMS FOR RECORD (MFR)	88
B160 PROCESS 7-SKILL LEVEL UPGRADE TRAINING REPORTS ON INDIVIDUAL PERSONNEL (RIP)	87
B191 UPDATE TSCs IN AUTOMATED SYSTEMS	85
B164 REQUISITION CDCs	85
D304 MAINTAIN ECI CATALOGUE FILES	85
B74 ANNOTATE UPGRADE AND QUALIFICATION TRAINING ROSTERS	84
D296 DISTRIBUTE WAPS STUDY MATERIALS	84
D271 ASSIST IN RESOLVING PROBLEMS ASSOCIATED WITH ENLISTED SPECIALTY TRAINING (EST)	83
D281 CONSULT WITH CBPO SECTIONS ON MATTERS RELATING TO EST, CLASSIFICATION, OR RECLASSIFICATION	83
B92 CORRECT ERRORS ON AUTOMATED TRAINING PRODUCTS	83
B162 REQUEST CDC EXTENSIONS	83
B165 REQUISITION COURSE EXAMINATIONS	82
D276 CONDUCT CBPO IN-PROCESSING	82
B177 REVIEW USAF PUBLICATIONS BULLETINS	82
D280 CONSOLIDATE WAPS STUDY MATERIALS REQUESTS	82

TABLE A3  
SUPERVISOR JOB  
(GP048)

NUMBER IN GROUP: 88  
PERCENT OF SAMPLE: 6%

AVERAGE TIME IN JOB: 27 MONTHS  
AVERAGE TICF: 114 MONTHS

THE FOLLOWING TASKS ARE IN DESCENDING ORDER OF PERCENT MEMBERS PERFORMING:

<u>TASKS</u>	<u>PERCENT MEMBERS PERFORMING</u>
A66 WRITE EPRs	97
A12 DETERMINE WORK SCHEDULES OR PRIORITIES	94
A9 COUNSEL PERSONNEL ON PERSONAL OR MILITARY-RELATED PROBLEMS	92
A25 ESTABLISH PERFORMANCE STANDARDS FOR SUBORDINATES	91
A27 ESTABLISH WORK SCHEDULES OR PRIORITIES	90
A7 CONDUCT PERFORMANCE FEEDBACK WORKSHEET (PFW) EVALUATION SESSIONS	90
A50 INTERPRET POLICIES, DIRECTIVES, OR PROCEDURES FOR SUBORDINATES	89
A52 MAINTAIN INDIVIDUAL TRAINING RECORDS	88
A59 SCHEDULE PERSONNEL FOR LEAVES, PASSES, OR TDYs	85
A1 ANALYZE WORKLOAD REQUIREMENTS	84
A8 CONDUCT SUPERVISORY ORIENTATIONS OF NEWLY ASSIGNED PERSONNEL	84
A67 WRITE RECOMMENDATIONS FOR AWARDS OR DECORATIONS	83
A56 PLAN OR SCHEDULE WORK ASSIGNMENTS OR PRIORITIES	83
A16 DEVELOP WORK METHODS OR PROCEDURES	83
A34 EVALUATE PERSONNEL FOR COMPLIANCE WITH PERFORMANCE STANDARDS	82
B144 PERFORM SELF-INSPECTIONS	77
B199 WRITE TRAINING MEMORANDUMS FOR RECORD (MFR)	76
B143 PARTICIPATE IN MEETINGS, SUCH AS TRAINING MEETINGS, BRIEFINGS, CONFERENCES, WORKSHOPS, OTHER THAN CONDUCTING	76
A15 DEVELOP SELF-INSPECTION PROGRAM CHECKLISTS	76
A54 PLAN BRIEFINGS	75
A6 CONDUCT INITIAL EVALUATIONS OF PERSONNEL TO DETERMINE TRAINING NEEDS	75
A13 DEVELOP INSPECTION SCHEDULES OR CHECKLISTS	74
A21 DIRECT OR IMPLEMENT INTERNAL OFFICE EST PROGRAMS	73
A45 IMPLEMENT WORK METHODS OR PROCEDURES	72
B86 CONDUCT TRAINING MEETINGS	70
B176 REVIEW TRAINING STATISTICS	70

TABLE A4

SCHEDULER, MAINTENANCE TRAINING (MAT) JOB  
(GP047)

NUMBER IN GROUP: 83  
PERCENT OF SAMPLE: 6%

AVERAGE TIME IN JOB: 20 MONTHS  
AVERAGE TICF: 70 MONTHS

THE FOLLOWING TASKS ARE IN DESCENDING ORDER OF PERCENT MEMBERS PERFORMING:

TASKS	PERCENT MEMBERS PERFORMING
E346 ESTABLISH COURSE CODES	80
E365 SCHEDULE MAINTENANCE TRAINING EVENTS	79
B125 IDENTIFY TRAINING NO-SHOWS	79
B130 LOAD TRAINING DATA IN AUTOMATED SYSTEMS	74
B134 MAINTAIN CLASS ATTENDANCE RECORDS	74
B132 MAINTAIN AF FORMS 2426 (TRAINING REQUEST AND COMPLETION NOTIFICATION)	74
E343 COORDINATE FTD MAINTENANCE COURSE QUOTAS WITH OTHER MAINTENANCE TRAINING OFFICES	73
B170 REVIEW AUTOMATED TRAINING PRODUCTS	73
B190 UPDATE CORRECTIONS IN AUTOMATED SYSTEMS	72
E341 CONSOLIDATE FIELD TRAINING DETACHMENT (FTD) MAINTENANCE COURSE TRAINING REQUESTS	71
B181 SCHEDULE INDIVIDUALS FOR TRAINING	71
B189 UPDATE ANCILLARY TRAINING IN AUTOMATED SYSTEMS	69
B199 WRITE TRAINING MEMORANDUMS FOR RECORD (MFR)	69
E364 SCHEDULE FTD MAINTENANCE TRAINING COURSES FOR MAINTENANCE COMPLEXES	68
E356 PROCESS REQUESTS FOR FTD MAINTENANCE COURSE QUOTAS	68
E348 IDENTIFY PRIORITY FTD MAINTENANCE COURSES	68
B143 PARTICIPATE IN MEETINGS, SUCH AS TRAINING MEETINGS, BRIEFINGS, CONFERENCES, WORKSHOPS, OTHER THAN CONDUCTING	68
E371 VALIDATE COURSE CODES	67
E344 COORDINATE FTD MAINTENANCE COURSE TRAINING REQUIREMENTS WITH AFFECTED AGENCIES	66
E369 SUBMIT MAINTENANCE COURSE CLASS ROSTERS TO FTDs	66
B179 SCHEDULE ANCILLARY TRAINING	65
B86 CONDUCT TRAINING MEETINGS	65
E362 REVIEW REQUESTS FOR ESTABLISHMENT OF COURSE CODES	65
B87 CONSOLIDATE ANCILLARY TRAINING REQUESTS	62
B92 CORRECT ERRORS ON AUTOMATED TRAINING PRODUCTS	62
B116 EXTRACT ON-LINE TRAINING DATA FROM AUTOMATED SYSTEMS	61
B88 COORDINATE ANCILLARY TRAINING WITH AFFECTED UNITS	61
B185 SCHEDULE TRAINING MEETINGS	61
B121 IDENTIFY ERRORS ON AUTOMATED TRAINING PRODUCTS	61

TABLE A5

USAF ENLISTED SPECIALTY TRAINING (EST) JOB  
(STG159)

NUMBER IN GROUP: 14  
PERCENT OF SAMPLE: 1%

AVERAGE TIME IN JOB: 36 MONTHS  
AVERAGE TICF: 99 MONTHS

THE FOLLOWING TASKS ARE IN DESCENDING ORDER OF PERCENT MEMBERS PERFORMING:

<u>TASKS</u>	<u>PERCENT MEMBERS PERFORMING</u>
C252 PRESENT COURSE MATERIALS BY GUIDED-DISCUSSION METHODS	92
B143 PARTICIPATE IN MEETINGS, SUCH AS TRAINING MEETINGS, BRIEFINGS, CONFERENCES, WORKSHOPS, OTHER THAN CONDUCTING	92
B141 MAINTAIN WAPS LIBRARIES	92
C253 PRESENT COURSE MATERIALS BY LECTURE METHODS	85
C224 DEVELOP TEACHING AIDS	85
G504 ASSIST IN DEVELOPING MASTER TASK LISTS	85
B135 MAINTAIN FILES OF SPECIALTY TRAINING STANDARDS (STS) AND JOB QUALIFICATION STANDARDS (JQS)	85
B177 REVIEW USAF PUBLICATIONS BULLETINS	85
A11 DETERMINE PUBLICATION REQUIREMENTS	85
B134 MAINTAIN CLASS ATTENDANCE RECORDS	78
B70 ADMINISTER WRITTEN TESTS	78
C216 DEVELOP LESSON PLANS	78
F434 DEVELOP VISUAL AIDS, SUCH AS CHARTS OR TRANSPARENCIES	78
G526 ASSIST IN DEVELOPING TASKS BREAKDOWNS	78
C267 SELECT TRAINING METHODS, SUCH AS LECTURE, COACH/PUPIL, OR DEMONSTRATION PERFORMANCE	78
B144 PERFORM SELF-INSPECTIONS	78
B199 WRITE TRAINING MEMORANDUMS FOR RECORDS (MFR)	78
C251 PRESENT COURSE MATERIALS BY DEMONSTRATION PERFORMANCE METHODS	71
B186 SCORE OR GRADE TESTS	71
F475 SELECT INSTRUCTIONAL MEDIA OR METHODS	71
A21 DIRECT OR IMPLEMENT INTERNAL OFFICE EST PROGRAMS	71
A30 EVALUATE INTERNAL OFFICE EST PROGRAMS	71
B99 DETERMINE REQUIREMENTS FOR TRAINING AIDS	64
C230 EVALUATE ADEQUACY OF CLASSROOMS OR BRIEFING ROOMS	64
F393 COORDINATE INSTRUCTIONAL SYSTEM REVIEWS (ISR) WITH AFFECTED AGENCIES	64
D271 ASSIST IN RESOLVING PROBLEMS ASSOCIATED WITH ENLISTED SPECIALTY TRAINING	64
B166 REQUISITION STSs	64
B84 CONDUCT RETRAINING INTERVIEWS	64

TABLE A6

TECHNICAL TRAINING INSTRUCTOR JOB  
(STG178)

NUMBER IN GROUP: 7  
PERCENT OF SAMPLE: 1%

AVERAGE TIME IN JOB: 41 MONTHS  
AVERAGE TICF: 92 MONTHS

THE FOLLOWING TASKS ARE IN DESCENDING ORDER OF PERCENT MEMBERS PERFORMING:

<u>TASKS</u>	<u>PERCENT MEMBERS PERFORMING</u>
C253 PRESENT COURSE MATERIALS BY LECTURE METHODS	100
B70 ADMINISTER WRITTEN TESTS	100
B80 BRIEF PERSONNEL ON TEST RESULTS	100
C216 DEVELOP LESSON PLANS	100
B73 ANALYZE TEST RESULTS	100
B186 SCORE OR GRADE TESTS	85
F473 REVISE STUDENT MATERIALS, SUCH AS STUDY GUIDES, PROGRAMMED TEXTS, WORKBOOKS, OR HANDOUTS	85
C248 PRESENT COURSE MATERIALS BY AUDIOVISUAL METHODS	85
F437 EDIT INSTRUCTIONAL MATERIALS	85
C224 DEVELOP TEACHING AIDS	85
C228 DEVELOP WRITTEN TESTS, OTHER THAN PERFORMANCE TESTS	85
G521 ASSIST IN DEVELOPING STUDENT MATERIAL, SUCH AS STUDY GUIDES, PROGRAMMED TEXTS, WORKBOOKS, OR HANDOUTS	85
F433 DEVELOP TEST ITEMS	85
C250 PRESENT COURSE MATERIALS BY COMPUTER-ASSISTED INSTRUCTION (CAI) METHODS	71
B111 EVALUATE TRAINING AIDS, SUCH AS AUDIOVISUALS OR GRAPHICS	71
B105 DISTRIBUTE TRAINING MATERIALS AND PUBLICATIONS	71
C233 EVALUATE TESTS	71
B95 DESTROY TESTS OR TEST MATERIALS, OTHER THAN CDCs	71
C251 PRESENT COURSE MATERIALS BY DEMONSTRATION PERFORMANCE METHODS	57
D313 PROCTOR TESTS	57
B138 MAINTAIN TESTING FACILITIES	57
B134 MAINTAIN CLASS ATTENDANCE RECORDS	57
F441 EVALUATE EFFECTIVENESS OF INSTRUCTIONAL MEDIA	57
B144 PERFORM SELF-INSPECTIONS	57
F390 CONDUCT INTERNAL EVALUATIONS	57
C218 DEVELOP PERFORMANCE CHECKLISTS	57
F434 DEVELOP VISUAL AIDS, SUCH AS CHARTS OR TRANSPARENCIES	57
F442 EVALUATE EFFECTIVENESS OF INSTRUCTIONAL METHODS	57
F462 PERFORM OPERATIONAL CHECKS OF TRAINING EQUIPMENT	42
C252 PRESENT COURSE MATERIALS BY GUIDED-DISCUSSION METHODS	42

TABLE A7

INSTRUCTIONAL SYSTEMS DEVELOPMENT JOB  
(STG146)NUMBER IN GROUP: 84  
PERCENT OF SAMPLE: 6%AVERAGE TIME IN JOB: 29 MONTHS  
AVERAGE TICF: 96 MONTHS

THE FOLLOWING TASKS ARE IN DESCENDING ORDER OF PERCENT MEMBERS PERFORMING:

<u>TASKS</u>	<u>PERCENT MEMBERS PERFORMING</u>
F441 EVALUATE EFFECTIVENESS OF INSTRUCTIONAL MEDIA	97
F442 EVALUATE EFFECTIVENESS OF INSTRUCTIONAL METHODS	96
F481 VALIDATE EFFECTIVENESS OF INSTRUCTIONAL METHODS	91
F480 VALIDATE EFFECTIVENESS OF INSTRUCTIONAL MEDIA	90
F440 EVALUATE EFFECTIVENESS OF INSTRUCTIONAL DESIGNS	89
F437 EDIT INSTRUCTIONAL MATERIALS	88
F443 EVALUATE EFFECTIVENESS OF STUDENT MEASUREMENT OR TESTING PROGRAMS	88
C216 DEVELOP LESSON PLANS	88
F479 VALIDATE EFFECTIVENESS OF INSTRUCTIONAL DESIGNS	85
C231 EVALUATE COURSE OUTLINES OR LESSON PLANS	84
C233 EVALUATE TESTS	84
F439 EVALUATE EFFECTIVENESS OF COURSE CONTROL DOCUMENTS	84
F377 ANALYZE OBJECTIVES TO DETERMINE INSTRUCTIONAL MEDIA	83
F473 REVISE STUDENT MATERIALS, SUCH AS STUDY GUIDES, PROGRAMMED TEXTS, WORKBOOKS, OR HANDOUTS	82
F378 ANALYZE OBJECTIVES TO DETERMINE INSTRUCTIONAL METHODS	82
F478 VALIDATE EFFECTIVENESS OF COURSE CONTROL DOCUMENTS	82
F400 DETERMINE INSTRUCTIONAL SEQUENCES	82
F416 DEVELOP PLANS OF INSTRUCTION (POI)	80
F434 DEVELOP VISUAL AIDS, SUCH AS CHARTS OR TRANSPARENCIES	80
B143 PARTICIPATE IN MEETINGS, SUCH AS TRAINING MEETINGS, BRIEFINGS, CONFERENCES, WORKSHOPS, OTHER THAN CONDUCTING	80
C228 DEVELOP WRITTEN TESTS, OTHER THAN PERFORMANCE TESTS	79
F425 DEVELOP STUDENT MATERIALS, SUCH AS STUDY GUIDES, PROGRAMMED TEXTS, WORKBOOKS, OR HANDOUTS	79
F475 SELECT INSTRUCTIONAL MEDIA OR METHODS	79
F397 CORRELATE OBJECTIVES TO INSTRUCTIONAL METHODS	78
F396 CORRELATE OBJECTIVES TO INSTRUCTIONAL MEDIA	78
F376 ANALYZE OBJECTIVES TO DETERMINE INSTRUCTIONAL DESIGNS	78
B144 PERFORM SELF-INSPECTIONS	77
F433 DEVELOP TEST ITEMS	76
B111 EVALUATE TRAINING AIDS, SUCH AS AUDIOVISUALS OR GRAPHICS	76
F395 CORRELATE OBJECTIVES TO INSTRUCTIONAL DESIGNS	76
F482 VALIDATE EFFECTIVENESS OF SUPPORT EQUIPMENT	73
F444 EVALUATE EFFECTIVENESS OF SUPPORT EQUIPMENT	73