UNITED STATES
AIR FORCE

OCCUPATIONAL
SURVEY REPORT

QUALITY AIR FORCE

OSSN 2241

DTIC QUALITY INSPECTED 4

JULY 1997

19970919 042

OCCUPATIONAL ANALYSIS PROGRAM
AIR FORCE OCCUPATIONAL MEASUREMENT SQUADRON
AIR EDUCATION and TRAINING COMMAND
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PREFACE

This report presents the results of an Air Force Occupational Survey of Quality Air Force (QAF) personnel. Authority for conducting occupational surveys is contained in AFI 36-2623. Computer products used in this report are available for use by operations and training officials.

Mr. Theodore Wilcox developed the survey instrument, and Dr. Jimmy Mitchell of The Institute for Job and Occupational Analysis (IJOA) developed the software for computer administration of the survey. TSgt Timothy O'Neil processed the survey returns, Lt Heidi Tryon and Lt Martin Topping analyzed the data and wrote the final report. Ms. Rebecca Hernandez provided computer programming and Ms. Raquel A. Soliz provided administrative support. This report has been reviewed and approved by Mr. Joseph A. Bergmann, Chief, Management Applications Section, Occupational Analysis Flight, Air Force Occupational Measurement Squadron (AFOMS).

Copies of this report are distributed to Air Staff sections and other interested training and management personnel. Additional copies may be requested from AFOMS/OMY, 1550 5th Street East, Randolph AFB Texas 78150-4449.

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SUMMARY OF RESULTS

1. *Survey Coverage*: Job inventories were mailed to 511 Quality Air Force (QAF) personnel. This report is based on data collected from 259 respondents, constituting 51 percent of all surveyed personnel.

2. *Specialty Jobs*: Eight jobs were identified in the job structure analysis: five independent jobs and one functional area grouping of three related jobs. The three related jobs are grouped into the General Quality Functions area, and differ mainly in the distribution of time spent on the tasks performed.

3. *Job Satisfaction Analysis*: Most respondents reported that they were satisfied in their jobs and indicated that they plan to complete full Air Force careers. Those in the QAF Administrator job indicated the lowest degree of satisfaction; the members of the Quality Course Developers job reported the highest degree of job satisfaction.

4. *Training*: Most QAF personnel have attended at least one formal QAF course, but some have not attended the courses appropriate to the job they are in.

5. *Implications*: Eight specialty jobs were identified. Three of these jobs were grouped into General Quality Functions area because of the similar nature of the tasks they performed. Most respondents reported they were satisfied in their jobs and indicated that they plan to complete full Air Force careers. Most QAF personnel have at least one formal QAF course, but have not attended the courses appropriate to the job they presently perform.

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OCCUPATIONAL SURVEY REPORT
QUALITY AIR FORCE (QAF) PERSONNEL

INTRODUCTION

This is an occupational survey report (OSR) of personnel assigned to Quality Air Force (QAF) offices. This survey was requested by the Air Force Quality Institute (AFQI) commander to obtain current task data for use in better defining jobs performed by QAF personnel. This data will be used to develop tailored training programs designed around the tasks performed by QAF personnel on a daily basis. The AFQI has now been integrated with the Air Force Management Engineering Agency (AFMEA) to form a new organization: The Air Force Center for Quality and Management Innovation (AFCQMI).

Inventory Development

The data collection instrument for this occupational survey was USAF Job Inventory (JI) AFPT90-QAF-076. A tentative task list was prepared after reviewing pertinent publications and directives. The preliminary task list was refined and validated through personal interviews with approximately 47 subject-matter experts selected to represent the population of QAF personnel (Table 1 shows bases visited during inventory development). The resulting JI contained a comprehensive listing of 506 tasks grouped under 14 duty headings (see Table 2), and a background section requesting such information as rank, job title, organizational level of assignment, and job satisfaction ratings.

Survey Administration

The Institute for Job and Occupational Analysis (IJOA), developed an automated version of the JI. This allowed respondents to complete the survey using a standard desktop personal computer (PC).

The JI was written to floppy disks which were mailed to job incumbents. Each individual who completed the inventory first completed an identification and biographical information section and then identified each task performed in his or her current job. After indicating all tasks performed, each member then rated those tasks on a 9-point scale, showing relative time spent on each task as compared to all other tasks performed. The ratings ranged from 1 (very small amount of time spent) to 9 (very large amount of time spent).

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TABLE 1

BASES VISITED DURING INVENTORY DEVELOPMENT

BASE	REASON FOR VISIT
LANGLEY AFB VA	HQ ACC QUALITY OFFICE BASE QUALITY OFFICE
OFFUT AFB NE	HQ STRATCOM QUALITY OFFICE BASE QUALITY OFFICE
MAXWELL AFB AL	AF QUALITY INSTITUTE

TABLE 2

JOB INVENTORY DUTY TITLES

A   PERFORMING GENERAL COMMAND, STAFF, AND ADMINISTRATIVE FUNCTIONS
B   PERFORMING SUPERVISORY AND PERSONNEL STAFF FUNCTIONS
C   DEVELOPING QUALITY AIR FORCE (QAF) COURSES, CURRICULUM, OR COURSE
      DOCUMENTS
D   PLANNING OR PROGRAMMING QUALITY AIR FORCE (QAF) TRAINING
E   ACQUIRING AND MAINTAINING EQUIPMENT, FACILITIES, OR MEDIA
F   CONDUCTING QUALITY AIR FORCE (QAF) TRAINING
G   EVALUATING QUALITY AIR FORCE (QAF) TRAINING PROGRAMS
H   MANAGING QUALITY AIR FORCE (QAF) TRAINING PROGRAMS
I   ADMINISTERING QUALITY AIR FORCE (QAF) TRAINING
J   USING CONTINUOUS IMPROVEMENT PROCESS BASIC TOOLS AND TECHNIQUES
K   PERFORMING QUALITY AIR FORCE (QAF) TEAM FUNCTIONS
L   PERFORMING UNIT SELF ASSESSMENTS (USA)
M   DEVELOPING STRATEGIC PLANS
N   COMPUTER SYSTEMS RELATED FUNCTIONS

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

Survey Sample

All eligible QAF personnel (i.e., those who had been on the job for at least eight weeks) were mailed a survey disk (N=511). The 259 respondents in the final sample represent 51 percent of personnel eligible for survey. Table 3 displays the percentage distribution, by MAJCOM, of personnel in the survey sample, and Table 4 displays the rank and grade distribution.

Data Processing and Analysis

Once the JIs were received from the field, the disks were screened for completeness and accuracy and entered into a database to create a complete case record for each respondent. Using the Comprehensive Occupational Data Analysis Program (CODAP), we created a job description for each respondent, as well as composite job descriptions for members of various demographic groups. These job descriptions were used for much of the analyses reported in this OSR.

UTILIZATION FIELD STRUCTURE

A USAF Occupational Analysis begins with an examination of the utilization field structure. The structure of jobs within the QAF specialty was examined on the basis of similarity of tasks performed and the percent of time spent ratings provided by job incumbents, independent of other background factors.

Job Clustering Process

Individual job descriptions are organized into similar units of work by a hierarchical grouping program, which is a basic part of the CODAP system for job analysis. Each job description (based on tasks performed by an individual and the relative amount of time spent on each task) in the sample is compared to every other job description. The automated system is designed to locate the two job descriptions with the most similar tasks and percent time ratings and combine them to form a composite job description. In successive stages, new members are added to initial groups, or new groups are formed.

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TABLE 3

MAJCOM REPRESENTATION IN SAMPLE

COMMAND	PERCENT OF SAMPLE
ACC	28
AETC	17
AFMC	14
AMC	17
OTHER	24

Total Surveyed=511
Total Returned=332 (259 usable)
Total in Survey Sample=259
Percent of Surveyed in Sample=51%

TABLE 4

RANK AND GRADE REPRESENTATION OF SAMPLE

| RANK	PERCENT OF SAMPLE (N=259)
OFFICER	
2LT	1
1LT	3
CAPT	10
MAJ	12
LTC	12
COL	3
ENLISTED	
SRA/SGT	1
SSGT	2
TSGT	5
MSGT	14
SMSGT	4
CMSGT	2
CIVILIAN	
GS-09	3
GS-11	5
GS-12	7
GS-13	1
GM-13	3
OTHER	12

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The basic identifying group used in the hierarchical job structuring process is the _Job_. When there is a substantial degree of similarity between Jobs, they are grouped together and identified as a _Functional Area_. Specialized Jobs too dissimilar to fit within the functional area are labeled _Independent Jobs (IJs)_. The job structure information resulting from this grouping process (the various jobs within the utilization field) can be used to evaluate the accuracy of utilization field documents and to gain a better understanding of current utilization patterns. The preceding terminology will be used in the discussion of the QAF structure.

Overview of Specialty Jobs

Structure analysis identified five independent jobs and one functional area consisting of three jobs within the survey sample. The independent jobs identified are diverse. Although most of the jobs have some overlap, especially in Duty A (Performing General, Command, Staff and Administrative Functions), the individual jobs are distinct with each containing several unique tasks which differentiate it from all others. The differentiation between some of the jobs is based on the distribution of time spent across tasks rather than task performance. The division of jobs performed by QAF personnel is illustrated in Figure 1, and a listing of jobs is provided below. The job titles should not be confused with "duty titles" held by the individual members. Job titles are descriptive titles derived from the tasks performed within each job. The stage (ST) number shown beside each title is a reference to computer-printed information found in the Analysis Extract. The number of personnel in each group (N) is also shown.

I. QAF ADMINISTRATOR (ST0043, N=4)

II. UNIT SELF ASSESSMENT (USA) ADVISOR (ST0049, N=5)

III. STRATEGIC PLAN FACILITATOR (ST0073, N=3)

IV. CONTINUOUS IMPROVEMENT PROCESS FACILITATOR (ST0057, N=5)

V. QUALITY COURSE DEVELOPER (ST0051, N=4)

VI. GENERAL QUALITY FUNCTIONAL AREA (ST0021, N=201)

    A. Quality Office Support Personnel (ST0027, N=15)

    B. Quality Advisor (ST0039, N=169)

    C. Quality Training Personnel (ST0044, N=17)

QUALITY AIR FORCE
SPECIALTY JOBS

Quality Training Personnel
7%

Not Grouped
14%

QAF Administrator 2%

USA Advisor 2%

Strategic Plan Facilitator 1%

Continuous Improvement
Process Facilitator 2%

Quality Course Developer
2%

Quality Office Support
Personnel 6%

Quality Advisor
65%
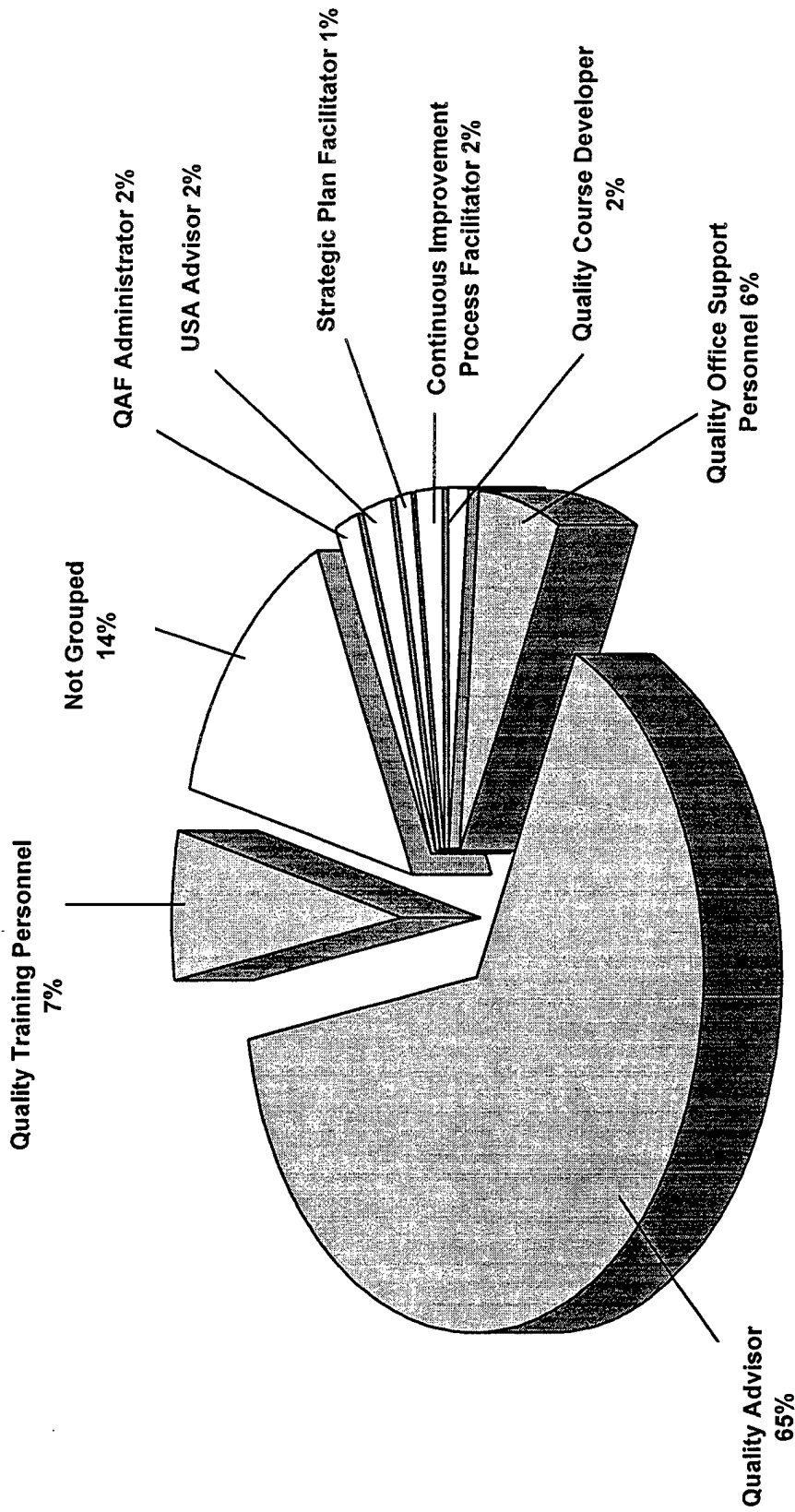
FIGURE 1

NOTE: The General Quality Functional Area
is made up of the shaded portions

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The respondents forming these groups account for 86 percent of the survey sample. The remaining 14 percent were performing tasks or series of tasks which did not group within any of the defined jobs.

Job Descriptions

The following paragraphs contain brief descriptions of the jobs identified through the field structure analysis. Duty and partial task lists for all the groups are contained in Appendix A. Selected background data for these groups are in Tables 5, 6, 7, and 8. Table 5 shows the rank and grade distributions for specialty jobs, and Table 6 shows MAJCOM and gender data. MAJCOM data were reviewed to determine differences in how personnel were used but no trends were noted. Data were also scrutinized to identify differences in task performance by sex. None were detected. Table 7 shows time in job and level of assignment and job satisfaction indicators for each group are found in Table 8.

I. QAF ADMINISTRATOR (ST0043, N=4). Three of the four members of this job responded to the background questions in the JI. One is a colonel and two are staff sergeants. Two work at wing level and one at Air Logistics Center (ALC) level. Although the members of this group perform many tasks under the duty heading of supervisory and personnel staff functions, only one indicated being a supervisor. All four of the members are stationed in the continental United States (CONUS). These members spend 62 percent of their time on general command, staff, and administrative functions. Another 21 percent of their time is spent on supervisory and personnel staff functions. Some of the tasks which typify this area follow:

> Prioritize suspenses
> Write correspondence, such as memoranda, messages,
>   or notes
> Schedule appointment
> Coordinate on publications, such as instructions, directives,
>   manuals, or pamphlets
> Make arrangements for temporary duty (TDY)
> Write inputs for recurring publications, such as letters, messages,
>   memos, or notes

II. UNIT SELF ASSESSMENT (USA) ADVISOR (ST0049, N=5). Four of the five members of this job responded to the question on current rank. Of these, one is a lieutenant colonel, one is a captain, and two are GS12 civilians. All five group members are in CONUS. Forty-two percent of their time is spent performing unit self assessments while another 26 percent is spent on general command, staff, and administrative duties. Some typical tasks performed by members of this group include:

TABLE 5

RANK AND GRADE DATA FOR JOBS

	QAF ADMIN ST043 (N=4)	UNIT SELF ASSESSMNT ADVISOR ST049 (N=5)	STRATEGIC PLAN FACIL ST073 (N=3)	CIP FACIL ST057 (N=5)	QUALITY COURSE DEV ST051 (N=4)	QUAL OFF SUPP PERS ST0027 (N=15)	QUAL ADVIS ST039 (N=169)	QUAL TNG PERS ST044 (N=17)
PERCENT OF SAMPLE.	2	2	1	2	2	6	65	7
OFFICER RANK								
2LT	0	0	0	0	0	0	1	6
1LT	0	0	0	0	0	0	3	6
CAPT	0	20	0	40	25	13	11	0
MAJ	0	0	67	0	0	13	11	18
LTC	0	20	0	0	0	40	14	0
COL	25	0	0	0	0	0	4	0
ENLISTED RANK								
SRA/SGT	0	0	0	0	0	0	1	0
SSGT	50	0	0	0	0	0	2	0
TSGT	0	0	0	20	25	7	4	6
MSGT	0	0	0	0	25	0	12	41
SMSGT	0	0	0	0	0	7	4	18
CMSGT	0	0	0	0	0	0	3	0
CIVILIAN GRADE								
GS-09	0	0	0	20	25	0	4	0
GS-11	0	0	0	20	0	0	7	0
GS-12	0	40	33	0	0	7	6	0
GS-13	0	0	0	0	0	0	2	0
GM-13	0	0	0	0	0	0	2	0

* Columns may not total 100 percent due rounding or nonresponse

TABLE 6

MAJCOM AND GENDER DATA FOR JOBS

	QAF ADMIN ST043 (N=4)	UNIT SELF ASSESSMNT ADVISOR ST049 (N=5)	STRATEGIC PLAN FACIL. ST073 (N=3)	CIP FACIL. ST057 (N=5)	QUALITY COURSE DEV ST051 (N=4)	QUAL OFF SUPP PERS ST0027 (N=15)	QUAL ADVIS ST039 (N=169)	QUAL TNG PERS ST044 (N=17)
PERCENT OF SAMPLE	2	2	1	2	2	6	65	7
MAJCOM								
ACC	50	0	0	0	50	13	30	41
AETC	0	20	33	0	0	7	17	24
AFLMA	0	0	0	40	0	0	1	0
AFMC	25	60	33	0	25	20	12	0
AFPC	0	0	0	20	0	0	1	0
AFSPACECOM	0	0	33	0	0	7	6	0
AMC	25	0	0	0	25	27	17	24
PACAF	0	0	0	20	0	7	7	0
USSTRATCOM	0	0	0	20	0	0	1	0
OUTSIDE CONUS	0	0	0	20	0	13	11	0
SUPERVISORS	25	0	33	20	50	47	49	6
GENDER								
MALE	50	60	100	80	100	73	67	71
FEMALE	0	20	0	20	0	20	15	12

* Columns may not total 100 percent due rounding or nonresponse

TABLE 7

TIME-IN-JOB AND LEVEL-OF-ASSIGNMENT DATA FOR SPECIALTY JOBS

	QAF ADMIN ST043 (N=4)	UNIT SELF ASSESSMNT ADVISOR ST049 (N=5)	STRATEGIC PLAN FACIL ST073 (N=3)	CIP FACIL ST057 (N=5)	QUALITY COURSE DEV ST051 (N=4)	QUAL OFF SUPP PERS ST0027 (N=15)	QUAL ADVIS ST039 (N=169)	QUAL TNG PERS ST044 (N=17)
PERCENT OF SAMPLE	2	2	1	2	2	6	65	7
TIME IN JOB								
1-12 MONTHS	25	40	33	80	100	53	37	53
13-24 MONTHS	25	0	67	0	0	33	30	47
25-36 MONTHS	25	20	0	0	0	7	10	0
37 + MONTHS	0	40	0	20	0	7	23	0
LEVEL OF ASSIGNMENT								
WING	50	20	33	20	75	53	66	65
PRODUCT DIVISION	0	20	0	0	0	7	2	0
LABORATORY	0	0	0	0	0	0	0	0
ALC	25	0	33	40	0	13	3	0
MAJCOM	0	0	0	20	0	20	15	18
FOA	0	20	0	20	0	0	2	0
DRU	0	20	33	0	0	0	2	0
OTHER LEVEL	0	0	0	0	25	0	2	0
MY ORGANIZATION HAS A STRAT. PLAN	50	60	100	80	100	87	85	59

* Columns may not total 100 percent due rounding or nonresponse

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TABLE 8

JOB SATISFACTION INDICATORS FOR SPECIALTY JOBS
(PERCENT MEMBERS RESPONDING)

	QAF ADMIN ST043 (N=4)	UNIT SELF ASSESSMNT ADVISOR ST049 (N=5)	STRATEGIC PLAN FACIL ST073 (N=3)	CIP FACIL ST057 (N=5)	QUALITY COURSE DEV ST051 (N=4)	QUAL OFF SUPP PERS ST0027 (N=15)	QUAL ADVIS ST039 (N=169)	QUAL TNG PERS ST044 (N=17)
PERCENT OF SAMPLE	2	2	1	2	2	6	65	7
EXPRESSED JOB INTEREST:								
Interesting	25	60	67	100	100	80	88	65
So-So	0	20	33	0	0	13	4	6
Dull	25	0	0	0	0	7	2	12
PERCEIVED USE OF TALENTS:								
Excellently to Perfectly	0	40	0	20	25	20	37	35
Fairly To Very Well	0	20	100	40	75	67	51	24
Little to Not At All	50	20	0	20	0	7	6	18
PERCEIVED USE OF TRAINING:								
Excellently to Perfectly	0	40	0	20	25	7	31	24
Fairly To Very Well	25	20	100	40	50	87	47	41
Little to Not At All	25	20	0	40	25	7	14	24
SENSE OF ACCOMPLISHMENT								
Satisfied	25	80	67	80	75	67	72	71
Neutral	0	0	0	0	25	0	2	0
Dissatisfied	25	0	33	20	0	33	19	18
CAREER PLANS:								
Probably or Definitely Remain Until Retirement	25	40	67	0	0	60	36	18
Probably or Definitely Separate	0	0	0	20	25	0	3	6

*NOTE: Columns may not total 100 percent due to nonresponse or rounding

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Interpret QAF criteria
Review or edit USA draft report inputs
Review USA reports for format
Review USA reports for content
Advise commanders on objectives for USA
Advise commanders on USA roles and responsibilities
Advise on strategies for assessing unit

III. STRATEGIC PLAN FACILITATOR (ST0073, N=3). Two members of this group are majors and the remaining one is a GS12. All three are stationed in CONUS. Over 50 percent of their time is spent in Duty M (Developing Strategic Plans). Another 13 percent is spent performing unit self assessments. Typical tasks performed include:

Determine format or content of strategic plan
Facilitate development of objectives
Facilitate development of performance or action plans
Facilitate development of quality performance measures
 or indicators
Develop key results areas for teams you are facilitating
Advise on format and content of strategic plan

IV. CONTINUOUS IMPROVEMENT PROCESS FACILITATOR (ST0057, N=5). This group consists of two captains, one technical sergeant, one GS-09, and one GS-11. One person is assigned overseas. This group concentrates primarily on Duty J (Using Continuous Improvement Process Basic Tools and Techniques) spending 37 percent of their time in that duty. Fourteen percent of their time is spent developing QAF courses, curriculum, or course documents. Some of the tasks they perform are:

Advise on use of flow charts
Advise on use of Pareto charts
Advise on use of histograms
Advise on use of control charts
Facilitate or coach team meetings
Advise on use of cause and effect diagrams
Advise on use of run charts

V. QUALITY COURSE DEVELOPER (ST0051, N=4). This group is made up of one captain, one technical sergeant, one master sergeant, and one GS-09 who have spent relatively little time in their present jobs. All four members reported less than 12 months in their current jobs. All four members are in CONUS. Thirty-eight percent of their time is spent developing QAF courses, curriculum, or course documents, and 23 percent is spent on general command, staff, and administrative functions. All members perform the following tasks:

> Determine presentation methods
> Develop instructor or trainer handbooks or manuals
> Develop blocks, phases, or modules of instruction
> Collect feedback on lesson effectiveness from students and instructors
> Develop course study materials, such as study guides, workbooks, or
>   handouts
> Survey available training equipment

VI. GENERAL QUALITY FUNCTIONAL AREA (ST0021, N=201). Respondents within this function, as a whole, spend 16 percent of their time performing general command, staff, and administrative functions. The function consists of three jobs:

A. QUALITY OFFICE SUPPORT PERSONNEL (ST0027, N=15). Forty percent of this group are lieutenant colonels and 26 percent are captains and majors. Twenty-seven percent are in AMC and an additional 20 percent are in AFMC. Thirteen percent reported assignments outside CONUS. One third of the total group's work time is spent performing command, staff, and administrative functions. Typical tasks include:

> Write correspondence, such as memoranda, messages,
>   or notes
> Prepare briefings
> Attend education or training-related meetings, conferences,
>   or workshops
> Present briefings
> Maintain contact with other quality improvement personnel
> Establish goals or milestones

B. Quality Advisor (ST0039, N=169). This is the largest job in the sample. It is also very diverse, encompassing all ranks and grades (see Table 5). Thirty percent of this group are in ACC; 17 percent are in AETC; and 17 percent are in AMC. Eleven percent of those responding reported assignments outside CONUS. Group members also perform diverse duties. Sixteen percent of their time is spent using continuous improvement process basic tools and techniques, 15 percent is spent developing strategic plans, and another 15 percent is spent performing command, staff, and administrative functions. Commonly performed tasks include:

Attend education or training-related meetings, conferences,
  or workshops
Prepare briefings
Present briefings
Write correspondence, such as memoranda, messages, or notes
Maintain contact with other quality improvement personnel
Conduct education or training-related conferences or workshops

C. QUALITY TRAINING PERSONNEL (ST0044, N=17). Forty-one percent of this job is made up of master sergeants. None of the group members reported being a civilian. Forty-one percent of the group are in ACC; 24 percent are in AETC; and 24 percent are in AMC. All personnel are stationed in CONUS. Twenty-one percent of their time is spent developing QAF courses, curriculum, or course documents. Some of the typical tasks performed by members of this group are:

Write correspondence, such as memoranda, messages,
  or notes
Develop blocks, phases, or modules of instruction
Develop lesson plans
Conduct informal classroom lectures
Analyze feedback from students and instructors to evaluate
  lesson effectiveness
Analyze student critique trends

JOB SATISFACTION

Overall, job satisfaction was above satisfactory. Survey respondents expressed job interest and a sense of satisfaction from the work they perform. Few people intended to separate from the Air Force. Respondents also generally expressed a perceived use of talents and training of fairly well or better. The QAF Administrator job, however, showed substantially lower job satisfaction ratings than the rest of the specialty jobs. The highest-rated jobs were: Continuous Improvement Process Facilitator, Quality Advisor, and Quality Course Developer. See Table 8 for job satisfaction information.

EDUCATION

Air Force officers become eligible to attend the first stage of officer PME, Squadron Officers School (SOS) upon promotion to captain. Since 45 percent of QAF's are lieutenants, they have completed no PME. Forty-five percent of QAF's have completed SOS. Majors are eligible to attend Air Command and Staff College (ACSC). Fourteen percent of QAF's have completed ACSC or an equivalent course.

Most job group members have completed a QAF course, but in some cases, the course is not specific to the job they are in. For instance, no USA Advisor personnel had taken the Quality Advisor course. See Table 9 for comparative PME levels by job groups.

JOB PROGRESSION

As officers and civilians in QAF progress through their careers, they spend more of their time performing supervisory and personnel staff functions. Enlisted personnel, however, begin spending more time developing strategic plans and using continuous improvement process basic skills and techniques. Percentages of time spent on duties across paygrades is shown in Table 10.

IMPLICATIONS

Eight specialty jobs were identified. Three of these jobs were grouped into General Quality Functions area because of the similar nature of the tasks they performed. Most respondents reported they were satisfied in their jobs and indicated that they plan to complete full Air Force careers. Most QAF personnel have at least one formal QAF course, but have not attended the courses appropriate to the job they presently perform.

TABLE 9

COURSES ATTENDED BY SPECIALTY JOBS

	QAF ADMIN ST043 (N=4)	UNIT SELF ASSESSMNT ADVISOR ST049 (N=5)	STRATEGIC PLAN FACIL ST073 (N=3)	CIP FACIL ST057 (N=5)	QUALITY COURSE DEV ST051 (N=4)	QUAL OFF SUPP PERS ST0027 (N=15)	QUAL ADVIS ST039 (N=169)	QUAL TNG PERS ST044 (N=17)
PERCENT OF SAMPLE	2	2	1	2	2	6	65	7
COURSES COMPLETED:								
BENCHMARKING	25	20	67	20	50	53	51	29
FACILITATING STRAT PLANNING	25	0	33	0	25	13	43	29
METRICS	0	60	0	40	25	27	47	41
PROCESS ACTION TEAMS	0	60	33	20	25	27	60	53
QUALITY ADVISOR	25	0	67	20	50	33	38	12
QAF ASSESMENT EXAMINER	25	40	0	20	25	7	24	12
QAF AWARENESS	50	80	67	80	50	80	81	82
QAF INSTRUCTOR	0	0	33	0	50	13	42	29
QAF LEADER	0	60	67	40	50	47	59	59
STRATEGIC PLANNING	25	0	33	0	25	40	46	47
TEAM FACILITATOR	50	20	33	80	75	47	72	71
TEAM LEADER	25	40	33	40	75	27	61	65
TEAM MEMBER	25	80	33	60	75	40	67	53
TOOLS AND TECHNIQUES	25	40	0	40	50	53	65	76
UNIT SELF ASSESSMENT	50	80	0	60	25	73	60	76
UNIT SELF ASSESSMENT OVERVIEW	25	40	0	40	25	27	41	29
CERTIFIED MASTER INSTRUCTOR	0	0	0	20	25	0	22	18

*NOTE: Columns may not total 100 percent due to nonresponse or rounding

TABLE 10

PERCENT TIME SPENT ON DUTIES BY RANK AND GRADE

	DUTY TITLE	O-1/O-2 (N=10)	O-3 (N=27)	O-4 (N=30)	O-5 (N=32)	O-6 (N=9)	E-4/E-5 (N=8)	E-6 (N=13)	E-7 (N=35)	E-8 (N=11)	E-9 (N=5)
A	PERFORMING GENERAL COMMAND, STAFF, AND ADMINISTRATIVE FUNCTIONS	21	19	18	25	33	27	21	19	14	13
B	PERFORMING SUPERVISORY AND PERSONNEL STAFF FUNCTIONS	5	5	7	10	10	8	6	6	6	5
C	DEVELOPING QAF COURSES, CURRICULUM, OR COURSE DOCUMENTS	14	12	11	7	11	12	17	15	16	9
D	PLANNING OR PROGRAMMING QUALITY AIR FORCE (QAF) TRAINING	3	3	3	3	3	3	5	3	4	2
E	ACQUIRING AND MAINTAINING EQUIPMENT, FACILITIES, OR MEDIA	2	3	3	3	3	5	5	6	6	3
F	CONDUCTING QUALITY AIR FORCE (QAF) TRAINING	5	3	2	2	2	3	4	6	5	4
G	EVALUATING QUALITY AIR FORCE (QAF) TRAINING PROGRAMS	6	4	6	4	6	7	6	6	6	5
H	MANAGING QUALITY AIR FORCE (QAF) TRAINING PROGRAMS	1	1	1	1	1	2	2	2	1	1
I	ADMINISTERING QUALITY AIR FORCE (QAF) TRAINING	3	3	3	2	3	4	6	5	5	3
J	USING CONTINUOUS IMPROVEMENT PROCESS BASIC TOOLS AND TECHNIQUES	10	16	10	10	5	12	15	12	14	20
K	PERFORMING QUALITY AIR FORCE (QAF) TEAM FUNCTIONS	2	5	4	4	2	2	3	3	4	5
L	PERFORMING UNIT SELF ASSESSMENTS (USA)	11	11	12	12	9	6	3	7	7	15
M	DEVELOPING STRATEGIC PLANS	15	13	15	16	10	8	4	8	10	14
N	COMPUTER SYSTEMS RELATED FUNCTIONS	2	1	3	2	1	4	2	2	2	1

TABLE 10 (CONTINUED)

PERCENT TIME SPENT ON DUTIES BY RANK AND GRADE

DUTY TITLE	GS-5/7/9 (N=11)	GS-11 (N=13)	GS-12 (N=18)	GS-13/14 (N=4)
A PERFORMING GENERAL COMMAND, STAFF, AND ADMINISTRATIVE FUNCTIONS	18	14	25	22
B PERFORMING SUPERVISORY AND PERSONNEL STAFF FUNCTIONS	5	5	5	10
C DEVELOPING QAF COURSES, CURRICULUM, OR COURSE DOCUMENTS	14	11	8	4
D PLANNING OR PROGRAMMING QUALITY AIR FORCE (QAF) TRAINING	3	3	2	1
E ACQUIRING AND MAINTAINING EQUIPMENT, FACILITIES, OR MEDIA	3	5	3	1
F CONDUCTING QUALITY AIR FORCE (QAF) TRAINING	4	4	2	3
G EVALUATING QUALITY AIR FORCE (QAF) TRAINING PROGRAMS	5	6	3	4
H MANAGING QUALITY AIR FORCE (QAF) TRAINING PROGRAMS	1	1	1	1
I ADMINISTERING QUALITY AIR FORCE (QAF) TRAINING	3	4	2	1
J USING CONTINUOUS IMPROVEMENT PROCESS BASIC TOOLS AND TECHNIQUES	20	16	19	11
K PERFORMING QUALITY AIR FORCE (QAF) TEAM FUNCTIONS	8	4	6	10
L PERFORMING UNIT SELF ASSESSMENTS (USA)	7	10	15	11
M DEVELOPING STRATEGIC PLANS	11	13	7	21
N COMPUTER SYSTEMS RELATED FUNCTIONS	1	4	3	0

APPENDIX A

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TABLE A1

QAF ADMINISTRATOR
(ST043, N=4)

DUTY AREAS	NO. OF TASKS IN DUTY	PERCENT TIME SPENT
A PERFORMING GENERAL COMMAND, STAFF, AND ADMINISTRATIVE FUNCTIONS	84	61.81
B PERFORMING SUPERVISORY AND PERSONNEL STAFF FUNCTIONS	45	21.00
L PERFORMING UNIT SELF ASSESSMENTS (USA)	46	4.55
N COMPUTER SYSTEMS RELATED FUNCTIONS	38	3.55
E ACQUIRING AND MAINTAINING EQUIPMENT, FACILITIES, OR MEDIA	38	2.98
G EVALUATING QUALITY AIR FORCE (QAF) TRAINING PROGRAMS	53	2.04
I ADMINISTERING QUALITY AIR FORCE (QAF) TRAINING	25	1.32
C DEVELOPING QUALITY AIR FORCE (QAF) COURSES, CURRICULUM, OR COURSE DOCUMENTS	56	1.27
D PLANNING OR PROGRAMMING QUALITY AIR FORCE (QAF) TRAINING	23	1.04
K PERFORMING QUALITY AIR FORCE (QAF) TEAM FUNCTIONS	20	0.43

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

QAF ADMINISTRATOR
(ST043, N=4)

Percent Members Performing (PMP)
Avg. Percent Time Spent by all members (PTS)

TASKS		PMP	PTS
A0044	Prioritize suspenses	100.00	2.11
A0073	Write correspondence, such as memoranda, messages, or notes	100.00	2.01
A0071	Schedule appointments	100.00	1.90
A0002	Assign suspenses	100.00	1.84
A0039	Prepare briefings	100.00	1.84
A0008	Coordinate on publications, such as instructions, directives, manuals or pamphlets	100.00	1.79
A0035	Make arrangements for temporary duty (TDY)	100.00	1.79
A0074	Write inputs for recurring publications, such as magazines, newspapers, or bulletins	100.00	1.50
A0047	Review or approve correspondence, such as letters, messages, 100.00 memos, or notes	1.40	16.19
A0031	Issue supplies	100.00	1.24
A0022	Establish organizational policies, operating instructions (OIs), or standard operating procedures (SOPs)	100.00	1.24
A0030	Issue books or documents	100.00	1.24
A0011	Coordinate VIP visits with appropriate agencies	100.00	1.24
B0112	Review or approve staff travel requests	75.00	1.68
B0092	Coordinate personnel actions with Civilian Personnel Flight	75.00	1.62
A0003	Attend education or training-related meetings, conferences, or workshops	75.00	1.47
B0100	Establish work methods or procedures	75.00	1.41
A0032	Maintain contact with other quality improvement personnel	75.00	1.41
A0079	Write position, talking, or background papers	75.00	1.17
A0038	Post changes to publications, such as instructions, directives, manuals or pamphlets	75.00	1.12
A0040	Prepare speeches	75.00	1.08
A0010	Coordinate social functions with appropriate agencies	75.00	1.06
A0042	Present briefings	75.00	1.02
L0449	Administer command unique culture and leadership surveys	75.00	.97
A0001	Arrange for guest speakers	75.00	.97
A0072	Schedule rooms or facilities	75.00	.97
B0093	Counsel staff members on performance	75.00	.91

TABLE A3

USA ADVISOR
(ST49, N=5)

DUTY AREAS	NUMBER OF TASKS IN DUTY	PERCENT TIME SPENT
L PERFORMING UNIT SELF ASSESSMENTS (USA)	46	41.59
A PERFORMING GENERAL COMMAND, STAFF, AND ADMINISTRATIVE FUNCTIONS	84	25.55
K PERFORMING QUALITY AIR FORCE (QAF) TEAM FUNCTIONS	20	9.27
J USING CONTINUOUS IMPROVEMENT PROCESS BASIC TOOLS AND TECHNIQUES	68	7.38
M DEVELOPING STRATEGIC PLANS	54	5.13
C DEVELOPING QUALITY AIR FORCE (QAF) COURSES, CURRICULUM, OR COURSE DOCUMENTS	56	4.29
B PERFORMING SUPERVISORY AND PERSONNEL STAFF FUNCTIONS	45	3.36
G EVALUATING QUALITY AIR FORCE (QAF) TRAINING PROGRAMS	53	1.21
F CONDUCTING QUALITY AIR FORCE (QAF) TRAINING	26	.91
I ADMINISTERING QUALITY AIR FORCE (QAF) TRAINING	25	.41
D PLANNING OR PROGRAMMING QUALITY AIR FORCE (QAF) TRAINING	23	.36
E ACQUIRING AND MAINTAINING EQUIPMENT, FACILITIES, OR MEDIA	38	.30
H MANAGING QUALITY AIR FORCE (QAF) TRAINING PROGRAMS	10	20

TABLE A4

USA ADVISOR
(ST049, N=5)

Percent Members Performing (PMP)
Avg. Percent Time Spent by all members (PTS)

TASKS		PMP	PTS
L0478	Interpret QAF criteria	100.00	1.90
L0489	Review or edit USA draft report inputs	100.00	1.88
L0491	Review USA reports for format	100.00	1.88
L0490	Review USA reports for content	100.00	1.88
L0451	Advise commanders on objectives for USA	100.00	1.67
L0452	Advise commanders on USA roles and responsibilities	100.00	1.67
L0455	Advise on strategies for assessing unit	100.00	1.65
L0454	Advise on interpretation of assessment guides	100.00	1.60
L0461	Coordinate with USA team members on status of USA	100.00	1.57
L0472	Develop USA schedules	100.00	1.57
A0032	Maintain contact with other quality improvement personnel	100.00	1.54
A0073	Write correspondence, such as memoranda, messages, or notes	100.00	1.50
A0039	Prepare briefings	100.00	1.50
L0494	Validate information received from USA	100.00	1.42
A0003	Attend education or training-related meetings, conferences, or workshops	100.00	1.39
A0042	Present briefings	100.00	1.34
L0493	Score USA reports	100.00	1.22
A0079	Write position, talking, or background papers	100.00	1.14
L0458	Advise on data collection sources	100.00	1.14
L0475	Draft or write sections of USA reports	80.00	1.13
A0037	Participate in working groups, such as benchmarking champions	80.00	1.06
L0468	Develop USA assessment plans	80.00	1.06
L0450	Administer quality assessment surveys	80.00	.98
L0457	Advise on team composition	80.00	.92
K0443	Reserve meeting rooms	80.00	.89
K0433	Coordinate team charters with sponsors or process owners	80.00	.81
K0436	Develop team meeting agenda	80.00	.78
L0456	Advise on strategies for developing data collection plans	80.00	.78
K0440	Facilitate or coach team meetings	80.00	.71
A0006	Conduct education or training-related conferences or workshops	80.00	.64

TABLE A5

STRATEGIC PLAN FACILITATOR
(ST073, N=3)

DUTY AREAS	NUMBER OF TASKS IN DUTY	PERCENT TIME SPENT
M DEVELOPING STRATEGIC PLANS	54	50.23
L PERFORMING UNIT SELF ASSESSMENTS (USA)	46	13.32
A PERFORMING GENERAL COMMAND, STAFF, AND ADMINISTRATIVE FUNCTIONS	84	10.39
K PERFORMING QUALITY AIR FORCE (QAF) TEAM FUNCTIONS	20	9.70
J USING CONTINUOUS IMPROVEMENT PROCESS BASIC TOOLS AND TECHNIQUES	68	8.20
B PERFORMING SUPERVISORY AND PERSONNEL STAFF FUNCTIONS	45	1.49
E ACQUIRING AND MAINTAINING EQUIPMENT, FACILITIES, OR MEDIA	38	1.41
G EVALUATING QUALITY AIR FORCE (QAF) TRAINING PROGRAMS	53	1.33
C DEVELOPING QUALITY AIR FORCE (QAF) COURSES, CURRICULUM, OR COURSE DOCUMENTS	56	1.12
D PLANNING OR PROGRAMMING QUALITY AIR FORCE (QAF) TRAINING	23	1.04
H MANAGING QUALITY AIR FORCE (QAF) TRAINING PROGRAMS	10	1.02
I ADMINISTERING QUALITY AIR FORCE (QAF) TRAINING	25	.36
F CONDUCTING QUALITY AIR FORCE (QAF) TRAINING	26	.36

TABLE A6

STRATEGIC PLAN FACILITATOR
(ST073, N=3)

Percent Members Performing (PMP)
Avg. Percent Time Spent by all members (PTS)

TASKS		PMP	PTS
M0504	Determine format or content of strategic plan	100.00	1.61
M0521	Facilitate development of objectives	100.00	1.53
M0522	Facilitate development of performance or action plans	100.00	1.53
M0523	Facilitate development of quality performance Measures or indicators	100.00	1.53
M0506	Develop key results areas for teams you are facilitating	100.00	1.53
M0508	Develop objectives for teams you are facilitating	100.00	1.53
M0496	Advise on format and content of strategic plan	100.00	1.50
M0530	Facilitate process of developing strategic goals	100.00	1.44
M0518	Explain benefits of strategic planning	100.00	1.44
K0436	Develop team Meeting agenda	100.00	1.43
M0517	Develop visioning for teams you are facilitating	100.00	1.35
M0527	Facilitate implementation of performance or action plans	100.00	1.35
M0528	Facilitate Measurement process during implementation	100.00	1.35
M0519	Explain strategic planning process	100.00	1.35
M0498	Advise on roles played by team Members and others involved in strategic planning process	100.00	1.31
M0497	Advise on resource commitment required for development of strategic plan	100.00	1.30
M0515	Develop strategic implementation plans for teams you are facilitating	100.00	1.26
M0524	Facilitate development of standards for quality performance Measures or indicators	100.00	1.26
M0520	Facilitate development of Mission statements	100.00	1.22
M0500	Consult with senior leadership on commitment required for strategic planning	100.00	1.22
M0509	Develop performance or action plans for teams you are facilitating	100.00	1.17
M0495	Advise on development of timelines for strategic planning	100.00	1.13
M0510	Develop quality performance Measure or indicator tracking sheets	100.00	1.08
M0548	Review quality performance Measures or indicators for relevancy to objectives	100.00	1.06
M0514	Develop strategic goals for teams you are facilitating	66.67	1.14
K0442	Record Meeting Minutes	66.67	1.14
J0423	Facilitate brainstorming sessions	66.67	1.03
M0540	Identify key processes for teams you are facilitating	66.67	1.01

TABLE A7

CIP FACILITATOR
(ST057, N=5)

DUTY AREAS	NUMBER OF TASKS IN DUTY	PERCENT TIME SPENT
J USING CONTINUOUS IMPROVEMENT PROCESS BASIC TOOLS AND TECHNIQUES	68	36.62
C DEVELOPING QUALITY AIR FORCE (QAF) COURSES, CURRICULUM, OR COURSE DOCUMENTS	56	13.69
A PERFORMING GENERAL COMMAND, STAFF, AND ADMINISTRATIVE FUNCTIONS	84	8.25
G EVALUATING QUALITY AIR FORCE (QAF) TRAINING PROGRAMS	53	8.14
L PERFORMING UNIT SELF ASSESSMENTS (USA)	46	6.23
F CONDUCTING QUALITY AIR FORCE (QAF) TRAINING	26	4.59
E ACQUIRING AND MAINTAINING EQUIPMENT, FACILITIES, OR MEDIA	38	4.45
M DEVELOPING STRATEGIC PLANS	54	4.37
I ADMINISTERING QUALITY AIR FORCE (QAF) TRAINING	25	4.09
K PERFORMING QUALITY AIR FORCE (QAF) TEAM FUNCTIONS	20	2.39
N COMPUTER SYSTEMS RELATED FUNCTIONS	38	2.30
B PERFORMING SUPERVISORY AND PERSONNEL STAFF FUNCTIONS	45	2.13
D PLANNING OR PROGRAMMING QUALITY AIR FORCE (QAF) TRAINING	23	1.52
H MANAGING QUALITY AIR FORCE (QAF) TRAINING PROGRAMS	10	1.20

TABLE A8

CIP FACILITATOR
(ST057, N=5)

Percent Members Performing (PMP)
Avg. Percent Time Spent by all members (PTS)

TASKS		PMP	PTS
J0378	Advise on use of flow charts	100.00	1.21
J0382	Advise on use of Pareto charts	100.00	1.21
J0379	Advise on use of histograms	100.00	1.21
J0377	Advise on use of control charts	100.00	1.21
K0440	Facilitate or coach team meetings	100.00	1.19
J0375	Advise on use of cause and effect diagrams	100.00	1.14
J0383	Advise on use of run charts	100.00	1.07
A0003	Attend education or training-related meetings, conferences, or workshops	100.00	1.05
J0396	Analyze Pareto charts	100.00	1.01
J0401	Analyze tree diagrams	100.00	1.01
J0408	Construct control charts	100.00	1.01
J0409	Construct flow charts	100.00	1.01
J0390	Analyze control charts	100.00	1.01
J0391	Analyze flow charts	100.00	1.01
J0414	Construct Pareto charts	100.00	1.01
J0397	Analyze results of brainstorming sessions	100.00	1.01
J0399	Analyze run charts	100.00	1.01
J0424	Facilitate teams through continuous improvement process	100.00	.99
J0374	Advise on tree diagrams	100.00	.97
J0384	Advise on use of scatter diagrams	100.00	.96
J0417	Construct run charts	100.00	.89
J0376	Advise on use of checksheets	100.00	.82
F0257	Conduct lecture or auditorium instruction	80.00	1.37
A0006	Conduct education or training-related conferences or workshops	80.00	1.24
C0158	Propose changes to course content	80.00	1.03
C0154	Develop lesson plans	80.00	1.00
C0132	Analyze feedback from students and instructors to evaluate lesson effectiveness	80.00	.99
J0389	Analyze checksheets	80.00	.83
J0392	Analyze histograms	80.00	.81
J0388	Analyze cause and effect diagrams	80.00	.80
J0420	Develop cause and effect diagrams	80.00	.77
C0133	Collect feedback on lesson effectiveness from students and instructors	60.00	.73

TABLE A9

GENERAL QUALITY FUNCTIONAL AREA
(ST021, N=201)

DUTY AREAS	NUMBER OF TASKS IN DUTY	PERCENT TIME SPENT
A PERFORMING GENERAL COMMAND, STAFF, AND ADMINISTRATIVE FUNCTIONS	84	16.08
J USING CONTINUOUS IMPROVEMENT PROCESS BASIC TOOLS AND TECHNIQUES	68	14.87
M DEVELOPING STRATEGIC PLANS	54	13.98
C DEVELOPING QUALITY AIR FORCE (QAF) COURSES, CURRICULUM, OR COURSE DOCUMENTS	56	11.14
L PERFORMING UNIT SELF ASSESSMENTS (USA)	46	10.69
B PERFORMING SUPERVISORY AND PERSONNEL STAFF FUNCTIONS	45	6.69
G EVALUATING QUALITY AIR FORCE (QAF) TRAINING PROGRAMS	53	5.30
K PERFORMING QUALITY AIR FORCE (QAF) TEAM FUNCTIONS	20	4.50
F CONDUCTING QUALITY AIR FORCE (QAF) TRAINING	26	3.62
E ACQUIRING AND MAINTAINING EQUIPMENT, FACILITIES, OR MEDIA	38	3.59
I ADMINISTERING QUALITY AIR FORCE (QAF) TRAINING	25	3.44
D PLANNING OR PROGRAMMING QUALITY AIR FORCE (QAF) TRAINING	23	3.15
N COMPUTER SYSTEMS RELATED FUNCTIONS	38	1.71
H MANAGING QUALITY AIR FORCE (QAF) TRAINING PROGRAMS	10	1.11

TABLE A10

GENERAL QUALITY FUNCTIONAL AREA
(ST021, N=201)

Percent Members Performing (PMP)
Avg. Percent Time Spent by all members (PTS)

TASKS		PMP	PTS
A0039	Prepare briefings	96.53	.57
A0042	Present briefings	96.53	.55
A0073	Write correspondence. such as memoranda, messages, or notes	96.04	.62
A0003	Attend education or training-related meetings, conferences, or workshops	96.04	.51
A0032	Maintain contact with other quality improvement personnel	93.07	.62
A0006	Conduct education or training-related conferences or workshops.	86.14	.44
J0423	Facilitate brainstorming sessions	85.64	.41
A0021	Establish goals or milestones	84.16	.43
L0478	Interpret QAF criteria	83.66	.45
J0378	Advise on use of flow charts	83.66	.39
C0132	Analyze feedback from students and instructors to evaluate lesson effectiveness	83.17	.42
J0382	Advise on use of Pareto charts	82.67	.36
A0079	Write position, talking, or background papers	82.18	.40
F0256	Conduct informal classroom lectures	81.68	.46
J0381	Advise on use of metrics	81.68	.41
J0424	Facilitate teams through continuous improvement process	81.19	.37
J0375	Advise on use of cause and effect diagrams	80.69	.36
M0518	Explain benefits of strategic planning	80.20	.42
C0133	Collect feedback on lesson effectiveness from students and instructors	80.20	.40
M0519	Explain strategic planning process	79.21	.42
M0521	Facilitate development of objectives	79.21	.40
K0440	Facilitate or coach team meetings	79.21	.40
A0037	Participate in working groups, such as benchmarking champions	79.21	.36
M0520	Facilitate development of mission statements	78.71	.38
A0072	Schedule rooms or facilities	78.71	.35
A0047	Review or approve correspondence, such as letters, messages, memos, or notes	77.72	.42
J0409	Construct flow charts	77.72	.34
J0377	Advise on use of control charts	77.23	.33
B0085	Advise prospective staff members of courses to attend	76.73	.32
M0496	Advise on format and content of strategic plan	76.24	.39
J0376	Advise on use of checksheets	76.24	.33
J0383	Advise on use of run charts	75.74	.33
M0522	Facilitate development of performance or action plans	75.25	.36

TABLE A11

QUALITY OFFICE SUPPORT
(ST027, N=15)

DUTY AREAS	NUMBER OF TASKS IN DUTY	PERCENT TIME SPENT
A PERFORMING GENERAL COMMAND, STAFF, AND ADMINISTRATIVE FUNCTIONS	84	32.68
B PERFORMING SUPERVISORY AND PERSONNEL STAFF FUNCTIONS	45	12.53
L PERFORMING UNIT SELF ASSESSMENTS (USA)	46	9.26
M DEVELOPING STRATEGIC PLANS	54	8.74
C DEVELOPING QUALITY AIR FORCE (QAF) COURSES, CURRICULUM, OR COURSE DOCUMENTS	56	7.58
J USING CONTINUOUS IMPROVEMENT PROCESS BASIC TOOLS AND TECHNIQUES	68	6.27
K PERFORMING QUALITY AIR FORCE (QAF) TEAM FUNCTIONS	20	6.18
E ACQUIRING AND MAINTAINING EQUIPMENT, FACILITIES, OR MEDIA	38	5.41
I ADMINISTERING QUALITY AIR FORCE (QAF) TRAINING	25	2.42
N COMPUTER SYSTEMS RELATED FUNCTIONS	38	2.32
D PLANNING OR PROGRAMMING QUALITY AIR FORCE (QAF) TRAINING	23	2.18
F CONDUCTING QUALITY AIR FORCE (QAF) TRAINING	26	2.01
G EVALUATING QUALITY AIR FORCE (QAF) TRAINING PROGRAMS	53	1.33
H MANAGING QUALITY AIR FORCE (QAF) TRAINING PROGRAMS	10	1.03

TABLE A12

QUALITY OFFICE SUPPORT
(ST027, N=15)

Percent Members Performing (PMP)
Avg. Percent Time Spent by all members (PTS)

TASKS		PMP	PTS
A0073	Write correspondence, such as memoranda, messages, or notes	100.00	1.61
A0039	Prepare briefings	100.00	1.40
A0003	Attend education or training-related meetings, conferences, or workshops	100.00	1.21
A0042	Present briefings	100.00	1.15
A0032	Maintain contact with other quality improvement personnel	93.33	1.55
A0021	Establish goals or milestones	93.33	1.08
A0079	Write position, talking, or background papers	93.33	.89
A0054	Review or approve position, talking, or background papers	93.33	.87
A0049	Review or approve goals or milestones	86.67	.95
B0091	Conduct staff meetings	80.00	.96
A0027	Interpret instructions, directives, or policies for subordinates or subordinate units	80.00	.84
B0100	Establish work methods or procedures	80.00	.81
B0097	Critique staff members on dry runs of presentations	80.00	.65
A0047	Review or approve correspondence, such as letters, messages, memos, or notes	73.33	.97
A0013	Develop budgets, budget estimates, or budget submissions	73.33	.84
A0037	Participate in working groups, such as benchmarking champions	73.33	.75
M0518	Explain benefits of strategic planning	73.33	.74
E0240	Review catalogs of available materials	73.33	.71
A0008	Coordinate on publications, such as instructions, directives, manuals or pamphlets	73.33	.70
M0519	Explain strategic planning process	73.33	.67
A0005	Compile or evaluate information for staff studies	73.33	.66
B0105	Nominate personnel to attend training	73.33	.61
A0002	Assign suspenses	73.33	.59
A0012	Determine budgeting priorities	66.67	.87
L0478	Interpret QAF criteria	66.67	.65
B0096	Counsel subordinates on personal or military-related problems	66.67	.63
J0381	Advise on use of metrics	66.67	.56
A0025	Evaluate suggestions	66.67	.53

TABLE A13

QUALITY ADVISORS
(ST039, N=169)

DUTY AREAS	NUMBER OF TASKS IN DUTY	PERCENT TIME SPENT
J USING CONTINUOUS IMPROVEMENT PROCESS BASIC TOOLS AND TECHNIQUES	68	16.06
M DEVELOPING STRATEGIC PLANS	54	15.43
A PERFORMING GENERAL COMMAND, STAFF, AND ADMINISTRATIVE FUNCTIONS	84	14.73
L PERFORMING UNIT SELF ASSESSMENTS (USA)	46	11.45
C DEVELOPING QUALITY AIR FORCE (QAF) COURSES, CURRICULUM, OR COURSE DOCUMENTS	56	10.38
B PERFORMING SUPERVISORY AND PERSONNEL STAFF FUNCTIONS	45	6.28
G EVALUATING QUALITY AIR FORCE (QAF) TRAINING PROGRAMS	53	5.30
K PERFORMING QUALITY AIR FORCE (QAF) TEAM FUNCTIONS	20	4.72
E ACQUIRING AND MAINTAINING EQUIPMENT, FACILITIES, OR MEDIA	38	3.37
F CONDUCTING QUALITY AIR FORCE (QAF) TRAINING	26	3.26
I ADMINISTERING QUALITY AIR FORCE (QAF) TRAINING	25	3.20
D PLANNING OR PROGRAMMING QUALITY AIR FORCE (QAF) TRAINING	23	3.10
N COMPUTER SYSTEMS RELATED FUNCTIONS	38	1.50
H MANAGING QUALITY AIR FORCE (QAF) TRAINING PROGRAMS	10	1.06

TABLE A14

QUALITY ADVISORS
(ST039, N=169)

Percent Members Performing (PMP)
Avg. Percent Time Spent by all members (PTS)

TASKS		PMP	PTS
A0003	Attend education or training-related meetings, conferences, or workshops	97.63	.44
A0039	Prepare briefings	96.45	.50
A0042	Present briefings	96.45	.49
A0073	Write correspondence, such as memoranda, messages, or notes	95.27	.51
A0032	Maintain contact with other quality improvement personnel	92.90	.52
A0006	Conduct education or training-related conferences or workshops	89.94	.42
J0423	Facilitate brainstorming sessions	89.35	.41
L0478	Interpret QAF criteria	88.17	.44
J0382	Advise on use of Pareto charts	88.17	.37
M0521	Facilitate development of objectives	87.57	.42
J0378	Advise on use of flow charts	87.57	.40
J0424	Facilitate teams through continuous improvement process	87.57	.38
J0375	Advise on use of cause and effect diagrams	85.80	.36
K0440	Facilitate or coach team meetings	85.21	.40
M0520	Facilitate development of mission statements	85.21	.39
A0021	Establish goals or milestones	84.62	.37
F0256	Conduct informal classroom lectures	84.02	.41
M0518	Explain benefits of strategic planning	84.02	.40
J0381	Advise on use of metrics	84.02	.38
C0132	Analyze feedback from students and instructors to evaluate lesson effectiveness	84.02	.36
M0519	Explain strategic planning process	83.43	.41
M0522	Facilitate development of performance or action plans	83.43	.38
C0133	Collect feedback on lesson effectiveness from students and instructors	83.43	.36
J0409	Construct flow charts	83.43	.34
M0534	Facilitate process of identifying key processes	82.84	.40
A0079	Write position, talking, or background papers	82.84	.35
J0376	Advise on use of checksheets	82.25	.34
M0496	Advise on format and content of strategic plan	81.66	.40
M0499	Advise on strategic planning training requirements	81.66	.38
J0391	Analyze flow charts	81.66	.34

TABLE A15

QUALITY TRAINING PERSONNEL
(ST044, N=17)

DUTY AREAS	NUMBER OF TASKS IN DUTY	PERCENT TIME SPENT
C DEVELOPING QUALITY AIR FORCE (QAF) COURSES, CURRICULUM, OR COURSE DOCUMENTS	56	21.15
A PERFORMING GENERAL COMMAND, STAFF, AND ADMINISTRATIVE FUNCTIONS	84	14.69
J USING CONTINUOUS IMPROVEMENT PROCESS BASIC TOOLS AND TECHNIQUES	68	11.10
F CONDUCTING QUALITY AIR FORCE (QAF) TRAINING	26	8.86
G EVALUATING QUALITY AIR FORCE (QAF) TRAINING PROGRAMS	53	8.72
I ADMINISTERING QUALITY AIR FORCE (QAF) TRAINING	25	6.88
B PERFORMING SUPERVISORY AND PERSONNEL STAFF FUNCTIONS	45	5.38
L PERFORMING UNIT SELF ASSESSMENTS (USA)	46	4.98
M DEVELOPING STRATEGIC PLANS	54	4.91
D PLANNING OR PROGRAMMING QUALITY AIR FORCE (QAF) TRAINING	23	4.29
E ACQUIRING AND MAINTAINING EQUIPMENT, FACILITIES, OR MEDIA	38	4.05
N COMPUTER SYSTEMS RELATED FUNCTIONS	38	2.13
H MANAGING QUALITY AIR FORCE (QAF) TRAINING PROGRAMS	10	1.64
K PERFORMING QUALITY AIR FORCE (QAF) TEAM FUNCTIONS	20	1.14

TABLE A16

QUALITY TRAINING PERSONNEL
(ST044, N=17)

Percent Members Performing (PMP)
Avg. Percent Time Spent by all members (PTS)

TASKS		PMP	PTS
A0073	Write correspondence, such as memoranda, messages, or notes	100.00	.90
C0143	Develop blocks, phases, or modules of instruction	100.00	.84
C0154	Develop lesson plans	94.12	.93
F0256	Conduct informal classroom lectures	94.12	.92
C0132	Analyze feedback from students and instructors to evaluate lesson effectiveness	94.12	.90
G0278	Analyze student critique trends	94.12	.84
A0032	Maintain contact with other quality improvement personnel	94.12	.82
A0042	Present briefings	94.12	.60
A0039	Prepare briefings	94.12	.59
C0133	Collect feedback on lesson effectiveness from students and instructors	88.24	.87
F0258	Conduct seminar or guided discussion instruction	88.24	.84
I0339	Answer inquiries concerning course schedules	88.24	.75
F0271	Take class attendance	88.24	.75
I0338	Answer inquiries concerning course content	88.24	.74
C0148	Develop course study materials, such as study guides, workbooks, or handouts	88.24	.69
C0142	Develop audiovisual materials	82.35	.76
C0139	Determine presentation methods	82.35	.70
C0152	Develop instructor or trainer handbooks or manuals	82.35	.68
C0138	Determine methods of instruction	82.35	.67
C0151	Develop instructional aids or devices	82.35	.64
C0147	Develop course objectives, samples of behavior, or educational goals	82.35	.63
C0161	Research documents or materials to develop lessons	82.35	.57
J0423	Facilitate brainstorming sessions	82.35	.44
C0180	Standardize course instruction	76.47	.73
F0255	Conduct demonstration-performance instruction	76.47	.61
A0003	Attend education or training-related meetings, conferences, or workshops	76.47	.56
A0072	Schedule rooms or facilities	76.47	.55
C0130	Advise units on changes to training materials	76.47	.51
C0158	Propose changes to course content	76.47	.50

TABLE 17

QUALITY COURSE DEVELOPER
(ST051, N=4)

DUTY AREAS	NUMBER OF TASKS IN DUTY	PERCENT TIME SPENT
C DEVELOPING QUALITY AIR FORCE (QAF) COURSES, CURRICULUM, OR COURSE DOCUMENTS	56	38.33
A PERFORMING GENERAL COMMAND, STAFF, AND ADMINISTRATIVE FUNCTIONS	84	23.01
B PERFORMING SUPERVISORY AND PERSONNEL STAFF FUNCTIONS	45	9.81
I ADMINISTERING QUALITY AIR FORCE (QAF) TRAINING	25	6.20
D PLANNING OR PROGRAMMING QUALITY AIR FORCE (QAF) TRAINING	23	5.26
F CONDUCTING QUALITY AIR FORCE (QAF) TRAINING	26	4.53
J USING CONTINUOUS IMPROVEMENT PROCESS BASIC TOOLS AND TECHNIQUES	68	3.83
G EVALUATING QUALITY AIR FORCE (QAF) TRAINING PROGRAMS	53	3.63
E ACQUIRING AND MAINTAINING EQUIPMENT, FACILITIES, OR MEDIA	38	1.90
M DEVELOPING STRATEGIC PLANS	54	1.87
H MANAGING QUALITY AIR FORCE (QAF) TRAINING PROGRAMS	10	1.40
K PERFORMING QUALITY AIR FORCE (QAF) TEAM FUNCTIONS	20	.18

TABLE 18

QUALITY COURSE DEVELOPER
(ST051, N=4)

Percent Members Performing (PMP)
Avg. Percent Time Spent by all members (PTS)

TASKS		PMP	PTS
C0139	Determine presentation methods	100.00	1.53
C0152	Develop instructor or trainer handbooks or manuals	100.00	1.47
C0143	Develop blocks, phases, or modules of instruction	100.00	1.47
C0133	Collect feedback on lesson effectiveness from students and instructors	100.00	1.41
C0148	Develop course study materials, such as study guides, workbooks, or handouts	100.00	1.41
C0183	Survey available training equipment	100.00	1.40
C0138	Determine methods of instruction	100.00	1.38
C0151	Develop instructional aids or devices	100.00	1.36
C0132	Analyze feedback from students and instructors to evaluate lesson effectiveness	100.00	1.32
C0154	Develop lesson plans	100.00	1.30
C0159	Propose changes to instructional aids	100.00	1.18
C0161	Research documents or materials to develop lessons	100.00	1.18
C0158	Propose changes to course content	100.00	1.12
A0003	Attend education or training-related meetings, conferences, or workshops	100.00	.99
F0258	Conduct seminar or guided discussion instruction	75.00	1.45
A0042	Present briefings	75.00	1.30
A0039	Prepare briefings	75.00	1.19
A0040	Prepare speeches	75.00	1.18
A0043	Present speeches	75.00	1.13
A0006	Conduct education or training-related conferences or workshops	75.00	1.08
A0073	Write correspondence, such as memoranda, messages, or notes	75.00	1.03
A0032	Maintain contact with other quality improvement personnel	75.00	.97
D0205	Sequence instruction	75.00	.94
C0169	Review or approve lesson plans	75.00	.88
C0130	Advise units on changes to training materials	75.00	.86
C0137	Determine instructor training requirements	75.00	.85
C0150	Develop inputs to curriculum plans	75.00	.85
H0334	Review student critiques	75.00	.85
F0257	Conduct lecture or auditorium instruction	75.00	.83