

AFCAPS-FR-2020-0001

Officer and Enlisted Needs Analysis

USAF Strategic Personnel Research Program

September 2019

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This paper has been reviewed by the Air Force Center for Applied Personnel Studies (AFCAPS) and is approved for publication. AFCAPS members include: Senior Editor Dr. Thomas Carretta AFMC 711 HPW/RHCI, Dr. Katie Gunther AFPC/DSYX, and Dr. Imelda Aguilar HQ AFPC/DSYX.

REPORT DOCUMENTATION PAGE			<i>Form Approved</i> <i>OMB No. 0704-0188</i>	
Public reporting burden for this collection of information is estimated to average 1 hour per response, including the time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing this collection of information. Send comments regarding this burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden to Department of Defense, Washington Headquarters Services, Directorate for Information Operations and Reports (0704-0188), 1215 Jefferson Davis Highway, Suite 1204, Arlington, VA 22202-4302. Respondents should be aware that notwithstanding any other provision of law, no person shall be subject to any penalty for failing to comply with a collection of information if it does not display a currently valid OMB control number. PLEASE DO NOT RETURN YOUR FORM TO THE ABOVE ADDRESS.				
1. REPORT DATE (DD-MM-YYYY) 09-20-2019		2. REPORT TYPE Final Report		3. DATES COVERED (From - To)
4. TITLE AND SUBTITLE Officer and Enlisted Needs Analysis			5a. CONTRACT NUMBER HCaTs GS02Q17DCR0008	
			5b. GRANT NUMBER	
			5c. PROGRAM ELEMENT NUMBER ITSS ID10180037	
6. AUTHOR(S) C. Wayne Shore, Daniela A. Peña, Miguel Gonzalez, Natasha R. Haight, Darien J. Wolliston			5d. PROJECT NUMBER	
			5e. TASK NUMBER 47QFAA18F0043	
			5f. WORK UNIT NUMBER	
7. PERFORMING ORGANIZATION NAME(S) AND ADDRESS(ES) Operational Technologies Group 4100 Northwest Loop 410 #230, San Antonio, TX 78264			8. PERFORMING ORGANIZATION REPORT NUMBER	
9. SPONSORING / MONITORING AGENCY NAME(S) AND ADDRESS(ES) Air Force Personnel Center Strategic Research and Assessment Branch JBSA-Randolph AFB TX 78150			10. SPONSOR/MONITOR'S ACRONYM(S) HQ AFPC/DSYX	
			11. SPONSOR/MONITOR'S REPORT NUMBER(S) AFCAPS-FR-2020-0001	
12. DISTRIBUTION / AVAILABILITY STATEMENT Approved for Public Release. Distribution Unlimited				
13. SUPPLEMENTARY NOTES				
14. ABSTRACT The Air Force assessment needs analysis was conducted to determine potential enhancements of Air Force pre-accession screening processes to improve selection and classification of Airmen. Improved screening can benefit the Air Force through lower training attrition rates, improved job performance, and increased retention. The needs assessment was centered around a list of 71 attributes and a list of 29 competencies. The attribute list includes attitudes, aptitudes, and character traits that are either already screened for in the Air Force, in development, or under consideration. A main consideration of the needs analysis is the determination of competencies and attributes necessary for acceptable performance in Air Force occupations, or specialties (AFSs). Examinations were made to determine whether new assessments may improve Airmen classification or selection, as well as where existing assessments may be better used. Data was collected by surveying Technical Training Instructors (TTI), Field Training Unit Instructors (FTUI), career field Front Line Supervisors (FLS), and through focus groups conducted with TTI/FTUIs for selected career fields.				
15. SUBJECT TERMS Needs Analysis, Competencies, Attributes, Character Traits, Performance, Assessments, Technical Training Instructors, Field Training Unit Instructors, First Line Supervisors				
16. SECURITY CLASSIFICATION OF: Unclassified			17. LIMITATION OF ABSTRACT U	18. NUMBER OF PAGES 215
a. REPORT U	b. ABSTRACT U	c. THIS PAGE U		
			19b. TELEPHONE NUMBER (include area code) 210-565-5245	

Standard Form 298 (Rev. 8-98)
Prescribed by ANSI Std. Z39.18

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Acknowledgements

We would like to sincerely thank the following individuals for their hard work and valuable contributions to this effort:

Lori Knutson

Randy Agee

Malcolm J. Ree, PhD

Ben A. Fairbank, PhD

Barbara Shore

Laurie Shore

Luisa Martinez

Bruce Gould, PhD

Outline of Chapter 1

This section provides a description of how the surveys and focus groups were conducted, the participant demographics, the analysis methods, and a brief overview of subsequent chapters.

The chapter structure is as follows:

1. Purpose
2. Methods
 - a. Attributes and Competencies Used
 - b. Survey Methods
 - c. Focus Group Methods
 - d. Gap Determination: Individual and Focus Group Reports
 - e. Gap Determination All Enlisted and Officer
 - f. Clustering Methods

Purpose

The Air Force assessment needs analysis was conducted to determine potential enhancements of Air Force pre-accession screening processes to improve selection and classification of Airmen. Improved screening can benefit the Air Force through lower training attrition rates, improved job performance, and increased retention. The needs assessment centered around a list of 71 attributes and a list of 29 competencies. The attribute list includes attitudes, aptitudes, and character traits that are either already screened for in the Air Force, in development, or under consideration. A main consideration of the needs analysis is the determination of competencies and attributes necessary for acceptable performance in Air Force occupations, or specialties (AFSs). Examinations were made to determine whether new assessments may improve Airmen classification or selection, as well as where existing assessments may be better used. These areas were addressed through surveys conducted with Technical Training Instructors (TTI), Field Training Unit Instructors (FTUI), and career field Front Line Supervisors (FLS); clustering based on this survey data; and focus groups conducted with TTI/FTUIs for selected career fields. FLSs and TTI/FTUIs are subject matter experts who understand the capabilities needed by new Airmen entering Air Force training or new job assignments, and thus are an appropriate sample for these purposes.

Methods

Competency and Attribute Lists

Competencies

To determine where gaps exist that require development of new assessments, subject matter experts provided input on the necessity of Air Force competencies that are not currently assessed for their career field. The needs assessment employed a list of 29 Air Force competencies derived by Rose, Barron, Aguilar & Weissmuller (2019) from the 51 descriptive behaviors described in the AFMAN 36-2647. Rose et al. (2019) restricted the behaviors to those that were observable job-related behaviors at the proficiency levels of Major (O-4) and below for Officers and Senior Non-Commissioned Officer (E-7) or below. A full list of the 29 competencies including their definitions is presented in Appendix A.

Attributes

The needs assessment also employed a list of 71 Air Force attributes from Rose et al. (2019). The assessments that are used to measure these attributes may be currently operational, available for use, in development, or under consideration. Subject matter experts provided input on these attributes to aid in the determination of optimal use of existing or forthcoming assessments. The full list of attributes, including descriptions, assessments, and assessment status are presented in Appendix B.

Survey Methods

Topics Covered

The surveys for both TTI/FTUIs and FLSs assessed the following content areas: (1) the agreement of expectancy for each Air Force competency of an Airmen's first duty assignment, (2) the approximate number of Airmen proficient at each AF competency at different points in their career (3) the importance of each Air Force attribute for first duty performance, (4) the reasons for success or failure in technical training or on the job, and (5) the direct recommendations for changes to career field entry requirements. A full list of survey items for both the TTI/FUTIs and FLSs (enlisted and officer) is available in Appendices C, D, and E.

Survey Item Development

Survey items were developed by the Air Force Personnel Center / Strategic Research and Assessment Branch (AFPC/DSYX). The survey combined both closed-ended and open-ended items to allow for collection of objective survey responses and subjective details from participants on selected topics.

Participants

Data were collected from needs analysis surveys sent to both enlisted and officer TTI/FTUIs as well as enlisted and officer FLSs to determine where gaps exist between the capabilities of new career field entrants and job requirements for each Air Force career field. These raters served as subject matter experts because of their familiarity with both their career field requirements and the capabilities of trainees and new recruits. In total, 1,562 TTIs and FTUIs responded to training instructor surveys and 13,147 FLSs responded to supervisor surveys. A total of 250 Air Force career fields were represented by at least one respondent in the data collected. Demographic information for each survey source is presented in Table 1.

Table 1. Demographic Data for TTI/FTUI and FLS Surveys

Gender	TTI/FTUI Survey		FLS Survey	
	Number	Percent	Number	Percent
Male	1342	86%	10592	81%
Female	220	14%	2555	19%
Race	Number	Percent	Number	Percent
White	1270	81%	9900	75%
Black/African American	122	8%	1367	10%
Asian/Pacific Islander	30	2%	421	3%
Native American	9	1%	79	1%
Native Hawaiian	14	1%	167	1%
Multiracial	50	3%	524	4%
Missing	67	4%	689	5%
Ethnicity	Number	Percent	Number	Percent
Hispanic/Latino	173	11%	1671	13%
Not Hispanic/Latino	1324	85%	10942	83%
Prefer Not to Say	65	4%	534	4%
Tenure in Role	Number	Percent	Number	Percent
6 months -	68	4%	847	6%
1 - Less than 2 years	101	6%	2161	16%
2 - Less than 3 years	72	5%	1832	14%
Greater than 3 years	158	10%	8307	63%
Missing	39	2%	0	0%
Grade	Number	Percent	Number	Percent
E-4/Senior Airman	1	0%	40	0%
E-5/Staff Sgt	381	24%	5091	39%
E-6/Tech Sgt	642	41%	4299	33%
E-7/Master Sgt	280	18%	1226	9%
E-8/Senior Master Sgt	17	1%	116	1%
E-9/ Chief Master Sgt	2	0%	32	0%
O-1/Second Lt	6	0%	27	0%
O-2/First Lt	7	0%	54	0%
O-3/Captain	101	6%	689	5%
O-4/Major	101	6%	731	6%
O-5/Lt Colonel	23	1%	737	6%
O-6/Colonel	1	0%	104	1%
O-7/ Brig General	0	0%	1	0%
	# Classes	Graduated	# Airmen	Supervised
	Number	Percent	Number	Percent
1-25	1045	67%	10478	80%
26-50	316	20%	1578	12%
51 or greater	201	13%	1091	8%
Missing	0	0%	0	0%

Analysis

Separate analyses were conducted for the TTI/FTUI and FLS surveys. Where TTI/FTUIs and FLSs were given the same item, weighted averages of TTI/FTUI and FLS input were also produced. Numerical ratings provided by participants were analyzed quantitatively, whereas themes expressed in the open-ended questions were analyzed qualitatively. Numerical data were analyzed and developed into individual job level reports for career fields that met a threshold minimum of 10 respondents from each source (TTI/FTUI and FLS surveys). This was done to ensure that career field reports provide a broad perspective of the needs for each job and cover perceptions from both sources, those training new Airmen and those supervising them. We selected 10 as the minimum sample size by reviewing the data and determining that 10 was the smallest number from which meaningful input could be generated, and generalizations or recommendations could be made. The number of enlisted career fields meeting these criteria for enlisted was 43 and the number of officer career fields was 6; for a total of 49 of the 250 career fields. The data for each career field report were analyzed using Microsoft Excel and Visual Basic for Applications (VBA) macros.

Qualitative data were analyzed by categorizing responses into themes. Analysts reviewed participants' responses to open-ended survey questions to identify major themes. Open-ended responses were reviewed to determine if they could be categorized into either one of the 29 competencies or one of the 71 attributes. If they fit in neither of these categories, a new theme representative of the responses was defined. After initial coding, a second analyst reviewed the theme assignment to ensure accuracy. Disagreements were resolved through discussion. Once consensus on specific themes was achieved, representative quotations from the survey responses were added to the individual career field reports to illustrate the themes.

Key Findings

Enlisted Competencies

The survey asked raters to identify the “competencies expected of all members reporting to their first duty assignment.”

The results are sorted by frequency of positive responses in Table 2. Eighty percent or more of surveyed instructors and supervisors identified *Accepts Feedback* (92%), *Active Listening* (91%), *Integrity* (90%), *Followership* (88%), *Professionalism* (88%), *Adaptability* (87%), and *Timeliness* (85%) as expected when reporting to one's first duty assignment. In contrast, the lowest-rated competencies (those below 30%) were *Team Leadership* (21%), *Mentoring Subordinates* (17%), and *Leadership Vision* (14%).

**Table 2. Competencies Expected for all Members
Reporting to Their First Duty Assignment**

Rank	Competency	Total	TTI/FTUI	FLS
1	Accepts Feedback	92%	93%	92%
2	Active Listening	91%	91%	91%
3	Integrity	90%	91%	89%
4	Followership	88%	88%	88%
4	Professionalism	88%	90%	87%
6	Adaptability	87%	88%	86%
7	Timeliness	85%	85%	85%
8	Self-Awareness	72%	71%	72%
9	Learning Orientation	71%	70%	71%
10	Problem Solving	63%	64%	63%
10	Openness to Alt. Views	63%	59%	63%
12	Warrior Ethos	60%	65%	60%
13	Speaking	56%	56%	57%
14	Upward Communication	55%	52%	56%
14	Cultural Awareness	55%	51%	56%
16	Decision Making	54%	58%	53%
17	Collaboration	52%	51%	53%
18	Takes Care of People	49%	47%	49%
19	Innovation	45%	43%	45%

Rank	Competency	Total	TTI/FTUI	FLS
20	Resource Stewardship	43%	42%	43%
21	Writing	40%	35%	40%
22	Leveraging Diversity	39%	38%	39%
22	Change Management	39%	37%	39%
24	Mentoring Peers	37%	37%	37%
25	Strategic Thinking	32%	31%	33%
25	Ethical Leadership	32%	30%	33%
27	Team Leadership	21%	22%	21%
28	Mentoring Subordinates	17%	14%	17%
29	Leadership Vision	14%	13%	15%

The survey included questions regarding factors relating to the degree of success both in technical training and in the career field for enlisted AFSs.

Factors Related to Success in Technical Training and During First Duty Assignment

TTI/FTUIs were asked to select and rank the competencies that differentiate individuals who are successful in training from those who are not. Table 3 shows a breakdown of the rankings for enlisted AFSs. Fifty-seven percent of the instructors rated *Accepts Feedback* as distinguishing between individuals who succeed and those who fail technical training.

Table 3. Ranked Competencies that Distinguish Individuals Who Performed Best in Technical Training from Those Who Performed Worst

Competency	% In Top 5	1st	2nd	3rd	4th	5th
Accepts Feedback	568 57%	137 24%	125 22%	106 19%	86 15%	114 20%
Adaptability	548 55%	125 23%	135 25%	115 21%	98 18%	75 14%
Professionalism	492 50%	88 18%	109 22%	110 22%	97 20%	88 18%
Active Listening	461	106	113	108	71	63

Competency	% In Top 5	1st	2nd	3rd	4th	5th
	46%	23%	25%	23%	15%	14%
Integrity	456 46%	199 44%	71 16%	67 15%	67 15%	52 11%
Followership	326 33%	33 10%	67 21%	69 21%	93 29%	64 20%
Problem Solving	309 31%	70 23%	67 22%	69 22%	63 20%	40 13%
Learning Orientation	272 27%	70 26%	64 24%	46 17%	41 15%	51 19%
Timeliness	270 27%	31 11%	44 16%	57 21%	70 26%	68 25%
Decision Making	250 25%	40 16%	63 25%	61 24%	52 21%	34 14%
Self-Awareness	208 21%	30 14%	43 21%	36 17%	49 24%	50 24%
Strategic Thinking	81 8%	17 21%	16 20%	14 17%	21 26%	13 16%
Warrior Ethos	71 7%	9 13%	13 18%	11 15%	18 25%	20 28%
Openness to Alt. Views	59 6%	6 10%	8 14%	9 15%	14 24%	22 37%
Change Management	49 5%	4 8%	3 6%	12 24%	16 33%	14 29%
Collaboration	49 5%	1 2%	6 12%	12 24%	13 27%	17 35%
Speaking	42 4%	4 10%	7 17%	13 31%	8 19%	10 24%
Upward Communication	38 4%	3 8%	8 21%	8 21%	6 16%	13 34%
Innovation	24 2%	5 21%	4 17%	5 21%	4 17%	6 25%
Takes Care of People	21 2%	4 19%	2 10%	2 10%	5 24%	8 38%
Cultural Awareness	18 2%	1 6%	2 11%	8 44%	4 22%	3 17%
Team Leadership	18 2%	2 11%	6 33%	0 0%	2 11%	8 44%
Mentoring Peers	13 1%	2 15%	0 0%	3 23%	0 0%	8 62%

Competency	% In Top 5	1st	2nd	3rd	4th	5th
Resource Stewardship	11 1%	1 9%	3 27%	4 36%	1 9%	2 18%
Writing	11 1%	2 18%	0 0%	3 27%	2 18%	4 36%
Ethical Leadership	9 1%	2 22%	1 11%	1 11%	3 33%	2 22%
Leveraging Diversity	6 1%	0 0%	2 33%	2 33%	0 0%	2 33%
Mentoring Subordinates	4 0%	0 0%	0 0%	1 25%	3 75%	0 0%

FLSs were asked to select and rank the competencies that differentiate individuals who performed best in their career field from those who performed worst. Table 4 shows a breakdown of the rankings for enlisted AFSs. Fifty-six percent of the supervisors rated *Accepts Feedback* as distinguishing between best and worst performers in the career field.

Table 4. Ranked Competencies that Distinguish Individuals Who Performed Best in Career Field from Those Who Performed Worst

Competency	% In Top 5	1st	2nd	3rd	4th	5th
Accepts Feedback	4705 56%	1292 27%	957 20%	929 20%	766 16%	761 16%
Adaptability	4491 53%	1108 25%	963 21%	891 20%	796 18%	733 16%
Professionalism	3933 47%	867 22%	926 24%	768 20%	724 18%	648 16%
Integrity	3582 42%	1359 38%	686 19%	591 16%	487 14%	459 13%
Followership	3381 40%	515 15%	735 22%	802 24%	673 20%	656 19%
Active Listening	3051 36%	568 19%	780 26%	660 22%	549 18%	494 16%
Timeliness	2818 33%	387 14%	499 18%	571 20%	673 24%	688 24%
Problem Solving	2498 30%	535 21%	544 22%	576 23%	495 20%	348 14%

Competency	% In Top 5	1st	2nd	3rd	4th	5th
Decision Making	1800 21%	291 16%	392 22%	443 25%	362 20%	312 17%
Learning Orientation	1616 19%	368 23%	326 20%	303 19%	339 21%	280 17%
Self-Awareness	1432 17%	203 14%	255 18%	268 19%	372 26%	334 23%
Openness to Alt. Views	869 10%	80 9%	132 15%	188 22%	214 25%	255 29%
Warrior Ethos	731 9%	125 17%	125 17%	97 13%	155 21%	229 31%
Strategic Thinking	680 8%	116 17%	177 26%	138 20%	155 23%	94 14%
Upward Communication	670 8%	49 7%	86 13%	121 18%	180 27%	234 35%
Innovation	526 6%	74 14%	100 19%	102 19%	123 23%	127 24%
Collaboration	525 6%	54 10%	82 16%	99 19%	127 24%	163 31%
Takes Care of People	494 6%	106 21%	67 14%	71 14%	125 25%	125 25%
Change Management	492 6%	57 12%	84 17%	119 24%	122 25%	110 22%
Speaking	467 6%	76 16%	67 14%	107 23%	96 21%	121 26%
Mentoring Peers	280 3%	33 12%	41 15%	56 20%	76 27%	74 26%
Cultural Awareness	260 3%	31 12%	44 17%	56 22%	58 22%	71 27%
Resource Stewardship	195 2%	27 14%	23 12%	38 19%	53 27%	54 28%
Writing	186 2%	25 13%	30 16%	40 22%	37 20%	54 29%
Ethical Leadership	181 2%	38 21%	47 26%	29 16%	31 17%	36 20%
Team Leadership	164 2%	28 17%	26 16%	30 18%	45 27%	35 21%
Mentoring Subordinates	94 1%	11 12%	19 20%	20 21%	19 20%	25 27%
Leadership Vision	85	22	16	16	17	14

Competency	% In Top 5	1st	2nd	3rd	4th	5th
	1%	26%	19%	19%	20%	16%
Leveraging Diversity	71	2	13	16	21	19
	1%	3%	18%	23%	30%	27%

Perceptions of Trainability and Levels of Proficiency

TTI/FTUIs rated “approximately how many trainees possessed each competency at the level it should be expected in their first duty assignment” at the start and at the end of technical training. TTI/FTUIs provided a rating for each competency using the following scale: 1 = All or Nearly All, 2 = Most, 3 = Some, 4 = Few, or 5 = None or Nearly None. Table 5 displays the mean, standard deviation, and change from Start to End of Training.

From the seven competencies which had been identified by 80% or more raters as expected of enlisted individuals reporting to their first duty assignment or initial service commitment (*Accepts Feedback, Active Listening, Integrity, Followership, Professionalism, Adaptability, and Timeliness*), none had a mean rating lower than 1.5, indicating that not “all or nearly all” trainees had those competencies at the Start of Training. None of these competencies had ratings lower than 1.5 at the End of Training. However, all seven competencies had a mean lower than 2.5 at the End of Training, indicating that they were possessed by “most” trainees.

Table 5. Change in Competency Proficiency from Beginning to End of Career Field Training

Competency	Start of Training			End of Training			Change from Start to End
	M	SD	N	M	SD	N	Cohen’s <i>d</i>
Accepts Feedback*	2.77	0.93	1133	1.99	0.75	1131	0.92
Integrity*	2.52	0.93	1114	1.99	0.80	1112	0.61
Timeliness*	2.84	1.00	1043	2.02	0.81	1044	0.90
Followership*	2.77	0.96	1084	2.05	0.80	1083	0.82
Professionalism*	2.83	1.03	1099	2.09	0.86	1099	0.78
Learning Orientation	2.90	0.90	851	2.10	0.79	852	0.94
Cultural Awareness	2.99	1.00	604	2.11	0.81	603	0.96
Collaboration	3.10	0.85	616	2.14	0.77	614	1.18
Active Listening*	2.88	0.87	1109	2.16	0.76	1107	0.88
Adaptability*	3.08	0.85	1076	2.20	0.78	1074	1.08

Competency	Start of Training			End of Training			Change from Start to End
	M	SD	N	M	SD	N	Cohen's <i>d</i>
Leveraging Diversity	3.00	1.02	454	2.25	0.87	454	0.79
Warrior Ethos	3.11	1.08	780	2.26	0.88	779	0.86
Openness to Alt. Views	3.04	0.90	721	2.27	0.80	721	0.90
Problem Solving	3.30	0.83	785	2.31	0.82	785	1.19
Speaking	3.21	0.92	671	2.34	0.83	671	1.00
Decision Making	3.39	0.83	699	2.37	0.82	698	1.24
Self-Awareness	3.23	0.90	865	2.37	0.81	866	1.01
Resource Stewardship	3.32	1.01	511	2.40	0.91	512	0.95
Change Management	3.30	0.90	441	2.41	0.85	440	1.02
Takes Care of People	3.20	0.97	564	2.41	0.89	564	0.86
Upward Communication	3.32	1.00	625	2.42	0.90	626	0.95
Team Leadership	3.46	0.92	265	2.48	0.89	265	1.08
Ethical Leadership	3.25	1.02	353	2.50	0.87	352	0.80
Writing	3.20	0.92	415	2.56	0.90	416	0.71
Strategic Thinking	3.59	0.93	367	2.57	0.91	366	1.11
Leadership Vision	3.51	0.98	144	2.58	0.98	143	0.95
Mentoring Peers	3.64	0.89	443	2.65	0.89	443	1.12
Innovation	3.55	0.91	512	2.72	0.90	512	0.91
Mentoring Subordinates	3.73	1.00	156	2.92	1.10	156	0.77

*Competencies expected at first duty assignment or initial service commitment by 80% or more raters

The survey asked FLSs to rate “approximately how many new enlisted accessions already possess the competency to the level that should be expected” at the start of a new member’s first assignment in the career field and at the end of four years. FLSs provided a rating for each competency using the following scale: 1 = All or Nearly All, 2 = Most, 3 = Some, 4 = Few, or 5 = None or Nearly None. Table 6 displays the mean, standard deviation, and change from the Start of the Career Field to the End of Four Years.

From the seven competencies which had been identified by 80% or more raters as expected of enlisted individuals reporting to their first duty assignment or initial service commitment (*Accepts Feedback, Active Listening, Integrity, Followership, Professionalism, Adaptability, and Timeliness*), none had a mean rating lower than 1.5, indicating that not “all or nearly all” Airmen had those competencies at the Start of the Career Field. None of these competencies had a rating

lower than 1.5 at the End of Four Years. However, all seven competencies had a mean rating lower than 2.5 at the End of Four Years, indicating that they were possessed by “most” Airmen

**Table 6. Change in Competency Proficiency
from Beginning of Career Field to End of 4 Years**

Competency	Start of Career Field			End of 4 Years			Change from Start to End
	M	SD	N	M	SD	N	Cohen's <i>d</i>
Cultural Awareness	2.72	1.02	5380	1.87	0.80	5358	0.93
Timeliness*	2.62	1.02	8295	1.92	0.80	8272	0.77
Integrity*	2.28	0.93	8750	1.94	0.83	8719	0.39
Accepts Feedback*	2.49	0.96	8972	1.96	0.82	8938	0.59
Collaboration	2.81	0.94	5090	1.97	0.79	5070	0.96
Followership*	2.55	0.99	8604	1.97	0.81	8573	0.64
Adaptability*	2.83	0.91	8441	1.98	0.80	8406	0.99
Learning Orientation	2.61	0.93	6988	2.00	0.80	6972	0.70
Leveraging Diversity	2.74	1.02	3759	2.00	0.84	3747	0.79
Professionalism*	2.54	1.05	8547	2.04	0.88	8515	0.52
Active Listening*	2.65	0.94	8929	2.06	0.80	8899	0.67
Speaking	3.02	0.98	5467	2.06	0.80	5444	1.07
Upward Communication	3.11	1.05	5397	2.07	0.85	5378	1.09
Problem Solving	3.17	0.96	6170	2.08	0.82	6144	1.22
Takes Care of People	2.93	1.02	4708	2.09	0.90	4693	0.88
Decision Making	3.31	0.95	5163	2.11	0.81	5145	1.37
Resource Stewardship	3.10	1.02	4109	2.13	0.86	4096	1.03
Self-Awareness	3.05	0.98	7007	2.14	0.84	6978	1.00
Change Management	3.04	0.97	3743	2.15	0.84	3723	0.98
Ethical Leadership	3.03	1.03	3114	2.15	0.86	3105	0.93
Warrior Ethos	2.76	1.07	5776	2.18	0.93	5751	0.59
Openness to Alt. Views	2.83	0.98	6124	2.20	0.87	6097	0.68
Team Leadership	3.25	1.02	2005	2.21	0.88	1996	1.10
Writing	3.16	1.01	3863	2.21	0.86	3848	1.02
Mentoring Peers	3.45	1.00	3557	2.22	0.89	3546	1.31
Mentoring Subordinates	3.48	1.13	1559	2.24	0.93	1551	1.20
Strategic Thinking	3.40	1.03	3124	2.27	0.90	3110	1.17
Leadership Vision	3.29	1.08	1334	2.29	0.91	1330	0.99
Innovation	3.30	0.99	4315	2.43	0.91	4300	0.92

*Competencies expected at first duty assignment or initial service commitment by 80% or more raters

Officer Competencies

The survey asked raters to identify the “competencies expected of all members reporting to their first duty assignment.”

The results are sorted by frequency of positive responses in Table 7. Eighty percent or more of surveyed instructors and supervisors identified *Accepts Feedback* (95%), *Integrity* (91%), *Active Listening* (91%), *Professionalism* (88%), *Followership* (88%), *Adaptability* (86%), *Timeliness* (84%) and *Problem Solving* (81%) as expected when reporting to one’s first duty assignment. In contrast, the lowest-rated competencies (those below 30%) were *Mentoring Subordinates* (26%) and *Leadership Vision* (26%).

Table 7. Competencies Expected for all Members Reporting to Their First Duty Assignment

Rank	Competency	Total	TTI/FTUI	FLS
1	Accepts Feedback	95%	96%	95%
2	Integrity	91%	90%	91%
2	Active Listening	91%	87%	91%
4	Professionalism	88%	84%	89%
4	Followership	88%	85%	88%
6	Adaptability	86%	87%	86%
7	Timeliness	84%	83%	84%
8	Problem Solving	81%	85%	80%
9	Self-Awareness	77%	79%	76%
10	Learning Orientation	74%	74%	74%
11	Openness to Alt. Views	72%	62%	73%
12	Decision Making	71%	85%	70%
13	Speaking	69%	68%	69%
14	Collaboration	68%	66%	69%
15	Ethical Leadership	66%	55%	67%
16	Takes Care of People	65%	51%	66%

Rank	Competency	Total	TTI/FTUI	FLS
17	Upward Communication	64%	57%	65%
18	Warrior Ethos	63%	64%	63%
19	Writing	59%	39%	61%
20	Innovation	50%	46%	51%
21	Cultural Awareness	49%	38%	51%
22	Change Management	46%	53%	46%
23	Team Leadership	45%	43%	46%
23	Resource Stewardship	45%	43%	45%
25	Leveraging Diversity	44%	35%	45%
26	Mentoring Peers	43%	46%	43%
27	Strategic Thinking	31%	35%	31%
28	Mentoring Subordinates	26%	22%	27%
29	Leadership Vision	22%	17%	22%

The survey included questions regarding factors relating to the degree of success both in technical training and in the career field for officer AFSs.

Factors Related to Success in Technical Training and During First Duty Assignment

TTI/FTUIs were asked to select and rank the competencies that differentiate individuals who are successful in training from those who are not. Table 8 shows a breakdown of the rankings for officer AFSs. Sixty-seven percent of the instructors rated *Accepts Feedback* as distinguishing between individuals who succeed and those who fail technical training.

Table 8. Ranked Competencies that Distinguish Individuals Who Performed Best in Technical Training from Those Who Performed Worst

Competency	% In Top 5	1st	2nd	3rd	4th	5th
Accepts Feedback	122 67%	39 32%	28 23%	24 20%	13 11%	18 15%
Adaptability	112 61%	23 21%	28 25%	26 23%	24 21%	11 10%
Decision Making	103 56%	33 32%	27 26%	25 24%	13 13%	5 5%
Problem Solving	94 51%	16 17%	17 18%	23 24%	24 26%	14 15%
Learning Orientation	58 32%	12 21%	12 21%	12 21%	12 21%	10 17%
Self-Awareness	57 31%	10 18%	9 16%	5 9%	17 30%	16 28%
Professionalism	52 28%	8 15%	14 27%	12 23%	11 21%	7 13%
Active Listening	42 23%	3 7%	9 21%	10 24%	12 29%	8 19%
Integrity	37 20%	19 51%	7 19%	3 8%	1 3%	7 19%
Change Management	33 18%	3 9%	8 24%	8 24%	6 18%	8 24%
Timeliness	22 12%	2 9%	2 9%	7 32%	2 9%	9 41%
Strategic Thinking	21 11%	3 14%	6 29%	3 14%	4 19%	5 24%
Followership	15 8%	2 13%	1 7%	5 33%	6 40%	1 7%
Speaking	15 8%	2 13%	1 7%	4 27%	5 33%	3 20%
Warrior Ethos	14 8%	2 14%	2 14%	3 21%	5 36%	2 14%
Collaboration	13 7%	0 0%	3 23%	1 8%	3 23%	6 46%
Openness to Alt. Views	12 7%	0 0%	1 8%	4 33%	4 33%	3 25%
Upward Communication	7 4%	2 29%	2 29%	0 0%	1 14%	2 29%
Ethical Leadership	4 2%	3 75%	0 0%	1 25%	0 0%	0 0%

Competency	% In Top 5	1st	2nd	3rd	4th	5th
Mentoring Peers	3 2%	1 33%	0 0%	0 0%	2 67%	0 0%
Team Leadership	3 2%	0 0%	1 33%	0 0%	0 0%	2 67%
Innovation	2 1%	0 0%	0 0%	0 0%	0 0%	2 100%
Mentoring Subordinates	2 1%	0 0%	1 50%	0 0%	0 0%	1 50%
Writing	2 1%	0 0%	0 0%	0 0%	0 0%	2 100%
Cultural Awareness	1 1%	0 0%	1 100%	0 0%	0 0%	0 0%
Resource Stewardship	1 1%	0 0%	1 100%	0 0%	0 0%	0 0%

FLSs were asked to select and rank the competencies that differentiate individuals who performed best in their career field from those who performed worst. Table 9 shows a breakdown of the rankings for officer AFSs. Fifty-nine percent of the supervisors rated *Accepts Feedback* as distinguishing between best and worst performers in the career field.

Table 9. Ranked Competencies that Distinguish Individuals Who Performed Best in Career Field from Those Who Performed Worst

Competency	% In Top 5	1st	2nd	3rd	4th	5th
Accepts Feedback	1142 59%	330 29%	227 20%	259 23%	152 13%	174 15%
Adaptability	916 47%	200 22%	219 24%	198 22%	156 17%	143 16%
Problem Solving	766 39%	158 21%	174 23%	186 24%	145 19%	103 13%
Decision Making	672 35%	155 23%	162 24%	139 21%	125 19%	91 14%
Professionalism	654 34%	124 19%	158 24%	117 18%	119 18%	136 21%
Self-Awareness	519 27%	114 22%	89 17%	101 19%	116 22%	99 19%

Competency	% In Top 5	1st	2nd	3rd	4th	5th
Integrity	510 26%	228 45%	82 16%	68 13%	65 13%	67 13%
Followership	484 25%	62 13%	96 20%	120 25%	109 23%	97 20%
Active Listening	411 21%	60 15%	114 28%	86 21%	83 20%	68 17%
Timeliness	330 17%	28 8%	60 18%	69 21%	90 27%	83 25%
Learning Orientation	309 16%	60 19%	70 23%	68 22%	59 19%	52 17%
Takes Care of People	306 16%	68 22%	58 19%	47 15%	71 23%	62 20%
Collaboration	272 14%	29 11%	63 23%	57 21%	62 23%	61 22%
Openness to Alt. Views	265 14%	25 9%	37 14%	62 23%	68 26%	73 28%
Upward Communication	213 11%	25 12%	33 15%	34 16%	53 25%	68 32%
Team Leadership	202 10%	53 26%	34 17%	42 21%	46 23%	27 13%
Speaking	185 10%	32 17%	30 16%	37 20%	44 24%	42 23%
Ethical Leadership	175 9%	40 23%	38 22%	40 23%	24 14%	33 19%
Warrior Ethos	154 8%	40 26%	26 17%	15 10%	30 19%	43 28%
Change Management	138 7%	12 9%	37 27%	30 22%	27 20%	32 23%
Writing	136 7%	17 13%	19 14%	20 15%	35 26%	45 33%
Innovation	130 7%	25 19%	21 16%	21 16%	35 27%	28 22%
Strategic Thinking	120 6%	22 18%	19 16%	21 18%	33 28%	25 21%
Mentoring Peers	57 3%	7 12%	9 16%	12 21%	13 23%	16 28%
Leadership Vision	53 3%	13 25%	16 30%	8 15%	10 19%	6 11%
Cultural Awareness	49	5	7	13	7	17

Competency	% In Top 5	1st	2nd	3rd	4th	5th
	3%	10%	14%	27%	14%	35%
Resource Stewardship	40	6	3	8	14	9
	2%	15%	8%	20%	35%	23%
Mentoring Subordinates	32	2	8	9	8	5
	2%	6%	25%	28%	25%	16%
Leveraging Diversity	26	4	2	2	9	9
	1%	15%	8%	8%	35%	35%

Perceptions of Trainability and Levels of Proficiency

TTI/FTUIs rated “approximately how many trainees possessed each competency at the level it should be expected in their first duty assignment” at the start and at the end of technical training. TTI/FTUIs provided a rating for each competency using the following scale: 1 = All or Nearly All, 2 = Most, 3 = Some, 4 = Few, or 5 = None or Nearly None. Table 10 displays the mean, standard deviation, and change from Start to End of Training.

From the eight competencies which had been identified by 80% or more raters as expected of officer individuals reporting to their first duty assignment or initial service commitment (*Accepts Feedback, Integrity, Active Listening, Professionalism, Followership, Adaptability, Timeliness* and *Problem Solving*), none had a mean rating lower than 1.5, indicating that not “all or nearly all” trainees had those competencies at the Start of Training. *Integrity* had a rating lower than 1.5, indicating that it was possessed by “all or nearly all” trainees at the end of training. The remaining seven competencies had a mean lower than 2.5 at the End of Training, indicating that they were possessed by “most” trainees.

**Table 10. Change in Competency Proficiency
from Beginning to End of Career Field Training**

Competency	Start of Training			End of Training			Change from Start to End
	M	SD	N	M	SD	N	Cohen's <i>d</i>
Integrity*	1.63	0.72	205	1.47	0.64	206	0.24
Timeliness*	2.21	0.83	188	1.68	0.67	189	0.70
Professionalism*	2.13	0.81	189	1.69	0.73	190	0.57
Accepts Feedback*	2.33	0.85	217	1.77	0.74	218	0.70
Followership*	2.40	0.84	195	1.86	0.75	196	0.68
Active Listening*	2.43	0.78	196	1.93	0.72	197	0.67
Learning Orientation	2.51	0.82	168	1.93	0.78	169	0.72
Collaboration	2.75	0.87	147	1.96	0.73	148	0.98
Problem Solving*	2.82	0.78	193	2.03	0.72	194	1.05
Ethical Leadership	2.37	0.99	126	2.04	0.94	126	0.35
Adaptability*	2.85	0.76	199	2.06	0.70	200	1.10
Warrior Ethos	2.77	0.98	143	2.11	0.93	144	0.69
Cultural Awareness	2.84	1.06	85	2.12	0.99	85	0.70
Openness to Alt. Views	2.74	0.86	140	2.13	0.83	141	0.73
Decision Making	3.11	0.82	189	2.15	0.74	190	1.21
Speaking	2.95	0.86	154	2.15	0.77	155	0.98
Upward Communication	2.94	0.92	125	2.15	0.90	126	0.87
Self-Awareness	2.92	0.84	180	2.23	0.84	181	0.81
Change Management	3.01	0.92	118	2.29	0.79	119	0.84
Takes Care of People	2.77	0.88	113	2.32	0.80	114	0.53
Team Leadership	3.02	0.87	94	2.35	0.74	95	0.84
Resource Stewardship	2.96	0.99	96	2.37	0.88	97	0.63
Leveraging Diversity	2.92	1.03	76	2.42	0.97	76	0.50
Leadership Vision	3.27	0.90	37	2.47	0.80	38	0.94
Strategic Thinking	3.45	0.79	76	2.47	0.90	76	1.15
Writing	2.89	0.96	88	2.49	0.96	88	0.41
Mentoring Peers	3.35	0.95	102	2.50	0.88	103	0.92
Mentoring Subordinates	3.40	1.14	48	2.73	1.12	48	0.59
Innovation	3.26	0.87	102	2.76	0.89	102	0.57

**Competencies expected at first duty assignment or initial service commitment by 80% or more raters*

The survey asked FLSs to rate “approximately how many new enlisted accessions already possess the competency to the level that should be expected” at the start of a new member’s first assignment in the career field and at the end of four years. FLSs provided a rating for each competency using the following scale: 1 = All or Nearly All, 2 = Most, 3 = Some, 4 = Few, or 5 =

None or Nearly None. Table 11 displays the mean, standard deviation, and change from the Start of the Career Field to the End of Four Years.

From the eight competencies which had been identified by 80% or more raters as expected of officer individuals reporting to their first duty assignment or initial service commitment (*Accepts Feedback, Integrity, Active Listening, Professionalism, Followership, Adaptability, Timeliness* and *Problem Solving*), none had a mean rating lower than 1.5, indicating that not “all or nearly all” Airmen had those competencies at the Start of the Career Field. Only *Integrity* had a rating lower than 1.5 at the End of Four Years, indicating that it was possessed by “all or nearly all” Airmen. The remaining seven competencies had a mean rating lower than 2.5 at the End of Four Years, indicating that they were possessed by “most” Airmen

Table 11. Change in Competency Proficiency from Beginning of Career Field to End of 4 Years

Competency	Start of Career Field			End of 4 Years			Change from Start to End
	M	SD	N	M	SD	N	Cohen's <i>d</i>
Accepts Feedback	2.17	0.85	2097	1.73	0.71	2079	0.57
Active Listening	2.39	0.86	1999	1.88	0.73	1984	0.64
Adaptability	2.60	0.85	1877	1.83	0.72	1865	0.98
Change Management	2.86	0.90	992	2.00	0.78	989	1.01
Collaboration	2.55	0.88	1492	1.79	0.72	1482	0.95
Cultural Awareness	2.62	0.99	1096	1.80	0.78	1085	0.91
Decision Making	2.86	0.89	1538	1.86	0.71	1529	1.24
Ethical Leadership	2.16	0.86	1458	1.66	0.70	1448	0.63
Followership	2.32	0.90	1935	1.76	0.72	1920	0.68
Innovation	3.03	0.95	1104	2.26	0.88	1096	0.84
Integrity	1.69	0.73	2011	1.46	0.61	1995	0.33
Leadership Vision	3.15	0.98	476	2.15	0.87	471	1.07
Learning Orientation	2.34	0.88	1634	1.81	0.73	1623	0.66
Leveraging Diversity	2.65	0.98	983	1.95	0.81	977	0.77
Mentoring Peers	3.26	0.96	928	2.17	0.83	922	1.21
Mentoring Subordinates	3.29	1.04	565	2.07	0.86	561	1.28
Openness to Alt. Views	2.62	0.88	1596	2.06	0.81	1582	0.67
Problem Solving	2.67	0.89	1749	1.83	0.71	1738	1.04
Professionalism	2.08	0.85	1947	1.59	0.67	1929	0.63
Resource Stewardship	2.76	0.98	978	1.89	0.78	971	0.98

Competency	Start of Career Field			End of 4 Years			Change from Start to End
	M	SD	N	M	SD	N	Cohen's <i>d</i>
Self-Awareness	2.94	0.90	1667	2.08	0.78	1657	1.02
Speaking	2.73	0.89	1507	1.89	0.71	1499	1.04
Strategic Thinking	3.40	0.99	647	2.28	0.91	644	1.19
Takes Care of People	2.66	0.93	1437	1.86	0.76	1428	0.94
Team Leadership	2.89	0.89	985	1.92	0.73	977	1.18
Timeliness	2.29	0.87	1853	1.68	0.67	1840	0.79
Upward Communication	2.91	0.96	1406	1.91	0.77	1397	1.15
Warrior Ethos	2.55	1.02	1392	1.95	0.83	1381	0.64
Writing	2.85	0.99	1322	2.02	0.82	1310	0.91

*Competencies expected at first duty assignment or initial service commitment by 80% or more raters

Enlisted Attributes

Seventy-one attributes were rated on the “level of importance for successful job performance in a member’s first duty assignment.” Using a 5-point scale, ratings were from Not Important (1) to Extremely Important (5). The attributes can be assessed by existing DoD or Air Force instruments. A table showing the mean and standard deviation for the attributes level of importance for successful job performance in their first duty assignment can be found in Appendix F.

When averaged across all enlisted AFSs, the attributes with the highest importance ratings (4.0 or higher) are *Attention to Detail*, *Responsibility*, *Achievement*, *Adjustment*, *Critical Thinking*, *Self-Discipline*, *Situational Awareness* and *Deliberation*. The importance ratings and available tests for these attributes are shown in Table 12.

Table 12. The Most Important Attributes for Enlisted Specialties

Attribute	Importance	Available Test
Attention to Detail	4.7	NCAPS (Attention to Detail)- Available (Navy); Flight Strips-Experimental
Responsibility	4.4	TAPAS (V8 Responsibility)-Available (Proposed Addition)
Achievement	4.3	TAPAS (V5 Achievement)-Operational; SDI-O (Achievement-Striving)- Operational

Attribute	Importance	Available Test
Adjustment	4.3	TAPAS (V5 Adjustment)-Operational; SDI-O (Stress-Under-Pressure)- Operational
Critical Thinking	4.3	AFOQT (SJT, VA)- Operational; Figure Weights-Manpower Test Battery-Soon to be Operational
Self-Discipline	4.3	SDI-O (Self-Discipline)-Operational
Situational Awareness	4.0	TAPAS (V7 Situational Awareness)-Available (Proposed Addition)
Deliberation	4.0	SDI-O (Deliberation)-Operational

The lowest rated attributes across enlisted AFSs are *Instrument Comprehension, Adventure Seeking, Machiavellianism, Aesthetics* and *Attention Seeking*. Even though these attributes were the lowest rated across all enlisted AFSs, they were rated as “important” or “very important” for some individual AFSs.

Officer Attributes

When averaged across all officer AFSs, the attributes with the highest importance ratings are *Critical Thinking, Responsibility, Attention to Detail, Adjustment, Achievement, Self-Discipline, Reasoning, Persistence, Deliberation, Self-Control, Situational Awareness, Commitment to Serve, Situational Judgment,* and *Paragraph Comprehension*. The importance ratings and available tests for these attributes are shown in Table 13. A table showing the mean and standard deviation for the attributes level of importance for successful job performance in their first duty assignment can be found in Appendix G.

Table 13. The Most Important Attributes for Officer Specialties

Attribute	Importance	Available Test
Critical Thinking	4.5	AFOQT (SJT, VA)- Operational; Figure Weights-Manpower Test Battery-Soon to be Operational
Responsibility	4.5	TAPAS (V8 Responsibility)-Available (Proposed Addition)

Attribute	Importance	Available Test
Attention to Detail	4.5	NCAPS (Attention to Detail)- Available (Navy); Flight Strips-Experimental
Adjustment	4.4	TAPAS (V5 Adjustment)-Operational; SDI-O (Stress-Under-Pressure)- Operational
Achievement	4.3	TAPAS (V5 Achievement)-Operational; SDI-O (Achievement-Striving)- Operational
Self-Discipline	4.3	SDI-O (Self-Discipline)-Operational
Reasoning	4.2	Figure Weights-Manpower Test Battery-Soon to be Operational; ASVAB- Proposed
Persistence	4.1	TAPAS (Persistence)-Status Unknown
Deliberation	4.1	SDI-O (Deliberation)-Operational
Self-Control	4.1	TAPAS (V5 Self-Control)-Operational
Situational Awareness	4.1	TAPAS (V7 Situational Awareness)-Available (Proposed Addition)
Commitment to Serve	4.1	TAPAS (V7)-Available
Situational Judgment	4.1	AFOQT (SJT)-Operational
Paragraph Comprehension	4.0	ASVAB (PC)-Operational; AFOQT (RC)-Operational

The lowest rated attributes across officer AFSs are *Excitement Seeking*, *Adventure Seeking*, *Aesthetics*, *High Intensity Pleasure*, *Auto and Shop Information*, *Machiavellianism*, and *Attention Seeking*. Even though these attributes were the lowest rated across all officer AFSs, they were rated as “important” or “very important” for some individual AFSs.

Pre-Accession Screening Measures Ratings

Enlisted

The survey asked TTI/FTUIs and FLSs to rate career field screening and standards using the following scale: 1 = Strongly Disagree, 2 = Disagree, 3 = Neither Agree nor Disagree, 4 = Agree, or 5 = Strongly Agree. Table 14 shows the responses to each question. The ratings show a total for all enlisted AFSs in the data, individual AFS and focus group reports could show problem areas not identified across all enlisted AFSs.

Table 14. TTI/FTUI and FLS Career Field Screening and Entry Standards Ratings

	Strongly Disagree (1)	Disagree (2)	Neither Agree nor Disagree (3)	Agree (4)	Strongly Agree (5)	Total Agree (4/5)
The Screening and Entry Standards for the Career Field Need to be Revised.	3% 27	9% 100	35% 373	32% 341	22% 231	53% 572
The Level of General Mental Ability is Sufficient for Career Field	5% 51	19% 199	22% 234	47% 500	8% 88	55% 588
The Level of General Physical Ability is Sufficient for Career Field	2% 25	10% 103	20% 214	52% 555	16% 175	68% 730
Minimum Cognitive Standards for this Career Field Should be Raised	2% 26	14% 155	31% 334	31% 334	21% 223	52% 557
Minimum Physical Standards for this Career Field Should be Raised	13% 138	30% 317	35% 373	16% 174	7% 70	23% 244

Officer

The survey asked TTI/FTUIs and FLSs to rate career field screening and standards using the following scale: 1 = Strongly Disagree, 2 = Disagree, 3 = Neither Agree nor Disagree, 4 = Agree, or 5 = Strongly Agree. Table 15 shows the responses to each question. The ratings show a total for all officer AFSs in the data, individual AFS and focus group reports could show problem areas not identified across all officer AFSs.

Table 15. TTI/FTUI and FLS Career Field Screening and Entry Standards Ratings

	Strongly Disagree (1)	Disagree (2)	Neither Agree nor Disagree (3)	Agree (4)	Strongly Agree (5)	Total Agree (4/5)
The Screening and Entry Standards for the Career Field Need to be Revised.	4% 41	23% 249	39% 426	24% 260	10% 107	34% 367
The Level of General Mental Ability is Sufficient for Career Field	1% 11	8% 86	11% 122	64% 693	16% 171	80% 864
The Level of General Physical Ability is Sufficient for Career Field	0% 4	4% 46	12% 134	61% 660	22% 239	83% 899
Minimum Cognitive Standards for this Career Field Should be Raised	5% 49	21% 224	45% 486	23% 250	7% 74	30% 324
Minimum Physical Standards for this Career Field Should be Raised	17% 182	38% 412	33% 353	10% 106	3% 30	13% 136

Officer Career Field Requirements

The survey asked FLSs to indicate whether there should be degree requirements in specific areas of study for new members entering this career field. The survey further asked FLSs to indicate the general degree areas they felt should be required or preferred for this career field (Table 16).

Table 16. FLS Degree Area Recommendations

Degree Requirements	Percent		N
Yes	44%		783
No	56%		978
Degree Area	Total	Required	Preferred
MATHEMATICS AND STATISTICS	56%	32%	68%
	438	140	298
ENGINEERING	45%	49%	51%
	356	173	183
ENGINEERING TECHNOLOGIES AND ENGINEERING-RELATED FIELDS	44%	42%	58%
	347	145	202
COMPUTER AND INFORMATION SCIENCES AND SUPPORT SERVICES	44%	38%	62%
	343	131	212
MILITARY SCIENCE, LEADERSHIP AND OPERATIONAL ART	42%	20%	80%
	325	64	261

Focus Group Methods

Focus groups were used as a supplement to surveys of TTIs and FLSs, as the focus groups allowed for deeper discussion of select topics related to career field technical training. Although some

items included in the surveys overlapped with those included in the focus groups, other focus group item content differed from survey content.

Topics Covered

The focus groups covered the following content areas: (1) factors that contribute to training success and failure, (2) the extent to which competencies can be trained or must be selected, (3) critical analysis of the importance at first duty assignment of attributes from the survey data, (4) critical analysis of competencies' necessity at first duty assignment from the survey data, and (5) direct recommendations on new screening methods.

Focus Group Question Development

A focus group schedule including both open-ended and closed-ended items was developed by AFPC/DSYX to expand on items included in the surveys. See Rose et al. (2019) for development details.

Participants

A total of 8 career fields were selected for focus group sessions with TTI/FTUIs. Session size ranged from groups of four to ten individuals. Participation in the focus groups was voluntary. Career fields selected were based on the number of raters from the TTI/FTUI survey who indicated that they would like to participate in Air Force focus groups. The following list contains the AFSC and location of where the focus groups were conducted.

- 1A9X1 Special Missions Aviation- Lackland AFB, Texas
- 1N0X1 All Source Intelligence Analyst- Goodfellow AFB, Texas
- 1N1X1 Geospatial Intelligence- Goodfellow AFB, Texas
- 1N3X1 Cryptologic Language Analyst-Goodfellow AFB, Texas and Defense Language Institute Presidio of Monterey, California
- 1W0X1 Weather- Keesler AFB, Mississippi
- 2A6X2 Aerospace Ground Equipment- Sheppard AFB, Texas
- 3E2X1 Pavements and Construction Equipment- Fort Leonard Wood, Missouri
- 4N0X1 Aerospace Medical Service- Lackland AFB, Texas

Conducting the Focus Groups

Operational Technologies Corporation staff members conducted 16 focus groups with a total of 108 TTIs at bases where the career field's schoolhouse was located. Focus groups were led by two trained facilitators with combined expertise in Air Force pre-accession screening and Air Force training. Facilitators followed a structured protocol (as developed by Rose et al., 2019) to ensure topics were adequately covered. They also engaged in follow-up questions when focus group participants expressed particular interest in an issue, or if more in-depth information was needed. The facilitators provided explanations to focus group participants and answered any questions that arose in the sessions. A sample focus group handout can be found in Appendix H. Additional materials used during the focus groups (i.e., 16 possible assessments to screen new recruits) can be found in Appendix I.

Analysis

Numerical ratings provided by participants were analyzed quantitatively, whereas themes conveyed across the sessions were analyzed qualitatively. Analysts reviewed participants' written comments and focus group moderators' notes to identify major themes. Responses were coded for each relevant topic discussed during the sessions. Focus group participant responses were first reviewed to determine if they could be categorized into either one of the 29 competencies or one of the 71 attributes. If they fit in neither of these taxonomies, a new theme representative of the responses was defined. After initial coding, a second analyst reviewed the coding to ensure quality. Disagreements in themes were resolved through discussion.

Themes and Key Findings

Throughout the 16 focus group sessions, there were 3 topics that arose consistently and commonly lead to further discussion on the part of the TTI/FTUIs. The topics were *Workplace Orientation Test*, *Reading Comprehension*, and *Open General*.

The *Workplace Orientation Test* was well received by most instructors in all the sessions. Many commented that even if content specific to their AFS could not be used, the test could still demonstrate an individual's capabilities in *Listening*, *Attention to Detail*, and *Short-Term Memory*.

Most of the comments reacting to this assessment were positive and instructors believed it had potential as a pre-screening tool.

Instructors considered *Reading Comprehension* as one of the most common reasons that trainees appear to struggle with. They stated that regardless of the amount of reading involved as part of the career field, trainees struggled with reading their training material. Instructors also noted that in every career field, eventually trainees will need to communicate with supervisors and peers via written communication. Instructors for some fields also suggested that being able to comprehend data and information when in written form is important.

The most common remark we heard from instructors had to do with the strain that open general and lack of career interest places on them as instructors. Instructors expressed that trainees who were poor performers would often complain that they did not choose the AFS or complain of their lack of interest in the duties of the career field. Instructors emphasized that trainees who were motivated and had interest in the career field would outperform trainees who had a higher aptitude but no interest. The Air Force Work Interest Navigator (AF-WIN) was proposed by some instructors as a potential remedy to mitigate trainees coming in with a lack of interest. Regarding open general, the most common remark we heard was that there are a vast number of distinctively different careers a trainee may find him or herself in, and not every individual is suited to, or prefers, every job.

Gap Determination: Individual and Focus Group Reports

Gap analyses for individual enlisted and officer reports were conducted in the following manner. For competencies, a gap was defined as a situation in which at least 80% of instructors and supervisors expect all their Airmen to possess a competency by their first duty assignment, but this competency was judged as possessed only by “some” or “fewer” Airmen at the start of their career field. Technical trainers provided ratings for the Start and End of Training and front-line supervisors provided ratings for the Start of Career Field and the End of 4 Years. Start of Training is the start of technical training after BMT graduation. The End of Training is upon graduation of technical training and Start of Career Field should be at an Airmen’s first duty assignment. These two ratings should be very close to the same point in time from the perspective of two different groups of raters. For the enlisted specialties the perceptions of tech trainers and supervisors could

be very different. The main goal is to have quality Airmen being productive members in their career field, so the choice was made to use supervisors' perceptions of proficiency level at the Start of Career Field as the standard by which meeting expectations was compared against (Enlisted and Officer AFS Cluster Report).

Gap Determination All Enlisted and Officer

This section addresses only Air Force-wide issues rather than individual AFSs or AFS clusters which are addressed separately. Data from enlisted jobs and officer jobs were studied separately.

Gaps Identified: All Enlisted

The left side of Table 17 shows the percentage of enlisted jobs in the data where 80% or more survey respondents agreed that competency was expected day one of an Airmen's first duty assignment. The right side of Table 17 shows the percentage of jobs where survey respondents perceived only "some" or "fewer" of their Airmen were proficient at the given competency.

As discussed in the previous section, since the main goal is to have quality Airmen being productive members in their career field, the choice was made to use supervisors' perceptions of proficiency level at the Start of Career Field as the standard by which meeting expectations was compared against.

A high percentage of jobs with expected proficiency levels on the left side coupled with a high percentage of jobs where only some or fewer Airmen were perceived as proficient indicate expectations are not being met, and there is a gap in selection and/or training for that competency. Also, if at the end of four years there is a high percentage of jobs that perceive possession by only "some" or "fewer" Airmen, it could indicate the competency is apparently resistant to selection, training, and experience.

Highly expected competencies such as *Active Listening*, *Adaptability*, *Followership*, *Professionalism*, and *Timeliness* showed high percentages of jobs in which they perceived only "some" or "few" individuals were proficient at the start of the career field. This could indicate that

expectations are not being met, and there is a gap in selection and/or training for those competencies. At the end of four years almost all jobs rated Airmen as being proficient in those competencies, indicating that these competencies can be acquired through experience.

Gaps for individual AFSs are discussed in the individual AFS reports for which there was enough data.

Table 17. Expected and Perceived Proficiency Across All Enlisted Specialties

Expected Proficiency of Tech Training Graduates		Percentage of Jobs where some or fewer Airmen perceived as proficient			
Expected proficiency above 80%		Start of Training	End of Training	Start of Career Field	End of 4 Years
Competency	% of Jobs	% of Jobs			
Accepts Feedback	100%	79%	14%	39%	0%
Active Listening	99%	87%	20%	76%	0%
Integrity	95%	48%	8%	12%	1%
Adaptability	93%	89%	22%	90%	1%
Followership	90%	74%	10%	56%	2%
Professionalism	84%	75%	17%	53%	1%
Timeliness	81%	80%	13%	66%	1%
Problem Solving	25%	90%	34%	92%	2%
Self-Awareness	17%	89%	37%	97%	5%
Decision Making	12%	86%	44%	97%	4%
Speaking	11%	90%	35%	92%	3%
Learning Orientation	9%	83%	18%	68%	2%
Openness to Alt. Views	9%	80%	27%	92%	5%
Warrior Ethos	6%	79%	32%	82%	5%
Writing	5%	79%	52%	95%	11%
Cultural Awareness	4%	75%	15%	75%	1%
Upward Communication	4%	88%	44%	98%	6%
Collaboration	4%	85%	23%	89%	1%
Resource Stewardship	3%	85%	41%	92%	6%
Innovation	2%	87%	63%	96%	36%
Takes Care of People	2%	82%	40%	90%	3%
Change Management	1%	76%	41%	92%	7%
Ethical Leadership	1%	66%	45%	91%	5%
Leveraging Diversity	1%	66%	27%	84%	3%
Mentoring Peers	1%	81%	55%	98%	9%
Mentoring Subordinates	1%	48%	40%	93%	15%

Team Leadership	1%	66%	37%	92%	16%
Leadership Vision	0%	47%	29%	89%	24%
Strategic Thinking	0%	79%	49%	95%	15%

Gaps Identified: All Officer Data

The left side of Table 18 shows the percentage of officer jobs in the data where 80% or more survey respondents agreed that competency was expected day one of an Airmen’s first duty assignment. The right side of Table 18 shows the percentage of jobs where survey respondents perceived only “some” or “fewer” of their Airmen were proficient at the given competency.

As discussed in the previous sections, since the main goal is to have quality Airmen being productive members in their career field, the choice was made to use supervisors’ perceptions of proficiency level at the Start of Career Field as the standard by which meeting expectations was compared against.

A high percentage of jobs with expected proficiency levels on the left side coupled with a high percentage of jobs where only some or fewer Airmen were perceived as proficient indicate expectations are not being met, and there is a gap in selection and/or training for that competency. Also, if at the end of four years there is a high percentage of jobs that perceive possession by only “some” or “fewer” Airmen, it could indicate the competency is apparently resistant to selection, training, and experience.

Highly expected competencies such as *Adaptability* and *Problem Solving* showed high percentages of jobs in which they perceived only “some” or “few” individuals were proficient at the start of the career field. This could indicate that expectations are not being met, and there is a gap in selection and/or training for those competencies. At the end of four years almost all jobs rated Airmen as being proficient in those competencies, indicating that these competencies can be acquired through experience.

We conclude from these data that the opportunities for improvement are more specific to individual AFSs or AFS clusters rather than applicable across all officer AFSs. Gaps for individual AFSs are discussed in the individual AFS reports for which there was enough data.

Table 18. Expected and Perceived Proficiency Across All Officer Specialties

Expected Proficiency of Tech Training Graduates		Percentage of Jobs where some or fewer Airmen perceived as proficient			
Expected proficiency above 80%		Start of Training	End of Training	Start of Career Field	End of 4 Years
Competency	% of Jobs	% of Jobs			
Accepts Feedback	88%	46%	15%	18%	2%
Integrity	86%	10%	8%	4%	1%
Active Listening	81%	54%	10%	34%	2%
Professionalism	79%	28%	8%	12%	0%
Adaptability	76%	85%	18%	57%	2%
Followership	72%	49%	15%	24%	2%
Problem Solving	64%	82%	21%	58%	1%
Timeliness	59%	28%	10%	29%	2%
Self-Awareness	44%	85%	36%	70%	10%
Decision Making	40%	85%	23%	65%	3%
Openness to Alt. Views	32%	64%	18%	59%	7%
Speaking	30%	85%	23%	59%	3%
Collaboration	25%	62%	18%	47%	2%
Ethical Leadership	25%	41%	26%	18%	2%
Writing	25%	64%	44%	60%	9%
Takes Care of People	24%	59%	31%	58%	4%
Warrior Ethos	23%	79%	31%	50%	7%
Learning Orientation	23%	62%	13%	27%	6%
Cultural Awareness	18%	54%	31%	53%	5%
Upward Communication	17%	82%	38%	72%	3%
Innovation	14%	77%	59%	70%	21%
Change Management	14%	74%	28%	65%	6%
Resource Stewardship	10%	69%	33%	64%	8%
Team Leadership	10%	67%	33%	64%	5%
Mentoring Peers	9%	72%	44%	79%	16%
Leveraging Diversity	7%	62%	46%	52%	7%
Mentoring Subordinates	6%	51%	33%	67%	13%
Strategic Thinking	6%	62%	36%	69%	24%
Leadership Vision	5%	41%	26%	67%	18%

Clustering Methods

Enlisted career fields and officer career fields were clustered for both attributes and competencies using an agglomerative hierarchical clustering algorithm that computes the dissimilarity of observations using the Euclidean distance and employing Ward's method for minimizing total within-cluster variance. Ward's method was selected based on computing the agglomerative coefficient, which measures the amount of clustering structure found with values closer to 1 suggesting strong clustering structure (Fox, Kaufman & Rousseeuw, 1990).

Clustering by Competencies

While several items concerning competencies were included in the surveys, the two expectancy items were determined to provide the most valuable input by clustering. These items asked raters to identify every competency they believed should be expected for all Airmen at first duty assignment or initial service commitment. Because the information provided by both expectancy for first duty assignment and initial service commitment is valuable for clustering Air Force competencies, a composite expectancy score was created combining competency ratings for both first duty and initial service commitment. This was done by taking a weighted average of first duty ratings across TTI/FTUI and FLS respondents and a weighted average of initial service commitment ratings across TTI/FTUI and FLS respondents. These two scores were then averaged to create a single expectancy score for each competency. The inclusion criterion for each AFS was that at least eight respondents provided input on both competency questions in either the TTI/FTUI or FLS surveys. One hundred and eighteen enlisted career fields were included in the analysis for enlisted fields, and 68 officer career fields were included in the analysis.

An in-depth discussion of the cluster analyses and results can be found in the Officer and Enlisted AFS Clusters report.

Clustering by Attributes

Hierarchical clustering based on responses to the item in the survey concerning attributes was conducted for the enlisted and officer AFSs. The attribute item asked respondents to rate the attributes on the "level of importance for successful job performance in a member's first duty

assignment.” Using a 5-point scale, ratings were from Not Important (1) to Extremely Important (5).

The inclusion criterion for each AFS was that at least eight respondents provided input on the attribute item (above) in either the TTI/FTUI or FLS survey. Average attribute ratings were used for each of the attribute variables. For the AFSs that met the minimum response number for both TTI/FTUI and FLS data, weighted averages were computed for each attribute. A total of 120 enlisted career fields were included in the analysis. A total of 58 officer career fields were included in the analysis.

An in-depth discussion of the cluster analyses and results can be found in the Officer and Enlisted AFS Clusters report.

References

Fox, W.R., Kaufman, L., & Rousseeuw, P.J. (1990). Finding Groups in Data: An Introduction to Cluster Analysis.

Rose, M. R., Barron, L. G., Aguilar, I. D., & Weissmuller, J. J. (2019). USAF Assessment of Needs Analysis – Accession Testing Versus Development Competencies. Randolph AFB, TX: Air Force Personnel Center, HQ AFPC/DSYX .

Appendix A: List of General Abbreviations/Terminology

AFOQT	Air Force Officer Qualifying Test
ASTB	Aviation Selection Test Battery
ASVAB	Armed Forces Vocational Aptitude Battery
ATT	Airplane Tracking Test
CBPT	Computer Based Pilot Test
EDPT	Electronic Data Processing Test
HTT	Horizontal Tracking Test
NCAPS	Navy Computerized Adaptive Personality Scales
PBM	Performance Based Measures Battery
PC	Paragraph Comprehension
RC	Reading Comprehension
SDI-O	Self-Description Inventory (Officer)
SJT	Situational Judgement Test
TAPAS	Tailored Adaptive Personality Assessment System
TBAS	Test of Basic Aviation Skills
TR	Table Reading
WK	Word Knowledge

Appendix B: Competencies

1.	Accepts Feedback - Accepts constructive feedback. Demonstrates a willingness to seriously consider feedback received and its implications for behavior.
2.	Active Listening - Listens, giving full attention to the speaker. Seeks clarification when needed, synthesizes messages from others, and responds appropriately.
3.	Adaptability - Accepts change and maintains effectiveness when experiencing changes in new work structures, processes, requirements, or cultures. Responds in a pro-active manner to unexpected or ambiguous situations, opportunities, or risks.
4.	Change Management - Manages change and maintains continuity for others when mission requirement varies or becomes ambiguous. Helps individuals overcome resistance to change.
5.	Collaboration - Gains cooperation, builds consensus, and effectively collaborates. Seeks opportunities to work with and better understand the perspectives and contributions of diverse individuals and organizations. Cultivates an active network and proactively builds and uses key networks.
6.	Cultural Awareness - Seeks to understand cultural and language norms or customs. When possible, develops linguistic skills while absorbing cultural commonalities.
7.	Decision Making - Makes effective, timely decisions informed by sound reasoning. Identifies, evaluates, and assimilates information from multiple sources and considers the consequences of potential actions to choose the most appropriate one.
8.	Ethical Leadership - Models ethical behavior with others in a way that gives them confidence in one's intentions and those of the organization. Deals with others in an honest and forthright manner. Promotes ethical behaviors that reinforce USAF Core Values.
9.	Followership - Adopts the values and standards of the organization, recognizing one's responsibilities as a follower, and one's role within the organization. Adopts and supports organizational changes. Commits to the action plan of the organization and mission, and advocates for leader's point of view when a decision is established.
10.	Innovation - Identifies and seeks opportunities to improve existing conditions and processes. Demonstrates openness and support of different and innovative change ideas offered by others to solve problems or address issues.
11.	Integrity - Commits to and follows USAF accepted codes of conduct and ethical principles. Represents information and data accurately and completely.
12.	Leadership Vision - Leads through vision. Describes organizational vision and strategy in a way that helps others understand their contributions to achievement. Translates the vision, values, and strategy into day-to-day activities and behaviors to guides others to action.
13.	Learning Orientation - Applies newly acquired knowledge or skill to practical use (including further learning through trial and error). Seeks and capitalizes on new learning opportunities.
14.	Leveraging Diversity - Promotes collaboration and teamwork among diverse Airmen. Effectively works across gender, cultural, generational, and other diversity lines to maximize individual and group performance.
15.	Mentoring Peers - Helps and motivates peers to improve their skills and enhance their performance through personal example.
16.	Mentoring Subordinates - Mentors followers, and develops subordinates as followers and leaders. Diagnoses capability and developmental needs. Plans and supports deliberate development of individuals' skills and abilities to enable an Airman to fulfill current or future job or role responsibilities more effectively.
17.	Openness to Alternative Views - Considers all parties' viewpoints and concerns, manages personal emotions, and is open to alternative positions. Develops others' and own ideas and identifies alternative positions or approaches when needed. Objectively evaluates others' ideas and opinions, even when they conflict with one's own.

18. Problem Solving - Evaluates options and selects appropriate actions, solutions, and resources when confronted with a problem or situation. Identifies and fills gaps in information required. Applies analytic methods in solving problems and developing alternatives.
19. Professionalism - Maintains military bearing and professional etiquette at all times.
20. Resource Stewardship - Uses resources as directed or available. Identifies, acquires, and conserves resources as needed to accomplish the mission.
21. Self-Awareness - Acknowledges own interpersonal and technical strengths and weaknesses. Analyzes self-behavior and quickly and proactively modifies behavior to deal effectively with changes.
22. Speaking - Speaks in a clear and concise manner to ensure effective communication. Interprets receiver's level of understanding by seeking input and validating understanding of spoken communications. Adjusts messages to meet audience needs when necessary.
23. Strategic Thinking - Identifies primary causes, generates ideas for solutions, analyzes the effect of each solution, and selects appropriate solutions. Establishes decision-making criteria (e.g., cost, benefits, risks, timing, buy-in, strategy, mission, and values) to evaluate impact and results.
24. Takes Care of People - Exhibits the Wingman concept: Airmen taking care of Airmen. Places the welfare of peers or subordinates ahead of personal needs or comfort. Identifies when Airmen are in need of assistance (emotional, physical, spiritual, or social) and provides or identifies sources of support.
25. Team Leadership - Builds effective teams for goal and mission accomplishment, improves team performance, and develops direction, roles, and responsibilities. Applies knowledge of team mission and team dynamics to contribute to team success.
26. Timeliness - Adheres to timelines and milestones set for mission accomplishment.
27. Upward Communication - Provides effective feedback and advice to leaders about goals and mission accomplishment. Works to establish appropriate job performance standards in coordination with supervisor.
28. Warrior Ethos - Exemplifies and models the warrior spirit. Maintains self physically, emotionally, spiritually, and socially. Exhibits moral and physical courage and a hardiness of spirit despite physical and mental hardships.
29. Writing - Writes in a clear and concise manner to ensure effective communication. Adheres to accepted writing conventions when applicable.

Appendix C: Attributes with Assessment

Attribute	Assessments Available
Achievement -To work hard; to show ambition, confidence, and resourcefulness	TAPAS (V5 Achievement)-Operational; SDI-O (Achievement-Striving)- Operational
Activity -To prefer to stay active much of the time, have a wide range of activities, and enjoy multitasking	SDI-O (Activity)-Operational
Adjustment -To handle stress well; to avoid worry and apprehension	TAPAS (V5 Adjustment)-Operational; SDI-O (Stress-Under-Pressure)- Operational
Adventure Seeking -To enjoy participating in extreme sports and outdoor activities	TAPAS (V7 Adventure Seeking)-Available
Aesthetics -To appreciate various forms of art and music; to participate in art-related activities more than most people	TAPAS (95s Aesthetics)-Available; SDI-O (Cultured)- Operational
Arithmetic Reasoning -To have ability to solve problems involving quantitative data	ASVAB (AR)-Operational; AFOQT (AR)-Operational; EDPT (Sample Item 2); Figure Weights-Manpower Test Battery-Soon to be Operational
Assembling Objects -To have ability to determine how an object will look when its parts are put together	ASVAB (AO)-Operational
Attention Seeking -To engage in behaviors that attract social attention; to be loud, talkative, entertaining, and even boastful	TAPAS (V5 Attention Seeking)-Operational
Attention to Detail -To pay close attention to the details of one's work; to ensure work is accurate and complete; to carefully review and scrutinize one's work	NCAPS (Attention to Detail)-Available (Navy); Flight Strips-Experimental
Auditory Attention -Ability to focus on a single source of auditory information in the presence of other distracting sounds.	Multi-Tasking Test- Operational; CBPT- Available (Army)
Auto and Shop Information -To have knowledge of automobile technology; to have knowledge of tools and shop terminology and practices	ASVAB (AI, SI)-Operational
Aviation Knowledge -Knowledge of basic aviation concepts and principles.	AFOQT (AI)-Operational
Commitment to Serve -To identify with the military and have a strong desire to serve one's country	TAPAS (V7 Commitment to Serve)-Available
Consideration -To be affectionate, compassionate, sensitive, and caring	TAPAS (Consideration)-Available
Control Precision -Ability to quickly and repeatedly make precise adjustments in moving the controls or vehicle to exact positions.	TBAS-Proposed

Attribute	Assessments Available
Cooperation -To be trusting, cordial, non- critical, and easy to get along with	TAPAS (V5 Cooperation)-Operational; SDI-O (Pleasant)-Operational
Courage -To stand up to challenges and not be afraid to face dangerous situations	TAPAS (V8 Courage)-Available
Critical Thinking -To have ability to use logic and analysis to identify the strengths and weaknesses of different approaches, actions, or decisions. Curiosity -To be inquisitive and perceptive; to be interested in learning new information and attend courses and workshops whenever possible	AFOQT (SJT, VA)- Operational; Figure Weights-Manpower Test Battery-Soon to be Operational TAPAS (Curiosity)- Status Unknown
Deliberation -To carefully think through details of a plan and consequences of behavior before acting	SDI-O (Deliberation)-Operational
Depth -To be introspective in examining one's own life; to show behaviors associated with self-improvement	TAPAS (95s Depth)-Available; SDI-O (Reflective)- Operational
Dominance -To readily take charge; to be domineering; to act as a "natural leader"	TAPAS (V5 Dominance)-Operational
Electronics Information -To have knowledge of electricity and electronics	ASVAB (EI)-Operational
Even-Tempered -To be calm and stable; to tend to avoid showing anger, hostility, or aggression	TAPAS (V5 Even-Tempered)-Operational; SDI-O (Angry-Hostility)- Operational
Excitement Seeking -To enjoy excitement and tend to seek out stimulating situations	SDI-O (Excitement Seeking)-Operational
Flexibility of Closure -Ability to identify or detect a known pattern that (figure, object, word, or sound) that is hidden in other distracting material.	AFOQT (HF)-Available (Form S)
General Science -To have knowledge of physical and biological sciences	ASVAB (GS)-Operational; AFOQT (PS)-Operational
High Intensity Pleasure -To have a preference for environments with high intensity stimulation such as loud noises and bright lights	SDI-O (High Intensity Pleasure)-Operational
Humility -To have willingness to overcome one's own interests for the needs of others, and a willingness to subdue one's own individuality in order to be part of a group Independence -To have a preference to work alone on tasks and problems	TAPAS (Humility)-Status Unknown SDI-O (Independence)-Operational
Influence Tactics -To employ charm and persuasive tactics with others to gain compliance	SDI-O (Influence Tactics)-Operational
Ingenuity -To be inventive and capable of thinking "outside of the box"	TAPAS (95s Ingenuity)-Available; SDI-O (Creative)- Operational
Instructing -To be able to teach others how to do something	Part of Mumford, Peterson, & Childs (1999) Social Skills Taxonomy-Proposed

Attribute	Assessments Available
Instrument Comprehension -Ability to determine the position of an airplane in flight from reading instruments showing its compass direction heading, amount of climb or dive, and degree of bank to right or left.	AFOQT (IC)-Operational
Intellectual Efficiency -To process information quickly and make decisions quickly; to be knowledgeable, astute, and act as an intellectual	TAPAS (V5 Intellectual Efficiency)-Operational (Proposed Removal)
Long-term Memory -To retain and recall information (for example, words, numbers, pictures, and procedures) after long time periods	Identified skill for UAS/RPA-Proposed; STM measured in Multi-Tasking Test- Operational; Memory for Landmarks-Experimental; Workplace Observations Test-Experimental
Machiavellianism -A tendency to be unemotional, and therefore able to detach oneself from conventional morality (and hence to deceive and manipulate others)	TAPAS-Unknown; SDI-O (Machiavellianism)- Operational
Mathematics Knowledge -To have knowledge of high school mathematics principles	ASVAB (MK)-Operational; AFOQT (MK)-Operational
Mechanical Comprehension -To have knowledge of mechanical and physical principles	ASVAB (MC)-Operational
Mental Rotation -To accurately rotate an object (for example, a map) in one's imagination while maintaining an accurate sense of direction	AFOQT (BC, IC)-Operational; TBAS Directional Orientation Test-Operational
Moral Courage -To take action for moral reasons despite the risk of adverse consequences.	Part of AETC intent "Heart, Mind, & Soul" Ideal Airmen taxonomy-Proposed
Multi-Limb Coordination -Ability to coordinate movements of two or more limbs together while sitting, standing, or lying down.	TBAS (ATT&HTT)-Proposed; ASTB/PBM-Available (Navy)
Non-Delinquency/Traditionalism -To comply with rules, customs, norms, and expectations; to tend to avoid challenging authority	TAPAS (V5 Non-Delinquency/Traditionalism)-Operational
Optimism -To have a positive outlook on life; to tend to experience joy and a sense of well-being	TAPAS (V5 Optimism)-Operational; SDI-O (Optimist)- Operational
Order -To organize tasks and activities; to maintain neat and clean surroundings	TAPAS (V5 Order)-Operational (Proposed Removal); SDI-O (Order)-Operational
Paragraph Comprehension -To have ability to read and understand written material, and obtain information from written passages	ASVAB (PC)-Operational; AFOQT (RC)-Operational
Perceptual Speed and Accuracy -To perceive or compare information (for example, letters, numbers, symbols, or patterns) quickly and accurately; to notice or compare details about things quickly and accurately	AFOQT (TR)-Operational; Coding Speed (Navy Special Test)-Operational; Flight Checking-Experimental

Attribute	Assessments Available
Persistence -To persist in goal-directed behaviors in the face of obstacles; to focus on tasks until they are completed, and a need to see projects through to completion	TAPAS (Persistence)-Status Unknown
Physical Conditioning -To engage in activities to maintain physical fitness and to participate in vigorous exercise or sports	TAPAS (V5 Physical Conditioning)-Operational
Rate Control -Ability to time the adjustments of a movement or equipment control in anticipation of changes in the speed or direction of a continuously moving object or scene.	TBAS (ATT, HTT, ATT&HTT)-Proposed
Reaction Time -Ability to quickly respond to a signal when it appears.	From Stanek & Ones (2018) Taxonomy- Proposed
Reasoning -To apply rules to come up with logical answers to problems; to combine separate pieces of information to form general rules or conclusions; to recognize patterns or trends and anticipate outcomes	Figure Weights-Manpower Test Battery-Soon to be Operational; ASVAB- Proposed
Responsibility -To be dependable, reliable, and make every effort to keep one's promises	TAPAS (V8 Responsibility)-Available (Proposed Addition)
Scientific Interest -To be highly interested in all topics of science and technology	SDI-O (Scientific Interest)-Operational
Self-Control -To show patience and caution; to show ability to stay levelheaded and delay gratification	TAPAS (V5 Self-Control)-Operational
Self-Discipline -To be focused and dedicated to working hard and completing the task at hand in a timely manner	SDI-O (Self-Discipline)-Operational
Self-Efficacy -Belief in own ability to perform behaviors necessary to succeed in life	TAPAS (Self-Efficacy)-Status Unknown
Selflessness -To be generous with one's time and resources	TAPAS (V5 Selflessness)-Operational; SDI-O (Helpful-Altruistic)- Operational
Situational Awareness -To pay attention to surroundings and rarely get lost or surprised	TAPAS (V7 Situational Awareness)-Available (Proposed Addition)
Situational Judgment -Judgment in responding to interpersonal situations similar to those encountered in the Air Force.	AFOQT (SJT)-Operational
Sociability -To seek out and initiate social interactions	TAPAS (V5 Sociability)-Operational; SDI-O (Reserved-Rev)- Operational
Sound Localization -Ability to tell direction from which a sound originated.	CBPT- Available (Army); ASTB/PBM (Dichotic Listening)-Available (Navy)

Attribute	Assessments Available
Spatial Orientation -To know one's location in relation to the environment; to maintain directional orientation when navigating an unfamiliar area; to accurately estimate direction or location after traveling for a certain amount of time	TBAS Directional Orientation Test-Operational
Team Orientation -To prefer to work in teams; to make people work together better	TAPAS (V8 Team Orientation)-Available; SDI-O (Team Player)-Operational
Time-Sharing -To have ability to shift back and forth between two or more sources of information	Multi-Tasking Test- Operational
Tolerance -To be interested in other cultures and opinions that differ from one's own	TAPAS (V5 Tolerance)-Operational
Unconventional -Not strictly bound to following rules, especially if they do not make sense in a given situation	SDI-O (Unconventional Rev)-Operational
Vigilance -To have ability to stay alert and attentive to one's surroundings over long periods of time, including small details, to recognize hazards and threats within one's environment	Multi-Tasking Test- Operational; NCAPS (Vigilance)- Available (Navy)
Virtue -To strive to adhere to standards of honesty, morality, and "good Samaritan" behavior	TAPAS (95s Virtue)-Available; AFOQT (SJT)-Operational
Word Knowledge -To have ability to select the correct meaning of a word presented in context and to identify best synonym for a given word	ASVAB (WK)-Operational; AFOQT (WK)-Operational
Working Memory -To have ability to hold information in memory while processing other information	Mental Counters- Experimental (Proposed for ASVAB); Multi-Tasking Test- Operational; Figure Weights-Manpower Test Battery-Soon to be Operational

Appendix D: Survey TTI Enlisted

EmbeddedData

career_fieldValue will be set from Panel or URL.

genderValue will be set from Panel or URL.

role_asgnValue will be set from Panel or URL.

currentValue will be set from Panel or URL.

Block: Default Question Block (28 Questions)

Page Break

Start of Block: Default Question Block

Display This Question:

If ExternalDataReference Is Empty

Q1 Do NOT provide names of individuals, units, or locations. Remember OPSEC guidance and do not discuss or comment on classified or operationally sensitive information. We cannot provide confidentiality to a participant regarding comments involving criminal activity/behavior, or statements that pose a threat to yourself or others.

Q2 HQ AF/A1P has sponsored this survey to obtain input from Air Force members in positions with the greatest opportunity to directly observe the capabilities (and deficiencies) of new entrants to each career field.

You were selected for participation in this study as

- A current or former Technical Training or Formal Training Unit Instructor—i.e., familiar with the capabilities (and deficiencies) of new entrants to their respective career field pipeline

The study results will be used to guide potential changes to career field entry standards, including the use of aptitude, attitude, interest, character, or other assessments (e.g., potential supplements to the ASVAB and AFOQT) for optimal person-job match.

This study is also in support of the “Optimize Human Capital” initiative, to assess foundational competencies that may be needed before committing a person to an Air Force training pipeline.

Privacy Act Statement

Authority: 10 U.S.C.; 8013, SECAF

Purpose: The purpose of this survey is to evaluate where gaps currently exist between career field needs and the capabilities (trainability) of new career field entrants, and guide potential changes to career field entry standards.

Routine Uses: Feedback will be used to inform decision making for Air Force leadership.

Disclosure: Providing information in this survey is voluntary. Individual responses will be kept confidential.

Q3 You were selected for inclusion in this study based on personnel records that identified you as a current or former Technical Training Instructor or Formal Training Unit Instructor (TTI/FTUI) for the `{e://Field/career_field}` career field.

Is this information accurate?

Yes (1)

- No (2)

Skip To: Q26 If Q3 = No

Q4 Please select the role you have served in most recently for the $\{e://Field/career_field\}$ career field.

- Technical Training Instructor (TTI) (1)
- Formal Training Unit Instructor (FTUI) (2)

Display This Question:
If Q4 = Technical Training Instructor (TTI)



Q5 How many months have you served as a TTI for the $\{e://Field/career_field\}$ career field?

Skip To: Q26 If Q5 < 3

Display This Question:
If Q4 = Formal Training Unit Instructor (FTUI)



Q6 How many months have you served as an FTU Instructor for the $\{e://Field/career_field\}$ career field?

Skip To: Q26 If Q6 < 3

Q7 What courses have you taught as a TT/FTU Instructor for the $\{e://Field/career_field\}$ career field?

List up to 8 starting with most recent.

- Course 1 (most recent) (1) _____
- Course 2 (2) _____
- Course 3 (3) _____
- Course 4 (4) _____
- Course 5 (5) _____

- Course 6 (6) _____
- Course 7 (7) _____
- Course 8 (8) _____



Q8 Overall, how many classes have you graduated as a TT/FTU Instructor for the $\{e://Field/career_field\}$ career field?

Skip To: Q26B If Q8 < 1

Q9 Please select your level of familiarity with the job and training requirements of the $\{e://Field/career_field\}$ career field that you will be rating.

- Not knowledgeable (1)
- Somewhat knowledgeable (2)
- Knowledgeable (3)
- Very knowledgeable (4)
- Extremely knowledgeable (5)

Skip To: Q26 If Q9 = Not knowledgeable

Q10 In your judgment, which of the following competencies should be expected of all members reporting to their first duty assignment in the $\{e://Field/career_field\}$ career field?

Select all that apply.

- Accepts Feedback** - Accepts constructive feedback. Demonstrates a willingness to seriously consider feedback received and its implications for behavior. (43)
- Active Listening** - Listens, giving full attention to the speaker. Seeks clarification when needed, synthesizes messages from others, and responds appropriately. (44)
- Adaptability** - Accepts change and maintains effectiveness when experiencing changes in new work structures, processes, requirements, or cultures. Responds in a pro-active manner to unexpected or ambiguous situations, opportunities, or risks. (45)

- Change Management** - Manages change and maintains continuity for others when mission requirement varies or becomes ambiguous. Helps individuals overcome resistance to change. (46)
- Collaboration** - Gains cooperation, builds consensus, and effectively collaborates. Seeks opportunities to work with and better understand the perspectives and contributions of diverse individuals and organizations. Cultivates an active network and proactively builds and uses key networks. (47)
- Cultural Awareness** - Seeks to understand cultural and language norms or customs. When possible, develops linguistic skills while absorbing cultural commonalities. (48)
- Decision Making** - Makes effective, timely decisions informed by sound reasoning. Identifies, evaluates, and assimilates information from multiple sources and considers the consequences of potential actions to choose the most appropriate one. (49)
- Ethical Leadership** - Models ethical behavior with others in a way that gives them confidence in one's intentions and those of the organization. Deals with others in an honest and forthright manner. Promotes ethical behaviors that reinforce USAF Core Values. (50)
- Followership** - Adopts the values and standards of the organization, recognizing one's responsibilities as a follower, and one's role within the organization. Adopts and supports organizational changes. Commits to the action plan of the organization and mission, and advocates for leader's point of view when a decision is established. (51)
- Innovation** - Identifies and seeks opportunities to improve existing conditions and processes. Demonstrates openness and support of different and innovative change ideas offered by others to solve problems or address issues. (52)
- Integrity** - Commits to and follows USAF accepted codes of conduct and ethical principles. Represents information and data accurately and completely. (53)
- Leadership Vision** - Leads through vision. Describes organizational vision and strategy in a way that helps others understand their contributions to achievement. Translates the vision, values, and strategy into day-to-day activities and behaviors to guides others to action. (54)
- Learning Orientation** - Applies newly acquired knowledge or skill to practical use (including further learning through trial and error). Seeks and capitalizes on new learning opportunities. (55)
- Leveraging Diversity** - Promotes collaboration and teamwork among diverse Airmen. Effectively works across gender, cultural, generational, and other diversity lines to maximize individual and group performance. (56)
- Mentoring Peers** - Helps and motivates peers to improve their skills and enhance their performance through personal example. (57)
- Mentoring Subordinates** - Mentors followers, and develops subordinates as followers and leaders. Diagnoses capability and developmental needs. Plans and supports deliberate development of individuals' skills and abilities to enable an Airman to fulfill current or future job or role responsibilities more effectively. (58)

- Openness to Alternative Views** - Considers all parties' viewpoints and concerns, manages personal emotions, and is open to alternative positions. Develops others' and own ideas, and identifies alternative positions or approaches when needed. Objectively evaluates others' ideas and opinions, even when they conflict with one's own. (59)
- Problem Solving** - Evaluates options and selects appropriate actions, solutions, and resources when confronted with a problem or situation. Identifies and fills gaps in information required. Applies analytic methods in solving problems and developing alternatives. (60)
- Professionalism** - Maintains military bearing and professional etiquette at all times. (61)
- Resource Stewardship** - Uses resources as directed or available. Identifies, acquires, and conserves resources as needed to accomplish the mission. (62)
- Self-Awareness** - Acknowledges own interpersonal and technical strengths and weaknesses. Analyzes self-behavior and quickly and proactively modifies behavior to deal effectively with changes. (63)
- Speaking** - Speaks in a clear and concise manner to ensure effective communication. Interprets receiver's level of understanding by seeking input and validating understanding of spoken communications. Adjusts messages to meet audience needs when necessary. (64)
- Strategic Thinking** - Identifies primary causes, generates ideas for solutions, analyzes the effect of each solution, and selects appropriate solutions. Establishes decision-making criteria (e.g., cost, benefits, risks, timing, buy-in, strategy, mission, and values) to evaluate impact and results. (65)
- Takes Care of People** - Exhibits the Wingman concept: Airmen taking care of Airmen. Places the welfare of peers or subordinates ahead of personal needs or comfort. Identifies when Airmen are in need of assistance (emotional, physical, spiritual, or social) and provides or identifies sources of support. (66)
- Team Leadership** - Builds effective teams for goal and mission accomplishment, improves team performance, and develops direction, roles, and responsibilities. Applies knowledge of team mission and team dynamics to contribute to team success. (67)
- Timeliness** - Adheres to timelines and milestones set for mission accomplishment. (68)
- Upward Communication** - Provides effective feedback and advice to leaders about goals and mission accomplishment. Works to establish appropriate job performance standards in coordination with supervisor. (69)
- Warrior Ethos** - Exemplifies and models the warrior spirit. Maintains self physically, emotionally, spiritually, and socially. Exhibits moral and physical courage and a hardiness of spirit despite physical and mental hardships. (70)
- Writing** - Writes in a clear and concise manner to ensure effective communication. Adheres to accepted writing conventions when applicable. (71)
- None** (72)

If Q10 != None

Q11 While some competencies are readily amenable to improvement through training, other competencies may not be as readily trainable and may be more appropriately addressed through personnel screening (i.e., more thorough career field entry requirements or selection criteria).

For each competency that you previously identified, you will be asked to respond to two separate items:

First, at the start of the $\{e://Field/career_field\}$ career field training pipeline, **approximately** how many trainees already possess the competency to the level that should be expected in their first duty assignment?

Second, at the end of the initial career field training pipeline, **approximately** how many new technical training graduates possess the competency to the level that should be expected in their first duty assignment?

Display This Question:

If Q10 != None

Q12 While some competencies are readily amenable to improvement through training, other competencies may not be as readily trainable and may be more appropriately addressed through personnel screening (i.e., more thorough career field entry requirements or selection criteria).

For each competency listed, please respond to two separate items:

First, at the start of the $\{e://Field/career_field\}$ career field training pipeline, **approximately** how many trainees already possess the competency to the level that should be expected in their first duty assignment?

Second, at the end of the initial career field training pipeline, **approximately** how many new technical training graduates possess the competency to the level that should be expected in their first duty assignment?

NOTE: You may scroll over each competency name (e.g., Accepts Feedback) to view the full competency definition as needed.

	Start of career field training					End of career field pipeline				
	All or Nearly All (1)	Most (2)	Some (3)	Few (4)	None or Nearly None (5)	All or Nearly All (1)	Most (2)	Some (3)	Few (4)	None or Nearly None (5)
Accepts Feedback (22)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Active Listening
(23)

Adaptability (24)

Change
Management
(25)

Collaboration
(26)

Cultural
Awareness (27)

Decision Making
(28)

Ethical
Leadership (29)

Followership
(30)

Innovation (31)

Integrity (32)

Leadership Vision (33)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Learning Orientation (34)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Leveraging Diversity (35)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Mentoring Peers (36)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Mentoring Subordinates (37)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Openness to Alternative Views (38)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Problem Solving (39)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Professionalism (40)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Resource Stewardship (41)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Self-Awareness (42)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Speaking (43)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Strategic Thinking (44)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Takes Care of People (45)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Team Leadership (46)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Timeliness (47)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Upward Communication (48)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Warrior Ethos (49)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Writing (50)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q13 This section lists 71 attributes that are designed to be assessed by existing DoD or Air Force instruments, such as the ASVAB or AFOQT, Tailored Adaptive Personality Assessment System (TAPAS), or Test of Basic Aviation Skills (TBAS).

We are asking you, as a career field subject matter expert, to rate the extent to which these attributes are important for successful job performance. For each attribute listed, please read the definition, and rate the level of importance that you would place on the attribute for successful job performance in a member's first duty assignment upon entering the [\[e://Field/career field\]](#) career field.

	Not Important (1)	Slightly Important (2)	Important (3)	Very Important (4)	Extremely Important (5)	Unknown (6)
Achievement – To work hard; to show ambition, confidence, and resourcefulness (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Activity – To prefer to stay active much of the time, have a wide range of activities, and enjoy multitasking (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Adjustment – To handle stress well; to avoid worry and apprehension (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Adventure Seeking – To enjoy participating in extreme sports and outdoor activities (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Aesthetics – To appreciate various forms of art and music; to participate in art-related activities more than most people (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Arithmetic Reasoning – To have ability to solve problems involving quantitative data (6)

Assembling Objects – To have ability to determine how an object will look when its parts are put together (7)

Attention Seeking – To engage in behaviors that attract social attention; to be loud, talkative, entertaining, and even boastful (8)

Attention to Detail – To pay close attention to the details of one's work; to ensure work is accurate and complete; to carefully review and scrutinize one's work (9)

Auditory Attention - Ability to focus on a single source of auditory information in the presence of other distracting sounds (10)

Auto and Shop Information – To have knowledge of automobile technology; to have knowledge

of tools and shop terminology and practices (11)

Aviation Knowledge - Knowledge of basic aviation concepts and principles (12)

Commitment to Serve – To identify with the military and have a strong desire to serve one's country (13)

Consideration – To be affectionate, compassionate, sensitive, and caring (14)

Control Precision - Ability to quickly and repeatedly make precise adjustments in moving the controls or vehicle to exact positions (15)

Cooperation – To be trusting, cordial, non-critical, and easy to get along with (16)

Courage – To stand up to challenges and not be afraid to face dangerous situations (17)

Critical Thinking – To have ability to use logic and analysis to identify the strengths and weaknesses of different approaches, actions, or decisions (18)

Curiosity – To be inquisitive and perceptive; to be interested in learning new information and attend courses and workshops whenever possible (19)

Deliberation – To carefully think through details of a plan and consequences of behavior before acting (20)

Depth – To be introspective in examining one's own life; to show behaviors associated with self-improvement (21)

Dominance – To readily take charge; to be domineering; to act as a "natural leader" (22)

Electronics Information – To have knowledge of electricity and electronics (23)

Even-Tempered
– To be calm and stable; to tend to avoid showing anger, hostility, or aggression (24)

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

This section lists 71 attributes that are designed to be assessed by existing DoD or Air Force instruments, such as the ASVAB or AFOQT, Tailored Adaptive Personality Assessment System (TAPAS), or Test of Basic Aviation Skills (TBAS).

We are asking you, as a subject matter expert familiar with career field requirements, for your help in rating the importance of these attributes to successful job performance. For each attribute listed, please read the definition, and rate the level of importance that you would place on the attribute for successful job performance in a member's first duty assignment upon entering the [\\${e://Field/career field}](#) career field.

	Not Important (1)	Slightly Important (2)	Important (3)	Very Important (4)	Extremely Important (5)	Unknown (6)
Excitement-Seeking – To enjoy excitement and tend to seek out stimulating situations (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Flexibility of Closure - Ability to identify or detect a known pattern that (figure, object, word, or sound) that is hidden in other distracting material (e.g., identify camouflaged tanks from an airplane) (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
General Science – To have knowledge of physical and biological sciences (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
High Intensity Pleasure – To have a preference for environments with high intensity stimulation such as loud noises and bright lights (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Humility – To have willingness to overcome one's own interests for the needs of others, and a willingness to subdue one's	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

mechanical and physical principles (15)

Mental Rotation – To accurately rotate an object (for example, a map) in one's imagination while maintaining an accurate sense of direction (16)

Moral Courage - To take action for moral reasons despite the risk of adverse consequences (17)

MultiLimb Coordination - Ability to coordinate movements of two or more limbs together while sitting, standing, or lying down. (18)

Non-Delinquency/Traditionalism – To comply with rules, customs, norms, and expectations; to tend to avoid challenging authority (19)

Optimism – To have a positive outlook on life; to tend to experience joy and a sense of well-being (20)

Order – To organize tasks and activities; to maintain neat and clean surroundings (21)

Paragraph Comprehension – To have ability to read and understand written material, and obtain information from written passages (22)

Perceptual Speed and Accuracy – To perceive or compare information (for example, letters, numbers, symbols, or patterns) quickly and accurately; to notice or compare details about things quickly and accurately (23)

Persistence – To persist in goal-directed behaviors in the face of obstacles; to focus on tasks until they are completed, and a need to see

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<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

projects through to completion (24)

Q15 This section lists 71 attributes that are designed to be assessed by existing DoD or Air Force instruments, such as the ASVAB or AFOQT, Tailored Adaptive Personality Assessment System (TAPAS), or Test of Basic Aviation Skills (TBAS)

We are asking you, as a subject matter expert familiar with career field requirements, for your help in rating the importance of these attributes to successful job performance. For each attribute listed, please read the definition, and rate the level of importance that you would place on the attribute for successful job performance in a member's first duty assignment upon entering the [\\${e://Field/career_field}](#) career field.

	Not Important (1)	Slightly Important (2)	Important (3)	Very Important (4)	Extremely Important (5)	Unknown (6)
Physical Conditioning – To engage in activities to maintain physical fitness and to participate in vigorous exercise or sports (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Rate Control - Ability to time the adjustments of a movement or equipment control in anticipation of changes in the speed or direction of a continuously moving object or scene (e.g., operating controls to maneuver a vehicle with a high level of precision) (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Reaction Time - Ability to quickly respond to a signal when it appears (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Reasoning – To apply rules to come up with logical answers to problems; to combine separate pieces of information to form general rules or conclusions; to recognize patterns or trends and anticipate outcomes (4)

Responsibility – To be dependable, reliable, and make every effort to keep one's promises (5)

Scientific Interest – To be highly interested in all topics of science and technology (6)

Self-Control – To show patience and caution; to show ability to stay levelheaded and delay gratification (7)

Self-Discipline – To be focused and dedicated to working hard and completing the task at hand in a timely manner (8)

Self-Efficacy – Belief in own ability to perform behaviors necessary to

succeed in life
(9)

Selflessness –
To be generous
with one's time
and resources
(10)

**Situational
Awareness** – To
pay attention to
surroundings
and rarely get
lost or surprised
(11)

**Situational
Judgment** -
Judgment in
responding to
interpersonal
situations
similar to those
encountered in
the Air Force
(12)

Sociability – To
seek out and
initiate social
interactions (13)

**Sound
Localization** -
Ability to tell
direction from
which a sound
originated (14)

**Spatial
Orientation** –
To know one's
location in
relation to the
environment; to
maintain
directional
orientation
when navigating
an unfamiliar
area; to
accurately
estimate
direction or
location after
traveling for a



certain amount
of time (15)

**Team
Orientation** –
To prefer to
work in teams;
to make people
work together
better (16)

Time-Sharing –
To have ability
to shift back and
forth between
two or more
sources of
information (17)

Tolerance – To
be interested in
other cultures
and opinions
that differ from
one's own (18)

Unconventional
– Not strictly
bound to
following rules,
especially if
they do not
make sense in a
given situation
(19)

Vigilance - To
have ability to
stay alert and
attentive to
one's
surroundings
over long
periods of time,
including small
details, to
recognize
hazards and
threats within
one's
environment
(20)

Virtue – To
strive to adhere
to standards of
honesty,

morality, and
"good
Samaritan"
behavior (21)

Word

Knowledge –
To have ability
to select the
correct meaning
of a word
presented in
context and to
identify best
synonym for a
given word (22)



Working
Memory – To
have ability to
hold
information in
memory while
processing other
information (23)





Q16 What additional attributes, not covered in the survey, are important for successful job performance in a member's first $\{e://Field/career_field\}$ duty assignment?

$\{Q1/QuestionText\}$

Q17 Which of the following best describes your experience as a TT or FTU Instructor for the $\{e://Field/career_field\}$ career field?

- I have taught both new Air Force accessions (members training for their first Air Force career field) and re-trainees (members who have previously served in an alternate Air Force career field) (9)
- I have taught new Air Force accessions only (10)
- I have taught re-trainees only (11)

Display This Question:

If Q17 != I have taught re-trainees only

Carry Forward Displayed Choices from "Q12"



Q18 On the next screen you will be asked to rate how important various competencies are for a member's initial service commitment (versus first duty assignment).

On the next screen, you will again see the full list of these competencies with those you selected as important for a member's first duty assignment positioned at the top.

Press NEXT to continue.

Display This Question:

If Q17 != I have taught re-trainees only

Carry Forward All Choices - Displayed & Hidden from "Q12"



Q19 In your judgement, which of the following competencies should be expected of all members of the $\{e://Field/career_field\}$ career field during their initial service commitment?

For ease of reference, the competencies you selected as important for a member's first duty assignment in the career field are positioned at the top of the list.

- Accepts Feedback (1)
- Active Listening (2)
- Adaptability (3)
- Change Management (4)
- Collaboration (5)
- Cultural Awareness (6)
- Decision Making (7)
- Ethical Leadership (8)
- Followership (9)
- Innovation (10)
- Integrity (11)
- Leadership Vision (12)
- Learning Orientation (13)
- Leveraging Diversity (14)
- Mentoring Peers (15)
- Mentoring Subordinates (16)
- Openness to Alternative Views (17)
- Problem Solving (18)
- Professionalism (19)
- Resource Stewardship (20)
- Self-Awareness (21)
- Speaking (22)
- Strategic Thinking (23)
- Takes Care of People (24)
- Team Leadership (25)

Timeliness (26)

Upward Communication (27)

Warrior Ethos (28)

Writing (29)

Display This Question:

If Q10 != None

*

Q20 Based on the training classes you have observed, how did the individuals who ultimately graduated $\{e://Field/career_field\}$ career field training most differ from those individuals who washed out?

[Select up to 5 competencies on which washouts most differed from other career field trainees; use your mouse to drag the selected competencies from the left-hand side of the screen and dropping them into the box labeled "Trainee"]

Trainee

Q10 = Accepts Feedback - Accepts constructive feedback. Demonstrates a willingness to seriously consider feedback received and its implications for behavior.

_____ Accepts Feedback (22)

Q10 = Active Listening - Listens, giving full attention to the speaker. Seeks clarification when needed, synthesizes messages from others, and responds appropriately.

_____ Active Listening (23)

Q10 = Adaptability - Accepts change and maintains effectiveness when experiencing changes in new work structures, processes, requirements, or cultures. Responds in a pro-active manner to unexpected or ambiguous situations, opportunities, or risks.

_____ Adaptability (24)

Q10 = Change Management - Manages change and maintains continuity for others when mission requirement varies or becomes ambiguous. Helps individuals overcome resistance to change.

_____ Change Management (25)

Q10 = Collaboration - Gains cooperation, builds consensus, and effectively collaborates. Seeks opportunities to work with and better understand the perspectives and contributions of diverse individuals and organizations. Cultivates an active network and proactively builds and uses key networks.

_____ Collaboration (26)

Q10 = Cultural Awareness - Seeks to understand cultural and language norms or customs. When possible, develops linguistic skills while absorbing cultural commonalities.

_____ Cultural Awareness (27)

Q10 = Decision Making - Makes effective, timely decisions informed by sound reasoning. Identifies, evaluates, and assimilates information from multiple sources and considers the consequences of potential actions to choose the most appropriate one.

_____ Decision Making (28)

Q10 = Ethical Leadership - Models ethical behavior with others in a way that gives them confidence in one's intentions and those of the organization. Deals with others in an honest and forthright manner. Promotes ethical behaviors that reinforce USAF Core Values.

_____ Ethical Leadership (29)

Q10 = Followership - Adopts the values and standards of the organization, recognizing one's responsibilities as a follower, and one's role within the organization. Adopts and supports organizational changes. Commits to the action plan of the organization and mission, and advocates for leader's point of view when a decision is established.

_____ Followership (30)

Q10 = Innovation - Identifies and seeks opportunities to improve existing conditions and processes. Demonstrates openness and support of different and innovative change ideas offered by others to solve problems or address issues.

_____ Innovation (31)

Q10 = Integrity - Commits to and follows USAF accepted codes of conduct and ethical principles. Represents information and data accurately and completely.

_____ Integrity (32)

Q10 = Leadership Vision - Leads through vision. Describes organizational vision and strategy in a way that helps others understand their contributions to achievement. Translates the vision, values, and strategy into day-to-day activities and behaviors to guides others to action.

_____ Leadership Vision (33)

Q10 = Learning Orientation - Applies newly acquired knowledge or skill to practical use (including further learning through trial and error). Seeks and capitalizes on new learning opportunities.

_____ Learning Orientation (34)

Q10 = Leveraging Diversity - Promotes collaboration and teamwork among diverse Airmen. Effectively works across gender, cultural, generational, and other diversity lines to maximize individual and group performance.

_____ Leveraging Diversity (35)

Q10 = Mentoring Peers - Helps and motivates peers to improve their skills and enhance their performance through personal example.

_____ Mentoring Peers (36)

Q10 = Mentoring Subordinates - Mentors followers, and develops subordinates as followers and leaders. Diagnoses capability and developmental needs. Plans and supports deliberate development of individuals' skills and abilities to enable an Airman to fulfill current or future job or role responsibilities more effectively.

_____ Mentoring Subordinates (37)

Q10 = Openness to Alternative Views - Considers all parties' viewpoints and concerns, manages personal emotions, and is open to alternative positions. Develops others' and own ideas, and identifies alternative positions or approaches when needed. Objectively evaluates others' ideas and opinions, even when they conflict with one's own.

_____ Openness to Alternative Views (38)

Q10 = Problem Solving - Evaluates options and selects appropriate actions, solutions, and resources when confronted with a problem or situation. Identifies and fills gaps in information required. Applies analytic methods in solving problems and developing alternatives.

_____ Problem Solving (39)

Q10 = Professionalism - Maintains military bearing and professional etiquette at all times.

_____ Professionalism (40)

Q10 = Resource Stewardship - Uses resources as directed or available. Identifies, acquires, and conserves resources as needed to accomplish the mission.

_____ Resource Stewardship (41)

Q10 = Self-Awareness - Acknowledges own interpersonal and technical strengths and weaknesses. Analyzes self-behavior and quickly and proactively modifies behavior to deal effectively with changes.

_____ Self-Awareness (42)

Q10 = Speaking - Speaks in a clear and concise manner to ensure effective communication. Interprets receiver's level of understanding by seeking input and validating understanding of spoken communications. Adjusts messages to meet audience needs when necessary.

_____ Speaking (43)

Q10 = Strategic Thinking - Identifies primary causes, generates ideas for solutions, analyzes the effect of each solution, and selects appropriate solutions. Establishes decision-making criteria (e.g., cost, benefits, risks, timing, buy-in, strategy, mission, and values) to evaluate impact and results.

_____ Strategic Thinking (44)

Q10 = Takes Care of People - Exhibits the Wingman concept: Airmen taking care of Airmen. Places the welfare of peers or subordinates ahead of personal needs or comfort. Identifies when Airmen are in need of assistance (emotional, physical, spiritual, or social) and provides or identifies sources of support.

_____ Takes Care of People (45)

Q10 = Team Leadership - Builds effective teams for goal and mission accomplishment, improves team performance, and develops direction, roles, and responsibilities. Applies knowledge of team mission and team dynamics to contribute to team success.

_____ Team Leadership (46)

Q10 = Timeliness - Adheres to timelines and milestones set for mission accomplishment.

_____ Timeliness (47)



Q21
What
is the
most
typical
reason
that

Q10 = *Upward Communication* - Provides effective feedback and advice to leaders about goals and mission accomplishment. Works to establish appropriate job performance standards in coordination with supervisor.

_____ Upward Communication (48)

Q10 = *Warrior Ethos* - Exemplifies and models the warrior spirit. Maintains self physically, emotionally, spiritually, and socially. Exhibits moral and physical courage and a hardiness of spirit despite physical and mental hardships.

_____ Warrior Ethos (49)

Q10 = *Writing* - Writes in a clear and concise manner to ensure effective communication. Adheres to accepted writing conventions when applicable.

_____ Writing (50)

students struggle or fail to complete technical training and/or formal training unit requirements for the **Field/career_field** career field?

Q1/QuestionText



Q22 What single personal characteristic most effectively distinguishes individuals who successfully complete the **Field/career_field** career field training pipeline from individuals who wash out?

Q1/QuestionText

Q23 Please rate your agreement with the following statements regarding the **Field/career_field** career field.

	Strongly agree (6)	Agree (7)	Neither Agree nor Disagree (8)	Disagree (9)	Strongly Disagree (10)
--	-----------------------	-----------	-----------------------------------	--------------	---------------------------

The level of general mental ability of new career field entrants is sufficient to meet career field requirements. (4)

The level of general physical ability of new career field entrants is sufficient to meet career field requirements. (5)

The minimum cognitive aptitude standards for career field entry (e.g., minimum ASVAB or AFOQT scores) should be raised. (6)

The minimum physical standards for career field entry should be raised. (7)

The screening and entry standards for the career field need to be revised. (8)

Display This Question:

If Q23 = The screening and entry standards for the career field need to be revised. [Strongly agree]

Or Q23 = The screening and entry standards for the career field need to be revised. [Agree]



Q24

You agreed the screening and entry standards for the career field need to be revised.

How should career field entry standards be changed (e.g., to remove unnecessary barriers to career field entry or improve the capabilities of the career field)?

#{Q1/QuestionText}

Q25 Would you be interested in participating in a Focus Group to discuss recommended career field entry screening or selection criteria?

Yes (1)

No (2)

Display This Question:

If Q3 = No

Or Q9 = Not knowledgeable

Or How many months have you served as a TTI for the #{e://Field/career_field} career field? Text Response Is Less Than 3

Or How many months have you served as an FTU Instructor for the #{e://Field/career_field} career fie... Text Response Is Less Than 3

Q26 Thank you for taking the time to access the survey. This survey is intended for current or former instructors with 3 months or more experience in the identified training pipeline

Please close your browser to exit the survey.

If you need to modify your response, please use the Previous Page (<<) button. Otherwise, no further action is required on your part.

Display This Question:

If Overall, how many classes have you graduated as a TT/FTU Instructor for the \${e://Field/career_field} career field? Text Response Is Less Than 1

Q26B Thank you for taking the time to access the survey. This survey is intended for TT/FTU Instructors who have graduated at least one class.

Please close your browser to exit the survey.

If you need to modify your response, please use the Previous Page (<<) button. Otherwise, no further action is required on your part.

Q27

If you wish to review or edit your responses, you may do so by selecting the [<< Previous] button.

Select the [Next >>] button to submit your survey.

End of Block: Default Question Block

Appendix E: FLS Enlisted Survey

Survey Flow

EmbeddedData

career_fieldValue will be set from Panel or URL.

genderValue will be set from Panel or URL.

role_asgnValue will be set from Panel or URL.

currentValue will be set from Panel or URL.

Block: Default Question Block (24 Questions)

Page Break

Start of Block: Default Question Block

Display This Question:

If ExternalDataReference Is Empty

Q1 Do NOT provide names of individuals, units, or locations. Remember OPSEC guidance and do not discuss or comment on classified or operationally sensitive information. We cannot provide confidentiality to a participant regarding comments involving criminal activity/behavior, or statements that pose a threat to yourself or others.

Q2 HQ AF/A1P has sponsored this survey to obtain input from Air Force members in positions with the greatest opportunity to directly observe the capabilities (and deficiencies) of new entrants to each career field.

You were selected for participation in this study as

- A first-line supervisor with at least six months of supervisory experience

The study results will be used to guide potential changes to career field entry standards, including the use of aptitude, attitude, interest, character, or other assessments (e.g., potential supplements to the ASVAB) for optimal person-job match.

Privacy Act Statement

Authority: 10 U.S.C.; 8013, SECAF

Purpose: The purpose of this survey is to evaluate where gaps currently exist between career field needs and the capabilities (trainability) of new career field entrants, and guide potential changes to career field entry standards.

Routine Uses: Feedback will be used to inform decision making for Air Force leadership.

Disclosure: Providing information in this survey is voluntary. Individual responses will be kept confidential.

Q3 You were selected for inclusion in this study based on personnel records that identified you as a current or former first-line supervisor with at least six-months experience supervising members of the `#{e://Field/career_field}` career field.

Is this information accurate?

- Yes (1)
- No (2)

Skip To: Q26 If Q3 = No

*

Q6 How many months have you served as a first-line supervisor for the $\{e://Field/career_field\}$ career field?

Skip To: Q26 If Q6 < 6

*

Q8 Overall, how many Airmen have you supervised who were/are members of the $\{e://Field/career_field\}$ career field?

Skip To: Q26B If Q8 < 1

Q9 Please select your level of familiarity with the job and training requirements of the $\{e://Field/career_field\}$ career field that you will be rating.

- Not knowledgeable (1)
- Somewhat knowledgeable (2)
- Knowledgeable (3)
- Very knowledgeable (4)
- Extremely knowledgeable (5)

Skip To: Q26 If Q9 = Not knowledgeable

Q10 In your judgment, which of the following competencies should be expected of all members reporting to their FIRST DUTY ASSIGNMENT in the $\{e://Field/career_field\}$ career field?

Select all that apply.

- Accepts Feedback** - Accepts constructive feedback. Demonstrates a willingness to seriously consider feedback received and its implications for behavior. (43)
- Active Listening** - Listens, giving full attention to the speaker. Seeks clarification when needed, synthesizes messages from others, and responds appropriately. (44)
- Adaptability** - Accepts change and maintains effectiveness when experiencing changes in new work structures, processes, requirements, or cultures. Responds in a pro-active manner to unexpected or ambiguous situations, opportunities, or risks. (45)
- Change Management** - Manages change and maintains continuity for others when mission requirement varies or becomes ambiguous. Helps individuals overcome resistance to change. (46)

Collaboration - Gains cooperation, builds consensus, and effectively collaborates. Seeks opportunities to work with and better understand the perspectives and contributions of diverse individuals and organizations. Cultivates an active network and proactively builds and uses key networks. (47)

Cultural Awareness - Seeks to understand cultural and language norms or customs. When possible, develops linguistic skills while absorbing cultural commonalities. (48)

Decision Making - Makes effective, timely decisions informed by sound reasoning. Identifies, evaluates, and assimilates information from multiple sources and considers the consequences of potential actions to choose the most appropriate one. (49)

Ethical Leadership - Models ethical behavior with others in a way that gives them confidence in one's intentions and those of the organization. Deals with others in an honest and forthright manner. Promotes ethical behaviors that reinforce USAF Core Values. (50)

Followership - Adopts the values and standards of the organization, recognizing one's responsibilities as a follower, and one's role within the organization. Adopts and supports organizational changes. Commits to the action plan of the organization and mission, and advocates for leader's point of view when a decision is established. (51)

Innovation - Identifies and seeks opportunities to improve existing conditions and processes. Demonstrates openness and support of different and innovative change ideas offered by others to solve problems or address issues. (52)

Integrity - Commits to and follows USAF accepted codes of conduct and ethical principles. Represents information and data accurately and completely. (53)

Leadership Vision - Leads through vision. Describes organizational vision and strategy in a way that helps others understand their contributions to achievement. Translates the vision, values, and strategy into day-to-day activities and behaviors to guides others to action. (54)

Learning Orientation - Applies newly acquired knowledge or skill to practical use (including further learning through trial and error). Seeks and capitalizes on new learning opportunities. (55)

Leveraging Diversity - Promotes collaboration and teamwork among diverse Airmen. Effectively works across gender, cultural, generational, and other diversity lines to maximize individual and group performance. (56)

Mentoring Peers - Helps and motivates peers to improve their skills and enhance their performance through personal example. (57)

Mentoring Subordinates - Mentors followers, and develops subordinates as followers and leaders. Diagnoses capability and developmental needs. Plans and supports deliberate development of individuals' skills and abilities to enable an Airman to fulfill current or future job or role responsibilities more effectively. (58)

Openness to Alternative Views - Considers all parties' viewpoints and concerns, manages personal emotions, and is open to alternative positions. Develops others' and own ideas, and identifies alternative positions or approaches when needed. Objectively evaluates others' ideas and opinions, even when they conflict with one's own. (59)

- Problem Solving** - Evaluates options and selects appropriate actions, solutions, and resources when confronted with a problem or situation. Identifies and fills gaps in information required. Applies analytic methods in solving problems and developing alternatives. (60)
- Professionalism** - Maintains military bearing and professional etiquette at all times. (61)
- Resource Stewardship** - Uses resources as directed or available. Identifies, acquires, and conserves resources as needed to accomplish the mission. (62)
- Self-Awareness** - Acknowledges own interpersonal and technical strengths and weaknesses. Analyzes self-behavior and quickly and proactively modifies behavior to deal effectively with changes. (63)
- Speaking** - Speaks in a clear and concise manner to ensure effective communication. Interprets receiver's level of understanding by seeking input and validating understanding of spoken communications. Adjusts messages to meet audience needs when necessary. (64)
- Strategic Thinking** - Identifies primary causes, generates ideas for solutions, analyzes the effect of each solution, and selects appropriate solutions. Establishes decision-making criteria (e.g., cost, benefits, risks, timing, buy-in, strategy, mission, and values) to evaluate impact and results. (65)
- Takes Care of People** - Exhibits the Wingman concept: Airmen taking care of Airmen. Places the welfare of peers or subordinates ahead of personal needs or comfort. Identifies when Airmen are in need of assistance (emotional, physical, spiritual, or social) and provides or identifies sources of support. (66)
- Team Leadership** - Builds effective teams for goal and mission accomplishment, improves team performance, and develops direction, roles, and responsibilities. Applies knowledge of team mission and team dynamics to contribute to team success. (67)
- Timeliness** - Adheres to timelines and milestones set for mission accomplishment. (68)
- Upward Communication** - Provides effective feedback and advice to leaders about goals and mission accomplishment. Works to establish appropriate job performance standards in coordination with supervisor. (69)
- Warrior Ethos** - Exemplifies and models the warrior spirit. Maintains self physically, emotionally, spiritually, and socially. Exhibits moral and physical courage and a hardiness of spirit despite physical and mental hardships. (70)
- Writing** - Writes in a clear and concise manner to ensure effective communication. Adheres to accepted writing conventions when applicable. (71)
- None** (72)

Display This Question:

If Q10 != None

Q11 While some competencies are readily amenable to improvement through training, other competencies may not be as readily trainable and may be more appropriately addressed through personnel screening (i.e., more thorough career field entry requirements or selection criteria). **For each competency that you previously identified, you will be asked to respond to two separate items:**

First, at the start of a new member's first assignment in the [\\${e://Field/career field}](#) career field, **approximately** how many new enlisted accessions already possess the competency to the level that should be expected in their first assignment?

Second, at the end of four years (four years after initial enlistment) in the [\\${e://Field/career field}](#) career field, **approximately** how many new enlisted accessions possess the competency to the level that should be expected in their first assignment?

Display This Question:

If Q10 != None

Q12 While some competencies are readily amenable to improvement through training, other competencies may not be as readily trainable and may be more appropriately addressed through personnel screening (i.e., more thorough career field entry requirements or selection criteria).

For each competency listed, please respond to two separate items:

First, at the start of a new member's first assignment in the [\\${e://Field/career field}](#) career field, **approximately** how many new enlisted accessions already possess the competency to the level that should be expected in their first assignment?

Second, at the end of four years (four years after initial enlistment) in the [\\${e://Field/career field}](#) career field, **approximately** how many new enlisted accessions possess the competency to the level that should be expected in their first assignment?

NOTE: You may scroll over each competency name (e.g., Accepts Feedback) to view the full competency definition as needed.

	Start of first assignment					End of initial enlistment				
	All or Nearly All (1)	Most (2)	Some (3)	Few (4)	None or Nearly None (5)	All or Nearly All (1)	Most (2)	Some (3)	Few (4)	None or Nearly None (5)
Accepts Feedback (22)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Active Listening (23)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Adaptability (24)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Change Management (25)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Collaboration (26)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Cultural Awareness (27)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Decision Making (28)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Ethical Leadership (29)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Followership (30)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Innovation (31)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Integrity (32)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Leadership Vision (33)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Learning Orientation (34)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Leveraging Diversity (35)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Mentoring Peers (36)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Mentoring Subordinates (37)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Openness to Alternative Views (38)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Problem Solving (39)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Professionalism (40)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Resource Stewardship (41)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Self-Awareness (42)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Speaking (43)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Strategic Thinking (44)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Takes Care of People (45)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Team Leadership (46)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Timeliness (47)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Upward Communication (48)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Warrior Ethos (49)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Writing (50)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q13 This section lists the first set of attributes that are designed to be assessed by existing DoD or Air Force instruments, such as the ASVAB, Tailored Adaptive Personality Assessment System (TAPAS), or Test of Basic Aviation Skills (TBAS).

We are asking you, as a career field subject matter expert, to rate the extent to which these attributes are important for successful job performance. For each attribute listed, please read the definition, and rate the level of importance that you would place on the attribute for successful job performance in a member's first duty assignment upon entering the [\\${e://Field/career field}](#) career field.

	Not Important (1)	Slightly Important (2)	Important (3)	Very Important (4)	Extremely Important (5)	Unknown (6)
Achievement – To work hard; to show ambition, confidence, and resourcefulness (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Activity – To prefer to stay active much of the time, have a wide range of activities, and enjoy multitasking (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Adjustment – To handle stress well; to avoid worry and apprehension (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Adventure Seeking – To enjoy participating in extreme sports and outdoor activities (4)

Aesthetics – To appreciate various forms of art and music; to participate in art-related activities more than most people (5)

Arithmetic Reasoning – To have ability to solve problems involving quantitative data (6)

Assembling Objects – To have ability to determine how an object will look when its parts are put together (7)

Attention Seeking – To engage in behaviors that attract social attention; to be loud, talkative, entertaining, and even boastful (8)

Attention to Detail – To pay close attention to the details of one's work; to ensure work is accurate and complete; to

carefully
review and
scrutinize one's
work (9)

**Auditory
Attention -**

Ability to
focus on a
single source
of auditory
information in
the presence of
other
distracting
sounds (10)

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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**Auto and
Shop**

Information –
To have
knowledge of
automobile
technology; to
have
knowledge of
tools and shop
terminology
and practices
(11)

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
-----------------------	-----------------------	-----------------------	-----------------------	-----------------------	-----------------------	-----------------------

**Aviation
Knowledge -**

Knowledge of
basic aviation
concepts and
principles (12)

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
-----------------------	-----------------------	-----------------------	-----------------------	-----------------------	-----------------------	-----------------------

**Commitment
to Serve –** To
identify with
the military
and have a
strong desire to
serve one's
country (13)

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
-----------------------	-----------------------	-----------------------	-----------------------	-----------------------	-----------------------	-----------------------

Consideration
– To be
affectionate,
compassionate,
sensitive, and
caring (14)

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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**Control
Precision -**
Ability to

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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quickly and repeatedly make precise adjustments in moving the controls or vehicle to exact positions (15)

Cooperation – To be trusting, cordial, non-critical, and easy to get along with (16)

Courage – To stand up to challenges and not be afraid to face dangerous situations (17)

Critical Thinking – To have ability to use logic and analysis to identify the strengths and weaknesses of different approaches, actions, or decisions (18)

Curiosity – To be inquisitive and perceptive; to be interested in learning new information and attend courses and workshops whenever possible (19)

Deliberation – To carefully think through details of a plan and consequences of behavior

before acting
(20)

Depth – To be introspective in examining one's own life; to show behaviors associated with self-improvement
(21)

Dominance – To readily take charge; to be domineering; to act as a "natural leader" (22)

Electronics Information – To have knowledge of electricity and electronics
(23)

Even-Tempered – To be calm and stable; to tend to avoid showing anger, hostility, or aggression (24)

Q14 This section lists the second set of attributes that are designed to be assessed by existing DoD or Air Force instruments, such as the ASVAB, Tailored Adaptive Personality Assessment System (TAPAS), or Test of Basic Aviation Skills (TBAS).

We are asking you, as a subject matter expert familiar with career field requirements, for your help in rating the importance of these attributes to successful job performance. For each attribute listed, please read the definition, and rate the level of importance that you would place on the attribute for successful job performance in a member's first duty assignment upon entering the [\\${e://Field/career field}](#) career field.

	Not Important (1)	Slightly Important (2)	Important (3)	Very Important (4)	Extremely Important (5)	Unknown (6)
Excitement-Seeking – To enjoy excitement and tend to seek out stimulating situations (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Flexibility of Closure - Ability to identify or detect a known pattern that (figure, object, word, or sound) that is hidden in other distracting material (e.g., identify camouflaged tanks from an airplane) (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
General Science – To have knowledge of physical and biological sciences (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
High Intensity Pleasure – To have a preference for environments with high intensity stimulation such as loud noises and bright lights (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Humility – To have willingness to overcome one's own interests for the needs of others, and a willingness to subdue one's own individuality in order to be part of a group (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Independence – To have a preference to work alone on tasks and problems (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Influence Tactics – To employ charm and persuasive tactics with others to gain compliance (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ingenuity – To be inventive and capable of thinking "outside of the box" (8)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Instructing - To be able to teach others how to do something (9)

Instrument Comprehension

- Ability to determine the position of an airplane in flight from reading instruments showing its compass direction heading, amount of climb or dive, and degree of bank to right or left (10)

Intellectual Efficiency – To process information quickly and make decisions quickly; to be knowledgeable, astute, and act as an intellectual (11)

Long-term Memory – To retain and recall information (for example, words, numbers, pictures, and procedures) after long time periods (12)

Machiavellianism – A tendency to be unemotional, and therefore able to detach oneself from conventional morality (and hence to deceive and manipulate others) (13)

Mathematics Knowledge – To have knowledge of high school mathematics principles (14)

Mechanical Comprehension

– To have knowledge of mechanical and physical principles (15)

Mental Rotation – To accurately rotate an object (for example, a map) in one's imagination while maintaining an accurate sense of direction (16)

Moral Courage - To take action for moral reasons despite the risk of adverse consequences (17)

MultiLimb Coordination -

Ability to coordinate movements of two or more limbs together while sitting, standing, or lying down. (18)

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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Non-

Delinquency/Traditionalism

– To comply with rules, customs, norms, and expectations; to tend to avoid challenging authority (19)

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
-----------------------	-----------------------	-----------------------	-----------------------	-----------------------	-----------------------

Optimism – To have a positive outlook on life; to tend to experience joy and a sense of well-being (20)

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
-----------------------	-----------------------	-----------------------	-----------------------	-----------------------	-----------------------

Order – To organize tasks and activities; to maintain neat and clean surroundings (21)

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
-----------------------	-----------------------	-----------------------	-----------------------	-----------------------	-----------------------

Paragraph Comprehension

– To have ability to read and understand written material, and obtain information from written passages (22)

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
-----------------------	-----------------------	-----------------------	-----------------------	-----------------------	-----------------------

Perceptual Speed and

Accuracy – To perceive or compare information (for example, letters, numbers, symbols, or patterns) quickly and accurately; to notice or compare details about things quickly and accurately (23)

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
-----------------------	-----------------------	-----------------------	-----------------------	-----------------------	-----------------------

Persistence – To persist in goal-directed behaviors in the face of obstacles; to focus on tasks until they are completed, and a need to see projects through to completion (24)

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
-----------------------	-----------------------	-----------------------	-----------------------	-----------------------	-----------------------

Q15 This section lists the final set of attributes that are designed to be assessed by existing DoD or Air Force instruments, such as the ASVAB, Tailored Adaptive Personality Assessment System (TAPAS), or Test of Basic Aviation Skills (TBAS).

We are asking you, as a subject matter expert familiar with career field requirements, for your help in rating the importance of these attributes to successful job performance. For each attribute listed, please read the definition, and rate the level of importance that you would place on the attribute for successful job performance in a member's first duty assignment upon entering the [\\${e://Field/career field}](#) career field.

	Not Important (1)	Slightly Important (2)	Important (3)	Very Important (4)	Extremely Important (5)	Unknown (6)
<p>Physical Conditioning – To engage in activities to maintain physical fitness and to participate in vigorous exercise or sports (1)</p>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<p>Rate Control - Ability to time the adjustments of a movement or equipment control in anticipation of changes in the speed or direction of a continuously moving object or scene (e.g., operating controls to maneuver a vehicle with a high level of precision) (2)</p>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<p>Reaction Time - Ability to quickly respond to a signal when it appears (3)</p>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<p>Reasoning – To apply rules to come up with</p>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

logical answers to problems; to combine separate pieces of information to form general rules or conclusions; to recognize patterns or trends and anticipate outcomes (4)

Responsibility

– To be dependable, reliable, and make every effort to keep one's promises (5)

Scientific Interest – To be highly interested in all topics of science and technology (6)

Self-Control – To show patience and caution; to show ability to stay levelheaded and delay gratification (7)

Self-Discipline – To be focused and dedicated to working hard and completing the task at hand in a timely manner (8)

Self-Efficacy – Belief in own ability to perform behaviors necessary to succeed in life (9)

Selflessness –
To be generous
with one's time
and resources
(10)

**Situational
Awareness** – To
pay attention to
surroundings
and rarely get
lost or surprised
(11)

**Situational
Judgment** -
Judgment in
responding to
interpersonal
situations
similar to those
encountered in
the Air Force
(12)

Sociability – To
seek out and
initiate social
interactions (13)

**Sound
Localization** -
Ability to tell
direction from
which a sound
originated (14)

**Spatial
Orientation** –
To know one's
location in
relation to the
environment; to
maintain
directional
orientation
when navigating
an unfamiliar
area; to
accurately
estimate
direction or
location after
traveling for a
certain amount
of time (15)

Team

Orientation –

To prefer to work in teams; to make people work together better (16)

Time-Sharing –

To have ability to shift back and forth between two or more sources of information (17)

Tolerance – To be interested in other cultures and opinions that differ from one's own (18)

Unconventional

– Not strictly bound to following rules, especially if they do not make sense in a given situation (19)

Vigilance - To have ability to stay alert and attentive to one's surroundings over long

periods of time, including small details, to recognize hazards and threats within one's environment (20)

Virtue – To strive to adhere to standards of honesty, morality, and "good"

Samaritan"
behavior (21)

Word

Knowledge –
To have ability
to select the
correct meaning
of a word
presented in
context and to
identify best
synonym for a
given word (22)



Working

Memory – To
have ability to
hold
information in
memory while
processing other
information (23)





Q16 What additional attributes, not covered in the survey, are important for successful job performance in a member's first `#{e://Field/career_field}` duty assignment?

`#{Q1/QuestionText}`

Carry Forward Displayed Choices from "Q12"



Q18 On the next screen you will be asked to rate how important various competencies are for a member's initial service commitment (versus first duty assignment).

On the next screen, you will again see the full list of these competencies with those you selected as important for a member's first duty assignment positioned at the top.

Press NEXT to continue.

Carry Forward All Choices - Displayed & Hidden from "Q12"



Q19 In your judgement, which of the following competencies should be expected of all members of the `#{e://Field/career_field}` career field during their initial service commitment?

For ease of reference, the competencies you selected as important for a member's first duty assignment in the career field are positioned at the top of the list.

- Accepts Feedback (1)
- Active Listening (2)
- Adaptability (3)
- Change Management (4)
- Collaboration (5)
- Cultural Awareness (6)
- Decision Making (7)
- Ethical Leadership (8)
- Followership (9)

- Innovation (10)
- Integrity (11)
- Leadership Vision (12)
- Learning Orientation (13)
- Leveraging Diversity (14)
- Mentoring Peers (15)
- Mentoring Subordinates (16)
- Openness to Alternative Views (17)
- Problem Solving (18)
- Professionalism (19)
- Resource Stewardship (20)
- Self-Awareness (21)
- Speaking (22)
- Strategic Thinking (23)
- Takes Care of People (24)
- Team Leadership (25)
- Timeliness (26)
- Upward Communication (27)
- Warrior Ethos (28)
- Writing (29)

Display This Question:

If Q10 != None

*

Q20 Based on the members you have observed, how did the individuals who performed best in the $\{e://Field/career_field\}$ career field most differ from those individuals who performed worst?

[Select up to 5 competencies on which washouts most differed from other career field members; use your mouse to drag the selected competencies from the left-hand side of the screen and drop them into the box labeled "Career Field Member"]

Career Field Member

Q10 = Accepts Feedback - Accepts constructive feedback. Demonstrates a willingness to seriously consider feedback received and its implications for behavior.

_____ Accepts Feedback (22)

Q10 = Active Listening - Listens, giving full attention to the speaker. Seeks clarification when needed, synthesizes messages from others, and responds appropriately.

_____ Active Listening (23)

Q10 = Adaptability - Accepts change and maintains effectiveness when experiencing changes in new work structures, processes, requirements, or cultures. Responds in a pro-active manner to unexpected or ambiguous situations, opportunities, or risks.

_____ Adaptability (24)

Q10 = Change Management - Manages change and maintains continuity for others when mission requirement varies or becomes ambiguous. Helps individuals overcome resistance to change.

_____ Change Management (25)

Q10 = Collaboration - Gains cooperation, builds consensus, and effectively collaborates. Seeks opportunities to work with and better understand the perspectives and contributions of diverse individuals and organizations. Cultivates an active network and proactively builds and uses key networks.

_____ Collaboration (26)

Q10 = Cultural Awareness - Seeks to understand cultural and language norms or customs. When possible, develops linguistic skills while absorbing cultural commonalities.

_____ Cultural Awareness (27)

Q10 = Decision Making - Makes effective, timely decisions informed by sound reasoning. Identifies, evaluates, and assimilates information from multiple sources and considers the consequences of potential actions to choose the most appropriate one.

_____ Decision Making (28)

Q10 = Ethical Leadership - Models ethical behavior with others in a way that gives them confidence in one's intentions and those of the organization. Deals with others in an honest and forthright manner. Promotes ethical behaviors that reinforce USAF Core Values.

_____ Ethical Leadership (29)

Q10 = Followership - Adopts the values and standards of the organization, recognizing one's responsibilities as a follower, and one's role within the organization. Adopts and supports organizational changes. Commits to the action plan of the organization and mission, and advocates for leader's point of view when a decision is established.

_____ Followership (30)

Q10 = Innovation - Identifies and seeks opportunities to improve existing conditions and processes. Demonstrates openness and support of different and innovative change ideas offered by others to solve problems or address issues.

_____ Innovation (31)

Q10 = Integrity - Commits to and follows USAF accepted codes of conduct and ethical principles. Represents information and data accurately and completely.

_____ Integrity (32)

Q10 = Leadership Vision - Leads through vision. Describes organizational vision and strategy in a way that helps others understand their contributions to achievement. Translates the vision, values, and strategy into day-to-day activities and behaviors to guides others to action.

_____ Leadership Vision (33)

Q10 = Learning Orientation - Applies newly acquired knowledge or skill to practical use (including further learning through trial and error). Seeks and capitalizes on new learning opportunities.

_____ Learning Orientation (34)

Q10 = Leveraging Diversity - Promotes collaboration and teamwork among diverse Airmen. Effectively works across gender, cultural, generational, and other diversity lines to maximize individual and group performance.

_____ Leveraging Diversity (35)

Q10 = Mentoring Peers - Helps and motivates peers to improve their skills and enhance their performance through personal example.

_____ Mentoring Peers (36)

Q10 = Mentoring Subordinates - Mentors followers, and develops subordinates as followers and leaders. Diagnoses capability and developmental needs. Plans and supports deliberate development of individuals' skills and abilities to enable an Airman to fulfill current or future job or role responsibilities more effectively.

_____ Mentoring Subordinates (37)

Q10 = Openness to Alternative Views - Considers all parties' viewpoints and concerns, manages personal emotions, and is open to alternative positions. Develops others' and own ideas, and identifies alternative positions or approaches when needed. Objectively evaluates others' ideas and opinions, even when they conflict with one's own.

_____ Openness to Alternative Views (38)

Q10 = Problem Solving - Evaluates options and selects appropriate actions, solutions, and resources when confronted with a problem or situation. Identifies and fills gaps in information required. Applies analytic methods in solving problems and developing alternatives.

_____ Problem Solving (39)

Q10 = Professionalism - Maintains military bearing and professional etiquette at all times.

_____ Professionalism (40)

Q10 = Resource Stewardship - Uses resources as directed or available. Identifies, acquires, and conserves resources as needed to accomplish the mission.

_____ Resource Stewardship (41)

Q10 = Self-Awareness - Acknowledges own interpersonal and technical strengths and weaknesses. Analyzes self-behavior and quickly and proactively modifies behavior to deal effectively with changes.

_____ Self-Awareness (42)

Q10 = Speaking - Speaks in a clear and concise manner to ensure effective communication. Interprets receiver's level of understanding by seeking input and validating understanding of spoken communications. Adjusts messages to meet audience needs when necessary.

_____ Speaking (43)

Q10 = Strategic Thinking - Identifies primary causes, generates ideas for solutions, analyzes the effect of each solution, and selects appropriate solutions. Establishes decision-making criteria (e.g., cost, benefits, risks, timing, buy-in, strategy, mission, and values) to evaluate impact and results.

_____ Strategic Thinking (44)

Q10 = Takes Care of People - Exhibits the Wingman concept: Airmen taking care of Airmen. Places the welfare of peers or subordinates ahead of personal needs or comfort. Identifies when Airmen are in need of assistance (emotional, physical, spiritual, or social) and provides or identifies sources of support.

_____ Takes Care of People (45)

Q10 = Team Leadership - Builds effective teams for goal and mission accomplishment, improves team performance, and develops direction, roles, and responsibilities. Applies knowledge of team mission and team dynamics to contribute to team success.

_____ Team Leadership (46)

Q10 = Timeliness - Adheres to timelines and milestones set for mission accomplishment.

_____ Timeliness (47)

Q10 = Upward Communication - Provides effective feedback and advice to leaders about goals and mission accomplishment. Works to establish appropriate job performance standards in coordination with supervisor.

_____ Upward Communication (48)

Q10 = Warrior Ethos - Exemplifies and models the warrior spirit. Maintains self physically, emotionally, spiritually, and socially. Exhibits moral and physical courage and a hardiness of spirit despite physical and mental hardships.

_____ Warrior Ethos (49)

Q10 = Writing - Writes in a clear and concise manner to ensure effective communication. Adheres to accepted writing conventions when applicable.

_____ Writing (50)



Q21. What is the most typical reason that members struggle or fail to effectively perform the duties of the **#{e://Field/career_field} career field**? **#{Q1/QuestionText}**



Q22 What single personal characteristic most effectively distinguishes individuals who are successful in the **#{e://Field/career_field} career field** from those who are not? **#{Q1/QuestionText}**

Q23 Please rate your agreement with the following statements regarding the **#{e://Field/career_field} career field**.

	Strongly agree (6)	Agree (7)	Neither Agree nor Disagree (8)	Disagree (9)	Strongly Disagree (10)
The level of general mental ability of new career field entrants is sufficient to meet career field requirements. (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The level of general physical ability of new career field entrants is sufficient to meet career field requirements. (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The minimum cognitive aptitude standards for	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

career field entry
(e.g., minimum
ASVAB or
AFOQT scores)
should be raised.
(6)

The minimum
physical
standards for
career field entry
should be raised.
(7)

The screening
and entry
standards for the
career field need
to be revised. (8)

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Display This Question:

If Q23 = The screening and entry standards for the career field need to be revised. [Strongly agree]

Or Q23 = The screening and entry standards for the career field need to be revised. [Agree]

Q24

You agreed screening and entry standards for the $\{e://Field/career_field\}$ career field need to be revised.

How should career field entry standards be changed (e.g., to remove unnecessary barriers to career field entry or improve the capabilities of the career field)?

$\{Q1/QuestionText\}$

Q25 Would you be interested in participating in a Focus Group to discuss recommended career field entry screening or selection criteria?

Yes (1)

No (2)

Display This Question:

If Q3 = No

Or Q9 = Not knowledgeable

Or How many months have you served as a first-line supervisor for the $\{e://Field/career_field\}$ care... Text Response Is Less Than 6

Q26 Thank you for taking the time to access the survey. This survey is intended for current or former first-line supervisors with 6 months or more experience.

Please close your browser to exit the survey.

If you need to modify your response, please use the Previous Page (<<) button. Otherwise, no further action is required on your part.

Display This Question:

If If Overall, how many Airmen have you supervised who were/are members of the ... Text Response Is Less Than 1

Q26B Thank you for taking the time to access the survey. This survey is intended for first-line supervisors who have supervised at least one Airman.

Please close your browser to exit the survey.

If you need to modify your response, please use the Previous Page (<<) button. Otherwise, no further action is required on your part.

Q27

If you wish to review or edit your responses, you may do so by selecting the [<< Previous] button.

Select the [Next >>] button to submit your survey.

End of Block: Default Question Block

Survey Flow

EmbeddedData

career_fieldValue will be set from Panel or URL.

genderValue will be set from Panel or URL.

role_asgnValue will be set from Panel or URL.

currentValue will be set from Panel or URL.

Block: Default Question Block (27 Questions)

Page Break

Start of Block: Default Question Block

Display This Question:

If ExternalDataReference Is Empty

Q1 Do NOT provide names of individuals, units, or locations. Remember OPSEC guidance and do not discuss or comment on classified or operationally sensitive information. We cannot provide confidentiality to a participant regarding comments involving criminal activity/behavior, or statements that pose a threat to yourself or others.

Q2 HQ AF/A1P has sponsored this survey to obtain input from Air Force members in positions with the greatest opportunity to directly observe the capabilities (and deficiencies) of new entrants to each career field.

You were selected for participation in this study as

- A first-line supervisor with at least six months of supervisory experience

The study results will be used to guide potential changes to career field entry standards, including the use of aptitude, attitude, interest, character, or other assessments (e.g., potential supplements to the AFOQT) for optimal person-job match.

Privacy Act Statement

Authority: 10 U.S.C.; 8013, SECAF

Purpose: The purpose of this survey is to evaluate where gaps currently exist between career field needs and the capabilities (trainability) of new career field entrants, and guide potential changes to career field entry standards.

Routine Uses: Feedback will be used to inform decision making for Air Force leadership.

Disclosure: Providing information in this survey is voluntary. Individual responses will be kept confidential.

Q3 You were selected for inclusion in this study based on personnel records that identified you as a current or former first-line supervisor with at least six-months experience supervising members of the

`#{e://Field/career_field}` career field.

Is this information accurate?

Yes (1)

No (2)

Skip To: Q26 If Q3 = No



Q6 How many months have you served as a first-line supervisor for the $\{e://Field/career_field\}$ career field?

Skip To: Q26 If Q6 < 6



Q8 Overall, how many Airmen have you supervised who were/are members of the $\{e://Field/career_field\}$ career field?

Skip To: Q26B If Q8 < 1

Q9 Please select your level of familiarity with the job and training requirements of the $\{e://Field/career_field\}$ career field that you will be rating.

- Not knowledgeable (1)
- Somewhat knowledgeable (2)
- Knowledgeable (3)
- Very knowledgeable (4)
- Extremely knowledgeable (5)

Skip To: Q26 If Q9 = Not knowledgeable

Q10 In your judgment, which of the following competencies should be expected of all members reporting to their **FIRST DUTY ASSIGNMENT** in the $\{e://Field/career_field\}$ career field?

Select all that apply.

- Accepts Feedback** - Accepts constructive feedback. Demonstrates a willingness to seriously consider feedback received and its implications for behavior. (43)
- Active Listening** - Listens, giving full attention to the speaker. Seeks clarification when needed, synthesizes messages from others, and responds appropriately. (44)
- Adaptability** - Accepts change and maintains effectiveness when experiencing changes in new work structures, processes, requirements, or cultures. Responds in a pro-active manner to unexpected or ambiguous situations, opportunities, or risks. (45)

Change Management - Manages change and maintains continuity for others when mission requirement varies or becomes ambiguous. Helps individuals overcome resistance to change. (46)

Collaboration - Gains cooperation, builds consensus, and effectively collaborates. Seeks opportunities to work with and better understand the perspectives and contributions of diverse individuals and organizations. Cultivates an active network and proactively builds and uses key networks. (47)

Cultural Awareness - Seeks to understand cultural and language norms or customs. When possible, develops linguistic skills while absorbing cultural commonalities. (48)

Decision Making - Makes effective, timely decisions informed by sound reasoning. Identifies, evaluates, and assimilates information from multiple sources and considers the consequences of potential actions to choose the most appropriate one. (49)

Ethical Leadership - Models ethical behavior with others in a way that gives them confidence in one's intentions and those of the organization. Deals with others in an honest and forthright manner. Promotes ethical behaviors that reinforce USAF Core Values. (50)

Followership - Adopts the values and standards of the organization, recognizing one's responsibilities as a follower, and one's role within the organization. Adopts and supports organizational changes. Commits to the action plan of the organization and mission, and advocates for leader's point of view when a decision is established. (51)

Innovation - Identifies and seeks opportunities to improve existing conditions and processes. Demonstrates openness and support of different and innovative change ideas offered by others to solve problems or address issues. (52)

Integrity - Commits to and follows USAF accepted codes of conduct and ethical principles. Represents information and data accurately and completely. (53)

Leadership Vision - Leads through vision. Describes organizational vision and strategy in a way that helps others understand their contributions to achievement. Translates the vision, values, and strategy into day-to-day activities and behaviors to guides others to action. (54)

Learning Orientation - Applies newly acquired knowledge or skill to practical use (including further learning through trial and error). Seeks and capitalizes on new learning opportunities. (55)

Leveraging Diversity - Promotes collaboration and teamwork among diverse Airmen. Effectively works across gender, cultural, generational, and other diversity lines to maximize individual and group performance. (56)

Mentoring Peers - Helps and motivates peers to improve their skills and enhance their performance through personal example. (57)

Mentoring Subordinates - Mentors followers, and develops subordinates as followers and leaders. Diagnoses capability and developmental needs. Plans and supports deliberate development of individuals' skills and abilities to enable an Airman to fulfill current or future job or role responsibilities more effectively. (58)

Openness to Alternative Views - Considers all parties' viewpoints and concerns, manages personal emotions, and is open to alternative positions. Develops others' and own ideas, and identifies alternative positions or approaches when needed. Objectively evaluates others' ideas and opinions, even when they conflict with one's own. (59)

Problem Solving - Evaluates options and selects appropriate actions, solutions, and resources when confronted with a problem or situation. Identifies and fills gaps in information required. Applies analytic methods in solving problems and developing alternatives. (60)

Professionalism - Maintains military bearing and professional etiquette at all times. (61)

Resource Stewardship - Uses resources as directed or available. Identifies, acquires, and conserves resources as needed to accomplish the mission. (62)

Self-Awareness - Acknowledges own interpersonal and technical strengths and weaknesses. Analyzes self-behavior and quickly and proactively modifies behavior to deal effectively with changes. (63)

Speaking - Speaks in a clear and concise manner to ensure effective communication. Interprets receiver's level of understanding by seeking input and validating understanding of spoken communications. Adjusts messages to meet audience needs when necessary. (64)

Strategic Thinking - Identifies primary causes, generates ideas for solutions, analyzes the effect of each solution, and selects appropriate solutions. Establishes decision-making criteria (e.g., cost, benefits, risks, timing, buy-in, strategy, mission, and values) to evaluate impact and results. (65)

Takes Care of People - Exhibits the Wingman concept: Airmen taking care of Airmen. Places the welfare of peers or subordinates ahead of personal needs or comfort. Identifies when Airmen are in need of assistance (emotional, physical, spiritual, or social) and provides or identifies sources of support. (66)

Team Leadership - Builds effective teams for goal and mission accomplishment, improves team performance, and develops direction, roles, and responsibilities. Applies knowledge of team mission and team dynamics to contribute to team success. (67)

Timeliness - Adheres to timelines and milestones set for mission accomplishment. (68)

Upward Communication - Provides effective feedback and advice to leaders about goals and mission accomplishment. Works to establish appropriate job performance standards in coordination with supervisor. (69)

Warrior Ethos - Exemplifies and models the warrior spirit. Maintains self physically, emotionally, spiritually, and socially. Exhibits moral and physical courage and a hardiness of spirit despite physical and mental hardships. (70)

Writing - Writes in a clear and concise manner to ensure effective communication. Adheres to accepted writing conventions when applicable. (71)

None (72)

Display This Question:

If Q10 != None

Q11 While some competencies are readily amenable to improvement through training, other competencies may not be as readily trainable and may be more appropriately addressed through personnel screening (i.e., more thorough career field entry requirements or selection criteria).

For each competency that you previously identified, you will be asked to respond to two separate items:

First, at the start of a new member's first assignment in the $\{e://Field/career\ field\}$ career field, **approximately** how many newly commissioned officers already possess the competency to the level that should be expected in their first assignment?

Second, at the end of a member's first four years of service in the $\{e://Field/career\ field\}$ career field, **approximately** how many possess the competency to the level that should be expected in their first assignment?

Display This Question:

If Q10 != None

Q12 While some competencies are readily amenable to improvement through training, other competencies may not be as readily trainable and may be more appropriately addressed through personnel screening (i.e., more thorough career field entry requirements or selection criteria).

For each competency that you previously identified, you will be asked to respond to two separate items:

First, at the start of a new member's first assignment in the $\{e://Field/career\ field\}$ career field, **approximately** how many newly commissioned officers already possess the competency to the level that should be expected in their first assignment?

Second, at the end of a member's first four years of service in the $\{e://Field/career\ field\}$ career field, **approximately** how many possess the competency to the level that should be expected in their first assignment?

NOTE: You may scroll over each competency name (e.g., Accepts Feedback) to view the full competency definition as needed.

Start of first assignment

After four years

	All or Nearly All (1)	Most (2)	Some (3)	Few (4)	None or Nearly None (5)	All or Nearly All (1)	Most (2)	Some (3)	Few (4)	None or Nearly None (5)
Accepts Feedback (22)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Active Listening (23)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Adaptability (24)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Change Management (25)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Collaboration (26)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Cultural Awareness (27)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Decision Making (28)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ethical Leadership (29)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Followership (30)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Innovation (31)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Integrity (32)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Leadership Vision (33)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Learning Orientation (34)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Leveraging Diversity (35)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Mentoring Peers (36)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Mentoring Subordinates (37)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Openness to Alternative Views (38)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Problem Solving (39)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Professionalism (40)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Resource Stewardship (41)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Self-Awareness (42)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Speaking (43)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Strategic Thinking (44)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Takes Care of People (45)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Team Leadership (46)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Timeliness (47)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Upward Communication (48)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Warrior Ethos (49)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Writing (50)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q13 This section lists the first set of attributes that are designed to be assessed by existing DoD or Air Force instruments, such as the AFOQT, Tailored Adaptive Personality Assessment System (TAPAS), or Test of Basic Aviation Skills (TBAS).

We are asking you, as a career field subject matter expert, to rate the extent to which these attributes are important for successful job performance. For each attribute listed, please read the definition, and rate the level of importance that you would place on the attribute for successful job performance in a member's first duty assignment upon entering the [\\${e://Field/career field}](#) career field.

	Not Important (1)	Slightly Important (2)	Important (3)	Very Important (4)	Extremely Important (5)	Unknown (6)
Achievement – To work hard; to show ambition, confidence, and resourcefulness (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Activity – To prefer to stay active much of the time, have a wide range of activities, and enjoy multitasking (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Adjustment – To handle stress well; to avoid worry and apprehension (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Adventure Seeking – To enjoy participating in extreme sports and outdoor activities (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Aesthetics – To appreciate various forms of art and music; to participate in art-related activities more	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

than most
people (5)

Arithmetic Reasoning –

To have ability to solve problems involving quantitative data (6)

Assembling Objects –

To have ability to determine how an object will look when its parts are put together (7)

Attention Seeking –

To engage in behaviors that attract social attention; to be loud, talkative, entertaining, and even boastful (8)

Attention to Detail –

To pay close attention to the details of one's work; to ensure work is accurate and complete; to carefully review and scrutinize one's work (9)

Auditory Attention -

Ability to focus on a single source of auditory information in the presence of other distracting sounds (10)

Auto and Shop Information –

To have knowledge of automobile technology; to have knowledge of tools and shop terminology and practices (11)

Aviation Knowledge -

Knowledge of basic aviation concepts and principles (12)

Commitment to Serve – To

identify with the military and have a strong desire to serve one's country (13)

Consideration

– To be affectionate, compassionate, sensitive, and caring (14)

Control Precision -

Ability to quickly and repeatedly make precise adjustments in moving the controls or vehicle to exact positions (15)

Cooperation –

To be trusting, cordial, non-critical, and easy to get along with (16)

Courage – To stand up to challenges and not be afraid to face dangerous situations (17)

Critical Thinking – To have ability to use logic and analysis to identify the strengths and weaknesses of different approaches, actions, or decisions (18)

Curiosity – To be inquisitive and perceptive; to be interested in learning new information and attend courses and workshops whenever possible (19)

Deliberation – To carefully think through details of a plan and consequences of behavior before acting (20)

Depth – To be introspective in examining one's own life; to show behaviors associated with self-improvement (21)

Dominance – To readily take charge; to be

domineering;
to act as a
"natural
leader" (22)

**Electronics
Information –**

To have
knowledge of
electricity and
electronics
(23)

**Even-
Tempered –**
To be calm and
stable; to tend
to avoid
showing anger,
hostility, or
aggression (24)

Q14 **This section lists the second set of** attributes that are designed to be assessed by existing DoD or Air Force instruments, such as the AFOQT, Tailored Adaptive Personality Assessment System (TAPAS), or Test of Basic Aviation Skills (TBAS).

We are asking you, as a subject matter expert familiar with career field requirements, for your help in rating the importance of these attributes to successful job performance. **For each attribute listed, please read the definition, and rate the level of importance that you would place on the attribute for successful job performance in a member's first duty assignment upon entering the [\\${e://Field/career field}](#) career field.**

	Not Important (1)	Slightly Important (2)	Important (3)	Very Important (4)	Extremely Important (5)	Unknown (6)
Excitement-Seeking – To enjoy excitement and tend to seek out stimulating situations (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Flexibility of Closure - Ability to identify or detect a known pattern that (figure, object, word, or sound) that is hidden in other distracting material (e.g., identify camouflaged tanks from an airplane) (2)

General Science – To have knowledge of physical and biological sciences (3)

High Intensity Pleasure – To have a preference for environments with high intensity stimulation such as loud noises and bright lights (4)

Humility – To have willingness to overcome one's own interests for the needs of others, and a willingness to subdue one's own individuality in order to be part of a group (5)

Independence – To have a preference to work alone on tasks and problems (6)

Influence Tactics – To employ charm and persuasive tactics with others to gain compliance (7)

Ingenuity – To be inventive and capable of thinking "outside of the box" (8)

Instructing - To be able to teach others how to do something (9)

Instrument Comprehension - Ability to determine the position of an airplane in flight from reading instruments showing its compass direction heading, amount of climb or dive, and degree of bank to right or left (10)

Intellectual Efficiency – To process information quickly and make decisions quickly;

to be knowledgeable, astute, and act as an intellectual (11)

Long-term Memory – To retain and recall information (for example, words, numbers, pictures, and procedures) after long time periods (12)

Machiavellianism – A tendency to be unemotional, and therefore able to detach oneself from conventional morality (and hence to deceive and manipulate others) (13)

Mathematics Knowledge – To have knowledge of high school mathematics principles (14)

Mechanical Comprehension – To have knowledge of mechanical and physical principles (15)

Mental Rotation – To accurately rotate an object (for example, a map) in one's imagination while maintaining an accurate sense of direction (16)

Moral Courage - To take action for moral reasons despite the risk of adverse consequences (17)

MultiLimb Coordination - Ability to coordinate movements of two or more limbs together while sitting, standing, or lying down. (18)

Non-Delinquency/Traditionalism – To comply with rules, customs, norms, and expectations; to tend to avoid challenging authority (19)

Optimism – To have a positive outlook on life; to tend to experience joy and a sense of well-being (20)

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Order – To organize tasks and activities; to maintain neat and clean surroundings (21)

Paragraph Comprehension – To have ability to read and understand written material, and obtain information from written passages (22)

Perceptual Speed and Accuracy – To perceive or compare information (for example, letters, numbers, symbols, or patterns) quickly and accurately; to notice or compare details about things quickly and accurately (23)

Persistence – To persist in goal-directed behaviors in the face of obstacles; to focus on tasks until they are completed, and a need to see projects through to completion (24)

Q15 This section lists the last set of attributes that are designed to be assessed by existing DoD or Air Force instruments, such as the AFOQT, Tailored Adaptive Personality Assessment System (TAPAS), or Test of Basic Aviation Skills (TBAS).

We are asking you, as a subject matter expert familiar with career field requirements, for your help in rating the importance of these attributes to successful job performance. **For each attribute listed, please read the definition, and rate the level of importance that you would place on the attribute for successful job performance in a member's first duty assignment upon entering the [\\${e://Field/career field}](#) career field.**

	Not Important (1)	Slightly Important (2)	Important (3)	Very Important (4)	Extremely Important (5)	Unknown (6)
<p>Physical Conditioning – To engage in activities to maintain physical fitness and to participate in vigorous exercise or sports (1)</p>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<p>Rate Control - Ability to time the adjustments</p>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

of a movement or equipment control in anticipation of changes in the speed or direction of a continuously moving object or scene (e.g., operating controls to maneuver a vehicle with a high level of precision) (2)

Reaction Time

- Ability to quickly respond to a signal when it appears (3)

Reasoning

- To apply rules to come up with logical answers to problems; to combine separate pieces of information to form general rules or conclusions; to recognize patterns or trends and anticipate outcomes (4)

Responsibility

- To be dependable, reliable, and make every effort to keep one's promises (5)

Scientific

Interest - To be highly interested in all topics of science and technology (6)

Self-Control –

To show patience and caution; to show ability to stay levelheaded and delay gratification (7)

Self-Discipline

– To be focused and dedicated to working hard and completing the task at hand in a timely manner (8)

Self-Efficacy –

Belief in own ability to perform behaviors necessary to succeed in life (9)

Selflessness –

To be generous with one's time and resources (10)

Situational Awareness – To pay attention to surroundings and rarely get lost or surprised (11)

Situational Judgment -

Judgment in responding to interpersonal situations similar to those encountered in the Air Force (12)

Sociability – To seek out and initiate social interactions (13)

Sound

Localization -

Ability to tell direction from which a sound originated (14)

Spatial

Orientation –

To know one's location in relation to the environment; to maintain directional orientation when navigating an unfamiliar area; to accurately estimate direction or location after traveling for a certain amount of time (15)

Team

Orientation –

To prefer to work in teams; to make people work together better (16)

Time-Sharing –

To have ability to shift back and forth between two or more sources of information (17)

Tolerance –

To be interested in other cultures and opinions that differ from one's own (18)

Unconventional

– Not strictly bound to following rules, especially if they do not make sense in a

given situation
(19)

Vigilance - To have ability to stay alert and attentive to one's surroundings over long periods of time, including small details, to recognize hazards and threats within one's environment (20)

Virtue – To strive to adhere to standards of honesty, morality, and "good Samaritan" behavior (21)

Word Knowledge – To have ability to select the correct meaning of a word presented in context and to identify best synonym for a given word (22)

Working Memory – To have ability to hold information in memory while processing other information (23)



Q16 What additional attributes, not covered in the survey, are important for successful job performance in a member's first **#{e://Field/career_field}** duty assignment?

#{Q1/QuestionText}

Five horizontal lines for text input.

Carry Forward Displayed Choices from "Q12"



Q18 On the next screen you will be asked to rate how important various competencies are for a member's **initial service commitment** (versus **first duty assignment**).

On the next screen, you will again see the full list of these competencies with those you selected as important for a member's first duty assignment positioned at the top.

Press NEXT to continue.

Carry Forward All Choices - Displayed & Hidden from "Q12"



Q19 In your judgement, which of the following competencies should be expected of all members of the **#{e://Field/career_field}** career field during their initial service commitment?

For ease of reference, the competencies you selected as important for a member's first duty assignment in the career field are positioned at the top of the list.

- Accepts Feedback (1)
- Active Listening (2)
- Adaptability (3)
- Change Management (4)
- Collaboration (5)
- Cultural Awareness (6)

- Decision Making (7)
- Ethical Leadership (8)
- Followership (9)
- Innovation (10)
- Integrity (11)
- Leadership Vision (12)
- Learning Orientation (13)
- Leveraging Diversity (14)
- Mentoring Peers (15)
- Mentoring Subordinates (16)
- Openness to Alternative Views (17)
- Problem Solving (18)
- Professionalism (19)
- Resource Stewardship (20)
- Self-Awareness (21)
- Speaking (22)
- Strategic Thinking (23)
- Takes Care of People (24)
- Team Leadership (25)
- Timeliness (26)
- Upward Communication (27)
- Warrior Ethos (28)
- Writing (29)

Display This Question:

If Q10 != None



Q20 Based on the members you have observed, how did the individuals who performed best in the *{e://Field/career_field}* career field most differ from those individuals who performed worst?

[Select up to 5 competencies on which washouts most differed from other career field members; use your mouse to drag the selected competencies from the left-hand side of the screen and dropping them into the box labeled “Career Field Member”]

Career Field Member

Q10 = Accepts Feedback - Accepts constructive feedback. Demonstrates a willingness to seriously consider feedback received and its implications for behavior.

_____ Accepts Feedback (22)

Q10 = Active Listening - Listens, giving full attention to the speaker. Seeks clarification when needed, synthesizes messages from others, and responds appropriately.

_____ Active Listening (23)

Q10 = Adaptability - Accepts change and maintains effectiveness when experiencing changes in new work structures, processes, requirements, or cultures. Responds in a pro-active manner to unexpected or ambiguous situations, opportunities, or risks.

_____ Adaptability (24)

Q10 = Change Management - Manages change and maintains continuity for others when mission requirement varies or becomes ambiguous. Helps individuals overcome resistance to change.

_____ Change Management (25)

Q10 = Collaboration - Gains cooperation, builds consensus, and effectively collaborates. Seeks opportunities to work with and better understand the perspectives and contributions of diverse individuals and organizations. Cultivates an active network and proactively builds and uses key networks.

_____ Collaboration (26)

Q10 = Cultural Awareness - Seeks to understand cultural and language norms or customs. When possible, develops linguistic skills while absorbing cultural commonalities.

_____ Cultural Awareness (27)

Q10 = Decision Making - Makes effective, timely decisions informed by sound reasoning. Identifies, evaluates, and assimilates information from multiple sources and considers the consequences of potential actions to choose the most appropriate one.

_____ Decision Making (28)

Q10 = Ethical Leadership - Models ethical behavior with others in a way that gives them confidence in one's intentions and those of the organization. Deals with others in an honest and forthright manner. Promotes ethical behaviors that reinforce USAF Core Values.

_____ Ethical Leadership (29)

Q10 = Followership - Adopts the values and standards of the organization, recognizing one's responsibilities as a follower, and one's role within the organization. Adopts and supports organizational changes.

Commits to the action plan of the organization and mission, and advocates for leader's point of view when a decision is established.

_____ Followership (30)

Q10 = Innovation - Identifies and seeks opportunities to improve existing conditions and processes. Demonstrates openness and support of different and innovative change ideas offered by others to solve problems or address issues.

_____ Innovation (31)

Q10 = Integrity - Commits to and follows USAF accepted codes of conduct and ethical principles. Represents information and data accurately and completely.

_____ Integrity (32)

Q10 = Leadership Vision - Leads through vision. Describes organizational vision and strategy in a way that helps others understand their contributions to achievement. Translates the vision, values, and strategy into day-to-day activities and behaviors to guides others to action.

_____ Leadership Vision (33)

Q10 = Learning Orientation - Applies newly acquired knowledge or skill to practical use (including further learning through trial and error). Seeks and capitalizes on new learning opportunities.

_____ Learning Orientation (34)

Q10 = Leveraging Diversity - Promotes collaboration and teamwork among diverse Airmen. Effectively works across gender, cultural, generational, and other diversity lines to maximize individual and group performance.

_____ Leveraging Diversity (35)

Q10 = Mentoring Peers - Helps and motivates peers to improve their skills and enhance their performance through personal example.

_____ Mentoring Peers (36)

Q10 = Mentoring Subordinates - Mentors followers, and develops subordinates as followers and leaders. Diagnoses capability and developmental needs. Plans and supports deliberate development of individuals' skills and abilities to enable an Airman to fulfill current or future job or role responsibilities more effectively.

_____ Mentoring Subordinates (37)

Q10 = Openness to Alternative Views - Considers all parties' viewpoints and concerns, manages personal emotions, and is open to alternative positions. Develops others' and own ideas, and identifies alternative positions or approaches when needed. Objectively evaluates others' ideas and opinions, even when they conflict with one's own.

_____ Openness to Alternative Views (38)

Q10 = Problem Solving - Evaluates options and selects appropriate actions, solutions, and resources when confronted with a problem or situation. Identifies and fills gaps in information required. Applies analytic methods in solving problems and developing alternatives.

_____ Problem Solving (39)

Q10 = Professionalism - Maintains military bearing and professional etiquette at all times.

_____ Professionalism (40)

Q10 = Resource Stewardship - Uses resources as directed or available. Identifies, acquires, and conserves resources as needed to accomplish the mission.

_____ Resource Stewardship (41)

Q10 = Self-Awareness - Acknowledges own interpersonal and technical strengths and weaknesses. Analyzes self-behavior and quickly and proactively modifies behavior to deal effectively with changes.

_____ Self-Awareness (42)

Q10 = Speaking - Speaks in a clear and concise manner to ensure effective communication. Interprets receiver's level of understanding by seeking input and validating understanding of spoken communications. Adjusts messages to meet audience needs when necessary.

_____ Speaking (43)

Q10 = Strategic Thinking - Identifies primary causes, generates ideas for solutions, analyzes the effect of each solution, and selects appropriate solutions. Establishes decision-making criteria (e.g., cost, benefits, risks, timing, buy-in, strategy, mission, and values) to evaluate impact and results.

_____ Strategic Thinking (44)

Q10 = Takes Care of People - Exhibits the Wingman concept: Airmen taking care of Airmen. Places the welfare of peers or subordinates ahead of personal needs or comfort. Identifies when Airmen are in need of assistance (emotional, physical, spiritual, or social) and provides or identifies sources of support.

_____ Takes Care of People (45)

Q10 = Team Leadership - Builds effective teams for goal and mission accomplishment, improves team performance, and develops direction, roles, and responsibilities. Applies knowledge of team mission and team dynamics to contribute to team success.

_____ Team Leadership (46)

Q10 = Timeliness - Adheres to timelines and milestones set for mission accomplishment.

_____ Timeliness (47)

Q10 = Upward Communication - Provides effective feedback and advice to leaders about goals and mission accomplishment. Works to establish appropriate job performance standards in coordination with supervisor.

_____ Upward Communication (48)

Q10 = Warrior Ethos - Exemplifies and models the warrior spirit. Maintains self physically, emotionally, spiritually, and socially. Exhibits moral and physical courage and a hardiness of spirit despite physical and mental hardships.

_____ Warrior Ethos (49)

Q10 = Writing - Writes in a clear and concise manner to ensure effective communication. Adheres to accepted writing conventions when applicable.

_____ Writing (50)



Q21

What is the most typical reason that members struggle or fail to effectively perform the duties of the **#{e://Field/career_field}** career field?

#{Q1/QuestionText}



Q22 What single personal characteristic most effectively distinguishes individuals who are successful in the **#{e://Field/career_field}** career field from those who are not?

#{Q1/QuestionText}

Q23 Please rate your agreement with the following statements regarding the **#{e://Field/career_field}** career field.

	Strongly agree (6)	Agree (7)	Neither Agree nor Disagree (8)	Disagree (9)	Strongly Disagree (10)
The level of general mental ability of new career field entrants is sufficient to meet career field requirements. (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The level of general physical ability of new career field entrants is sufficient to meet career field requirements. (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

The minimum cognitive aptitude standards for career field entry (e.g., minimum ASVAB or AFOQT scores) should be raised. (6)

The minimum physical standards for career field entry should be raised. (7)

The screening and entry standards for the career field need to be revised. (8)

Display This Question:

If Q23 = The screening and entry standards for the career field need to be revised. [Strongly agree]

Or Q23 = The screening and entry standards for the career field need to be revised. [Agree]

*

Q24

You agreed screening and entry standards for the $\{e://Field/career_field\}$ career field need to be revised. How should career field entry standards be changed (e.g., to remove unnecessary barriers to career field entry or improve the capabilities of the career field)?

$\{Q1/QuestionText\}$

Q31 Do you think that there should be degree requirements in specific areas of study for new members entering the $\{e://Field/career_field\}$ career field?

- Yes (1)
- No (2)

Skip To: Q25 If Q31 = No

Q29 From the list below, please indicate which type(s) of degrees (or college majors) should be required for entry into the $\{e://Field/career_field\}$ career field.

Please select "Required", "Preferred but not required", or "N/A" for each item.

Note that each of your responses of "Required" or "Preferred but not required" to this question will generate a more tailored list of specific degrees (or college majors) that will be presented in the next question.

	Required (1)	Preferred but NOT required (2)	N/A (3)
AGRICULTURE, AGRICULTURE OPERATIONS, AND RELATED SCIENCES (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
NATURAL RESOURCES AND CONSERVATION (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ARCHITECTURE AND RELATED SERVICES (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
AREA, ETHNIC, CULTURAL, GENDER, AND GROUP STUDIES (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

COMMUNICATION,
JOURNALISM, AND RELATED
PROGRAMS (5)

COMMUNICATIONS
TECHNOLOGIES/TECHNICIANS
AND SUPPORT SERVICES (6)

COMPUTER AND
INFORMATION SCIENCES AND
SUPPORT SERVICES (7)

PERSONAL AND CULINARY
SERVICES (8)

EDUCATION (9)

ENGINEERING (10)

ENGINEERING
TECHNOLOGIES AND
ENGINEERING-RELATED
FIELDS (11)

FOREIGN LANGUAGES,
LITERATURES, AND
LINGUISTICS (12)

FAMILY AND CONSUMER
SCIENCES/HUMAN SCIENCES
(13)

LEGAL PROFESSIONS AND
STUDIES (14)

ENGLISH LANGUAGE AND
LITERATURE/LETTERS (15)

LIBERAL ARTS AND
SCIENCES, GENERAL STUDIES
AND HUMANITIES (16)

LIBRARY SCIENCE (17)

BIOLOGICAL AND
BIOMEDICAL SCIENCES (18)

MATHEMATICS AND
STATISTICS (19)

MILITARY SCIENCE, LEADERSHIP AND OPERATIONAL ART (20)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
MILITARY TECHNOLOGIES AND APPLIED SCIENCES (21)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
MULTI/INTERDISCIPLINARY STUDIES (22)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
PARKS, RECREATION, LEISURE, AND FITNESS STUDIES (23)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
PHILOSOPHY AND RELIGIOUS STUDIES (24)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
THEOLOGY AND RELIGIOUS VOCATIONS (25)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
PHYSICAL SCIENCES (26)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
SCIENCE TECHNOLOGIES/TECHNICIANS (27)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
PSYCHOLOGY (28)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
HOMELAND SECURITY, LAW ENFORCEMENT, FIREFIGHTING AND RELATED PROTECTIVE SERVICES (29)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
PUBLIC ADMINISTRATION AND SOCIAL SERVICE PROFESSIONS (30)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
SOCIAL SCIENCES (31)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
CONSTRUCTION TRADES (32)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
MECHANIC AND REPAIR TECHNOLOGIES/TECHNICIANS (33)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
PRECISION PRODUCTION (34)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
TRANSPORTATION AND MATERIALS MOVING (35)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

VISUAL AND PERFORMING
ARTS (36)

HEALTH PROFESSIONS AND
RELATED PROGRAMS (37)

BUSINESS, MANAGEMENT,
MARKETING, AND RELATED
SUPPORT SERVICES (38)

HISTORY (39)

Display This Question:

If Q29 [Required] (Count) > 0

Or Q29 [Preferred but NOT required] (Count) > 0

Q30

Based on your selection from the previous question, below is a more detailed list of degrees (or college majors). From the list below, please indicate which of these should be required for entry into the `Field/career_field` career field.

Please select "Required", "Preferred but not required", or "N/A" for each item.

	Required (1)	Preferred but Not required (2)	N/A (3)
<p><i>Q29 != AGRICULTURE, AGRICULTURE OPERATIONS, AND RELATED SCIENCES [N/A]</i></p> <p>Agriculture, General (1)</p>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<p><i>Q29 != AGRICULTURE, AGRICULTURE OPERATIONS, AND RELATED SCIENCES [N/A]</i></p> <p>Agricultural Business and Management (2)</p>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<p><i>Q29 != AGRICULTURE, AGRICULTURE OPERATIONS, AND RELATED SCIENCES [N/A]</i></p> <p>Agricultural Mechanization (3)</p>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<p><i>Q29 != AGRICULTURE, AGRICULTURE OPERATIONS, AND RELATED SCIENCES [N/A]</i></p>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Agricultural Production
Operations (4)

*Q29 != AGRICULTURE,
AGRICULTURE OPERATIONS,
AND RELATED SCIENCES [N/A
]*



Agricultural and Food Products
Processing (5)

*Q29 != AGRICULTURE,
AGRICULTURE OPERATIONS,
AND RELATED SCIENCES [N/A
]*



Agricultural and Domestic Animal
Services (6)

*Q29 != AGRICULTURE,
AGRICULTURE OPERATIONS,
AND RELATED SCIENCES [N/A
]*



Applied Horticulture and
Horticultural Business Services
(7)

*Q29 != AGRICULTURE,
AGRICULTURE OPERATIONS,
AND RELATED SCIENCES [N/A
]*



International Agriculture (8)

*Q29 != AGRICULTURE,
AGRICULTURE OPERATIONS,
AND RELATED SCIENCES [N/A
]*



Agricultural Public Services (9)

*Q29 != AGRICULTURE,
AGRICULTURE OPERATIONS,
AND RELATED SCIENCES [N/A
]*



Animal Sciences (10)

*Q29 != AGRICULTURE,
AGRICULTURE OPERATIONS,
AND RELATED SCIENCES [N/A
]*



Food Science and Technology
(11)

*Q29 != AGRICULTURE,
AGRICULTURE OPERATIONS,
AND RELATED SCIENCES [N/A]*

Plant Sciences (12)



*Q29 != AGRICULTURE,
AGRICULTURE OPERATIONS,
AND RELATED SCIENCES [N/A]*

Soil Sciences (13)



*Q29 != AGRICULTURE,
AGRICULTURE OPERATIONS,
AND RELATED SCIENCES [N/A]*

Agriculture, Agriculture
Operations, and Related Sciences,
Other (14)



*Q29 != NATURAL RESOURCES
AND CONSERVATION [N/A]*

Natural Resources Conservation
and Research (15)



*Q29 != NATURAL RESOURCES
AND CONSERVATION [N/A]*

Natural Resources Management
and Policy (16)



*Q29 != NATURAL RESOURCES
AND CONSERVATION [N/A]*

Fishing and Fisheries Sciences and
Management (17)



*Q29 != NATURAL RESOURCES
AND CONSERVATION [N/A]*

Forestry (18)



*Q29 != NATURAL RESOURCES
AND CONSERVATION [N/A]*

Wildlife and Wildlands Science
and Management (19)



*Q29 != NATURAL RESOURCES
AND CONSERVATION [N/A]*

Natural Resources and
Conservation, Other (20)



Q29 != ARCHITECTURE AND RELATED SERVICES [N/A]

Architecture (21)



Q29 != ARCHITECTURE AND RELATED SERVICES [N/A]

City/Urban, Community and Regional Planning (22)



Q29 != ARCHITECTURE AND RELATED SERVICES [N/A]

Environmental Design (23)



Q29 != ARCHITECTURE AND RELATED SERVICES [N/A]

Interior Architecture (24)



Q29 != ARCHITECTURE AND RELATED SERVICES [N/A]

Landscape Architecture (25)



Q29 != ARCHITECTURE AND RELATED SERVICES [N/A]

Architectural History and Criticism (26)



Q29 != ARCHITECTURE AND RELATED SERVICES [N/A]

Architectural Sciences and Technology (27)



Q29 != ARCHITECTURE AND RELATED SERVICES [N/A]

Real Estate Development (28)



Q29 != ARCHITECTURE AND RELATED SERVICES [N/A]

Architecture and Related Services, Other (29)



Q29 != AREA, ETHNIC, CULTURAL, GENDER, AND GROUP STUDIES [N/A]

Area Studies (30)



Q29 != AREA, ETHNIC, CULTURAL, GENDER, AND GROUP STUDIES [N/A]

Ethnic, Cultural Minority, Gender, and Group Studies (31)



Q29 != AREA, ETHNIC, CULTURAL, GENDER, AND GROUP STUDIES [N/A]

Ethnic Studies (32)



Q29 != COMMUNICATION, JOURNALISM, AND RELATED PROGRAMS [N/A]

Communication and Media Studies (33)



Q29 != COMMUNICATION, JOURNALISM, AND RELATED PROGRAMS [N/A]

Communication, General (34)



Q29 != COMMUNICATION, JOURNALISM, AND RELATED PROGRAMS [N/A]

Journalism (35)



Q29 != COMMUNICATION, JOURNALISM, AND RELATED PROGRAMS [N/A]

Radio, Television, and Digital Communication (36)



Q29 != COMMUNICATION, JOURNALISM, AND RELATED PROGRAMS [N/A]

Public Relations, Advertising, and Applied Communication (37)



Q29 != COMMUNICATION, JOURNALISM, AND RELATED PROGRAMS [N/A]

Publishing (38)



Q29 != COMMUNICATION, JOURNALISM, AND RELATED PROGRAMS [N/A]

Communication, Journalism, and Related Programs, Other (39)



Q29 != COMMUNICATIONS TECHNOLOGIES/TECHNICIANS AND SUPPORT SERVICES [N/A]

Communications Technology/Technician (40)

Q29 != COMMUNICATIONS TECHNOLOGIES/TECHNICIANS AND SUPPORT SERVICES [N/A]

Audiovisual Communications Technologies/Technicians (41)

Q29 != COMMUNICATIONS TECHNOLOGIES/TECHNICIANS AND SUPPORT SERVICES [N/A]

Graphic Communications (42)

Q29 != COMMUNICATIONS TECHNOLOGIES/TECHNICIANS AND SUPPORT SERVICES [N/A]

Communications Technologies/Technicians and Support Services, Other (43)

Q29 != COMPUTER AND INFORMATION SCIENCES AND SUPPORT SERVICES [N/A]

Computer and Information Sciences, General (44)

Q29 != COMPUTER AND INFORMATION SCIENCES AND SUPPORT SERVICES [N/A]

Computer Programming (45)

Q29 != COMPUTER AND INFORMATION SCIENCES AND SUPPORT SERVICES [N/A]

Data Processing (46)

Q29 != COMPUTER AND INFORMATION SCIENCES AND SUPPORT SERVICES [N/A]

Information Science/Studies (47)

Q29 != COMPUTER AND INFORMATION SCIENCES AND SUPPORT SERVICES [N/A]

Computer Systems Analysis (48)



Q29 != COMPUTER AND INFORMATION SCIENCES AND SUPPORT SERVICES [N/A]

Data Entry/Microcomputer Applications (49)



Q29 != COMPUTER AND INFORMATION SCIENCES AND SUPPORT SERVICES [N/A]

Computer Science (50)



Q29 != COMPUTER AND INFORMATION SCIENCES AND SUPPORT SERVICES [N/A]

Computer Software and Media Applications (51)



Q29 != COMPUTER AND INFORMATION SCIENCES AND SUPPORT SERVICES [N/A]

Computer Systems Networking and Telecommunications (52)



Q29 != COMPUTER AND INFORMATION SCIENCES AND SUPPORT SERVICES [N/A]

Computer/Information Technology Administration and Management (53)



Q29 != COMPUTER AND INFORMATION SCIENCES AND SUPPORT SERVICES [N/A]

Computer and Information Sciences and Support Services, Other (54)



Q29 != PERSONAL AND CULINARY SERVICES [N/A]

Funeral Service and Mortuary Science (55)



Q29 != PERSONAL AND CULINARY SERVICES [N/A]



Q29 != EDUCATION [N/A]

Special Education and Teaching
(68)

Q29 != EDUCATION [N/A]

Student Counseling and Personnel
Services (69)

Q29 != EDUCATION [N/A]

Teacher Education and
Professional Development,
Specific Levels and Methods (70)

Q29 != EDUCATION [N/A]

Teacher Education and
Professional Development,
Specific Subject Areas (71)

Q29 != EDUCATION [N/A]

Teaching English or French as a
Second or Foreign Language (72)

Q29 != EDUCATION [N/A]

Teaching Assistants/Aides (73)

Q29 != EDUCATION [N/A]

Education, Other (74)

Q29 != ENGINEERING [N/A]

Engineering, General (75)

Q29 != ENGINEERING [N/A]

Aerospace, Aeronautical and
Astronautical Engineering (76)

Q29 != ENGINEERING [N/A]

Agricultural Engineering (77)

Q29 != ENGINEERING [N/A]

Architectural Engineering (78)

Q29 != ENGINEERING [N/A]

Biomedical/Medical Engineering
(79)

Q29 != ENGINEERING [N/A]

Ceramic Sciences and Engineering
(80)

Q29 != ENGINEERING [N/A]

Chemical Engineering (81)

Q29 != ENGINEERING [N/A]

Civil Engineering (82)

Q29 != ENGINEERING [N/A]

Computer Engineering (83)

Q29 != ENGINEERING [N/A]

Electrical, Electronics and
Communications Engineering (84)

Q29 != ENGINEERING [N/A]

Engineering Mechanics (85)

Q29 != ENGINEERING [N/A]

Engineering Physics (86)

Q29 != ENGINEERING [N/A]

Engineering Science (87)

Q29 != ENGINEERING [N/A]

Environmental/Environmental
Health Engineering (88)

Q29 != ENGINEERING [N/A]

Materials Engineering (89)

Q29 != ENGINEERING [N/A]

Mechanical Engineering (90)

Q29 != ENGINEERING [N/A]

Metallurgical Engineering (91)

Q29 != ENGINEERING [N/A]

Mining and Mineral Engineering
(92)

Q29 != ENGINEERING [N/A]

Geological/Geophysical
Engineering (107)

Q29 != ENGINEERING [N/A]

Paper Science and Engineering
(108)



Q29 != ENGINEERING [N/A]

Electromechanical Engineering
(109)



Q29 != ENGINEERING [N/A]

Mechatronics, Robotics, and
Automation Engineering (110)



Q29 != ENGINEERING [N/A]

Biochemical Engineering (111)



Q29 != ENGINEERING [N/A]

Engineering Chemistry (112)



Q29 != ENGINEERING [N/A]

Biological/Biosystems
Engineering (113)



Q29 != ENGINEERING [N/A]

Engineering, Other (114)



*Q29 != ENGINEERING
TECHNOLOGIES AND
ENGINEERING-RELATED
FIELDS [N/A]*

Engineering Technology, General
(115)



*Q29 != ENGINEERING
TECHNOLOGIES AND
ENGINEERING-RELATED
FIELDS [N/A]*

Architectural Engineering
Technologies/Technicians (116)



*Q29 != ENGINEERING
TECHNOLOGIES AND
ENGINEERING-RELATED
FIELDS [N/A]*

Civil Engineering
Technologies/Technicians (117)



*Q29 != ENGINEERING
TECHNOLOGIES AND
ENGINEERING-RELATED
FIELDS [N/A]*

Electrical Engineering
Technologies/Technicians (118)



*Q29 != ENGINEERING
TECHNOLOGIES AND
ENGINEERING-RELATED
FIELDS [N/A]*

Electromechanical
Instrumentation and Maintenance
Technologies/Technicians (119)



*Q29 != ENGINEERING
TECHNOLOGIES AND
ENGINEERING-RELATED
FIELDS [N/A]*

Environmental Control
Technologies/Technicians (120)



*Q29 != ENGINEERING
TECHNOLOGIES AND
ENGINEERING-RELATED
FIELDS [N/A]*

Industrial Production
Technologies/Technicians (121)



*Q29 != ENGINEERING
TECHNOLOGIES AND
ENGINEERING-RELATED
FIELDS [N/A]*

Quality Control and Safety
Technologies/Technicians (122)



*Q29 != ENGINEERING
TECHNOLOGIES AND
ENGINEERING-RELATED
FIELDS [N/A]*

Mechanical Engineering Related
Technologies/Technicians (123)



*Q29 != ENGINEERING
TECHNOLOGIES AND
ENGINEERING-RELATED
FIELDS [N/A]*

Mining and Petroleum
Technologies/Technicians (124)



Q29 != ENGINEERING TECHNOLOGIES AND ENGINEERING-RELATED FIELDS [N/A]

Construction Engineering Technologies (125)



Q29 != ENGINEERING TECHNOLOGIES AND ENGINEERING-RELATED FIELDS [N/A]

Engineering-Related Technologies (126)



Q29 != ENGINEERING TECHNOLOGIES AND ENGINEERING-RELATED FIELDS [N/A]

Computer Engineering Technologies/Technicians (127)



Q29 != ENGINEERING TECHNOLOGIES AND ENGINEERING-RELATED FIELDS [N/A]

Drafting/Design Engineering Technologies/Technicians (128)



Q29 != ENGINEERING TECHNOLOGIES AND ENGINEERING-RELATED FIELDS [N/A]

Nuclear Engineering Technologies/Technicians (129)



Q29 != ENGINEERING TECHNOLOGIES AND ENGINEERING-RELATED FIELDS [N/A]

Engineering-Related Fields (130)



Q29 != ENGINEERING TECHNOLOGIES AND ENGINEERING-RELATED FIELDS [N/A]

Nanotechnology (131)



Q29 != ENGINEERING TECHNOLOGIES AND



*ENGINEERING-RELATED
FIELDS [N/A]*

Engineering
Technologies/Technicians, Other
(132)

*Q29 != FOREIGN LANGUAGES,
LITERATURES, AND
LINGUISTICS [N/A]*

Linguistic, Comparative, and
Related Language Studies and
Services (133)



*Q29 != FOREIGN LANGUAGES,
LITERATURES, AND
LINGUISTICS [N/A]*

African Languages, Literatures,
and Linguistics (134)



*Q29 != FOREIGN LANGUAGES,
LITERATURES, AND
LINGUISTICS [N/A]*

East Asian Languages, Literatures,
and Linguistics (135)



*Q29 != FOREIGN LANGUAGES,
LITERATURES, AND
LINGUISTICS [N/A]*

East Asian Languages, Literatures,
and Linguistics, General (136)



*Q29 != FOREIGN LANGUAGES,
LITERATURES, AND
LINGUISTICS [N/A]*

Slavic, Baltic and Albanian
Languages, Literatures, and
Linguistics (137)



*Q29 != FOREIGN LANGUAGES,
LITERATURES, AND
LINGUISTICS [N/A]*

Slavic Languages, Literatures, and
Linguistics, General (138)



*Q29 != FOREIGN LANGUAGES,
LITERATURES, AND
LINGUISTICS [N/A]*

Germanic Languages, Literatures,
and Linguistics (139)



*Q29 != FOREIGN LANGUAGES,
LITERATURES, AND
LINGUISTICS [N/A]*

Germanic Languages, Literatures,
and Linguistics, General (140)



*Q29 != FOREIGN LANGUAGES,
LITERATURES, AND
LINGUISTICS [N/A]*

Modern Greek Language and
Literature (141)



*Q29 != FOREIGN LANGUAGES,
LITERATURES, AND
LINGUISTICS [N/A]*

South Asian Languages,
Literatures, and Linguistics (142)



*Q29 != FOREIGN LANGUAGES,
LITERATURES, AND
LINGUISTICS [N/A]*

South Asian Languages,
Literatures, and Linguistics,
General (143)



*Q29 != FOREIGN LANGUAGES,
LITERATURES, AND
LINGUISTICS [N/A]*

Iranian/Persian Languages,
Literatures, and Linguistics (144)



*Q29 != FOREIGN LANGUAGES,
LITERATURES, AND
LINGUISTICS [N/A]*

Romance Languages, Literatures,
and Linguistics (145)



*Q29 != FOREIGN LANGUAGES,
LITERATURES, AND
LINGUISTICS [N/A]*

Romance Languages, Literatures,
and Linguistics, General (146)



*Q29 != FOREIGN LANGUAGES,
LITERATURES, AND
LINGUISTICS [N/A]*

American Indian/Native American
Languages, Literatures, and
Linguistics (147)



*Q29 != FOREIGN LANGUAGES,
LITERATURES, AND
LINGUISTICS [N/A]*

Middle/Near Eastern and Semitic
Languages, Literatures, and
Linguistics (148)



*Q29 != FOREIGN LANGUAGES,
LITERATURES, AND
LINGUISTICS [N/A]*

Middle/Near Eastern and Semitic
Languages, Literatures, and
Linguistics, General (149)



*Q29 != FOREIGN LANGUAGES,
LITERATURES, AND
LINGUISTICS [N/A]*

Classics and Classical Languages,
Literatures, and Linguistics (150)



*Q29 != FOREIGN LANGUAGES,
LITERATURES, AND
LINGUISTICS [N/A]*

Classics and Classical Languages,
Literatures, and Linguistics,
General (151)



*Q29 != FOREIGN LANGUAGES,
LITERATURES, AND
LINGUISTICS [N/A]*

Celtic Languages, Literatures, and
Linguistics (152)



*Q29 != FOREIGN LANGUAGES,
LITERATURES, AND
LINGUISTICS [N/A]*

Southeast Asian and
Australasian/Pacific Languages,
Literatures, and Linguistics (153)



*Q29 != FOREIGN LANGUAGES,
LITERATURES, AND
LINGUISTICS [N/A]*

Southeast Asian Languages,
Literatures, and Linguistics,
General (154)



*Q29 != FOREIGN LANGUAGES,
LITERATURES, AND
LINGUISTICS [N/A]*

Turkic, Uralic-Altaic, Caucasian,
and Central Asian Languages,
Literatures, and Linguistics (155)



*Q29 != FOREIGN LANGUAGES,
LITERATURES, AND
LINGUISTICS [N/A]*

American Sign Language (156)



*Q29 != FOREIGN LANGUAGES,
LITERATURES, AND
LINGUISTICS [N/A]*

Foreign Languages, Literatures,
and Linguistics, Other (157)



*Q29 != FAMILY AND
CONSUMER SCIENCES/HUMAN
SCIENCES [N/A]*

Work and Family Studies (158)



*Q29 != FAMILY AND
CONSUMER SCIENCES/HUMAN
SCIENCES [N/A]*

Family and Consumer
Sciences/Human Sciences,
General (159)



*Q29 != FAMILY AND
CONSUMER SCIENCES/HUMAN
SCIENCES [N/A]*

Family and Consumer
Sciences/Human Sciences
Business Services (160)



*Q29 != FAMILY AND
CONSUMER SCIENCES/HUMAN
SCIENCES [N/A]*

Family and Consumer Economics
and Related Studies (161)



*Q29 != FAMILY AND
CONSUMER SCIENCES/HUMAN
SCIENCES [N/A]*

Foods, Nutrition, and Related
Services (162)



Q29 != FAMILY AND CONSUMER SCIENCES/HUMAN SCIENCES [N/A]

Housing and Human Environments (163)



Q29 != FAMILY AND CONSUMER SCIENCES/HUMAN SCIENCES [N/A]

Human Development, Family Studies, and Related Services (164)



Q29 != FAMILY AND CONSUMER SCIENCES/HUMAN SCIENCES [N/A]

Apparel and Textiles (165)



Q29 != FAMILY AND CONSUMER SCIENCES/HUMAN SCIENCES [N/A]

Family and Consumer Sciences/Human Sciences, Other (166)



Q29 != LEGAL PROFESSIONS AND STUDIES [N/A]

Legal Studies, General (167)



Q29 != LEGAL PROFESSIONS AND STUDIES [N/A]

Law (168)



Q29 != LEGAL PROFESSIONS AND STUDIES [N/A]

Legal Research and Advanced Professional Studies (169)



Q29 != LEGAL PROFESSIONS AND STUDIES [N/A]

Legal Support Services (170)



Q29 != LEGAL PROFESSIONS AND STUDIES [N/A]

Legal Professions and Studies, Other (171)



*Q29 != ENGLISH LANGUAGE
AND LITERATURE/LETTERS [N/A]*

English Language and Literature,
General (172)



*Q29 != ENGLISH LANGUAGE
AND LITERATURE/LETTERS [N/A]*

Rhetoric and Composition/Writing
Studies (173)



*Q29 != ENGLISH LANGUAGE
AND LITERATURE/LETTERS [N/A]*

Literature (174)



*Q29 != ENGLISH LANGUAGE
AND LITERATURE/LETTERS [N/A]*

English Language and
Literature/Letters, Other (175)



Q29 != LIBRARY SCIENCE [N/A]

Library Science and
Administration (176)



Q29 != LIBRARY SCIENCE [N/A]

Library and Archives Assisting
(177)



Q29 != LIBRARY SCIENCE [N/A]

Library Science, Other (178)



*Q29 != BIOLOGICAL AND
BIOMEDICAL SCIENCES [N/A]*

Biology, General (179)



*Q29 != BIOLOGICAL AND
BIOMEDICAL SCIENCES [N/A]*

Biochemistry, Biophysics and
Molecular Biology (180)



*Q29 != BIOLOGICAL AND
BIOMEDICAL SCIENCES [N/A]*



Q29 != BIOLOGICAL AND BIOMEDICAL SCIENCES [N/A]

Neurobiology and Neurosciences (192)



Q29 != BIOLOGICAL AND BIOMEDICAL SCIENCES [N/A]

Biological and Biomedical Sciences, Other (193)



Q29 != MATHEMATICS AND STATISTICS [N/A]

Mathematics (194)



Q29 != MATHEMATICS AND STATISTICS [N/A]

Applied Mathematics (195)



Q29 != MATHEMATICS AND STATISTICS [N/A]

Statistics (196)



Q29 != MATHEMATICS AND STATISTICS [N/A]

Mathematics and Statistics, Other (197)



Q29 != MILITARY SCIENCE, LEADERSHIP AND OPERATIONAL ART [N/A]

Air Force ROTC, Air Science and Operations (198)



Q29 != MILITARY SCIENCE, LEADERSHIP AND OPERATIONAL ART [N/A]

Army ROTC, Military Science and Operations (199)



Q29 != MILITARY SCIENCE, LEADERSHIP AND OPERATIONAL ART [N/A]

Navy/Marine ROTC, Naval Science and Operations (200)



Q29 != MILITARY SCIENCE, LEADERSHIP AND OPERATIONAL ART [N/A]



Military Science and Operational Studies (201)

Q29 != MILITARY SCIENCE, LEADERSHIP AND OPERATIONAL ART [N/A]



Security Policy and Strategy (202)

Q29 != MILITARY SCIENCE, LEADERSHIP AND OPERATIONAL ART [N/A]



Military Economics and Management (203)

Q29 != MILITARY SCIENCE, LEADERSHIP AND OPERATIONAL ART [N/A]



Military Science, Leadership and Operational Art, Other (204)

Q29 != MILITARY TECHNOLOGIES AND APPLIED SCIENCES [N/A]



Intelligence, Command Control and Information Operations (205)

Q29 != MILITARY TECHNOLOGIES AND APPLIED SCIENCES [N/A]



Military Applied Sciences (206)

Q29 != MILITARY TECHNOLOGIES AND APPLIED SCIENCES [N/A]



Military Systems and Maintenance Technology (207)

Q29 != MILITARY TECHNOLOGIES AND APPLIED SCIENCES [N/A]



Military Technologies and Applied Sciences, Other (208)

Q29 != MULTI/INTERDISCIPLINARY STUDIES [N/A]



Multi-/Interdisciplinary Studies, General (209)

*Q29 !=
MULTI/INTERDISCIPLINARY
STUDIES [N/A]*

Biological and Physical Sciences
(210)



*Q29 !=
MULTI/INTERDISCIPLINARY
STUDIES [N/A]*

Peace Studies and Conflict
Resolution (211)



*Q29 !=
MULTI/INTERDISCIPLINARY
STUDIES [N/A]*

Systems Science and Theory (212)



*Q29 !=
MULTI/INTERDISCIPLINARY
STUDIES [N/A]*

Mathematics and Computer
Science (213)



*Q29 !=
MULTI/INTERDISCIPLINARY
STUDIES [N/A]*

Biopsychology (214)



*Q29 !=
MULTI/INTERDISCIPLINARY
STUDIES [N/A]*

Gerontology (215)



*Q29 !=
MULTI/INTERDISCIPLINARY
STUDIES [N/A]*

Historic Preservation and
Conservation (216)



*Q29 !=
MULTI/INTERDISCIPLINARY
STUDIES [N/A]*

Medieval and Renaissance Studies
(217)



*Q29 !=
MULTI/INTERDISCIPLINARY
STUDIES [N/A]*

Museology/Museum Studies (218)



*Q29 !=
MULTI/INTERDISCIPLINARY
STUDIES [N/A]*

Science, Technology and Society
(219)



*Q29 !=
MULTI/INTERDISCIPLINARY
STUDIES [N/A]*

Accounting and Computer Science
(220)



*Q29 !=
MULTI/INTERDISCIPLINARY
STUDIES [N/A]*

Behavioral Sciences (221)



*Q29 !=
MULTI/INTERDISCIPLINARY
STUDIES [N/A]*

Natural Sciences (222)



*Q29 !=
MULTI/INTERDISCIPLINARY
STUDIES [N/A]*

Nutrition Sciences (223)



*Q29 !=
MULTI/INTERDISCIPLINARY
STUDIES [N/A]*

International/Global Studies (224)



*Q29 !=
MULTI/INTERDISCIPLINARY
STUDIES [N/A]*

Holocaust and Related Studies
(225)



*Q29 !=
MULTI/INTERDISCIPLINARY
STUDIES [N/A]*

Classical and Ancient Studies
(226)



*Q29 !=
MULTI/INTERDISCIPLINARY
STUDIES [N/A]*

Intercultural/Multicultural and
Diversity Studies (227)



*Q29 !=
MULTI/INTERDISCIPLINARY
STUDIES [N/A]*

Cognitive Science (228)



*Q29 !=
MULTI/INTERDISCIPLINARY
STUDIES [N/A]*

Cultural Studies/Critical Theory
and Analysis (229)



*Q29 !=
MULTI/INTERDISCIPLINARY
STUDIES [N/A]*

Human Biology (230)



*Q29 !=
MULTI/INTERDISCIPLINARY
STUDIES [N/A]*

Dispute Resolution (231)



*Q29 !=
MULTI/INTERDISCIPLINARY
STUDIES [N/A]*

Maritime Studies (232)



*Q29 !=
MULTI/INTERDISCIPLINARY
STUDIES [N/A]*

Computational Science (233)



*Q29 !=
MULTI/INTERDISCIPLINARY
STUDIES [N/A]*

Human Computer Interaction
(234)



*Q29 !=
MULTI/INTERDISCIPLINARY
STUDIES [N/A]*

Marine Sciences (235)



*Q29 !=
MULTI/INTERDISCIPLINARY
STUDIES [N/A]*

Sustainability Studies (236)



*Q29 !=
MULTI/INTERDISCIPLINARY
STUDIES [N/A]*

Multi/Interdisciplinary Studies,
Other (237)



*Q29 != PARKS, RECREATION,
LEISURE, AND FITNESS
STUDIES [N/A]*

Parks, Recreation and Leisure
Studies (238)



*Q29 != PARKS, RECREATION,
LEISURE, AND FITNESS
STUDIES [N/A]*

Parks, Recreation and Leisure
Facilities Management (239)



*Q29 != PARKS, RECREATION,
LEISURE, AND FITNESS
STUDIES [N/A]*

Health and Physical
Education/Fitness (240)



*Q29 != PARKS, RECREATION,
LEISURE, AND FITNESS
STUDIES [N/A]*

Outdoor Education (241)



*Q29 != PARKS, RECREATION,
LEISURE, AND FITNESS
STUDIES [N/A]*

Parks, Recreation, Leisure, and
Fitness Studies, Other (242)



*Q29 != PHILOSOPHY AND
RELIGIOUS STUDIES [N/A]*

Philosophy and Religious Studies,
General (243)



*Q29 != PHILOSOPHY AND
RELIGIOUS STUDIES [N/A]*

Philosophy (244)



*Q29 != PHILOSOPHY AND
RELIGIOUS STUDIES [N/A]*

Religion/Religious Studies (245)



*Q29 != PHILOSOPHY AND
RELIGIOUS STUDIES [N/A]*

Philosophy and Religious Studies,
Other (246)

*Q29 != THEOLOGY AND
RELIGIOUS VOCATIONS [N/A]*

Bible/Biblical Studies (247)

*Q29 != THEOLOGY AND
RELIGIOUS VOCATIONS [N/A]*

Missions/Missionary Studies and
Missiology (248)

*Q29 != THEOLOGY AND
RELIGIOUS VOCATIONS [N/A]*

Religious Education (249)

*Q29 != THEOLOGY AND
RELIGIOUS VOCATIONS [N/A]*

Religious/Sacred Music (250)

*Q29 != THEOLOGY AND
RELIGIOUS VOCATIONS [N/A]*

Theological and Ministerial
Studies (251)

*Q29 != THEOLOGY AND
RELIGIOUS VOCATIONS [N/A]*

Pastoral Counseling and
Specialized Ministries (252)

*Q29 != THEOLOGY AND
RELIGIOUS VOCATIONS [N/A]*

Theology and Religious
Vocations, Other (253)

Q29 != PHYSICAL SCIENCES [N/A]

Physical Sciences (254)

Q29 != PHYSICAL SCIENCES [N/A]

Astronomy and Astrophysics
(255)

Q29 != PHYSICAL SCIENCES [N/A]

Atmospheric Sciences and Meteorology (256)



Q29 != PHYSICAL SCIENCES [N/A]

Chemistry (257)



Q29 != PHYSICAL SCIENCES [N/A]

Geological and Earth Sciences/Geosciences (258)



Q29 != PHYSICAL SCIENCES [N/A]

Physics (259)



Q29 != PHYSICAL SCIENCES [N/A]

Physical Sciences, Other (260)



Q29 != SCIENCE TECHNOLOGIES/TECHNICIANS [N/A]

Science Technologies/Technicians, General (261)



Q29 != SCIENCE TECHNOLOGIES/TECHNICIANS [N/A]

Biology Technician/Biotechnology Laboratory Technician (262)



Q29 != SCIENCE TECHNOLOGIES/TECHNICIANS [N/A]

Nuclear and Industrial Radiologic Technologies/Technicians (263)



Q29 != SCIENCE TECHNOLOGIES/TECHNICIANS [N/A]

Physical Science Technologies/Technicians (264)



*Q29 != SCIENCE
TECHNOLOGIES/TECHNICIANS
[N/A]*

Science
Technologies/Technicians, Other
(265)



Q29 != PSYCHOLOGY [N/A]

Psychology, General (266)



Q29 != PSYCHOLOGY [N/A]

Research and Experimental
Psychology (267)



Q29 != PSYCHOLOGY [N/A]

Clinical, Counseling and Applied
Psychology (268)



Q29 != PSYCHOLOGY [N/A]

Psychology, Other (269)



*Q29 != HOMELAND SECURITY,
LAW ENFORCEMENT,
FIREFIGHTING AND RELATED
PROTECTIVE SERVICES [N/A]*

Criminal Justice and Corrections
(270)



*Q29 != HOMELAND SECURITY,
LAW ENFORCEMENT,
FIREFIGHTING AND RELATED
PROTECTIVE SERVICES [N/A]*

Fire Protection (271)



*Q29 != HOMELAND SECURITY,
LAW ENFORCEMENT,
FIREFIGHTING AND RELATED
PROTECTIVE SERVICES [N/A]*

Homeland Security (272)



*Q29 != HOMELAND SECURITY,
LAW ENFORCEMENT,
FIREFIGHTING AND RELATED
PROTECTIVE SERVICES [N/A]*

Homeland Security, Law
Enforcement, Firefighting and
Related Protective Services, Other
(273)



*Q29 != PUBLIC
ADMINISTRATION AND SOCIAL
SERVICE PROFESSIONS [N/A]*

Human Services, General (274)



*Q29 != PUBLIC
ADMINISTRATION AND SOCIAL
SERVICE PROFESSIONS [N/A]*

Community Organization and
Advocacy (275)



*Q29 != PUBLIC
ADMINISTRATION AND SOCIAL
SERVICE PROFESSIONS [N/A]*

Public Administration (276)



*Q29 != PUBLIC
ADMINISTRATION AND SOCIAL
SERVICE PROFESSIONS [N/A]*

Public Policy Analysis (277)



*Q29 != PUBLIC
ADMINISTRATION AND SOCIAL
SERVICE PROFESSIONS [N/A]*

Social Work (278)



*Q29 != PUBLIC
ADMINISTRATION AND SOCIAL
SERVICE PROFESSIONS [N/A]*

Public Administration and Social
Service Professions, Other (279)



*Q29 != SOCIAL SCIENCES [N/A
]*

Social Sciences, General (280)



*Q29 != SOCIAL SCIENCES [N/A
]*

Anthropology (281)



*Q29 != SOCIAL SCIENCES [N/A
]*

Archeology (282)



*Q29 != SOCIAL SCIENCES [N/A
]*

Criminology (283)



Q29 != SOCIAL SCIENCES [N/A]

Demography and Population Studies (284)

Q29 != SOCIAL SCIENCES [N/A]

Economics (285)

Q29 != SOCIAL SCIENCES [N/A]

Geography and Cartography (286)

Q29 != SOCIAL SCIENCES [N/A]

International Relations and National Security Studies (287)

Q29 != SOCIAL SCIENCES [N/A]

Political Science and Government (288)

Q29 != SOCIAL SCIENCES [N/A]

Sociology (289)

Q29 != SOCIAL SCIENCES [N/A]

Urban Studies/Affairs (290)

Q29 != SOCIAL SCIENCES [N/A]

Sociology and Anthropology (291)

Q29 != SOCIAL SCIENCES [N/A]

Rural Sociology (292)

Q29 != SOCIAL SCIENCES [N/A]

Social Sciences, Other (293)

Q29 != CONSTRUCTION TRADES [N/A]

Construction Trades, General
(294)

*Q29 != CONSTRUCTION
TRADES [N/A]*

Mason/Masonry (295)

*Q29 != CONSTRUCTION
TRADES [N/A]*

Carpenters (296)

*Q29 != CONSTRUCTION
TRADES [N/A]*

Electrical and Power Transmission
Installers (297)

*Q29 != CONSTRUCTION
TRADES [N/A]*

Building/Construction Finishing,
Management, and Inspection (298)

*Q29 != CONSTRUCTION
TRADES [N/A]*

Plumbing and Related Water
Supply Services (299)

*Q29 != CONSTRUCTION
TRADES [N/A]*

Construction Trades, Other (300)

*Q29 != MECHANIC AND
REPAIR
TECHNOLOGIES/TECHNICIANS
[N/A]*

Mechanics and Repairers, General
(301)

*Q29 != MECHANIC AND
REPAIR
TECHNOLOGIES/TECHNICIANS
[N/A]*

Electrical/Electronics
Maintenance and Repair
Technology (302)

*Q29 != MECHANIC AND
REPAIR
TECHNOLOGIES/TECHNICIANS
[N/A]*

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Heating, Air Conditioning,
Ventilation and Refrigeration
Maintenance
Technology/Technician (HAC,
HACR, HVAC, HVACR) (303)

*Q29 != MECHANIC AND
REPAIR
TECHNOLOGIES/TECHNICIANS
[N/A]*



Heavy/Industrial Equipment
Maintenance Technologies (304)

*Q29 != MECHANIC AND
REPAIR
TECHNOLOGIES/TECHNICIANS
[N/A]*



Precision Systems Maintenance
and Repair Technologies (305)

*Q29 != MECHANIC AND
REPAIR
TECHNOLOGIES/TECHNICIANS
[N/A]*



Vehicle Maintenance and Repair
Technologies (306)

*Q29 != MECHANIC AND
REPAIR
TECHNOLOGIES/TECHNICIANS
[N/A]*



Vehicle Maintenance and Repair
Technologies, General (307)

*Q29 != MECHANIC AND
REPAIR
TECHNOLOGIES/TECHNICIANS
[N/A]*



Mechanic and Repair
Technologies/Technicians, Other
(308)

*Q29 != PRECISION
PRODUCTION [N/A]*



Precision Production Trades,
General (309)

*Q29 != PRECISION
PRODUCTION [N/A]*



Leatherworking and Upholstery
(310)

*Q29 != PRECISION
PRODUCTION [N/A]*

Precision Metal Working (311)

*Q29 != PRECISION
PRODUCTION [N/A]*

Woodworking (312)

*Q29 != PRECISION
PRODUCTION [N/A]*

Boilermaking/Boilermaker (313)

*Q29 != PRECISION
PRODUCTION [N/A]*

Precision Production, Other (314)

*Q29 != TRANSPORTATION AND
MATERIALS MOVING [N/A]*

Air Transportation (315)

*Q29 != TRANSPORTATION AND
MATERIALS MOVING [N/A]*

Ground Transportation (316)

*Q29 != TRANSPORTATION AND
MATERIALS MOVING [N/A]*

Marine Transportation (317)

*Q29 != TRANSPORTATION AND
MATERIALS MOVING [N/A]*

Transportation and Materials
Moving, Other (318)

*Q29 != VISUAL AND
PERFORMING ARTS [N/A]*

Visual and Performing Arts,
General (319)

*Q29 != VISUAL AND
PERFORMING ARTS [N/A]*

Crafts/Craft Design, Folk Art and
Artisanry (320)

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Q29 != VISUAL AND PERFORMING ARTS [N/A]

Dance (321)



Q29 != VISUAL AND PERFORMING ARTS [N/A]

Design and Applied Arts (322)



Q29 != VISUAL AND PERFORMING ARTS [N/A]

Drama/Theatre Arts and Stagecraft (323)



Q29 != VISUAL AND PERFORMING ARTS [N/A]

Film/Video and Photographic Arts (324)



Q29 != VISUAL AND PERFORMING ARTS [N/A]

Fine and Studio Arts (325)



Q29 != VISUAL AND PERFORMING ARTS [N/A]

Music (326)



Q29 != VISUAL AND PERFORMING ARTS [N/A]

Arts, Entertainment, and Media Management (327)



Q29 != VISUAL AND PERFORMING ARTS [N/A]

Visual and Performing Arts, Other (328)



Q29 != HEALTH PROFESSIONS AND RELATED PROGRAMS [N/A]

Health Services/Allied Health/Health Sciences, General (329)



Q29 != HEALTH PROFESSIONS AND RELATED PROGRAMS [N/A]

Chiropractic (330)



*Q29 != HEALTH PROFESSIONS
AND RELATED PROGRAMS [N/A]*

Communication Disorders
Sciences and Services (331)



*Q29 != HEALTH PROFESSIONS
AND RELATED PROGRAMS [N/A]*

Dentistry (332)



*Q29 != HEALTH PROFESSIONS
AND RELATED PROGRAMS [N/A]*

Advanced/Graduate Dentistry and
Oral Sciences (333)



*Q29 != HEALTH PROFESSIONS
AND RELATED PROGRAMS [N/A]*

Dental Support Services and
Allied Professions (334)



*Q29 != HEALTH PROFESSIONS
AND RELATED PROGRAMS [N/A]*

Health and Medical
Administrative Services (335)



*Q29 != HEALTH PROFESSIONS
AND RELATED PROGRAMS [N/A]*

Allied Health and Medical
Assisting Services (336)



*Q29 != HEALTH PROFESSIONS
AND RELATED PROGRAMS [N/A]*

Allied Health Diagnostic,
Intervention, and Treatment
Professions (337)



*Q29 != HEALTH PROFESSIONS
AND RELATED PROGRAMS [N/A]*

Clinical/Medical Laboratory
Science/Research and Allied
Professions (338)



*Q29 != HEALTH PROFESSIONS
AND RELATED PROGRAMS [*
N/A]

Health/Medical Preparatory
Programs (339)



*Q29 != HEALTH PROFESSIONS
AND RELATED PROGRAMS [*
N/A]

Medicine (340)



*Q29 != HEALTH PROFESSIONS
AND RELATED PROGRAMS [*
N/A]

Medical Clinical
Sciences/Graduate Medical
Studies (341)



*Q29 != HEALTH PROFESSIONS
AND RELATED PROGRAMS [*
N/A]

Mental and Social Health Services
and Allied Professions (342)



*Q29 != HEALTH PROFESSIONS
AND RELATED PROGRAMS [*
N/A]

Optometry (343)



*Q29 != HEALTH PROFESSIONS
AND RELATED PROGRAMS [*
N/A]

Ophthalmic and Optometric
Support Services and Allied
Professions (344)



*Q29 != HEALTH PROFESSIONS
AND RELATED PROGRAMS [*
N/A]

Osteopathic Medicine/Osteopathy
(345)



*Q29 != HEALTH PROFESSIONS
AND RELATED PROGRAMS [*
N/A]

Pharmacy, Pharmaceutical
Sciences, and Administration
(346)



*Q29 != HEALTH PROFESSIONS
AND RELATED PROGRAMS [N/A]*

Podiatric Medicine/Podiatry (347)

*Q29 != HEALTH PROFESSIONS
AND RELATED PROGRAMS [N/A]*

Public Health (348)

*Q29 != HEALTH PROFESSIONS
AND RELATED PROGRAMS [N/A]*

Rehabilitation and Therapeutic
Professions (349)

*Q29 != HEALTH PROFESSIONS
AND RELATED PROGRAMS [N/A]*

Veterinary Medicine (350)

*Q29 != HEALTH PROFESSIONS
AND RELATED PROGRAMS [N/A]*

Veterinary Biomedical and
Clinical Sciences (351)

*Q29 != HEALTH PROFESSIONS
AND RELATED PROGRAMS [N/A]*

Health Aides/Attendants/Orderlies
(352)

*Q29 != HEALTH PROFESSIONS
AND RELATED PROGRAMS [N/A]*

Medical Illustration and
Informatics (353)

*Q29 != HEALTH PROFESSIONS
AND RELATED PROGRAMS [N/A]*

Dietetics and Clinical Nutrition
Services (354)

*Q29 != HEALTH PROFESSIONS
AND RELATED PROGRAMS [N/A]*

Bioethics/Medical Ethics (355)

*Q29 != HEALTH PROFESSIONS
AND RELATED PROGRAMS [N/A]*

Alternative and Complementary
Medicine and Medical Systems
(356)



*Q29 != HEALTH PROFESSIONS
AND RELATED PROGRAMS [N/A]*

Alternative and Complementary
Medicine and Medical Systems,
General (357)



*Q29 != HEALTH PROFESSIONS
AND RELATED PROGRAMS [N/A]*

Alternative and Complementary
Medical Support Services (358)



*Q29 != HEALTH PROFESSIONS
AND RELATED PROGRAMS [N/A]*

Somatic Bodywork and Related
Therapeutic Services (359)



*Q29 != HEALTH PROFESSIONS
AND RELATED PROGRAMS [N/A]*

Movement and Mind-Body
Therapies and Education (360)



*Q29 != HEALTH PROFESSIONS
AND RELATED PROGRAMS [N/A]*

Energy and Biologically Based
Therapies (361)



*Q29 != HEALTH PROFESSIONS
AND RELATED PROGRAMS [N/A]*

Registered Nursing, Nursing
Administration, Nursing Research
and Clinical Nursing (362)



*Q29 != HEALTH PROFESSIONS
AND RELATED PROGRAMS [N/A]*



Practical Nursing, Vocational
Nursing and Nursing Assistants
(363)

*Q29 != HEALTH PROFESSIONS
AND RELATED PROGRAMS [
N/A]*

Health Professions and Related
Clinical Sciences, Other (364)

*Q29 != BUSINESS,
MANAGEMENT, MARKETING,
AND RELATED SUPPORT
SERVICES [N/A]*

Business/Commerce, General
(365)

*Q29 != BUSINESS,
MANAGEMENT, MARKETING,
AND RELATED SUPPORT
SERVICES [N/A]*

Business Administration,
Management and Operations (366)

*Q29 != BUSINESS,
MANAGEMENT, MARKETING,
AND RELATED SUPPORT
SERVICES [N/A]*

Accounting and Related Services
(367)

*Q29 != BUSINESS,
MANAGEMENT, MARKETING,
AND RELATED SUPPORT
SERVICES [N/A]*

Business Operations Support and
Assistant Services (368)

*Q29 != BUSINESS,
MANAGEMENT, MARKETING,
AND RELATED SUPPORT
SERVICES [N/A]*

Business/Corporate
Communications (369)

*Q29 != BUSINESS,
MANAGEMENT, MARKETING,
AND RELATED SUPPORT
SERVICES [N/A]*



**Business/Managerial Economics
(370)**

*Q29 != BUSINESS,
MANAGEMENT, MARKETING,
AND RELATED SUPPORT
SERVICES [N/A]*

**Entrepreneurial and Small
Business Operations (371)**

*Q29 != BUSINESS,
MANAGEMENT, MARKETING,
AND RELATED SUPPORT
SERVICES [N/A]*

**Finance and Financial
Management Services (372)**

*Q29 != BUSINESS,
MANAGEMENT, MARKETING,
AND RELATED SUPPORT
SERVICES [N/A]*

**Hospitality
Administration/Management (373)**

*Q29 != BUSINESS,
MANAGEMENT, MARKETING,
AND RELATED SUPPORT
SERVICES [N/A]*

**Human Resources Management
and Services (374)**

*Q29 != BUSINESS,
MANAGEMENT, MARKETING,
AND RELATED SUPPORT
SERVICES [N/A]*

International Business (375)

*Q29 != BUSINESS,
MANAGEMENT, MARKETING,
AND RELATED SUPPORT
SERVICES [N/A]*

**Management Information Systems
and Services (376)**

*Q29 != BUSINESS,
MANAGEMENT, MARKETING,
AND RELATED SUPPORT
SERVICES [N/A]*

**Management Sciences and
Quantitative Methods (377)**

*Q29 != BUSINESS,
MANAGEMENT, MARKETING,
AND RELATED SUPPORT
SERVICES [N/A]*

Marketing (378)



*Q29 != BUSINESS,
MANAGEMENT, MARKETING,
AND RELATED SUPPORT
SERVICES [N/A]*

Real Estate (379)



*Q29 != BUSINESS,
MANAGEMENT, MARKETING,
AND RELATED SUPPORT
SERVICES [N/A]*

Taxation (380)



*Q29 != BUSINESS,
MANAGEMENT, MARKETING,
AND RELATED SUPPORT
SERVICES [N/A]*

Insurance (381)



*Q29 != BUSINESS,
MANAGEMENT, MARKETING,
AND RELATED SUPPORT
SERVICES [N/A]*

**General Sales, Merchandising and
Related Marketing Operations
(382)**



*Q29 != BUSINESS,
MANAGEMENT, MARKETING,
AND RELATED SUPPORT
SERVICES [N/A]*

**Specialized Sales, Merchandising
and Marketing Operations (383)**



*Q29 != BUSINESS,
MANAGEMENT, MARKETING,
AND RELATED SUPPORT
SERVICES [N/A]*

Construction Management (384)



*Q29 != BUSINESS,
MANAGEMENT, MARKETING,
AND RELATED SUPPORT
SERVICES [N/A]*



Telecommunications Management
(385)

*Q29 != BUSINESS,
MANAGEMENT, MARKETING,
AND RELATED SUPPORT
SERVICES [N/A]*

Business, Management,
Marketing, and Related Support
Services, Other (386)

*Q29 != LIBERAL ARTS AND
SCIENCES, GENERAL STUDIES
AND HUMANITIES [N/A]*

Liberal Arts and Sciences, General
Studies and Humanities (387)

Q29 != HISTORY [N/A]

History (388)



Q25 Would you be interested in participating in a Focus Group to discuss recommended career field entry screening or selection criteria?

Yes (1)

No (2)

Display This Question:

If Q3 = No

Or Q9 = Not knowledgeable

Or How many months have you served as a first-line supervisor for the $\{e://Field/career_field\}$ care... Text Response Is Less Than 6

Q26 Thank you for taking the time to access the survey. This survey is intended for current or former first-line supervisors with 6 months or more experience.

Please close your browser to exit the survey.

If you need to modify your response, please use the Previous Page (<<) button. Otherwise, no further action is required on your part.

Display This Question:

If If Overall, how many Airmen have you supervised who were/are members of the ... Text Response Is Less Than 1

Q26B Thank you for taking the time to access the survey. This survey is intended for first-line supervisors who have supervised at least one Airman.

Please close your browser to exit the survey.

If you need to modify your response, please use the Previous Page (<<) button. Otherwise, no further action is required on your part.

Q27

If you wish to review or edit your responses, you may do so by selecting the [<< Previous] button.

Select the [Next >>] button to submit your survey.

End of Block: Default Question Block

Appendix G: Attributes Level of Importance Enlisted

Attribute	Total		TTI/FTUI Survey			FLS Survey		
	M	N	M	SD	N	M	SD	N
Attention to Detail	4.67	10675	4.75	0.58	1198	4.66	0.65	9477
Responsibility	4.34	9893	4.42	0.75	1119	4.33	0.83	8774
Achievement	4.30	10675	4.46	0.78	1198	4.28	0.82	9477
Adjustment	4.28	10675	4.42	0.76	1198	4.26	0.83	9477
Critical Thinking	4.26	10675	4.27	0.91	1198	4.26	0.87	9477
Self-Discipline	4.25	9893	4.36	0.77	1119	4.24	0.83	8774
Situational Awareness	4.08	9892	4.31	0.93	1118	4.05	1.05	8774
Deliberation	4.04	10675	4.07	0.87	1198	4.03	0.89	9477
Persistence	3.96	10223	3.96	0.97	1152	3.96	0.95	9071
Self-Control	3.94	9893	4.02	0.94	1119	3.93	0.97	8774
Paragraph Comprehension	3.93	10222	3.93	1.05	1151	3.93	1.02	9071
Self-Efficacy	3.90	9893	3.96	0.95	1119	3.89	0.96	8774
Even-Tempered	3.88	10675	3.87	0.99	1198	3.88	1.00	9477
Cooperation	3.87	10674	3.89	0.98	1197	3.86	0.98	9477
Situational Judgment	3.86	9892	3.87	1.04	1118	3.85	1.04	8774
Commitment to Serve	3.84	10675	4.03	1.02	1198	3.82	1.09	9477
Working Memory	3.80	9892	3.80	1.01	1118	3.80	0.98	8774
Reasoning	3.80	9892	3.85	1.03	1118	3.79	1.02	8774
Order	3.78	10223	3.78	0.98	1152	3.78	0.96	9071
Ingenuity	3.77	10222	3.78	1.06	1151	3.77	1.03	9071
Virtue	3.77	9893	3.82	1.07	1119	3.77	1.10	8774
Curiosity	3.75	10674	3.76	0.98	1197	3.74	0.97	9477
Auditory Attention	3.73	10674	3.83	1.08	1197	3.72	1.11	9477
Instructing	3.73	10222	3.38	1.22	1151	3.78	1.11	9071
Vigilance	3.70	9892	3.89	1.15	1118	3.68	1.23	8774
Activity	3.67	10674	3.79	0.95	1197	3.66	0.98	9477
Courage	3.65	10675	3.78	1.05	1198	3.64	1.12	9477
Optimism	3.64	10220	3.68	1.11	1149	3.64	1.10	9071
Intellectual Efficiency	3.64	10222	3.60	1.08	1151	3.64	1.08	9071
Time-Sharing	3.60	9893	3.60	1.07	1119	3.60	1.05	8774
Long-term Memory	3.57	10223	3.60	1.07	1152	3.56	1.08	9071
Humility	3.56	10223	3.59	1.09	1152	3.56	1.12	9071
Selflessness	3.54	9892	3.61	1.09	1118	3.53	1.10	8774
Team Orientation	3.53	9892	3.58	1.07	1118	3.52	1.10	8774
Non-Delinquency/ Traditionalism	3.51	10220	3.56	1.24	1149	3.51	1.21	9071
Moral Courage	3.46	10219	3.53	1.23	1148	3.45	1.25	9071
Assembling Objects	3.43	10673	3.67	1.24	1196	3.40	1.30	9477
Perceptual Speed and Accuracy	3.41	10222	3.44	1.16	1151	3.40	1.18	9071
Physical Conditioning	3.36	9893	3.37	1.23	1119	3.36	1.24	8774

Attribute	Total		TTI/FTUI Survey			FLS Survey		
	M	N	M	SD	N	M	SD	N
Depth	3.31	10675	3.22	1.08	1198	3.32	1.07	9477
Arithmetic Reasoning	3.28	10674	3.19	1.19	1197	3.29	1.19	9477
Tolerance	3.24	9892	3.30	1.29	1118	3.23	1.28	8774
Word Knowledge	3.21	9892	3.18	1.22	1118	3.21	1.22	8774
Reaction Time	3.14	9892	3.30	1.30	1118	3.12	1.35	8774
Consideration	3.13	10675	2.99	1.21	1198	3.15	1.16	9477
Mechanical Comprehension	3.00	10221	3.32	1.31	1150	2.96	1.40	9071
MultiLimb Coordination	3.00	10218	3.16	1.41	1147	2.98	1.50	9071
Control Precision	2.96	10674	3.10	1.39	1197	2.95	1.45	9477
Mathematics Knowledge	2.95	10223	2.91	1.16	1152	2.95	1.19	9071
Electronics Information	2.92	10675	2.99	1.27	1198	2.91	1.35	9477
Independence	2.84	10221	2.71	1.33	1150	2.85	1.33	9071
Dominance	2.83	10674	2.76	1.12	1197	2.84	1.13	9477
Flexibility of Closure	2.81	10220	2.82	1.32	1149	2.81	1.39	9071
Sociability	2.74	9891	2.70	1.11	1117	2.74	1.13	8774
Mental Rotation	2.66	10221	2.80	1.34	1150	2.64	1.39	9071
Spatial Orientation	2.66	9891	2.79	1.40	1117	2.64	1.41	8774
Sound Localization	2.65	9890	2.74	1.31	1116	2.64	1.34	8774
Rate Control	2.61	9890	2.72	1.39	1116	2.60	1.44	8774
Unconventional	2.57	9888	2.50	1.34	1114	2.58	1.39	8774
Auto and Shop Information	2.49	10674	2.68	1.41	1197	2.46	1.40	9477
Aviation Knowledge	2.45	10674	2.81	1.47	1197	2.41	1.42	9477
Influence Tactics	2.45	10221	2.34	1.27	1150	2.47	1.30	9071
Scientific Interest	2.34	9892	2.36	1.16	1118	2.33	1.30	8774
General Science	2.31	10221	2.32	1.21	1150	2.30	1.30	9071
Excitement Seeking	2.21	10219	2.19	1.18	1148	2.21	1.25	9071
High Intensity Pleasure	2.05	10218	2.16	1.31	1147	2.04	1.36	9071
Instrument Comprehension	1.95	10222	2.07	1.37	1151	1.94	1.42	9071
Adventure Seeking	1.95	10674	1.89	1.17	1197	1.96	1.26	9477
Machiavellianism	1.89	10216	1.76	1.28	1145	1.90	1.43	9071
Aesthetics	1.78	10670	1.63	1.05	1193	1.79	1.23	9477
Attention Seeking	1.75	10673	1.81	1.18	1196	1.74	1.14	9477

Appendix H: Attributes Level of Importance Officer

Attribute	Total		TTI/FTUI Survey			FLS Survey		
	M	N	M	SD	N	M	SD	N
Critical Thinking	4.54	2365	4.54	0.75	224	4.53	0.70	2141
Attention to Detail	4.53	2365	4.65	0.63	224	4.52	0.68	2141
Responsibility	4.47	2228	4.50	0.77	209	4.46	0.73	2019
Adjustment	4.30	2365	4.43	0.76	224	4.28	0.79	2141
Achievement	4.27	2365	4.28	0.86	224	4.27	0.81	2141
Self-Discipline	4.24	2228	4.29	0.80	209	4.24	0.79	2019
Reasoning	4.13	2228	4.25	0.82	209	4.12	0.86	2019
Commitment to Serve	4.08	2365	3.96	1.01	224	4.10	0.95	2141
Situational Awareness	4.05	2228	4.46	0.85	209	4.01	1.02	2019
Deliberation	4.04	2365	4.05	0.83	224	4.04	0.84	2141
Persistence	4.04	2273	4.04	0.95	212	4.04	0.87	2061
Situational Judgment	4.01	2227	4.04	0.97	208	4.01	0.92	2019
Paragraph Comprehension	4.00	2273	3.91	1.05	212	4.01	0.96	2061
Self-Control	3.99	2228	4.06	0.94	209	3.98	0.90	2019
Even-Tempered	3.98	2365	3.99	0.95	224	3.98	0.93	2141
Intellectual Efficiency	3.94	2273	4.26	0.86	212	3.90	0.98	2061
Moral Courage	3.91	2272	3.91	1.11	211	3.91	1.06	2061
Self-Efficacy	3.87	2228	3.92	0.86	209	3.87	0.92	2019
Cooperation	3.85	2365	3.71	0.97	224	3.87	0.96	2141
Ingenuity	3.85	2273	3.67	1.03	212	3.87	0.92	2061
Working Memory	3.84	2228	4.05	0.94	209	3.82	0.96	2019
Virtue	3.81	2228	3.64	1.14	209	3.83	1.06	2019
Courage	3.81	2365	4.02	0.95	224	3.78	1.02	2141
Humility	3.80	2272	3.82	0.97	211	3.79	1.03	2061
Curiosity	3.78	2365	3.61	1.03	224	3.80	0.94	2141
Time-Sharing	3.75	2228	3.91	0.98	209	3.74	1.02	2019
Instructing	3.60	2273	3.38	1.18	212	3.62	1.07	2061
Auditory Attention	3.60	2364	4.05	1.02	223	3.55	1.16	2141
Team Orientation	3.56	2228	3.42	1.09	209	3.58	1.01	2019
Long-term Memory	3.55	2273	3.86	1.04	212	3.52	1.05	2061
Optimism	3.55	2272	3.42	1.16	211	3.56	1.04	2061
Selflessness	3.54	2226	3.35	1.09	207	3.55	1.05	2019
Order	3.49	2272	3.28	1.10	211	3.51	0.98	2061
Arithmetic Reasoning	3.47	2364	3.48	1.13	223	3.47	1.10	2141
Activity	3.47	2364	3.31	1.07	223	3.49	0.99	2141
Vigilance	3.46	2227	4.04	1.09	208	3.41	1.29	2019
Perceptual Speed and Accuracy	3.42	2273	3.87	1.05	212	3.38	1.21	2061
Consideration	3.38	2364	2.99	1.11	223	3.42	1.09	2141
Depth	3.36	2364	3.29	1.05	223	3.37	1.01	2141

Attribute	Total		TTI/FTUI Survey			FLS Survey		
	M	N	M	SD	N	M	SD	N
Tolerance	3.31	2228	2.92	1.35	209	3.35	1.19	2019
Physical Conditioning	3.21	2228	3.00	1.18	209	3.23	1.16	2019
Mathematics Knowledge	3.19	2273	3.35	1.22	212	3.18	1.25	2061
Word Knowledge	3.18	2228	2.85	1.17	209	3.22	1.17	2019
Non-Delinquency/ Traditionalism	2.91	2272	2.84	1.19	211	2.91	1.17	2061
Sociability	2.80	2228	2.70	1.07	209	2.81	1.05	2019
Assembling Objects	2.78	2363	2.75	1.20	222	2.79	1.26	2141
Unconventional	2.78	2225	2.80	1.28	206	2.78	1.26	2019
Reaction Time	2.76	2227	3.58	1.34	208	2.68	1.46	2019
Dominance	2.75	2365	2.83	1.12	224	2.74	1.06	2141
Independence	2.71	2272	2.45	1.27	211	2.74	1.32	2061
Aviation Knowledge	2.66	2365	3.55	1.59	224	2.56	1.45	2141
Influence Tactics	2.65	2271	2.37	1.20	210	2.68	1.19	2061
General Science	2.65	2270	2.40	1.11	209	2.68	1.37	2061
Mechanical Comprehension	2.65	2273	3.03	1.24	212	2.61	1.29	2061
Flexibility of Closure	2.64	2271	2.96	1.32	210	2.61	1.36	2061
Scientific Interest	2.58	2226	2.38	1.19	207	2.60	1.30	2019
Mental Rotation	2.52	2272	3.29	1.46	211	2.44	1.40	2061
Spatial Orientation	2.51	2227	3.43	1.54	208	2.42	1.47	2019
Control Precision	2.49	2362	3.33	1.51	221	2.40	1.54	2141
MultiLimb Coordination	2.44	2270	3.03	1.54	209	2.38	1.55	2061
Electronics Information	2.40	2363	2.61	1.20	222	2.38	1.25	2141
Rate Control	2.22	2226	3.09	1.65	207	2.14	1.48	2019
Instrument Comprehension	2.21	2271	3.32	1.75	210	2.10	1.57	2061
Sound Localization	2.04	2226	2.34	1.23	207	2.01	1.27	2019
Excitement Seeking	1.98	2272	2.09	1.15	211	1.97	1.12	2061
Adventure Seeking	1.74	2365	1.71	1.04	224	1.75	1.10	2141
Aesthetics	1.66	2365	1.46	0.85	224	1.68	1.10	2141
High Intensity Pleasure	1.64	2270	1.66	1.04	209	1.64	1.18	2061
Auto and Shop Information	1.64	2364	1.64	0.96	223	1.64	1.07	2141
Machiavellianism	1.61	2268	1.56	1.03	207	1.62	1.16	2061
Attention Seeking	1.52	2363	1.59	1.04	222	1.52	0.92	2141

Appendix I: Focus Group Handout

SECTION I. BACKGROUND

(Optional) Name: _____

What is your current AFSC? _____

(If applicable) In what other AFSCs have you served? _____

Current rank/grade: _____

Current duty title: _____

Current base: _____

Years of experience as an TTI/FTUI: _____

(If applicable) Years of experience in other AF Careers: _____

How many classes have you graduated as a TT/FTU Instructor? _____

What courses have you taught as TTI/FTUI in this career field?

Course 1 (most recent) _____

Course 2 _____

Course 3 _____

Course 4 _____

Course 5 _____

Course 6 _____

Course 7 _____

Course 8 _____

(Optional) Demographics (circle all that apply):

Gender: Male
 Female
 Prefer Not to Say

Race: American Indian or Alaskan Native
 Asian
 Black or African American

<u>Ethnicity:</u>	Hispanic or Latino	Native Hawaiian or other Pacific Islander
	Non-Hispanic/Non-Latino	White
	Prefer Not to Say	Prefer Not to Say

SECTION II. GENERAL INDICATORS OF _____ TRAINING SUCCESS

In this next section, we are interested in identifying key reasons for why certain individuals succeed or struggle in training.

1. What are the 3 – 5 most important responsibilities of a trainee?
2. What types of attributes (e.g., personality traits, knowledges, attitudes, skills) **make** trainees more likely to **succeed** during training? How would you describe such a trainee?
3. In your experience, what are the 3 – 5 most common reasons for a trainee to struggle during training?
4. What types of attributes (e.g., personality traits, knowledges, attitudes, skills) did the trainee **lack** that makes them more likely to **struggle** during training? How would you describe such a trainee?

SECTION III. AIR FORCE COMPETENCIES

1. First, for each competency listed, circle the extent to which trouble is likely (e.g., problems in training) if this competency is ignored in selection of new trainees (compared with the other competencies).

Use the following scale:

1	2	3	4	5	U
Very Little or None	To Some Extent	To a Great Extent	To a Very Great Extent	To an Extremely Great Extent	Unknown

2. Next, for each competency listed, circle the extent to which the competency can be learned or acquired through training (i.e., during technical training).

Use the following scale:

1	2	3	4	5	U
Very Easy To Learn	Easier To Learn Than Most	About Average In Terms of Difficulty to Learn	Harder to Learn Than Most	One of the Most Difficult to Learn	Unknown

Competency	Trouble if Ignored in Selection					
	<i>Very Little or None</i>	<i>To Some Extent</i>	<i>To a Great Extent</i>	<i>To a Very Great Extent</i>	<i>To An Extremely Great Extent</i>	<i>Unknown</i>
1. Accepts Feedback - Accepts constructive feedback. Demonstrates a willingness to seriously consider feedback received and its implications for behavior.	1	2	3	4	5	U
2. Active Listening - Listens, giving full attention to the speaker. Seeks clarification when needed, synthesizes messages from others, and responds appropriately.	1	2	3	4	5	U
3. Adaptability - Accepts change and maintains effectiveness when experiencing changes in new work structures, processes, requirements, or cultures. Responds in a pro-active manner to unexpected or ambiguous situations, opportunities, or risks.	1	2	3	4	5	U
4. Change Management - Manages change and maintains continuity for others when mission requirement varies or becomes ambiguous. Helps individuals overcome resistance to change.	1	2	3	4	5	U
5. Collaboration - Gains cooperation, builds consensus, and effectively collaborates. Seeks opportunities to work with and better understand the perspectives and contributions of diverse individuals and organizations. Cultivates an active network and proactively builds and uses key networks.	1	2	3	4	5	U
6. Cultural Awareness - Seeks to understand cultural and language norms or customs. When possible, develops linguistic skills while absorbing cultural commonalities.	1	2	3	4	5	U
7. Decision Making - Makes effective, timely decisions informed by sound reasoning. Identifies, evaluates, and assimilates information from multiple sources and considers the consequences of potential actions to choose the most appropriate one.	1	2	3	4	5	U
8. Ethical Leadership - Models ethical behavior with others in a way that gives them confidence in one's intentions and those of the organization. Deals with others in an honest and forthright manner. Promotes ethical behaviors that reinforce USAF Core Values.	1	2	3	4	5	U

9. Followership - Adopts the values and standards of the organization, recognizing one's responsibilities as a follower, and one's role within the organization. Adopts and supports organizational changes. Commits to the action plan of the organization and mission, and advocates for leader's point of view when a decision is established.	1	2	3	4	5	U
10. Innovation - Identifies and seeks opportunities to improve existing conditions and processes. Demonstrates openness and support of different and innovative change ideas offered by others to solve problems or address issues.	1	2	3	4	5	U
11. Integrity - Commits to and follows USAF accepted codes of conduct and ethical principles. Represents information and data accurately and completely.	1	2	3	4	5	U
12. Leadership Vision - Leads through vision. Describes organizational vision and strategy in a way that helps others understand their contributions to achievement. Translates the vision, values, and strategy into day-to-day activities and behaviors to guide others to action.	1	2	3	4	5	U
13. Learning Orientation - Applies newly acquired knowledge or skill to practical use (including further learning through trial and error). Seeks and capitalizes on new learning opportunities.	1	2	3	4	5	U
14. Leveraging Diversity - Promotes collaboration and teamwork among diverse Airmen. Effectively works across gender, cultural, generational, and other diversity lines to maximize individual and group performance.	1	2	3	4	5	U
15. Mentoring Peers - Helps and motivates peers to improve their skills and enhance their performance through personal example.	1	2	3	4	5	U
16. Mentoring Subordinates - Mentors followers, and develops subordinates as followers and leaders. Diagnoses capability and developmental needs. Plans and supports deliberate development of individuals' skills and abilities to enable an Airman to fulfill current or future job or role responsibilities more effectively.	1	2	3	4	5	U
17. Openness to Alternative Views - Considers all parties' viewpoints and concerns, manages personal emotions, and is open to alternative positions. Develops others' and own ideas, and identifies alternative positions or approaches when needed. Objectively evaluates others' ideas and opinions, even when they conflict with one's own.	1	2	3	4	5	U
18. Problem Solving - Evaluates options and selects appropriate actions, solutions, and resources when confronted with a problem or situation. Identifies and fills gaps in information required. Applies analytic methods in solving problems and developing alternatives.	1	2	3	4	5	U

19. Professionalism - Maintains military bearing and professional etiquette at all times.	1	2	3	4	5	U
20. Resource Stewardship - Uses resources as directed or available. Identifies, acquires, and conserves resources as needed to accomplish the mission.	1	2	3	4	5	U
21. Self-Awareness - Acknowledges own interpersonal and technical strengths and weaknesses. Analyzes self-behavior and quickly and proactively modifies behavior to deal effectively with changes.	1	2	3	4	5	U
22. Speaking - Speaks in a clear and concise manner to ensure effective communication. Interprets receiver's level of understanding by seeking input and validating understanding of spoken communications. Adjusts messages to meet audience needs when necessary.	1	2	3	4	5	U
23. Strategic Thinking - Identifies primary causes, generates ideas for solutions, analyzes the effect of each solution, and selects appropriate solutions. Establishes decision-making criteria (e.g., cost, benefits, risks, timing, buy-in, strategy, mission, and values) to evaluate impact and results.	1	2	3	4	5	U
24. Takes Care of People - Exhibits the Wingman concept: Airmen taking care of Airmen. Places the welfare of peers or subordinates ahead of personal needs or comfort. Identifies when Airmen are in need of assistance (emotional, physical, spiritual, or social) and provides or identifies sources of support.	1	2	3	4	5	U
25. Team Leadership - Builds effective teams for goal and mission accomplishment, improves team performance, and develops direction, roles, and responsibilities. Applies knowledge of team mission and team dynamics to contribute to team success.	1	2	3	4	5	U
26. Timeliness - Adheres to timelines and milestones set for mission accomplishment.	1	2	3	4	5	U
27. Upward Communication - Provides effective feedback and advice to leaders about goals and mission accomplishment. Works to establish appropriate job performance standards in coordination with supervisor.	1	2	3	4	5	U
28. Warrior Ethos - Exemplifies and models the warrior spirit. Maintains self physically, emotionally, spiritually, and socially. Exhibits moral and physical courage and a hardiness of spirit despite physical and mental hardships.	1	2	3	4	5	U
29. Writing - Writes in a clear and concise manner to ensure effective communication. Adheres to accepted writing conventions when applicable.	1	2	3	4	5	U

Competency	Difficulty to Learn					
	<i>Very Easy To Learn</i>	<i>Easier To Learn Than Most</i>	<i>About Average</i>	<i>Harder To Learn Than Most Important</i>	<i>One of The Most Difficult</i>	<i>Unknown</i>
1. Accepts Feedback - Accepts constructive feedback. Demonstrates a willingness to seriously consider feedback received and its implications for behavior.	1	2	3	4	5	U
2. Active Listening - Listens, giving full attention to the speaker. Seeks clarification when needed, synthesizes messages from others, and responds appropriately.	1	2	3	4	5	U
3. Adaptability - Accepts change and maintains effectiveness when experiencing changes in new work structures, processes, requirements, or cultures. Responds in a pro-active manner to unexpected or ambiguous situations, opportunities, or risks.	1	2	3	4	5	U
4. Change Management - Manages change and maintains continuity for others when mission requirement varies or becomes ambiguous. Helps individuals overcome resistance to change.	1	2	3	4	5	U
5. Collaboration - Gains cooperation, builds consensus, and effectively collaborates. Seeks opportunities to work with and better understand the perspectives and contributions of diverse individuals and organizations. Cultivates an active network and proactively builds and uses key networks.	1	2	3	4	5	U
6. Cultural Awareness - Seeks to understand cultural and language norms or customs. When possible, develops linguistic skills while absorbing cultural commonalities.	1	2	3	4	5	U
7. Decision Making - Makes effective, timely decisions informed by sound reasoning. Identifies, evaluates, and assimilates information from multiple sources and considers the consequences of potential actions to choose the most appropriate one.	1	2	3	4	5	U
8. Ethical Leadership - Models ethical behavior with others in a way that gives them confidence in one's intentions and those of the organization. Deals with others in an honest and forthright manner. Promotes ethical behaviors that reinforce USAF Core Values.	1	2	3	4	5	U

9. Followership - Adopts the values and standards of the organization, recognizing one's responsibilities as a follower, and one's role within the organization. Adopts and supports organizational changes. Commits to the action plan of the organization and mission, and advocates for leader's point of view when a decision is established.	1	2	3	4	5	U
10. Innovation - Identifies and seeks opportunities to improve existing conditions and processes. Demonstrates openness and support of different and innovative change ideas offered by others to solve problems or address issues.	1	2	3	4	5	U
11. Integrity - Commits to and follows USAF accepted codes of conduct and ethical principles. Represents information and data accurately and completely.	1	2	3	4	5	U
12. Leadership Vision - Leads through vision. Describes organizational vision and strategy in a way that helps others understand their contributions to achievement. Translates the vision, values, and strategy into day-to-day activities and behaviors to guide others to action.	1	2	3	4	5	U
13. Learning Orientation - Applies newly acquired knowledge or skill to practical use (including further learning through trial and error). Seeks and capitalizes on new learning opportunities.	1	2	3	4	5	U
14. Leveraging Diversity - Promotes collaboration and teamwork among diverse Airmen. Effectively works across gender, cultural, generational, and other diversity lines to maximize individual and group performance.	1	2	3	4	5	U
15. Mentoring Peers - Helps and motivates peers to improve their skills and enhance their performance through personal example.	1	2	3	4	5	U
16. Mentoring Subordinates - Mentors followers, and develops subordinates as followers and leaders. Diagnoses capability and developmental needs. Plans and supports deliberate development of individuals' skills and abilities to enable an Airman to fulfill current or future job or role responsibilities more effectively.	1	2	3	4	5	U
17. Openness to Alternative Views - Considers all parties' viewpoints and concerns, manages personal emotions, and is open to alternative positions. Develops others' and own ideas, and identifies alternative positions or approaches when needed. Objectively evaluates others' ideas and opinions, even when they conflict with one's own.	1	2	3	4	5	U
18. Problem Solving - Evaluates options and selects appropriate actions, solutions, and resources when confronted with a problem or situation. Identifies and fills gaps in information required. Applies analytic methods in solving problems and developing alternatives.	1	2	3	4	5	U

19. Professionalism - Maintains military bearing and professional etiquette at all times.	1	2	3	4	5	U
20. Resource Stewardship - Uses resources as directed or available. Identifies, acquires, and conserves resources as needed to accomplish the mission.	1	2	3	4	5	U
21. Self-Awareness - Acknowledges own interpersonal and technical strengths and weaknesses. Analyzes self-behavior and quickly and proactively modifies behavior to deal effectively with changes.	1	2	3	4	5	U
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24. Takes Care of People - Exhibits the Wingman concept: Airmen taking care of Airmen. Places the welfare of peers or subordinates ahead of personal needs or comfort. Identifies when Airmen are in need of assistance (emotional, physical, spiritual, or social) and provides or identifies sources of support.	1	2	3	4	5	U
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29. Writing - Writes in a clear and concise manner to ensure effective communication. Adheres to accepted writing conventions when applicable.	1	2	3	4	5	U

5. Focusing on the overall competency list, please indicate the three competencies that you believe are the 'most difficult' to train.

SECTION V. AIR FORCE ATTRIBUTES: RATINGS TO DATE

In this next section, we are interested in your input on how other TT/FTU instructors rated the 71 attributes that are designed to be assessed by existing DoD or Air Force instruments (e.g., ASVAB, Tailored Adaptive Personality Assessment System TAPAS). Instructors were asked: “As a career field subject matter expert, rate the extent to which these attributes are important for successful job performance in a member’s first duty assignment upon entering the _____ career field.”

On the separate sheet labeled _____ Attributes, attributes are listed in rank order, arranged so that those the instructors identified as most important are shown first and those instructors identified as least important are shown last. **Please review the list and answer the questions below.**

1. Focusing on the 10 attributes listed first, are any of these not critical to successful performance for Airmen in their first duty assignment? If so, please list them below and briefly indicate why.

2. Focusing on the overall rankings, are any of the attributes ranked in a position that is much different from what you expected? If so, please list them below and why you expected them to be ranked much higher or much lower.

3. Focusing on the overall attributes list, are there any attributes not listed that you believe are critical to successful performance for Airmen in their first duty assignment? If so, please list them below.

4. Focusing on the overall attribute list, are there any attributes that need to be modified/reworded for clarity. If so, please list the attribute and recommended modification below.

5. Focusing on the overall attribute list, please indicate the three attributes that you believe are the ‘most difficult’ to train.

SECTION VI. BEHAVIORAL EXAMPLES

In this next section, we would like you to describe a specific instance of OUTSTANDING or UNACCEPTABLE performance in training, in particular competency areas.

A good description of a behavioral example meets the following guidelines:

- Describes the situation and events leading up to the behavior
 - Presents a very specific situation including key circumstances and context of the behavior (e.g., we were laying concrete for a sidewalk; we were in the operating room, with the patient unconscious).
 - Provides all relevant details needed for someone without outside knowledge of the situation to identify an effective course of action.
 - Describes the situation in non-technical language and terms. Avoids use of acronyms.
- Describes the action, what the person did or said that demonstrated very effective/ineffective performance in the particular competency area.
 - Focuses on reporting what is clearly observable (e.g., the worker added too much water to the concrete); avoids description of vague feelings or impressions (e.g., if you believe the person was “negligent” or “thoughtless” describe what they said or did that made you think so).
- Describes the outcome or effects of the actions
 - The outcome should be the direct result of the behavior in the context (e.g., the concrete failed to set properly; the patient had an adverse side effect; the solution to the problem resulted in the machine breaking less frequently).

The following is an example of a well-specified, usable critical incident:

Critical Incident #1: OUTSTANDING PERFORMANCE

- **(S) = Situation:** During survival training I was in charge of 8 subordinates to get them through a particular phase of training. We had no food and limited water supplies, and carried 70+ pound backpacks. The terrain was mountainous and muddy from rain. Some of my subordinates had massive blisters on their feet and were in pain. Two of the subordinates were complaining about the situation to the point of threatening to drop out. If they would have dropped out it would have ended their flying careers.
- **(A) = Action:** I gave them a pep talk focused on the positive aspects of our natural surroundings. I cut the blisters and put duct tape on the subordinates’ feet to stop the irritation from their boots. I disseminated their backpacks/items to other members of the group so they could walk at the same rate as we could.
- **(O) = Outcome:** They were inspired and did not drop out. They all came up to me after training was complete and thanked me for the help.

If you get “stuck” as you are trying to think of an example of OUTSTANDING PERFORMANCE in training, it may help to use the following questions as prompts:

- Were there actions a trainee took that demonstrated effective performance in the competency area that strongly impressed you? [Describe the Situation, Actions, and Outcome].
- Were there actions you took when going through training as a trainee where you impressed others with your performance in the competency area? [Describe the Situation, Actions, and Outcome].

If you get “stuck” as you are trying to think of an example of UNACCEPTABLE PERFORMANCE in training, it may help to use the following questions as prompts:

- Is there a mistake that you watched a trainee make in the competency area that caused you or others to reprimand him/her for performing poorly? [Describe the Situation, Actions, and Outcome].
- Have you witnessed a trainee make a decision or do something in a demanding situation related to the competency area that you would have handled differently? [Describe the Situation, Actions, and Outcome].
- Were there actions you took when going through training as a trainee that now with greater maturity you have come to regret, or could otherwise have improved upon? [Describe the Situation, Actions, and Outcome].

Competency 1 -DECISION MAKING

- **Makes effective, timely decisions informed by sound reasoning. Identifies, evaluates, and assimilates information from multiple sources and considers the consequences of potential actions to choose the most appropriate one.**

Incident Form
<p>Instructions: Think of an instance in which a trainee demonstrated outstanding or unacceptable performance in the area of DECISION MAKING (as defined above). The instance must be related to performance in training. The instance may have involved people, facilities, information, or another item relevant to performance in training. Recalling this specific instance of behavior in training, please answer the following questions:</p>
<p>1. What circumstances led up to the behavior? What was the problem or opportunity confronting the trainee? (Situation)</p>

2. What was said or done that demonstrated outstanding performance in the area of **DECISION MAKING**? (Actions)

3. What was the result or consequences of the behavior? (Outcome)

Describe two alternate EFFECTIVE actions that could have been taken in this situation:

Alternate Action #1:

Alternate Action #2:

Describe two alternate realistic yet INEFFECTIVE actions that could have been taken:

Alternate Action #1:

Alternate Action #2:

Competency 2 -ACCEPTS FEEDBACK

- **Accepts constructive feedback. Demonstrates a willingness to seriously consider feedback received and its implications for behavior.**

Incident Form

Instructions: Think of an instance in which a trainee demonstrated outstanding or unacceptable performance in the area of **ACCEPTS FEEDBACK** (as defined above). The instance must be related to performance in training. The instance may have involved people, facilities, information, or another item relevant to performance in training. Recalling this specific instance of behavior in training, please answer the following questions:

1. What circumstances led up to the behavior? What was the problem or opportunity confronting the trainee? (Situation)

2. What was said or done that demonstrated outstanding performance in the area of **ACCEPTS FEEDBACK**? (Actions)

3. What was the result or consequences of the behavior? (Outcome)

Describe two alternate EFFECTIVE actions that could have been taken in this situation:

Alternate Action #1:

Alternate Action #2:

Describe two alternate realistic yet INEFFECTIVE actions that could have been taken:

Alternate Action #1:

Alternate Action #2:

SECTION VII. Subject Matter Expert (SME) Feedback on Assessment Approaches/Content to Screen New Recruits

- While the current screening process has proven effective for ensuring highly talented and qualified Airmen, this study is being conducted to identify potential enhancements (e.g., increased realism).
- Next, we're going to describe and/or view a series of assessments. Please rate each assessment using the following scale:

1	2	3
This assessment approach measures characteristics that <u>All</u> need for success; <u>Very Useful</u> for pre-accession screening	This assessment approach measures characteristics that <u>Some</u> need for success (e.g., for specific AFSCs); <u>Somewhat Useful</u> for pre-accession screening	This assessment approach measures characteristics that only <u>Very Few, or No</u> need for success; <u>Not Useful</u> for pre-accession screening

Assessment 1: Situational Judgment Test (e.g., video-based)

Assessment 2: Workplace Observations

Assessment 3: Multi-Tasking Test

Assessment 4: Coding Speed

Assessment 5: Table Reading

Assessment 6: Flight Checking

Assessment 7: Mental Counters

Assessment 8: Memory for Landmarks

Assessment 9: Assembling Objects

Assessment 10: Mechanical Comprehension

Assessment 11: Electronics Information

Assessment 12: Auto Information

Assessment 13: Shop Information

Assessment 14: General Science


Assessment 15: AFOQT Reading Comprehension

Assessment 16: Air Traffic Scenarios Test (Serious Games)

What additional type(s) of pre-accession screening (if any) could most improve the capabilities of Airmen in the _____ career field?


Appendix J: Example Tests and Items

Air Force Personnel Center



**Example Tests
and Items**

AFPC/DSYX
Strategic Research & Assessment



Overview

- Situational Judgment Test
- Workplace Observations
- Multi-Tasking Test
- Perceptual Speed and Accuracy Tests
 - Coding Speed
 - Table Reading
 - Flight Checking/Comparisons
- Memory Tests
 - Mental Counters
 - Memory for Landmarks
- ASVAB Assembling Objects and Special Tests
- AFOQT Reading Comprehension
- Air Traffic Scenarios Test

Right Person, Right Place, Right Time 2



Situational Judgment Test (SJT)

- Currently part of AFOQT
- Being considered for promotion testing and video-based SJT being considered for AFOQT

- Test-takers read (or view) job-relevant scenarios and choose the most effective and least effective responses
 - Test is scored based on consensus of subject matter experts

- Measures, for example:
 - Integrity
 - Interpersonal Skills
 - Decision Making
 - Leadership, etc.

Right Person, Right Place, Right Time

3



SJT Example

- **Scenario.** You are in charge of a group of lower-ranking subordinates. One day you overhear your subordinates talking about a game they play to avoid saluting officers: they avoid, hide, go different directions, or do whatever it takes to not salute. The “winner” is the one who has gone the longest amount of days without saluting. **Which action would be MOST EFFECTIVE to address this situation? Which action would be LEAST EFFECTIVE?**
- **Response options:**
 - (A) Ignore it. There's no reason to get too concerned about a meaningless game.
 - (B) Explain the importance of saluting and showing respect in the military culture.
 - (C) Ask the subordinates to explain what their training taught them regarding saluting.
 - (D) Assign the subordinates to prepare a briefing on the history of saluting.
 - (E) Document the incident and formally reprimand the subordinates.

Right Person, Right Place, Right Time

4



Workplace Observations Test

- Not part of current Air Force screening process
- Could measure unique content (e.g., listening)

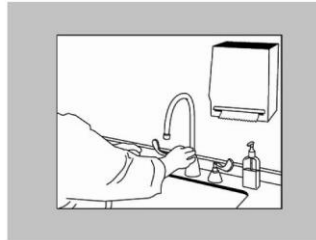
- Test-takers view and listen to video clips that present a short demonstration, process, pattern, or procedure
- Test-takers are then asked questions about what they observed/heard in the video
- Measures, for example:
 - Ability to maintain focus
 - Observation skills
 - Listening
 - Memory
 - Ability to understand processes

Right Person, Right Place, Right Time

5



Workplace Observations Test



Next

Right Person, Right Place, Right Time

6



Workplace Observations Test

After scrubbing your hands with soapy lather, the next step is to:

- A. dry your hands with paper towels.
- B. rinse your hands with warm water.
- C. turn off the water taps.
- D. use paper towels to grasp the door handle.

Record Answer / Next Question

Right Person, Right Place, Right Time

7



Workplace Observations Test



Next

Right Person, Right Place, Right Time

8



Workplace Observations Test



Which of the parts indicated by the arrows is the purge valve?

- A. A
- B. B
- C. C
- D. D

Record Answer / Next Question

Right Person, Right Place, Right Time

9



Multi-Tasking Test

- Currently part of Test of Basic Aviation Skills
- Test-takers must perform several tasks simultaneously
- Measures, for example:
 - Time Sharing Ability
 - Ability to maintain effectiveness while switching back and forth between tasks

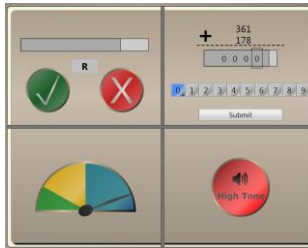
Right Person, Right Place, Right Time

10



Multi-Tasking Test

- Combines 4 simple tasks that the participant must perform simultaneously
 - Memorization
 - Basic Math Skills
 - Visual Monitoring
 - Listening
- Requires attention to all 4 tasks; switching among them to maximize performance



Right Person, Right Place, Right Time

11



Perceptual Speed and Accuracy: Coding Speed (Navy Special Test)

- Tests how quickly and accurately you can find a number in a table.

At the top of each section is a number table or "key." The key is a group of words with a code number for each word. Each item in the test is a word taken from the key at the top of that page. From among the possible answers listed for each item, find the one that is the correct code number for that word. Work as fast as you can without making mistakes.

Key

green	2715	man	3451	salt	4586
hat	1413	room	2864	tree	5972

Questions

Answers

	A	B	C	D	E
1. room	1413	2715	2864	3451	4586
2. green	2715	2864	3451	4586	5972
3. tree	1413	2715	3451	4586	5972
4. hat	1413	2715	3451	4586	5972
5. room	1413	2864	3451	4586	5972

Right Person, Right Place, Right Time

12



Perceptual Speed and Accuracy: Table Reading (AFOQT)

■ Perceptual Speed test

- Quickly identify number at X and Y coordinates (X = +1, Y = +2)

		X VALUE						
		-3	-2	-1	0	+1	+2	+3
Y VALUE	+3	25	26	28	30	31	32	33
	+2	26	28	30	32	33	34	35
	+1	27	29	31	33	35	36	37
	0	29	30	32	34	36	37	38
	-1	30	32	33	35	37	38	40
	-2	31	33	34	36	38	39	41
	-3	32	34	35	37	39	40	42

Right Person, Right Place, Right Time

13



Perceptual Speed and Accuracy: Flight Checking (Experimental RPA)

This is a test of how quickly you can compare two flight identifications and decide whether or not they are the same. If the two flight identifications of a pair are **exactly** the same, put an "=" sign on the line between them. If the identifications are **different**, put an "X" on the line between them. Look at the sample done correctly below.

Sample done correctly

AA133 X AA133
N489Y X N489Y

Now try the samples below.

Flight Checking Test, PART 1 (2 min.)
= if the two identifications are the same, X if the two identifications are different

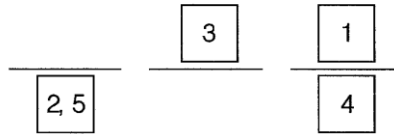
1. N279Q _____ N279Q	51. N2578 _____ N2578	101. AP846 _____ AP486
2. N098Y _____ N098W	52. ML026 _____ ML026	102. UP198 _____ UP189
3. N769Z _____ N769Z	53. N094Y _____ N074Y	103. ML071 _____ ML071
4. N253I _____ N523I	54. N826Q _____ N816Q	104. WN217 _____ WN217
5. N353B _____ N353B	55. N7738 _____ N7788	105. N879I _____ N879I
6. N010A _____ N810A	56. N8102 _____ N8102	106. AS054 _____ AS054
7. N615R _____ N615R	57. DL179 _____ DL179	107. N071T _____ N071T
8. NW129 _____ NW192	58. N910Q _____ N910Q	108. MS173 _____ MS773
9. N616B _____ N816B	59. N834T _____ N534T	109. N460C _____ N460W
10. N905Y _____ N950Y	60. MS917 _____ MS197	110. MS589 _____ MS589
11. N562X _____ N652X	61. AF412 _____ AP411	111. UP208 _____ UP280
12. N012Z _____ N012Z	62. PI918 _____ P1918	112. WN384 _____ WN387
13. N409B _____ N409B	63. H138Y _____ N138R	113. UP256 _____ BU256
14. N875Z _____ N785Q	64. DL760 _____ DL760	114. NKA11 _____ NKA14
15. AA943 _____ AA943	65. AI215 _____ AI215	115. TM438 _____ TM438
16. ML784 _____ ML874	66. AP007 _____ AP007	116. SK918 _____ SK918

Right Person, Right Place, Right Time

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Working Memory: Mental Counters (Potential New ASVAB)



Three independent counters (center horizontal lines) begin with starting values of 0. Boxes are sequentially displayed, then removed, in the order shown. If a box appears above a line the counter is incremented by 1, if below the line, it is decremented by 1. The final counter values for this item would be (in order) -2, +1, 0.

Right Person, Right Place, Right Time

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Memory for Landmarks Test (Experimental RPA)

Study



Right Person, Right Place, Right Time

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Memory for Landmarks Test (Experimental RPA)



Right Person, Right Place, Right Time

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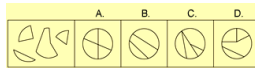


Spatial Ability (visualizing objects in space): Assembling Objects (ASVAB)

Question 1. Which figure best shows how the objects in the left box will touch if the letters for each object are matched?



Question 2. Which figure best shows how the objects in the left box will appear if they are fit together?

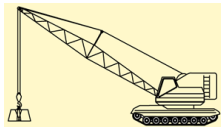


Right Person, Right Place, Right Time

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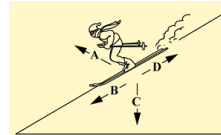


Mechanical Comprehension (ASVAB)



Question 1. Extending the reach of this crane will shift its

- A. total weight.
- B. allowable speed.
- C. center of gravity.
- D. center of buoyancy.



Question 2. In which direction does friction act on this skier?

- A.
- B.
- C.
- D.

Right Person, Right Place, Right Time

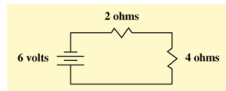
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Electronics Information (ASVAB)

Question 1. The current in the 2-ohm resistor is

- A. $1/3$ amp.
- B. $1/2$ amp.
- C. 1 amp.
- D. 3 amps.



Question 2. Which of the following is measured using a ohmmeter?

- A. voltage
- B. resistance
- C. inductance
- D. capacitance

Right Person, Right Place, Right Time

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