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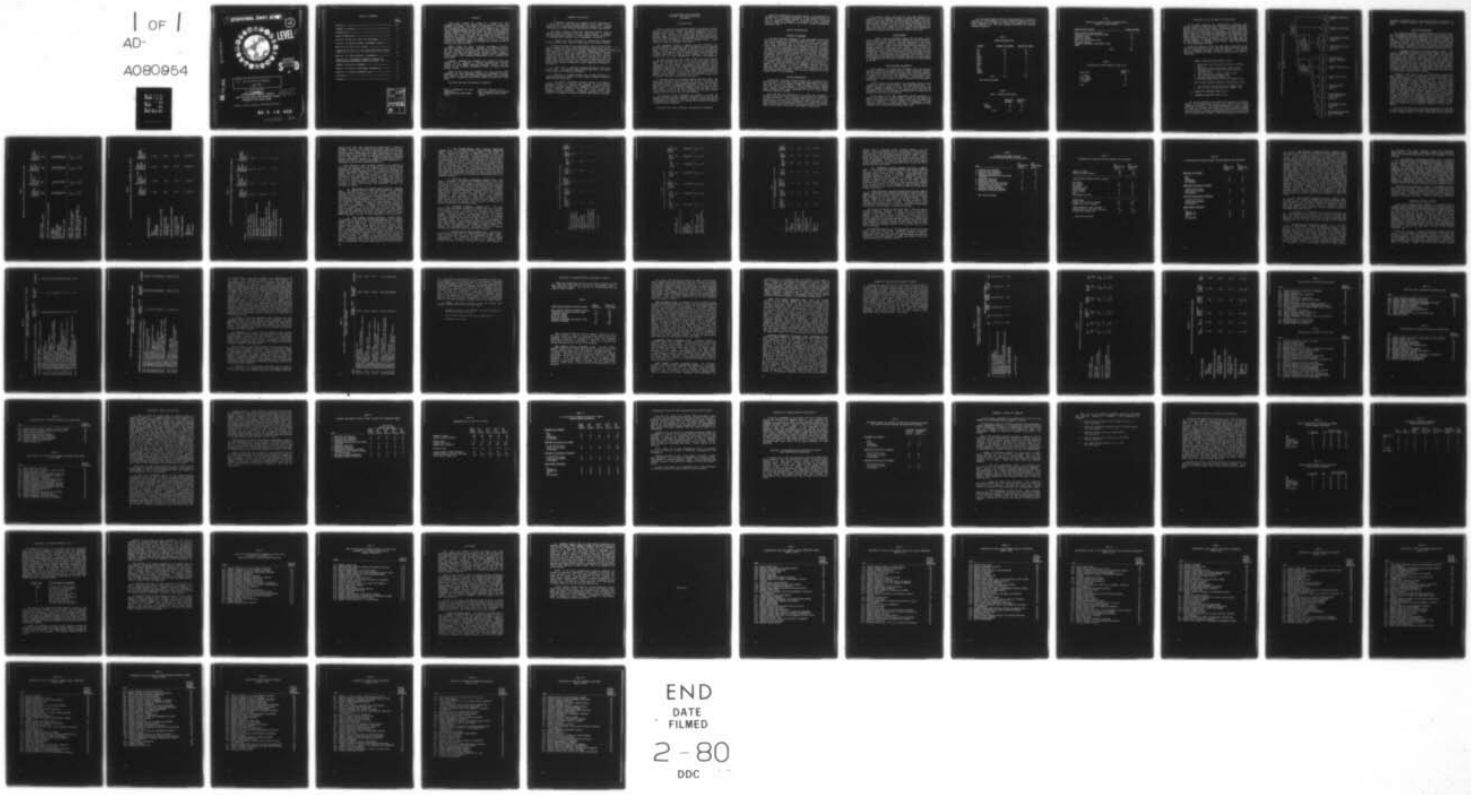

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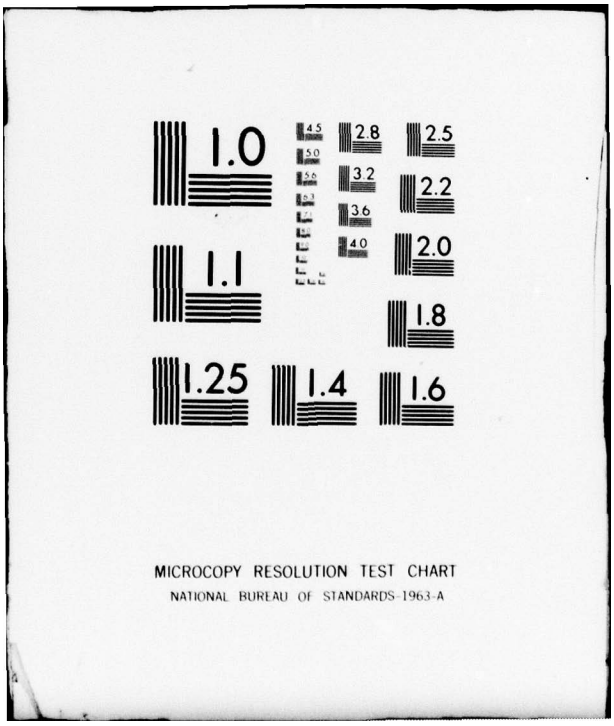
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OCCUPATIONAL SURVEY BRANCH
USAF OCCUPATIONAL MEASUREMENT CENTER
RANDOLPH AFB TEXAS 78148

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PREFACE

This report presents the results of a detailed Air Force Occupational Survey of the Military Training Instructor Special Duty Identifier (SDI 99502). The project was undertaken at the request of the Classification Branch of the Air Force Manpower and Personnel Center (AFMPC/DPMRPQ3) and was directed by USAF Program Technical Training, Volume II dated February 1979. The project was designed to provide AFMPC with current task data and background information to reappraise the current structure of SDI 99502 as reflected by the current SDI description in AFR 39-1 dated 1 June 1977. Authority for conducting occupational surveys is contained in AFR 35-2. Computer outputs from which the report was produced are available for use by operating and training officals.

CMSgt Robert M. Wing, Inventory Development Specialist, developed the survey instrument. Lieutenant Linda Wiekhorst and Mr Guy Cole analyzed the data and wrote the final report. This report has been reviewed and approved by Lieutenant Colonel Jimmy L. Mitchell, Chief, Airman Career Ladders Analysis Section, Occupational Survey Branch, USAF Occupational Measurement Center, Randolph AFB, Texas 78148.

Computer programs for analyzing the occupational data were designed by Dr. Raymond E. Christal, Manpower and Personnel Division, Air Force Human Resources Laboratory (AFHRL), and were written by the Computer Programming Branch, Technical Services Division, AFHRL.

Copies of this report are available to air staff sections, major commands, and other interested training and management personnel upon request to the USAF Occupational Measurement Center, attention of the Chief, Occupational Survey Branch (OMY), Randolph AFB, Texas 78148.

This report has been reviewed and is approved.

BILLY C. McMASTER, Col, USAF
Commander
USAF Occupational Measurement Center

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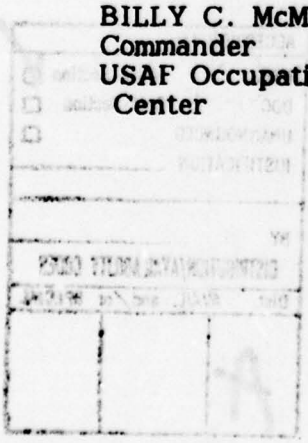

SUMMARY OF RESULTS

1. Completed inventories were received from 919 respondents or 72 percent of the 1,271 personnel assigned to SDI 99502. Survey responses were substantially proportional to assignments by command and overseas and were therefore representative of jobs within this SDI.

2. Cluster analysis revealed four essentially different types of jobs performed by personnel in this SDI. These included: I. Academic Training Instructor Personnel; II. Basic Military Training Instructors; III. Command/Staff Personnel; and IV. Management Consultants.

3. Analysis of tasks performed by organizational assignment groups revealed similar results to those found in the cluster analysis.

4. Over 90 percent of the respondents to the survey found their jobs interesting and their talents and training utilized fairly well or better. Ninety-six percent of the Academic Instructors found their job interesting with 95 percent and 94 percent ~~respectfully~~ respectively, feeling that their talents and training were utilized fairly well or better. Military Training Instructors also rated these items very high with 90 percent rating their job as interesting, 93 percent reporting that their job utilized their talents fairly well or better, and 92 percent feeling that their training was used fairly well or better. (These high job satisfaction indices should be publicized to assist in obtaining volunteers for MTI duty.)

5. There were no significant differences between CONUS and overseas jobs. Nonvolunteers indicated lower job interest and utilization of talents and training than volunteers.

6. Analysis of training emphasis data revealed differences in recommended training emphasis on tasks between Academic Instructors (PME) and BMT Instructors.

7. The present classification structure should be reviewed to determine whether the present SDI provides the most efficient management structure or whether the establishment of separate SDIs for the two essentially different jobs (Academic Instructors and Basic Military Training Instructors) would prove more effective for management of these resources. In addition, assignment of SDI 99502 personnel to Management Consultant functions should also be reviewed.

OCCUPATIONAL SURVEY REPORT
MILITARY TRAINING INSTRUCTOR
(SDI 99502)

INTRODUCTION

This is a report of an Occupational Survey of the Military Training Instructor Special Duty Identifier (SDI 99502) completed by the Occupational Survey Branch, USAF Occupational Measurement Center in December 1979. Members of this Special Duty Identifier conduct basic military training for non-prior service airmen and Professional Military Education (PME) programs for noncommissioned officers within the Air Force, the Air Force Reserve, and the Air National Guard. A small number also serve as management consultants.

The specialized function of Military Training Instructors was officially recognized in September 1958 by authorization of the Reporting AFSC 99128 for personnel assigned to Military Training Instructor duties. Changes in the personnel system resulted in retitling this identifier to a Reporting Code in February 1960; a Reporting Identifier in March 1966; and to a Special Duty Identifier in July 1968. In October 1976, the present identification, SDI 99502, was established.

In order to maintain a viable cadre of NCOs, this SDI is normally manned by volunteers from any of the career fields within the Air Force. For the past few years, it has not been possible to fill all requirements in this manner; consequently, some Military Training Instructor vacancies have been filled with nonvolunteers who met the qualification requirements for the SDI. These nonvolunteer personnel represent seven percent of the survey sample and approximately 16 percent of the personnel surveyed who were assigned to the Basic Military Training School. A discussion of the differences between these two groups is included in the body of this report.

A previous survey of the Military Training Instructor (MTI), SDI 99128, was conducted during the early part of 1974. The survey was accomplished jointly by the Occupational Survey Branch and personnel from the External Standardization/Evaluation Branch of the Basic Military School, Air Force Military Training Center, Lackland Air Force Base, Texas. In view of the many changes in the SDI since 1974 and the specialized nature of the survey conducted at that time, specific results of the two surveys have not been compared.

The previous survey instrument was updated to include the present functions and tasks assigned to personnel in the SDI and was administered to incumbents in the field in order to provide data for use in assessing the adequacy of the current SDI structure and Military Training Instructor utilization.

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Major areas addressed in this report include: (1) development and administration of the survey instrument; (2) the functional structure of the SDI; (3) job satisfaction indexes for various groups of individuals and (4) significant differences or similarities in tasks performed between various groups based on time in SDI, functional assignments, and grade levels.

SURVEY METHODOLOGY

Inventory Development

The data collection instrument for this occupational survey was USAF Job Inventory AFPT 90-995-395, dated April 1979. After reviewing available publications, such as the AFR 39-1 Special Duty Summary, Work Center descriptions for the various phases of PME, Job Proficiency Guides (JPG) for BMTS and Academics Instructors, the inventory for the 1974 occupational survey, and other pertinent information, a tentative task list and background information section were developed. The task list and background section were then reviewed and refined by personal interviews with personnel at the Leadership Management Development Center, Maxwell AFB AL; the Air Force NCO Academy, Gunter AFB AL; the ATC NCO Academy, Lackland AFB TX; and the TAC NCO Academy, Bergstrom AFB TX. Twenty-five personnel from these organizations participated in this review and refinement process. In addition, technical assistance and guidance was provided by a number of staff personnel in various management positions within the PME and BMTS schools, as well as personnel from the Air Force Manpower and Personnel Center (AFMPC). This comprehensive review and revision process produced a final inventory consisting of 263 tasks grouped under ten duty headings.

Survey Administration

During the period May through October 1979, consolidated base personnel offices in operational units worldwide administered the inventory booklets to job incumbents holding the 99502, Military Training Instructor, Special Duty Identifier. The job incumbents were selected by a computer generated mailing list obtained from historical AFMPC master personnel data tapes maintained by the Air Force Human Resources Laboratory (AFHRL).

Each individual who participated in the survey first completed a background information section and then checked those tasks performed in their current job. Each incumbent then rated each of the tasks performed on a nine-point scale showing the relative time spent on that task as compared to all other tasks checked. The relative time ratings range from one (very small amount of time spent) through five (average amount of time spent) to nine (very large amount of time spent).

To determine relative time spent for each task checked by a respondent, all an incumbent's ratings are assumed to account for 100 percent of his or her time spent on the job and are summed. Each task rating is then divided by the total task ratings and multiplied by 100. This procedure provides an index of the relative time spent on each task. This data can be summed for groups of tasks to portray how any individual's work time is spent or can be summed across individuals to display the average percent time spent on a task by any group.

Survey Sample

Table 1 shows a comparison between the percentage of personnel assigned to SDI 99502 by major command and the percentage of valid survey booklets received. The 919 respondents to the survey represent 72 percent of the 1,271 individuals assigned to the SDI at the time of the survey. Table 2 shows the CONUS/Overseas distribution of assigned personnel versus the survey sample. Table 3 shows the distribution of survey respondents by organizational elements to which assigned and Table 4 shows percentages of survey respondents by time in SDI 99502. Although there were slight differences between percent assigned and percent sampled in some commands, these differences were not sufficient to adversely bias the sample; therefore, the data appears to be representative of all types of jobs occupied by personnel assigned to this SDI.

Data Processing and Analysis

Task responses and background information from each returned inventory booklet were optically scanned. Other biographical information was keypunched onto disks and entered directly into the computer. Once both sets of data were in the computer, they were merged to form a complete case record for each respondent. Comprehensive Occupational Data Analysis Programs (CODAP) techniques were then applied to the data.

CODAP produces job descriptions for respondents based on their responses to specific inventory tasks. These descriptions reflect: (a) percent members performing each task; (b) the average percent time spent by members performing; (c) the average percent time spent by all members; and (d) the cumulative average percent time spent by all members for each task in the inventory.

A key aspect of the USAF occupational analysis program is to examine the structure of career ladders in terms of what people are doing in the field rather than how official career ladder documents say they are organized. A cluster analysis is accomplished to group respondents who perform common jobs, based on the similarity of tasks performed and the time spent performing those tasks.

The information gathered from the cluster analysis is then used to formulate an understanding of current utilization patterns within the career ladder and to examine the accuracy and completeness of career ladder documents (e.g., AFR 39-1 Specialty Descriptions and Specialty Training Standards).

TABLE 1

COMMAND REPRESENTATION

COMMAND	PERCENT OF ASSIGNED	PERCENT OF SAMPLE
ATC	62	54
TAC	10	12
SAC	8	10
MAC	6	8
USAFE	4	5
AFSC	2	2
PACAF	2	2
AFSC	2	2
ADCOM	1	2
AFLC	1	1
AAC	*	*
AFMPC	*	*
USAFA	*	1
USAFSS	*	1
TOTAL	100	100

* LESS THAN ONE PERCENT

TABLE 2

CONUS - OVERSEAS DISTRIBUTION

	PERCENT OF ASSIGNED	PERCENT OF SAMPLE
CONUS	92	91
OVERSEAS	8	9
TOTAL	100	100

TABLE 3

DISTRIBUTION OF SURVEY SAMPLE BY ORGANIZATIONAL ELEMENT TO WHICH ASSIGNED

ORGANIZATIONAL ELEMENT	PERCENT ASSIGNED
BASIC MILITARY TRAINING SQUADRON	37
PROFESSIONAL MILITARY EDUCATION CENTER	14
LEADERSHIP SCHOOL	14
MAJCOM NCO ACADEMY	13
BASIC MILITARY TRAINING SCHOOL	9
SENIOR NCO ACADEMY	4
LEADERSHIP MANAGEMENT DEVELOPMENT CENTER	3
OTHER	6
TOTAL	100

TABLE 4

DISTRIBUTION OF SURVEY SAMPLE BY TIME IN SDI

TIME IN SDI	PERCENT OF SAMPLE
1-24 MONTHS	43
25-48 MONTHS	36
49-96 MONTHS	17
97+ MONTHS	4
TOTAL	100

ANALYSIS OF THE SDI 99502 JOB STRUCTURE

As previously explained, the Comprehensive Occupational Data Analysis Program (CODAP) provides a method of grouping individuals into job clusters and job types based on the similarity of the tasks they perform and the time spent on these tasks. The basic identifying group used in this hierarchical job structuring is the Job Type. A job type is a group of individuals who perform many of the same tasks and spend similar amounts of time on these tasks. When there is a substantial degree of similarity between one or more job types, they are grouped together in a Cluster. Finally, there are specialized jobs that are too dissimilar to be grouped into any cluster. These unique groups are called Independent Job Types.

Based on similarity of tasks and time spent, respondents to the Military Training Instructor survey have been grouped into two clusters and two independent job types, as shown in Figure 1. The clusters, with their respective job types, and the two independent job types are listed below.

I. ACADEMIC INSTRUCTOR CLUSTER (GRP023, N=509)

- a. PME Academic and Military Skills Instructors (GRP106, N=71)
- b. PME Academic Subjects Instructors (GRP107, N=88)
- c. PME Academic/Military Skills Instructor Supervisors (GRP089, N=131)
- d. Basic PME Subjects Instructors (GRP059, N=76)
- e. Curriculum Developers (GRP052, N=8)
- f. Training Program Chiefs (GRP039, N=51)
- g. BMTS/NCO Academy Academic Instructors (GRP031, N=70)

II. BASIC MILITARY TRAINING INSTRUCTOR CLUSTER (GRP032, N=356)

- a. Basic Military Training Instructors (GRP046, N=322)
- b. Basic Military Training Supervisors (GRP056, N=32)

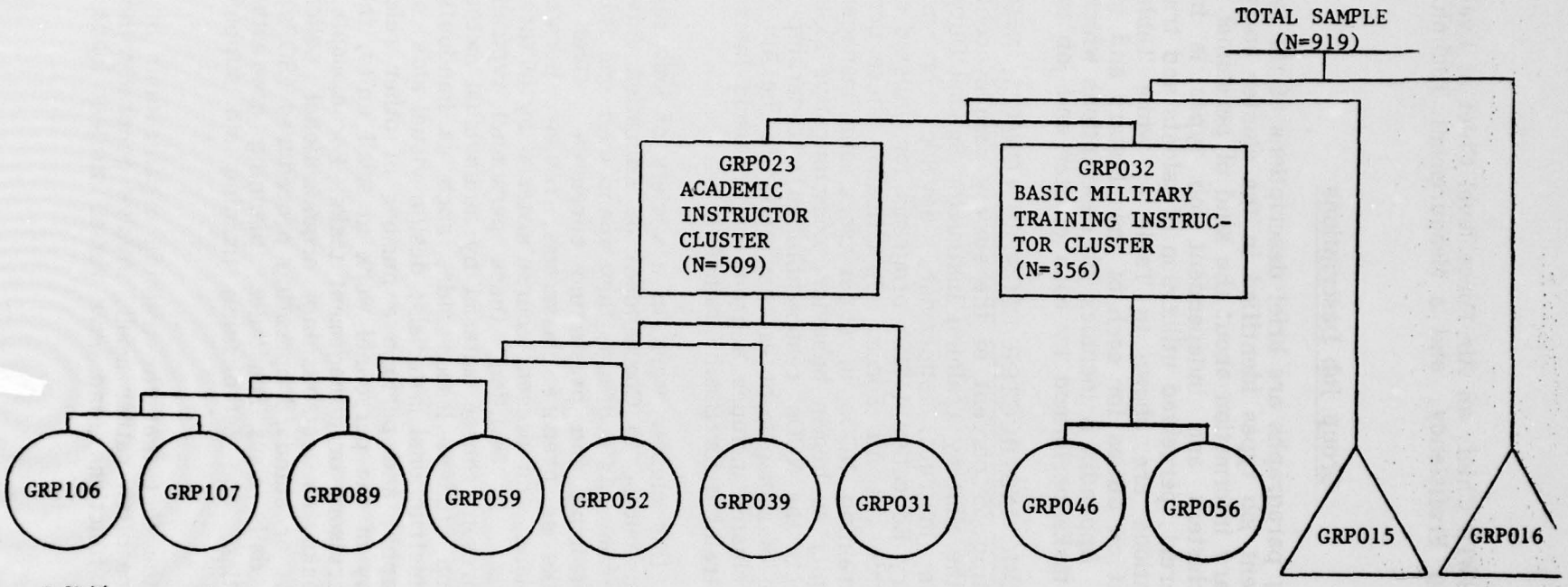
III. COMMAND/STAFF PERSONNEL (GRP015, N=13)

IV. MANAGEMENT CONSULTANTS (GRP016, N=18)

The groups identified above account for 97 percent of the survey sample. The remaining three percent of the sample do not form any meaningful groups due to their unique responses to the survey. Within this group, for example, were two Military Training Instructors engaged in instructing the Drum and Bugle Corps and performing functions which are unique to training and managing this function. Other unique jobs included personnel working in the Wing Standardization Division of

FIGURE 1

MILITARY TRAINING INSTRUCTOR SPECIAL DUTY IDENTIFIER FUNCTIONAL STRUCTURE
SDI 99502



HQ BMTS, a HQ BMTS Chief, an Air Force level Chief of Evaluation, an NCOIC of Reading Proficiency, and a Measurement Technician at HQ BMTS.

Group Job Descriptions

The following paragraphs are brief descriptions of the two clusters and two independent job types identified in the cluster analysis of the SDI. Supplementary information about the kind of personnel working in each of these clusters and independent job types is included in Table 5. Job interest, perceived utilization of talents and training, and reenlistment intentions are shown in Table 6, while Table 7 shows relative time spent on duties for each of the clusters and independent job type groups. Appendix A includes job descriptions which list 30 of the most common tasks performed by each cluster and job type group.

I. ACADEMIC INSTRUCTOR CLUSTER (GRP023, N=509). This cluster, representing 55 percent of the survey sample, contains those personnel within the Military Training Instructor Special Duty Identifier (SDI 99502) who instruct, supervise, develop, or manage the Professional Military Education (PME) programs for enlisted supervisors and managers within the Air Force. Specifically, these personnel are concerned with training NCOs in supervisory and managerial skills, including such topics as human behavior; communicative skills; military justice (as it affects the NCOs' responsibilities); leadership principles; and the principles of management as they apply to the Air Force NCO. In addition, this cluster includes a group of Academic Instructors who conduct academic training for Basic Trainees.

Personnel in this cluster work in a variety of jobs ranging from Basic Academic Instructor to Commandant or Education Advisor for a PME training program. As a group, they spend over one third of their average time developing and presenting curricula. Over 80 percent perform such tasks as prepare classrooms; review, personalize, and research lesson plans; and present course material by lecture or guided discussion methods. In addition, these personnel typically preview visual aids and present course material by audiovisual methods. Over 60 percent develop student lesson aids, such as handouts or study guides; evaluate instructional materials; design visual aids, such as flip charts or viewgraphs; and perform a number of other related similar tasks. Since many of the personnel work in small units, they perform a number of supervisory or management tasks. For example, over half perform such tasks as establishing organizational policies, office instructions (OIs), or standard operating procedures (SOPs); developing or adjusting daily class schedules; planning graduation or pre-graduation activities; and establishing training aid support requirements.

In view of the fact that the training organizations in which PME personnel work are often rather small, involve generally the same type of basic teaching functions, and have varied student loads, personnel

TABLE 5

BACKGROUND DATA FOR CLUSTER AND INDEPENDENT JOB TYPE GROUPS

	I. ACADEMIC INSTRUCTOR GRP023 (N=509)	II. BASIC MILITARY TRAINING INSTRUCTOR GRP032 (N=356)	III. COMMAND/ STAFF PERSONNEL GRP015 (N=13)	IV. MANAGEMENT CONSULTANTS GRP016 (N=18)
PERCENT OF SAMPLE	55%	39%	1%	2%
PERCENT OF ASSIGNED OVERSEAS	14%	1%	23%	0%
ORGANIZATIONAL ELEMENT TO WHICH ASSIGNED:				
PME CENTER	25%	*	15%	0%
BMT SQUADRON	4%	87%	0%	0%
BMT SCHOOL	9%	7%	0%	0%
LEADERSHIP SCHOOL	23%	1%	23%	0%
MAJCOM ACADEMY	21%	*	15%	0%
SR NCO ACADEMY	6%	0%	15%	0%
LMDC	3%	0%	0%	94%
NOT REPORTED OR OTHER	8%	5%	32%	6%
AVERAGE GRADE	6.4	5.2	7.5	7.6
AVERAGE TIME IN SERVICE (MONTHS)	187	131	241	242
AVERAGE TIME IN SDI (MONTHS)	37	32	43	23
AVERAGE NUMBER OF TASKS PERFORMED	91	66	43	43
AVERAGE DIFFICULTY PER UNIT TIME SPENT	5.2	4.7	5.2	5.2
JOB DIFFICULTY INDEX (JDI)	15.3	10.2	10.4	10.1

* LESS THAN ONE PERCENT

TABLE 6

JOB SATISFACTION INDICES FOR CLUSTER AND INDEPENDENT JOB TYPE GROUPS

	I. ACADEMIC INSTRUCTOR GRP023 (N=509)	II. BASIC MILITARY TRAINING INSTRUCTOR GRP032 (N=356)	III. COMMAND/ STAFF PERSONNEL GRP015 (N=13)	IV. MANAGEMENT CONSULTANTS GRP016 (N=18)
EXPRESSED JOB INTEREST:				
DULL	1	3	8	11
SO-SO	2	5	0	7
INTERESTING	96	90	92	82
NOT REPORTED	1	2	0	0
PERCEIVED UTILIZATION OF TALENTS:				
LITTLE OR NOT AT ALL	3	7	15	11
FAIRLY WELL OR BETTER	95	93	85	89
NOT REPORTED	2	0	0	0
PERCEIVED UTILIZATION OF TRAINING:				
LITTLE OR NOT AT ALL	4	7	8	17
FAIRLY WELL OR BETTER	94	92	92	83
NOT REPORTED	2	1	0	0
REENLISTMENT INTENTIONS:				
NO	16	13	15	33
PROBABLY NO	9	6	15	0
PROBABLY YES	17	16	16	22
YES	56	64	46	45
NOT REPORTED	2	1	8	0

TABLE 7

RELATIVE TIME SPENT ON DUTIES FOR CLUSTER AND INDEPENDENT JOB TYPE GROUPS

DUTIES	I. ACADEMIC INSTRUCTOR GRP023 (N=509)	II. BASIC MILITARY TRAINING INSTRUCTOR GRP032 (N=356)	III. COMMAND/ STAFF PERSONNEL GRP015 (N=13)	IV. MANAGEMENT CONSULTANTS GRP016 (N=18)
A ORGANIZING AND PLANNING	12	5	28	14
B DIRECTING AND IMPLEMENTING	10	10	20	10
C INSPECTING AND EVALUATING	11	5	19	12
D PERFORMING ADMINISTRATIVE AND SUPPORT FUNCTIONS	11	8	18	7
E DEVELOPING CURRICULUM	12	1	1	4
F PRESENTING CURRICULUM	24	10	7	3
G ADMINISTERING INSTRUCTOR TRAINING	3	1	*	2
H PERFORMING FLIGHT INSTRUCTOR AND STUDENT ADVISOR FUNCTIONS	9	46	2	*
I EVALUATING STUDENT PERFORMANCE	8	11	2	*
J PERFORMING CONSULTANT FUNCTIONS	*	*	*	47

* LESS THAN ONE PERCENT

working within these PME organizations generally have a variety of functions to perform. This results in quite varied responses from these personnel. For example, some of the individuals within a PME training function perform a broad spectrum of tasks encompassing the full range of instruction on both academic and military skills, while devoting some time to other functions, such as developing curriculum, counseling students, maintaining records, etc. Other individuals spend proportionally more time on curriculum development, records maintenance, or supervision with less time in classroom instruction.

These variances in tasks performed resulted in the formation of seven job type groups within the Academic Instructor cluster. These groupings are essentially a result of the variations of jobs within the various PME training functions rather than a grouping of individuals by specific organizational assignments or by functions concerned with the carrying out of a specific PME program or phase of instruction. Following are brief descriptions of the job type groups which make up this cluster. Additional information concerning relative time spent on duties by each group is shown in Table 8. Background data is shown in Table 9, while information concerning job satisfaction, perceived utilization of talents and training, and reenlistment intentions are portrayed in Table 10.

Ia. PME Academic and Military Skills Instructors (GRP106, N=71). The members of this group work primarily in Leadership Schools, MAJCOM academies, or the PME Center. Typically these individuals perform an average of 77 tasks, including presenting course materials by lecture method, reviewing and personalizing lesson plans, and maintaining classroom discipline. In addition to academic subjects, these personnel spend considerable time in instruction on military skills, such as military bearing or behavior, drill and ceremonies, and wear of the uniform. In addition, a majority conduct personal appearance inspections and participate in evaluation of students participating in drills or ceremonies. Over 80 percent of this group also conduct physical training, conduct question and answer periods, review student lesson material, administer and score written tests, and participate in graduation exercises. Over one-fourth are Master Sergeants or Senior Master Sergeants, and most of these individuals serve as instructors.

Ib. PME Academic Subjects Instructors (GRP107, N=88). The members of this job type are primarily engaged in instructing in academic subjects taught in the various MAJCOM academies, Leadership Schools, and the PME Center. Like the previous group (Ia) above, these personnel present course material by lecture method; review, prepare, and personalize lesson plans; and maintain classroom discipline. The primary emphasis of this group is on academic subjects, such as communicative skills, world affairs, human relations, etc., with very little time devoted to instruction on military skills such as wear of the uniform, drills and ceremonies, etc. These personnel perform an average of 88 tasks. In addition to classroom instruction, members of this group devote an equal amount of work time to curriculum development. Considerable time is also spent in evaluating student performance and performing a variety of administrative and support functions.

Ic. PME Academic/Military Skills Instructor Supervisors (GRP089, N=131). This group includes a variety of jobs ranging from Phase I and II PME Instructors to Commandants of PME Centers. In addition, although job titles and the kind of programs in which these personnel work vary considerably, the tasks performed and time spent on various duties are quite similar. Although there are small groups of personnel within this job type that spend slightly more time on supervisory functions than others, or devote more time to curriculum development, essentially all of the members of this job type perform tasks in most of the primary duty areas. Illustrative of this broad scope is the fact that these personnel perform an average of 149 tasks, considerably more than any other group. This group differs from groups Ia and Ib above primarily in that members spend over half of their work time on supervision and management, while groups Ia and Ib above spend only one-third of their time in these functions and considerably more time in classroom instruction.

Id. Basic PME Subjects Instructors (GRP059, N=76). This group is composed of personnel who primarily instruct in basic PME courses. In view of the small number of personnel assigned to service these types of courses, these individuals spend approximately one-third of their time in performing instructor tasks with most of the remaining time spent in accomplishing planning and administrative functions. Common tasks include establishing and allocating student quotas, scheduling classes, preparing classrooms, reviewing visual aids, planning utilization of guest speakers, planning printing or reproduction requirements, and performing the many other support functions required to conduct PME training. Supervision of subordinates is a minor function of this group since less than one-fourth supervise. This group also performs an average of only 68 tasks, less than half as many as performed by the preceding group.

Ie. Curriculum Developers (GRP052, N=8). This small group of eight individuals is made up of senior NCOs with an average of 60 months in the SDI. One-half work in the Senior NCO Academy. Of the remaining four, two work in the Leadership School, one is assigned to the Basic Military Training School, and one to a MAJCOM academy. Although most of these personnel instruct, the primary factor which delineates this group from other instructors is that these individuals devote over one-third of their time to development of curriculum materials. These personnel perform an average of 58 tasks. These tasks include preparing lesson plans, developing student lesson aids, writing test questions, and evaluating student critiques. In addition, the individuals appear to be less involved in student counseling and associated tasks than most PME instructors.

If. Training Program Chiefs (GRP039, N=51). This group of individuals serves as Chiefs of a variety of training functions. Specifically included within this group are Commandants of PME Centers; Commandants of NCO Academies; Directors of Education; Training Superintendents; Curriculum Branch Chief; etc. Although these personnel are found in most of the different types of PME programs, a

TABLE 8

RELATIVE TIME SPENT ON DUTIES BY ACADEMIC INSTRUCTOR JOB TYPE GROUPS

DUTIES	PME ACADEMIC AND MILITARY SKILLS INSTRUCTORS (N=71)	PME ACADEMIC SUBJECTS INSTRUCTORS (N=98)	PME ACADEMIC/ MILITARY SKILLS INSTRUCTOR SUPERVISORS (N=131)	BASIC PME SUBJECTS INSTRUCTORS (N=76)	CURRICULUM DEVELOPERS (N=8)	TRAINING PROGRAM CHIEFS (N=51)	BMTS/NCO ACADEMY ACADEMIC INSTRUCTORS (N=70)
A ORGANIZING AND PLANNING	8	10	14	15	10	18	4
B DIRECTING AND IMPLEMENTING	7	8	12	11	4	20	6
C INSPECTING AND EVALUATING	6	8	14	9	7	25	4
D PERFORMING ADMINISTRATIVE AND SUPPORT FUNCTIONS	10	11	12	13	8	8	6
E DEVELOPING CURRICULUM	13	21	11	10	38	6	7
F PRESENTING CURRICULUM	23	22	12	32	23	9	49
G ADMINISTERING INSTRUCTOR TRAINING	*	2	4	2	2	5	4
H PERFORMING FLIGHT INSTRUCTOR AND STUDENT ADVISOR FUNCTIONS	20	5	11	4	2	4	8
I EVALUATING STUDENT PERFORMANCE	12	12	7	3	5	3	12
J PERFORMING CONSULTANT FUNCTIONS	*	*	2	*	*	2	*

* LESS THAN ONE PERCENT

TABLE 9

BACKGROUND DATA FOR THE ACADEMIC INSTRUCTOR JOB TYPE GROUPS

	PME ACADEMIC AND MILITARY SKILLS INSTRUCTORS (N=71)	PME ACADEMIC SUBJECTS INSTRUCTORS (N=98)	PME ACADEMIC/ MILITARY SKILLS INSTRUCTOR SUPERVISORS (N=131)	BASIC PME SUBJECTS INSTRUCTORS (N=76)	CURRICULUM DEVELOPERS (N=8)	TRAINING PROGRAM CHIEFS (N=51)	BMTS/NCO ACADEMY ACADEMIC INSTRUCTORS (N=70)
PERCENT OF SAMPLE	8%	10%	14%	8%	1%	6%	8%
PERCENT ASSIGNED OVERSEAS	13%	15%	13%	22%	13%	14%	9%
ORGANIZATIONAL UNIT TO WHICH ASSIGNED:							
PME CENTER	25%	18%	30%	46%	0%	18%	9%
BMT SQUADRON	0%	0%	7%	0%	0%	12%	6%
BMT SCHOOL	0%	0%	1%	12%	13%	10%	44%
LEADERSHIP SCHOOL	37%	30%	27%	13%	25%	24%	6%
MAJCOM ACADEMY	32%	38%	20%	0%	12%	22%	11%
SR NCO ACADEMY	0%	8%	0%	0%	50%	6%	23%
LMDC	0%	6%	3%	4%	0%	2%	0%
NOT REPORTED OR OTHER	6%	0%	12%	25%	0%	6%	1%
AVERAGE GRADE	6.0	6.5	6.6	6.0	7.4	7.7	6.1
AVERAGE TIME IN SERVICE (MONTHS)	168	190	196	168	212	246	167
AVERAGE TIME IN SDI (MONTHS)	31	37	41	31	60	48	36
AVERAGE NUMBER OF TASKS PERFORMED	77	88	149	68	58	95	35
AVERAGE DIFFICULTY PER UNIT TIME SPENT	5.1	5.2	5.2	5.1	5.5	5.4	5.1
JOB DIFFICULTY INDEX (JDI)	14.0	16.3	19.9	12.9	14.8	18.0	8.4

TABLE 10

JOB SATISFACTION INDICES FOR ACADEMIC INSTRUCTOR JOB TYPE GROUPS
(PERCENT MEMBERS RESPONDING)

	PME ACADEMIC AND MILITARY SKILLS INSTRUCTORS (N=71)	PME ACADEMIC SUBJECTS INSTRUCTORS (N=98)	PME ACADEMIC/ MILITARY SKILLS INSTRUCTOR SUPERVISORS (N=131)	BASIC PME SUBJECTS INSTRUCTORS (N=76)	CURRICULUM DEVELOPERS (N=8)	TRAINING PROGRAM CHIEFS (N=51)	BMTS/NCO ACADEMY ACADEMIC INSTRUCTORS (N=70)
EXPRESSED JOB INTEREST:							
DULL	0	0	0	1	0	2	2
SO-SO	1	1	3	3	0	2	3
INTERESTING	99	99	95	92	100	94	94
NOT REPORTED	0	0	2	4	0	2	1
PERCEIVED UTILIZATION OF TALENTS:							
LITTLE OR NOT AT ALL	1	0	2	3	13	6	10
FAIRLY WELL OR BETTER	98	99	96	93	87	92	89
NOT REPORTED	1	1	2	4	0	2	1
PERCEIVED UTILIZATION OF TRAINING:							
LITTLE OR NOT AT ALL	3	1	2	3	13	6	13
FAIRLY WELL OR BETTER	97	98	95	93	87	94	87
NOT REPORTED	0	1	3	4	0	0	0
REENLISTMENT INTENTIONS:							
NO	9	15	18	16	25	22	19
PROBABLY NO	7	13	8	7	13	12	10
PROBABLY YES	14	16	14	17	12	27	20
YES	69	54	59	57	50	39	50
NOT REPORTED	1	2	1	3	0	0	1

majority work in leadership schools, MAJCOM academies, and PME centers. Twenty-two percent however, are assigned to supervisory or staff functions in BMT squadrons or the BMT School. Several of these personnel work in the Wing Standardization Division of BMTS. Approximately two-thirds of the work time of this group is devoted to supervisory and managerial functions and over three-fourths supervise one or more subordinates. As would be expected by the type of assignments, personnel in this group average more time in service and time in the SDI than any other group.

Ig. BMTS/NCO Academy Academic Instructors (GRP031, N=70). Of the 70 individuals who make up this group, approximately 40 serve as instructors of academic subjects in the BMTS while the remainder instruct primarily in NCO Academies. Characteristically these personnel perform an average of 35 tasks, considerably fewer than previously described instructor groups. In addition, they spend an average of almost twice the amount of time on tasks relative to presenting curriculum than members of any of the other academic instructor groups. The jobs assigned to these personnel are estimated to be the least difficult of those assigned to PME personnel. Coincidently, personnel in this group averaged the lowest of all PME groups in time in AF service.

II. BASIC MILITARY TRAINING INSTRUCTOR CLUSTER (GRP032, N=356). This cluster, representing 39 percent of the survey sample, is composed almost exclusively of personnel assigned to MTI duties within BMT squadrons and the BMT School at the Lackland Military Training Center. Members of this group perform an average of 66 tasks. These members spend over 46 percent of their job time performing flight instructor and student advisor functions. Additional time is spent evaluating student performance (11 percent), directing and implementing (ten percent), and presenting curriculum (ten percent).

Since almost all members of this group work in the basic military training environment, essentially all tasks relate to the training of students in basic military skills. For example, over 90 percent of the members of this cluster instruct students on military bearing or behavior, and maintain surveillance of such behavior. In addition, they conduct dormitory and personal appearance inspections, conduct drill and ceremonies and physical training, and perform a variety of similar tasks designed to provide non-prior service airmen with the basic military skills and knowledge required to live and work within the Air Force environment.

The following paragraphs are brief descriptions of the two job type groups which form this cluster. Additional information concerning relative time spent on duties by each group is shown on Table 11. Background data is shown on Table 12, while information concerning job satisfaction, perceived utilization of talents and training, and reenlistment intentions are included in Table 13.

TABLE 11

RELATIVE TIME SPENT ON DUTIES
BY BASIC MILITARY TRAINING JOB TYPE GROUPS

DUTY		BMT INSTRUCTORS (N=322)	BMT SUPERVISORS (N=32)
A	ORGANIZING AND PLANNING	4	11
B	DIRECTING AND IMPLEMENTING	9	22
C	INSPECTING AND EVALUATING	4	18
D	PERFORMING ADMINISTRATIVE AND SUPPORT FUNCTIONS	9	8
E	DEVELOPING CURRICULUM	1	*
F	PRESENTING CURRICULUM	11	6
G	ADMINISTERING INSTRUCTOR TRAINING	*	10
H	PERFORMING FLIGHT INSTRUCTOR AND STUDENT ADVISOR FUNCTIONS	49	18
I	EVALUATING STUDENT PERFORMANCE	12	5
J	PERFORMING CONSULTANT FUNCTIONS	*	1

* LESS THAN ONE PERCENT

TABLE 12

BACKGROUND DATA FOR BASIC MILITARY TRAINING JOB TYPE GROUPS

	BMT INSTRUCTORS (N=322)	BMT SUPERVISORS (N=32)
PERCENT OF SAMPLE	35%	3%
PERCENT ASSIGNED OVERSEAS	0%	0%
ORGANIZATIONAL ELEMENT TO WHICH ASSIGNED:		
PME CENTER	*	0
BMT SQUADRON	88	84
BMT SCHOOL	6	9
LEADERSHIP SCHOOL	1	0
MAJCOM ACADEMY	0	3
SR NCO ACADEMY	0	0
LMDC	0	0
NOT REPORTED OR OTHER	5	4
AVERAGE GRADE	5.1	7.0
AVERAGE TIME IN SERVICE (MONTHS)	121	229
AVERAGE TIME IN SDI (MONTHS)	32	30
AVERAGE NUMBER OF TASKS PERFORMED	67	62
AVERAGE DIFFICULTY PER UNIT TIME SPENT	4.6	5.2
JOB DIFFICULTY INDEX (JDI)	9.9	13.0

* LESS THAN ONE PERCENT

TABLE 13

JOB SATISFACTION INDICES FOR BASIC MILITARY TRAINING JOB TYPE GROUPS

	BMT INSTRUCTORS (N=322)	BMT SUPERVISORS (N=32)
EXPRESSED JOB INTEREST:		
DULL	3	3
SO-SO	5	3
INTERESTING	90	94
NOT REPORTED	2	0
PERCEIVED UTILIZATION OF TALENTS:		
LITTLE OR NOT AT ALL	7	6
FAIRLY WELL OR BETTER	93	94
NOT REPORTED	0	0
PERCEIVED UTILIZATION OF TRAINING:		
LITTLE OR NOT AT ALL	7	6
FAIRLY WELL OR BETTER	92	94
NOT REPORTED	1	0
REENLISTMENT INTENTIONS:		
NO	12	22
PROBABLY NO	6	9
PROBABLY YES	16	10
YES	65	53
NOT REPORTED	1	6

IIa. Basic Military Training Instructors (GRP046, N=322). The members of this group serve as Military Training Instructors within the various basic training functions at the Lackland Military Training Center. Tasks performed by members of this group are very standardized, with over 90 percent performing such tasks as instructing on and maintaining military bearing and behavior of students; instructing on and conducting drill and ceremonies; conducting inspections and evaluating appearance of students and dormitories; and instructing in saluting and reporting procedures, safety practices, or procedures. In addition, they conduct mail calls, physical training, make-up or remedial training, fire drills, and perform a variety of other tasks in the indoctrination and training of non-prior service airmen. Members of this group perform an average of 67 tasks, and spend almost half of their time performing flight instructor and student advisor functions. An additional 32 percent of their time is spent evaluating student performance, presenting curriculum, and performing administrative and support functions. Although 17 percent of their time is spent on tasks related to directing and implementing, organizing and planning, and inspecting and evaluating, less than two percent supervise subordinate instructors. Typically, members of this group are E-5s and have an average of 121 months in service and 30 months experience in the SDI. Thirteen percent did not volunteer for assignment to this SDI. Generally, however, personnel assigned to this group show considerably above average job interest and perceived utilization of talents and training.

IIb. Basic Military Training Supervisors (GRP056, N=32). The members of this group serve primarily as section supervisors within the BMT program. These personnel perform an average of 229 tasks. Sixty percent of their work time is devoted to supervisory, management, and administrative functions while the remainder is spent in performing flight instructor, instructor training, classroom instruction, and student evaluation functions.

A majority of the individuals in this group (81 percent) are E-7s. Approximately nine percent are E-6s, with the remainder E-8s and E-9s. These personnel average over 19 years in service with almost five years average time in the SDI. All but two find their jobs interesting and feel that their talents and training are used fairly well or better.

III. COMMAND/STAFF PERSONNEL (GRP015, N=13). This independent job type contains a rather heterogeneous grouping of NCOs serving in a variety of supervisory and managerial positions. These personnel spend over 85 percent of their work time organizing and planning, directing and implementing, inspecting and evaluating, and performing administrative and support functions. Some of the most typical tasks performed by at least 50 percent of these personnel include establishing organizational policies, office instructions, (OIs), or standard operating procedures (SOPs); determining requirements for space, personnel, equipment, or supplies; determining budget or financial requirements; writing staff studies, surveys, or special reports;

and performing other similar functions. Typical work assignments include Director of Operations; Commandant; Administrative Sgt Major; Chief, Plans Evaluation and Research; and NCOIC, Management Training Education.

IV. MANAGEMENT CONSULTANTS (GRP016, N=18). All members of this unique job type are management consultants or Chiefs of Research functions assigned to the Leadership Management Development Center. Almost half of their time is spent performing consultant functions. An additional 40 percent involves organizing and planning, inspecting and evaluating, directing and implementing, and performing administrative and support functions. Only approximately ten percent of time is spent on curriculum development and instructional tasks. Although, this group is rather heterogeneous in tasks performed, there are a group of tasks relating to the consultant function which are common to a majority of the incumbents. These include performing analysis of organizational climates, developing management options, interpreting organizational assessment survey data, determining consultation needs, and preparing consultant-to-client feedback reports.

Almost all of these personnel are Senior or Chief Master Sergeants. They average over 20 years service; however, their average time in the SDI is less than two years. Although 82 percent feel that their job is interesting, this is considerably lower than any of the other clusters or job type groups in the survey. Perceived utilization of talents and training is also lower than that of other job type groups identified.

Implications of Cluster Analysis

Based on the foregoing cluster analysis, it is obvious that there is a distinct difference between tasks performed by personnel conducting academic military education and those conducting basic military training. The most significant differences in tasks performed by these two groups are shown in Tables 14 and 15. These tasks, combined with the relative percent time spent on duties as shown on Table 7, reveal that there are also significant differences in time spent on duties. While Academic personnel spend slightly over one-third of their time in developing and presenting curriculum, BMT personnel spend only approximately 11 percent of their time on both of these functions. On the other hand, BMT personnel spend over half of their time performing flight instructor and student advisor functions and evaluating student performance - functions that take only 17 percent of the Academic Instructors' time.

There are, however, a number of similiarities between these two groups. Both are engaged in instructing personnel in the basic skills of military service. The Basic Military Instructor is charged with training individuals in the traditional military skills with emphasis on the development of individual traits, characteristics, and attitudes which allow the airman to effectively transition from the civilian to the military environment. Academic Instructors provide training designed

TABLE 14

TASKS WHICH BEST REFLECT DIFFERENCES BETWEEN ACADEMIC PERSONNEL AND BMT PERSONNEL
(PERCENT MEMBERS PERFORMING)

REPRESENTATIVE TASKS MOST CHARACTERISTIC OF PME PERSONNEL		ACADEMIC CLUSTER PERSONNEL	BMT CLUSTER PERSONNEL	DIFFERENCE
F177	INTRODUCE GUEST SPEAKERS	78	5	73
E159	DEVELOP STUDENT LESSON AIDS, SUCH AS HANDOUTS OR STUDY GUIDES	66	4	62
C95	EVALUATE STUDENT CRITIQUES	69	7	62
C84	EVALUATE INSTRUCTIONAL MATERIALS	68	7	61
E174	WRITE TEST QUESTIONS	63	8	55
F189	REVIEW COURSE RELATED READING MATERIALS	86	31	55
A5	DEVELOP DAILY CLASS SCHEDULES	59	5	54
E154	DESIGN VISUAL AIDS, SUCH AS FLIP CHARTS OR VIEWGRAPHS	65	12	53
E152	CONSTRUCT VISUAL AIDS, SUCH AS FLIP CHARTS OR VIEWGRAPHS	68	18	50
E171	PREPARE LESSON PLANS	72	22	50
E172	SELECT INSTRUCTIONAL METHODS	61	12	49
A20	IDENTIFY INSTRUCTOR CANDIDATES	49	1	48
E153	COORDINATE CURRICULUM WITH SUBJECT MATTER SPECIALISTS	50	2	48
D148	PREPARE TRAINING MATERIALS FOR REPRODUCTION	48	2	46
E166	ESTABLISH SPECIFIC LESSON OBJECTIVES	47	2	45
E156	DEVELOP DESIRED LEARNING OUTCOMES OR CRITERION OBJECTIVES	46	2	44
E161	DEVELOP STUDENT TEXTS	45	1	44
E163	EDIT CURRICULUM MATERIALS	44	1	43
A11	ESTABLISH ORGANIZATIONAL POLICIES, OFFICE INSTRUCTIONS (OI), OR STANDARD OPERATING PROCEDURES (SOP)	53	10	43
E169	PERFORM WRITTEN TEST ITEM ANALYSIS	41	1	40

TABLE 15

TASKS WHICH BEST REFLECT DIFFERENCES BETWEEN BMT PERSONNEL AND ACADEMIC PERSONNEL
(PERCENT MEMBERS PERFORMING)

REPRESENTATIVE TASKS MOST CHARACTERISTIC OF BMT PERSONNEL		ACADEMIC CLUSTER PERSONNEL	BMT CLUSTER PERSONNEL	DIFFERENCE
H225	MAINTAIN CIVILIAN LUGGAGE ROOM APPEARANCE OR SECURITY	4	87	83
H211	CONDUCT MAIL CALLS	5	87	82
H217	INSTRUCT STUDENTS ON DINING HALL PROCEDURES	11	92	81
H208	CONDUCT DORMITORY FIRE INSPECTIONS	17	91	74
H210	CONDUCT FIRE DRILLS	16	90	74
H212	CONDUCT NONACADEMIC MAKEUP OR REMEDIAL TRAINING	14	85	71
H206	CONDUCT CONFIDENCE COURSE RUNS	6	75	69
H205	CONDUCT CLOTHING INVENTORIES	13	82	69
H227	MAINTAIN DORMITORY APPEARANCE OR SECURITY	20	88	68
H232	PREPARE DORMITORY FOR NEW FLIGHTS	20	88	68
H218	INSTRUCT STUDENTS ON DORMITORY ARRANGEMENT PROCEDURES	23	90	67
H214	CONDUCT PERSONAL PROPERTY INSPECTION	11	77	66
I238	EVALUATE PERFORMANCE OF STUDENTS NEGOTIATING CONFIDENCE COURSES	5	69	64
M233	SUPERVISE DETAILS	22	86	64
H204	CONDUCT CLOTHING FIT INSPECTIONS	28	91	63
I234	ADMINISTER PHYSICAL FITNESS TESTS	10	61	51
I246	EVALUATE STUDENT SAFETY PRACTICES OR PROCEDURES	29	77	48
H220	INSTRUCT STUDENTS ON FIELD MESS PROCEDURES	3	37	34
D146	PREPARE STUDENT STATUS REPORTS	22	45	23

to provide airmen, at the various stages of their advancement in the Air Force, with additional knowledge and skills required to successfully assume the leadership and management tasks that accrue with advancement in rank and tenure. In one sense, the PME program might be considered an extension of the training provided by the basic military training program with the addition of specialized subject matter which provides students with leadership and management principles and techniques required to effectively supervise and manage subordinates. In addition, this program reinforces and expands the training provided in basic training by emphasizing the importance of military-specific subjects (such as proper wear of the uniform, drills and ceremonies, military justice, etc.), while adding training such as leadership and communicative skills. The primary tasks which are common to both clusters are shown on Table 16. These 19 tasks were selected on the basis of at least 50 percent of the individuals in each group performing the task. Thirty additional tasks would be added to this list if the cutoff were dropped to 30 percent rather than 50 percent, for a total of 49 tasks which are performed by 30 percent or more of both groups. A review of these common tasks reveals that most are directly related to preparing for and conducting training; tasks which are common to any instructional program.

In addition to the above similarities, specific differences in tasks performed between these two groups were investigated. For this comparison, tasks were selected which were performed by 30 percent or more of the personnel constituting the Academic and BMT cluster groups. This revealed that 137 tasks were performed by 30 percent or more of the Academic personnel while 77 were performed by 30 percent or more of the BMT personnel.

By eliminating the 49 tasks that are common to both groups, Academic Instructors were found to perform 88 tasks which were not characteristically performed by BMT personnel. A representative sample of these tasks is shown in Table 14. An analysis of these tasks reveals that the majority deal with the development of instructional materials and training aids and performance of administrative functions required to support a training program.

Thirty percent or more BMT personnel perform 28 tasks that are unique to the basic military training program. A representative sample of these tasks is displayed in Table 15. Generally these tasks pertain to indoctrination and physical care and guidance of basic airmen. The primary tasks within this group include instructing in dining hall procedures, dormitory arrangement procedures, and field mess procedures; conducting nonacademic make-up or remedial training; and conducting various inspections to insure compliance with fire and safety regulations, dormitory appearance standards, and personal property and clothing maintenance standards.

As discussed in the job structure descriptions and as shown in Table 7, members of the Command/Staff and the Management Consultant job types are considerably different from other job clusters within this

TABLE 16

TASKS COMMON TO 50 PERCENT OR MORE OF BOTH ACADEMIC AND BMT CLUSTERS
(PERCENT MEMBERS PERFORMING)

TASKS		ACADEMIC CLUSTER PERSONNEL	BMT CLUSTER PERSONNEL	DIFFERENCE
F178	MAINTAIN CLASSROOM DISCIPLINE	91	59	32
F188	REHEARSE LESSON PLANS	82	52	30
F186	PRESENT COURSE MATERIAL BY LECTURE METHODS	93	65	28
A21	PARTICIPATE IN MEETINGS, SUCH AS STAFF MEETINGS, BRIEFINGS, OR CONFERENCES	82	55	27
F190	REVIEW LESSON PLANS	94	70	24
F176	CONDUCT QUESTION AND ANSWER PERIODS	82	64	18
B46	COUNSEL STUDENTS ON ACADEMIC OR NONACADEMIC TRAINING MATTERS	86	71	15
F180	PERSONALIZE LESSON PLANS	90	82	8
B44	COUNSEL PERSONNEL ON CAREER OR EDUCATIONAL OPPORTUNITIES	63	57	6
A1	DESIGN STATUS BOARDS, GRAPHS, OR CHARTS	53	51	2
F184	PRESENT COURSE MATERIAL BY DEMONSTRATION PERFORMANCE METHODS	61	64	-3
I236	CONDUCT STUDENT CONFERENCE PERIODS	50	56	-6
B45	COUNSEL PERSONNEL ON PERSONAL OR MILITARY RELATED MATTERS	75	87	-12
I245	EVALUATE STUDENT PARTICIPATION, ATTITUDE, OR ADAPTABILITY	67	84	-17
B41	CONDUCT BRIEFINGS	57	83	-26
H216	CONDUCT STUDENT ORIENTATIONS	50	84	-34
H213	CONDUCT PERSONAL APPEARANCE INSPECTIONS	55	98	-43
H221	INSTRUCT STUDENTS ON MILITARY BEARING OR BEHAVIOR	55	98	-43
H224	INSTRUCT STUDENTS ON WEAR OF UNIFORMS	52	96	-44

SDI. The personnel working within the Command/Staff positions serve as supervisors or staff personnel directly supervising or supporting various PME academic training functions. On the other hand, personnel within the Management Consultant job type are assigned primarily to the Leadership and Management Development Center, Maxwell AFB AL. They perform a number of tasks within Duty J, "Performing Consultant Functions" which are characteristic of no other personnel within the SDI. Although the performance of Management Consultant and/or research in support of the management consultant function requires many of the knowledges and skills common to those of Instructor personnel, the tasks involved and application of these knowledges and skills in providing management consultant services are quite distinct.

In summary, the cluster analysis of this SDI reveals three distinctly different kinds of jobs as listed below:

1. Academic Instructors and Managers, and Staff Personnel of PME and BMT Academic Training.

2. Basic Military Training Instructors and Supervisors.

3. Management Consultants.

ANALYSIS OF ORGANIZATIONAL ASSIGNMENT GROUPS

Within the background section of the survey inventory for this SDI, respondents were asked to indicate the organizational element to which they were assigned. The responses to this background item are shown in Table 17 below.

TABLE 17

ORGANIZATIONAL ELEMENT TO WHICH ASSIGNED	NUMBER RESPONDING	PERCENT OF TOTAL SAMPLE
BASIC MILITARY TRAINING SQUADRON OR SCHOOL	411	45%
PROFESSIONAL MILITARY EDUCATION CENTER	131	14%
LEADERSHIP SCHOOLS	129	14%
MAJCOM NCO ACADEMY	114	12%
SENIOR NCO ACADEMY	35	4%
LEADERSHIP MANAGEMENT DEVELOPMENT CENTER	30	3%
OTHER OR NO RESPONSE	69	8%
	919	100%

Since personnel within this SDI are typically assigned to one of the above functions, analysis of tasks performed within each of the assignment groups has been accomplished to identify any significant similarities or differences. Following is a discussion of the results of this analysis for each of these groups. Tables 18, 19, and 20 show pertinent background data for each of these groups.

Basic Military Training Assignment Group. The Basic Military Training (BMT) group is made up of personnel assigned to the Basic Military Training School and to Basic Military Training Squadrons. It is recognized that within this group there are essentially two types of instructors. Academic Instructors who instruct primarily in a classroom environment and Military Training Instructors who serve as Flight Instructors. Since differences between these two groups were identified in the Cluster Analysis [see Job Type of BMTS/Academy Classroom Instructors of Cluster I (Academic Instructor Cluster) and Cluster II, (Basic MTI)], they will not be treated separately in this discussion.

As a group, BMT personnel provide basic airmen with the fundamental military skills and knowledges which are essential for transition to the military environment and career structure. In view of the close interpersonal relationship between the trainee and the instructor during this phase of training, personnel working within the BMT assignment conduct their training in a considerably different way than personnel who conduct PME training during the later phases of an airman's development. These differences pertain primarily to the performance of tasks within Duty H (Performing Flight Instructor and Student Advisor Functions). Tasks which best illustrate the job of this assignment group are shown in Table 21.

PME Assignment Group. As discussed in the job analysis section of this report, personnel assigned to PME, Leadership Schools, MAJCOM Academies, and the Senior NCO Academy are quite homogeneous in terms of the development and presentation of curriculum. Although there are some variances in relative time spent on these two duties due to differences in work situations between the groups, tasks within these two duties occupy significant proportions of the work time of each of these groups. The primary variations in tasks performed between these groups is as much a matter of differences in the management of various PME programs as in the nature of the curriculum taught. For example, members of the PME assignment group perform, on the average, 98 tasks - more than members of any other group. Many of these tasks however, as shown in Table 22, are management or clerical type tasks involving scheduling students into PME training, arranging for classroom or other training facilities, directing maintenance of these facilities, maintaining files and records, and performing a variety of other similar managerial and clerical tasks that must be accomplished in order to meet the PME program objectives. In the area of providing instruction, the PME technician performs essentially the same instructional tasks that are characteristic of the other groups.

Leadership Schools Assignment Group. Personnel assigned to leadership schools are very similar in tasks performed and relative time spent on duties to PME personnel. Like the PME group, some of these individuals develop entry schedules, plan layout of facilities, etc. The percent members performing these tasks, however, are slightly smaller than for the PME group. This group differs from other groups primarily in that, in addition to performing most of the tasks in Duty F, Presenting Curriculum, many leadership course personnel also perform a number of tasks from Duty H, Performing Flight Instructor and Student Advisor Functions. These tasks are listed in Table 23 with other tasks that tend to reflect differences between this and the other assignment groups.

Major Command Academy Assignment Group. The individuals assigned to the MAJCOM NCO Academy group perform, on the average, slightly fewer tasks than PME or Leadership School personnel. Management and administrative duties, although occupying similar amounts of time, are performed by fewer personnel, indicating that within the MAJCOM NCO group, management and administration are

concentrated in a few positions while the remainder of the group are free to concentrate on developing and presenting curriculum. Table 24 lists a number of tasks which are indicative of some of the major differences in tasks performed by this group as compared to personnel in other assignments. Although many of these tasks are also performed by significant percentages of personnel in some of the other groups, a higher percentage of personnel in this group perform them. For example, although a substantial number of personnel from other groups counsel students an academic or nonacademic training matters, this is performed by almost all members of the MAJCOM Academy group.

Senior NCO Academy Assignment Group. Senior NCO Academy personnel, on the average, perform less tasks than members of other groups. Over 40 percent of their time is spent on developing and presenting curriculum. (NOTE: During the period when this survey was being administered, PME schools, led by the NCO Academy, were engaged in a major review of curriculum based, in part, on the results of a special occupational survey of 10,000 NCOs covering all AF specialties. This may have been a factor in this large amount of time devoted to curriculum.) An additional 14 percent of their relative time spent is on evaluation of student performance. This includes such tasks as evaluating student oral assignments, case study exercises, counseling exercises, and written assignments. Perhaps the most significant difference between the NCO academy program and other groups can best be illustrated by the task "Presents course material by guided discussion methods." This task is performed by 94 percent of the members of this group; considerably higher than any other groups. They also spend a significantly higher percentage of their time on this task than members of other groups. Other tasks that are indicative of the differences between this and other groups are listed in Table 25.

Leadership Management Development Center Assignment Group. Personnel working within this assignment group differ primarily from other assignment groups in that members of this group perform consultant functions while other groups do not. The primary characteristics of this group were described within the cluster analysis section of the survey under the Management Consultants Job Type description. The only signficant difference between this grouping and that in the cluster analysis is that essentially all personnel assigned to LMDC are included within this group, while in the clustering analysis some of the LMDC personnel were grouped with other instructor, supervisory or management clusters, or job type groups based on the similarity of tasks performed and time spent on instruction or supervisory tasks. Even so, essentially the same characteristics are present in this group that were described in the cluster grouping. As shown on Table 26 the tasks that predominate in this group are primarily those pertaining to consultant functions with a few specialized tasks that are compatible with the functions and level of personnel assigned to this function. In addition to LMDC, nine individuals, or 30 percent of the group, are Leadership and Management Instructors in PME Centers at base level. Conceivably, these personnel were confused between the organizational designation of their center and the LMDC.

Summary of Organizational Assignment Analysis

Generally the same conclusions can be drawn from the analysis of the organizational assignment groups as that resulting from the job type analysis. First, all groups perform tasks concerned with presenting and developing curriculum. Second, although there are some variations in tasks performed between personnel assigned to the PME, Leadership School and the MAJCOM and Senior NCO academies, these four functions are very similar in terms of the primary tasks performed and the average difficulty of these tasks. Third, BMT personnel, particularly those assigned as basic flight instructors, are quite different from other groups in the SDI, primarily due to the highly structured nature of the training provided as well as in the basic indoctrination tasks which are a primary function of these personnel. Fourth, although some of the personnel assigned to the Leadership Management Development Center perform some tasks in common with the PME, leadership, and academy groups, the consultant functions clearly differentiate this group from others in the survey.

TABLE 18

BACKGROUND DATA BY ORGANIZATIONAL ASSIGNMENT
(RELATIVE PERCENT TIME SPENT ON DUTIES)

DUTY	ORGANIZATIONAL ELEMENT ASSIGNED					
	BMT	PME	LDRSHP SCHOOL	MAJCOM ACADEMY	SR. NCO ACADEMY	LMDC
A ORGANIZING AND PLANNING	5	14	12	12	9	14
B DIRECTING AND IMPLEMENTING	11	11	10	10	9	10
C INSPECTING AND EVALUATING	6	11	10	11	11	11
D PERFORMING ADMINISTRATIVE AND SUPPORT FUNCTIONS	8	13	11	9	10	10
E DEVELOPING CURRICULUM	2	11	13	15	15	9
F PRESENTING CURRICULUM	14	22	19	20	27	12
G ADMINISTERING INSTRUCTOR TRAINING	2	2	2	3	3	2
H PERFORMING FLIGHT INSTRUCTOR AND STUDENT ADVISOR FUNCTIONS	40	8	12	9	2	2
I EVALUATING STUDENT PERFORMANCE	10	7	9	10	14	2
J PERFORMING CONSULTANT FUNCTIONS	1	1	1	1	*	28

* LESS THAN ONE PERCENT

TABLE 19

BACKGROUND DATA FOR ORGANIZATIONAL ASSIGNMENT GROUPS

	BMT	PME	LEADERSHIP SCHOOL	MAJCOM ACADEMY	SR. NCO ACADEMY	LMDC
PERCENT OF SAMPLE	45%	14%	14%	12%	4%	3%
PERCENT ASSIGNED OVERSEAS	0%	13%	16%	17%	0%	0%
AVERAGE GRADE	5.4	6.1	6.1	7.1	7.8	7.1
AVERAGE TIME IN SDI (MONTHS)	36	36	31	36	48	26
AVERAGE TIME IN SERVICE (MONTHS)	138	172	171	214	249	228
EDUCATION LEVEL	12.7	14.47	14.3	15.0	16.0	14.6
AVERAGE NO TASKS PERFORMED	65	98	96	91	62	69
AVERAGE DIFFICULTY PER UNIT TIME SPENT	4.7	5.1	5.2	5.3	5.3	5.3
JOB DIFFICULTY INDEX	10.3	15.8	15.6	16.2	13.1	12.9

TABLE 20

JOB SATISFACTION INDICES FOR ORGANIZATIONAL ASSIGNMENT GROUPS

	BMT (N=411)	PME (N=131)	LEADERSHIP SCHOOL (N=129)	MAJCOM ACADEMY (N=114)	SR. NCO ACADEMY (N=35)	LMDC (N=30)
EXPRESSED JOB INTEREST:						
DULL	3	0	0	1	3	7
SO-SO	5	2	3	1	3	3
INTERESTING	90	96	96	96	94	90
NOT REPORTED	2	2	1	2	0	0
PERCEIVED UTILIZATION OF TALENTS:						
LITTLE OR NOT AT ALL	8	2	1	3	6	10
FAIRLY WELL OR BETTER	92	97	97	93	91	90
NOT REPORTED	0	1	2	4	3	0
PERCEIVED UTILIZATION OF TRAINING:						
LITTLE OR NOT AT ALL	7	2	2	4	9	13
FAIRLY WELL OR BETTER	92	96	97	93	91	84
NOT REPORTED	1	2	1	3	0	3
REENLISTMENT INTENTIONS:						
NO	12	17	12	18	31	27
PROBABLY NO	7	5	7	10	26	10
PROBABLY YES	16	25	12	17	17	17
YES	63	52	68	54	20	43
NOT REPORTED	2	1	1	1	6	3

TABLE 21

TASKS WHICH BEST ILLUSTRATE THE BMT GROUP

TASK		PERCENT PERFORMING
H217	INSTRUCT STUDENTS ON DINING HALL PROCEDURES	78
H210	CONDUCT FIRE DRILLS	78
H208	CONDUCT DORMITORY FIRE INSPECTIONS	78
H233	SUPERVISE DETAILS	76
H204	CONDUCT CLOTHING FIT INSPECTIONS	76
H227	MAINTAIN DORMITORY APPEARANCE OR SECURITY	75
H211	CONDUCT MAIL CALLS	75
H212	CONDUCT NONACADEMIC MAKEUP OR REMEDIAL TRAINING	74
H225	MAINTAIN CIVILIAN LUGGAGE ROOM APPEARANCE OR SECURITY	74
I239	EVALUATE PERFORMANCE OF STUDENTS PARTICIPATING IN DRILL OR CEREMONIES	73
H205	CONDUCT CLOTHING INVENTORIES	71
H214	CONDUCT PERSONAL PROPERTY INSPECTIONS	67
H206	CONDUCT CONFIDENCE COURSE RUNS	64
I238	EVALUATE PERFORMANCE OF STUDENTS NEGOTIATING CONFIDENCE COURSES	59
B40	ASSIGN PERSONNEL TO DUTY POSITIONS	54
I234	ADMINISTER PHYSICAL FITNESS TESTS	52
D146	PREPARE STUDENT STATUS REPORTS	39

TABLE 22

TASKS WHICH BEST ILLUSTRATE THE PME GROUP

TASK		PERCENT PERFORMING
A4	DESIGN STATUS BOARDS, GRAPHS, OR CHARTS	57
A15	ESTABLISH STUDENT QUOTAS	56
D109	ALLOCATE STUDENT QUOTAS	56
A27	PLAN LAYOUT OF FACILITIES	42
D137	PREPARE CERTIFICATES OR LETTERS OF COMPLETION OF TRAINING	42
D130	MAINTAIN STUDENT LOCATOR CARDS OR ROSTERS	39
D128	MAINTAIN STOCK OF OFFICE SUPPLIES	38
B62	IMPLEMENT SELF-INSPECTION PROGRAMS	38
B50	DIRECT MAINTENANCE OF FACILITIES OR WORK AREAS	38
D129	MAINTAIN STUDENT ADMINISTRATIVE RECORDS	37
C89	EVALUATE MAINTENANCE OR USE OF WORKSPACE, EQUIPMENT, OR SUPPLIES	37
C83	EVALUATE INSPECTION REPORTS OR PROCEDURES	37
B52	DIRECT MAINTENANCE OR UTILIZATION OF EQUIPMENT	37
B58	IMPLEMENT PERSONNEL RECOGNITION PROGRAMS	36
A25	PLAN FACILITIES MAINTENANCE REQUIREMENTS	35
B54	DRAFT LOCAL POLICY OR HIGHER HEADQUARTERS DIRECTIVES	35
A37	SCHEDULE TEMPORARY DUTY, LEAVES, OR PASSES	34
C74	EVALUATE ADMINISTRATIVE FORMS, FILES, OR PROCEDURES	34
F187	PRESENT COURSE MATERIAL BY TRAINING INTERVIEW METHODS	33
G195	DETERMINE INSTRUCTOR TRAINING REQUIREMENTS	32

TABLE 23

TASKS WHICH BEST ILLUSTRATE THE LEADERSHIP GROUP

TASK		PERCENT PERFORMING
H207	CONDUCT DORMITORY APPEARANCE INSPECTIONS	64
E160	DEVELOP STUDENT PERFORMANCE EVALUATIONS	51
H218	INSTRUCT STUDENTS ON DORMITORY ARRANGEMENT PROCEDURES	43
H227	MAINTAIN DORMITORY APPEARANCE OR SECURITY	40
A6	DEVELOP INSPECTION SCHEDULES	39
H232	PREPARE DORMITORY FOR NEW FLIGHTS	36
A25	PLAN FACILITIES MAINTENANCE REQUIREMENTS	34
B47	DIRECT COURSE REVIEWS	34
B50	DIRECT MAINTENANCE OF FACILITIES OR WORK AREAS	33
H233	SUPERVISE DETAILS	33

TABLE 24

TASKS WHICH BEST ILLUSTRATE THE MAJCOM NCO ACADEMY GROUP

TASK		PERCENT PERFORMING
B46	COUNSEL STUDENTS ON ACADEMIC OR NONACADEMIC TRAINING MATTERS	93
E161	DEVELOP STUDENT TEXTS	64
C85	EVALUATE INSTRUCTOR CANDIDATES	60
E162	DEVELOP TELEVISION PRESENTATIONS	40
B67	SELECT INDIVIDUALS FOR INSTRUCTOR DUTIES	39
B47	DIRECT COURSE REVIEWS	34
E165	ESTABLISH EDUCATION REQUIREMENTS	33
G195	DETERMINE INSTRUCTOR TRAINING REQUIREMENTS	32
G201	SCHEDULE INSTRUCTOR TRAINING	32
A33	PREPARE AGENDA FOR SYMPOSIUMS, WORKSHOPS, OR CONFERENCES	32
B57	IMPLEMENT INSTRUCTOR EVALUATION PROGRAMS	32
D122	MAINTAIN FILES OF TRAINING MATERIALS	31
E157	DEVELOP SOUND-ON-SLIDE PRESENTATIONS	31

TABLE 25

TASKS WHICH BEST ILLUSTRATE THE SENIOR NCO ACADEMY GROUP

TASK		PERCENT PERFORMING
F185	PRESENT COURSE MATERIAL BY GUIDED DISCUSSION METHODS	94
D135	PARTICIPATE IN MILITARY RELATED SOCIAL ACTIVITIES	86
D115	HOST VISITING DIGNITARIES	71
I244	EVALUATE STUDENT ORAL ASSIGNMENTS	71
I248	EVALUATE STUDENT WRITTEN ASSIGNMENTS	69
I240	EVALUATE STUDENT CASE STUDY EXERCISES	46
E165	ESTABLISH EDUCATION REQUIREMENTS	37
C97	EVALUATE SURVEY DATA	34

TABLE 26

TASKS WHICH BEST ILLUSTRATE THE LEADERSHIP MANAGEMENT DEVELOPMENT CENTER GROUP

TASK		PERCENT PERFORMING
J255	CONDUCT PERSONAL INTERVIEWS	63
C108	WRITE STAFF STUDIES, SURVEYS, OR SPECIAL REPORTS	57
J257	DEVELOP MANAGEMENT OPTIONS	53
J259	INTERPRET ORGANIZATIONAL ASSESSMENT SURVEY DATA	53
J261	PERFORM ANALYSIS OF ORGANIZATIONAL CLIMATES	53
A19	IDENTIFY CONSULTANT CANDIDATES	50
J263	PREPARE CONSULTANT TO CLIENT FEEDBACK REPORTS	50
J256	DETERMINE SPECIFIC CONSULTATION NEEDS	50
J258	EVALUATE IMPROVEMENTS IN MANAGEMENT TECHNIQUES	50
J251	ADMINISTER ORGANIZATIONAL ASSESSMENT SURVEYS	47
J253	COMPILE ORGANZATIONAL EFFECTIVENESS INDICATORS	47
J262	PERFORM IN-PROCESS OBSERVATIONS	47
C97	EVALUATE SURVEY DATA	43
B43	CONDUCT SYMPOSIUMS, WORKSHOPS, OR CONFERENCES	40
J252	ANNOTATE CONSULTANT TRAVEL RECORDS	40
J254	CONDUCT MANAGEMENT DEVELOPMENT SEMINARS	40
J260	NEGOTIATE CONTRACTS FOR FOLLOW-ON WORKSHOPS	40

ANALYSIS OF TIME IN SDI GROUPS

In order to assess the normal pattern of change in jobs as a function of experience, it is common practice to analyze differences in tasks performed at various points of service in a career ladder. In a normal career ladder, airmen enter through basic training or through lateral assignment from other career ladders and progress through the various skill and grade levels in an orderly succession based on their acquisition of knowledge and skills directly related to the technical areas encompassed by the specialty. Incumbents of the 99502 Special Duty Identifier, on the other hand, volunteer or are selected for assignment to the SDI from any other career ladder or SDI and at any point in their career progression after three years service. Consequently, the total military experience level of personnel assigned to the SDI varies greatly and depends largely on who volunteers and is selected for the assignment. Further, personnel are initially assigned to the SDI for a period of three or four years after which they may, under certain conditions, extend for from one to a number of years. At the time of the survey, only 21 percent had more than four years service in the SDI. This is to be expected since most individuals return to their original career ladder after three or four years in the SDI. This movement of personnel into and out of the SDI has a number of advantages. First, it provides a continual infusion of highly qualified NCOs from a variety of career areas into the SDI. Second, it provides opportunities for NCOs to broaden their Air Force experience, become extremely knowledgeable of current Air Force management policy and philosophy, and an opportunity to pass on accumulated knowledge of actual operating experience to other military personnel ranging from basic airmen to NCOs undergoing advanced management training.

Upon return to their primary career area, these personnel should be more adept at applying the management principles to their sphere of responsibility as well as provide day-to-day advice and guidance to their subordinates, peers, and superiors.

In view of the assignment policies and the unique personnel requirements of this SDI, time in the SDI has relatively little meaning in respect to tasks performed. As shown in Table 27 the variations in relative time spent on duties between the various periods of time in the SDI are generally insignificant and can normally be attributed to factors other than time in the SDI. For example, at the time of the survey, over 50 percent of the 392 individuals in the 1-24 months in the SDI group were E-5s or below. Twenty-seven percent, however, were E-7s or above. In addition, 41 percent of this group were assigned to a Basic Military Training Squadron. Consequently, these personnel averaged slightly less time spent on mangement and administration than other groups and more time on performing flight instruction and student advisor functions. Conversely, 73 percent of the 97+ months group were E-7s or above. As expected, the time spent by this group on management and administrative duties is considerably above the average of other groups; however, it should also be noted that technical tasks also occupy a considerable percentage of these individuals' work time.

Although there is a slight increase in time spent on supervisory and management functions as personnel gain experience in the SDI, this increase is not as pronounced as that usually found in most career ladders. Generally this can be attributed to the unique flow of individuals into and out of the SDI. In the cluster analysis section of this report, many jobs were identified which were primarily supervisory. An example was the Military Training Instructor Supervisors. This group spent approximately 60 percent of their work time on supervisory and managment functions. Over 90 percent were E-7s or above with an average of over 19 years in military service; however, they averaged less than five years experience in the SDI. Consequently, this illustrates the fact that, in this SDI, assignment of high level supervisory and management jobs are not contingent upon experience in the SDI but follow the usual pattern of assigning supervisory functions to personnel based on grade and time in the Air Force.

Background data for time in SDI groups is summarized in Table 28. This data generally reflects the high calibre of personnel assigned to the SDI. For example, the average member of this SDI is an E-6 with over 13 years of experience in the service, with three years of this experience in the SDI. This individual also has over a year and a half of education beyond high school and performs an average of 78 tasks.

Table 29 shows that over 90 percent of the personnel in the SDI find their job interesting and feel that their talents and training are used fairly well or better. Only about 60 percent plan to reenlist but this is probably a function of seniority and approaching retirement eligibility rather than an indicator of dissatisfaction. Overall, job interest and perceptions of talents and training being used by the Air Force are very high for this group as compared to other SDIs and career fields.

TABLE 27

RELATIVE TIME SPENT ON DUTIES BY TIME IN SPECIAL DUTY IDENTIFIER GROUPS

DUTY	TIME IN SDI PERCENT TIME SPENT				
	TOTAL SAMPLE (N=919)	1-24 MOS (N=392)	25-48 MOS (N=721)	49-96 MOS (N=153)	97+ MOS (N=37)
A ORGANIZING AND PLANNING	9	8	10	11	12
B DIRECTING AND IMPLEMENTING	11	10	11	12	16
C INSPECTING AND EVALUATING	9	7	9	10	16
D PERFORMING ADMINISTRATIVE AND SUPPORT FUNCTIONS	10	10	10	9	11
E DEVELOPING CURRICULUM	7	5	7	8	7
F PRESENTING CURRICULUM	17	18	19	15	11
G ADMINISTERING INSTRUCTOR TRAINING	2	1	3	3	5
H PERFORMING FLIGHT INSTRUCTOR STUDENT ADVISOR FUNCTIONS	23	27	20	23	14
I EVALUATING STUDENT PERFORMANCE	9	10	9	10	7
J PERFORMING CONSULTANT FUNCTIONS	2	3	1	1	1

TABLE 28

BACKGROUND DATA FOR TIME IN SDI GROUPS

	TOTAL SAMPLE (N=919)	1-24 MOS (N=392)	25-48 MOS (N=721)	49-96 MOS (N=153)	97+ MOS (N=37)
PERCENT OF SAMPLE	100%	43%	36%	17%	4%
PERCENT ASSIGNED OVERSEAS	9%	11%	7%	9%	3%
AVERAGE GRADE	6.0	5.8	6.1	6.3	7.0
AVERAGE TIME IN SDI	36	14	37	66	129
AVERAGE TIME IN SERVICE	167	146	172	198	235
EDUCATION LEVEL	13.8	13.5	14.0	13.8	14.1
AVERAGE NUMBER OF TASKS PERFORMED	78	72	83	80	92
AVERAGE DIFFICULTY PER UNIT TIME SPENT	5.0	4.9	5.0	5.0	5.1
JOB DIFFICULTY INDEX (JDI)	13.0	12.0	13.6	13.6	15.0

TABLE 29

JOB SATISFACTION INDICES FOR TIME-IN-SDI GROUPS
(PERCENT MEMBERS RESPONDING)

	TOTAL SAMPLE (N=919)	1-24 MOS (N=392)	25-48 MOS (N=721)	49-96 MOS (N=153)	97+ MOS (N=37)
EXPRESSED JOB INTEREST:					
DULL	2	3	1	1	0
SO-SO	3	5	2	2	0
INTERESTING	93	90	95	96	100
NOT REPORTED	2	2	2	1	0
PERCEIVED UTILIZATION OF TALENTS:					
LITTLE OR NOT AT ALL	5	7	3	4	0
FAIRLY WELL OR BETTER	93	92	96	95	100
NOT REPORTED	1	1	1	1	0
PERCEIVED UTILIZATION OF TRAINING:					
LITTLE OR NOT AT ALL	6	7	5	5	3
FAIRLY WELL OR BETTER	93	91	94	94	97
NOT REPORTED	1	2	1	1	0
REENLISTMENT INTENTIONS:					
NO	15	12	12	25	32
PROBABLY NO	8	9	6	11	8
PROBABLY YES	17	18	17	12	14
YES	59	60	63	49	43
NOT REPORTED	1	1	2	3	3

COMPARISON OF AFR 39-1 SDI DESCRIPTION WITH SURVEY DATA

The AFR 39-1 Special Duty Identifier 99502 description, dated 1 June 1977, has been compared with task data collected in this survey. Although the special duty summary includes both the basic training of non-prior service airmen and the professional military education programs for noncommissioned officers, the Duties and Responsibilities seem to be more oriented toward functions that are characteristic of basic military instruction programs, with PME functions added as an afterthought.

Although it may be inferred, no paragraph specifically includes the development or revision of curriculum materials; functions which are performed by many of the respondents, particularly those in PME programs. In paragraph 2e, specific reference is made to conducting instruction using demonstration-performance and lecture methods. Other methods, such as guided discussion and case studies, are also used, particularly in advanced PME courses. These, however, are not mentioned.

There appears to be some redundancies relative to providing on-the-job or in-service training as described in paragraph 2b and paragraph 2f.

Although performed by only a small number of personnel, it would seem appropriate to also include the management consultant functions characteristic of personnel assigned to LMDC. These functions are not presently covered in the Special Duty Summary or Duties and Responsibilities.

In view of the above, it is recommended that the SDI description be carefully reviewed for possible revision as soon as possible.

ANALYSIS OF CONUS/OVERSEAS DIFFERENCES

Of the 919 respondents to the survey, only 78 or roughly eight and one-half percent were assigned overseas. These personnel are assigned to a variety of kinds of jobs; however, almost all are performing academic instructor type tasks and therefore appeared in the Academic Instructor Cluster (Cluster I within the Cluster Analysis Section of this report). Typically, the jobs performed by these personnel include the presenting of course material by lecture, audiovisual, and guided discussion methods; reviewing and personalizing lesson plans; reviewing course related reading materials and visual aids; preparing classrooms; conducting question and answer periods; counseling students; and performing a variety of similar tasks common to PME classroom instructors and/or supervisors of these programs. The overseas location of these personnel does not appear to have any substantial effect since there are no major differences in tasks performed.

ANALYSIS OF DIFFERENCES BETWEEN BMT VOLUNTEER AND NONVOLUNTEER PERSONNEL

In recent years, it has been impossible to fill all SDI 99502 quotas with volunteers. This has resulted in a number of personnel being assigned to fill these quotas, primarily within the Basic Military Training School. Generally, the tasks performed by nonvolunteer personnel vary little from those common to other 99502 personnel assigned to BMT. There are, however, slight differences in job interest and perceived utilization of talents and training between BMT volunteers and nonvolunteers. These comparisons, as shown in Table 30, reveal that although 79 percent or more found their job interesting and their talents and training utilized fairly well or better, the nonvolunteers were consistently lower than averages for the volunteer group.

TABLE 30

DIFFERENCES BETWEEN JOB INTEREST AND PERCEIVED UTILIZATION OF TALENTS AND TRAINING FOR BMT VOLUNTEER AND NONVOLUNTEER PERSONNEL

	VOLUNTEER PERSONNEL (N=357)	NONVOLUNTEER PERSONNEL (N=53)
EXPRESSED JOB INTEREST:		
DULL	2	8
SO-SO	5	6
INTERSTING	91	82
NOT REPORTED	2	4
PERCEIVED UTILIZATION OF TALENTS:		
LITTLE OR NOT AT ALL	6	21
FAIRLY WELL OR BETTER	94	79
NOT REPORTED	0	0
PERCEIVED UTILIZATION OF TRAINING:		
LITTLE OR NOT AT ALL	6	15
FAIRLY WELL OR BETTER	93	85
NOT REPORTED	1	0

SUMMARY OF WRITE-IN COMMENTS

In each survey, respondents are provided space at the end of the booklet for any additional write-in comments, if desired.

In this survey, most of the write-in comments were in response to specific background questions. For example, many respondents worked directly subordinate to numbered AF organizations (e.g., 21st AF) and nine were assigned to the SAC Drug Rehabilitation Center, SAC Headquarters, neither of which were included as an option in the survey.

Most of the remaining write-ins pertained to question 27 from the background section which asked the respondent to indicate any of the in-service instructor related courses listed that they had completed. Although a large number of individuals listed courses which were not included in the inventory, most were only incidently related to performance of MTI functions, or they were special courses required by a specific assignment. Two courses which were listed by a large number of individuals were Academic Counseling and Test and Measurements.

A number of individuals commented on unique kinds of assignments. Although most of these were specialized "one of a kind" assignments that are found in all career ladders, those that were common to three or more individuals have been included for information purposes in this report. These are listed below with pertinent comments:

1. SAC Drug Rehabilitation Center - Nine personnel indicated that they were assigned to this organization (see paragraph 1 above); however, none of these respondents commented on their job in this organization or how it differs from other PME assignments. In the grouping analysis, most of these personnel grouped within the Basic Military Training Instructors Job Type, indicating that their jobs are similar to those performed by BMT personnel rather than to other PME instructor jobs.

2. Drum and Bugle Corps Instructors - Three individuals from BMT indicated that they instructed Basic Airmen in music and directed them in functions of the Drum and Bugle Corps. Special qualification required of these individuals was a background in music.

3. Instructor/Manager at USAF Academy - Three individuals indicated that they worked as instructors and counselors to cadets. These individuals' responses to tasks performed and time spent resulted in their job being clustered within the PME Academic/Military Skills Instructor Supervisors Job Type in the Academic Training Instructor Cluster.

Only a few of the respondents suggested changes in the special duty identifier. Following is a summary of those suggestions and comments:

1. Establish separate SDIs for MTIs and PME Instructors. (Four individuals)

2. Authorize supplemental clothing allowance for PME personnel. (Five individuals)

3. Authorize separate rations for unmarried NCOs. (Two individuals)

4. Promotion opportunities are very bad in SDI 99502. (Three individuals)

5. Tour length for PME Instructors is too long. (Two individuals)

ANALYSIS OF SPECIAL BACKGROUND INFORMATION

During the development of the inventory, career field managers felt that a variety of special background information, such as teaching experience, time spent on individualized instruction, present duty titles, etc., would be helpful in assessing the present composition of the work force in the SDI, and provide information concerning qualifications, such as education, instructional experience, etc., which would be desirable for the various types of positions within the SDI. Due to the comprehensiveness of this information, only a small portion has been included in this report. Summaries of responses to each of the background questions are included in the Extract printouts available to career field managers and training personnel. Tables 31 and 32 summarize responses by assignment groups and the total sample for number of hours per week individual or group instruction is provided, while Table 33 shows years of instructor experience for members of each group. Table 31 shows that over half of the Basic Military Training personnel spend over 21 hours a week on individual assistance while the largest percentages of members of other groups spend only three to eight hours on this type of training. Group instruction also occupied more of the BMT instructors' time with 44 percent spending 36 or more hours per week on this type of instruction. The highest percentages of the other groups spent from one to 20 hours a week on group instruction. An equal number of PME instructors, however, spent from 21 to 35 hours on group instruction.

As shown in Table 33, experienced instructor personnel seem to be distributed equitably among the various assignment groups. In all groups, over 50 percent have three or more years of instructor experience.

TABLE 31

HOURS PER WEEK SPENT ON INDIVIDUAL ASSISTANCE
(PERCENT MEMBERS RESPONDING)

		HOURS PER WEEK			
	NO RESPONSE	0-2	3-8	9-20	21+
BMT	2	7	13	20	58
PME	2	23	54	18	3
LEADERSHIP	0	18	56	20	6
MAJCOM ACADEMY	1	24	54	15	6
SR NCO ACADEMY	3	31	43	14	9
LMDC	0	27	50	10	13
TOTAL SAMPLE	8	10	34	18	30

TABLE 32

HOURS PER WEEK PROVIDING GROUP INSTRUCTION
(PERCENT MEMBERS RESPONDING)

			HOURS PER WEEK		
	NO RESPONSE	NONE	1-20	21-35	36+
BMT	0	1	27	28	44
PME	3	2	44	44	7
LEADERSHIP	0	2	60	27	11
MAJCOM ACADEMY	3	3	58	32	4
SR NCO ACADEMY	0	9	51	31	9
LMDC	1	22	50	17	10
TOTAL SAMPLE	1	3	40	32	24

TABLE 33

TOTAL YEARS OF INSTRUCTOR EXPERIENCE
(PERCENT MEMBERS RESPONDING)

	BMT (N=131)	PME (N=411)	LEADERSHIP SCHOOL (N=129)	MAJCOM NCO ACADEMY (N=114)	SENIOR NCO ACADEMY (N=35)	MANAGEMENT CONSULTANTS (N=30)	TOTAL SAMPLE (N=919)
NONE OR LESS THAN 1	16	8	15	8	11	20	13
1-2	33	22	24	21	11	17	26
3-4	29	31	23	34	26	13	28
5-6	12	16	19	16	17	7	15
7 OR MORE	10	21	18	21	31	37	17
NO RESPONSE	0	2	1	0	4	6	1

ANALYSIS OF TRAINING EMPHASIS DATA

Occupational survey data is one of many sources of information which can be very valuable in determining skills and knowledges required to perform the functions of a specific career area. Although a great deal of information can be obtained from percent members performing the various tasks within a career area, sometimes the tasks performed by large percentages of respondents are simple tasks which do not require a high degree of skill for performance and can be easily learned on-the-job. Other tasks, however, may be very difficult and require a knowledge of various theories, principles, or techniques that require formal or "structured" training, such as that provided by resident technical schools, Field Training Detachments (FTDs), Mobile Training Teams (MTTs), or formal OJT. In order to identify these kinds of tasks, a copy of the inventory task list was sent to a representative sample of senior personnel in the SDI. These individuals were asked to rate each task on a scale of zero to nine to reflect their judgement as to the training emphasis recommended for that task. The rating scale used is reproduced below:

RATING SCALE	TRAINING EMPHASIS RECOMMENDED
Blank	No structured training needed
1	Extremely low training emphasis
2	Very low training emphasis
3	Low training emphasis
4	Below average training emphasis
5	Average training emphasis
6	Above average training emphasis
7	High training emphasis
8	Very high training emphasis
9	Extremely high training emphasis

Upon receipt of the completed training emphasis inventories, they were reviewed for compliance with instructions and the responses entered into a computer. In this survey, training emphasis data were collected from 31 personnel working in various academic PME assignments, and from 54 individuals working in Basic Military Training. None were collected from LMDC Consultants due to the small size of the group. Separate identifiers were assigned to the PME and BMT groups in order that analysis could be performed on each group as well as on both groups combined.

Analysis of responses from both groups combined revealed that there was a decided difference between ratings assigned to tasks by members of the two groups. This indicated that training requirements, as perceived by field personnel, were different between these two groups.

Analysis of each group was then accomplished. The interrater reliability (as assessed through components of variance of standard group means) for members of the PME group was .89. Although this indicated relatively good agreement among these raters, the reliability for the BMT group was .98, showing extremely good agreement by these individuals. In view of the greater variance in jobs and tasks performed by PME personnel due to differences in training programs, parent organizations, and physical dispersion, differences in training emphasis on the various tasks can be expected. In spite of these variations, however, there was still sufficient agreement to rely on the data for an indication of the most significant training requirements for these personnel.

Since analysis of the training emphasis for the Academic PME and Basic Military Training personnel revealed different training policies, a separate training emphasis display was developed for each group. Tables 34 and 35 show 20 of the highest rated tasks for each kind of job. A complete listing of training emphasis data for both Academic (PME) and BMT Instructors is included in the computer extracts provided to training and career field managers. A discussion of how the information can be interpreted and used in determining training needs of newly assigned personnel to each of these two major types of functions within the SDI is outlined below.

In Academic Instructor (or PME Instructor) jobs within this ladder, tasks with an average training emphasis have ratings of 2.2 with a standard deviation of 3.3. Therefore, tasks with ratings of 5.5 or above (one standard deviation above the mean) are considered to have a high training emphasis while those with ratings below 2.2 should be reviewed carefully to determine if training is really required.

As previously stated, training emphasis on tasks as rated by Basic Military Training personnel were somewhat different than ratings assigned by Academic Instructors. For these types of jobs, tasks with an average training emphasis have ratings of 1.7 with a standard deviation of 3.0. Therefore, tasks one standard deviation above the mean, in this case 4.7, are considered to have a high training emphasis, while tasks below the mean should be considered for training only if justified by other considerations.

TABLE 34

TASKS WITH THE HIGHEST TRAINING EMPHASIS FOR FIRST 99502 ASSIGNMENT (1-48 MONTHS) AS PERCEIVED BY BASIC MILITARY TRAINING INSTRUCTORS

TASKS		TRAINING EMPHASIS
H221	INSTRUCT STUDENTS ON MILITARY BEARING OR BEHAVIOR	8.07
H219	INSTRUCT STUDENTS ON DRILL OR CEREMONY PROCEDURES	7.96
H218	INSTRUCT STUDENTS ON DORMITORY ARRANGEMENT PROCEDURES	7.94
H209	CONDUCT DRILL AND CEREMONIES	7.83
H224	INSTRUCT STUDENTS ON WEAR OF UNIFORM	7.74
H228	MAINTAIN MILITARY BEARING OR BEHAVIOR OF STUDENTS	7.75
H213	CONDUCT PERSONAL APPEARANCE INSPECTIONS	7.37
H207	CONDUCT DORMITORY APPEARANCE INSPECTIONS	7.31
H223	INSTRUCT STUDENTS ON SALUTING AND REPORTING PROCEDURES	7.28
I245	EVALUATE STUDENT PARTICIPATION, ATTITUDE, OR ADAPTABLILITY	7.22
H229	PARTICIPATE IN DRILLS OR CEREMONIES	7.19
H215	CONDUCT PHYSICAL TRAINING	6.96
H227	MAINTAIN DORMITORY APPEARANCE OR SECURITY	6.74
H222	INSTRUCT STUDENTS ON SAFETY PRACTICES OR PROCEDURES	6.72
B45	COUNSEL PERSONNEL ON PERSONAL OR MILITARY RELATED MATTERS	6.46
I247	EVALUATE STUDENT SALUTING AND REPORTING PROCEDURES	6.39
H216	CONDUCT STUDENT ORIENTATIONS	6.30
H208	CONDUCT DORMITORY FIRE INSPECTIONS	6.26
B41	CONDUCT BRIEFINGS	6.02
D131	MAINTAIN STUDENT TRAINING RECORDS	5.93

TABLE 35

TASKS WITH THE HIGHEST TRAINING EMPHASIS FOR FIRST 99502 ASSIGNMENT (1-48 MONTHS) AS PERCEIVED BY ACADEMIC INSTRUCTORS

TASKS		TRAINING EMPHASIS
E171	PREPARE LESSON PLANS	7.64
E156	DEVELOP DESIRED LEARNING OUTCOMES OR CRITERION OBJECTIVES	6.97
E174	WRITE TEST QUESTIONS	6.97
F186	PRESENT COURSE MATERIAL BY LECTURE METHODS	6.94
E159	DEVELOP STUDENT LESSON AIDS, SUCH AS HANDOUTS OR STUDY GUIDES	6.87
F185	PRESENT COURSE MATERIAL BY GUIDED DISCUSSION METHODS	6.71
F180	PERSONALIZE LESSON PLANS	6.58
E166	ESTABLISH SPECIFIC LESSON OBJECTIVES	6.58
E152	CONSTRUCT VISUAL AIDS, SUCH AS FLIP CHARTS OR VIEWGRAPHS	6.48
E168	ORGANIZE LESSON MATERIALS	6.42
E154	DESIGN VISUAL AIDS, SUCH AS FLIP CHARTS OR VIEWGRAPHS	6.23
E172	SELECT INSTRUCTIONAL METHODS	6.06
F190	REVIEW LESSON PLANS	5.94
F189	REVIEW COURSE RELATED READING MATERIALS	5.87
F178	MAINTAIN CLASSROOM DISCIPLINE	5.84
F192	REVIEW VISUAL AIDS	5.84
F182	PRESENT COURSE MATERIAL BY AUDIOVISUAL METHODS	5.81
F184	PRESENT COURSE MATERIAL BY DEMONSTRATION PERFORMANCE METHODS	5.81
E164	ESTABLISH EDUCATION OBJECTIVES OR GOALS	5.74
F183	PRESENT COURSE MATERIAL BY CASE STUDY METHODS	5.71

DISCUSSION

Since 1958, Basic Military Training Instructors have been separately identified within the personnel system. With the advent of the Professional Military Education Program, it became necessary, for management purposes, to also identify personnel assigned to these functions. Therefore, in 1976, the new SDI 99502 combining BMT and PME personnel was established. With the establishment of the Leadership Management Development Center, personnel assigned to Management Consultant functions were also coded to this SDI, although these positions are not specifically identified in the AFR 39-1 SDI Specialty Description. Consequently, at the present time there are essentially three kinds of positions, as discussed previously in this report, assigned to this SDI.

Each of these kinds of jobs is managed somewhat differently. Consequently, there are essentially three management systems employed for personnel assigned to the SDI. For example, selection and assignment criteria differ for each of the three kinds of jobs. In addition, because of the special requirements for an exceptional military appearance, Basic Military Training Instructors receive a supplementary clothing allowance, while academic Basic Military Instructors, PME, and Management Consultants do not. Minimum tours of duty for BMT instructors are different from that for PME personnel and Management Consultants. Training provided to BMT personnel differ from that provided to PME instructors. Management Consultants receive no formal training. Yet, all personnel assigned to the SDI compete with each other for promotions.

In view of the above, consideration should be given to various alternatives in the management of these personnel resources, which will provide the most efficient and effective management system while also providing equitable treatment for all personnel. Two alternatives which should be considered are listed below, with some advantages and disadvantages of each. Other alternatives may also be available.

I. Retain the present system. This alternative has some merit in that it requires no major change and is relatively inexpensive (even if this alternative is selected, the SDI specialty description should be reviewed). The present management systems of selection, assignment, and promotion appear to be accomplishing desired results. Although there are some perceived deficiencies, such as inequities in promotion potential as a result of performance of different jobs; supplementary clothing allowance for MTIs; and unequal tour length; these irritants would probably not be resolved by restructuring. The broad promotional base provided by competition of all personnel in the SDI may penalize some individuals who are assigned to the less complex jobs; however, it does provide opportunities for the most highly skilled personnel to compete on a broader base than if the SDI were divided.

II. Establish separate SDIs for Basic Military Instructors and Academic Instructors (Basic Academic Instructors and PME Instructors). This would recognize the difference between these two essentially different jobs. Management procedures would be applicable to all personnel in the SDI. The same initial selection requirements would apply; pay policies would be standard across the SDI; promotion competition would be limited to personnel performing essentially the same kinds of jobs and receiving the same training; and volunteers would be assured of being assigned to the kind of job for which they volunteered (at present some personnel hesitate to volunteer for PME for fear of being assigned to BMT - a job that they do not want). Separate SDIs would provide permanent identification of those personnel with previous experience in PME or BMT. This is not possible in the present system.

Neither of the above considerations specifically addresses the problem of appropriate classification of Management Consultants presently assigned to the SDI. The functions performed by these personnel do not appear to logically belong to this SDI. However, the small number assigned would probably not justify establishment of a separate SDI. Consequently, it may be that these individuals are best included within the same SDI as PME personnel. If so, the specialty description should be revised to include this function.

Another possible solution might be to assign Management Consultants with no change in AFSC. This has been done in selected career fields, resulting in some Management Consultants being assigned in SDI 99502 while others retain their primary AFSC. Thus, two methods are currently being used in the management of Management Consultants. It might be possible to assign all LMDC consultants in their primary AFSC, thus eliminating them from SDI 99502.

APPENDIX A

TABLE I

REPRESENTATIVE TASKS FOR ACADEMIC TRAINING INSTRUCTOR CLUSTER (GRP023, N=509)

TASK		PERCENT OF GROUP MEMBERS PERFORMING
F190	REVIEW LESSON PLANS	94
F186	PRESENT COURSE MATERIAL BY LECTURE METHODS	93
F178	MAINTAIN CLASSROOM DISCIPLINE	91
F180	PERSONALIZE LESSON PLANS	90
F192	REVIEW VISUAL AIDS	89
F181	PREPARE CLASSROOMS	89
F189	REVIEW COURSE RELATED READING MATERIALS	86
B46	COUNSEL STUDENTS ON ACADEMIC OR NONACADEMIC TRAINING MATTERS	86
F191	REVIEW STUDENT LESSON MATERIALS	85
F182	PRESENT COURSE MATERIAL BY AUDIOVISUAL METHODS	84
D134	PARTICIPATE IN GRADUATION ACTIVITIES	83
F185	PRESENT COURSE MATERIAL BY GUIDED DISCUSSION METHODS	83
F188	REHEARSE LESSON PLANS	82
A21	PARTICIPATE IN MEETINGS, SUCH AS STAFF MEETINGS, BRIEFINGS, OR CONFERENCES	82
F176	CONDUCT QUESTION AND ANSWER PERIODS	82
F177	INTRODUCE GUEST SPEAKERS	78
B45	COUNSEL PERSONNEL ON PERSONAL OR MILITARY RELATED MATTERS	75
F179	OBTAIN INSTRUCTIONAL MATERIALS OR EQUIPMENT	74
B71	WRITE CORRESPONDENCE	73
E171	PREPARE LESSON PLANS	72
D135	PARTICIPATE IN MILITARY RELATED SOCIAL ACTIVITIES	71
C95	EVALUATE STUDENT CRITIQUES	70
C84	EVALUATE INSTRUCTIONAL MATERIALS	68
E152	CONSTRUCT VISUAL AIDS, SUCH AS FLIP CHARTS OR VIEWGRAPHS	68
I245	EVALUATE STUDENT PARTICIPATION, ATTITUDE, OR ADAPTABILITY	67
E159	DEVELOP STUDENT LESSON AIDS, SUCH AS HANDOUTS OR STUDY GUIDES	66
I235	ADMINISTER WRITTEN TESTS	66
E154	DESIGN VISUAL AIDS, SUCH AS FLIP CHARTS OR VIEWGRAPHS	65
F175	ADMINISTER COURSE CRITIQUES	65
E158	ORGANIZE LESSON MATERIAL	65

TABLE II

REPRESENTATIVE TASKS FOR PME ACADEMIC AND MILITARY SKILLS INSTRUCTORS
(GRP106, N=71)

TASK		PERCENT OF GROUP MEMBERS PERFORMING
F186	PRESENT COURSE MATERIAL BY LECTURE METHODS	100
H213	CONDUCT PERSONAL APPEARANCE INSPECTIONS	100
F178	MAINTAIN CLASSROOM DISCIPLINE	99
D134	PARTICIPATE IN GRADUATION ACTIVITIES	99
F180	PERSONALIZE LESSON PLANS	96
F190	REVIEW LESSON PLANS	96
H224	INSTRUCT STUDENTS ON WEAR OF UNIFORMS	96
H209	CONDUCT DRILLS AND CEREMONIES	94
H221	INSTRUCT STUDENTS ON MILITARY BEARING OR BEHAVIOR	94
H219	INSTRUCT STUDENTS ON DRILL OR CEREMONY PROCEDURES	93
F181	PREPARE CLASSROOMS	93
F189	REVIEW COURSE RELATED READING MATERIALS	92
F191	REVIEW STUDENT LESSON MATERIALS	92
F182	PRESENT COURSE MATERIAL BY AUDIOVISUAL METHODS	92
F192	REVIEW VISUAL AIDS	92
B46	COUNSEL STUDENTS ON ACADEMIC OR NONACADEMIC TRAINING MATTERS	92
I235	ADMINISTER WRITTEN TESTS	89
F188	REHEARSE LESSON PLANS	87
I239	EVALUATE PERFORMANCE OF STUDENTS PARTICIPATING IN DRILLS OR CEREMONIES	87
H229	PARTICIPATE IN DRILLS OR CEREMONIES	86
E171	PREPARE LESSON PLANS	86
I250	SCORE WRITTEN TESTS	86
F185	PRESENT COURSE MATERIAL BY GUIDED DISCUSSION METHODS	85
I245	EVALUATE STUDENT PARTICIPATION, ATTITUDE, OR ADAPTABILITY	85
H215	CONDUCT PHYSICAL TRAINING	85
F176	CONDUCT QUESTION AND ANSWER PERIODS	85
H223	INSTRUCT STUDENTS ON SALUTING AND REPORTING PROCEDURES	83
H228	MAINTAIN MILITARY BEARING OR BEHAVIOR OF STUDENTS	80
E174	WRITE TEST QUESTIONS	80
E152	CONSTRUCT VISUAL AIDS, SUCH AS FLIP CHARTS OR VIEWGRAPHS	80

TABLE III

REPRESENTATIVE TASKS FOR PME ACADEMIC SUBJECTS INSTRUCTORS (GRP107, N=88)

TASK		PERCENT OF GROUP MEMBERS PERFORMING
F190	REVIEW LESSON PLANS	100
F178	MAINTAIN CLASSROOM DISCIPLINE	100
F192	REVIEW VISUAL AIDS	100
F186	PRESENT COURSE MATERIAL BY LECTURE METHODS	99
E174	WRITE TEST QUESTIONS	99
F181	PREPARE CLASSROOMS	99
F180	PERSONALIZE LESSON PLANS	97
E171	PREPARE LESSON PLANS	97
E159	DEVELOP STUDENT LESSON AIDS, SUCH AS HANDOUTS OR STUDY GUIDES	97
F189	REVIEW COURSE RELATED READING MATERIALS	94
F191	REVIEW STUDENT LESSON MATERIALS	94
F182	PRESENT COURSE MATERIAL BY AUDIOVISUAL METHODS	94
D134	PARTICIPATE IN GRADUATION ACTIVITIES	94
B46	COUNSEL STUDENTS ON ACADEMIC OR NONACADEMIC TRAINING MATTERS	92
F176	CONDUCT QUESTION AND ANSWER PERIODS	92
E168	ORGANIZE LESSON MATERIALS	91
E154	DESIGN VISUAL AIDS, SUCH AS FLIP CHARTS OR VIEWGRAPHS	90
F188	REHEARSE LESSON PLANS	87
E172	SELECT INSTRUCTIONAL METHODS	89
E152	CONSTRUCT VISUAL AIDS, SUCH AS FLIP CHARTS OR VIEWGRAPHS	90
E166	ESTABLISH SPECIFIC LESSON OBJECTIVES	87
F179	OBTAIN INSTRUCTIONAL MATERIALS OR EQUIPMENT	87
A21	PARTICIPATE IN MEETINGS, SUCH AS STAFF MEETINGS, BRIEFINGS, OR CONFERENCES	87
I245	EVALUATE STUDENT PARTICIPATION, ATTITUDE, OR ADAPTABLILITY	85
F185	PRESENT COURSE MATERIAL BY GUIDED DISCUSSION METHODS	85
I235	ADMINISTER WRITTEN TESTS	84
I250	SCORE WRITTEN TESTS	84
E156	DEVELOP DESIRED LEARNING OUTCOMES OR CRITERION OBJECTIVES	84
F177	INTRODUCE GUEST SPEAKERS	83
B71	WRITE CORRESPONDENCE	82

TABLE IV

REPRESENTATIVE TASKS FOR PME ACADEMIC/MILITARY SKILLS INSTRUCTOR SUPERVISORS
(GRP089, N=151)

TASK		PERCENT OF GROUP MEMBERS PERFORMING
F190	REVIEW LESSON PLANS	98
D134	PARTICIPATE IN GRADUATION ACTIVITIES	98
B45	COUNSEL PERSONNEL ON PERSONAL OR MILITARY RELATED MATTERS	97
F186	PRESENT COURSE MATERIAL BY LECTURE METHODS	95
B46	COUNSEL STUDENTS ON ACADEMIC OR NONACADEMIC TRAINING MATTERS	95
F178	MAINTAIN CLASSROOM DISCIPLINE	95
C84	EVALUATE INSTRUCTIONAL MATERIALS	94
F191	REVIEW STUDENT LESSON MATERIALS	94
F181	PREPARE CLASSROOMS	94
A21	PARTICIPATE IN MEETINGS, SUCH AS STAFF MEETINGS, BRIEFINGS, OR CONFERENCES	94
F189	REVIEW COURSE RELATED READING MATERIALS	93
F180	PERSONALIZE LESSON PLANS	93
F192	REVIEW VISUAL AIDS	92
F185	PRESENT COURSE MATERIAL BY GUIDED DISCUSSION METHODS	92
B71	WRITE CORRESPONDENCE	91
F188	REHEARSE LESSON PLANS	91
F177	INTRODUCE GUEST SPEAKERS	91
C105	REVIEW CORRESPONDENCE OR REPORTS	90
D135	PARTICIPATE IN MILITARY RELATED SOCIAL ACTIVITIES	90
F176	CONDUCT QUESTION AND ANSWER PERIODS	90
F182	PRESENT COURSE MATERIAL BY AUDIOVISUAL METHODS	89
E171	PREPARE LESSON PLANS	89
E159	DEVELOP STUDENT LESSON AIDS, SUCH AS HANDOUTS OR STUDY GUIDES	89
F179	OBTAIN INSTRUCTIONAL MATERIALS OR EQUIPMENT	87
A26	PLAN GRADUATION OR PRE-GRADUATION ACTIVITIES	87
B39	ADJUST DAILY CLASS SCHEDULES	86
B41	CONDUCT BRIEFINGS	86
H213	CONDUCT PERSONAL APPEARANCE INSPECTIONS	85
H221	INSTRUCT STUDENTS ON MILITARY BEARING OR BEHAVIOR	85
C95	EVALUATE STUDENT CRITIQUES	85

TABLE V

REPRESENTATIVE TASKS FOR BASIC PME SUBJECTS INSTRUCTORS
(GRP059, N=76)

TASK		PERCENT OF GROUP MEMBERS PERFORMING
F181	PREPARE CLASSROOMS	100
F180	PERSONALIZE LESSON PLANS	99
F190	REVIEW LESSON PLANS	99
F178	MAINTAIN CLASSROOM DISCIPLINE	99
F185	PRESENT COURSE MATERIAL BY GUIDED DISCUSSION METHODS	96
F186	PRESENT COURSE MATERIAL BY LECTURE METHODS	95
F176	CONDUCT QUESTION AND ANSWER PERIODS	95
F192	REVIEW VISUAL AIDS	95
F182	PRESENT COURSE MATERIAL BY AUDIOVISUAL METHODS	93
F175	ADMINISTER COURSE CRITIQUES	92
F177	INTRODUCE GUEST SPEAKERS	92
F191	REVIEW STUDENT LESSON MATERIALS	88
F179	OBTAIN INSTRUCTIONAL MATERIALS OR EQUIPMENT	88
F189	REVIEW COURSE RELATED READING MATERIALS	86
F188	REHEARSE LESSON PLANS	86
B46	COUNSEL STUDENTS ON ACADEMIC OR NONACADEMIC TRAINING MATTERS	86
A5	DEVELOP DAILY CLASS SCHEDULE	86
B45	COUNSEL PERSONNEL ON PERSONAL OR MILITARY RELATED MATTERS	82
B39	ADJUST DAILY CLASS SCHEDULES	80
A15	ESTABLISH STUDENT QUOTAS	79
B71	WRITE CORRESPONDENCE	79
A28	PLAN PRINTING OR REPRODUCTION REQUIREMENTS	79
A31	PLAN UTILIZATION OF GUEST SPEAKERS OR CONSULTANTS	78
F183	PRESENT COURSE MATERIAL BY CASE STUDY METHODS	78
D109	ALLOCATE STUDENT QUOTAS	76
C95	EVALUATE STUDENT CRITIQUES	76
A21	PARTICIPATE IN MEETINGS, SUCH AS STAFF MEETINGS, BRIEFINGS, OR CONFERENCES	76
B44	COUNSEL PERSONNEL ON CAREER OR EDUCATIONAL OPPORTUNITIES	75
D134	PARTICIPATE IN GRADUATION ACTIVITIES	74
F184	PRESENT COURSE MATERIAL BY DEMONSTRATION PERFORMANCE METHODS	72

TABLE VI

REPRESENTATIVE TASKS FOR CURRICULUM DEVELOPERS
(GRP052, N=8)

TASK		PERCENT OF GROUP MEMBERS PERFORMING
E171	PREPARE LESSON PLANS	100
E159	DEVELOP STUDENT LESSON AIDS, SUCH AS HANDOUTS OR STUDY GUIDES	100
F191	REVIEW STUDENT LESSON MATERIALS	100
E174	WRITE TEST QUESTIONS	100
E168	ORGANIZE LESSON MATERIALS	100
B71	WRITE CORRESPONDENCE	100
C95	EVALUATE STUDENT CRITIQUES	100
F192	REVIEW VISUAL AIDS	100
F189	REVIEW COURSE RELATED READING MATERIALS	88
E166	ESTABLISH SPECIFIC LESSON OBJECTIVES	88
F190	REVIEW LESSON PLANS	88
E163	EDIT CURRICULUM MATERIALS	88
E156	DEVELOP DESIRED LEARNING OUTCOMES OR CRITERION OBJECTIVES	88
E172	SELECT INSTRUCTIONAL METHODS	88
A21	PARTICIPATE IN MEETINGS, SUCH AS STAFF MEETINGS, BRIEFINGS, OR CONFERENCES	88
F185	PRESENT COURSE MATERIAL BY GUIDED DISCUSSION METHODS	88
F182	PRESENT COURSE MATERIAL BY AUDIOVISUAL METHODS	88
F179	OBTAIN INSTRUCTIONAL MATERIALS OR EQUIPMENT	88
F186	PRESENT COURSE MATERIAL BY LECTURE METHODS	88
E164	ESTABLISH OBJECTIVES OR GOALS	75
E169	PERFORM WRITTEN TEST ITEM ANALYSIS	75
C84	EVALUATE INSTRUCTIONAL MATERIALS	75
F176	CONDUCT QUESTION AND ANSWER PERIODS	75
A28	PLAN PRINTING OR REPRODUCTION REQUIREMENTS	75
F177	INTRODUCE GUEST SPEAKERS	75
F188	REHEARSE LESSON PLANS	75
E154	DESIGN VISUAL AIDS, SUCH AS FLIP CHARTS OR VIEWGRAPHS	75
E152	CONSTRUCT VISUAL AIDS, SUCH AS FLIP CHARTS OR VIEWGRAPHS	75
E173	SEQUENCE CURRICULUM MATERIALS	63
F180	PERSONALIZE LESSON PLANS	63

TABLE VII

REPRESENTATIVE TASKS FOR TRAINING PROGRAM CHIEFS
(GRP039, N=51)

TASK		PERCENT OF GROUP MEMBERS PERFORMING
A21	PARTICIPATE IN MEETINGS, SUCH AS STAFF MEETINGS, BRIEFINGS, OR CONFERENCES	96
B45	COUNSEL PERSONNEL ON PERSONAL OR MILITARY RELATED MATTERS	96
C105	REVIEW CORRESPONDENCE OR REPORTS	92
C95	EVALUATE STUDENT CRITIQUES	92
C98	EVALUATE TEACHING EFFECTIVENESS OF INSTRUCTORS	90
B71	WRITE CORRESPONDENCE	90
B64	INTERPRET POLICIES, DIRECTIVES, OR PROCEDURES FOR SUBORDINATES	88
C103	PREPARE AIRMAN PERFORMANCE REPORTS	88
C85	EVALUATE INSTRUCTOR CANDIDATES	86
A11	ESTABLISH ORGANIZATIONAL POLICIES, OFFICE INSTRUCTIONS (OI), OR STANDARD OPERATING PROCEDURES (SOP)	86
C84	EVALUATE INSTRUCTIONAL MATERIALS	84
D134	PARTICIPATE IN GRADUATION ACTIVITIES	84
B41	CONDUCT BRIEFINGS	84
D135	PARTICIPATE IN MILITARY RELATED SOCIAL ACTIVITIES	82
B46	COUNSEL STUDENTS ON ACADEMIC OR NONACADEMIC TRAINING MATTERS	82
B44	COUNSEL PERSONNEL ON CAREER OR EDUCATIONAL OPPORTUNITIES	82
F177	INTRODUCE GUEST SPEAKERS	80
A3	DETERMINE REQUIREMENTS FOR SPACE, PERSONNEL, EQUIPMENT, OR SUPPLIES	80
C76	EVALUATE COMPLIANCE WITH PERFORMANCE STANDARDS	78
B42	CONDUCT FACULTY OR STAFF MEETINGS	78
A32	PREPARE AGENDA FOR FACULTY OR STAFF MEETINGS	78
A37	SCHEDULE TEMPORARY DUTY, LEAVES, OR PASSES	78
C106	REVIEW STUDENT PROGRESS RECORDS	76
A17	ESTABLISH WORK PRIORITIES	76
C82	EVALUATE INDIVIDUALS FOR RECOGNITION	76
B67	SELECT INDIVIDUALS FOR INSTRUCTOR DUTIES	76
B70	SUPERVISE MILITARY TRAINING INSTRUCTORS (SDI 99502)	75
G198	EVALUATE PROGRESS OF INSTRUCTOR TRAINEES	75
D115	HOST VISITING DIGNATARIES	75
B65	ORIENT NEWLY ASSIGNED PERSONNEL OTHER THAN STUDENTS	75

TABLE VIII

REPRESENTATIVE TASKS FOR BMTS/NCO ACADEMY ACADEMIC INSTRUCTORS
(GRP031, N=70)

TASK		PERCENT OF GROUP MEMBERS PERFORMING
F181	PREPARE CLASSROOMS	96
F178	MAINTAIN CLASSROOM DISCIPLINE	94
F186	PRESENT COURSE MATERIAL BY LECTURE METHODS	93
F180	PERSONALIZE LESSON PLANS	91
F190	REVIEW LESSON PLANS	91
F182	PRESENT COURSE MATERIAL BY AUDIOVISUAL METHODS	89
F192	REVIEW VISUAL AIDS	86
F189	REVIEW COURSE RELATED READING MATERIALS	84
F188	REHEARSE LESSON PLANS	81
F185	PRESENT COURSE MATERIAL BY GUIDED DISCUSSION METHODS	80
I235	ADMINISTER WRITTEN TESTS	80
F191	REVIEW STUDENT LESSON MATERIALS	71
B46	COUNSEL STUDENTS ON ACADEMIC OR NONACADEMIC TRAINING MATTERS	66
F176	CONDUCT QUESTION AND ANSWER PERIODS	61
F179	OBTAIN INSTRUCTIONAL MATERIALS OR EQUIPMENT	59
I237	CONDUCT WRITTEN TEST REVIEWS	56
A21	PARTICIPATE IN MEETINGS, SUCH AS STAFF MEETINGS, BRIEFINGS, OR CONFERENCES	54
E171	PREPARE LESSON PLANS	47
H224	INSTRUCT STUDENTS ON WEAR OF UNIFORMS	46
I245	EVALUATE STUDENT PARTICIPATION, ATTITUDE, OR ADAPTABLILITY	43
F183	PRESENT COURSE MATERIAL BY CASE STUDY METHODS	43
G194	CONDUCT INITIAL INSTRUCTOR QUALIFICATION TRAINING	43
F175	ADMINISTER COURSE CRITIQUES	40
F177	INTRODUCE GUEST SPEAKERS	39
E174	WRITE TEST QUESTIONS	39
D135	PARTICIPATE IN MILITARY RELATED SOCIAL ACTIVITIES	37
D134	PARTICIPATE IN GRADUATION ACTIVITIES	37
H221	INSTRUCT STUDENTS ON MILITARY BEARING OR BEHAVIOR	36
G198	EVALUATE PROGRESS OF INSTRUCTOR TRAINEES	34
H223	INSTRUCT STUDENTS ON SALUTING AND REPORTING PROCEDURES	34

TABLE IX

REPRESENTATIVE TASKS FOR BASIC MILITARY TRAINING INSTRUCTOR CLUSTER
(GRP032, N=356)

TASK		PERCENT OF GROUP MEMBERS PERFORMING
H213	CONDUCT PERSONAL APPEARANCE INSPECTIONS	98
H221	INSTRUCT STUDENTS ON MILITARY BEARING OR BEHAVIOR	98
H207	CONDUCT DORMITORY APPEARANCE INSPECTIONS	97
H229	PARTICIPATE IN DRILLS OR CEREMONIES	96
H224	INSTRUCT STUDENTS ON WEAR OF UNIFORMS	96
H228	MAINTAIN MILITARY BEARING OR BEHAVIOR OF STUDENTS	95
H219	INSTRUCT STUDENTS ON DRILL OR CEREMONY PROCEDURES	95
H209	CONDUCT DRILLS AND CEREMONIES	95
H222	INSTRUCT STUDENTS ON SAFETY PRACTICES OR PROCEDURES	95
H223	INSTRUCT STUDENTS ON SALUTING AND REPORTING PROCEDURES	93
H217	INSTRUCT STUDENTS ON DINING HALL PROCEDURES	92
H208	CONDUCT DORMITORY FIRE INSPECTIONS	91
H202	ASSIGN DETAILS TO STUDENTS	91
H204	CONDUCT CLOTHING FIT INSPECTIONS	91
H218	INSTRUCT STUDENTS ON DORMITORY ARRANGEMENT PROCEDURES	90
H215	CONDUCT PHYSICAL TRAINING	90
H210	CONDUCT FIRE DRILLS	90
I247	EVALUATE STUDENT SALUTING AND REPORTING PROCEDURES	89
H232	PREPARE DORMITORY FOR NEW FLIGHTS	88
H227	MAINTAIN DORMITORY APPEARANCE OR SECURITY	88
B45	COUNSEL PERSONNEL ON PERSONAL OR MILITARY RELATED MATTERS	87
H211	CONDUCT MAIL CALLS	87
H225	MAINTAIN CIVILIAN LUGGAGE ROOM APPEARANCE OR SECURITY	87
H233	SUPERVISE DETAILS	86
H212	CONDUCT NONACADEMIC MAKEUP OR REMEDIAL TRAINING	85
I245	EVALUATE STUDENT PARTICIPATION, ATTITUDE, OR ADAPTABILITY	84
I239	EVALUATE PERFORMANCE OF STUDENTS PARTICIPATING IN DRILLS OR CEREMONIES	84
H216	CONDUCT STUDENT ORIENTATIONS	84
B41	CONDUCT BRIEFINGS	83
F180	PERSONALIZE LESSON PLANS	82

TABLE X

REPRESENTATIVE TASKS FOR BMT INSTRUCTORS
(GRP046, N=322)

TASK		PERCENT OF GROUP MEMBERS PERFORMING
H221	INSTRUCT STUDENTS ON MILITARY BEARING OR BEHAVIOR	100
H224	INSTRUCT STUDENTS ON WEAR OF UNIFORMS	100
H219	INSTRUCT STUDENTS ON DRILL OR CEREMONY PROCEDURES	99
H213	CONDUCT PERSONAL APPEARANCE INSPECTIONS	99
H207	CONDUCT DORMITORY APPEARANCE INSPECTIONS	99
H223	INSTRUCT STUDENTS ON SALUTING AND REPORTING PROCEDURES	99
H228	MAINTAIN MILITARY BEARING OR BEHAVIOR OF STUDENTS	99
H217	INSTRUCT STUDENTS ON DINING HALL PROCEDURES	98
H218	INSTRUCT STUDENTS ON DORMITORY ARRANGEMENT PROCEDURES	98
H202	ASSIGN DETAILS TO STUDENTS	98
H222	INSTRUCT STUDENTS ON SAFETY PRACTICES OR PROCEDURES	97
H229	PARTICIPATE IN DRILL OR CEREMONIES	97
H209	CONDUCT DRILLS AND CEREMONIES	97
H210	CONDUCT FIRE DRILLS	97
H204	CONDUCT CLOTHING FIT INSPECTIONS	97
H232	PREPARE DORMITORY FOR NEW FLIGHTS	97
H227	MAINTAIN DORMITORY APPEARANCE OR SECURITY	96
H215	CONDUCT PHYSICAL TRAINING	96
H208	CONDUCT DORMITORY FIRE INSPECTIONS	96
H225	MAINTAIN CIVILIAN LUGGAGE ROOM APPEARANCE OR SECURITY	96
H211	CONDUCT MAIL CALLS	95
I247	EVALUATE STUDENT SALUTING AND REPORTING PROCEDURES	93
H233	SUPERVISE DETAILS	93
H212	CONDUCT NONACADEMIC MAKEUP OR REMEDIAL TRAINING	91
H216	CONDUCT STUDENT ORIENTATIONS	89
I239	EVALUATE PERFORMANCE OF STUDENTS PARTICIPATING IN DRILL OR CEREMONIES	87
I245	EVALUATE STUDENT PARTICIPATION, ATTITUDE, OR ADAPTABILITY	86
B45	COUNSEL PERSONNEL ON PERSONAL OR MILITARY RELATED MATTERS	86
H205	CONDUCT CLOTHING INVENTORIES	86
F180	PERSONALIZE LESSON PLANS	84

TABLE XI

REPRESENTATIVE TASKS FOR BMT SUPERVISORS
(GRP056, N=32)

TASK		PERCENT OF GROUP MEMBERS PERFORMING
B70	SUPERVISE MILITARY TRAINING INSTRUCTORS (SDI 99502)	100
B45	COUNSEL PERSONNEL ON PERSONAL OR MILITARY RELATED MATTERS	100
G198	EVALUATE PROGRESS OF INSTRUCTOR TRAINEES	100
C103	PREPARE AIRMAN PERFORMANCE REPORTS	100
B41	CONDUCT BRIEFINGS	100
B65	ORIENT NEWLY ASSIGNED PERSONNEL OTHER THAN STUDENTS	97
G199	MAINTAIN INSTRUCTOR TRAINING RECORDS	94
A37	SCHEDULE TEMPORARY DUTY, LEAVES, OR PASSES	91
A21	PARTICIPATE IN MEETINGS, SUCH AS STAFF MEETINGS, BRIEFINGS, OR CONFERENCES	87
H229	PARTICIPATE IN DRILLS OR CEREMONIES	87
H213	CONDUCT PERSONAL APPEARANCE INSPECTIONS	87
B40	ASSIGN PERSONNEL TO DUTY POSITIONS	87
H214	CONDUCT PERSONAL PROPERTY INSPECTORS	87
C102	PERFORM SELF-INSPECTIONS	84
D135	PARTICIPATE IN MILITARY RELATED SOCIAL ACTIVITIES	84
C98	EVALUATE TEACHING EFFECTIVENESS OF INSTRUCTORS	81
H207	CONDUCT DORMITORY APPEARANCE INSPECTIONS	81
C82	EVALUATE INDIVIDUALS FOR RECOGNITION	81
B46	COUNSEL STUDENTS ON ACADEMIC OR NONACADEMIC TRAINING	78
F190	REVIEW LESSON PLANS	78
G194	CONDUCT INITIAL INSTRUCTOR QUALIFICATION TRAINING	78
G193	CONDUCT FOLLOW-ON INSTRUCTOR QUALIFICATION TRAINING	78
H221	INSTRUCT STUDENTS ON MILITARY BEARING OR BEHAVIOR	75
B71	WRITE CORRESPONDENCE	75
G195	DETERMINE INSTRUCTOR TRAINING REQUIREMENTS	75
B44	COUNSEL PERSONNEL ON CAREER OR EDUCATIONAL OPPORTUNITIES	75
B64	INTERPRET POLICIES, DIRECTIVES, OR PROCEDURES FOR SUBORDINATES	72
H209	CONDUCT DRILLS AND CEREMONIES	72
I245	EVALUATE STUDENT PARTICIPATION, ATTITUDE, OR ADAPTABILITY	69
G201	SCHEDULE INSTRUCTOR TRAINING	69

TABLE XII

REPRESENTATIVE TASKS FOR COMMAND/STAFF PERSONNEL
(GRP015, N=13)

TASK		PERCENT OF GROUP MEMBERS PERFORMING
D135	PARTICIPATE IN MILITARY RELATED SOCIAL ACTIVITIES	92
B71	WRITE CORRESPONDENCE	85
A21	PARTICIPATE IN MEETINGS, SUCH AS STAFF MEETINGS, BRIEFINGS, OR CONFERENCES	85
A11	ESTABLISH ORGANIZATIONAL POLICIES, OFFICE INSTRUCTIONS (OI), OR STANDARD OPERATING PROCEDURES (SOP)	85
A3	DETERMINE REQUIREMENTS FOR SPACE, PERSONNEL, EQUIPMENT, OR SUPPLIES	85
A26	PLAN GRADUATION OR PRE-GRADUATION ACTIVITIES	77
A2	DETERMINE BUDGET OR FINANCIAL REQUIREMENTS	77
D134	PARTICIPATE IN GRADUATION ACTIVITIES	69
C108	WRITE STAFF STUDIES, SURVEYS, OR SPECIAL REPORTS	69
C105	REVIEW CORRESPONDENCE OR REPORTS	62
B45	COUNSEL PERSONNEL ON PERSONAL OR MILITARY RELATED MATTERS	62
C75	EVALUATE BUDGET OR FINANCIAL REQUIREMENTS	62
B41	CONDUCT BRIEFINGS	62
B44	COUNSEL PERSONNEL ON CAREER OR EDUCATIONAL OPPORTUNITIES	62
B64	INTERPRET POLICIES, DIRECTIVES, OR PROCEDURES FOR SUBORDINATES	54
C95	EVALUATE STUDENT CRITIQUES	54
A28	PLAN PRINTING OR REPRODUCTION REQUIREMENTS	54
D115	HOST VISITING DIGNITARIES	46
A15	ESTABLISH STUDENT QUOTAS	46
D109	ALLOCATE STUDENT QUOTAS	46
A31	PLAN UTILIZATION OF GUEST SPEAKERS OR CONSULTANTS	46
A17	ESTABLISH WORK PRIORITIES	46
B54	DRAFT LOCAL POLICY OR HIGHER HEADQUARTERS DIRECTIVES	46
B67	SELECT INDIVIDUALS FOR INSTRUCTOR DUTIES	46
C103	PREPARE AIRMAN PERFORMANCE REPORTS	46
C100	INDORSE AIRMAN PERFORMANCE REPORTS	46
D114	GUEST LECTURE AT MILITARY ENGAGEMENTS	46
B69	SUPERVISE MILITARY PERSONNEL OTHER THAN SDI 99502	38
A5	DEVELOP DAILY CLASS SCHEDULES	38
C78	EVALUATE COURSE REVIEWS	38

TABLE XIII

REPRESENTATIVE TASKS FOR MANAGEMENT CONSULTANTS
(GRP016, N=18)

TASK		PERCENT OF GROUP MEMBERS PERFORMING
J261	PERFORM ANALYSIS OF ORGANIZATIONAL CLIMATES	94
J259	INTERPRET ORGANIZATIONAL ASSESSMENT SURVEY DATA	89
J255	CONDUCT PERSONAL INTERVIEWS	89
J263	PREPARE CONSULTANT TO CLIENTS FEEDBACK REPORTS	89
J257	DEVELOP MANAGEMENT OPTIONS	83
J251	ADMINISTER ORGANIZATIONAL ASSESSMENT SURVEYS	83
J256	DETERMINE SPECIFIC CONSULTATION NEEDS	83
J253	COMPLILE ORGANIZATIONAL EFFECTIVENESS INDICATORS	78
J262	PERFORM IN-PROCESS OBSERVATIONS	78
J258	EVALUATE IMPROVEMENTS IN MANAGEMENT TECHNIQUES	78
B71	WRITE CORRESPONDENCE	72
J252	ANNOTATE CONSULTANT TRAVEL RECORDS	72
J260	NEGOTIATE CONTRACTS FOR FOLLOW-ON WORKSHOPS	72
A1	DESIGN STATUS BOARDS, GRAPHS, OR CHARTS	72
B41	CONDUCT BRIEFINGS	67
A19	IDENTIFY CONSULTANT CANDIDATES	67
A21	PARTICIPATE IN MEETINGS, SUCH AS STAFF MEETINGS, BRIEFINGS, OR CONFERENCES	61
J254	CONDUCT MANAGEMENT DEVELOPMENT SEMINARS	61
A34	PREPARE BRIEFINGS	61
C97	EVALUATE SURVEY DATA	56
C108	WRITE STAFF STUDIES, SURVEYS, OR SPECIAL REPORTS	56
C77	EVALUATE CONSULTANT CANDIDATES	56
D135	PARTICIPATE IN MILITARY RELATED SOCIAL ACTIVITIES	50
A10	DEVELOP WORK METHODS OR PROCEDURES	50
C105	REVIEW CORRESPONDENCE OR REPORTS	44
A28	PLAN PRINTING OR REPRODUCTION REQUIREMENTS	44
B43	CONDUCT SYMPOSIUMS, WORKSHOPS, OR CONFERENCES	44
A33	PREPARE AGENDA FOR SYMPOSIUMS, WORKSHOPS, OR CONFERENCES	44
D127	MAINTAIN STATUS BOARDS, GRAPHS, OR CHARTS	39
E152	CONSTRUCT VISUAL AIDS, SUCH AS FLIP CHARTS OR VIEWGRAPHS	39