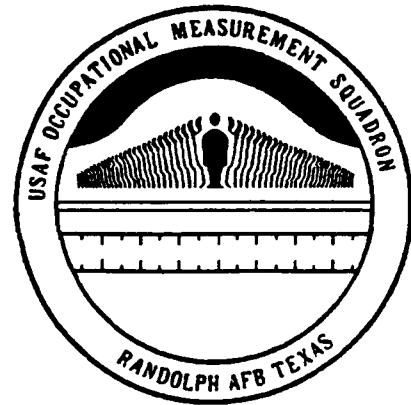


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# OCCUPATIONAL SURVEY REPORT

SURVIVAL TRAINING

AFSC 121XO

AFPT 90-121-943

NOVEMBER 1992

92-32643



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OCCUPATIONAL ANALYSIS PROGRAM  
USAF OCCUPATIONAL MEASUREMENT SQUADRON  
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## PREFACE

This report presents the results of an Air Force (AF) Occupational Survey of the Survival Training (Air Force Specialty Code (AFSC) 121X0) career ladder. Authority for conducting occupational surveys is contained in Air Force Regulation (AFR) 35-2. Computer products used in this report are available for use by operations and training officials.

Major Ken TeBrink developed the survey instrument, Ms Olga Velez provided computer programming support, and Ms Tamme Lambert provided administrative support. Mr Daniel E. Dreher analyzed the data and wrote the final report. Lieutenant Colonel James L. Antenen, Chief, Airman Analysis Section, Occupational Analysis Flight, United States Air Force (USAF) Occupational Measurement Squadron (OMS), reviewed and approved this report for release.

Copies of this report are distributed to Air Staff sections and other interested training and management personnel. Additional copies may be requested from the OMS, Attention: Chief, Occupational Analysis Flight, Randolph Air Force Base (AFB), Texas 78150-5000.

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## SUMMARY OF RESULTS

1. Survey Coverage: This report is based on data collected from 198 AFSC 121X0 respondents, which represents 53 percent of the total assigned population.
2. Career Ladder Structure: Survey data show there are four jobs in the career ladder: Survival Training Instructor, Parachuting and Water Survival Training Instructor, Resistance Training Instructor, and Supervisor and Administrator. This structure is consistent with the present classification structure described in AFR 39-1 Specialty Descriptions.
3. Career Ladder Progression: Survival Training personnel progress typically through the career ladder. Three- and 5-skill level personnel conduct survival skills training, 7-skill level members perform a mixture of technical and supervisory tasks, while 9-skill level and Chief Enlisted Manager (CEM) personnel perform more management and administrative tasks.
4. Specialty Descriptions: AFR 39-1 Specialty Descriptions describe functions and tasks performed by all AFSC 121X0 personnel.
5. Training Analysis: Most of the Specialty Training Standard (STS) and Course Training Standards (CTS) are well supported by survey data. There are some STS line items and learning objectives in the entry-level courses which need to be reviewed, along with several tasks not matched to the training documents. Most learning objectives of the Survival Instructor course are supported by survey data.
6. Job Satisfaction: Overall satisfaction of Survival Training personnel is noticeably higher than satisfaction reported for members of related AF specialties surveyed in 1991. Satisfaction reported in the current study is essentially the same as that reported in 1983, and members performing all four jobs find their work interesting, feel their talents and training are well used, and most plan to reenlist.
7. Discussion: The Survival Training career ladder has remained stable since the last Occupational Survey Report (OSR) in 1983. The jobs have not changed and the progression through the career ladder remains typical. Training documents and current courses are generally supported using standard Air Training Command (ATC) criteria.

OCCUPATIONAL SURVEY REPORT  
SURVIVAL TRAINING CAREER LADDER  
(AFSC 121X0)

INTRODUCTION

This is a report of an occupational survey of the Survival Training career ladder (AFSC 121X0) requested by Headquarters ATC, Aircrew Survival Training/Life Support Division. The purpose of the study was to validate the syllabus for the Survival Instructor course, the CTSs for the courses conducted for aircrew members, and the current STS. The last survey was conducted in 1983.

Background

AFR 39-1 Specialty Descriptions state that 3-, 5-, and 7-skill level Survival Training personnel prepare and conduct survival instruction for aircrew and other selected personnel. This includes teaching principles, procedures, and techniques of global combat survival; use of survival and recovery equipment; and principles of evasion, escape, captivity, and resistance. Seven-skill level members have a somewhat more complex job which includes not only performing the technical survival instruction tasks, but also supervising survival training activities. Nine-skill level members and CEM code personnel are the superintendents and managers of the career ladder, and as such, plan, organize, direct, and inspect survival training activities.

Survival Training personnel enter the career ladder by completing the S-V80-A, Combat Survival Training Course; the S-V90-A, Water Survival, Non-Parachuting Course; and the S-V81-A, Survival Training Instructor Course which prepare them to instruct these skills.

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## SURVEY METHODOLOGY

### Inventory Development

Data for this survey were collected using USAF Job Inventory (JI), Air Force Proficiency Test (AFPT) number 90-121-943 (July 1991). The Inventory Developer reviewed pertinent career ladder documents, the previous JI, and previous OSR in preparing a tentative task list. The task list was refined and validated through personal interviews with 19 subject-matter experts assigned to the following survival training locations:

<u>BASE</u>	<u>UNIT VISITED</u>
Fairchild AFB, Washington	3636d Combat Crew Training Wing
USAF Academy	Survival, Evasion, Resistance, and Escape
Homestead AFB, Florida	3613d Combat Crew Training Squadron
Brooks AFB, Texas	School of Aerospace Medicine
Dyess AFB, Texas	463d Tactical Airlift Wing

The final inventory contains 485 tasks grouped under 9 duty headings and a background section asking respondents to indicate their paygrade, Duty Air Force Specialty Code (DAFSC), organization of assignment, major command, time of Total Active Federal Military Service (TAFMS), and Time In Career Field (TICF). Additional background questions asked respondents to indicate the type of survival training they teach, instructional methods used, job title they have, related courses they have completed, and equipment they use.

### Survey Administration

From July through November 1991, military personnel flights at operational bases worldwide administered the surveys to Survival Training personnel selected from a computer-generated mailing list provided by the Armstrong Laboratory, Human Resources Directorate. Respondents were asked to complete the identification and biographical information section of the JI booklet, then go through the booklet and mark all tasks they perform in their current job, and finally use a 9-point scale to indicate the relative amount of time they spend performing the tasks they marked. Time spent ratings range from 1 (indicating a very small amount of time spent) to 9 (indicating a very large amount of time spent).

The computer calculated the relative percent time spent on all tasks for each respondent by first totaling ratings on all tasks, dividing the rating for each task by this total, and multiplying by 100. The percent time spent ratings from all inventories were then combined and used with percent member performing values to describe various groups in the career ladder.

### Survey Sample

The final sample includes responses from 198 AFSC 121X0 members. As shown in Tables 1 and 2, the major command and paygrade representation of the sample is very close to that of the total population.

### Data Processing and Analysis

Once the JIs 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 groups. These job descriptions were used for much of the occupational analysis.

### Task Factor Administration

Managers will find training emphasis (TE) and task difficulty (TD) ratings useful when making decisions about career ladder documents and training programs. The survey process provides task factor data by asking selected E-6 and E-7 noncommissioned officers (NCO) to complete either a TE or TD booklet. These booklets are processed separately from the JIs, and task factor data, when applicable, are considered when analyzing other issues in the study.

TE. Training emphasis 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, mobile training teams, formal on-the-job training (OJT), or any other organized training method. Twenty-seven experienced NCOs rated tasks in the inventory on a 10-point scale ranging from 0 (no TE is required) to 9 (high TE is required). Interrater agreement for the raters was acceptable. The average TE rating is 4.01, with a standard deviation of 2.30. Tasks with a TE rating of 6.31 or greater are considered to have high TE.

TD. Task difficulty 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. Twenty-eight experienced supervisors 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 28 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 difficulty rating of 6.00 or greater is considered to be difficult to learn.

TABLE 1  
MAJCOM REPRESENTATION IN SAMPLE

<u>COMMAND</u>	<u>PERCENT OF ASSIGNED</u>	<u>PERCENT OF SAMPLE</u>
ATC	81	81
AFSC	5	6
MAC	2	5
PACAF	2	2
SAC	2	1
OTHER	8	5

TOTAL ASSIGNED = 372  
 TOTAL ELIGIBLE = 344  
 TOTAL IN SAMPLE = 198  
 PERCENT OF ASSIGNED IN SAMPLE = 53%  
 PERCENT OF ELIGIBLE IN SAMPLE = 58%

TABLE 2  
PAYGRADE DISTRIBUTION OF SAMPLE

<u>PAYGRADE</u>	<u>PERCENT OF ASSIGNED</u>	<u>PERCENT OF SAMPLE</u>
E-1 TO E-3	18	17
E-4	25	33
E-5	30	35
E-6	14	4
E-7	9	5
E-8	2	3
E-9	2	3

To assist technical school personnel, USAFOMS developed a computer program which incorporates TE and TD ratings 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, ATC Regulation 52-22. Automated Training Indicator values allow course personnel to quickly focus their attention on tasks which most likely qualify for inclusion in the entry-level course.

### 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. An 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.

#### Overview

Survey data show there are four jobs performed by members of the Survival Training career ladder. The core job for the career ladder is Survival Training Instructor, with more specialized Parachute and Water Survival Instructor, Resistance Training Instructor, and Supervisor and Administrator jobs (Figure 1). The jobs are identified separately based on time members spend performing specific tasks. Selected background information on members performing the four jobs is presented in Table 3, time members performing the jobs spend on duties is shown in Table 4, while representative tasks performed are listed in Appendix A. The STG number shown beside the title is a reference number assigned by CODAP, while the letter "N" refers to the number of respondents performing the job.

# AFSC 121X0 CAREER LADDER JOBS

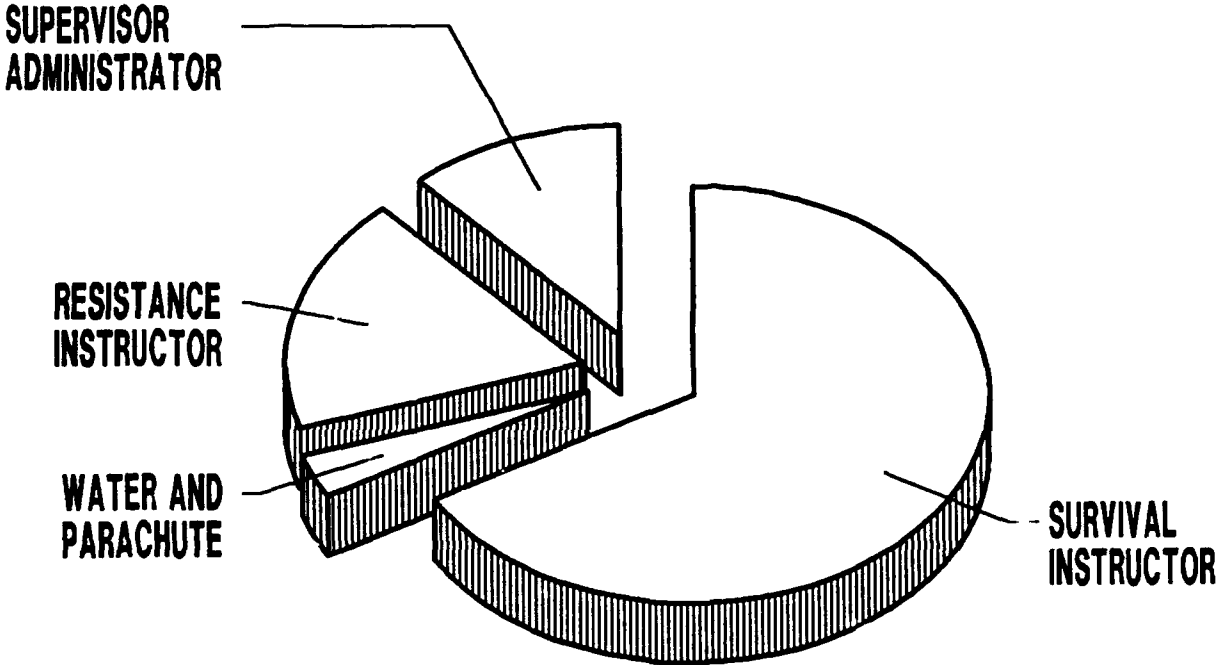


FIGURE 1

TABLE 3  
 SELECTED BACKGROUND DATA ON PERSONNEL IN CAREER LADDER JOBS

	<u>SURVIVAL TRAINING INSTRUCTOR</u>	<u>PARACHUTE AND WATER INSTRUCTOR</u>	<u>RESISTANCE TRAINING INSTRUCTOR</u>	<u>SUPERVISOR AND ADMINISTRATOR</u>
NUMBER IN GROUP	120	6	33	21
PERCENT OF SAMPLE	61%	3%	17%	11%
<hr/>				
DAFSC DISTRIBUTION				
12130	6%	0	0	0
12150	72%	50%	76%	5%
12170	22%	33%	24%	52%
12190	0	17%	0	29%
12100	0	0	0	14%
<hr/>				
PAYGRADE DISTRIBUTION				
AIRMAN	26%	0	3%	0
E-4	35%	33%	61%	0
E-5	36%	33%	30%	29%
E-6	1%	0	3%	10%
E-7	1%	17%	3%	32%
E-8	1%	17%	0	19%
E-9	0	0	0	10%
<hr/>				
AVERAGE NUMBER OF TASKS PERFORMED				
AVERAGE MONTHS TAFMS	170	150	39	102
PERCENT IN FIRST ENLISTMENT	79	143	98	207
PERCENT SUPERVISING	32%	0	15%	0
	23%	33%	3%	90%

TABLE 4

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

DUTIES	SURVIVAL TRAINING INSTRUCTOR	PARACHUTE AND WATER INSTRUCTOR	RESISTANCE TRAINING INSTRUCTOR	SUPERVISOR AND ADMINISTRATOR
A ORGANIZING AND PLANNING	4%	12%	3%	23%
B DIRECTING AND IMPLEMENTING	3%	6%	3%	16%
C INSPECTING AND EVALUATING	2%	5%	3%	16%
D PERFORMING ON-THE-JOB TRAINING (OJT)	2%	5%	7%	7%
E PERFORMING ADMINISTRATIVE TASKS	2%	4%	3%	3%
F PERFORMING SURVIVAL TRAINING SUPPORT TASKS	15%	8%	21%	23%
G PERFORMING GENERAL SURVIVAL TRAINING	66%	25%	58%	11%
H PERFORMING PARACHUTE OR EGRESS TRAINING	3%	18%	*	1%
I PERFORMING PARACHUTIST DUTIES	*	16%	*	*

\* Denotes less than 1 percent

- I. SURVIVAL TRAINING INSTRUCTOR JOB (STG024, N=120)
- II. PARACHUTE AND WATER SURVIVAL INSTRUCTOR JOB (STG020, N=6)
- III. RESISTANCE TRAINING INSTRUCTOR JOB (STG014, N=33)
- IV. SUPERVISOR AND ADMINISTRATOR JOB (STG025, N=21)

I. SURVIVAL TRAINING INSTRUCTOR JOB (STG024, N=120). This job is performed by most AFSC 121X0 personnel. The job involves performing an average of 170 tasks related to instructing students how to survive in the outdoors. This includes teaching how to improvise shelter, find food and water, build fires, care for equipment, use signaling devices, and maintain the will to survive. Most Survival Instructors hold the 5-skill level, are in paygrades E-1 through E-5, and average 79 months TAFMS. The following are the tasks Survival Training Instructors spend most time performing:

- care for equipment
- monitor or ensure students' safety
- instruct coping with survival stresses
- instruct maintaining the will to survive
- instruct caring for equipment in specific environments
- instruct procuring water in specific environments
- instruct prioritizing needs in specific environments

II. PARACHUTE AND WATER INSTRUCTOR JOB (STG020, N=6). This job involves instructing students how to egress aircraft, use parachutes, and survive in the water. The personnel who perform this job are more senior as they average 143 months TAFMS, are in paygrades E-5 through E-8, and hold the 5-, 7-, and 9-skill levels. This job differs from the Survival Training Instructor job, as those who perform it spend most of their time performing the following tasks:

- perform proficiency parachute jumps
- don or doff parachute equipment
- repack parachutes
- clean or hang parachute equipment
- instruct ejection post egress procedures
- perform jump safetyman duties

III. RESISTANCE TRAINING INSTRUCTOR JOB (STG014, N=33). Survival personnel with the Resistance Training Instructor job work in simulated prisoner of war camps and teach students how to survive as a prisoner. Respondents performing this job average 98 months TAFMS, most hold the 5-skill level, and most are in paygrade E-4. This appears to be a somewhat limited job, as respondents indicated they perform an average of only 39 tasks. What distinguishes members with this job from the others is the time they spend performing the following tasks:

conduct Prisoner of War student interrogations  
monitor students' behaviors, such as fear, anxiety, or hostility  
assess students for interrogations  
critique student interrogations  
instruct resisting exploitation  
capture students

Survey data show there are two variations of the Resistance Training Instructor job. One job variation involves spending more time performing tasks related to running the camps, while the other variation involves spending more time conducting and critiquing interrogations.

IV. SUPERVISOR AND ADMINISTRATOR JOB (STG025, N=21). AFSC 121X0 personnel performing the Supervisor and Administrator job are the most senior in the career ladder, as they hold the 7- or 9-skill level, or are CEM code, average 207 months TAFMS, and are in paygrades E-5 through E-9. Ninety percent report having supervisory responsibility. Members with this job are distinguished by the time they spend performing the following tasks:

write temporary duty trip reports  
implement quality control programs  
conduct OJT  
brief student training schedules or requirements  
determine requirements for personnel, equipment, or supplies,  
other than for student training  
establish survival instructor training requirements

#### Comparison of Specialty Jobs

Jobs identified in the current study were compared to those in the previous OSR (see Table 5). The jobs identified in both studies are the same, suggesting the organization of work performed by members of this career ladder has remained stable since the early 1980s.

#### Summary

The major job performed by members of the career ladder is Survival Training Instructor. AFSC 121X0 personnel also instruct students how to use parachutes, survive in water, and function as a prisoner of war. More senior personnel are supervisors and managers of the career ladder.

#### CAREER LADDER PROGRESSION

Analysis of DAFSC groups, together with the analysis of the career ladder structure, is an important part of each occupational survey. This analysis highlights differences in tasks performed by members of the various skill

TABLE 5

COMPARISON OF JOB TITLES IN CURRENT STUDY VERSUS 1988 STUDY

JOB TITLES IDENTIFIED IN CURRENT STUDY

SURVIVAL TRAINING INSTRUCTOR

PARACHUTE AND WATER INSTRUCTOR

RESISTANCE TRAINING INSTRUCTOR

SUPERVISOR AND ADMINISTRATOR

JOB TITLES IDENTIFIED IN PREVIOUS STUDY

SURVIVAL TRAINING INSTRUCTORS

PARACHUTE AND WATER SURVIVAL INSTRUCTORS

RESISTANCE TRAINING INSTRUCTORS

SUPERVISORS AND MANAGERS

level groups, which in turn may be used to determine how well career ladder documents, such as the Specialty Descriptions and STS, reflect how members of the various skill-level groups are being used.

The distribution of skill-level members across the various jobs is shown in Table 6, and relative amounts of time members of the various skill-level groups spend on duties is shown in Table 7. Data in these tables show most 3- and 5-skill level AFSC 121X0 personnel have the Survival Instructor job and spend most of their duty time performing tasks related to instructing survival techniques. A greater percentage of 7-skill level members perform the Supervisor job, while the most senior personnel have the Supervisor and Administrator job. A discussion of each skill-level group is presented below.

### SKILL-LEVEL DESCRIPTIONS

DAFSC 12130/50. Survey data show 71 percent of 3- and 5-skill level personnel perform the Survival Training Instructor job, with an additional 19 percent performing the Resistance Training Instructor job. Time spent on duties, shown in Table 7, and representative tasks members with these two skills level perform, shown in Table 8, reflect the jobs performed.

DAFSC 12170. Seven-skill level personnel perform a mixture of survival instruction and supervisory tasks (see Table 9). Figures listed in Table 7 show, while 7-skill level personnel spend over half of their duty time performing survival instructor tasks, they also perform administrative and supervisory tasks. The supervisory role of 7-skill level members is shown by tasks which best distinguish between 3/5- and 7-skill level members (Table 10). More 7-skill level members perform supervisory and administrative tasks listed in the lower half of the tables.

DAFSC 12190/00. Nine-skill level and CEM code personnel spend more time performing administrative functions than members of the other skill-level groups (see Table 7). They perform an average of 104 tasks, most of which are related to managing the career ladder (see Table 11). Tasks which best distinguish between 7-skill level and these senior members are listed in Table 12. These figures show more 7-skill level members perform instructing tasks, while more of the senior group members perform administrative tasks.

### Summary

Survey data show a typical progression through the skill levels. Three- and 5-skill level personnel are more involved with instructing survival skills, while 7-skill level members have supervisory responsibility. Nine-skill level and CEM code personnel are more involved with management and administrative duties than members of the other skill levels.

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

<u>JOB</u>	<u>12130/50</u> (N=132)	<u>12170A</u> (N=53)	<u>12190/00</u> (N=13)
SURVIVAL TRAINING INSTRUCTOR	71	49	0
PARACHUTE AND WATER INSTRUCTOR	2	4	8
RESISTANCE TRAINING INSTRUCTOR	19	15	0
SUPERVISOR AND ADMINISTRATOR	*	21	69
NOT GROUPED	7	11	23

\* Denotes less than 1 percent

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

<u>DUTY</u>	<u>12130/50</u> (N=132)	<u>12170</u> (N=53)	<u>12190/00</u> (N=13)
A ORGANIZING AND PLANNING	5	12	28
B DIRECTING AND IMPLEMENTING	3	8	19
C INSPECTING AND EVALUATING	3	9	21
D PERFORMING ON-THE-JOB TRAINING (OJT)	3	5	4
E PERFORMING ADMINISTRATIVE TASKS	2	3	5
F PERFORMING SURVIVAL TRAINING SUPPORT TASKS	16	20	16
G PERFORMING GENERAL SURVIVAL TRAINING	64	39	5
H PERFORMING PARACHUTE OR EGRESS TRAINING	3	3	*
I PERFORMING PARACHUTIST DUTIES	*	1	2

\* Denotes less than 1 percent

TABLE 8

## REPRESENTATIVE TASKS PERFORMED BY DAFSC 12130/50 PERSONNEL

TASKS	PERCENT MEMBERS PERFORMING (N=132)
F205 MONITOR OR ENSURE STUDENTS' SAFETY	77
G234 CARE FOR EQUIPMENT	77
F222 SET UP LABORATORY OR CLASSROOM AREAS	75
G276 INSTRUCT COPING WITH SURVIVAL STRESSES	73
F206 MONITOR STUDENTS' BEHAVIORS, SUCH AS FEAR, ANXIETY, OR HOSTILITY	72
G335 INSTRUCT MAINTAINING THE WILL TO SURVIVE	71
G270 INSTRUCT CARING FOR EQUIPMENT IN SPECIFIC ENVIRONMENTS	70
G354 INSTRUCT PRIORITIZING NEEDS IN SPECIFIC ENVIRONMENTS	69
G269 INSTRUCT CARE OF CLOTHING IN SPECIFIC ENVIRONMENTS	69
G355 INSTRUCT PROCURING FOOD IN SPECIFIC ENVIRONMENTS	69
G356 INSTRUCT PROCURING WATER IN SPECIFIC ENVIRONMENTS	68
G352 INSTRUCT PREPARING WATER IN SPECIFIC ENVIRONMENTS	68
G329 INSTRUCT IMPROVISED SIGNALLING TECHNIQUES IN SPECIFIC ENVIRONMENTS	67
G418 PROCURE WATER	67
G414 PREPARE WATER	67
G357 INSTRUCT PROVIDING SHELTERS IN SPECIFIC ENVIRONMENTS	67
G274 INSTRUCT COMMUNICATING WITH RECOVERY FORCES IN SPECIFIC ENVIRONMENTS	67
G235 CARE FOR SURVIVAL CLOTHING	66
G232 BUILD FIRES	65
F210 PACK FOR FIELD OPERATIONS	64
G413 PREPARE FOOD	64
G420 PROVIDE SHELTERS, OTHER THAN IMMEDIATE NATURAL SHELTERS	64
G250 CONDUCT SURVIVAL TRAINING DEMONSTRATIONS AT EVENTS, SUCH AS BASE OR UNIT OPEN HOUSES	63
G254 COPE WITH SURVIVAL STRESSES	60
G236 CARRY BURDENS OR MATERIEL	60
F224 TRANSPORT SURVIVAL EQUIPMENT TO OR FROM FIELD TRAINING AREAS	59
F176 COUNSEL OR CRITIQUE STUDENTS ON TRAINING PROGRESS	57
G233 CAPTURE STUDENTS	52
F181 DEVELOP LESSON PLANS, OTHER THAN FOR OJT	52
B71 MAINTAIN ACCOUNTABILITY OF STUDENTS	51
F187 EVALUATE STUDENTS' PERFORMANCE, OTHER THAN GRADE CARD EVALUATIONS	49
G425 SEARCH STUDENTS	39

TABLE 9  
 REPRESENTATIVE TASKS PERFORMED BY DAFSC 12170 PERSONNEL

TASKS	PERCENT MEMBERS PERFORMING (N=53)
F205 MONITOR OR ENSURE STUDENTS' SAFETY	74
F181 DEVELOP LESSON PLANS, OTHER THAN FOR OJT	72
F176 COUNSEL OR CRITIQUE STUDENTS ON TRAINING PROGRESS	71
G250 CONDUCT SURVIVAL TRAINING DEMONSTRATIONS AT EVENTS, SUCH AS BASE OR UNIT OPEN HOUSES	68
F206 MONITOR STUDENTS' BEHAVIORS, SUCH AS FEAR, ANXIETY, OR HOSTILITY	66
A15 DETERMINE WORK PRIORITIES	66
A31 PLAN BRIEFINGS	66
F222 SET UP LABORATORY OR CLASSROOM AREAS	66
B71 MAINTAIN ACCOUNTABILITY OF STUDENTS	64
A34 PLAN OR SCHEDULE WORK ASSIGNMENTS	62
F182 DEVELOP TRAINING AIDS, OTHER THAN FOR OJT	60
C86 CONDUCT INFORMAL INSTRUCTOR EVALUATIONS	58
B70 INTERPRET POLICIES, DIRECTIVES, OR PROCEDURES FOR SUBORDINATES	58
E155 INVENTORY SUPPLIES	58
F224 TRANSPORT SURVIVAL EQUIPMENT TO OR FROM FIELD TRAINING AREAS	58
F210 PACK FOR FIELD OPERATIONS	58
F187 EVALUATE STUDENTS' PERFORMANCE, OTHER THAN GRADE CARD EVALUATIONS	55
A1 ADVISE STAFF OR UNIT PERSONNEL ON TRAINING MATTERS, OTHER THAN ON-THE-JOB TRAINING (OJT)	53
C97 EVALUATE STUDENT CRITIQUES	53
A18 DEVELOP ORGANIZATIONAL POLICIES, OPERATING INSTRUCTIONS (OIs), OR STANDING OPERATING PROCEDURES (SOPs)	53
B73 MONITOR FIELD TRAINING OPERATIONS	51
D118 CONDUCT OJT	51
B72 MONITOR ACADEMIC TRAINING OPERATIONS	49
A29 ESTABLISH SUBORDINATE PERFORMANCE STANDARDS	47
F189 INSPECT STUDENT CAMPS	43
B79 SUPERVISE SURVIVAL TRAINING SPECIALISTS (AFSC 12150)	42
G233 CAPTURE STUDENTS	40
C109 REVIEW INSTRUCTOR OR TRAINING EVALUATIONS	40
C104 INSPECT FACILITIES	38
G248 CONDUCT PW STUDENT INTERROGATIONS	23
G361 INSTRUCT RESISTING EXPLOITATION	17
B74 MONITOR RESISTANCE TRAINING LABORATORY OPERATIONS	15

TABLE 10

TASKS WHICH BEST DIFFERENTIATE BETWEEN  
DAFSC 12130/50 AND DAFSC 12170 PERSONNEL  
(PERCENT MEMBERS PERFORMING)

TASKS	12130/50 (N=132)	12170 (N=53)	DIFFERENCE
INSTRUCT CAMOUFLAGE OR CONCEALMENT IN SPECIFIC ENVIRONMENTS	65	36	29
ADAPT SURVIVAL TECHNIQUES TO NUCLEAR, BIOLOGICAL, AND CHEMICAL (NBC) ENVIRONMENTS	45	17	28
INSTRUCT SANITATION OR HYGIENE IN SPECIFIC ENVIRONMENTS	63	38	25
INSTRUCT IMPROVISING EQUIPMENT IN SPECIFIC ENVIRONMENTS	66	41	25
PROVIDE IMMEDIATE NATURAL SHELTERS	60	36	24
-----			
SCHEDULE LEAVES OR PASSES	11	51	-40
INTERPRET POLICIES, DIRECTIVES, OR PROCEDURES FOR SUBORDINATES	20	58	-38
PLAN BRIEFINGS	28	66	-38
CCUNSEL PERSONNEL, OTHER THAN STUDENTS OR OJT TRAINEES	11	49	-38
WRITE EPRS	5	42	-37

TABLE 11

## REPRESENTATIVE TASKS PERFORMED BY DAFSC 12190/00 PERSONNEL

TASKS	PERCENT MEMBERS PERFORMING (N=13)
C92 EVALUATE PERSONNEL FOR PROMOTION, DEMOTION, RECLASSIFICATION, OR SPECIAL AWARDS	100
E158 WRITE TDY TRIP REPORTS	100
B70 INTERPRET POLICIES, DIRECTIVES, OR PROCEDURES FOR SUBORDINATES	92
B72 MONITOR ACADEMIC TRAINING OPERATIONS	92
A1 ADVISE STAFF OR UNIT PERSONNEL ON TRAINING MATTERS, OTHER THAN ON-THE-JOB TRAINING (OJT)	92
A18 DEVELOP ORGANIZATIONAL POLICIES, OPERATING INSTRUCTIONS (OIs), OR STANDING OPERATING PROCEDURES (SOPs)	92
A31 PLAN BRIEFINGS	92
C99 EVALUATE TRAINING MATERIAL, TRAINING AID, OR WRITTEN TEST CHANGE RECOMMENDATIONS	92
B73 MONITOR FIELD TRAINING OPERATIONS	85
A34 PLAN OR SCHEDULE WORK ASSIGNMENTS	85
C113 WRITE STAFF STUDIES, AWARDS AND DECORATIONS, OR SPECIAL REPORTS	85
A15 DETERMINE WORK PRIORITIES	85
B50 COUNSEL PERSONNEL, OTHER THAN STUDENTS OR OJT TRAINEES	85
A41 SCHEDULE LEAVES OR PASSES	85
C89 EVALUATE BUDGET OR FINANCIAL REQUIREMENTS	77
A20 DRAFT BUDGET OR FINANCIAL REQUIREMENTS	77
B49 CONDUCT STAFF MEETINGS	77
A13 COORDINATE TRAINING MATERIAL DEVELOPMENT WITH OTHER AGENCIES	77
A7 COORDINATE REGULATION OR MANUAL DRAFTS WITH OTHER AGENCIES	77
B80 SUPERVISE SURVIVAL TRAINING TECHNICIANS (AFSC 12170)	77
C81 ANALYZE WORKLOAD REQUIREMENTS	77
C100 EVALUATE TRAINING METHODS, PROGRAMS, OR TECHNIQUES, OTHER THAN FOR OJT	77
A42 SCHEDULE PERSONNEL FOR TEMPORARY DUTY (TDY) OR TRAINING	77
A29 ESTABLISH SUBORDINATE PERFORMANCE STANDARDS	77
A14 DETERMINE REQUIREMENTS FOR PERSONNEL, EQUIPMENT, OR SUPPLIES, OTHER THAN FOR STUDENT TRAINING	77
C112 WRITE EPRs	77
F177 DETERMINE COURSE TRAINING REQUIREMENTS	70
C97 EVALUATE STUDENT CRITIQUES	69
C90 EVALUATE JOB DESCRIPTIONS	54

TABLE 12

TASKS WHICH BEST DIFFERENTIATE BETWEEN  
DAFSC 12170 AND DAFSC 12190/00 PERSONNEL  
(PERCENT MEMBERS PERFORMING)

TASKS	12170 (N=53)	12190/00 (N=13)	DIFFERENCE
INSTRUCT STORING WATER IN SPECIFIC ENVIRONMENTS	51	0	51
IMPROVISE EQUIPMENT	49	0	49
INSTRUCT GLOBAL PRINCIPLES OF EQUIPMENT CARE	49	0	49
DEVELOP LESSON PLANS, OTHER THAN FOR OJT	72	23	49
INSTRUCT GLOBAL PRINCIPLES OF NAVIGATION	47	0	47
-----			
EVALUATE PERSONNEL FOR PROMOTION, DEMOTION, RECLASSIFICATION, OR SPECIAL AWARDS	38	100	-62
PLAN MOBILE TRAINING TEAM (MTT) PROJECTS	8	69	-61
EVALUATE SUGGESTION PROGRAM SUGGESTIONS	9	69	-60
DIRECT ADMINISTRATIVE FILE MAINTENANCE	9	69	-60
EVALUATE TRAINING MATERIAL, TRAINING AID, OR WRITTEN TEST CHANGE RECOMMENDATIONS	34	92	-58

## AFR 39-1 SPECIALTY JOB DESCRIPTION ANALYSIS

The current AFR 39-1 Specialty Descriptions for the career ladder were compared to tasks performed by members of the four jobs identified and tasks performed by members of the skill-level groups. Survey data suggest the jobs and tasks included in the current Specialty Descriptions accurately reflect the work being performed by Survival Instructors.

### TRAINING ANALYSIS

Occupational survey data are a source of information which can be used to assist in the development of relevant training programs for entry-level personnel. Factors used to evaluate entry-level Survival Instructor training include jobs being performed by first-enlistment personnel, overall distribution of first-enlistment personnel across career ladder jobs, percent first-job (1-24 months TAFMS) and first-enlistment (1-48 months TAFMS) members performing specific tasks or using specific equipment items, ratings of how much training emphasis tasks should receive in formal training, and ratings of relative task difficulty.

A sample of tasks with the highest TE ratings, with accompanying percent first-job and first-enlistment members performing, is listed in Table 13. As expected, tasks with the highest TE ratings deal with instructing basic survival skills and are performed by very high percentages of criterion group members.

Most tasks with the highest TD ratings, on the other hand, deal with search and rescue activities, parachute activities, instruction development, and some resistance training (see Table 14). These are tasks performed by almost no first-job or first-enlistment personnel, low percentages of 5- and 7-skill level members, and they have low TE.

#### First-Enlistment AFSC 121X0 Personnel

Forty-five Survival Training personnel reported being in their first enlistment. Thirty-eight perform the Survival Training Instructor job, and the rest perform the Resistance Training job. Representative tasks first-enlistment Survival Training personnel perform are listed in Table 15. These tasks are directly related to the two jobs performed.

#### Specialty Training Standard

For the purposes of reviewing training documents for the career ladder, USAFOMS personnel met with training personnel assigned to the School of Aerospace Medicine, Medical Survival Training course at Brooks AFB to match job inventory tasks to sections and subsections of the STS and learning objectives of the four CTSS. Listings of these documents were produced,

TABLE 13 .

SAMPLE OF TASKS WITH HIGHEST TE RATINGS

TASKS	TNG EMP	PERCENT MEMBERS PERFORMING		TSK DIFF
		1ST JOB	1ST ENL	
G232 BUILD FIRES	8.04	100	89	5.16
G296 INSTRUCT GLOBAL PRINCIPLES OF FIRECRAFT	7.96	90	82	5.60
G418 PROCURE WATER	7.89	100	87	4.44
G268 INSTRUCT CAMOUFLAGE OR CONCEALMENT IN SPECIFIC ENVIRONMENTS	7.81	95	87	5.48
G312 INSTRUCT GLOBAL PRINCIPLES OF PRIORITIZING SURVIVOR NEEDS, OTHER THAN IN CAPTIVITY	7.81	75	71	5.67
G284 INSTRUCT GLOBAL PRINCIPLES OF ADAPTING TO CLIMATE, TERRAIN, OR LIFE FORMS	7.78	85	80	5.91
G295 INSTRUCT GLOBAL PRINCIPLES OF EVASION TRAVEL	7.78	90	82	5.99
G297 INSTRUCT GLOBAL PRINCIPLES OF IMPROVISED SIGNALLING TECHNIQUES	7.78	90	82	5.28
G416 PRIORITIZE INDIVIDUAL OR GROUP SURVIVAL NEEDS	7.78	90	82	5.30
G314 INSTRUCT GLOBAL PRINCIPLES OF PROCURING WATER	7.74	90	80	5.39
G414 PREPARE WATER	7.74	95	87	3.97
G310 INSTRUCT GLOBAL PRINCIPLES OF PREPARING WATER	7.70	90	80	4.80
G327 INSTRUCT GLOBAL PRINCIPLES OF USING ISSUED SIGNALLING DEVICES	7.70	85	80	4.80
G235 CARE FOR SURVIVAL CLOTHING	7.67	100	89	4.40
G290 INSTRUCT GLOBAL PRINCIPLES OF COMMUNICATING WITH RECOVERY FORCES	7.67	85	78	5.64
G276 INSTRUCT COPING WITH SURVIVAL STRESSES	7.63	90	81	5.78
G428 STORE WATER	7.63	95	84	3.74
G234 CARE FOR EQUIPMENT	7.59	100	91	4.68
G286 INSTRUCT GLOBAL PRINCIPLES OF CAMOUFLAGE OR CONCEALMENT	7.59	95	84	5.64
G289 INSTRUCT GLOBAL PRINCIPLES OF COMBAT RECOVERIES	7.59	85	78	5.87
G419 PROVIDE IMMEDIATE NATURAL SHELTERS	7.59	100	87	4.71
G240 COMMUNICATE WITH RECOVERY FORCES	7.52	70	62	5.39

TE MEAN = 4.01 S.D. = 2.30  
 TD MEAN = 5.00 S.D. = 1.00

TABLE 14

SAMPLE OF TASKS WITH HIGHEST TD RATINGS

TASKS	TSK DIFF	MEMBERS PERFORMING					TNG EMP
		1ST JOB	1ST ENL	121 50	121 70	121 70	
I481 PERFORM PARACHUTE FLIGHT EXAMINER DUTIES	7.61	0	0	2	4	1.41	
G248 CONDUCT PW STUDENT INTERROGATIONS	7.50	0	13	21	23	5.70	
B60 DIRECT SEREX PROJECTS	7.34	0	0	3	11	1.56	
B59 DIRECT SAREX PROJECTS	7.31	0	0	7	9	1.59	
I475 INSTRUCT TEST PARACHUTE JUMPS, OTHER THAN HALO PARACHUTE JUMPS	7.27	0	0	1	2	1.56	
F180 DEVELOP IGS	7.26	0	0	11	36	2.78	
C113 WRITE STAFF STUDIES, AWARDS AND DECORATIONS, OR SPECIAL REPORTS	7.26	0	0	7	42	3.07	
A39 PLAN SURVIVAL EVASION RESISTANCE AND ESCAPE (SEREX) PROJECTS	7.23	0	0	10	17	2.22	
F178 DEVELOP COURSE CONTROL DOCUMENTS	7.18	0	0	3	15	1.22	
C112 WRITE EPRS	7.13	0	0	6	42	3.74	
F179 DEVELOP CURRICULUM TRAINING MATERIALS, OTHER THAN INSTRUCTOR GUIDES (IGs) OR LESSON PLANS	7.10	0	2	7	17	.93	
G249 CONDUCT RESISTANCE TRAINING SEMINARS	7.07	0	0	7	9	4.00	
G247 CONDUCT PW STUDENT INDOCTRINATIONS	7.01	0	0	9	13	4.48	
A37 PLAN SEARCH AND RESCUE EXERCISE (SAREX) PROJECTS	7.01	0	0	10	23	2.33	
G421 RESIST EXPLOITATION	6.94	0	0	11	17	5.96	
A20 DRAFT BUDGET OR FINANCIAL REQUIREMENTS	6.88	0	0	5	19	.81	
I480 PERFORM JUMPMASTER DUTIES	6.86	0	0	6	8	2.04	
I469 CONDUCT JUMPMASTER TRAINING	6.78	0	0	2	6	1.85	
I484 PERFORM TEST PARACHUTE JUMPS, OTHER THAN DURING INSTRUCTION OR HALO PARACHUTE JUMPS	6.76	0	0	2	2	1.85	
G361 INSTRUCT RESISTING EXPLOITATION	6.74	0	2	21	17	4.96	
A30 ESTABLISH SURVIVAL INSTRUCTOR TRAINING REQUIREMENTS	6.70	5	2	11	21	2.04	
A18 DEVELOP ORGANIZATIONAL POLICIES, OPERATING INSTRUCTIONS (OIs), OR STANDING OPERATING PROCEDURES (SOPs)	6.66	5	9	24	53	1.85	

TD MEAN = 5.00 S.D. = 1.00

TABLE 15

## REPRESENTATIVE TASKS PERFORMED BY FIRST-ENLISTMENT AFSC 121X0 PERSONNEL

TASKS	PERCENT MEMBERS PERFORMING (N=45)
G234 CARE FOR EQUIPMENT	91
G232 BUILD FIRES	89
G235 CARE FOR SURVIVAL CLOTHING	89
F222 SET UP LABORATORY OR CLASSROOM AREAS	87
G418 PROCURE WATER	87
G414 PREPARE WATER	87
G420 PROVIDE SHELTERS, OTHER THAN IMMEDIATE NATURAL SHELTERS	87
G417 PROCURE FOOD	87
G413 PREPARE FOOD	87
G419 PROVIDE IMMEDIATE NATURAL SHELTERS	87
G270 INSTRUCT CARING FOR EQUIPMENT IN SPECIFIC ENVIRONMENTS	87
G268 INSTRUCT CAMOUFLAGE OR CONCEALMENT IN SPECIFIC ENVIRONMENTS	87
G415 PRESERVE FOOD	84
G428 STORE WATER	84
G286 INSTRUCT GLOBAL PRINCIPLES OF CAMOUFLAGE OR CONCEALMENT	84
G269 INSTRUCT CARE OF CLOTHING IN SPECIFIC ENVIRONMENTS	84
F206 MONITOR STUDENTS' BEHAVIORS, SUCH AS FEAR, ANXIETY, OR HOSTILITY	82
G236 CARRY BURDENS OR MATERIEL	82
F210 PACK FOR FIELD OPERATIONS	82
G416 PRIORITIZE INDIVIDUAL OR GROUP SURVIVAL NEEDS	82
G427 STORE FOOD	82
G264 IMPROVISE EQUIPMENT	82
G296 INSTRUCT GLOBAL PRINCIPLES OF FIRECRAFT	82
F211 PERFORM AGGRESSOR DUTIES	82
G302 INSTRUCT GLOBAL PRINCIPLES OF NAVIGATION	82
G295 INSTRUCT GLOBAL PRINCIPLES OF EVASION TRAVEL	82
G297 INSTRUCT GLOBAL PRINCIPLES OF IMPROVISED SIGNALLING TECHNIQUES	82
G313 INSTRUCT GLOBAL PRINCIPLES OF PROCURING FOOD	82
G404 PERFORM NAVIGATION TECHNIQUES	80
F205 MONITOR OR ENSURE STUDENTS' SAFETY	78
G254 COPE WITH SURVIVAL STRESSES	78
G233 CAPTURE STUDENTS	71
F176 COUNSEL OR CRITIQUE STUDENTS ON TRAINING PROGRESS	62

showing tasks matched, percent members performing the tasks, and TE and TD ratings for each matched task. These listings are included in the Training Extracts sent to the school for review. Criteria set forth in AFR 8-13/ATC Supplement 1 (Attachment 1, paragraph A1-3c(4)), and ATC 52-22 Attachment 1, were used to review the relevance of each element of the STS that had inventory tasks matched to it. Any element with matched tasks performed by 20 percent or more first-job, first-enlistment, 5-, or 7-skill level members is considered to be supported and should be retained in the document.

AFSC 121X0 STS: Paragraphs 1 through 7 deal with general topics of career ladder progression, security, graduate evaluation, Air Force Occupational Safety and Health, supply responsibilities, supervision, and training and were not reviewed. Paragraphs 8 through 22 cover the technical aspects of the career ladder and include 152 individual line items, 100 of which have tasks matched.

Using standard ATC criteria and percentages of first-job, first-enlistment, 5- and 7-skill level members performing matched tasks, most line items are supported by survey data. Unsupported portions of the STS are line items 19e - Exploitation, 19i - Organize in captivity, 19k - Communicate in captivity, 20(b) - Conduct escape planning, and 22a(1) - Care for others during hazardous conditions. These unsupported line items with tasks matched and survey data are listed in Table 16. Functional managers need to review these line items to determine if they need to be retained in the document.

Most tasks dealing with instructing basic survival skills are matched to individual line items of the STS and are performed by high percentages of criterion group members, while tasks dealing with resistance and parachute training are performed by low percentages of criterion group members.

There are four tasks dealing with instructing survival skills, with high TE ratings, performed by more than 20 percent of criterion group members, which are not matched to the STS (Table 17). Functional managers should review these to determine if they suggest topics that need to be included in the document.

### Training Course Documents

Inventory tasks were also matched to learning objectives of the S-V81-A Survival Training Instructor syllabus and objectives of the CTSS for the individual survival courses. Learning objectives matched to tasks performed by 30 percent of first-job or first-enlistment respondents are considered to be supported.

### Survival Training Instructor Course Syllabus

The S-V81-A Survival Training Instructor Course prepares graduates to teach the survival skills contained in the CTSS. Most of the learning objectives were matched to tasks performed by more than 30 percent of first-job or first-enlistment respondents. Section VII, dealing with medical aspects of

TABLE 16 .

TECHNICAL TASKS PERFORMED BY 20 PERCENT OR MORE  
PERSONNEL AND NOT REFERENCED TO THE STS

ELEMENTS	TNG EMP	PERCENT MEMBERS PERFORMING				TSK DIF
		1ST JOB	1ST ENL	121 50	121 70	
F189 INSPECT STUDENT CAMPS	6.67	75	67	50	43	3.84
F205 MONITOR OR ENSURE STUDENTS' SAFETY	6.93	85	78	76	74	5.14
F211 PERFORM AGGRESSOR DUTIES	6.81	90	82	52	43	3.81
G344 INSTRUCT ORGANIZING INDIVIDUAL NEEDS IN SPECIFIC ENVIRONMENTS, OTHER THAN IN CAPTIVITY	7.07	60	60	52	40	5.34

TE MEAN = 4.01 S.D. = 3.20

TD MEAN = 5.00 S.D. = 1.00

TABLE 17

UNSUPPORTED STS LINE ITEMS

	TNG EMP	PERCENT MEMBERS PERFORMING				TSK DIF
		1ST JOB	1ST ENL	121 50	121 70	
----- 19E. EXPLOITATION -----	5.96	0	0	11	17	6.94
G421 RESIST EXPLOITATION -----						
----- 19I. ORGANAIZE IN CAPTIVITY -----						
G388 ORGANIZE GROUP NEEDS IN CAPTIVITY	4.48	0	0	10	11	6.38
G389 ORGANIZE INDIVIDUAL NEEDS IN CAPTIVITY	4.85	0	0	10	15	6.08
----- 19K. COMMUNICATE IN CAPTIVITY -----						
G239 COMMUNICATE WITH FELLOW PRISONERS OF WAR (PWS) -----	5.74	5	4	13	19	5.60
----- 20B. CONDUCT ESCAPE PLANNING -----						
G243 CONDUCT ESCAPE PLANNING -----	4.78	5	2	2	9	5.32
----- 22A(1). CARE FOR SELF AND OTHERS DURING HAZARDOUS CONDITIONS -----						
G260 DON OR DOFF CHEMICAL WARFARE DEFENSE (CWD) ENSEMBLES	3.00	0	0	8	17	4.91

TE MEAN = 4.01 S.D. = 3.20

TD MEAN = 5.00 S.D. = 1.00

survival, and Section X, dealing with instructional methods, are taught to the knowledge level only and have very few tasks matched. Sections 1.4 - Obligations of a survivor, 5.7 - Traveling on open seas and making landfall, and 6.11 - Escape planning and tactics (Laboratory) have matched tasks performed by fewer than 30 percent criterion group members and may not be appropriate for this course. The entire syllabus, with survey data, is listed in Appendix B for training personnel to refer to when revising the syllabus.

### CTSS

A computer product was created for each CTS listing learning objectives, tasks matched, TE and TD ratings, ATI, and percentages of first-job and first-enlistment members performing the tasks. Learning objectives with tasks matched were reviewed using criteria found in ATC Regulation 52-22, Attachment 1 (Feb 89). Any objective having matched tasks performed by 30 percent or more first-job or first-enlistment members is considered to be supported and should be part of the respective courses. Any objective with matched tasks performed by less than 30 percent of the criterion groups may be more appropriate for OJT.

COMBAT SURVIVAL TRAINING COURSE. This is the basic survival course for aircrew members, academy cadets, and medical personnel on flying status. Seven of the thirty-five objectives with tasks matched are not supported: 4e - Combat psychological stress and strengthen the will-to-survive, 5f - Procedures for traveling on and crossing open water, lakes, rivers, and streams, 8a - Resist exploitation, 8d - Combat psychological stress in captivity, 8g - Legal and moral obligations during peacetime detention and captivity by terrorists, 9 - Plan escape, and 10d - Execute post-egress procedures. These are taught to knowledge or task knowledge level in the course. These objectives with survey data are listed in Table 18. Training personnel need to review these objectives to determine if they should remain in the course.

There are a number of tasks with high TE ratings, performed by high percentages of first-job or first-enlistment respondents, that were not matched. Many deal with instructing basic survival skills. A sample of these tasks is presented in Table 19. School personnel need to review these tasks to determine if they suggest topics that need to be included in the course.

WATER SURVIVAL TRAINING, NONPARACHUTING COURSE. All but 4 of the 19 learning objectives with tasks matched are supported. The four unsupported objectives are: 4d - combating psychological stress, 5a - travel techniques on open water, 5b - use of flotation devices, and 6c - execute post-ditching egress procedures. All tasks dealing with water survival performed by more than 30 percent of the respondents are matched to learning objectives. The unsupported objectives, with survey data, are listed in Table 20. School personnel need to review these to determine if they should remain in the course.

TABLE 18.

UNSUPPORTED COMBAT SURVIVAL CTS LEARNING OBJECTIVES

OBJECTIVE	TNG EMP	PERCENT MEMBERS PERFORMING		TSK DIF
		1ST JOB	1ST ENL	
4E. COMBAT PSYCHOLOGICAL STRESS AND STRENGTHEN THE WILL-TO-SURVIVE	5.81	0	0	5.85
G403 PERFORM LEGAL OR MORAL OBLIGATIONS DURING CAPTIVITY				
5F. PROCEDURES FOR TRAVELING ON AND CROSSING OPEN WATER	5.56	7	10	4.45
G342 INSTRUCT OPEN WATER TRAVEL TECHNIQUES				
8A. RESIST EXPLOITATION				
G421 RESIST EXPLOITATION	5.96	0	0	6.94
8D. COMBAT PSYCHOLOGICAL STRESS IN CAPTIVITY				
G403 PERFORM LEGAL OR MORAL OBLIGATIONS DURING CAPTIVITY	5.81	0	0	5.85

TE MEAN = 4.01 S.D. = 2.30  
 TD MEAN = 5.00 S.D. = 1.00

TABLE 18 (CONTINUED)

UNSUPPORTED COMBAT SURVIVAL CTS LEARNING OBJECTIVES

OBJECTIVE	TNG EMP	PERCENT MEMBERS PERFORMING		TSK DIF
		1ST JOB	1ST ENL	
8G. LEGAL AND MORAL OBLIGATIONS DURING PEACETIME DETENTION AND CAPTIVITY BY TERRORISTS	4.96	0	2	6.26
G360 INSTRUCT PW'S LEGAL OR MORAL OBLIGATIONS DURING CAPTIVITY				
9. PLAN ESCAPE				
G243 CONDUCT ESCAPE PLANNING	4.78	5	2	5.32
10D. EXECUTE POST-EGRESS PROCEDURES				
H443 INSTRUCT EJECTION POST EGRESS PROCEDURES	3.67	5	2	4.91
H446 INSTRUCT NONEJECTION POST EGRESS PROCEDURES	3.41	5	4	4.88

TE MEAN = 4.01 S.D. = 2.30  
 TD MEAN = 5.00 S.D. = 1.00

TABLE 19

SAMPLE OF TECHNICAL TASKS PERFORMED BY 30 PERCENT OR MORE  
OF AFSC 121X0 PERSONNEL NOT MATCHED TO COMBAT SURVIVAL CTS

TASKS	TNG EMP	1ST JOB	PERCENT MEMBERS PERFORMING	TSK	
				ENL	DIF
G234 CARE FOR EQUIPMENT	7.59	100	91	4.68	"
G235 CARE FOR SURVIVAL CLOTHING	7.67	100	89	4.40	
G251 CONSTRUCT BURDEN OR MATERIEL CARRYING DEVICES	6.85	90	73	4.14	
G254 COPE WITH SURVIVAL STRESSES	7.37	95	78	5.50	
G264 IMPROVISE EQUIPMENT	7.33	90	82	4.67	
G267 INSTRUCT BEHAVIOR ADVISABLE FOR U.S. MILITARY PERSONNEL DURING ASSISTED EVASIONS	6.56	55	62	5.92	
G268 INSTRUCT CAMOUFLAGE OR CONCEALMENT IN SPECIFIC ENVIRONMENTS	7.81	95	87	5.48	
G269 INSTRUCT CARE OF CLOTHING IN SPECIFIC ENVIRONMENTS	7.37	90	84	4.84	
G270 INSTRUCT CARING FOR EQUIPMENT IN SPECIFIC ENVIRONMENTS	7.30	95	87	4.96	
G271 INSTRUCT CARRYING BURDENS OR MATERIEL IN SPECIFIC ENVIRONMENTS	6.89	95	84	4.75	
G272 INSTRUCT COMBAT RECOVERIES IN SPECIFIC ENVIRONMENTS	7.48	90	80	5.86	
G282 INSTRUCT EVASION TRAVEL TECHNIQUES IN SPECIFIC ENVIRONMENTS	7.44	85	80	5.84	
G283 INSTRUCT FIRECRAFT IN SPECIFIC ENVIRONMENTS	7.37	80	78	5.44	
G284 INSTRUCT GLOBAL PRINCIPLES OF ADAPTING TO CLIMATE, TERRAIN, OR LIFE FORMS	7.78	85	80	5.91	
G285 INSTRUCT GLOBAL PRINCIPLES OF ADAPTING TO SURVIVAL CONDITIONS, SUCH AS SOCIO-POLITICAL, SURVIVORS, OR DURATION	7.33	55	60	5.93	
G286 INSTRUCT GLOBAL PRINCIPLES OF CAMOUFLAGE OR CONCEALMENT	7.59	95	84	5.64	
G288 INSTRUCT GLOBAL PRINCIPLES OF CLOTHING CARE	7.44	90	82	4.81	
G289 INSTRUCT GLOBAL PRINCIPLES OF COMBAT RECOVERIES	7.59	85	78	5.87	
G290 INSTRUCT GLOBAL PRINCIPLES OF COMMUNICATING WITH RECOVERY FORCES	7.67	85	78	5.64	
G291 INSTRUCT GLOBAL PRINCIPLES OF CONSTRUCTING BURDEN OR MATERIEL CARRYING DEVICES	7.15	80	73	4.80	

TE MEAN = 4.01 S.D. = 2.30

TD MEAN = 5.00 S.D. = 1.00

TABLE 20

UNSUPPORTED WATER SURVIVAL TRAINING, NON PARACHUTE CTS LEARNING OBJECTIVES

OBJECTIVE	TNG EMP	PERCENT MEMBERS PERFORMING		TSK DIF
		1ST JOB	1ST ENL	
4D. COMBAT PSYCHOLOGICAL STRESS AND STRENGTHEN THE WILL-TO-SURVIVE	5.96	0	0	6.94
G421 RESIST EXPLOITATION				
5A. TRAVEL TECHNIQUES ON OPEN WATER	5.56	10	13	4.95
G342 INSTRUCT OPEN WATER TRAVEL TECHNIQUES				
5B. USE FLOTATION DEVICES				
G385 INSTRUCT WATER SURVIVAL EQUIPMENT DONNING, SUCH AS LIFE PRESERVER UNITS (LPUs) OR ANTI-EXPOSURE SUITS	5.07	0	2	4.22
G392 PACK OR REPACK LIFE RAFTS	2.19	0	2	4.00
G393 PACK OR REPACK LPUs	2.30	0	2	3.65
6E. EXECUTE POST-DITCHING EGRESS PROCEDURES				
I476 PERFORM AIRCRAFT EMERGENCY EGRESS PROCEDURES	2.33	0	2	5.11

TE MEAN = 4.01 S.D. = 2.30  
 TD MEAN = 5.00 S.D. = 1.00

WATER SURVIVAL TRAINING, PARACHUTING. Fifteen of the nineteen learning objectives with tasks matched are supported. The four not supported deal with essentially the same topics that are unsupported in the nonparachuting course: 4d - combating psychological stress, 5a - travel techniques on open water, 5b - use of flotation devices, and 7c - parachute deployment procedures. All tasks dealing with water survival with parachutes performed by more than 30 percent of the respondents are matched to the CTS. Unsupported objectives, with survey data, are listed in Table 21. School personnel need to review these unsupported objectives.

ARCTIC SURVIVAL TRAINING. All 13 of the learning objectives with tasks matched are supported. Unmatched tasks performed by high percentages of criterion group members deal with instructing general survival skills rather than arctic survival skills.

#### Summary

Most of the STS, Survival Training Instructor syllabus, and CTSs are supported by survey data. There are some STS line items and CTS learning objectives which need to be reviewed, as well as tasks not matched to the training documents.

#### JOB SATISFACTION

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 TAFMS groups in the present study were compared to those reported by members of six similar direct support specialties surveyed in 1991 (see Table 22).

Overall satisfaction indicators for Survival Training personnel are noticeably higher than those reported by members of the related specialties. More Survival Training personnel find their job interesting, feel their talents and training are used, and more plan to reenlist.

Job satisfaction indicators are also quite similar for the current and previous studies (see Table 23). Reenlistment intentions are somewhat higher for first- and second-enlistment personnel in the current study.

Satisfaction indicators for members performing the various jobs are shown in Table 24. Overall, Survival Training personnel have very high satisfaction with their individual jobs.

TABLE 21

UNSUPPORTED WATER SURVIVAL TRAINING, PARACHUTE CTS LEARNING OBJECTIVES

OBJECTIVE	TNG EMP	PERCENT MEMBERS PERFORMING			TSK DIF
		1ST JOB	1ST ENL		
4D. COMBAT PSYCHOLOGICAL STRESS AND STRENGTHEN THE WILL-TO-SURVIVE	5.96	0	0	6.94	
G421 RESIST EXPLOITATION					
5A. TRAVEL TECHNIQUES ON OPEN WATER	5.56	10	13	4.95	
G342 INSTRUCT OPEN WATER TRAVEL TECHNIQUES					
5B. USE FLOTATION DEVICES					
G385 INSTRUCT WATER SURVIVAL EQUIPMENT DOWNING, SUCH AS LIFE PRESERVER UNITS (LPUs) OR ANTI-EXPOSURE SUITS	5.07	0	2	4.22	
G392 PACK OR REPACK LIFE RAFTS	2.19	0	2	4.00	
G393 PACK OR REPACK LPUs	2.30	0	2	3.65	
7C. EXECUTE PARACHUTE DEPLOYMENT PROCEDURES					
I478 PERFORM HALO PARACHUTE JUMPS, OTHER THAN DURING INSTRUCTION	1.67	0	0	6.63	
I484 PERFORM TEST PARACHUTE JUMPS, OTHER THAN DURING INSTRUCTION OR HALO PARACHUTE JUMPS	1.85	0	0	6.76	

TE MEAN = 4.01 S.D. = 2.30  
 TD MEAN = 5.00 S.D. = 1.00

TABLE 22

COMPARISON OF JOB SATISFACTION INDICATORS FOR 121X0 TAFMS GROUPS IN CURRENT STUDY TO A COMPARATIVE SAMPLE (PERCENT MEMBERS RESPONDING)

	1-48 MONTHS TAFMS		49-96 MONTHS TAFMS		97+ MONTHS TAFMS	
	121X0 (N=45)	COMP SAMPLE (N=2,080)	121X0 (N=64)	COMP SAMPLE (N=999)	121X0 (N=89)	COMP SAMPLE (N=1,790)
<u>EXPRESSED JOB INTEREST:</u>						
INTERESTING	93	69	95	75	90	76
SO-SO	7	18	2	16	3	15
DULL	0	13	3	9	7	9
<u>PERCEIVED USE OF TALENTS:</u>						
FAIRLY WELL TO GOOD	96	78	97	80	91	83
LITTLE OR NOT AT ALL	4	22	3	20	9	17
<u>PERCEIVED USE OF TRAINING:</u>						
FAIRLY WELL TO GOOD	100	81	95	80	92	80
LITTLE OR NOT AT ALL	0	19	5	20	8	20
<u>REENLISTMENT INTENTIONS:</u>						
WILL REENLIST	82	56	95	80	84	76
WILL NOT REENLIST	18	44	5	19	6	6
WILL RETIRE	0	0	0	1	10	17

Comparative data are from the following 6 related AFSCs surveyed in 1991:

- 551X0 - PAVEMENTS MAINTENANCE
- 551X1 - CONSTRUCTION EQUIPMENT
- 552X0 - STRUCTURAL
- 612X0 - MEATCUTTER
- 612X1 - SUBSISTENCE OPERATIONS
- 753X0 - COMBAT ARMS TRAINING AND MAINTENANCE

TABLE 23

COMPARISON OF JOB SATISFACTION INDICATORS FOR 121X0  
TAFMS GROUPS IN CURRENT AND PREVIOUS STUDY  
(PERCENT MEMBERS RESPONDING)

	<u>1-48 MONTHS TAFMS</u>		<u>49-96 MONTHS TAFMS</u>		<u>97+ MONTHS TAFMS</u>	
	<u>CURRENT</u> (N=45)	<u>1983</u> (N=78)	<u>CURRENT</u> (N=64)	<u>1983</u> (N=42)	<u>CURRENT</u> (N=89)	<u>1983</u> (N=65)
<u>EXPRESSED JOB INTEREST:</u>						
INTERESTING	93	96	95	95	90	91
SO-SO	7	3	2	5	3	3
DULL	0	1	3	0	7	6
<u>PERCEIVED USE OF TALENTS:</u>						
FAIRLY WELL TO GOOD	96	97	97	100	91	91
LITTLE OR NOT AT ALL	4	3	3	0	9	9
<u>PERCEIVED USE OF TRAINING:</u>						
FAIRLY WELL TO GOOD	100	92	95	98	92	94
LITTLE OR NOT AT ALL	0	8	5	2	8	6
<u>REENLISTMENT INTENTIONS:</u>						
WILL REENLIST	82	77	95	71	84	83
WILL NOT REENLIST	18	23	5	29	6	6
WILL RETIRE	0	0	0	0	10	11

TABLE 24

COMPARISON OF JOB SATISFACTION INDICATORS FOR  
AFSC 121X0 RESPONDENTS ACROSS JOBS  
(PERCENT MEMBERS RESPONDING)

	<u>SURVIVAL TRAINING INSTRUCTOR</u>	<u>PARACHUTE AND WATER INSTRUCTOR</u>	<u>RESISTANCE TRAINING INSTRUCTOR</u>	<u>SUPERVISOR AND ADMINISTRATOR</u>
<u>EXPRESSED JOB INTEREST:</u>				
INTERESTING	92	100	100	90
SO-SO	3	0	0	5
DULL	2	0	0	5
<u>PERCEIVED USE OF TALENTS:</u>				
FAIRLY WELL TO GOOD LITTLE OR NOT AT ALL	93 7	100 0	100 0	95 5
<u>PERCEIVED USE OF TRAINING:</u>				
FAIRLY WELL TO GOOD LITTLE TO NOT AT ALL	98 2	100 0	97 3	100 0
<u>REENLISTMENT INTENTIONS:</u>				
WILL REENLIST	89	100	91	71
WILL NOT REENLIST	11	0	6	0
WILL RETIRE	0	0	3	29

### Summary

Overall satisfaction indicators of Survival Training personnel are quite high. Higher percentages find their job enjoyable, feel their talents and training are used, and plan to reenlist than members of other related Air Force specialties. These indicators have remained high over the years, and members performing the four specialty jobs enjoy what they are doing.

### DISCUSSION

The Survival Instructor career ladder has remained stable over the years. The same jobs are being performed, career ladder progression is typical, most of the training documents are supported by survey data, and satisfaction indicators remain high.

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

TABLE A1

SURVIVAL INSTRUCTOR  
(STG024)

NUMBER IN GROUP: 120	AVERAGE TIME IN JOB: 26 MONTHS
PERCENT OF SAMPLE: 61%	AVERAGE TAFMS: 79 MONTHS
PERCENT SUPERVISING: 23%	AVERAGE NUMBER OF TASKS PERFORMED: 170

THE FOLLOWING TASKS ARE IN DESCENDING ORDER OF PERCENT MEMBERS PERFORMING

<u>TASKS</u>	<u>PERCENT MEMBERS PERFORMING</u>
G276 INSTRUCT COPING WITH SURVIVAL STRESSES	97
G335 INSTRUCT MAINTAINING THE WILL TO SURVIVE	96
G329 INSTRUCT IMPROVISED SIGNALLING TECHNIQUES IN SPECIFIC ENVIRONMENTS	94
G234 CARE FOR EQUIPMENT	93
G270 INSTRUCT CARING FOR EQUIPMENT IN SPECIFIC ENVIRONMENTS	93
G269 INSTRUCT CARE OF CLOTHING IN SPECIFIC ENVIRONMENTS	92
G274 INSTRUCT COMMUNICATING WITH RECOVERY FORCES IN SPECIFIC ENVIRONMENTS	92
G355 INSTRUCT PROCURING FOOD IN SPECIFIC ENVIRONMENTS	92
G352 INSTRUCT PREPARING WATER IN SPECIFIC ENVIRONMENTS	92
G356 INSTRUCT PROCURING WATER IN SPECIFIC ENVIRONMENTS	91
G354 INSTRUCT PRIORITIZING NEEDS IN SPECIFIC ENVIRONMENTS	91
F222 SET UP LABORATORY OR CLASSROOM AREAS	90
G357 INSTRUCT PROVIDING SHELTERS IN SPECIFIC ENVIRONMENTS	90
G418 PROCURE WATER	89
G367 INSTRUCT STORING WATER IN SPECIFIC ENVIRONMENTS	88
G414 PREPARE WATER	88
G353 INSTRUCT PRESERVING FOOD IN SPECIFIC ENVIRONMENTS	88
G351 INSTRUCT PREPARING FOOD IN SPECIFIC ENVIRONMENTS	88
G235 CARE FOR SURVIVAL CLOTHING	86
G420 PROVIDE SHELTERS, OTHER THAN IMMEDIATE NATURAL SHELTERS	85
G314 INSTRUCT GLOBAL PRINCIPLES OF PROCURING WATER	85
G377 INSTRUCT USING CLOTHING IN SPECIFIC ENVIRONMENTS	85
G268 INSTRUCT CAMOUFLAGE OR CONCEALMENT IN SPECIFIC ENVIRONMENTS	85
G382 INSTRUCT USING SIGNALLING DEVICES IN SPECIFIC ENVIRONMENTS	84
G327 INSTRUCT GLOBAL PRINCIPLES OF USING ISSUED SIGNALLING DEVICES	84
F205 MONITOR OR ENSURE STUDENTS' SAFETY	83
G232 BUILD FIRES	82
G284 INSTRUCT GLOBAL PRINCIPLES OF ADAPTING TO CLIMATE, TERRAIN, OR LIFE FORMS	82
G283 INSTRUCT FIRECRAFT IN SPECIFIC ENVIRONMENTS	82
G296 INSTRUCT GLOBAL PRINCIPLES OF FIRECRAFT	82



TABLE A3

RESISTANCE INSTRUCTORS  
(STG014)

NUMBER IN GROUP: 33                      AVERAGE TIME IN JOB: 25 MONTHS  
 PERCENT OF SAMPLE: 17%                AVERAGE TAFMS: 98 MONTHS  
 PERCENT SUPERVISING: 3%                AVERAGE NUMBER OF TASKS PERFORMED: 39

THE FOLLOWING TASKS ARE IN DESCENDING ORDER OF PERCENT MEMBERS PERFORMING

TASKS	PERCENT MEMBERS PERFORMING
G248 CONDUCT PW STUDENT INTERROGATIONS	91
F206 MONITOR STUDENTS' BEHAVIORS, SUCH AS FEAR, ANXIETY, OR HOSTILITY	91
G242 CONDUCT CRAMPED CONFINEMENT TRAINING	88
G245 CONDUCT ISOLATION TRAINING	82
G233 CAPTURE STUDENTS	76
G256 CRITIQUE STUDENT INTERROGATIONS	73
G361 INSTRUCT RESISTING EXPLOITATION	70
G246 CONDUCT PROPAGANDA PROGRAMS	70
G360 INSTRUCT PW'S LEGAL OR MORAL OBLIGATIONS DURING CAPTIVITY	70
G230 ASSESS STUDENTS FOR INTERROGATIONS	67
F205 MONITOR OR ENSURE STUDENTS' SAFETY	64
G359 INSTRUCT PW EXPLOITATIONS	64
G397 PERFORM CAPTOR DUTIES, OTHER THAN CAPTURES OR SEARCHES	64
G227 ADAPT SURVIVAL PRINCIPLES OR TECHNIQUES TO CAPTIVITY	58
G358 INSTRUCT PW COMMUNICATIONS	58
F188 EXTINGUISH FOREST OR GRASS FIRES, OTHER THAN DURING INSTRUCTION	58
F176 COUNSEL OR CRITIQUE STUDENTS ON TRAINING PROGRESS	55
G244 CONDUCT GROUP CONFINEMENT TRAINING	55
F222 SET UP LABORATORY OR CLASSROOM AREAS	52
G241 COMPLETE RESISTANCE TRAINING ACTIVITY LOGS	52
G250 CONDUCT SURVIVAL TRAINING DEMONSTRATIONS AT EVENTS, SUCH AS BASE OR UNIT OPEN HOUSES	52
G425 SEARCH STUDENTS	48
G239 COMMUNICATE WITH FELLOW PRISONERS OF WAR (PWs)	48
G421 RESIST EXPLOITATION	45
B71 MAINTAIN ACCOUNTABILITY OF STUDENTS	45
F187 EVALUATE STUDENTS' PERFORMANCE, OTHER THAN GRADE CARD EVALUATIONS	39
G306 INSTRUCT GLOBAL PRINCIPLES OF ORGANIZING INDIVIDUAL NEEDS IN CAPTIVITY	39
G247 CONDUCT PW STUDENT INDOCTRINATIONS	39
G389 ORGANIZE INDIVIDUAL NEEDS IN CAPTIVITY	36
F220 RESEARCH TRAINING SUPPORT MATERIAL, OTHER THAN FOR OJT	36
E155 INVENTORY SUPPLIES	30
A15 DETERMINE WORK PRIORITIES	24

TABLE A4

SUPERVISORS AND ADMINISTRATORS  
(STG025)

NUMBER IN GROUP: 21	AVERAGE TIME IN JOB: 22 MONTHS
PERCENT OF SAMPLE: 11%	AVERAGE TAFMS: 207 MONTHS
PERCENT SUPERVISING: 90%	AVERAGE NUMBER OF TASKS PERFORMED: 102

THE FOLLOWING TASKS ARE IN DESCENDING ORDER OF PERCENT MEMBERS PERFORMING

<u>TASKS</u>	<u>PERCENT MEMBERS PERFORMING</u>
A29 ESTABLISH SUBORDINATE PERFORMANCE STANDARDS	100
B50 COUNSEL PERSONNEL, OTHER THAN STUDENTS OR OJT TRAINEES	95
C92 EVALUATE PERSONNEL FOR PROMOTION, DEMOTION, RECLASSIFICATION, OR SPECIAL AWARDS	95
B70 INTERPRET POLICIES, DIRECTIVES, OR PROCEDURES FOR SUBORDINATES	90
A31 PLAN BRIEFINGS	90
A15 DETERMINE WORK PRIORITIES	90
A18 DEVELOP ORGANIZATIONAL POLICIES, OPERATING INSTRUCTIONS (OIs), OR STANDING OPERATING PROCEDURES (SOPs)	90
C112 WRITE EPRs	90
C113 WRITE STAFF STUDIES, AWARDS AND DECORATIONS, OR SPECIAL REPORTS	90
B73 MONITOR FIELD TRAINING OPERATIONS	86
A34 PLAN OR SCHEDULE WORK ASSIGNMENTS	86
C104 INSPECT FACILITIES	86
A41 SCHEDULE LEAVES OR PASSES	86
F205 MONITOR OR ENSURE STUDENTS' SAFETY	81
B79 SUPERVISE SURVIVAL TRAINING SPECIALISTS (AFSC 12150)	81
A19 DEVELOP WORK METHODS OR PROCEDURES	81
A2 ASSIGN PERSONNEL TO DUTY POSITIONS	81
F176 COUNSEL OR CRITIQUE STUDENTS ON TRAINING PROGRESS	81
A1 ADVISE STAFF OR UNIT PERSONNEL ON TRAINING MATTERS, OTHER THAN ON-THE-JOB TRAINING (OJT)	76
B49 CONDUCT STAFF MEETINGS	76
C86 CONDUCT INFORMAL INSTRUCTOR EVALUATIONS	71
F210 PACK FOR FIELD OPERATIONS	71
F163 BRIEF TRAINING AREA SAFETY	71
B80 SUPERVISE SURVIVAL TRAINING TECHNICIANS (AFSC 12170)	67
F189 INSPECT STUDENT CAMPS	67
C97 EVALUATE STUDENT CRITIQUES	67
C81 ANALYZE WORKLOAD REQUIREMENTS	62
C101 EVALUATE WORK SCHEDULES	62
C109 REVIEW INSTRUCTOR OR TRAINING EVALUATIONS	62
F224 TRANSPORT SURVIVAL EQUIPMENT TO OR FROM FIELD TRAINING AREAS	62
D134 MAINTAIN OJT RECORDS, LOGS, CHARTS, OR GRAPHS	62

APPENDIX B  
SURVIVAL TRAINING INSTRUCTOR COURSE  
S-V81-A SYLLABUS

TABLE B1

SURVIVAL TRAINING INSTRUCTOR COURSE S-V81-A  
SYLLABUS OF INSTRUCTION WITH SURVEY DATA

SECTION IV  
FACTORS AND CONDITIONS AFFECTING A SURVIVOR

OBJECTIVES AND MATCHED TASKS	TNG	ATI	1ST	1ST	TSK <sup>m</sup>
	EMP	JOB	ENL	DIF	
-----					
1.1 INTRODUCTION TO THE ELEMENTS OF SURVIVING					
-----					
-----					
1.2 LOCAL PEOPLE					
-----					
G229 Adapt to conditions affecting survival, such as socio-political, survivors', or duration conditions	5.85	15	35	40	5.63
G278 Instruct environmental specific adaptations to survival conditions, such as socio-political conditions	5.89	15	40	42	5.54
-----					
-----					
1.3 PSYCHOLOGICAL ASPECTS OF SURVIVAL					
-----					
F206 Monitor students' behaviors, such as fear, anxiety, or hostility	6.81	18	70	82	5.81
G254 Cope with survival stresses	7.37	18	95	78	5.50
-----					
-----					
1.4 OBLIGATIONS OF A SURVIVOR					
-----					
G280 Instruct evader's legal or moral obligations after escape	5.93	7	0	2	5.73
G281 Instruct evader's legal or moral obligations during evasion, other than after escape	6.00	7	15	16	5.51

TABLE B1 (CONTINUED)

SURVIVAL TRAINING INSTRUCTOR COURSE S-V81-A  
SYLLABUS OF INSTRUCTION WITH SURVEY DATA

SECTION IV  
FACTORS AND CONDITIONS AFFECTING A SURVIVOR

<u>OBJECTIVES AND MATCHED TASKS</u>	<u>TNG</u>	<u>ATT</u>	<u>1ST</u>	<u>1ST</u>	<u>TSKs</u>
	<u>EMP</u>		<u>JOB</u>	<u>ENL</u>	<u>DIF</u>

1.5 INTRODUCTION TO CLIMATIC PRINCIPLES

1.6 ENVIRONMENTAL CHARACTERISTICS OF THE TEMPERATE ZONE

1.7 ENVIRONMENTAL CHARACTERISTICS OF DESERT AND DESERT-LIKE AREA

1.8 ENVIRONMENTAL CHARACTERISTICS OF ARCTIC AND ARCTIC-LIKE AREA

1.9 ENVIRONMENTAL CHARACTERISTICS OF TROPIC AND TROPIC-LIKE AREA

1.10 ADAPTING SURVIVAL PRINCIPLES AND TECHNIQUES TO NUCLEAR CONDITIONS

TABLE B1 (CONTINUED)

SURVIVAL TRAINING INSTRUCTOR COURSE S-V81-A  
SYLLABUS OF INSTRUCTION WITH SURVEY DATA

SECTION IV  
FACTORS AND CONDITIONS AFFECTING A SURVIVOR

<u>OBJECTIVES AND MATCHED TASKS</u>	<u>TNG</u>	<u>ATI</u>	<u>1ST</u>	<u>1ST</u>	<u>TSK<sup>m</sup></u>
	<u>EMP</u>		<u>JOB</u>	<u>ENL</u>	<u>DIF</u>
G228 Adapt survival techniques to nuclear, biological, and chemical (NBC) environments	6.26	17	75	67	5.55
-----					
1.11 ADAPTING SURVIVAL PRINCIPLES AND TECHNIQUES TO CHEMICAL AND BIOLOGICAL CONDITIONS					
-----					
G228 Adapt survival techniques to nuclear, biological, and chemical (NBC) environments	6.26	17	75	67	5.55
-----					
1.12 DETERMINING AND PRIORITIZING NEEDS (OPERATIONAL TRAINING)					
-----					
G416 Prioritize individual or group survival needs	7.78	18	90	82	5.30
G312 Instruct global principles of prioritizing survivor needs, other than in captivity	7.81	18	75	71	5.67
G354 Instruct prioritizing needs in specific environments	6.52	18	90	82	5.35
G276 Instruct coping with survival stresses	7.63	18	90	84	5.78
-----					
1.13 CONSERVATION TECHNIQUES (OPERATIONAL TRAINING)					
-----					

TABLE B1 (CONTINUED)

SURVIVAL TRAINING INSTRUCTOR COURSE S-V81-A  
SYLLABUS OF INSTRUCTION WITH SURVEY DATA

SECTION V  
PERSONAL PROTECTION

OBJECTIVES AND MATCHED TASKS	TNG		1ST	1ST	TSK
	EMP	ATT			
-----					
2.1 INTRODUCTION TO PERSONAL PROTECTION					
-----					
2.2 INTRODUCTION TO CLOTHING					
-----					
G298	6.89	18	90	80	4.84
G269	7.37	18	90	84	4.84
G288	7.44	18	90	82	4.81
G325	7.37	18	90	82	4.60
40					
G330	6.67	18	85	80	4.74
G377	6.56	18	80	78	4.70
-----					
2.3 INTRODUCTION TO SHELTERCRAFT					
-----					
G419	7.59	18	100	87	4.71
G420	7.44	18	95	87	5.47
G426	7.41	18	80	76	4.59
G315	7.52	18	90	80	5.49
G318	7.07	18	90	80	4.71
G357	6.30	17	85	78	5.39
G364	6.33	18	80	76	4.61

TABLE B1 (CONTINUED)

SURVIVAL TRAINING INSTRUCTOR COURSE S-V81-A  
SYLLABUS OF INSTRUCTION WITH SURVEY DATA

SECTION V  
PERSONAL PROTECTION

<u>OBJECTIVES AND MATCHED TASKS</u>	<u>TNG EMP</u>	<u>ATI</u>	<u>1ST JOB</u>	<u>1ST ENL</u>	<u>TSK DIF.</u>
<u>2.4 INTRODUCTION TO FIRECRAFT</u>					
G232 Build fires	8.04	18	100	89	5.16
G283 Instruct firecraft in specific environments	7.37	18	80	78	5.44
G296 Instruct global principles of firecraft	7.96	18	90	82	5.60
<u>2.5 INTRODUCTION TO SURVIVAL EQUIPMENT</u>					
G294 Instruct global principles of equipment improvisation	7.44	18	90	80	5.32
G331 Instruct improvising equipment in specific environments	6.59	18	80	80	4.77
G264 Improvise equipment	7.33	18	90	82	4.67
<u>2.6 ROPES AND KNOTS</u>					
<u>2.7 INTRODUCTION TO IMPROVISING AND CARE AND USE OF EQUIPMENT (LABORATORY)</u>					
<u>2.8 IMPROVISING (LABORATORY)</u>					





TABLE B1 (CONTINUED)

SURVIVAL TRAINING INSTRUCTOR COURSE S-V81-A  
SYLLABUS OF INSTRUCTION WITH SURVEY DATA

SECTION VI  
SUSTENANCE

<u>OBJECTIVES AND MATCHED TASKS</u>	<u>TNG</u> <u>EMP</u>	<u>ATI</u>	<u>1ST</u> <u>JOB</u>	<u>1ST</u> <u>ENL</u>	<u>TSK</u> <u>DIF</u>
-----					
3.3 INTRODUCTION TO ANIMAL PROCUREMENT					
-----					
3.4 INTRODUCTION TO FOOD PREPARATION, PRESERVATION AND STORAGE					
-----					
G309 Instruct global principles of preparing food	7.11	18	90	80	4.99
42					
G311 Instruct global principles of preserving food	7.22	18	90	80	5.07
G319 Instruct global principles of storing food	7.11	18	90	80	4.63
G351 Instruct preparing food in specific environments	5.70	17	85	78	4.52
G353 Instruct preserving food in specific environments	5.96	17	85	80	4.60
G366 Instruct storing food in specific environments	6.22	17	85	73	4.46
-----					
3.5 INTRODUCTION TO WATER PREPARATION, PRESERVATION AND STORAGE					
-----					
G310 Instruct global principles of preparing water	7.70	18	90	80	4.80
G314 Instruct global principles of procuring water	7.74	18	90	80	5.39
G320 Instruct global principles of storing water	7.33	18	90	80	4.52
G352 Instruct preparing water in specific environments	6.37	18	90	82	4.48
G356 Instruct procuring water in specific environments	6.59	18	85	78	4.91
G367 Instruct storing water in specific environments	6.70	18	80	71	4.39

TABLE B1 (CONTINUED)

SURVIVAL TRAINING INSTRUCTOR COURSE S-V81-A  
SYLLABUS OF INSTRUCTION WITH SURVEY DATA

SECTION VI  
SUSTENANCE

<u>OBJECTIVES AND MATCHED TASKS</u>	<u>TNG</u> <u>EMP</u>	<u>ATI</u>	<u>1ST</u> <u>JOB</u>	<u>1ST</u> <u>ENL</u>	<u>TSK</u> <u>DIF</u>
<hr/>					
3.6 FOOD PROCUREMENT, PREPARATION, PRESERVATION, AND STORAGE (OPERATIONAL TRAINING)					
<hr/>					
G417 Procure food	7.11	18	100	87	5.40
G413 Prepare food	7.26	18	95	87	4.20
G415 Preserve food	7.22	18	95	84	4.41
G427 Store food	7.30	18	95	82	4.07
<hr/>					
3.7 WATER PROCUREMENT, PREPARATION AND STORAGE (OPERATIONAL TRAINING)					
<hr/>					
G414 Prepare water	7.74	18	95	87	3.97
G418 Procure water	7.89	18	100	87	4.44
G428 Store water	7.63	18	95	84	3.74
<hr/>					
3.8 SUSTENANCE IN ARCTIC AND ARCTIC-LIKE AREAS					
<hr/>					
G336 Instruct minimum food requirements in specific environments	6.33	18	75	69	4.77
G351 Instruct preparing food in specific environments	5.70	17	85	78	4.52
G353 Instruct preserving food in specific environments	5.96	17	85	80	4.60
G355 Instruct procuring food in specific environments	6.04	17	90	82	5.35
G366 Instruct storing food in specific environments	6.22	17	85	73	4.46
G337 Instruct minimum water requirements in specific environments	6.89	18	75	69	4.82
G352 Instruct preparing water in specific environments	6.37	18	90	82	4.48
G356 Instruct procuring water in specific environments	6.59	18	85	78	4.91
G367 Instruct storing water in specific environments	6.70	18	80	71	4.39

TABLE B1 (CONTINUED)

SURVIVAL TRAINING INSTRUCTOR COURSE S-V81-A  
SYLLABUS OF INSTRUCTION WITH SURVEY DATA

SECTION VI  
SUSTENANCE

OBJECTIVES AND MATCHED TASKS	TNG EMP	ATI	1ST JOB	1ST ENL	TSK <sub>M</sub> DIF
-----					
3.9 SUSTENANCE IN DESERT AND DESERT-LIKE AREAS					
-----					
G336	6.33	18	75	69	4.77
G351	5.70	17	85	78	4.52
G353	5.96	17	85	80	4.60
G355	6.04	17	90	82	5.35
G366	6.22	17	85	73	4.46
G337	6.89	18	75	69	4.82
G352	6.37	18	90	82	4.48
G356	6.59	18	85	78	4.91
G367	6.70	18	80	71	4.39
-----					
3.10 SUSTENANCE IN TROPIC AND TROPIC-LIKE AREAS					
-----					
G336	6.33	18	75	69	4.77
G351	5.70	17	85	78	4.52
G353	5.96	17	85	80	4.60
G355	6.04	17	90	82	5.35
G366	6.22	17	85	73	4.46
G337	6.89	18	75	69	4.82
G352	6.37	18	90	82	4.48
G356	6.59	18	85	78	4.91
G367	6.70	18	80	71	4.39

TABLE B1 (CONTINUED)

SURVIVAL TRAINING INSTRUCTOR COURSE S-V81-A  
SYLLABUS OF INSTRUCTION WITH SURVEY DATA

SECTION VI  
SUSTENANCE

<u>OBJECTIVES AND MATCHED TASKS</u>	<u>TNG EMP</u>	<u>ATI</u>	<u>1ST JOB</u>	<u>1ST ENL</u>	<u>TSK<sub>W</sub> DIF</u>
<u>3.11 SUSTENANCE IN COSTAL AREAS</u>					
G336 Instruct minimum food requirements in specific environments	6.33	18	75	69	4.77
G351 Instruct preparing food in specific environments	5.70	17	85	78	4.52
G353 Instruct preserving food in specific environments	5.96	17	85	80	4.60
G355 Instruct procuring food in specific environments	6.04	17	90	82	5.35
G366 Instruct storing food in specific environments	6.22	17	85	73	4.46
G337 Instruct minimum water requirements in specific environments	6.89	18	75	69	4.82
G352 Instruct preparing water in specific environments	6.37	18	90	82	4.48
G356 Instruct procuring water in specific environments	6.59	18	85	78	4.91
G367 Instruct storing water in specific environments	6.70	18	80	71	4.39
<u>3.12 SUSTENANCE ON THE OPEN SEAS</u>					
G336 Instruct minimum food requirements in specific environments	6.33	18	75	69	4.77
G351 Instruct preparing food in specific environments	5.70	17	85	78	4.52
G353 Instruct preserving food in specific environments	5.96	17	85	80	4.60
G355 Instruct procuring food in specific environments	6.04	17	90	82	5.35
G366 Instruct storing food in specific environments	6.22	17	85	73	4.46
G337 Instruct minimum water requirements in specific environments	6.89	18	75	69	4.82
G352 Instruct preparing water in specific environments	6.37	18	90	82	4.48
G356 Instruct procuring water in specific environments	6.59	18	85	78	4.91
G367 Instruct storing water in specific environments	6.70	18	80	71	4.39

TABLE B1 (CONTINUED)

SURVIVAL TRAINING INSTRUCTOR COURSE S-V81-A  
SYLLABUS OF INSTRUCTION WITH SURVEY DATA

SECTION VII  
MEDICAL ASPECTS

TNG  
EMP

ATI

1ST  
JOB

1ST  
ENL

TSK<sup>m</sup>  
DIF

OBJECTIVES AND MATCHED TASKS

4.1 INTRODUCTION TO THE MAJOR BODY SYSTEMS

4.2 INTRODUCTION TO POISONING

4.3 COLD INJURIES

4.4 HEAT DISORDERS

4.5 PATIENT ASSESSMENT/SURVEY (LABORATORY)

4.6 CARDIOPULMONARY RESUSCITATION (CPR) (LABORATORY)

4.7 BLEEDING AND SHOCK (LABORATORY)

TABLE B1 (CONTINUED)

SURVIVAL TRAINING INSTRUCTOR COURSE S-V81-A  
SYLLABUS OF INSTRUCTION WITH SURVEY DATA

SECTION VII  
MEDICAL ASPECTS

<u>OBJECTIVES AND MATCHED TASKS</u>	<u>TNG</u> <u>EMP</u>	<u>ATI</u>	<u>1ST</u> <u>JOB</u>	<u>1ST</u> <u>ENL</u>	<u>TSK<sup>m</sup></u> <u>DIF</u>
4.8 INJURIES TO TISSUE AND ORGANS (LABORATORY)					
4.9 INJURIES TO THE SKULL, SPINE, AND CHEST (LABORATORY)					
4.10 FRACTURES, DISLOCATIONS, SPRAINS, AND STRAINS (LABORATORY)					
4.11 INTRODUCTION TO SURVIVAL MEDICINE					
G317 Instruct global principles of sanitation or hygiene	7.11	18	90	80	5.01
G363 Instruct sanitation or hygiene in specific environments	6.11	17	85	80	4.44
G323 Instruct global principles of treating illnesses	7.22	18	80	76	5.93
G324 Instruct global principles of treating injuries	7.48	18	90	82	6.09
G373 Instruct treating illnesses in captivity	5.48	**	0	0	5.77
G374 Instruct treating illnesses in specific environments, other than in captivity	6.00	15	50	47	5.62
G375 Instruct treating injuries in captivity	5.78	7	0	2	5.78
G376 Instruct treating injuries in specific environments,	6.63	18	65	64	5.49
4.12 SURVIVAL MEDICINE (OPERATIONAL TRAINING)					

TABLE B1 (CONTINUED)

SURVIVAL TRAINING INSTRUCTOR COURSE S-V81-A  
SYLLABUS OF INSTRUCTION WITH SURVEY DATA

SECTION VIII  
TRAVEL, COMMUNICATIONS, AND RECOVERY

<u>OBJECTIVES AND MATCHED TASKS</u>	<u>TNG</u> <u>EMP</u>	<u>ATI</u>	<u>1ST</u> <u>JOB</u>	<u>1ST</u> <u>ENL</u>	<u>TSK<sup>m</sup></u> <u>DIF</u>
-----					
5.1 NATURAL AIDS TO NAVIGATION	-----				
G302 Instruct global principles of navigation	7.19	18	95	82	6.17
G339 Instruct navigation techniques in specific environments	6.74	18	80	78	6.05
G362 Instruct roughland travel techniques in specific environments	5.63	15	40	42	5.72
-----					
5.2 CELESTIAL AIDS TO NAVIGATION	-----				
-----					
5.3 INTRODUCTION TO LAND NAVIGATION (LABORATORY)	-----				
G404 Perform navigation techniques	7.30	18	95	80	6.38
G409 Perform roughland travel techniques	5.93	17	60	56	5.67
G404 Perform navigation techniques	7.30	18	95	80	6.38
G412 Perform travel techniques, other than roughland or evasion travel techniques	6.11	17	60	58	5.17

TABLE B1 (CONTINUED)

SURVIVAL TRAINING INSTRUCTOR COURSE S-V81-A  
 SYLLABUS OF INSTRUCTION WITH SURVEY DATA

SECTION VIII  
 TRAVEL, COMMUNICATIONS, AND RECOVERY

<u>OBJECTIVES AND MATCHED TASKS</u>	<u>TNG EMP</u>	<u>ATI</u>	<u>1ST JOB</u>	<u>1ST ENL</u>	<u>TSK<sup>m</sup> DIF</u>
<hr/>					
5.4 TRAVEL AND SIGNALING IN ARCTIC AND ARCTIC-LIKE AREAS					
<hr/>					
G412 Perform travel techniques, other than roughland or evasion travel techniques	6.11	17	60	58	5.17
G297 Instruct global principles of improvised signalling techniques	7.78	18	90	82	5.28
G329 Instruct improvised signalling techniques in specific environments	7.00	18	85	82	5.02
<hr/>					
5.5 TRAVEL AND SIGNALING IN TROPIC AND TROPIC-LIKE AREAS					
<hr/>					
G412 Perform travel techniques, other than roughland or evasion travel techniques	6.11	17	60	58	5.17
G297 Instruct global principles of improvised signalling techniques	7.78	18	90	82	5.28
G329 Instruct improvised signalling techniques in specific environments	7.00	18	85	82	5.02
<hr/>					
5.6 TRAVEL AND SIGNALING IN DESERT AND DESERT-LIKE AREAS					
<hr/>					
G412 Perform travel techniques, other than roughland or evasion travel techniques	6.11	17	60	58	5.17
G297 Instruct global principles of improvised signalling techniques	7.78	18	90	82	5.28
G329 Instruct improvised signalling techniques in specific environments	7.00	18	85	82	5.02

TABLE B1 (CONTINUED)

SURVIVAL TRAINING INSTRUCTOR COURSE S-V81-A  
SYLLABUS OF INSTRUCTION WITH SURVEY DATA

SECTION VIII  
TRAVEL, COMMUNICATIONS, AND RECOVERY

OBJECTIVES AND MATCHED TASKS	TNG	ATI	1ST	1ST	TSK <sup>m</sup>
	EMP		JOB	ENL	DIF
-----					
5.7 TRAVELING ON OPEN SEAS AND MAKING LANDFALL					
-----					
G333 Instruct life raft boarding procedures	5.89	7	0	2	4.08
G334 Instruct life raft configurations for protection from elements	5.78	7	0	2	4.28
-----					
5.8 TRAVELING ON INLAND WATERS					
-----					
5.9 PACKS AND PACKING (LABORATORY)					
-----					
G271 Instruct carrying burdens or materiel in specific environments	6.89	18	95	84	4.75
G275 Instruct constructing burden or materiel carrying devices in specific environments	6.48	18	80	73	4.94
G287 Instruct global principles of carrying burdens or materiel	7.26	18	90	82	4.86
G291 Instruct global principles of constructing burden or materiel carrying devices	7.15	18	80	73	4.80
-----					
5.10 BURDEN CARRYING (OPERATIONAL TRAINING)					
-----					
G236 Carry burdens or materiel	7.48	18	95	82	4.30
G251 Construct burden or materiel carrying devices	6.85	18	90	73	4.14

TABLE B1 (CONTINUED)

SURVIVAL TRAINING INSTRUCTOR COURSE S-V81-A  
SYLLABUS OF INSTRUCTION WITH SURVEY DATA

SECTION VIII  
TRAVEL, COMMUNICATIONS, AND RECOVERY

<u>OBJECTIVES AND MATCHED TASKS</u>	<u>TNG</u> <u>EMP</u>	<u>ATI</u>	<u>1ST</u> <u>JOB</u>	<u>1ST</u> <u>ENL</u>	<u>TSK</u> <u>DIF</u>
5.11 <u>NAVIGATION AND TRAVEL TECHNIQUES (OPERATIONAL TRAINING)</u>					
G404 Perform navigation techniques	7.30	18	95	80	6.38
G412 Perform travel techniques, other than roughland or evasion travel techniques	6.11	17	60	58	5.17
5.12 <u>ADVANCED TRAVEL METHODS - RIVERS AND RAFTING (OPTIONAL TRAINING)</u>					
5.13 <u>ADVANCED TRAVEL TECHNIQUES (LAND)</u>					
G362 Instruct roughland travel techniques in specific environments	5.63	15	40	42	5.72
5.14 <u>INTRODUCTION TO CLIMBING EQUIPMENT AND TECHNIQUES (OPERATIONAL TRAINING)</u>					
5.15 <u>FRICION CLIMBING, BALANCE CLIMBING, DOWN CLIMBING, AND BELAYING (OPERATIONAL TRAINING)</u>					

TABLE B1 (CONTINUED)

SURVIVAL TRAINING INSTRUCTOR COURSE S-V81-A  
SYLLABUS OF INSTRUCTION WITH SURVEY DATA

SECTION VIII  
TRAVEL, COMMUNICATIONS, AND RECOVERY

OBJECTIVES AND MATCHED TASKS	TNG EMP	ATI	1ST JOB	1ST ENL	TSK <sup>m</sup> DIF
5.16 DESCENSION TECHNIQUES (OPERATIONAL TRAINING)					
5.17 BODY CARRIES AND IMPROVED LITTERS (OPERATIONAL TRAINING)					
G275 Instruct constructing burden or materiel carrying devices in specific environments	6.48	18	80	73	4.94
5.18 LOW ANGLE LITTER EVACUATION (OPERATIONAL TRAINING)					
5.19 INTRODUCTION TO SIGNALING, COMMUNICATIONS, AND RECOVERY (LABORATORY)					
G402 Perform improvised signalling techniques	7.41	18	95	80	4.33
G240 Communicate with recovery forces	7.52	18	70	62	5.39
G410 Perform survivors' responsibilities during recovery operations	7.00	12	40	44	5.30

TABLE B1 (CONTINUED)

SURVIVAL TRAINING INSTRUCTOR COURSE S-V81-A  
SYLLABUS OF INSTRUCTION WITH SURVEY DATA

SECTION VIII  
TRAVEL, COMMUNICATIONS, AND RECOVERY

<u>OBJECTIVES AND MATCHED TASKS</u>	<u>TNG EMP</u>	<u>ATI</u>	<u>1ST JOB</u>	<u>1ST ENL</u>	<u>TSK<sup>m</sup> DIF</u>
<hr/>					
5.20 SIGNALING, COMMUNICATIONS, AND RECOVERY ON THE OPEN SEAS					
<hr/>					
G410 Perform survivors' responsibilities during recovery operations	7.00	12	40	44	5.30
F167 Conduct SAREXs	5.48	7	10	4	6.27
F169 Conduct SEREXs	4.67	7	10	4	6.46
<hr/>					
5.21 COMBAT RECOVERY PRINCIPLES					
<hr/>					
G410 Perform survivors' responsibilities during recovery operations	7.00	12	40	44	5.30
F167 Conduct SAREXs	5.48	7	10	4	6.27
F169 Conduct SEREXs	4.67	7	10	4	6.46
<hr/>					
5.22 SIGNALING, COMMUNICATIONS, AND RECOVERY (OPERATIONAL TRAINING)					
<hr/>					
G402 Perform improvised signalling techniques	7.41	18	95	80	4.33
G240 Communicate with recovery forces	7.52	18	70	62	5.39
F167 Conduct SAREXs	5.48	7	10	4	6.27
F169 Conduct SEREXs	4.67	7	10	4	6.46
H459 Perform personnel lowering device operations	5.30	17	60	56	4.17
H460 Perform static hoist operations	5.00	17	55	51	4.08
G333 Instruct life raft boarding procedures	5.89	7	0	2	4.08
G334 Instruct life raft configurations for protection from elements	5.78	7	0	2	4.28
H439 Don or doff parachute equipment	3.44	2	20	13	4.63

TABLE B1 (CONTINUED)

SURVIVAL TRAINING INSTRUCTOR COURSE S-V81-A  
SYLLABUS OF INSTRUCTION WITH SURVEY DATA

SECTION IX  
EVASION

<u>OBJECTIVES AND MATCHED TASKS</u>	<u>TNG</u>	<u>1ST</u>	<u>1ST</u>	<u>TSK<sup>60</sup></u>
	<u>EMP</u>	<u>JOB</u>	<u>ENL</u>	<u>DIF</u>
<u>6.1 FACTORS WHICH INFLUENCE SUCCESSFUL EVASION</u>				
G229 Adapt to conditions affecting survival, such as socio-political, survivors', or duration conditions	5.85	15	35	40
G408 Perform premission planning	5.85	15	40	33
G398 Perform evader's legal or moral obligations	5.33	7	20	13
<u>6.2 PRINCIPLES OF CAMOUFLAGE AND CONCEALMENT</u>				
G396 Perform camouflage or concealment techniques	7.41	18	90	78
<u>6.3 INTRODUCTION TO EVASION MOVEMENT</u>				
G398 Perform evader's legal or moral obligations	5.33	7	20	13
<u>6.4 BARRIERS TO EVASION (INSTRUCTION CLASSIFIED)</u>				
G398 Perform evader's legal or moral obligations	5.33	7	20	13

TABLE B1 (CONTINUED)

SURVIVAL TRAINING INSTRUCTOR COURSE S-V81-A  
SYLLABUS OF INSTRUCTION WITH SURVEY DATA

SECTION IX  
EVASION

<u>OBJECTIVES AND MATCHED TASKS</u>	<u>TNG EMP</u>	<u>ATI</u>	<u>1ST JOB</u>	<u>1ST ENL</u>	<u>TSK<sup>m</sup> DJIF</u>
<u>6.5 ASSISTED EVASION (INSTRUCTION CLASSIFIED)</u>					
F212 Perform assister duties	6.52	18	70	67	4.97
G395 Perform behavior advisable for U.S. military personnel during assisted evasions	5.63	17	55	51	5.86
<u>6.6 PLANNING AND CONDUCTING EVASION TRAVEL</u>					
G408 Perform premission planning	5.85	15	40	33	5.42
G390 Organize to satisfy group needs, other than during captivity	5.26	17	55	53	5.58
G391 Organize to satisfy individual needs, other than in captivity	5.52	15	45	49	5.28
G416 Prioritize individual or group survival needs	7.78	18	90	82	5.30
<u>6.7 CAMOUFLAGE, CONCEALMENT, AND EVASION MOVEMENT (OPERATIONAL TRAINING)</u>					
G396 Perform camouflage or concealment techniques	7.41	18	90	78	5.50
G399 Perform evasion travel techniques	7.37	18	85	71	6.14
<u>6.8 EVASION EXERCISE (OPERATIONAL TRAINING)</u>					
G396 Perform camouflage or concealment techniques	7.41	18	90	78	5.50
G399 Perform evasion travel techniques	7.37	18	85	71	6.14

TABLE B1 (CONTINUED)

SURVIVAL TRAINING INSTRUCTOR COURSE S-V81-A  
SYLLABUS OF INSTRUCTION WITH SURVEY DATA

SECTION IX  
EVASION

<u>OBJECTIVES AND MATCHED TASKS</u>	TNG EMP	ATI	1ST JOB	1ST ENL	TSK <sup>m</sup> DIF
-----					
6.9 EVASION SEMINAR (INSTRUCTION CLASSIFIED)					
-----					
G229 Adapt to conditions affecting survival, such as socio-political, survivors', or duration conditions	5.85	15	35	40	5.63
F206 Monitor students' behaviors, such as fear, anxiety, or hostility	6.81	18	70	82	5.81
G254 Cope with survival stresses	7.37	18	95	78	5.50
G408 Perform premission planning	5.85	15	40	33	5.42
-----					
6.10 CAPTIVITY CONDITIONS					
-----					
G229 Adapt to conditions affecting survival, such as socio-political, survivors', or duration conditions	5.85	15	35	40	5.63
G227 Adapt survival principles or techniques to captivity	6.07	7	5	13	5.90
-----					
6.11 ESCAPE PLANNING AND TACTICS (LABORATORY)					
-----					
G243 Conduct escape planning	4.78	7	5	2	5.32
-----					
6.12 ANALYZING CAPTIVITY CONDITIONS					
-----					

TABLE B1 (CONTINUED)

SURVIVAL TRAINING INSTRUCTOR COURSE S-V81-A  
 SYLLABUS OF INSTRUCTION WITH SURVEY DATA

SECTION X  
 INSTRUCTIONAL METHODS AND PRACTICE

<u>OBJECTIVES AND MATCHED TASKS</u>	<u>TNG</u>	<u>ATI</u>	<u>1ST</u>	<u>1ST</u>	<u>TSK<sup>m</sup></u>
	<u>EMP</u>		<u>JOB</u>	<u>ENL</u>	<u>DIF</u>
7.1 COMMUNICATION SKILLS SEMINAR (LABORATORY)					
7.2 CURRICULUM DOCUMENTS					
F195 Instruct utilization of training aids	4.07	15	25	36	5.05
7.3 INTRODUCTION TO THE LEARNING PROCESS					
7.4 RESEARCHING (LABORATORY)					
7.5 QUESTIONING METHODS					
7.6 EVALUATION AS AN AID					

TABLE B1 (CONTINUED)

SURVIVAL TRAINING INSTRUCTOR COURSE S-V81-A  
SYLLABUS OF INSTRUCTION WITH SURVEY DATA

SECTION X  
INSTRUCTIONAL METHODS AND PRACTICE

<u>OBJECTIVES AND MATCHED TASKS</u>	<u>TNG</u>	<u>EMP</u>	<u>ATI</u>	<u>1ST</u>	<u>JOB</u>	<u>ENL</u>	<u>TSK<sup>m</sup></u>	<u>DIF</u>
7.7 INSTRUCTIONAL CONSIDERATIONS								
G343 Instruct organizing group needs in specific environments, other than during captivity	6.96		18	65	67		5.46	
7.8 INSTRUCTIONAL AIDS (LABORATORY)								
7.9 LESSON PLANNING PRINCIPLES (LABORATORY)								
7.10 THE TEACHING LECTURE METHOD								
7.11 THE DEMONSTRATION-PERFORMANCE METHOD								
7.12 THE GUIDED DISCUSSION METHOD								
7.13 OTHER INSTRUCTIONAL METHODS								



TABLE B1 (CONTINUED)

SURVIVAL TRAINING INSTRUCTOR COURSE S-V81-A  
 SYLLABUS OF INSTRUCTION WITH SURVEY DATA

SECTION XI  
 PARACHUTING

<u>OBJECTIVES AND MATCHED TASKS</u>	<u>TNG EMP</u>	<u>ATI</u>	<u>1ST JOB</u>	<u>1ST ENL</u>	<u>TSK<sup>m</sup> DIF</u>
-----					
8.1 PARACHUTING PRINCIPLES AND TECHNIQUES (LABORATORY)					
-----					
H459 Perform personnel lowering device operations	5.30	17	60	56	4.17
H460 Perform static hoist operations	5.00	17	55	51	4.08
I482 Perform parachute jump demonstrations	3.11	2	5	2	6.01
H461 Perform swing land trainer operations	5.04	17	55	51	4.27
I478 Perform HALO parachute jumps, other than during instruction	1.67	**	0	0	6.63
I483 Perform proficiency parachute jumps	3.07	2	0	2	5.62