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UNITED STATES AIR FORCE

① Final rept,

# OCCUPATIONAL SURVEY REPORT

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① ENLISTED PROFESSIONAL MILITARY EDUCATION CURRICULUM VALIDATION PROJECT.

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## PREFACE

This report presents the results of an Air Force Occupational Survey of the leadership, management, and communicative tasks performed by Air Force enlisted personnel. This survey was requested by HQ Air University, and the data were to be used to help validate and revise the curricula of all phases of enlisted professional military education (PME). Authority for conducting occupational surveys is contained in AFR 35-2. Computer outputs from which this report was produced are available for use by operating and training officials.

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.

The Air Force occupational survey program has been in existence since 1956 when initial research was undertaken by AFHRL (Air Force Systems Command) to develop a methodology for gathering and analyzing occupational information. In 1967, an occupational survey program was established within the Air Training Command and surveys were produced annually for 12 enlisted specialties. In 1972, the program was expanded to conduct occupational surveys covering 51 career fields annually. In late 1976, the program was again expanded to include the survey of officer utilization fields, to permit special management applications projects, and to support interservice or joint service occupational analysis.

Captain Jerry M. Barucky developed the survey instrument used in the present project, analyzed the survey data, and wrote the final report. Mr. Guy Cole assisted in the data analysis. This report has been reviewed and approved by Major Hynson H. Marvel, Chief, Officer Survey and Management Applications Section, Occupational Survey Branch, USAF Occupational Measurement Center, Randolph AFB, Texas 78148.

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 to the Chief, Occupational Survey Branch (OMY), Randolph AFB, Texas 78148.

This report has been reviewed and is approved.

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## SUMMARY OF RESULTS

1. Survey Administration: Three separate survey booklets were administered to separate random samples of enlisted personnel in all paygrades and career fields between November 1978 and March 1979. Survey results are based on data collected from 10,449 respondents.

2. Analysis of PME Timing and Phase Points: The survey data showed that enlisted personnel have relatively little involvement with leadership, management, or communicative tasks prior to paygrade E-5. A dramatic increase in performance of supervisory-oriented tasks occurs among E-5s, and general involvement with leadership, management, and communicative tasks increases greatly through paygrade E-8. Only a slight increase occurs from E-8 to E-9. The present enlisted PME system, offering a greater amount of material in each PME phase, seems to fit this general pattern of involvement.

*(Professional military education)*

3. Validation of PME Curriculum Objectives: In a series of curriculum workshops, PME representatives used survey data to identify the optimum PME phase point at which to introduce the particular skill or knowledge area relevant to each task. These data enabled them to validate or revise most of the PME curriculum goals and objectives outlined in AFR 50-39. The validation effort showed that the leadership, management, and communicative tasks performed by each paygrade group are generally being addressed by the corresponding phase of PME.

4. Career Field Comparisons: Comparisons of the percentages of people performing various tasks were made among the various career fields for paygrades E-5 and E-9. The data indicate that considerable differences exist in leadership, management, and communicative tasks performed within a single paygrade. Thus, attendees of a single phase of PME may have both different needs and different amounts of experience and yet may all receive the same course material.

5. Ratings of PME Curriculum Topics: Selected respondents rated a list of 89 curriculum topics covering all PME courses to indicate the amount of emphasis, if any, PME schools should place on these topics. Leadership topics in general received the highest average emphasis ratings, followed by management topics, communicative skills topics, military studies topics, and world affairs topics. Although these average emphasis ratings can be useful information to PME curriculum personnel, a distinct lack of agreement exists among respondents in the same paygrade about the amount of emphasis some topics should receive. This fact is another indication that personnel in the same paygrade may have different PME needs.

6. Rating of Task Difficulty: Selected respondents rated each task according to its difficulty (or the relative amount of time it takes to learn each task). The tasks with the highest difficulty ratings tended to be performed primarily by E-8 or E-9 personnel. A majority of those tasks are related to communication skills or long-range planning.

7. Perceptions of Benefit: When asked to rate the benefit of PME courses they completed, respondents generally perceived more benefit from resident courses than from correspondence courses. Resident courses for phases I, II, III, IV, and V were rated to be of considerable or of great benefit by 34, 38, 58, 78, and 77 percent, respectively, of those respondents who had completed the course. With the exception of Sr E-4 respondents, members of higher paygrades usually perceived greater benefit from courses than members of lower paygrades.

OCCUPATIONAL SURVEY REPORT  
ENLISTED PROFESSIONAL MILITARY EDUCATION (PME)

INTRODUCTION

Through the years the Air Force has been concerned with improving the professional military skills of its enlisted personnel. Traditionally much of the development of these skills has been accomplished through various Professional Military Education (PME) courses taken in residence or by correspondence. To insure that the present enlisted PME programs are responsive to the needs of USAF personnel, the Commander of Air University (AU) asked the USAF Occupational Measurement Center (USAFOMC) to supply occupational survey data that would help in validation or redesign of the curricula of enlisted PME courses. Specifically, USAFOMC was asked to determine the leadership, management, and communicative tasks\* performed by Air Force enlisted personnel at each stage of their careers. In addition, an assessment of the perceptions of USAF enlisted personnel as to their needs for the various parts of the PME curriculum was requested.

A study of a similar nature had been conducted with officers by the Air Force Human Resources Laboratory (AFHRL) in the 1960s (Morsh, AFHRL-TR-69-38) and served as a basis for both the Air University requests and for the enlisted project methodology. The methodology for the current project consisted of: 1) developing both an inventory of the general leadership, management, and communicative tasks performed by Air Force enlisted personnel across all career fields and a listing of the major curriculum topics in PME courses; 2) surveying a large sample of enlisted personnel; and 3) analyzing the data and presenting it to curriculum decisionmakers so they could determine if the needs for various leadership, management, or communicative skills (as indicated by task performance data) are being met by the curriculum objectives of each of the PME phases.

Development of the Survey Instruments

To gather the data necessary for this curriculum validation, three separate survey instruments were developed - two for capturing the task data and one for rating the PME topics. In developing the two task related survey instruments, USAFOMC used the same approach that has proved successful in the regular airmen and officer occupational survey programs.

\* Some of the 264 task statements in the inventory are broad enough that they may violate the more precise definitions of a "task," and might be referred to as "behaviors," or even "responsibilities." However, as a majority of the statements meet the requirements for task statements, and in order to avoid changes to computer products and to reduce confusion, all of the leadership, management, and communicative behaviors will be referred to as tasks.

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First, a review of pertinent literature and documents was conducted to examine the results or progress of similar, behavior-based efforts to develop curricula. Then, in four detailed interview sessions with a total of 20 experienced NCOs in paygrades E-4 through E-9, an inventory of leadership, management, and communicative tasks common to Air Force enlisted personnel was developed. This tentative inventory was administered to approximately 150 enlisted personnel representing each major command. They critiqued the inventory for accuracy, clarity, and comprehensiveness. The recommendations from this review were then considered in a final validation conference, at which 14 senior enlisted representatives put the inventory into its final form.

The third survey instrument was also completed at the final validation conference. Working from their respective course documents, participants representing each phase compiled a comprehensive list of 89 general topics that covered the various curriculum offerings of all five phases of enlisted PME.

The results of this development effort were printed in three separate survey booklets as follows:

1) The most important part of the survey data was gathered via a Job Inventory booklet containing 264 leadership, management, and communicative tasks. These tasks were to be rated by survey respondents on a nine-point scale according to the relative amount of time spent on each task compared to the time spent on each of the other leadership, management, and communicative tasks they performed. The scale read as follows:

1. Very small amount
2. Much below average
3. Below average
4. Slightly below average
5. Average
6. Slightly above average
7. Above average
8. Much above average
9. Very large amount

2) The second aspect, task difficulty, was measured via a Task Difficulty booklet containing the same listing of tasks. Selected E-8s were instructed to rate each task on the following nine-point scale according to its relative difficulty compared to the other tasks. "Difficulty" is described as the amount of time it takes to learn to perform a task.

1. Extremely low
2. Very low
3. Low
4. Below average
5. Average
6. Above average
7. High
8. Very high
9. Extremely high

3) Finally, a PME Curriculum Topics booklet listed the titles of 89 major topic areas in enlisted PME courses. Using a ten-point "training emphasis" scale, each respondent was asked to rate the amount of emphasis that should be given to each topic through PME to enable a person to perform the respondent's present job. This scale read as follows:

- Blank - No training
1. - Extremely low
  2. - Very low
  3. - Low
  4. - Below average
  5. - Average
  6. - Above average
  7. - High
  8. - Very high
  9. - Extremely high

#### Determination of Samples

For the three survey instruments, separate random samples were selected so that no respondent received more than one booklet. Each sample was selected on the basis of different criteria. The determination of the main survey sample (for the Job Inventory) was driven by a desire to obtain both paygrade specific data and career field specific data (broken out by the first two digits of each Air Force Specialty, such as 70XXX). However, career field specific sampling of each paygrade would have required more than 25,000 surveys. The need to limit the total number sampled to approximately 12,000 dictated that a random sample from each Air Force career field could be used in only two paygrades. Therefore, enlisted PME managers at HQ AU and AFMPC decided that these larger, career field specific samples should be obtained from E-5 and E-9 personnel. Within the other seven paygrades, smaller, paygrade specific samples could be obtained. As a result of these factors, a total of 11,616 enlisted personnel were selected by name to take the Job Inventory portion of the survey. This sample included 4,419 E-5s, 1,885 E-9s, and approximately 800 from each of the other seven paygrades.

Unlike the main survey sample, the raters for the Task Difficulty portion of the survey had to be experienced people who were currently familiar with almost all of the tasks in the inventory. Thus, the sample for that part of the survey consisted of 600 randomly selected E-8s.

And finally, for the PME Curriculum Topics booklet, only a small representative sample from each paygrade, E-2 through E-9 was needed. Therefore, 1,200 enlisted people (150 in each of these paygrades) were selected.

#### Administration of Surveys

The survey booklets were administered through consolidated base personnel offices (CBPOs) worldwide between November 1978 and March 1979. The administration of the Job Inventory resulted in 9,037 returns, constituting 78 percent of the total sampled. As shown in Table 1, major command representation in the job inventory sample closely reflected the actual distribution of all enlisted personnel assigned.

TABLE 1

COMMAND REPRESENTATION OF JOB INVENTORY SAMPLE

| <u>MAJOR<br/>COMMAND</u> | <u>PERCENTAGE OF<br/>TOTAL ASSIGNED</u> | <u>PERCENTAGE OF<br/>SURVEY SAMPLE</u> |
|--------------------------|-----------------------------------------|----------------------------------------|
| AAC                      | 1                                       | 1                                      |
| ADCOM                    | 4                                       | 4                                      |
| AFCS (AFCC)              | 8                                       | 7                                      |
| AFLC                     | 2                                       | 2                                      |
| AFSC                     | 4                                       | 5                                      |
| ATC                      | 12                                      | 8                                      |
| MAC                      | 13                                      | 15                                     |
| PACAF                    | 5                                       | 4                                      |
| SAC                      | 19                                      | 20                                     |
| TAC                      | 17                                      | 16                                     |
| USAFE                    | 10                                      | 11                                     |
| USAFSS (ESC)             | 2                                       | 2                                      |
| OTHER                    | 3                                       | 5                                      |

The other two portions of the survey had equally high percentages of returns. The 499 Task Difficulty returns constituted 83 percent of the total sample, and the 913 PME Curriculum Topics returns constituted 76 percent of the number surveyed.

## USE OF SURVEY DATA IN PME CURRICULUM VALIDATION

The current Enlisted Professional Military Education system consists of five phases, each aimed at providing skills and knowledge required of Air Force airmen and NCOs at different points in their careers. The five phases, the average resident school course length, and the military population attending each school are as follows in Table 2.

TABLE 2  
FIVE PHASES OF ENLISTED PME

| <u>COURSE</u>                      | <u>COURSE LENGTH</u> | <u>PAYGRADES ATTENDING</u>   |
|------------------------------------|----------------------|------------------------------|
| PHASE I - NCO ORIENTATION COURSE   | 20 HRS               | JR E-4 (SR AMN)              |
| PHASE II - USAF SUPERVISORS COURSE | 52 HRS               | SR E-4 (SGT)<br>AND SOME E-5 |
| PHASE III - NCO LEADERSHIP SCHOOL  | 140 HRS              | E-5 AND SOME<br>SR E-4       |
| PHASE IV - NCO ACADEMY             | 230 HRS              | E-6 AND E-7                  |
| PHASE V - USAF SENIOR NCO ACADEMY  | 360 HRS              | E-8 AND E-9                  |

In using task data to evaluate the PME curriculum, three main aspects were considered: 1) whether the general five-phase structure and the paygrade dividing points for each phase are supported by differences in tasks performed among the paygrade groups; 2) whether the specific curriculum objectives recommended within each phase correspond to the tasks performed by persons attending that phase; and 3) whether different PME needs exist among various career field groups within the same paygrade.

### Analysis of the Five-Phase PME Structure

The first factor analyzed using PME survey data was whether the general paygrade-oriented structure of the five-phase enlisted PME system was supported by actual differences in leadership, management, and communicative task involvement among various paygrade groups. This analysis was accomplished by comparing the number of tasks performed and the estimated percentage of total job time spent on leadership, management, and communicative tasks among each paygrade group with the number of course hours recommended for each phase of PME.

As might be expected, enlisted involvement with leadership, management, and communicative tasks is relatively minor among junior enlisted personnel but increases as paygrade increases. As shown in Table 3, the number of tasks in the inventory performed by at least 30 percent of a paygrade group is relatively small for E-3 and E-4 personnel but jumps dramatically for E-5 respondents, and continues to increase rapidly for each paygrade through E-8. The rate of increase levels off between E-8 and E-9 respondents.

TABLE 3

NUMBER OF LEADERSHIP, MANAGEMENT, AND COMMUNICATIVE TASKS PERFORMED BY 30 PERCENT OR MORE OF THE RESPONDENTS IN EACH PAYGRADE

| <u>PAYGRADE</u>             | <u>NUMBER OF TASKS</u> |
|-----------------------------|------------------------|
| E-3                         | 6                      |
| JR E-4<br>(12-48 MOS TAFMS) | 11                     |
| SR E-4<br>(49+ MOS TAFMS)   | 20                     |
| E-5                         | 75                     |
| E-6                         | 110                    |
| E-7                         | 161                    |
| E-8                         | 210                    |
| E-9                         | 225                    |

This pattern of involvement is also borne out by responses to a separate question in which those surveyed estimated the percentage of their total job time they spend on the tasks in the inventory. Table 4 shows that, while E-3, Jr E-4, and Sr E-4 respondents reported spending an average of 19, 23, and 31 percent respectively, of their total job time on these tasks, the average time spent reported by E-5 respondents rises to 43 percent. This average continues to rise about ten percentage points each for paygrades E-6 (53 percent), E-7 (63 percent), and E-8 (72 percent), but then increases only slightly to 74 percent for E-9s.

Comparing this pattern of task performance with the number of hours devoted to the present PME phases (see Table 2), one could conclude that, in general, the increase in PME hours between each phase does correspond to the increased need for this material throughout a typical career. Relatively few hours (20 and 52) of basic material is recommended in Phases I and II, respectively, which are primarily geared toward E-4 personnel. The average number of recommended hours (140) increases considerably in Phase III, which is aimed primarily at E-5s. As noted above, the grade of E-5 is also the point at which supervisory and managerial responsibilities first seem to

become a major factor in overall job responsibility. The number of PME hours then increases for both Phases IV and V (230 and 360 hours respectively). This gain in hours matches the increased time spent on leadership, management, and communicative tasks that occurs as one goes from paygrade E-5 to E-8 or E-9.

TABLE 4  
ESTIMATES OF PERCENTAGE OF TOTAL JOB TIME SPENT ON LEADERSHIP,  
MANAGEMENT, AND COMMUNICATIVE TASKS BY RESPONDENTS IN EACH PAYGRADE

| <u>PAYGRADE</u> | <u>PERCENT TIME</u> |
|-----------------|---------------------|
| E-3             | 19                  |
| JR E-4          | 23                  |
| SR E-4          | 31                  |
| E-5             | 43                  |
| E-6             | 53                  |
| E-7             | 63                  |
| E-8             | 72                  |
| E-9             | 74                  |

#### Validation of Curriculum Goals and Objectives

In addition to the analysis of the overall five-phase structure of the enlisted PME system, the survey data were used to determine whether the specific curriculum objectives in each phase were responsive to the leadership, management, and communicative skill needs of the personnel attending those phases. Air Force Regulation (AFR) 50-39 outlines the recommended educational goals and objectives for each of the enlisted PME courses. In a series of workshops held between May and September 1979, PME curriculum managers from all MAJCOMs gathered to review that document. Each workshop centered on one or two of the five major areas of enlisted PME study: leadership, management, communicative skills, world affairs, and military studies. At three of these sessions, representatives used the data from the job inventory (see Appendix A) to help identify the specific leadership, management, or communicative skills that are needed by personnel in each paygrade. At the workshop dealing with the world affairs curriculum, the task data did not pertain to the curriculum subject matter and were not used.

In using the data, workshop participants concluded that a curriculum objective dealing with a particular skill or knowledge area would be considered for inclusion in a phase of PME if at least 30 percent of the personnel attending that phase performed tasks corresponding to that objective. Using this criterion, participants determined the phase of PME in which each skill or knowledge area should first be addressed and the phase or phases in which it might be necessary to reinforce or expand on that area.

An example of this approach is illustrated by comparing Tables 5 and 6, which show the curriculum objectives and the percent members performing data for several oral communications tasks. As shown in Table 5, there are current curriculum objectives for the NCO Leadership School (Phase III) and the NCO Academy (Phase IV) designed to insure that students can apply certain oral presentation skills, such as preparing or delivering lectures, speeches, or briefings. However, task data in Table 6 indicate that informal or impromptu briefing is the only one of these skills performed by a substantial number of airmen below the grade of E-7. Therefore, one of the recommendations arising from the curriculum workshop dealing with communicative skills was to rewrite the objectives, deemphasizing the formal presentation skills in Phase III and introducing information on informal briefing techniques as early as Phase II.

Although this process of evaluating the current curriculum objectives produced changes in a number of objective statements, the workshop participants found that a majority of the statements in AFR 50-39 correspond to the needs of the personnel attending the various phases of PME and did not require revision. However, AFR 50-39 is currently being rewritten and will reflect the curriculum recommendations arising from these conferences.

TABLE 5

CURRICULUM OBJECTIVES DEALING WITH ORAL PRESENTATION SKILLS  
FROM PHASES II, III, AND IV OF ENLISTED PME\*

PHASE II:

- . KNOW SOME FUNDAMENTALS OF EFFECTIVE SPEAKING

PHASE III:

- . KNOW THE PRINCIPLES OF ORAL COMMUNICATION
- . APPLY COMMUNICATIONS TECHNIQUES IN DELIVERY OF INSTRUCTIONS ON ASSIGNED OR SELECTED TOPICS, USING THE LECTURE OR DEMONSTRATION METHOD OF INSTRUCTION

PHASE IV:

- . COMPREHEND THE PRINCIPLES OF EFFECTIVE SPEAKING, WRITING, OR LISTENING
- . APPLY COMMUNICATIONS TECHNIQUES BY PREPARING AND DELIVERING SPEECHES OR BRIEFINGS.

\* AS LISTED IN AFR 50-39, ATTACHMENTS 2, 3, AND 4, DATED 14 APRIL 1978.

TABLE 6

**COMPARISON, BY PAYGRADE, OF PERCENT MEMBERS PERFORMING SELECTED TASKS  
REQUIRING ORAL PRESENTATION SKILLS**

| TASKS                                                                     | PHASE I  | PHASE II | PHASE III | PHASE IV |       | PHASE V |       |
|---------------------------------------------------------------------------|----------|----------|-----------|----------|-------|---------|-------|
|                                                                           | (JR E-4) | (SR E-4) | (E-5)     | (E-6)    | (E-7) | (E-8)   | (E-9) |
| PREPARE OR WRITE MILITARY BRIEFINGS                                       | 11       | 16       | 20        | 27       | 31    | 45      | 55    |
| PRESENT FORMAL MILITARY BRIEFINGS, SUCH AS OPERATIONS OR STATUS BRIEFINGS | 9        | 14       | 18        | 23       | 28    | 45      | 51    |
| PRESENT INFORMAL OR IMPROMPTU BRIEFINGS                                   | 34       | 26       | 39        | 47       | 55    | 68      | 76    |
| PRESENT LECTURES OR SPEECHES                                              | 11       | 14       | 19        | 19       | 22    | 32      | 41    |

Career Field Specific Comparisons

The first two uses of PME survey data already described indicated that the goals and objectives of the various PME phases generally correspond to the tasks performed by the respective paygrade groups. However, the analysis of career field groups within paygrades E-5 and E-9 showed a great degree of variance among the types of leadership, management, and communicative tasks performed. This analysis was accomplished by listing the percent members performing data on each task for each of the E-5 and E-9 career fields (based on the first two digits of the Duty AFSC, such as 70XXX or 51XXX). For each task the percentages for these career field groups were then compared to the percent members performing figure for all respondents in the paygrade. Table 7 illustrates the manner in which the percent members performing figures for two career fields within the same paygrade can differ from the overall paygrade average.

Although the percent members performing figures for most of the career fields, on any given task, are relatively close to the paygrade average, there are numerous instances in which the career field figures vary enough to make curriculum decisions difficult. For example, analysis of the E-5 paygrade averages showed 195 tasks in which less than 30 percent of the E-5 respondents performed the tasks. Generally, instruction related to these tasks would not normally be recommended for E-5s. However, career field specific analysis reveals that, for 33 of those 195 tasks, there were at least 10 career fields in which more than 30 percent of the E-5 respondents performed the task. For each of those tasks then, instruction may be appropriate for specific groups and yet inappropriate for the entire paygrade.

In short, it seems evident from these career field specific comparisons that, within a single paygrade, there are differing types of involvement with leadership, management, and communicative tasks. Correspondingly, there may be greatly differing needs among students attending the same phase of PME.

TABLE 7

EXAMPLE OF DIFFERENCES IN PERCENT MEMBERS PERFORMING BETWEEN ALL E-5 RESPONDENTS AND TWO E-5 CAREER FIELD GROUPS

| TASKS                                                                                        | PERCENT OF ALL E-5s | PERCENT OF E-5s IN 47XXX | PERCENT OF E-5s IN 51XXX |
|----------------------------------------------------------------------------------------------|---------------------|--------------------------|--------------------------|
| PROVIDE DOCUMENTATION FOR ADMINISTRATIVE SEPARATIONS UNDER AFR 39-10 OR 39-12                | 38                  | 65                       | 21                       |
| PLAN TRAINING PROGRAMS                                                                       | 37                  | 59                       | 25                       |
| MONITOR COMMAND SPECIAL INTEREST ITEMS, SUCH AS SUGGESTION, ENERGY, OR NEWCOMER PROGRAMS     | 51                  | 71                       | 25                       |
| MONITOR OR EVALUATE CONTRACTOR SERVICES AND PERFORMANCE                                      | 38                  | 59                       | 17                       |
| WRITE ASSOCIATED PAPERWORK FOR REFERRAL APR                                                  | 55                  | 65                       | 13                       |
| ALLOCATE FACILITIES, EQUIPMENT, OR OTHER ACCOUNTABLE RESOURCES TO SUPERVISORS OR WORK GROUPS | 40                  | 65                       | 17                       |
| PROJECT SHORT TERM FUNDS REQUIREMENTS, SUCH AS OPERATING BUDGETS                             | 39                  | 76                       | 13                       |
| IDENTIFY DEVIATIONS FROM SAFETY STANDARDS OR PRACTICES                                       | 58                  | 88                       | 17                       |

## RATINGS OF PME CURRICULUM TOPICS

As stated in the Introduction, a random sample of 1,200 respondents (150 in each paygrade, E-2 through E-9) was administered a PME Curriculum Topics Inventory. Each respondent reviewed a list of 89 general topics covering the enlisted PME curricula and indicated which topics a person should be trained in to perform that respondent's present duties and responsibilities. They also indicated how much emphasis, if any, PME schools should place on each of these topics.

The analysis of this data was based on a comparison of the average ratings for each topic and on the distributions of those ratings. These comparisons were made among the seven paygrade groups that are eligible for PME courses (Jr E-4 through E-9), and they led to three general observations:

- 1) In a comparison of the five general curriculum areas, leadership topics received the highest average ratings, followed by management topics, communicative skills topics, military studies topics and, finally, world affairs topics.

- 2) Respondents recommended much greater emphasis for some topics than for others.

- 3) For some topics, a distinct lack of agreement exists, within each paygrade, about the amount of training emphasis that topic should receive.

The first observation was drawn from a comparison of the combined average ratings of the topics within five major curriculum areas (Table 8). Here a fairly clear pattern emerged. Within each of the paygrade groups, topics in the leadership area of the curriculum received the highest average ratings, while topics in the world affairs area received the lowest average ratings. Within each paygrade group, except Jr E-4s, the management topics, communicative skills topics, and military studies topics received the second, third, and fourth highest average ratings, respectively.

The second observation was based on the fact that a number of topics were rated well above average and a number of other topics were rated well below average. This fact is illustrated by comparing the highest and lowest rated topics in Tables 9 through 15. The lowest rated topic, for example, (see Table 15) had an average rating of 1.6, which is between extremely low and very low emphasis. The highest rated topic (see Table 9) had an average rating of 7.5 which translates to between high and very high emphasis. These differences in recommended emphasis should be of interest to PME curriculum decisionmakers.

However, any consideration of these average curriculum topics ratings must be tempered by the third observation, that considerable lack of agreement exists among raters within a single paygrade on the amount of training emphasis recommended for individual topics. As is shown by the distribution of ratings for a sample topic in Table 16, a topic may have an average rating of only 3.5 and yet have more than 33 percent of the respondents rate the topic 6.0 or above.

Although it is difficult to make curriculum decisions about topics on which there is such obvious lack of agreement, one can have much more confidence in basing decisions on the relative positions of some topics within each paygrade. One could assume, for example, that topics with the highest average ratings, as listed in Tables 9-15, could receive substantial consideration for emphasis in the corresponding PME phases; and conversely, one could assume that some of the topics with the lowest average ratings could receive less emphasis.

For the majority of the topics, however, consideration of the training emphasis ratings should include an analysis of the distribution of the ratings among the various points on the scale. And, in fact, this lack of agreement on the amount of emphasis seems to support the conclusion reached through the previous career field specific comparisons of the task data: that personnel within the same paygrade reflect differing PME needs.

**TABLE 8**  
**COMPARISON OF AVERAGE MEAN TRAINING EMPHASIS RATINGS FOR TOPICS IN MAJOR PME CURRICULUM AREAS**

| <u>GENERAL CURRICULUM TOPIC AREAS:</u> | <u>AVERAGE MEAN RATING</u> |               |             |             |             |             |             |
|----------------------------------------|----------------------------|---------------|-------------|-------------|-------------|-------------|-------------|
|                                        | <u>JR E-4</u>              | <u>SR E-4</u> | <u>E-5</u>  | <u>E-6</u>  | <u>E-7</u>  | <u>E-8</u>  | <u>E-9</u>  |
| LEADERSHIP                             | 4.10                       | 4.93          | 4.78        | 5.05        | 5.22        | 5.91        | 6.04        |
| MANAGEMENT                             | 3.60                       | 4.56          | 4.51        | 4.60        | 4.95        | 5.47        | 5.24        |
| COMMUNICATIVE SKILLS                   | 3.79                       | 4.42          | 4.16        | 4.40        | 4.53        | 5.06        | 5.19        |
| MILITARY STUDIES                       | 3.67                       | 4.32          | 3.78        | 4.08        | 4.02        | 4.60        | 4.56        |
| WORLD AFFAIRS                          | 3.18                       | 3.70          | 3.21        | 3.40        | 3.43        | 4.20        | 3.91        |
| <b>AVERAGE MEAN RATING ALL TOPICS</b>  | <b>3.65</b>                | <b>4.35</b>   | <b>4.03</b> | <b>4.26</b> | <b>4.37</b> | <b>5.00</b> | <b>4.94</b> |

TABLE 9

PME TOPICS RECEIVING HIGHEST OR LOWEST OVERALL AVERAGE TRAINING EMPHASIS RATINGS  
BY E-9 RESPONDENTS

| TOPICS RATED HIGHEST                                                                                 | PERCENT                       | PERCENT                                                | AVERAGE |
|------------------------------------------------------------------------------------------------------|-------------------------------|--------------------------------------------------------|---------|
|                                                                                                      | RECOMMENDING<br>SOME TRAINING | RECOMMENDING<br>ABOVE AVERAGE<br>EMPHASIS<br>OR HIGHER | RATING  |
| C4 PRINCIPLES OF EFFECTIVE WRITING                                                                   | 93                            | 88                                                     | 7.51    |
| C9 APPLICATION OF WRITTEN COMMUNICATIONS TECHNIQUES (e.g., WRITTEN REPORTS, CORRESPONDENCE)          |                               |                                                        |         |
| A2 AUTHORITY AND RESPONSIBILITY OF NCOs                                                              | 92                            | 88                                                     | 7.20    |
| C3 PRINCIPLES OF EFFECTIVE READING                                                                   | 92                            | 82                                                     | 7.12    |
| A13 COUNSELING THEORY AND TECHNIQUES                                                                 | 92                            | 83                                                     | 7.07    |
| C2 PRINCIPLES OF EFFECTIVE SPEAKING                                                                  | 93                            | 79                                                     | 7.00    |
| A15 METHODS OF HANDLING COMPLAINTS AND GRIEVANCES                                                    | 93                            | 78                                                     | 6.88    |
| C5 PRINCIPLES OF EFFECTIVE LISTENING                                                                 | 86                            | 78                                                     | 6.81    |
| A7 BASIC PRINCIPLES OF MOTIVATION                                                                    | 93                            | 73                                                     | 6.75    |
| B11 METHODS OF DEALING WITH UNSATISFACTORY PERFORMANCE                                               | 90                            | 74                                                     | 6.66    |
| A14 APPLICATION OF COUNSELING TECHNIQUES                                                             | 89                            | 74                                                     | 6.57    |
| TOPICS RATED LOWEST                                                                                  |                               |                                                        |         |
| E8 CHARACTERISTICS AND FORMS OF DEMOCRATIC GOVERNMENTS                                               | 65                            | 29                                                     | 3.65    |
| E16 TYPES, LEVELS, AND CHARACTERISTICS OF MILITARY CONFLICT                                          | 66                            | 26                                                     | 3.61    |
| E9 CHARACTERISTICS AND FORMS OF TOTALITARIAN GOVERNMENTS                                             | 63                            | 25                                                     | 3.43    |
| C14 ROLES OF AIR FORCE TRAINING ORGANIZATIONS                                                        | 60                            | 30                                                     | 3.42    |
| D9 THE ROLE OF AIR NATIONAL GUARD, AF RESERVE, AND THE CIVILIAN FORCE IN THE USAF TOTAL FORCE POLICY | 67                            | 23                                                     | 3.37    |
| E15 INTERNATIONAL RELATIONS WITHIN THE COMMUNIST BLOC                                                | 61                            | 26                                                     | 3.35    |
| E18 IMPACT OF TECHNOLOGY ON WARMAKING CAPABILITIES                                                   | 58                            | 27                                                     | 3.26    |
| E11 OBJECTIVES, ORGANIZATIONS, ACCOMPLISHMENTS, AND PROBLEMS OF THE UNITED NATIONS                   | 60                            | 21                                                     | 3.11    |
| D15 SPECIAL MILITARY HONORS                                                                          | 62                            | 20                                                     | 3.08    |
| D14 APPLICATION OF DRILL PROCEDURES                                                                  | 63                            | 22                                                     | 3.07    |

TABLE 10

PME TOPICS RECEIVING HIGHEST OR LOWEST OVERALL AVERAGE TRAINING EMPHASIS RATINGS BY E-8 RESPONDENTS

|                             | PERCENT<br>RECOMMENDING<br>SOME TRAINING | PERCENT<br>RECOMMENDING<br>ABOVE AVERAGE<br>EMPHASIS<br>OR HIGHER | AVERAGE<br>RATING |
|-----------------------------|------------------------------------------|-------------------------------------------------------------------|-------------------|
| <b>TOPICS RATED HIGHEST</b> |                                          |                                                                   |                   |
| C4                          | 95                                       | 86                                                                | 7.42              |
| C9                          | 92                                       | 86                                                                | 7.27              |
| A2                          | 95                                       | 80                                                                | 7.13              |
| C2                          | 94                                       | 83                                                                | 7.13              |
| C3                          | 92                                       | 80                                                                | 6.85              |
| C8                          | 92                                       | 78                                                                | 6.75              |
| B11                         | 87                                       | 76                                                                | 6.52              |
| D8                          | 92                                       | 74                                                                | 6.50              |
| A13                         | 89                                       | 72                                                                | 6.49              |
| A8                          | 85                                       | 77                                                                | 6.47              |
| <b>TOPICS RATED LOWEST</b>  |                                          |                                                                   |                   |
| D13                         | 70                                       | 30                                                                | 3.77              |
| E6                          | 65                                       | 34                                                                | 3.76              |
| C11                         | 62                                       | 31                                                                | 3.70              |
| E15                         | 63                                       | 34                                                                | 3.66              |
| C6                          | 60                                       | 35                                                                | 3.60              |
| E11                         | 63                                       | 32                                                                | 3.53              |
| D9                          | 61                                       | 26                                                                | 3.37              |
| C14                         | 55                                       | 29                                                                | 3.23              |
| D15                         | 62                                       | 19                                                                | 3.03              |
| D14                         | 61                                       | 18                                                                | 2.91              |

TABLE 11

PME TOPICS RECEIVING HIGHEST OR LOWEST OVERALL AVERAGE TRAINING EMPHASIS RATINGS  
BY E-7 RESPONDENTS

| TOPICS RATED HIGHEST                                                                                 | PERCENT RECOMMENDING |                                  | AVERAGE RATING |
|------------------------------------------------------------------------------------------------------|----------------------|----------------------------------|----------------|
|                                                                                                      | SOME TRAINING        | ABOVE AVERAGE EMPHASIS OR HIGHER |                |
| C4 PRINCIPLES OF EFFECTIVE WRITING                                                                   | 95                   | 83                               | 7.02           |
| A2 AUTHORITY AND RESPONSIBILITY OF NCOs                                                              | 94                   | 79                               | 7.01           |
| B11 METHODS OF DEALING WITH UNSATISFACTORY PERFORMANCE                                               | 90                   | 80                               | 6.69           |
| C2 PRINCIPLES OF EFFECTIVE SPEAKING                                                                  | 93                   | 74                               | 6.65           |
| C9 APPLICATION OF WRITTEN COMMUNICATION TECHNIQUES (e.g., WRITTEN REPORTS, CORRESPONDENCE)           | 90                   | 79                               | 6.57           |
| D8 AUTHORITY OF THE NCO UNDER THE UNIFORM CODE OF MILITARY JUSTICE (UCMJ)                            | 90                   | 74                               | 6.41           |
| C3 PRINCIPLES OF EFFECTIVE READING                                                                   | 88                   | 76                               | 6.34           |
| A13 COUNSELING THEORY AND TECHNIQUES                                                                 | 85                   | 69                               | 6.17           |
| A8 PROBLEM SOLVING PROCEDURES                                                                        | 87                   | 70                               | 6.10           |
| C5 PRINCIPLES OF EFFECTIVE LISTENING                                                                 | 83                   | 68                               | 6.06           |
| <b>TOPICS RATED LOWEST</b>                                                                           |                      |                                  |                |
| E9 CHARACTERISTICS AND FORMS OF TOTALITARIAN GOVERNMENTS                                             | 54                   | 26                               | 3.07           |
| C6 CONSIDERATION OF ETHNIC PERSPECTIVE IN ORGANIZATIONAL COMMUNICATION                               | 53                   | 28                               | 3.07           |
| D13 PROCEDURES FOR RETREAT, PARADES, REVIEWS, AND INSPECTION                                         | 59                   | 16                               | 2.93           |
| E15 INTERNATIONAL RELATIONS WITHIN THE COMMUNIST BLOC                                                | 51                   | 22                               | 2.92           |
| D1 AIR FORCE HISTORY                                                                                 | 58                   | 17                               | 2.89           |
| E11 OBJECTIVES, ORGANIZATION, ACCOMPLISHMENTS, AND PROBLEMS OF THE UNITED NATIONS                    | 52                   | 22                               | 2.85           |
| C14 ROLES OF AIR FOR E TRAINING ORGANIZATIONS                                                        | 47                   | 22                               | 2.59           |
| D9 THE ROLE OF AIR NATIONAL GUARD, AF RESERVE, AND THE CIVILIAN FORCE IN THE USAF TOTAL FORCE POLICY | 51                   | 14                               | 2.46           |
| D15 SPECIAL MILITARY HONORS                                                                          | 46                   | 14                               | 2.21           |
| D14 APPLICATION OF DRILL PROCEDURES                                                                  | 49                   | 12                               | 2.17           |

TABLE 12

PHE TOPICS RECEIVING HIGHEST OR LOWEST OVERALL AVERAGE TRAINING EMPHASIS RATINGS  
BY E-6 RESPONDENTS

| TOPICS RATED HIGHEST                                                                                 | PERCENT                       | PERCENT                                                | AVERAGE |
|------------------------------------------------------------------------------------------------------|-------------------------------|--------------------------------------------------------|---------|
|                                                                                                      | RECOMMENDING<br>SOME TRAINING | RECOMMENDING<br>ABOVE AVERAGE<br>EMPHASIS<br>OR HIGHER |         |
| A2 AUTHORITY AND RESPONSIBILITY OF NCOs                                                              | 96                            | 80                                                     | 7.03    |
| C4 PRINCIPLES OF EFFECTIVE WRITING                                                                   | 90                            | 74                                                     | 6.48    |
| D8 AUTHORITY OF THE NCO UNDER THE UNIFORM CODE OF MILITARY JUSTICE (UCMJ)                            | 89                            | 69                                                     | 6.40    |
| B11 METHODS OF DEALING WITH UNSATISFACTORY PERFORMANCE                                               | 87                            | 70                                                     | 6.18    |
| A15 METHODS OF HANDLING COMPLAINTS AND GRIEVANCES                                                    | 87                            | 71                                                     | 6.01    |
| C3 PRINCIPLES OF EFFECTIVE READING                                                                   | 87                            | 65                                                     | 5.94    |
| A8 PROBLEM SOLVING PROCEDURES                                                                        | 84                            | 65                                                     | 5.93    |
| A13 COUNSELING THEORY AND TECHNIQUES                                                                 | 86                            | 66                                                     | 5.88    |
| C9 APPLICATION OF WRITTEN COMMUNICATION TECHNIQUES (e.g., WRITTEN REPORTS, CORRESPONDENCE)           | 82                            | 67                                                     | 5.83    |
| A1 ROLE OF THE NCO IN THE AIR FORCE CHAIN OF COMMAND                                                 | 87                            | 63                                                     | 5.82    |
| A14 APPLICATION OF COUNSELLING TECHNIQUES                                                            | 85                            | 66                                                     | 5.82    |
| <b>TOPICS RATED LOWEST</b>                                                                           |                               |                                                        |         |
| E9 CHARACTERISTICS AND FORMS OF TOTALITARIAN GOVERNMENTS                                             | 53                            | 24                                                     | 2.92    |
| C6 CONSIDERATION OF ETHNIC PERSPECTIVE IN ORGANIZATIONAL COMMUNICATION                               | 51                            | 24                                                     | 2.85    |
| E15 INTERNATIONAL RELATIONS WITHIN THE COMMUNIST BLOC                                                | 50                            | 23                                                     | 2.71    |
| C14 ROLES OF AIR FORCE TRAINING ORGANIZATIONS                                                        | 50                            | 20                                                     | 2.67    |
| E11 OBJECTIVES, ORGANIZATION, ACCOMPLISHMENTS, AND PROBLEMS OF THE UNITED NATIONS                    | 50                            | 19                                                     | 2.66    |
| E6 RATIONALE AND INFLUENCE OF NONALIGNED NATIONS                                                     | 50                            | 19                                                     | 2.64    |
| C13 CONFERENCE AND COMMITTEE PREPARATION                                                             | 47                            | 19                                                     | 2.49    |
| D9 THE ROLE OF AIR NATIONAL GUARD, AF RESERVE, AND THE CIVILIAN FORCE IN THE USAF TOTAL FORCE POLICY | 49                            | 14                                                     | 2.33    |
| D15 SPECIAL MILITARY HONORS                                                                          | 49                            | 10                                                     | 2.29    |
| D14 APPLICATION OF DRILL PROCEDURES                                                                  | 52                            | 9                                                      | 2.18    |

TABLE 13

PME TOPICS RECEIVING HIGHEST OR LOWEST OVERALL AVERAGE TRAINING EMPHASIS RATINGS  
BY E-5 RESPONDENTS

| TOPICS RATED HIGHEST                                                                                 | PERCENT                       | PERCENT                                                | PERCENT                                                | AVERAGE |
|------------------------------------------------------------------------------------------------------|-------------------------------|--------------------------------------------------------|--------------------------------------------------------|---------|
|                                                                                                      | RECOMMENDING<br>SOME TRAINING | RECOMMENDING<br>ABOVE AVERAGE<br>EMPHASIS<br>OR HIGHER | RECOMMENDING<br>ABOVE AVERAGE<br>EMPHASIS<br>OR HIGHER | RATING  |
| B11 METHODS OF DEALING WITH UNSATISFACTORY PERFORMANCE                                               | 87                            | 76                                                     | 76                                                     | 6.49    |
| A2 AUTHORITY AND RESPONSIBILITY OF NCOs                                                              | 90                            | 68                                                     | 68                                                     | 6.31    |
| C4 PRINCIPLES OF EFFECTIVE WRITING                                                                   | 89                            | 65                                                     | 65                                                     | 6.23    |
| A8 PROBLEM SOLVING PROCEDURES                                                                        | 88                            | 68                                                     | 68                                                     | 6.07    |
| D8 AUTHORITY OF THE NCO UNDER THE UNIFORM CODE OF MILITARY JUSTICE (UCMJ)                            | 84                            | 65                                                     | 65                                                     | 5.90    |
| C2 PRINCIPLES OF EFFECTIVE SPEAKING                                                                  | 84                            | 65                                                     | 65                                                     | 5.81    |
| A15 METHODS OF HANDLING COMPLAINTS AND GRIEVANCES                                                    | 83                            | 62                                                     | 62                                                     | 5.72    |
| A7 BASIC PRINCIPLES OF MOTIVATION                                                                    | 82                            | 65                                                     | 65                                                     | 5.69    |
| B10 PROCEDURES FOR HANDLING NEW PERSONNEL                                                            | 80                            | 61                                                     | 61                                                     | 5.59    |
| C3 PRINCIPLES OF EFFECTIVE READING                                                                   | 79                            | 62                                                     | 62                                                     | 5.54    |
| <b>TOPICS RATED LOWEST</b>                                                                           |                               |                                                        |                                                        |         |
| B14 BUDGET MANAGEMENT                                                                                | 45                            | 28                                                     | 28                                                     | 2.83    |
| E6 RATIONALE AND INFLUENCE OF NONALIGNED NATIONS                                                     | 51                            | 24                                                     | 24                                                     | 2.77    |
| C6 CONSIDERATION OF ETHNIC PERSPECTIVE IN ORGANIZATIONAL COMMUNICATION                               | 46                            | 24                                                     | 24                                                     | 2.75    |
| E11 OBJECTIVES, ORGANIZATION, ACCOMPLISHMENTS, AND PROBLEMS OF THE UNITED NATIONS                    | 48                            | 22                                                     | 22                                                     | 2.72    |
| C14 ROLES OF AIR FORCE TRAINING ORGANIZATIONS                                                        | 43                            | 24                                                     | 24                                                     | 2.72    |
| E15 INTERNATIONAL RELATIONS WITHIN THE COMMUNIST BLOC                                                | 46                            | 23                                                     | 23                                                     | 2.53    |
| D14 APPLICATION OF DRILL PROCEDURES                                                                  | 49                            | 20                                                     | 20                                                     | 2.50    |
| D15 SPECIAL MILITARY HONORS                                                                          | 46                            | 17                                                     | 17                                                     | 2.43    |
| C13 CONFERENCE AND COMMITTEE PREPARATION                                                             | 41                            | 24                                                     | 24                                                     | 2.39    |
| D9 THE ROLE OF AIR NATIONAL GUARD, AF RESERVE, AND THE CIVILIAN FORCE IN THE USAF TOTAL FORCE POLICY | 48                            | 12                                                     | 12                                                     | 2.35    |

TABLE 14

PME TOPICS RECEIVING HIGHEST OR LOWEST OVERALL AVERAGE TRAINING EMPHASIS RATINGS  
BY SR E-4 RESPONDENTS

| TOPICS RATED HIGHEST                                                                                 | PERCENT                    | PERCENT                                       | AVERAGE |
|------------------------------------------------------------------------------------------------------|----------------------------|-----------------------------------------------|---------|
|                                                                                                      | RECOMMENDING SOME TRAINING | RECOMMENDING ABOVE AVERAGE EMPHASIS OR HIGHER | RATING  |
| A8 PROBLEM SOLVING PROCEDURES                                                                        | 90                         | 69                                            | 6.26    |
| A15 METHODS OF HANDLING COMPLAINTS AND GRIEVANCES                                                    | 90                         | 66                                            | 6.06    |
| A2 AUTHORITY AND RESPONSIBILITY OF NCOs                                                              | 88                         | 66                                            | 6.03    |
| B11 METHODS OF DEALING WITH UNSATISFACTORY PERFORMANCE                                               | 84                         | 68                                            | 5.91    |
| A7 BASIC PRINCIPLES OF MOTIVATION                                                                    | 87                         | 65                                            | 5.76    |
| D8 AUTHORITY OF THE NCO UNDER THE UNIFORM CODE OF MILITARY JUSTICE (UCMJ)                            | 90                         | 62                                            | 5.74    |
| D17 AIR FORCE CAREER PROGRESSION AND PROMOTION SYSTEM                                                | 85                         | 59                                            | 5.66    |
| A5 BASIC PRINCIPLES OF INDIVIDUAL BEHAVIOR                                                           | 82                         | 56                                            | 5.50    |
| B4 PERFORMANCE EVALUATION                                                                            | 81                         | 60                                            | 5.38    |
| B10 PROCEDURES FOR HANDLING NEW PERSONNEL                                                            | 78                         | 62                                            | 5.24    |
| <b>TOPICS RATED LOWEST</b>                                                                           |                            |                                               |         |
| E2 EVOLUTION AND DOCTRINE OF COMMUNISM                                                               | 62                         | 29                                            | 3.43    |
| E11 OBJECTIVES, ORGANIZATION, ACCOMPLISHMENTS, AND PROBLEMS OF THE UNITED NATIONS                    | 62                         | 26                                            | 3.41    |
| A10 INDIVIDUAL AND GROUP DIFFERENCES AND THE ROLE OF THE AIR FORCE AFFIRMATIVE ACTIONS PLAN          | 59                         | 28                                            | 3.37    |
| E6 RATIONALE AND INFLUENCE OF NONALIGNED NATIONS                                                     | 60                         | 25                                            | 3.31    |
| D15 SPECIAL MILITARY HONORS                                                                          | 57                         | 31                                            | 3.28    |
| D9 THE ROLE OF AIR NATIONAL GUARD, AF RESERVE, AND THE CIVILIAN FORCE IN THE USAF TOTAL FORCE POLICY | 62                         | 18                                            | 3.21    |
| C13 CONFERENCE AND COMMITTEE PREPARATION                                                             | 53                         | 29                                            | 3.18    |
| E9 CHARACTERISTICS AND FORMS OF TOTALITARIAN GOVERNMENTS                                             | 60                         | 19                                            | 3.12    |
| D14 APPLICATION OF DRILL PROCEDURES                                                                  | 54                         | 22                                            | 2.91    |
| E15 INTERNATIONAL RELATIONS WITHIN THE COMMUNIST BLOC                                                | 51                         | 22                                            | 2.84    |

TABLE 15

PME TOPICS RECEIVING HIGHEST OR LOWEST OVERALL AVERAGE TRAINING EMPHASIS RATINGS  
BY JR E-4 RESPONDENTS

| TOPICS RATED HIGHEST                                                                                    | PERCENT<br>RECOMMENDING<br>SOME TRAINING | PERCENT<br>RECOMMENDING<br>ABOVE AVERAGE<br>EMPHASIS<br>OR HIGHER | AVERAGE<br>RATING |
|---------------------------------------------------------------------------------------------------------|------------------------------------------|-------------------------------------------------------------------|-------------------|
|                                                                                                         |                                          |                                                                   |                   |
| C5 PRINCIPLES OF EFFECTIVE LISTENING                                                                    | 81                                       | 71                                                                | 5.97              |
| C2 PRINCIPLES OF EFFECTIVE SPEAKING                                                                     | 81                                       | 64                                                                | 5.69              |
| A2 AUTHORITY AND RESPONSIBILITY OF NCOs                                                                 | 84                                       | 60                                                                | 5.69              |
| A7 BASIC PRINCIPLES OF MOTIVATION                                                                       | 84                                       | 59                                                                | 5.69              |
| D8 AUTHORITY OF THE NCO UNDER THE UNIFORM CODE OF MILITARY JUSTICE (UCMJ)                               | 81                                       | 59                                                                | 5.24              |
| A5 BASIC PRINCIPLES OF INDIVIDUAL BEHAVIOR                                                              | 79                                       | 53                                                                | 5.16              |
| A4 BASIC PRINCIPLES OF FOLLOWERSHIP AND LEADERSHIP                                                      | 78                                       | 55                                                                | 5.09              |
| D17 AIR FORCE CAREER PROGRESSION AND PROMOTION SYSTEM                                                   | 72                                       | 55                                                                | 4.98              |
| A8 PROBLEM SOLVING PROCEDURES                                                                           | 72                                       | 48                                                                | 4.90              |
| A15 METHODS OF HANDLING COMPLAINTS AND GRIEVANCES                                                       | 67                                       | 54                                                                | 4.69              |
| <hr/>                                                                                                   |                                          |                                                                   |                   |
| TOPICS RATED LOWEST                                                                                     |                                          |                                                                   |                   |
| B14 BUDGET MANAGEMENT                                                                                   | 43                                       | 22                                                                | 2.57              |
| E21 BASIC PRINCIPLES OF USAF DOCTRINE (AFM 1-1)                                                         | 47                                       | 19                                                                | 2.48              |
| D9 THE ROLE OF AIR NATIONAL GUARD, AF RESERVE, AND THE CIVILIAN FORCE IN THE<br>USAF TOTAL FORCE POLICY | 47                                       | 17                                                                | 2.43              |
| D15 SPECIAL MILITARY HONORS                                                                             | 48                                       | 14                                                                | 2.41              |
| E5 INSTRUMENTS OF NATIONAL POLICY                                                                       | 45                                       | 17                                                                | 2.40              |
| E11 OBJECTIVES, ORGANIZATION, ACCOMPLISHMENTS, AND PROBLEMS OF THE UNITED<br>NATIONS                    | 41                                       | 21                                                                | 2.31              |
| E9 CHARACTERISTICS AND FORMS OF TOTALITARIAN GOVERNMENTS                                                | 43                                       | 16                                                                | 2.22              |
| D14 APPLICATION OF DRILL PROCEDURES                                                                     | 48                                       | 12                                                                | 2.12              |
| C13 CONFERENCE AND COMMITTEE PREPARATION                                                                | 36                                       | 22                                                                | 2.05              |
| A10 INDIVIDUAL AND GROUP DIFFERENCES AND THE ROLE OF THE AIR FORCE AFFIRMATIVE<br>ACTIONS PLAN          | 29                                       | 10                                                                | 1.60              |

TABLE 16

DISTRIBUTION OF E-7 RESPONDENTS' TRAINING EMPHASIS RATINGS  
FOR A SAMPLE PME TOPIC ON WHICH THERE IS LACK OF AGREEMENT

| <u>RATING</u>      | <u>PERCENTAGE SELECTING EACH<br/>RESPONSE FOR A TOPIC ON<br/>NONVERBAL COMMUNICATION</u> |
|--------------------|------------------------------------------------------------------------------------------|
| 0 - NO TRAINING    | 46                                                                                       |
| 1 - EXTREMELY LOW  | 0                                                                                        |
| 2 - VERY LOW       | 1                                                                                        |
| 3 - LOW            | 2                                                                                        |
| 4 - BELOW AVERAGE  | 3                                                                                        |
| 5 - AVERAGE        | 14                                                                                       |
| 6 - ABOVE AVERAGE  | 9                                                                                        |
| 7 - HIGH           | 10                                                                                       |
| 8 - VERY HIGH      | 7                                                                                        |
| 9 - EXTREMELY HIGH | 8                                                                                        |

AVERAGE RATING = 3.45

## TASK DIFFICULTY RATINGS

In the process of applying occupational survey data to curriculum decisions, a knowledge of the relative difficulty of the tasks performed by respondents can often be helpful. As discussed earlier in this study, "difficulty" was defined as "the length of time it takes an average incumbent to learn to do a task" and was rated on a nine-point scale from extremely low difficulty to extremely high difficulty. These ratings can be used to help determine the method of instruction, number of course hours devoted to a subject, or even, for tasks of extremely low difficulty, whether any formal instruction is necessary at all.

The relative difficulty of each task in the inventory of leadership, management, and communicative tasks is based on the ratings of 499 experienced E-8s assigned worldwide. These ratings were processed to produce an ordered listing of all tasks in terms of their relative difficulty and were standardized to have an average difficulty of 5.0. Tasks rated 6.0 or above are considered to be the most difficult tasks, and those rated below 4.0 are considered to be of low difficulty.

Table 17 lists those tasks from the inventory that received the highest difficulty ratings. Of the 15 top rated tasks, 13 are directly related to communicative skills or long-range planning and are most frequently performed by E-8 or E-9 personnel. In fact, of the 41 "most difficult" tasks, only eight are performed by more than 30 percent of the respondents below the grade of E-8. Conversely, Table 18 lists the lowest rated tasks, and a majority of these involve relatively mundane administrative aspects of supervision, such as verifying leaves, developing additional duty rosters, or monitoring subordinates' attendance of scheduled appointments.

TABLE 17  
TASKS RATED MOST DIFFICULT

| TASKS                                                                                                      | TASK<br>DIFFICULTY |
|------------------------------------------------------------------------------------------------------------|--------------------|
| WRITE TECHNICAL OR PROFESSIONAL ARTICLES                                                                   | 7.52               |
| DEVELOP IDEAS FOR THE DESIGN OF NEW EQUIPMENT OR SERVICES                                                  | 7.00               |
| PROJECT LONG-TERM FUND REQUIREMENTS, SUCH AS SYSTEM DEVELOPMENT                                            | 7.00               |
| PREPARE OR WRITE LECTURES OR SPEECHES                                                                      | 6.88               |
| PROVIDE DOCUMENTATION TO SUBSTANTIATE JUDICIAL PUNISHMENT ACTIONS, SUCH AS COURT MARTIALS                  | 6.76               |
| DRAFT STAFF STUDIES OR SPECIAL STUDIES OR ANALYSES                                                         | 6.76               |
| DEVELOP NEW APPLICATIONS OF BASIC DESIGNS, IDEAS, OR PROCESSES                                             | 6.68               |
| DEVELOP CONTINGENCY PLANS, SUCH AS EMERGENCY ACTION PLANS                                                  | 6.57               |
| DEVELOP OR REVISE GOALS OR OBJECTIVES FOR FUTURE OR LONG-TERM OPERATIONS                                   | 6.54               |
| PREPARE OR WRITE MILITARY BRIEFINGS                                                                        | 6.54               |
| PRESENT LECTURES OR SPEECHES                                                                               | 6.51               |
| DETERMINE REQUIREMENTS FOR EQUIPMENT, FACILITIES, SUPPLIES, OR SERVICES FOR FUTURE OR LONG-TERM OPERATIONS | 6.51               |
| DEVELOP OR REVISE METHODS OR PROCEDURES FOR FUTURE OR LONG-TERM OPERATIONS                                 | 6.41               |
| DETERMINE MANNING REQUIREMENTS FOR FUTURE OR LONG-TERM OPERATIONS                                          | 6.38               |
| PLAN ALLOCATION OR USE OF RESOURCES FOR FUTURE OR LONG-TERM OPERATIONS                                     | 6.37               |

TABLE 18  
TASKS RATED LEAST DIFFICULT

| TASKS                                                                                                               | TASK<br>DIFFICULTY |
|---------------------------------------------------------------------------------------------------------------------|--------------------|
| READ NONTECHNICAL INFORMATION, SUCH AS SAFETY BULLETINS, BASE BULLETINS, OR NONMISSION RELATED MEMORANDA            | 1.75               |
| VERIFY LEAVES OF SUBORDINATES                                                                                       | 1.89               |
| MONITOR SUBORDINATES' ATTENDANCE OF SCHEDULED APPOINTMENTS, SUCH AS MEDICAL, DENTAL, OR RECORDS REVIEW              | 2.50               |
| SCHEDULE LEAVES, PASSES, OR TEMPORARY DUTY (TDY)                                                                    | 2.71               |
| APPROVE OR DISAPPROVE LEAVES, PASSES, OR TDY                                                                        | 2.73               |
| PASS ON INFORMATION TO SUBORDINATES                                                                                 | 2.78               |
| ADMINISTER OR SCORE TESTS OR EXAMINATIONS OF PERSONNEL                                                              | 2.84               |
| DEVELOP OR MAINTAIN ROSTERS, SUCH AS ADDITIONAL DUTY ROSTERS                                                        | 2.87               |
| PARTICIPATE IN MILITARY DRILL FORMATIONS, SUCH AS PARADES OR RETREATS                                               | 3.03               |
| REVIEW, FORWARD, OR APPROVE REQUESTS FROM SUBORDINATES, SUCH AS SCHOOL APPLICATIONS OR OFF-DUTY EMPLOYMENT REQUESTS | 3.06               |
| VERIFY SUBORDINATES' ELIGIBILITY FOR REENLISTEMENT OR PROMOTION                                                     | 3.09               |
| MAINTAIN ADMINISTRATIVE CHARTS OR GRAPHS, SUCH AS STATUS BOARDS                                                     | 3.10               |
| DEVELOP OR MAINTAIN DUTY SCHEDULES                                                                                  | 3.25               |
| GATHER INFORMATION INFORMALLY BY TELEPHONE OR IN FACE-TO-FACE CONVERSATION                                          | 3.28               |
| GIVE VERBAL ORDERS TO SUBORDINATES                                                                                  | 3.30               |

## PERCEPTIONS OF BENEFIT FROM PME COURSES

Included as part of the background items in the Job Inventory booklet was a series of questions designed to measure the benefit perceived by those who had completed each type of enlisted PME course. Using the following 5-point scale, respondents were asked to indicate the extent to which the instruction they had received in each type of PME course benefitted them in their job performance:

1. None
2. A limited amount
3. A moderate amount
4. A considerable amount
5. A great amount

In the analysis of these responses, comparisons were made based on the percentage of people completing a PME course who indicated they had received either a considerable amount or a great amount of benefit (responses 4 or 5) from that course. These comparisons are displayed in Table 19 and seem to lead to two conclusions. First, they show that PME resident courses received a greater percentage of high benefit ratings than did the PME correspondence courses. Second, the comparisons indicate that Phases III, IV, and V of PME are perceived to be of much greater benefit than are Phases I and II. In fact, Phases III, IV, and V received the top two ratings from 58, 78, and 77 percent, respectively, of the respondents who had completed the course. This latter trend could be explained by the fact that a greater percentage of those respondents completing Phases IV and V are higher ranking NCOs who are more involved with leadership, management, and communicative tasks. However, a comparison of the responses within each paygrade (see Table 20) still shows that the higher level courses are perceived to be of more benefit than the lower level courses.

Table 20 also shows that respondents in paygrades E-7, E-8, and E-9 tend to perceive a greater degree of benefit from most PME courses than do Jr E-4, E-5, or E-6, respondents. In contrast to this pattern, however, Sr E-4 respondents show a larger percentage of high benefit ratings than any other paygrade for three of the four courses that they are eligible to attend or take.

Finally, comparisons of the tasks performed were made between the respondents who rated a resident course of considerable or of great benefit and those who rated it of limited benefit or of no benefit. Although there was a tendency for a slightly greater percentage of the higher raters to be involved in direct supervisory tasks, these differences were not large enough to relate perceived benefit to performing specific tasks.

TABLE 19

PERCENTAGE OF THOSE COMPLETING A PME COURSE WHO INDICATED  
THE COURSE WAS OF CONSIDERABLE OR OF GREAT BENEFIT

| <u>PME PHASES</u> | <u>RESIDENT<br/>COURSE<br/>PERCENTAGES</u> | <u>CORRESPONDENCE<br/>COURSE<br/>PERCENTAGES</u> |
|-------------------|--------------------------------------------|--------------------------------------------------|
| PHASE I           | 34                                         | 29                                               |
| PHASE II          | 38                                         | NO COURSE                                        |
| PHASE III         | 58                                         | NO COURSE                                        |
| PHASE IV          | 78                                         | 38                                               |
| PHASE V           | 77                                         | 37                                               |

TABLE 20

PAYGRADE COMPARISON OF THE PERCENTAGE OF THOSE COMPLETING A PME COURSE WHO  
INDICATED THE COURSE WAS OF CONSIDERABLE OR OF GREAT BENEFIT

| <u>PME COURSES</u>             | <u>PERCENT RESPONDING</u> |                   |            |            |            |            |            |
|--------------------------------|---------------------------|-------------------|------------|------------|------------|------------|------------|
|                                | <u>JR<br/>E-4</u>         | <u>SR<br/>E-4</u> | <u>E-5</u> | <u>E-6</u> | <u>E-7</u> | <u>E-8</u> | <u>E-9</u> |
| <u>RESIDENT COURSES:</u>       |                           |                   |            |            |            |            |            |
| PHASE I                        | 26                        | 35                | 30         | 38         | 52         | 48         | 51         |
| PHASE II                       | -                         | 52                | 38         | 34         | 39         | 45         | 48         |
| PHASE III                      | -                         | 78                | 63         | 60         | 64         | 57         | 65         |
| PHASE IV                       | -                         | -                 | -          | 69         | 78         | 75         | 80         |
| PHASE V                        | -                         | -                 | -          | -          | -          | 74         | 80         |
| <u>CORRESPONDENCE COURSES:</u> |                           |                   |            |            |            |            |            |
| PHASE I                        | 16                        | 48                | 21         | 24         | 33         | 35         | 44         |
| PHASE IV                       | -                         | -                 | 39         | 37         | 44         | 34         | 33         |
| PHASE V                        | -                         | -                 | -          | -          | 43         | 33         | 37         |

## DISCUSSION OF FINDINGS

In the present enlisted PME system, the division of curricula within the five-phase program is based primarily on paygrade specific needs. In most phases all students receive basically the same material. Comparisons of the PME survey data to present course curricula have indicated that, under this system, the leadership, management, and communicative tasks performed by personnel in each paygrade are generally being addressed in the curriculum designed for the corresponding phase of PME. Through the use of PME survey data, some of the curriculum objectives in AFR 50-39 have been revised or refined, making the curriculum even more responsive to the needs of the members of each paygrade group.

However, the survey data also reveal considerable differences in leadership, management, and communicative tasks performed by personnel in different career fields within the same paygrade. In addition, a lack of agreement exists among respondents in a single paygrade about the need for training in many of the common PME curriculum topics. These last two findings indicate that personnel in the same paygrade may enter a phase of PME with very different amounts of leadership, management, or communicative experience and with very different PME needs.

Because of the increased number of hours involved in Phase V, curriculum managers at the Senior NCO Academy might be able to use the survey data in building a series of recommended electives or self-paced modules of instruction that will help tailor the Phase V experience to the differing needs of their E-9 students. Given the smaller number of course hours involved, though, curriculum managers in the other phases of PME may have much more difficulty tailoring their offerings. However, PME personnel in all phases should be encouraged to be sensitive to these student differences and should be willing to supplement or enhance the standard course material when possible.

**APPENDIX A**  
**PERCENTAGE OF RESPONDENTS IN EACH PAYGRADE GROUP WHO PERFORM**  
**TASKS IN THE JOB INVENTORY**

A1

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PCT MORS PERF ISSUES/DTES BY PAYGRADE OPS IEL SHP

TABULATION OF PERCENT MEMBERS PERFORMING TASKS & DUTIES IN THE EMILIED PHE  
STUDY.

REPORTS ON THE FOLLOWING GROUPS WERE REQUESTED

| GROUP IDENTITY = | SPC001 | ALL ANM IN SAMPLE                    | CONTAINING | 9037 MEMBERS. |
|------------------|--------|--------------------------------------|------------|---------------|
| GROUP IDENTITY = | SPC002 | ALL ANM IN PAYGRADE E-1              | CONTAINING | 30 MEMBERS.   |
| GROUP IDENTITY = | SPC003 | ALL ANM IN PAYGRADE E-2              | CONTAINING | 372 MEMBERS.  |
| GROUP IDENTITY = | SPC004 | ALL ANM IN PAYGRADE E-3              | CONTAINING | 966 MEMBERS.  |
| GROUP IDENTITY = | SPC005 | ALL ANM IN PAYGRADE E-4              | CONTAINING | 730 MEMBERS.  |
| GROUP IDENTITY = | SPC113 | ALL ANM IN PAYGRADE E-4<br>MOS TAFMS | CONTAINING | 177 MEMBERS.  |
| GROUP IDENTITY = | SPC113 | ALL ANM IN PAYGRADE E-4<br>MOS TAFMS | CONTAINING | 398 MEMBERS.  |
| GROUP IDENTITY = | SPC008 | ALL ANM IN PAYGRADE E-5              | CONTAINING | 3235 MEMBERS. |
| GROUP IDENTITY = | SPC009 | ALL ANM IN PAYGRADE E-6              | CONTAINING | 829 MEMBERS.  |
| GROUP IDENTITY = | SPC010 | ALL ANM IN PAYGRADE E-7              | CONTAINING | 734 MEMBERS.  |
| GROUP IDENTITY = | SPC011 | ALL ANM IN PAYGRADE E-8              | CONTAINING | 819 MEMBERS.  |
| GROUP IDENTITY = | SPC012 | ALL ANM IN PAYGRADE E-9              | CONTAINING | 1818 MEMBERS. |







PCT HQRS PERP TSKS/DITIES BY PAYGRADE OPS TFL SGP

AF HUMAN RESOURCES LABORATORY  
AIR FORCE SYSTEMS COMMAND

6PSUM1

TASK GROUP SUMMARY  
PERCENT MEMBERS PERFORMING

BY-TSK

|      | SPC |
|------|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|
|      | 001 | 002 | 003 | 004 | 005 | 112 | 113 | 008 | 009 | 010 | 011 | 012 | 013 | 014 | 015 | 016 | 017 | 018 | 019 |
| C 62 | 29  | 3   | 6   | 8   | 10  | 7   | 13  | 16  | 28  | 93  | 59  | 64  |     |     |     |     |     |     |     |
| C 63 | 99  | 10  | 13  | 13  | 20  | 19  | 25  | 43  | 57  | 67  | 94  | 89  |     |     |     |     |     |     |     |
| C 64 | 32  | 7   | 9   | 10  | 15  | 18  | 19  | 25  | 33  | 51  | 57  | 59  |     |     |     |     |     |     |     |
| C 65 | 55  | 10  | 17  | 23  | 38  | 33  | 42  | 55  | 63  | 74  | 73  | 78  |     |     |     |     |     |     |     |
| C 66 | 38  | 3   | 10  | 13  | 20  | 16  | 24  | 30  | 40  | 50  | 61  | 69  |     |     |     |     |     |     |     |
| C 67 | 27  | 3   | 9   | 10  | 12  | 10  | 14  | 14  | 21  | 34  | 53  | 62  |     |     |     |     |     |     |     |
| C 68 | 50  | 7   | 10  | 14  | 26  | 29  | 28  | 47  | 59  | 71  | 76  | 77  |     |     |     |     |     |     |     |
| C 69 | 50  | 10  | 12  | 14  | 25  | 24  | 27  | 47  | 60  | 78  | 74  | 78  |     |     |     |     |     |     |     |
| C 70 | 47  | 10  | 12  | 16  | 24  | 19  | 31  | 41  | 52  | 70  | 74  | 75  |     |     |     |     |     |     |     |
| C 71 | 23  | 3   | 9   | 9   | 12  | 9   | 14  | 11  | 18  | 31  | 44  | 57  |     |     |     |     |     |     |     |
| C 72 | 33  | 3   | 6   | 9   | 12  | 9   | 15  | 21  | 36  | 57  | 67  | 65  |     |     |     |     |     |     |     |
| C 73 | 37  | 3   | 9   | 10  | 14  | 9   | 18  | 26  | 47  | 60  | 68  | 65  |     |     |     |     |     |     |     |
| C 74 | 29  | 3   | 8   | 10  | 12  | 9   | 14  | 17  | 26  | 43  | 56  | 65  |     |     |     |     |     |     |     |
| C 75 | 40  | 3   | 8   | 10  | 15  | 11  | 19  | 32  | 47  | 60  | 68  | 70  |     |     |     |     |     |     |     |
| C 76 | 34  | 3   | 9   | 10  | 14  | 11  | 16  | 22  | 36  | 51  | 65  | 68  |     |     |     |     |     |     |     |
| C 77 | 29  | 3   | 8   | 9   | 12  | 8   | 16  | 18  | 31  | 48  | 58  | 57  |     |     |     |     |     |     |     |
| C 78 | 37  | 3   | 7   | 8   | 12  | 8   | 15  | 26  | 46  | 62  | 67  | 64  |     |     |     |     |     |     |     |
| C 79 | 34  | 3   | 9   | 9   | 12  | 7   | 17  | 27  | 38  | 53  | 59  | 59  |     |     |     |     |     |     |     |
| D 80 | 28  | 7   | 9   | 9   | 14  | 10  | 18  | 24  | 33  | 44  | 46  | 43  |     |     |     |     |     |     |     |
| D 81 | 36  | 7   | 8   | 10  | 16  | 12  | 20  | 32  | 43  | 53  | 60  | 58  |     |     |     |     |     |     |     |
| D 82 | 28  | 7   | 6   | 9   | 12  | 9   | 15  | 20  | 31  | 48  | 51  | 53  |     |     |     |     |     |     |     |
| D 83 | 34  | 7   | 8   | 9   | 15  | 12  | 18  | 29  | 43  | 50  | 57  | 55  |     |     |     |     |     |     |     |
| D 84 | 33  | 3   | 7   | 8   | 15  | 11  | 20  | 29  | 39  | 48  | 52  | 57  |     |     |     |     |     |     |     |
| D 85 | 54  | 10  | 10  | 14  | 30  | 26  | 34  | 53  | 67  | 75  | 77  | 76  |     |     |     |     |     |     |     |
| D 86 | 40  | 7   | 5   | 8   | 17  | 13  | 21  | 38  | 51  | 61  | 63  | 63  |     |     |     |     |     |     |     |
| D 87 | 20  | 7   | 6   | 8   | 10  | 7   | 12  | 13  | 22  | 32  | 40  | 38  |     |     |     |     |     |     |     |

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PCT MORS PERP TASKS/DITIES BY PAYGRADE OPS TTL SMP

SPSUMI

AF HUMAN RESOURCES LABORATORY  
AIR FORCE SYSTEMS COMMAND

TASK GROUP SUMMARY  
PERCENT MEMBERS PERFORMING

| TASK  | 0Y-T5H |     |     |     |     |     |     |     |     |     |     |     |
|-------|--------|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|
|       | 001    | 002 | 003 | 004 | 005 | 112 | 113 | 008 | 009 | 010 | 011 | 012 |
| D 88  | 21     | 13  | 6   | 10  | 11  | 10  | 13  | 13  | 22  | 31  | 39  | 39  |
| D 89  | 23     | 7   | 5   | 8   | 10  | 7   | 13  | 15  | 25  | 36  | 44  | 44  |
| D 90  | 15     | 7   | 4   | 7   | 8   | 7   | 10  | 9   | 14  | 22  | 29  | 29  |
| D 91  | 22     | 7   | 5   | 8   | 10  | 8   | 12  | 15  | 23  | 33  | 42  | 40  |
| D 92  | 18     | 7   | 5   | 7   | 9   | 7   | 11  | 11  | 16  | 24  | 34  | 39  |
| E 93  | 18     | 7   | 8   | 9   | 13  | 9   | 17  | 20  | 22  | 28  | 22  | 16  |
| E 94  | 24     | 3   | 6   | 9   | 10  | 9   | 18  | 19  | 25  | 34  | 41  | 41  |
| E 95  | 16     | 3   | 8   | 8   | 11  | 8   | 15  | 15  | 20  | 28  | 22  | 21  |
| E 96  | 17     | 3   | 5   | 8   | 12  | 9   | 14  | 19  | 21  | 20  | 21  | 18  |
| E 97  | 47     | 7   | 12  | 24  | 46  | 43  | 49  | 57  | 61  | 57  | 45  | 36  |
| E 98  | 12     | 3   | 4   | 7   | 11  | 8   | 14  | 12  | 14  | 13  | 15  | 13  |
| E 99  | 37     | 7   | 5   | 9   | 17  | 13  | 21  | 36  | 47  | 57  | 57  | 50  |
| E 100 | 22     | 3   | 6   | 8   | 12  | 9   | 15  | 16  | 23  | 28  | 39  | 42  |
| E 101 | 20     | 10  | 9   | 10  | 12  | 9   | 15  | 20  | 24  | 29  | 27  | 23  |
| E 102 | 20     | 3   | 7   | 9   | 13  | 9   | 17  | 20  | 27  | 24  | 27  | 22  |
| E 103 | 20     | 3   | 7   | 8   | 12  | 9   | 14  | 16  | 21  | 29  | 34  | 33  |
| E 104 | 18     | 3   | 7   | 8   | 12  | 8   | 17  | 17  | 20  | 22  | 24  | 25  |
| E 105 | 38     | 3   | 7   | 9   | 22  | 18  | 26  | 40  | 50  | 55  | 54  | 49  |
| E 106 | 28     | 3   | 8   | 9   | 14  | 11  | 17  | 21  | 29  | 38  | 50  | 50  |
| E 107 | 25     | 3   | 9   | 8   | 13  | 9   | 18  | 21  | 31  | 42  | 40  | 36  |
| E 108 | 42     | 7   | 9   | 11  | 23  | 15  | 30  | 48  | 60  | 63  | 52  | 41  |
| E 109 | 27     | 3   | 7   | 9   | 13  | 9   | 17  | 26  | 33  | 40  | 40  | 37  |
| E 110 | 21     | 3   | 8   | 9   | 14  | 11  | 17  | 23  | 27  | 30  | 27  | 23  |
| E 111 | 28     | 3   | 8   | 9   | 11  | 7   | 16  | 18  | 27  | 40  | 54  | 56  |
| F 112 | 43     | 7   | 13  | 13  | 22  | 19  | 26  | 38  | 50  | 60  | 69  | 71  |
| F 113 | 27     | 7   | 8   | 9   | 13  | 10  | 17  | 17  | 26  | 34  | 52  | 56  |
| F 114 | 45     | 13  | 10  | 14  | 23  | 20  | 26  | 41  | 53  | 64  | 70  | 71  |
| F 115 | 45     | 10  | 10  | 12  | 24  | 18  | 30  | 43  | 53  | 69  | 67  | 66  |
| F 116 | 52     | 7   | 14  | 15  | 24  | 19  | 29  | 48  | 60  | 73  | 80  | 82  |
| F 117 | 48     | 7   | 12  | 14  | 21  | 16  | 26  | 41  | 55  | 67  | 77  | 81  |
| F 118 | 45     | 7   | 11  | 13  | 20  | 15  | 26  | 38  | 49  | 61  | 72  | 78  |

PCT HQRS PERM TMS/DITIES BY PAYGRADE BPS TTL SMP

AF HUMAN RESOURCES LABORATORY  
AIR FORCE SYSTEMS COMMAND

OPSUM1

TASK GROUP SUMMARY  
PERCENT MEMBERS PERFORMING

|                                                                                                                            | SPC 001 | SPC 002 | SPC 003 | SPC 004 | SPC 005 | SPC 112 | SPC 113 | SPC 008 | SPC 009 | SPC 010 | SPC 011 | SPC 012 |
|----------------------------------------------------------------------------------------------------------------------------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| P 110 COORDINATE ON MISSION-RELATED ACTIVITIES WITH OUTSIDE AGENCIES, SUCH AS CIVILIAN AGENCIES OR OTHER MILITARY BRANCHES | 38      | 7       | 12      | 13      | 21      | 17      | 24      | 35      | 91      | 96      | 68      | 67      |
| P 120 DESIGN ADMINISTRATIVE CHARTS OR GRAPHS, SUCH AS STATUS BOARDS                                                        | 28      | 7       | 9       | 11      | 15      | 11      | 19      | 24      | 32      | 38      | 91      | 96      |
| P 121 DESIGN OR MODIFY ORGANIZATIONAL STRUCTURE TO ACCOMPLISH MISSION REQUIREMENTS                                         | 17      | 3       | 7       | 8       | 9       | 7       | 12      | 3       | 19      | 19      | 36      | 91      |
| P 122 DETERMINE OR PLAN UNIT WORK FLOW                                                                                     | 29      | 3       | 6       | 8       | 13      | 10      | 18      | 22      | 33      | 39      | 80      | 88      |
| P 123 DETERMINE OR RECOMMEND POLICIES AND DIRECTIVES                                                                       | 37      | 3       | 6       | 8       | 11      | 10      | 12      | 22      | 40      | 57      | 71      | 80      |
| P 124 DETERMINE OR SET PRODUCTION OR OPERATIONAL DEADLINES OR TIMETABLES                                                   | 30      | 3       | 6       | 9       | 11      | 9       | 14      | 22      | 33      | 41      | 54      | 61      |
| P 125 DETERMINE ROUTING OF INCOMING INFORMATION, SUCH AS CORRESPONDENCE, MESSAGES, OR REPORTS                              | 36      | 7       | 11      | 12      | 16      | 13      | 19      | 23      | 37      | 50      | 66      | 70      |
| P 126 EXPLAIN POLICIES, PLANS, OR REQUESTS TO HIGHER LEVEL AGENCIES                                                        | 32      | 7       | 7       | 10      | 13      | 11      | 16      | 22      | 30      | 44      | 60      | 67      |
| P 127 GIVE VERBAL ORDERS TO SUBORDINATES                                                                                   | 56      | 7       | 8       | 14      | 26      | 33      | 40      | 57      | 67      | 70      | 78      | 78      |
| P 128 IMPLEMENT OR DIRECT COMMAND SPECIAL INTEREST ITEMS, SUCH AS SUGGESTION, ENERGY, OR NEWCOMER PROGRAMS                 | 25      | 3       | 5       | 8       | 11      | 9       | 13      | 15      | 24      | 35      | 47      | 58      |
| P 129 INTEGRATE INFORMATION FROM MULTIPLE SOURCES INTO SINGLE REPORTS, DOCUMENTS, OR PROGRAMS                              | 27      | 7       | 5       | 10      | 11      | 8       | 14      | 19      | 27      | 34      | 48      | 58      |
| P 130 INTERPRET OR DEFINE UNIT POLICIES OR DIRECTIVES                                                                      | 36      | 10      | 7       | 9       | 14      | 13      | 15      | 26      | 38      | 53      | 67      | 73      |
| P 131 MAINTAIN ADMINISTRATIVE CHARTS OR GRAPHS, SUCH AS STATUS BOARDS                                                      | 31      | 3       | 13      | 13      | 17      | 13      | 22      | 29      | 40      | 43      | 61      | 62      |
| P 132 MAINTAIN ADMINISTRATIVE FILES OR RECORDS                                                                             | 39      | 10      | 18      | 18      | 23      | 17      | 28      | 38      | 53      | 57      | 80      | 87      |
| P 133 MANAGE OR MONITOR ADMINISTRATIVE ACTIONS, SUCH AS MAINTENANCE OF CHARTS, PERIODIC REPORTS, OR FILES                  | 34      | 3       | 12      | 12      | 16      | 12      | 20      | 28      | 41      | 47      | 56      | 60      |
| P 134 MONITOR COMMAND SPECIAL INTEREST ITEMS, SUCH AS SUBSIDIARY, ENERGY, OR NEWCOMER PROGRAMS                             | 22      | 3       | 6       | 8       | 10      | 7       | 14      | 12      | 20      | 28      | 42      | 51      |
| P 135 MONITOR OR EVALUATE CONTRACTOR SERVICES AND PERFORMANCE                                                              | 20      | 3       | 4       | 6       | 9       | 6       | 13      | 16      | 21      | 23      | 35      | 38      |
| P 136 MONITOR PRODUCTION OR OPERATIONAL DEADLINES OR TIMETABLES                                                            | 26      | 3       | 5       | 9       | 11      | 8       | 15      | 19      | 29      | 38      | 49      | 51      |
| P 137 MONITOR, SET, OR ADJUST SUSPENSES                                                                                    | 36      | 3       | 8       | 11      | 14      | 10      | 19      | 24      | 40      | 52      | 68      | 71      |
| P 138 OBSERVE UNIT OPERATIONS FOR CONTROL, EVALUATION, OR PROBLEM IDENTIFICATION PURPOSE                                   | 25      | 3       | 6       | 8       | 10      | 8       | 12      | 16      | 25      | 35      | 51      | 55      |
| P 139 PASS ON INFORMATION TO SUBORDINATES                                                                                  | 59      | 10      | 19      | 23      | 40      | 37      | 43      | 60      | 67      | 78      | 80      | 89      |
| P 140 PERFORM FORMAL TECHNICAL ASSISTANCE OR STAFF ASSISTANCE VISITS                                                       | 28      | 7       | 5       | 8       | 11      | 8       | 16      | 18      | 26      | 32      | 44      | 53      |
| P 141 PERFORM INFORMAL VISITS TO SUBORDINATE UNITS OR SECTIONS                                                             | 32      | 3       | 6       | 9       | 12      | 9       | 15      | 22      | 30      | 41      | 58      | 69      |
| P 142 PROVIDE GUIDANCE FOR SUBORDINATE SUPERVISORS OR MANAGERS ON WORK RELATED SUBJECTS                                    | 40      | 7       | 5       | 9       | 16      | 11      | 21      | 28      | 48      | 64      | 72      | 76      |
| P 143 PROVIDE ON-THE-SPOT DECISIONS AND DIRECTION FOR SUBORDINATES                                                         | 86      | 7       | 9       | 16      | 36      | 34      | 38      | 55      | 65      | 77      | 82      | 88      |
| P 144 PROVIDE VERBAL INPUTS, SUCH AS TECHNICAL ADVICE OR RECOMMENDATIONS TO COMMANDERS OR SUPERVISORS                      | 59      | 23      | 18      | 22      | 31      | 29      | 33      | 55      | 69      | 88      | 88      | 89      |
| P 145 RECOMMEND OR IMPLEMENT IMPROVEMENTS IN JOB OR TASK PROCESSES TO INCREASE PRODUCTIVITY OR JOB SATISFACTION            | 52      | 13      | 16      | 22      | 31      | 27      | 35      | 47      | 58      | 68      | 77      | 77      |
| P 146 SELECT OR IMPLEMENT ACTIONS TO RESOLVE TECHNICAL OR JOB-RELATED PROBLEMS                                             | 48      | 10      | 13      | 16      | 23      | 21      | 24      | 41      | 56      | 68      | 77      | 75      |
| P 147 CONDUCT FORMAL INSPECTIONS OF FACILITIES, EQUIPMENT, OR WORK AREAS                                                   | 38      | 23      | 19      | 23      | 29      | 21      | 27      | 34      | 39      | 45      | 58      | 58      |

AF HUMAN RESOURCES LABORATORY  
AIR FORCE SYSTEMS COMMAND

GP SUM

PCT MORE PERP TASKS/DUTIES BY PAYGRADE OPS TTL SMP

TASK GROUP SUMMARY  
PERCENT MEMBERS PERFORMING

|                                                                                                                                     | SPC<br>001 | SPC<br>002 | SPC<br>003 | SPC<br>004 | SPC<br>005 | SPC<br>112 | SPC<br>113 | SPC<br>008 | SPC<br>009 | SPC<br>010 | SPC<br>011 | SPC<br>012 |
|-------------------------------------------------------------------------------------------------------------------------------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|
| 0 148 CONDUCT FORMAL INSPECTIONS OF PERSONNEL                                                                                       | 24         | 3          | 8          | 9          | 11         | 8          | 14         | 19         | 24         | 31         | 31         | 41         |
| 0 149 CONDUCT FORMAL INSPECTIONS OF RECORDS, ADMINISTRATIVE FILES, OR DIRECTIVES                                                    | 27         | 7          | 11         | 13         | 17         | 12         | 22         | 24         | 31         | 36         | 39         | 41         |
| 0 150 CONDUCT INFORMAL INSPECTIONS OF FACILITIES, EQUIPMENT, OR WORK AREAS                                                          | 50         | 23         | 27         | 26         | 30         | 28         | 31         | 46         | 55         | 61         | 71         | 73         |
| 0 151 CONDUCT INFORMAL INSPECTIONS OF PERSONNEL                                                                                     | 44         | 10         | 10         | 11         | 19         | 16         | 22         | 40         | 52         | 63         | 68         | 70         |
| 0 152 CONDUCT INFORMAL INSPECTIONS OF RECORDS, ADMINISTRATIVE FILES, OR DIRECTIVES                                                  | 39         | 10         | 12         | 16         | 21         | 16         | 26         | 34         | 47         | 53         | 59         | 58         |
| 0 153 CONDUCT OR ASSIST IN FORMAL INVESTIGATIONS, SUCH AS LINE-OF-DUTY OR FORMAL ACCIDENT INVESTIGATIONS                            | 18         | 3          | 10         | 10         | 13         | 11         | 15         | 14         | 16         | 20         | 33         | 31         |
| 0 154 CONDUCT OR ASSIST IN INFORMAL INVESTIGATIONS OF INCIDENTS OR EVENTS                                                           | 23         | 3          | 11         | 12         | 14         | 12         | 17         | 17         | 21         | 29         | 38         | 34         |
| 0 155 INITIATE FORMAL INVESTIGATIONS, SUCH AS LINE-OF-DUTY OR FORMAL ACCIDENT INVESTIGATIONS                                        | 13         | 3          | 9          | 9          | 11         | 10         | 13         | 11         | 12         | 13         | 18         | 19         |
| 0 156 INSPECT AND EVALUATE ALERT, EMERGENCY, OR CONTINGENCY PLANS                                                                   | 20         | 3          | 8          | 9          | 11         | 9          | 13         | 14         | 18         | 22         | 37         | 43         |
| 0 157 PERFORM IN-HOUSE STUDIES OR ANALYSES                                                                                          | 30         | 7          | 8          | 11         | 13         | 11         | 17         | 22         | 31         | 36         | 51         | 40         |
| 0 158 PERFORM SPECIAL PREPARATIONS PRIOR TO BEING INSPECTED                                                                         | 38         | 13         | 18         | 20         | 23         | 22         | 24         | 33         | 41         | 51         | 57         | 55         |
| 0 159 REVIEW OR EVALUATE REPORTS OR DATA, SUCH AS INSPECTION REPORTS FROM OTHER UNITS, FOR APPLICABILITY TO OWN UNIT INVESTIGATIONS | 39         | 3          | 10         | 11         | 18         | 14         | 22         | 31         | 44         | 60         | 70         | 70         |
| 0 160 REVIEW, APPROVE, OR RECOMMEND APPROVAL OF RESULTS OF INVESTIGATIONS                                                           | 18         | 3          | 8          | 8          | 10         | 9          | 12         | 12         | 17         | 24         | 34         | 37         |
| 0 161 WRITE INSPECTION GUIDELINES, SUCH AS CHECKLISTS                                                                               | 29         | 3          | 10         | 10         | 14         | 11         | 18         | 23         | 31         | 38         | 50         | 53         |
| M 162 ANALYZE DIRECTIVES, PLANS, OR POLICIES TO PROVIDE RECOMMENDATIONS FOR IMPROVEMENT                                             | 34         | 7          | 6          | 9          | 14         | 12         | 15         | 21         | 33         | 47         | 65         | 74         |
| M 163 ANALYZE RESULTS OF TESTS OF NEW OR MODIFIED MATERIALS, EQUIPMENT, OR METHODS                                                  | 22         | 3          | 6          | 8          | 10         | 7          | 14         | 15         | 22         | 26         | 41         | 48         |
| M 164 COORDINATE OR DIRECT THE PREPARATIONS FOR TESTING OF NEW OR MODIFIED MATERIALS, EQUIPMENT, OR METHODS                         | 19         | 3          | 5          | 8          | 10         | 6          | 14         | 13         | 20         | 20         | 36         | 42         |
| M 165 EVALUATE ACCOMPLISHMENT OF OBJECTIVES OR TASKS IN TERMS OF QUALITY, QUANTITY, TIMELINESS, OR EFFICIENCY                       | 31         | 3          | 6          | 9          | 11         | 8          | 15         | 23         | 34         | 48         | 57         | 61         |
| M 166 EVALUATE ADEQUACY OF RESOURCES, SUCH AS EQUIPMENT OR FACILITIES                                                               | 34         | 10         | 7          | 10         | 13         | 12         | 15         | 24         | 34         | 49         | 66         | 70         |
| M 167 EVALUATE CIVILIAN PERSONNEL ON MATTERS SUCH AS DUTY PERFORMANCE, APPEARANCE AND BEHAVIOR, OR POTENTIAL                        | 16         | 3          | 5          | 7          | 8          | 7          | 10         | 11         | 18         | 22         | 26         | 32         |
| M 168 EVALUATE IMPACT OF OWN PERSONAL BEHAVIOR ON ATTITUDE OR JOB PERFORMANCE OF SUBORDINATES                                       | 40         | 3          | 7          | 10         | 14         | 15         | 20         | 36         | 47         | 59         | 65         | 66         |
| M 169 EVALUATE MILITARY PERSONNEL ON MATTERS SUCH AS DUTY PERFORMANCE, APPEARANCE AND BEHAVIOR, OR POTENTIAL                        | 27         | 3          | 4          | 8          | 9          | 7          | 12         | 12         | 21         | 37         | 60         | 68         |
| M 170 EVALUATE PROPOSED CHANGES TO POLICY, PROCEDURES, OR OBJECTIVES TO DETERMINE IMPACT OR TO PROVIDE FEEDBACK                     | 45         | 3          | 6          | 8          | 15         | 13         | 19         | 40         | 56         | 69         | 74         | 76         |
| M 171 EVALUATE SUGGESTIONS (AF FORM 1000) SUBMITTED THROUGH AIR FORCE SUGGESTION PROGRAM                                            | 32         | 3          | 3          | 8          | 10         | 8          | 12         | 19         | 33         | 49         | 66         | 70         |
| M 172 EVALUATE UNWRITTEN NORMS OF ACCEPTABLE OR UNACCEPTABLE BEHAVIOR WITHIN THE WORK ENVIRONMENT                                   | 29         | 3          | 5          | 8          | 10         | 7          | 13         | 15         | 28         | 43         | 61         | 66         |
| M 173 EVALUATE UTILIZATION OF RESOURCES                                                                                             | 28         | 3          | 4          | 8          | 10         | 8          | 12         | 19         | 28         | 44         | 54         | 55         |
| M 174 EVALUATE UTILIZATION OF RESOURCES                                                                                             | 37         | 3          | 6          | 8          | 11         | 6          | 12         | 21         | 34         | 48         | 65         | 71         |



PCT HOURS PERFORM TASKS/DUTIES BY PAYGRADE OPS YTL SMP SP5M1 AF HUMAN RESOURCES LABORATORY  
AIR FORCE SYSTEMS COMMAND

TASK GROUP SUMMARY  
PERCENT MEMBERS PERFORMING

| TASK GROUP SUMMARY                                                                                                    | SP5M1   |         |         |         |         |         |         |         |         |         |         |         |
|-----------------------------------------------------------------------------------------------------------------------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|
|                                                                                                                       | SPC 001 | SPC 002 | SPC 003 | SPC 004 | SPC 005 | SPC 112 | SPC 113 | SPC 008 | SPC 009 | SPC 010 | SPC 011 | SPC 012 |
| I 203 DEVELOP OR REVISE METHODS OR PROCEDURES FOR CURRENT OR ON-GOING OPERATIONS                                      | 27      | 3       | 7       | 10      | 13      | 12      | 14      | 20      | 27      | 34      | 47      | 54      |
| I 204 DEVELOP OR REVISE METHODS OR PROCEDURES FOR FUTURE OR LONG-TERM OPERATIONS                                      | 23      | 7       | 8       | 10      | 11      | 8       | 14      | 16      | 21      | 28      | 40      | 49      |
| I 205 DEVELOP OR REVISE METHODS OR SYSTEMS FOR OBTAINING OR REPORTING INFORMATION                                     | 21      | 7       | 7       | 8       | 10      | 8       | 13      | 14      | 17      | 24      | 37      | 47      |
| I 206 DEVELOP OR REVISE PROCEDURES FOR SPECIAL PROGRAMS OR PROJECTS, SUCH AS SPECIAL EXERCISES OR OPEN HOUSES         | 16      | 7       | 4       | 7       | 9       | 8       | 11      | 10      | 13      | 16      | 28      | 36      |
| I 207 DEVELOP OR REVISE TASKING STATEMENTS FOR CURRENT OR ON-GOING OPERATIONS                                         | 14      | 3       | 4       | 7       | 9       | 7       | 11      | 9       | 11      | 13      | 23      | 32      |
| I 208 DEVELOP OR REVISE TASKING STATEMENTS FOR FUTURE OR LONG-TERM OPERATIONS                                         | 13      | 3       | 4       | 7       | 8       | 6       | 10      | 8       | 10      | 12      | 23      | 30      |
| I 209 DEVELOP OR REVISE TASKING STATEMENTS FOR SPECIAL PROGRAMS OR PROJECTS, SUCH AS SPECIAL EXERCISES OR OPEN HOUSES | 12      | 3       | 3       | 7       | 8       | 6       | 10      | 7       | 9       | 11      | 21      | 27      |
| I 210 ESTIMATE MANAGING REQUIREMENTS FOR SPECIAL PROGRAMS OR PROJECTS, SUCH AS SPECIAL EXERCISES OR OPEN HOUSES       | 17      | 3       | 4       | 7       | 8       | 6       | 10      | 10      | 14      | 20      | 34      | 40      |
| I 211 PLAN ALLOCATION OR USE OF RESOURCES FOR CURRENT OR ON-GOING OPERATIONS                                          | 23      | 3       | 4       | 8       | 9       | 7       | 12      | 15      | 22      | 28      | 45      | 50      |
| I 212 PLAN ALLOCATION OR USE OF RESOURCES FOR FUTURE OR LONG-TERM OPERATIONS                                          | 20      | 3       | 4       | 7       | 8       | 6       | 11      | 12      | 19      | 23      | 39      | 44      |
| I 213 PLAN ALLOCATION OR USE OF RESOURCES FOR SPECIAL PROGRAMS OR PROJECTS, SUCH AS SPECIAL EXERCISES OR OPEN HOUSES  | 16      | 3       | 4       | 7       | 8       | 6       | 9       | 10      | 15      | 17      | 31      | 36      |
| I 214 PREPARE OR DEVELOP INPUTS TO UNIT PLANS OR OPERATIONS ORDERS                                                    | 16      | 3       | 4       | 7       | 8       | 6       | 9       | 9       | 13      | 16      | 33      | 39      |
| I 215 REVIEW, APPROVE, OR RECOMMEND APPROVAL OF UNIT PLANS OR INPUTS TO HIGHER ECHELON PLANS                          | 15      | 3       | 4       | 7       | 8       | 6       | 11      | 8       | 11      | 14      | 31      | 39      |
| J 216 ACQUIRE EQUIPMENT OR SUPPLIES VIA INFORMAL MEANS FOR MISSION ACCOMPLISHMENT                                     | 37      | 20      | 16      | 23      | 26      | 24      | 27      | 35      | 45      | 48      | 51      | 68      |
| J 217 ALLOCATE FACILITIES, EQUIPMENT, OR OTHER ACCOUNTABLE RESOURCES TO SUPERVISORS OR WORK GROUPS                    | 21      | 7       | 9       | 10      | 12      | 11      | 14      | 14      | 20      | 27      | 39      | 40      |
| J 218 ALLOCATE NON-ACCOUNTABLE RESOURCES TO UNIT PERSONNEL                                                            | 19      | 7       | 6       | 8       | 11      | 9       | 13      | 15      | 21      | 26      | 33      | 33      |
| J 219 ALLOCATE OR OBLIGATE FUNDS TO SUBORDINATE UNITS OR WORK CENTERS                                                 | 12      | 3       | 5       | 7       | 8       | 7       | 10      | 8       | 9       | 12      | 20      | 24      |
| J 220 CONTROL OR MANAGE CASH FUNDS                                                                                    | 11      | 3       | 7       | 9       | 10      | 9       | 11      | 10      | 11      | 10      | 13      | 13      |
| J 221 IDENTIFY, SELECT, OR JUSTIFY SUPPLIER SOURCE FOR MATERIALS, GOODS, SERVICES, OR CONTRACTS                       | 20      | 7       | 8       | 10      | 11      | 9       | 14      | 19      | 20      | 23      | 32      | 31      |
| J 222 INVENTORY EQUIPMENT, SUPPLIES, OR FACILITIES                                                                    | 35      | 13      | 22      | 22      | 24      | 24      | 24      | 34      | 41      | 47      | 62      | 36      |
| J 223 ISSUE OR MONITOR EQUIPMENT OR SUPPLIES                                                                          | 34      | 10      | 19      | 21      | 23      | 21      | 25      | 35      | 41      | 46      | 62      | 38      |
| J 224 JUSTIFY BUDGET REQUESTS OR INPUTS TO BUDGETS                                                                    | 24      | 3       | 9       | 9       | 10      | 7       | 13      | 16      | 20      | 28      | 46      | 53      |
| J 225 JUSTIFY LOCAL PURCHASE OF ITEMS FROM CIVILIAN SOURCES                                                           | 22      | 3       | 8       | 10      | 12      | 10      | 14      | 19      | 22      | 27      | 36      | 37      |
| J 226 MONITOR BUDGETARY EXPENDITURES                                                                                  | 22      | 3       | 8       | 9       | 10      | 8       | 13      | 15      | 18      | 26      | 39      | 48      |
| J 227 PARTICIPATE IN RESOURCES ALLOCATIONS; FOR EXAMPLE, FACILITIES MANAGEMENT BOARDS (FMB)                           | 12      | 3       | 6       | 8       | 8       | 7       | 10      | 8       | 9       | 10      | 18      | 24      |
| J 228 PREPARE BUDGET REQUESTS OR INPUTS TO BUDGETS                                                                    | 21      | 3       | 7       | 8       | 10      | 7       | 13      | 13      | 18      | 26      | 42      | 45      |
| J 229 PREPARE REQUESTS FOR GOODS OR SERVICES                                                                          | 27      | 10      | 11      | 16      | 16      | 12      | 20      | 25      | 32      | 34      | 39      | 38      |
| J 230 PROJECT LONG TERM FUNDS REQUIREMENTS SUCH AS SYSTEM DEVELOPMENT                                                 | 12      | 3       | 6       | 8       | 9       | 7       | 11      | 9       | 10      | 12      | 17      | 22      |



PCT MEMS PERM TSIS/OTIES BY PAYGRADE 0P3 TTL SMP

TASK GROUP SUMMARY  
 PERCENT MEMBERS PERFORMING

SP5M1A

AF HUMAN RESOURCES LABORATORY  
 AIR FORCE SYSTEMS COMMAND

BY-TSA

|                                                                                                                            | SPC 001 | SPC 002 | SPC 003 | SPC 004 | SPC 005 | SPC 006 | SPC 007 | SPC 008 | SPC 009 | SPC 010 | SPC 011 | SPC 012 |
|----------------------------------------------------------------------------------------------------------------------------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| L 261 PARTICIPATE IN MILITARY CEREMONIAL FUNCTIONS, SUCH AS WINDING-UPS OR AWARDS AND DECORATIONS CEREMONIES OR REVIEWS    | 36      | 7       | 17      | 19      | 19      | 18      | 23      | 22      | 24      | 24      | 20      | 23      |
| L 262 PARTICIPATE IN MILITARY DRILL FORMATIONS, SUCH AS PARADES OR REVIEWS                                                 | 32      | 20      | 25      | 25      | 23      | 27      | 24      | 24      | 24      | 24      | 21      | 24      |
| L 263 PERFORM CEREMONIAL FUNCTIONS, SUCH AS PRESENTING OR RECEIVING AWARDS AS REPRESENTATIVE AN ACTING COMMANDER OF A UNIT | 11      | 3       | 0       | 10      | 11      | 8       | 13      | 8       | 9       | 10      | 17      | 19      |
| L 264 PROMOTE OR PARTICIPATE IN AIR FORCE SPONSORED COMMUNITY PROGRAMS, SUCH AS SPEAKERS BUREAUS, OR FUND DRIVES           | 24      | 7       | 13      | 18      | 15      | 17      | 18      | 21      | 21      | 24      | 20      | 22      |