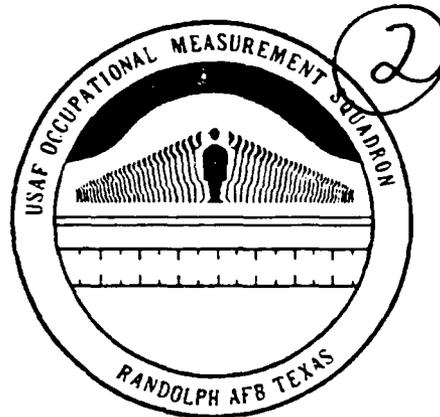




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UNITED STATES
AIR FORCE

OCCUPATIONAL SURVEY REPORT

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JAN 30 1992

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EDUCATION & TRAINING UTILIZATION FIELD, SPECIAL DUTY
IDENTIFIER, & TECHNICAL INSTRUCTORS

AFSC 75XX, SDI 09XX, & T-PREFIX

AFPT 90-75X-911

DECEMBER 1991

92-02392



OCCUPATIONAL ANALYSIS PROGRAM
USAF OCCUPATIONAL MEASUREMENT SQUADRON
AIR TRAINING COMMAND
RANDOLPH AFB, TEXAS 78150-5000

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PREFACE

This report presents the results of a detailed United States Air Force Occupational Survey of the Education and Training Utilization Field (AFSC 75XX), four Special Duty Identifiers (0900, 0940, 0950 and 0970), and Technical Instructors (T-Prefix officers). Authority for conducting occupational surveys is contained in AFR 35-2. Computer products which support this report are available for use by operations and training officials.

The survey instrument was developed by Ms Faye Shenk, with computer programming support by Ms Rebecca Hernandez. Mr Richard Ramos provided administrative support. Captain Harold Huguley III analyzed the data and wrote the final report. This report was reviewed and approved by Mr Gerald R. Clow, Chief of Management Applications Section, Occupational Analysis Branch.

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SUMMARY OF RESULTS

1. Survey Coverage: Educational and Training (75XX), Special Duty Identifier (0900, 0940, 0950, and 0970), and T-Prefix officers were surveyed to obtain current data for use in personnel and training management decisions. A single job inventory was administered at all active bases during June through November 1990. The sample population consists of 2,222 officers. This represents 62 percent of the eligible population.
2. Specialty Jobs: There are 79 Education and Training jobs identified. Sixty-eight of the jobs grouped together to form 11 clusters, and the other 11 jobs were identified as independent jobs.
3. Comparison with Previous OSR: There were two jobs identified in the previous OSR which did not have a direct match in the current OSR. There were 13 groups identified in the current survey with no direct match to the previous OSR. The jobs identified in current analysis which were not identified in the previous OSR are a result of the inclusion of 09XX and T-Prefix personnel.
4. Duty AFSC Analysis: The specialty description analysis indicated personnel were basically performing duties and tasks specified in AFR 36-1. Lieutenant colonels were occupying DAFSC 7524, which is normally reserved for lieutenants and captains. Some captains were occupying 7516 positions, which are normally reserved for majors and above. In addition, a small number of second lieutenants were in SDI 0970; these special duty assignments are for captains and above.
5. Military Rank Analysis: In performing an analysis of the military rank, lieutenants were generally performing a high degree of administrative and staff duties. Although captains also perform administrative tasks, they spend a lot of time conducting or developing education and training programs. Survey respondents who were of the rank major through colonel perform duties associated with command and staff. They occupy leadership positions within the education and training utilization field.
6. First Assignment Personnel: The survey included 1,339 respondents who were first-assignment personnel. First-assignment 75XX personnel mostly perform administrative and staffing duties; first-assignment 09XX officers are usually conducting education and training; and first-assignment T-Prefix officers generally develop courses and curriculum.
7. Job Satisfaction: The job satisfaction indicators show moderate to high levels of satisfaction among education and training jobs, as well as across DAFSCs. There is indication that talents and training are being underutilized; this is evident across clusters and independent jobs and DAFSC.
8. Implications: Although the jobs are numerous and vary according to duties and tasks, officers would benefit greatly from an overall strategic career plan which specifically outlines their role. In establishing a new

career plan, AFR 36-1 would suffice as a guide for duties and responsibilities. A new career structure might facilitate an expansion of leadership opportunities for AFSC 75XX officers, as well as provide an accurate means of matching qualified officers with education and training jobs.

OCCUPATIONAL SURVEY REPORT
EDUCATIONAL AND TRAINING, SPECIAL DUTY IDENTIFIER AND T-PREFIX PERSONNEL
(AFSCs 75XX, 0900, 0940, 0950, 0970, and T-Prefix)

INTRODUCTION

This report summarizes the occupational survey results of the education and training personnel; it includes related work performed by AFSC 75XX, Special Duty Identifiers (SDI) (0900, 0940, 0950, and 0970), and T-Prefix officers. The Chief, Training and Standards Division, DCS/Technical Training, requested the survey to objectively identify and describe AFSC 75XX and SDI 09XX jobs, and describe training management and development functions across all AFSCs using the T-Prefix personnel.

Historical Background. The AFSC 75XX utilization field originated in 1954 as three AFSs; Education and Training Staff Officers (AFS 751X), Education Specialist (AFS 752X), and Instructors (AFS 753X). In 1960, AFS 752X was renamed Education and Training Officers. In 1970, AFS 753X became SDI 0904 - Instructors; SDI 0904 was redesignated SDI 0940 in 1974.

Current Specialty Descriptions. As described by AFR 36-1 Officer Classification, the current Education and Training Utilization Field (AFSC 75XX) encompasses the functions and responsibilities of planning, organizing, establishing, and directing education and training programs. The entry-level officer AFSC is 7521/7524, and the rank spread stated in AFR 36-1 is second lieutenant through major. Staff officer AFSC is 7511/7516, and the rank spread stated in AFR 36-1 is major through colonel.

SDI authorizations for officers identify personnel who are performing an actual group of tasks on a semipermanent or permanent basis. These duties are unrelated to any specific utilization field. The officers who possess the SDI 0900 are commanders for the USAF Academy Cadet Squadrons. They are responsible for commanding the cadet squadrons; directing actions appropriate to morale, welfare, discipline, and aptitude; and coordinating training and instruction programs. AFR 36-1 states the rank spread for SDI 0900 is captain and major.

The officers who possess the SDI 0940 identifier are formal instructors. They are responsible for organizing and preparing instructional materials, instructing personnel, and coordinating training programs. AFR 36-1 states the rank spread for 0940 SDIs is second lieutenant through colonel.

The 0950 SDI are Training Commanders at Officer Training School (OTS). Their responsibilities include commanding training squadrons and flights, determining aptitude for commissioned service, and directing and maintaining training programs. AFR 36-1 states the rank spread for SDI 0950 is first lieutenant through major.

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The 0970 SDI are Academic Program Managers. They are responsible for directing, instructing, evaluating, and monitoring all instructions, curriculum development, and student training at the USAF Academy and Professional Military Education (PME) schools. AFR 36-1 states the rank spread for SDI 0970 officers is captain through colonel.

The T-Prefix identifies officers serving in positions as instructors in technical subjects. It applies to nonrated specialties and in-ground phases of pilot and navigation specialties. It is awarded and affixed to the awarded AFSC in which the officer performs duty as a technical instructor.

Training. The AFSC 7521 officers must successfully complete one of the following instructor training courses for upgrading:

Academic Instructor School	5 Wks, 2 days	Maxwell AFB AL
Principals of Instruction	2 Wks	Sheppard AFB TX
Technical Training Instructor Course	5 Wks, 2 Days	All Tech Tng Ctrs

Besides taking an instructor training course 7521, officers must also take one of the following courses for upgrading:

Instructional System Development (ISD)	4 Wks	Sheppard AFB TX
Criterion Referenced Instruction	2 Wks	Belmont CA/Local Contract

AFR 36-1 does not stipulate any required training for personnel in the AFSC 7511 or 7516 specialty. It is only desirable for SDI 0900 to complete either an administrative, personnel, or instructor training course. Personnel in the SDI 0940 and 0970 specialty normally complete local training at their specific school or location. It is also desirable for personnel in these special duties to complete an instructor training course. SDI 0950 personnel are not required to complete any of the instructor courses. T-Prefix personnel are required to complete 3AIR75100-X, AIFOS0001, SV8D-A, B-V7D-E, X5AIN75000-000, IAAFA-X-75000, or 184500-001.

SURVEY METHODOLOGY

Inventory Development. The data collection instrument for this occupational survey was "Education and Training Officer Personnel USAF Job Inventory, AFPT 90-75X-911," dated March 1990. The inventory consisted of two main sections:

- 1) Respondents' biographical and current job information section.
- 2) A detailed list of tasks performed at all organizational levels of education and training, special duties, and technical instruction.

The task list was tentatively prepared after reviewing the two previous job inventories, the education and training publications, and all pertinent directives. The list was further developed by selected Subject-Matter Experts (SME) at the following locations:

<u>Location</u>	<u>Primary Duty Expertise</u>
Keesler AFB	Operations Training Division, Occupational Training Analysis
Maxwell AFB	Education and Training Commanders, Tech Training Directors, Computer Support, Curriculum Managers, Plans and Programs, SOS, AWC, AFROTC, and Staff Officers
Randolph AFB	AFMPC
Lackland AFB	OTS/MTC and BMTS

The resulting job inventory contained a comprehensive listing of 968 tasks grouped under 13 duties. Table 1 provides a list of the actual duty titles used in the job inventory.

TABLE 1
SELECTED EDUCATION AND TRAINING DUTY TITLES

- A. Performing General Command, Staff, and Administrative Functions
- B. Performing Supervisory and Personnel Staff Functions
- C. Performing Research or Advisory Functions
- D. Performing Admission Functions
- E. Determining Education or Training Requirements
- F. Developing Courses, Curriculum, or Course Documents
- G. Planning or Programming Education or Training
- H. Acquiring and Maintaining Equipment, Facilities, or Media
- I. Conducting Education or Training
- J. Managing or Counseling Students
- K. Evaluating/Inspecting Education or Training Programs & Support Activities
- L. Managing Education or Training Programs
- M. Administering Education or Training

Survey Sample. During July through November 1990, 3,549 Education and Training Job Inventories (JI) were administered in an effort to capture all eligible education and training personnel. In total, 2,222 JIs were returned and analyzed; this represents 62 percent of the 1990 eligible population.

TABLE 2
 REPRESENTATION OF 75XX, 09XX AND T-PREFIX
 PERSONNEL WITHIN SURVEY SAMPLE

AFS	ELIGIBLE POP	% of TOTAL ELIGIBLE POP	NUMBER RETURNED	% OF TOTAL RETURNED	% OF ELIGIBLE AFS	% OF TOTAL ELIGIBLE POP
75XX	414	12%	259	12%	63%	7%
09XX	1,388	39%	910	41%	66%	25%
T-Prefix	<u>1,747</u>	<u>49%</u>	<u>1,053</u>	<u>47%</u>	<u>60%</u>	<u>30%</u>
Total	3,549	100%	2,222	100%		62%

SURVEY ADMINISTRATION

USAF Job Inventory Booklets. All individuals who filled out an inventory completed an identification and biographical section. Next, they went through the booklet and checked each task performed in their current job. Finally, they went back and rated each task they checked on a 9-point scale reflecting relative time spent on each task compared to all other tasks. Ratings range from "1," which indicated very small amount of time spent, to "9," which indicated a very large amount of time spent. The relative percent time spent on tasks for each inventory was captured by first totaling all rating values on the inventory. The rating for each task was then divided by this total and the result multiplied by 100. The percent time spent ratings from all inventories were combined and used with percent members performing to describe the various groups in the career utilization field.

Training Emphasis (TE) Booklets. TE booklets were completed by 141 experienced AFSC 75XX, SDI 09XX, or T-Prefix officers in the grades of captain through lieutenant colonel. Individuals completing the TE booklets were also asked to rate tasks on a 9-point scale (from "1," no training is required, to "9," extremely high amount of training needed). The TE rating is a relative comparison of which tasks require structured training of new education and training personnel (first 48 months in the career field). "Structured" training is defined as training provided at training schools, field training detachments, mobile training teams, formal on-the-job training, or any other organized training method. For this survey, the responses indicate an average (mean) TE of .76; however, some tasks are as high as 5.319.

SPECIALTY JOBS

Job Clustering Process. Once the job inventories and the task factor booklets were received from the field, a very powerful computer, written to analyze occupational input data called the Comprehensive Occupational Data Analysis Program (CODAP), created a job description for each respondent, as well as composite job descriptions for members of various demographic groups.

For the purpose of organizing individual jobs into similar units of work, CODAP used an automated job clustering process. The basic identified group in this hierarchical process is referred to as a "Job." If this job has distinguishing characteristics which are unrelated to other jobs, it is referred to as an "Independent Job." When there is a substantial degree of similarity between jobs, they are grouped together and identified as a "Job Cluster." The resulting data may be used to evaluate the accuracy of career documents (e.g., AFR 36-1) and to gain a better understanding of current personnel utilization and training applications.

Overview of Specialty Jobs. There are 79 primary education and training jobs which are identified; this represents 80 percent of the education and training survey. The majority of the respondents spend their duty time performing tasks associated with General Command, Staff, and Administrative Functions (22 percent); Conducting Education or Training (19 percent); and Developing Courses, Curriculum, and Course Documents (18 percent). Consequently, there is a high overlap (a set of common core tasks) among most education and training jobs.

Figure 1 shows the personnel percentage distribution among the identified clusters and independent jobs. The titles chosen may not directly equate to primary duty area or reflect any presently offered education and training job title. Each title does, however, describe what the incumbents actually do in their assigned positions. If a job contained fewer than five members, it was not considered in the analysis.

Job Descriptions. The following paragraphs offer a brief description of the 79 specialty jobs: 11 independent jobs are listed, plus 68 other jobs that are grouped within 11 job clusters. First, a list of the duties where the incumbents spend the majority of their duty time is presented. Then a list of typical tasks under these duty headings and pertinent background information is discussed to differentiate between all the other jobs. Appendix A presents a detailed list of independent jobs and jobs identified in each cluster; Appendix B presents background information for each cluster and independent job; Appendix C outlines the tasks performed by each cluster and independent job.

I. FUNDAMENTAL TRAINING INSTRUCTORS (N=5). This is a small independent job consisting of members whose efforts are highly concentrated in conducting education and training. Their duty time is spent performing tasks under the

SAMPLE DISTRIBUTION OF CLUSTERS AND INDEPENDENT JOBS

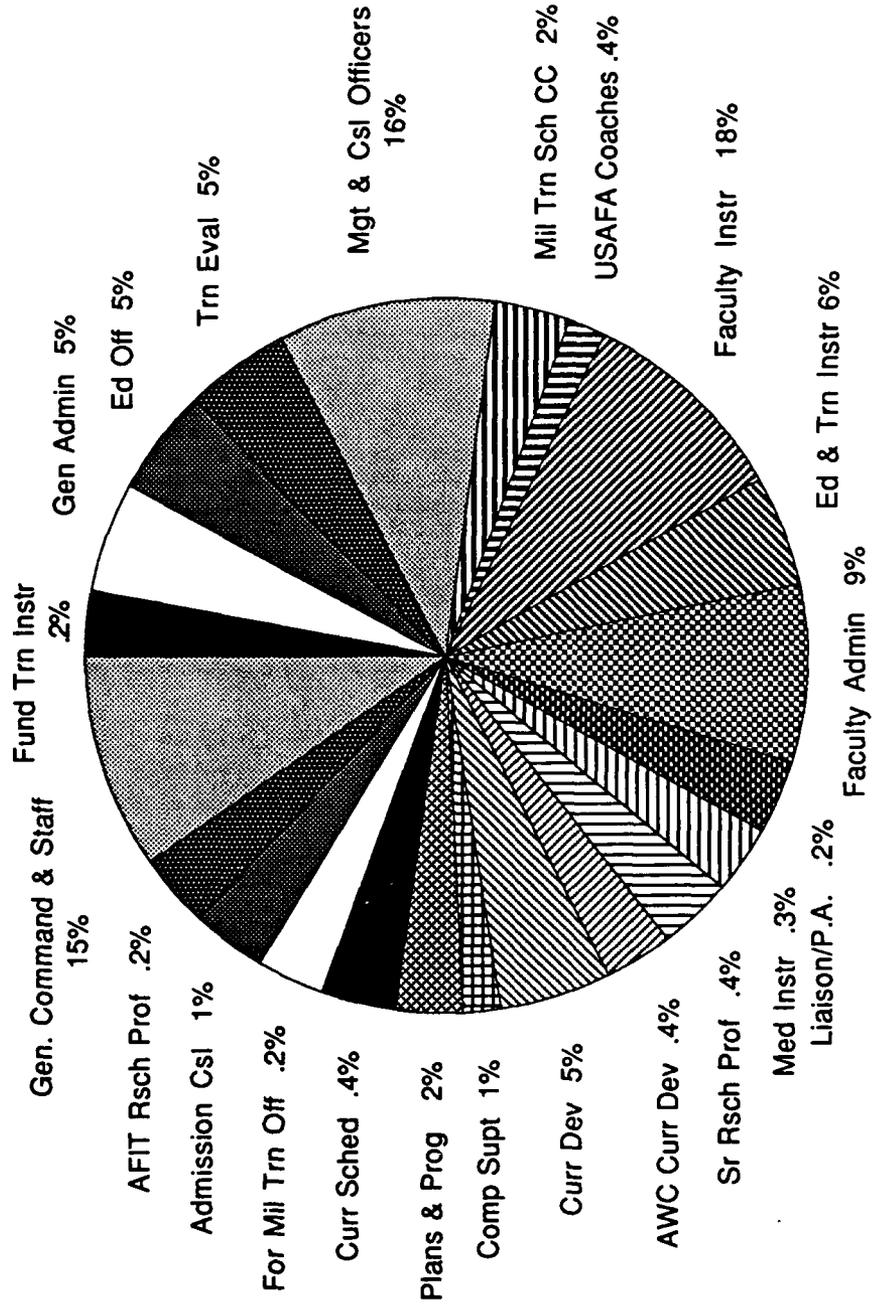


FIGURE 1

following duty titles: Conducting Education and Training (70 percent) and Developing Courses, Curriculum, and Course Documents (15 percent). Between 80 to 100 percent of the officers perform the following differentiating tasks:

- conduct informal classroom lectures
- conduct seminar or group discussion instruction
- administer written tests
- score written tests
- calculate course grades

The AFS composition consists of SDI 09XX and T-Prefix personnel; both perform the same tasks and duties. Incumbents (80 percent) predominately work in ATC. More than half the members (60 percent) volunteered for current assignment, primarily for career-broadening purposes. These members performed the fewest average number of tasks (20). On the average, they spend less than 10 percent of their duty time performing additional duties. The grade spread ranged from captain to lieutenant colonel.

II. GENERAL ADMINISTRATORS (N=101). This cluster represents about 5 percent of the entire sample; eight jobs were identified. The job variations include training briefers, training administrators, and training schedulers. Members spend a majority of their duty time performing tasks under the following duty titles: Performing General Command, Staff, and Administrative Functions (27 percent); Developing Courses, Curriculum, and Course Documents (26 percent); and Performing Research or Advisory Functions (19 percent). Between 80 to 100 percent of the officers perform the following differentiating tasks:

- conduct lecture or auditorium instruction
- prepare briefings
- present briefings
- attend education- or training-related meetings, conferences, or workshops

Majority of the personnel are SDI 09XX and T-Prefix officers; all members perform the same tasks, duties, and jobs. More incumbents (40 percent) work in ATC than any other MAJCOM, with 18 percent working at the MAJCOM level. Some members (38 percent) are in current job for career broadening. In regard to formal training, most members (67 percent) feel that the formal training they receive is useful. The grade spread extended from second lieutenant through lieutenant colonel.

III. EDUCATIONAL OFFICERS (N=119). This cluster represents about 5 percent of the total survey; five jobs were identified. Members spend their duty time performing tasks under the following duty titles: Conducting Education and Training (39 percent); Developing Course, Curriculum, and Course

Documents (19 percent); Performing Administrative Functions (13 percent); and Managing or Counseling Students (12 percent). Between 67 and 100 percent of the officers perform the following differentiating tasks:

- score written tests
- take class attendance
- administer written test
- calculate course grades
- develop written tests

Majority of the personnel are SDI 09XX and T-Prefix officers (84 percent); all members perform the same tasks, duties, and jobs. More than half the members (54 percent) are located at the USAF Academy, while 37 percent are in ATC. Most of the members (84 percent) volunteered for current assignment for career-broadening purposes. The grade spread ranged from first lieutenant through colonel, with 79 percent of the incumbents holding the rank of captain.

IV. TRAINING EVALUATORS (N=120). This cluster represents 5 percent of the entire survey; four jobs were identified. The job variations include SOS/OTS flight commanders, instructor pilots, and missile crew instructors. Incumbents' duty time is spent performing tasks under the following duty titles: Conducting Education and Training (48 percent); Managing or Counseling Students (16 percent); and Performing General Command, Staff, and Administrative Functions (16 percent). Members of this group perform the following differentiating tasks:

- maintain student training records
- prepare training performance reports
- evaluate students' applied leadership
- counsel students on training progress
- evaluate students' interpersonal relations
- provide feedback to individual students or student groups from evaluations

The members are for the most part SDI 09XX or T-Prefix officers (93 percent) who volunteered for current assignment for career broadening. They are primarily spread among Air University (58 percent), SAC (22 percent), and ATC (18 percent). Incumbents have the second highest prior enlisted percentage (42 percent). The grade spread ranged from second lieutenant through colonel, primarily with captains (87 percent) and majors (12 percent).

V. MANAGEMENT AND COUNSELING OFFICERS (N=352). This was one of the largest clusters with 16 percent representation; however, only three jobs were identified. The job variations include ROTC commanders, ROTC instructors, and school counselors. Incumbents performed the third highest average number of

tasks (166). Members spent their duty time performing tasks under the following duty titles: Conducting Education and Training (25 percent); Performing General Command, Staff, and Administrative Functions (19 percent); and Managing and Counseling Students (17 percent). The following list represents differentiating tasks performed by members of this cluster:

- evaluate students' suitability for commission
- evaluate students' military behavior
- conduct informal classroom lectures
- counsel students on personal and professional development
- counsel students on personal and military-related problems
- document students' counseling sessions
- document student progress

This cluster is primarily composed of 09XX SDI personnel (93 percent); 74 percent of these members volunteered for current assignment. All members perform the same tasks, duties, and jobs. Most members (95 percent) are in ATC, while the remaining 5 percent are at the USAF Academy. Virtually all members of this cluster accepted their job for career broadening. Additional duties seem to be a high priority with 64 percent of the members, spending 50 percent or more of their duty time on additional duties. The grade spread of incumbents ranged from captain through colonel with the following respective percentages; 68 percent, 16 percent, 5 percent, and 12 percent.

VI. MILITARY TRAINING SCHOOL COMMANDERS (N=39). This independent job represents 2 percent of the survey. Members spend their duty time performing tasks under the following duty titles: Performing General Command, Staff, and Administrative Functions (25 percent); Managing or Counseling Students (25 percent); Conducting Education and Training (18 percent); and Performing Supervisory and Personnel Staff Functions (15 percent). The following is a representation of the differentiating tasks performed by members:

- review documentation on counseling sessions
- visit hospitalized or confined students
- administer discipline to students
- review recommendations concerning student morale, welfare, or health
- recommend disciplinary actions for students' offenses

They are primarily SDI 09XX personnel (95 percent) who volunteered for current assignment for career broadening. Even though the volunteer rate is high, only 5 percent want to stay in their current special duty. Members are primarily located at the USAF Academy, ATC, and Air University. Incumbents have the highest prior enlisted percentage (49 percent). The grade spread is captain through colonel with the following respective percentages: 36 percent, 44 percent, 18 percent, and 3 percent.

VII. USAF ACADEMY ATHLETIC COACHES (N=7). This independent job is located at the USAF Academy. Incumbents had the lowest average military service with an average TAFMS of 7 years. Incumbents spend their duty time performing tasks under the following duty titles: Conducting Education or Training (27 percent); Performing General Command, Staff, and Administrative Functions (21 percent); Performing Admissions Functions (19 percent); and Managing or Counseling Students (14 percent). They spend 85-100 percent of their duty time performing the following differentiating tasks:

- coach athletics
- respond to inquiries concerning eligibility for scholarship
- respond to inquiries concerning the status of prospective student applications
- respond to inquiries concerning application procedures
- respond to inquiries concerning entrance requirements

The incumbents are all nonrated SDI 09XX officers who previously have graduated from a service academy. They all volunteered for current assignment, and they all had 6 years or less in the utilization field. Incumbents consider formal education to be somewhat useful in their job. In addition to their regular duties, they spend 20 percent of their duty time on additional duties. The grade spread ranged from second lieutenant through major.

VIII. FACULTY INSTRUCTORS (N=397). This is the largest group in terms of personnel (18 percent); eight jobs were identified. The job variations include technical training instructors, USAF Academy instructors, PME instructors, and AFIT instructors, who spend their duty time performing tasks under the following duty titles: Developing Courses, Curriculum, or Course Documents (29 percent); Determining Education or Training Requirements (24 percent); Performing General Command, Staff, and Administrative Functions (11 percent); and Managing or Counseling Students (10 percent). They spend most of their duty time performing the following differentiating tasks:

- develop lesson plans
- conduct informal classroom lectures
- develop written tests
- develop course study materials such as study guides/
workbooks/handouts
- score written tests

The AFS composite consists of AFSC 75XX (7 percent), SDI 09XX (39 percent), and T-Prefix (54 percent) personnel; all perform the same tasks, duties, and jobs. Most members are assigned to the USAF Academy (53 percent), Air University (20 percent), and ATC (17 percent). The majority volunteered for current assignment for career-broadening purposes; however, nearly 60 percent would prefer to stay in current AFSC. In general, they spend 10-30

percent of their duty time on additional duties. The grade spread is second lieutenant through colonel, with the majority being captains (64 percent) or majors (20 percent).

IX. EDUCATION AND TRAINING INSTRUCTORS (N=134). This cluster represents 6 percent of the survey; nine jobs were identified. The job variations include operational instructors and training developers, SOS/OTS instructors, and AFIT instructors. Incumbents spend their duty time performing tasks under the following duty titles: Developing Courses, Curriculum, or Course Document (32 percent); Conducting Education or Training (14 percent); and Performing General Command, Staff, and Administrative Functions (14 percent). On the average, 78 percent of the members spend their duty time performing the following differentiating tasks:

- review audiovisual materials
- review lesson plans
- research documents or materials to develop specific lesson plans
- develop instructional aids or devices

Members of this cluster were primarily nonrated T-Prefix (90 percent) personnel. This diverse group spanned 14 MAJCOMs or operating agencies, the top four being ATC (31 percent), Air University (31 percent), Space Command (10 percent), and SAC (8 percent). The experience level of 84 percent of the members was 4 years or less. The grade spread ranged from first lieutenant through colonel, with captains (69 percent) and majors (21 percent) having the highest percentages.

X. FACULTY ADMINISTRATORS (N=190). This cluster represents 9 percent of the survey; there were eight jobs identified. The job variations include USAF Academy Department Heads, senior research professors, and medical training supervisors. The incumbents also perform faculty instructor duties; however, several administrative and staffing duties are significant to their job. They perform the highest average number of tasks (240). Their duty time is spent performing tasks under the following duty titles: Developing Courses, Curriculum or Course Documents (20 percent); Conducting Education or Training (16 percent); Performing General Command, Staff, and Administrative Functions (12 percent); and Performing Supervisory and Personnel Staff Functions (11 percent). Within these duty areas, the differentiating tasks include:

- approve or disapprove course change proposals
- evaluate tests
- evaluate methods of instruction
- evaluate curriculum

The AFS composite included AFSC 75XX (18 percent), SDI 09XX (35 percent), and T-Prefix (47 percent) personnel; all perform the same tasks, duties, and jobs. The jobs in this cluster spanned 13 MAJCOMs or operating agencies with the 2 largest being USAF Academy (44 percent) and ATC (30 percent). Many of the members (83 percent) were nonrated. The majority of the members volunteered for current assignment for career-broadening purposes. Approximately 80 percent of the officers felt formal education was useful and should be required in their present job. Most of the incumbents (62 percent) would like to stay in current AFS. The grade spread ranged from first lieutenant through colonel.

XI. LIAISON/PUBLIC AFFAIRS OFFICERS (N=6). The members of this independent job perform liaison and staffing duties. Incumbents spend 70 percent of their duty time performing tasks under the following duty titles: Performing General Command, Staff, and Administrative Functions (25 percent); Developing Courses, Curriculum, or Course Documents (18 percent); Conducting Education or Training (11 percent); Administering Education or Training (10 percent); and Performing Supervisory and Personnel Staff Functions (8 percent). Between 60-100 percent of the incumbents perform the following differentiating tasks:

- coordinate changes to education or training programs w/U.S. and international officials
- brief guest lecturers
- develop training plans for other countries
- prepare briefings
- present briefings

The AFS composite consists of AFSC 75XX (17 percent), SDI 09XX (33 percent), and T-Prefix (50 percent) personnel; all perform the same tasks and duties. The MAJCOMs or operating agencies who utilize this job include USAFE (33 percent), ATC (17 percent), and NORAD (17 percent). Members find their job very interesting and compatible with their talents. Nearly all felt the position required an extensive education or training background. Members voluntarily chose current position for career broadening. This was also one of the few jobs that offered overseas opportunities; 67 percent of the assignments were overseas. The grade spread ranged from captain through lieutenant colonel.

XII. MEDICAL INSTRUCTORS (N=7). This small independent job consisted of medical personnel responsible for administering medical training. They spend their duty time performing tasks under the following duty titles: Developing Courses, Curriculum, or Course Documents (20 percent); Conducting Education or Training (15 percent); Administering Education or Training (10 percent); Performing Supervisory and Personnel Staff Functions (10 percent); and Performing General Command, Staff, and Administrative Functions (9 percent). Differentiating tasks performed by these instructors include:

- conduct demonstration-performance instruction
- conduct informal classroom lectures
- attend education or training-related meetings, conferences,
or workshops
- make on-the-spot corrections of students
- document student progress

Incumbents are T-Prefix personnel, all of whom volunteered for their current assignment. There was no correlation with career broadening, as in other clusters and jobs with high volunteer statistics. Members feel extensive training is definitely required for the job. This job is interesting and satisfying to incumbents; this correlates with the 71 percent choosing to stay in their present job. However, 57 percent do want to leave before retirement. Incumbents hold the grade of captain, major, and colonel.

XIII. RESEARCH DIRECTORS (N=9). This independent job was identified as having the most senior members with respect to utilization field; they had an average of nearly 10 years. They were second in terms of military service, with an average TAFMS of approximately 18 years. Members spend their duty time performing tasks under the following duty titles: Conducting Education or Training (20 percent); Performing General Command, Staff, and Administrative Functions (15 percent); Performing Research or Advisory Functions (14 percent); Developing Course, Curriculum, or Course Documents (13 percent); and Performing Supervisory and Personnel Staff Functions (12 percent). The following differentiating tasks are performed by these research directors:

- conduct primary research, such as interviews or surveys
- conduct secondary research, such as literature reviews
- write technical reports or papers
- write professional articles
- report research results
- evaluate student research projects

The AFS composite included AFSC 75XX (22 percent) and SDI 09XX (33 percent), but all members had obtained the T-Prefix. All members perform the same tasks and duties. Their jobs were located at the USAF Academy, AF Systems Command, Air University, and MAC, with the following percentages respectively, 67 percent, 11 percent, 11 percent, and 11 percent. All found their job interesting and satisfying. All possessed more than one master's degree, and 77 percent had obtained doctoral degrees. Eighty nine percent were non-rated. They very strongly agree formal training has been useful and is needed in their present job. Incumbents expressed a desire to retire in their current job. The grade spread ranged from captain through colonel, with 67 percent having the rank of lieutenant colonel.

XIV. AWC CURRICULUM DEVELOPERS (N=9). This small, independent job consists of senior curriculum developers; they were the most senior military personnel, with an average TAFMS of 20.5 years. However, 56 percent had less than 1 year in the utilization field. Incumbents spend their duty time performing tasks under the following duty titles: Performing General Command, Staff, and Administrative Functions (24 percent); Conducting Education or Training (15 percent); Developing Courses, Curriculum, or Course Documents (11 percent); Performing Supervisory and Personnel Staff Functions (11 percent); and Performing Admission Functions (10 percent). The differentiating tasks include:

- conduct seminar or guided discussion instructions
- evaluate research projects
- manage Professional Military Education
- manage correspondence courses
- conduct informal classroom lectures

The AFS composite consisted of SDI 09XX (89 percent) and T-Prefix (11 percent) officers; both perform the same tasks and duties. The only location for AWC curriculum directors is Air University. Regardless of AFS distinction, members volunteered for present job, primarily for career-broadening purposes. They (67 percent) find their job interesting and have a satisfying sense of accomplishment. Incumbents (78 percent) also feel extensive education or training is necessary in their job. They tend to spend very little time on additional duties (78 percent spend less than 20 percent of their duty time on additional duties). The grade spread consists of majors (11 percent) and lieutenant colonels (89 percent).

XV. CURRICULUM DEVELOPERS (N=103). This cluster represented 5 percent of the survey; eight jobs were identified. The job variations include instructional aid developers, curriculum developers, and training standard evaluators. The incumbents spend their duty time performing tasks under the following duty titles: Developing Courses, Curriculum, or Course Documents (47 percent); and Performing General Command, Staff, and Administrative Functions (9 percent). They tend to concentrate their efforts in performing the following differentiating tasks:

- develop lesson plans
- develop course study materials, such as study guides/
workbooks/handouts
- develop course objectives, samples of behavior, or
educational goals
- develop blocks, phases, or modules of instruction
- analyze feedback from students and instructors to evaluate
lesson effectiveness
- recommend changes to course content

The AFS composite consisted of AFSC 75XX (21 percent), SDI 09XX (24 percent), and T-Prefix (65 percent); all perform the same tasks, duties, and jobs. They are spread across 14 MAJCOMs or operating agencies, but are primarily located at Air University (22 percent), SAC (18 percent), ATC (16 percent), TAC (11 percent), and AF Space Command (10 percent). The 75XX members had more experience in their respective field. Nearly half the members do not plan to stay in their current AFS. Half (51 percent) of the members are associated with PME, ROTC, USAF Academy, or OTS; the remaining incumbents educate or train in operational functions. The development of technical resources is a high concern for curriculum developers; 44 percent spend over 20 percent of their duty time in this area. The grade spread ranged from second lieutenant to lieutenant colonel, with most of the members being either captains (62 percent) or majors (20 percent).

XVI. COMPUTER SUPPORT OFFICERS (N=23). This small cluster represented 1 percent of the survey; two jobs were identified. The two job variations are computer system managers and software training developers. Members spend 70 percent of their duty time performing tasks under the following duty titles: Acquiring and Maintaining Equipment, Facilities, or Media (36 percent); Performing General Command, Staff, and Administrative Functions (21 percent); and Developing Courses, Curriculum, or Course Documents (13 percent). Members perform the following differentiating tasks:

- write or modify computer programs
- evaluate computer software
- evaluate computer hardware
- develop budgets, budget estimations, or budget submissions

The AFS composite consisted of 78 percent being either SDI 09XX or T-Prefix, the remaining 22 percent were AFSC 75XX officers (52 percent held the 49XX AFSC). All members perform the same tasks, duties, and jobs. They are concentrated at the USAF Academy (35 percent), ATC (26 percent), and Air University (22 percent). Incumbents (87 percent) found their job interesting, talents well utilized, training well utilized, and, in general, felt a satisfying sense of work accomplishment. Nearly all (87 percent) possessed at least one advanced degree, predominantly in computer science. Out of those members who were SDI 09XX officers, 80 percent volunteered for current assignment, as compared to only 50 percent of the T-Prefix officers. Incumbents (75 percent) feel formal training has been useful to a large extent, and that extensive training is required. These members (80 percent) also spend greater than 20 percent of their time developing technical resources. Most incumbents want to stay in their AFS and retire. The grade spread ranged from second lieutenant through lieutenant colonel, with 78 percent having the rank of captain or major.

XVII. PLANS AND PROGRAMS OFFICERS (N=37). This cluster represented approximately 2 percent of the survey; three jobs were identified. The three job variations are program evaluators, program reviewers, and protocol

officers. They spend 75 percent of their duty time Performing General Command, Staff, and Administrative Functions. The following is a list of differentiating tasks performed by incumbents:

- coordinate policies, procedures, or publications with higher headquarters
- write correspondence such as letters, notes, messages, or memos
- present briefings
- prepare briefings
- attend education or training-related meetings, conferences, or workshops

The AFS composite consisted of AFSC 75XX (51 percent) and SDI 09XX/T-Prefix (49 percent) personnel; all perform the same tasks, duties, and jobs. The majority of the members work in ATC (43 percent) and Air University (35 percent). Only 5 percent found their job interesting (lowest in survey). In conjunction, only 30 percent found their talents underutilized, and 51 percent found their training underutilized. A large number of the members (80 percent) spend 20 percent or more of their time on additional duties. The grade spread ranged from first lieutenant through colonel.

XVIII. GENERAL COMMAND AND STAFF OFFICERS (N=324). This large cluster represented 15 percent of the survey (third largest); 10 jobs were identified. The job variations include instructor trainers, technical training flight commanders, unit commanders and directors, instructor evaluators, and training inspectors. Incumbents spend their duty time performing tasks under the following duty titles: Performing General Command, Staff, and Administrative Functions (40 percent); and Supervisory and Personnel Staff Functions (16 percent). The discriminating tasks performed by incumbents include:

- write or indorse enlisted performance reports
- write or indorse recommendations for awards or decorations
- conduct staff meetings
- counsel staff members on performance
- establish organizational policies, OIs, or standard operating procedures
- establish goals and milestones
- assign suspenses

The AFS composite consisted of AFSC 75XX (42 percent), SDI 09XX (27 percent), and T-Prefix (31 percent); all perform the same tasks, duties, and jobs. Although jobs were spread among 12 MAJCOMs or operating agencies, 60 percent were located in ATC and 12 percent at Air University. Better than 85 percent found their job interesting and satisfying. A high number of incumbents (89 percent) performed some type of supervision, primarily ranging from

5-20 subordinates. Members spend time working at PME Schools (21 percent), ROTC (14 percent), BMTS (7 percent), USAF Academy (12 percent) and OTS (7 percent). The grade spread ranged from second lieutenant through colonel.

XIX. CURRICULUM SCHEDULERS (N=9). The members of this small, independent job spend their duty time performing tasks under the following duty titles: Administering Education or Training (33 percent); Performing General Command, Staff, and Administrative Functions (23 percent); Performing Supervisory or Personnel Staff Functions (20 percent); and Conducting Education or Training (10 percent). The following discriminating tasks are performed by at least 89 percent of the members:

- determine course-scheduling conflicts
- adjust student class loads
- approve or disapprove course schedules
- develop master schedules
- review course schedules
- determine faculty scheduling conflicts
- approve or disapprove class schedules

The AFS composite included SDI 09XX and T-Prefix officers (89 percent) and AFSC 75XX officers (11 percent); all perform the same tasks and duties. Incumbents are located at Air University, USAF Academy, and ATC. The majority of the members (89 percent) find their job interesting and exciting. They are also in agreement with respect to utilization of their talents and training; it is very well to excellent. In regard to formal training, incumbents feel that it has been useful, and that extensive training is required for their present position. The grade spread ranged from captain through lieutenant colonel.

XX. FOREIGN MILITARY TRAINING OFFICERS (N=5). Members of this independent job perform the second highest number of tasks (168). They spend their duty time performing tasks under the following duty titles: Performing General Command, Staff, and Administrative Functions (26 percent); Administering Education or Training (19 percent); and Planning or Programming Education or Training (11 percent). The discriminating tasks performed by 100 percent of the members include:

- evaluate country training programs
- obtain education and training requirements from foreign countries
- respond to inquiries concerning training foreign countries have received
- perform liaison with international training agencies
- advise international officers on available training options in the U.S.

The AFS representation included AFSC 75XX (60 percent) and T-Prefix (40 percent); all perform the same tasks and duties. Jobs may be found in USAFE, TAC, ATC, and the U.S. Central Command. Incumbents (100 percent) find their jobs interesting, satisfying, and have a high sense of work accomplishment. Also, they all felt the training they received was useful, and that their current position required an extensive training and educational background. While initial training is definitely a must, 60 percent felt a midlevel course would also be beneficial. Additional duties are not uncommon for incumbents; 80 percent spend more than 20 percent performing extra duties and tasks. Members, in general, want to stay in their current AFS until retirement. The grade spread consisted of captains (20 percent) and majors (80 percent).

XXI. ADMISSION COUNSELORS (N=30). This independent job represented 1 percent of the survey. Incumbents spend their duty time performing tasks under the following duty headings: Performing General Command, Staff, and Administrative Functions (42 percent) and Performing Admissions Functions (28 percent). Differentiating tasks performed by incumbents include:

- advise prospective students on instructional program prerequisites or requirements
- advise civilian school guidance counselors
- respond to inquiries concerning eligibility for scholarships
- respond to inquiries concerning application procedures
- respond to inquiries concerning entrance requirements
- respond to inquiries concerning the status of prospective student applications

The AFS composite included AFSC 75XX (13 percent), SDI 09XX (81 percent), and T-Prefix (6 percent); all perform the same tasks and duties. MAJCOM and operating agency representation includes ATC (77 percent), USAFA (20 percent), and HQ USAF (3 percent). Nearly 90 percent find their job interesting and their work accomplishment satisfying. Career-broadening was the reason 93 percent of the members chose current assignment. Incumbents (70 percent) have spent some time working with AFROTC, USAF Academy, OTS or BMTS. The grade spread extends from second lieutenant through colonel, with 77 percent holding the rank of captain.

XXII. AFIT RESEARCH PROFESSORS (N=6). AFIT Research Professors is a small independent job; incumbents perform the second fewest average number of tasks (25). Members spend their duty time performing tasks under the following duty titles: Performing General Command, Staff, and Administrative Functions (41 percent); Performing Research and Advisory Functions (33 percent); and Developing Courses, Curriculum, and Course Documents (12 percent). The discriminating tasks primarily performed by 83 percent of the incumbents include:

write technical reports or papers
prepare speeches
present speeches
conduct primary research, such as interviews, or surveys
conduct secondary research, such as literature reviews
attend education or training-related meetings, conferences,
or workshops

The AFS composite included AFSC 75XX (17 percent), SDI 09XX (34 percent), and T-Prefix (49 percent); all perform the same tasks and duties. All members find their job interesting and receive a satisfying sense of work accomplishment. Most members (66 percent) have obtained more than one master's degree. They feel utilization of talents and training is very well to excellent. All members feel that formal training has been useful, and that extensive training is required for their current job. One hundred percent of the incumbents would like to stay in their current AFSC. The grade spread ranged from captain through colonel.

COMPARISON OF CURRENT JOB SPECIALTIES TO PREVIOUS OCCUPATIONAL SURVEY REPORT (OSR)

The results of the specialty job analysis were compared to the previous Education and Training OSR, January 1986. There were some differences which can be attributed to modifications in the task list and the analysis approach. The jobs identified in current analysis which were not identified in the previous OSR are a result of the inclusion of SDI 09XX and T-Prefix personnel.

There were two jobs (Dependent School Officers and Foreign Language Training Officers), identified in the previous AFSC 75XX OSR, that did not have a direct match in the current OSR. Both jobs were small, each represented about 1 percent of the sample. There were 13 jobs identified in the current OSR that did not have a direct match to the previous OSR. Approximately 90 percent of the jobs with no direct match were occupied by SDI 09XX and T-Prefix personnel.

The current analysis of education and training officer clusters and independent jobs accounts for 80 percent of the total sample; this is only 2 percent less than the previous OSR.

TABLE 3

COMPARISON OF IDENTIFIED CLUSTERS AND INDEPENDENT JOBS
PREVIOUS 75XX OSR VS CURRENT EDUCATION & TRAINING OSR

<u>1986 ANALYSIS</u>		<u>1991 ANALYSIS</u>	
Plans and Programs	3%	Plans and Programs	2%
Foreign Mil Tng Officers	2%	Foreign Mil Tng Officers	*
Curriculum Developers	6%	Curriculum Developers	5%
Faculty Members	26%	Faculty Instructors	18%
Admission Officers	2%	Admission Counselors	1%
Faculty Support Officers	15%	Faculty Administrators	9%
Education and Tng Staff	15%	Education and Tng Instr	6%
General Staff and Admin Support	27%	General Command and Staff	15%
		General Administrators	5%
Dependent School Officers	1%#	Fundamental Tng Instr	*#
Foreign Language Tng Officers	1%#	Training Evaluators	5%#
		Educational Officers	5%#
		Mgt & Counseling Officers	16%#
		Mil Tng School Commanders	2%#
		Computer Support Officers	1%#
		Liaison/Public Affairs	*#
		Medical Instructors	*#
		Research Directors	*#
		AWC Curriculum Developers	*#
		USAF Academy Coaches	*#
		Curriculum Schedulers	*#
		AFIT Research Professors	*#

NOTE: * indicates less than 1 percent
indicates no direct match

ANALYSIS OF DUTY AFSC

An examination of DAFSC groups, along with the analysis of identified jobs, is an important part of each occupational analysis. The DAFSC analysis reveals similarities and differences among various levels, based on tasks they performed and the relative time spent on particular duties. The information is used to assess the accuracy and how well the utilization field document (AFR 36-1 Specialty Descriptions) reflect what career ladder personnel are actually doing in the field.

The distribution of AFSC 75XX, SDI 09XX, and T-Prefix officer DAFSC groups across the duties is presented in Appendix D (relative time spent in each duty). The detailed list of tasks performed by each DAFSC is provided in Appendix E. The distribution of DAFSC groups among the 22 identified education and training clusters and independent jobs is also presented in Appendix F.

DAFSC 7521. As the officer entry-level DAFSC, the personnel in this group devote the majority of their duty time performing administrative functions. The average number of tasks performed by DAFSC 7521 officers is 26. The 24 officers in this group spend 67 percent of the time Performing General Command, Staff, and Administrative Functions (42 percent); Developing Courses, Curriculum, and Course Documents (9 percent); Evaluating or Inspecting Education or Training Programs and Support Activities (8 percent); and Performing Supervisory and Personnel Staff Functions (8 percent). A more detailed list of tasks is found in Table E-1. The majority (39 percent) of the DAFSC 7521 officers were in staff jobs. Some of the officers enter the utilization field after serving in a previous DAFSC; this is reflected by the DAFSC 7521 rank distribution, which includes second lieutenants (40 percent), first lieutenants (4 percent), captains (30 percent), majors (17 percent) and lieutenant colonels (9 percent). The duty description written in AFR 36-1 is accurate; however, it is more common for lieutenant colonels to occupy DAFSC 7516.

DAFSC 7524. This upgraded DAFSC group performs more tasks commensurate with their gained knowledge and rank. The 90 officers in this group spend 72 percent of their duty time Performing General Command, Staff, and Administrative Functions (33 percent); Developing Courses, Curriculum, and Course Documents (15 percent); Performing Supervisory and Personnel Staff Functions (10 percent); Determining Education and Training Requirements (7 percent); and Evaluating or Inspecting Education or Training Programs and Support Activities (6 percent). A more detailed list of tasks performed is found in Table E-2. The majority (32 percent) of the officers work in Command and Staff jobs, while 13 percent are Curriculum Developers, and 10 percent are Plans and Programs Officers. The rank includes first lieutenants (18 percent), captains (72 percent), majors (8 percent), and lieutenant colonels (2 percent). This indicates the majority of the DAFSC 7521 members are upgrading into the DAFSC 7524 DAFSC; however, after the rank of captain is achieved, they either separate or transition to DAFSC 7511 or cross-train into some other DAFSC. The duty description written in AFR 36-1 is accurate; however, it is more common for lieutenant colonels to occupy DAFSC 7516.

DAFSC 7511. The analysis indicates there is evidence of a slight career progression pattern for DAFSC 7521/7524 officers who advance to become DAFSC 7511 officers. The 27 members of this group perform an average of 61 tasks. They spend 70 percent of their duty time Performing General Command, Staff, and Administrative Functions (49 percent); Performing Supervisory and Personnel Staff Functions (13 percent); and Developing Courses, Curriculum, and Course Documents (9 percent). A more detailed list of tasks performed is found in Table E-3. Nearly two-thirds of the members (65 percent) work in Command and Staff jobs, while 17 percent work as Plans and Programs Officers, and 9 percent are Faculty Administrators. The rank spread of AFSC 7511

officers includes captains (37 percent), majors (30 percent), lieutenant colonels (22 percent), and colonels (11 percent). The description written in AFR 36-1 is accurate; however, it is more common for captains to occupy DAFSC 7524.

DAFSC 7516. This upgraded DAFSC group is the largest and most senior-ranking AFSC 75XX group. The 119 members perform an average of 80 tasks. They spend 63 percent of their time Performing General Command, Staff, and Administrative Functions (38 percent); Performing Supervisory and Personnel Staff Functions (15 percent); and Developing Courses, Curriculum, and Course Documents (11 percent). A more detailed list of tasks is found in Table E-4. More than half (58 percent) hold Command and Staff jobs, while 13 percent are Faculty Administrators. The rank spread included captains (7 percent), majors (37 percent), lieutenant colonels (36 percent) and colonels (20 percent). The description written in AFR 36-1 is accurate; however, it is more common for captains to occupy DAFSC 7524.

SDI 0900. This was a relatively small group with 13 members. They perform an average of 145 tasks. These members spend 76 percent of their duty time Managing or Counseling Students (29 percent); Conducting Education or Training (24 percent); and Performing General Command, Staff, and Administrative Functions (23 percent). A more detailed list of tasks performed is found in Table E-6. This is a specific job held by officers who command cadet squadrons at the USAF Academy. The rank spread includes captains (46 percent) and majors (54 percent). The duty description written in AFR 36-1 is accurate.

SDI 0940. This was the largest SDI group with 710 members. They perform an average of 129 tasks. These members spend 71 percent of their duty time Conducting Education or Training (25 percent); Performing General Command Staff and Administrative Functions (20 percent); Managing or Counseling Students (14 percent); and Developing Courses, Curriculum, and Course Documents (12 percent). A more detailed list of tasks performed is found in Table E-7. Approximately half the members (47 percent) hold Management and Counseling jobs, while 16 percent have Faculty Instructor jobs, and 9 percent are Training Evaluators. The rank spread includes second lieutenants (1 percent), captains (66 percent), majors (17 percent), lieutenant colonels (7 percent), and colonel (9 percent). The description written in AFR 36-1 is accurate.

SDI 0950. There were 49 members in this SDI group. They performed an average of 79 tasks. They spend 67 percent of their duty time Conducting Education or Training (29 percent); Performing General Command, Staff, and Administrative Functions (24 percent); and Managing and Counseling Students (14 percent). A more detailed list of tasks performed is found in Table E-8. Most members (29 percent) are Training Evaluators, while 16 percent hold Command and Staff jobs, and 10 percent are Military Training School Commanders. The rank spread includes captains (90 percent) and majors (10 percent). The description written in AFR 36-1 is accurate.

SDI 0970. This SDI was the second largest group with 136 members. They performed an average of 117 tasks. These members spend 79 percent of their duty time Performing Command, Staff, and Administrative Functions (26

percent); Developing Courses, Curriculum, and Course Documents (18 percent); Conducting Education or Training (15 percent); and Performing Supervisory and Personnel Staff Functions (10 percent). A more detailed list of tasks performed is found in Table E-9. The jobs most likely associated with SDI 0970 are Faculty Instructors (17 percent), Faculty Administrators (16 percent), and Command and Staff (12 percent). The rank spread included second lieutenants (2 percent), captains (30 percent), majors (33 percent), lieutenant colonels (24 percent), and colonels (11 percent). The description written in AFR 36-1 is accurate; however, second lieutenants should not have been considered for this special duty.

T-Prefix. There were 1,055 members identified in this group. They performed an average of 110 tasks. The members spend 62 percent of duty time Developing Courses, Curriculum, and Course Documents (24 percent); Performing Command, Staff, and Administrative Functions (19 percent); and Conducting Education and Training (18 percent). The most common jobs for T-Prefix officers include Faculty Instructors (24 percent), Command and Staff (15 percent), Education and Training Instructors (11 percent), and Faculty Administration (11 percent). A more detailed list of tasks performed is found in Table E-11. The grade spread included second lieutenants (1 percent), first lieutenants (4 percent), captains (60 percent), majors (20 percent), lieutenant colonels (11 percent), and colonels (4 percent).

MILITARY RANK ANALYSIS

Analyzing the various characteristics associated with the rank distribution can provide officer utilization managers with a better understanding of when and where to place education and training officers based on their skill level. In analyzing the relative time spent in duties across the rank distribution, Table G-1 indicates that typical duties of each rank correspond to duties which should be performed at the associated skill levels. Lower ranking officers generally spend more time developing course materials and conducting education and training, while higher ranking officers tend to have more supervisory responsibilities. Table G-2 shows a slight trend towards command, staff, and faculty administration jobs as officers progress in rank. Table G-2 also shows a decrease in the number of personnel performing jobs related to faculty instruction as officers progress in rank. Table G-3 displays a positive correlation between the officers' rank distribution and the Air Force specialties; as the rank increases, the skill level increases.

Second Lieutenants. There were 26 members who held the rank of second lieutenant, 1 percent of the total survey. They were primarily in the 7521 Air Force specialty. They spend their duty time performing General Command, Staff, and Administrative Functions (26 percent); Developing Courses, Curriculum, or Course Documents (15 percent); Performing Admissions Functions (12

percent); and Conducting Education or Training (10 percent). The jobs most common to second lieutenants are Curriculum Development, Staff positions, and Admission Counseling.

First Lieutenants. There were 57 members who held the rank of first lieutenant, 3 percent of the total survey. They were predominately AFSC 7524 and T-Prefix personnel. They spend their duty time Developing Courses, Curriculum, or Course Documents (24 percent); Performing General Command, Staff, and Administrative Functions (21 percent); and Conducting Education or Training (17 percent). First lieutenants are usually General Administrators, Faculty Instructors, or Education and Training Instructors.

Captains. This was the largest group by grade with 1,288 members, 58 percent of the total survey. These members comprised 35 percent of the AFSC 75XX utilization field, 61 percent of the SDI 09XX, and 61 percent of the T-Prefix personnel. They spend their duty time Conducting Education or Training (22 percent); Performing Command, Staff, and Administrative Functions (20 percent); Developing Courses, Curriculum, or Course Documents (19 percent); and Managing and Counseling Students (10 percent). Most of the captains are Faculty Instructors; however, they hold Command and Staff positions, as well as work in jobs associated with Management and Counseling.

Majors. This was the second largest group by grade with 459 members, 21 percent of the total survey. These members comprised 24 percent of the AFSC 75XX utilization field, 20 percent of the SDI 09XX, and 21 percent of the T-Prefix personnel. They spend their duty time Performing General Command Staff and Administrative Functions (24 percent); Developing Course, Curriculum, or Course Documents (18 percent); and Conducting Education or Training (16 percent). The most common jobs for majors include Command and Staff positions, Faculty Instructor/Administration jobs, or those jobs associated with Management and Counseling.

Lieutenant Colonels. There were 248 officers who held the rank of lieutenant colonel, 11 percent of the total survey. These members comprised 20 percent of the AFSC 75XX utilization field, 9 percent of the SDI 09XX, and 11 percent of the T-Prefix personnel. They spend duty time Performing Command Staff and Administrative Functions (27 percent); Developing Course, Curriculum, or Course Documents (14 percent); Performing Supervisory Personnel Staff Functions (13 percent); and Conducting Education or Training (13 percent). They generally hold leadership positions associated with Command and Staff, as well as Faculty Instruction/Administration positions.

Colonels. There were 143 members who held the rank of colonel, 6 percent of the total survey. These members comprised 10 percent of the AFSC 75XX utilization field, 9 percent of the SDI 09XX, and 4 percent of the T-Prefix personnel. They spend their duty time Performing Command Staff and Administrative Functions (26 percent); Performing Supervisory and Personnel Staff Functions (13 percent); Conducting Education or Training (13 percent); and Developing

Course, Curriculum, or Course Documents (11 percent). They generally hold leadership positions associated with Command and Staff jobs, Management and Counseling, as well as Faculty Administration positions.

FIRST-ASSIGNMENT PERSONNEL

There were 1,339 first-assignment officers in this survey; this represents 60 percent of all survey respondents. The number of first-assignment AFSC 75XX officers totalled 109. These officers show a high concentration of duty time spent in Performing General Command, Staff, and Administrative Functions (41 percent); and Performing Supervisory and Personnel Staff Functions (13 percent). The SDI 09XX had the most first-assignment personnel with 756 members. This is not unusual for special duty assignments; many officers from all AFSS continually transition in and out of SDI positions for career-broadening purposes. First-assignment SDI officers normally spend their duty time Conducting Education or Training (25 percent); Performing General Command, Staff, and Administrative Functions (21 percent); Managing or Counseling Students (13 percent); and Developing Courses, Curriculum, or Course Documents (12 percent). There were 474 first-assignment T-Prefix personnel. These officers concentrate their efforts in Developing Courses, Curriculum, or Course Documents (25 percent); Conducting Education or Training (19 percent); and Performing General Command, Staff, and Administrative Functions (18 percent). A more detailed description of the duties and the tasks performed by first-assignment personnel is presented in Appendix H.

Training Emphasis (TE). As explained in the SURVEY ADMINISTRATION section of this report, TE ratings are factors that can assist technical school personnel in deciding which tasks should be emphasized for entry-level training. In addition, it may provide support for adding or deleting training requirements. The TE ratings provided by the education and training SMEs yielded an average (mean) rating of .76, with a standard deviation of 1.76. According to ATRC 52-22, when a given task has an assigned TE rating greater than or equal to the sum of the mean value plus one standard deviation, in this case 2.52, it merits strong consideration for inclusion in some form of structured training. Only 41 of the 968 tasks met this criteria. Table H-2 displays the TE ratings for first-assignment AFSC 75XX officers; it indicates only four tasks (all administrative) which would satisfy the criteria for structured training. Table H-4 displays the TE ratings for first-assignment SDI 09XX personnel; it indicates 13 tasks (training, managing, and counseling) which would satisfy the criteria for structured training. Table H-6 displays the TE ratings for first-assignment T-Prefix personnel; it indicates 18 tasks (developing, training, counseling) which would satisfy the criteria for structured training. Table H-7 shows a listing of the tasks with the highest TE ratings; these tasks are predominately in the area of curriculum development and conducting education and training. Table H-7 also displays which of these tasks are performed by first-assignment AFSC 75XX, SDI 09XX, and T-Prefix officers. AFSC 75XX officers perform only three of the top TE-rated tasks; all three tasks are associated with administrative functions. SDI 09XX officers perform

eight of the top TE-rated tasks, primarily in the area of conducting education and training. The T-Prefix personnel perform 17 of the top TE-rated tasks. An immediately noticeable trend is that all tasks performed by first-assignment AFSC 75XX officers are performed by first-assignment SDI 09XX officers, and all tasks performed by first-assignment SDIO 9XX officers are performed by first-assignment T-Prefix officers.

JOB SATISFACTION ANALYSIS

An examination of satisfaction indicators of various personnel groups can provide officer utilization managers a better understanding of some of the factors which may affect the job performance of education and training personnel. Attitude questions covering job interest, perceived use of talents and training, sense of work accomplishment, current assignment information, time spent on additional duties, and career intentions/plans were included in the survey booklets. Appendix I provides satisfaction for the identified clusters and independent jobs; in addition, it displays differences in job satisfaction according to DAFSC.

Job Satisfaction for Clusters and Independent Jobs. Overall, officers involved with education and training were fairly satisfied. The two lowest percentages for job interest were AWC Curriculum Developers (67 percent) and Plans and Programs Officers (57 percent). Fundamental Training Instructors and Plans and Programs Officers perceive the use of their talents to be low. More than half of the Plans and Programs Officers (51 percent) also feel the use of training is low. All personnel working as Military Training School Commanders, Research Directors, Foreign Military Training Officers, and AFIT Research Professors are completely satisfied with their work accomplishment. Two independent jobs gave indication of opportunities for overseas assignments; they are Liaison/Public Affairs Officers with 67 percent and Foreign Military Training Officers with 60 percent. Management and Counseling Officers spend twice as much or more time performing additional duties than any other cluster or independent job. As for career plans and intentions, most of the personnel involved with education and training prefer to stay in the Air Force and retire. However, some officers do show interest in cross-training or changing their AFSC. Appendix I-1 through I-2 presents job satisfaction data for the identified clusters and independent jobs.

Job Satisfaction for DAFSC. The job satisfaction across DAFSC is also moderate. AFSC 75XX, SDI 09XX, and T-Prefix personnel, as a whole, express interest in their job and are satisfied with their work accomplishment; however, all three groups perceive their talents and training to be underutilized. There are very few overseas opportunities in any of the groups. The SDI 09XX personnel tend to spend twice as much time on additional duties than do AFSC 75XX or T-Prefix personnel. The career intentions for all three groups is about the same with most members, indicating a desire to stay and retire with benefits. Career plans show that roughly 60 percent of the AFSC

75XX and T-Prefix personnel want to stay in their current AFSC; only 34 percent of the SDI 09XXs want to stay in their current AFSC. This should be expected since the SDI 09XX utilization field is a special duty assignment. Appendix I-3 through I-8 presents job satisfaction data on the DAFSCs.

IMPLICATIONS

Utilization of Education and Training Personnel. Personnel involved with education and training are very diverse. No one single job can accurately depict the field. They perform many functions and duties spanning 89 jobs; the average number of tasks ranged from 20 to 240 per job; and their time spent fluctuates across most duties. In all jobs occupied by AFSC 75XX officers, such as Faculty Instructors, Faculty Administration, and Command and Staff, SDI 09XX, and/or T-Prefix personnel, were found performing the same duties and tasks. Although the AFSC 75XX, SDI 09XX, and T-Prefix personnel often perform the same job, AFSC 75XX officers are assigned education and training jobs as career jobs, while SDI 09XX and T-Prefix personnel are assigned education and training jobs for career broadening. This often causes disillusionment to career-oriented AFSC 75XX personnel. A new clear, comprehensive career plan, outlining the future needs and purposes for all education and training personnel, ought to be developed.

AFR 36-1 Specialty Descriptions. AFR 36-1 Specialty Descriptions were generally consistent with the actual duties and tasks performed by DAFSC 75XX and SDI 09XX personnel across all jobs. In addition, the duties performed by T-Prefix personnel correlated with typical duties which would be expected to be performed by technical instructors. However, the majority of the AFSC 75XX officers perform tasks associated with staff and administrative functions; these tasks can generally be accomplished by any Air Force officer. This is especially true of DAFSC 7521 officers who are primarily performing administrative intensive tasks. Other AFSC 75XX officers are in jobs which have duties associated with curriculum development, supervisory, and personnel functions; these duties would definitely require adequate experience and training. However, these duties and the percent time spent performing the duties still remain a small facet of the overall career field. Since a high number of captains are in 7516 authorizations, it appears necessary to determine if they should be DAFSC 7524.

Opportunities for Senior Leadership Jobs. Out of the 79 identified jobs, only 4 were considered as senior leadership jobs. Two were independent jobs, Research Directors and AWC Curriculum Developers. The other two were included in job clusters, USAFA Department Heads/Deputies (Faculty Administration), and Unit Commanders/Directors (Command and Staff). Lieutenant colonel was the predominant grade held by officers in these jobs. Although 20 percent of AFSC 75XX officers held leadership jobs, the number of leadership jobs given to SDI 09XX and T-Prefix officers was actually three to four times greater than the number given AFSC 75XX officers.

Job Satisfaction. Many DAFSC 7521 officers are selected for jobs unrelated to their training and expertise. This contributes to their low job satisfaction. As the DAFSC 7521 officers upgrade to DAFSC 7524 and the 751X specialties, their job satisfaction increases 20-30 percent--most likely due to performing more duties directly related to education and training. Although advanced AFSC 75XX officers perform more education and training duties, there are still many AFSC 75XX officers performing duties unrelated to education and training. In addition, many AFSC 75XX officers feel their training and talents are underutilized. SDI 09XX and T-Prefix personnel seem generally satisfied with the jobs they are performing. Although they also indicated their training and talents were underutilized for their current job, this would be expected for officers in a special duty or career-broadening assignment. It is imperative to not only identify true education and training jobs, but also to match these jobs with the appropriately qualified personnel.

Additional Information. A special report, Education and Training Managers - AFSC 75XX, SDI 0940, and SDI 0970, was published in January 1990. That report cites the perspective of education and training managers, provides training analysis information, and identifies pertinent issues and concerns of the AFSC 75XX utilization field. That special report was requested by HQ ATC/TTIS and was published by the USAFOMS.

APPENDIX A

Education and Training Officers

- [290] Fundamental Training Instructors (n=5)**
- [47] General Administrators (n=101)**
 - [231] Training Briefers (57-62, n=6)
 - [287] Flight Training Administrators (n=10)
 - [580] Chief of Curriculum (n=5)
 - [461] Education Administrators (n=5)
 - [588] Training Operations Planners (n=8)
 - [277] Training Schedulers (n=6)
 - [265] Education Facilitators (n=5)
 - [418] Instructor Pilot Class Schedulers (n=10)
- [94] Educational Officers (n=119)**
 - [354] Testing Administrators (n=24)
 - [342] USAFA Advisors (n=49)
 - [805] Training Educators (n=5)
 - [366] Training Instructional Media Developers (n=5)
 - [707] Physics Research Instructors (n=5)
- [124] Training Evaluators (n=120)**
 - [579] SOS/OTS Flight CC (n=79)
 - [303] ICMB/Missile Operations Crew (n=15)
 - [322] Instructor Pilots (n=5)
 - [186] Missile Instructors (n=12)
- [272] Management and Counseling Officers (n=352)**
 - [333] Academic Counselors (n=7)
 - [419] Staff Counselors (n=9)
 - [327] AFROTC:CC,Instructors, Admissions (n=322)
- [425] Military Training School Commanders (n=39)**
- [485] USAFA Athletic Coaches (n=7)**
- [256] Faculty Instructors (n=397)**
 - [500] Tech Training Instructors (n=50)
 - [538] JAG School Instructors (n=12)
 - [476] USAFA Instructors (n=224)
 - [478] AFIT Research Instructors (n=44)
 - [355] USAFA Instructors/Schedulers (n=6)
 - [486] USAFA Computer Software Instructors (n=8)
 - [362] PME Instructors (1152-1184, n=33)
 - [412] Comptroller Staff Instructors (n=5)

Education and Training Officers

[347] Education and Training Staff Officers (n=134)

- [450] Training Schedulers (n=9)
- [639] Chief of Training Programs (n=19)
- [548] Operational Training Development (n=11)
- [505] Operational Instructors (n=20)
- [747] ACSC Instructors (n=12)
- [984] AFIT Instructors (n=20)
- [768] SOS/OTS Instructors (n=8)
- [543] Special Ops Instructors/Admissions (n=11)
- [587] Tech Training Instructional Aid Developers (n=9)

[346] Faculty Administrators (n=190)

- [514] USAFA Athletic Instructors (n=10)
- [701] USAFA Department Heads/Deputies (n=21)
- [906] School Administrators (n=7)
- [792] Faculty Staff Officers (n=9)
- [754] USAFA Instructors/Administration Duties (n=112)
- [734] Senior Research Professors (n=7)
- [660] Instructional Training Chiefs (n=8)
- [632] Medical Training Supervisors (n=6)

[453] Liaison/Public Affairs Officers (n=6)

[319] Medical Instructors (n=6)

[238] Research Directors (n=9)

[348] AWC Curriculum Developers (n=9)

[99] Curriculum Developers (n=103)

- [534] Instructional Aid Developers (n=5)
- [688] General Curriculum Developers (n=7)
- [709] Training Curriculum Developers (n=10)
- [531] PME Curriculum Developers (n=10)
- [382] ICBM Curriculum Developers (n=8)
- [456] Satellite Curriculum Developers (n=10)
- [229] CCD Evaluators (n=5)
- [689] Training Standard Evaluators (n=11)

[75] Computer Support Officers (n=23)

- [229] Computer System Managers (n=9)
- [230] Software Training Development (n=12)

Education and Training Officers

[120] Plans and Programs Officers (n=37)

[314] Program Evaluators (n=5)

[392] Program Reviewers (n=6)

[331] Protocol Officers (n=9)

[73] General Command and Staff Officers (n=324)

[404] Instructor Trainers (n=5)

[367] Tech Training Flight CC:BMTS/CCTS) (n=13)

[312] Unit Commanders and Directors (n=93)

[267] Computer Resource Managers (n=10)

[286] Facility Managers (n=7)

[513] Instructor Evaluators (n=5)

[670] Methodology Evaluators (n=5)

[767] Training Reviewers (n=9)

[244] Tech Training Division Chiefs (n=98)

[271] Inspection and Stan Eval Officers (n=18)

[289] Curriculum Schedulers (n=9)

[535] Foreign Military Training Officers (n=5)

[217] Admission Counselors (n=30)

[260] AFIT Research Professors (n=6)

APPENDIX B

TABLE I
SELECTED BACKGROUND INFORMATION ON
IDENTIFIED EDUCATION AND TRAINING JOBS
CLUSTERS AND INDEPENDENT JOBS

	Fund Trn		Gen		Educ		Trn		Mgt & Csl Mil		Trn		USAFA		Faculty		Ed & Trn		Faculty		Liaison	
	Instr	Admin	Off	Off	Off	Off	Off	Off	Sch	CC	Coaches	Instr	Trn	Staff	Admin	Staff	Admin	Staff	Admin	Staff	Admin	& P.A.
Number in Cluster/Job	5	101	119	120	352	39	7	397	134	190	6											
Percent of Sample	2%	5%	5%	5%	16%	2%	4%	18%	7%	9%	2%											2%
Predominant Grade	Capt	Lt	Capt	Capt	Capt	Maj	Lt	Capt	Capt	Capt	Capt											Capt
Avg Tasks Performed	20	18	19	14	24	16	24	24	26	32	33											33
Avg Mths in Present Job	48	50	50	33	33	37	35	57	65	93	49											49
Avg Mnths in Utilization field	154	135	121	129	164	179	86	146	140	183	189											189
Avg TAFMS	20	45	46	68	166	124	104	108	140	246	142											142
Avg Number Supervised	2	1	1	3	3	6	3	2	2	3	2											2
Prior Enlisted Percent	0%	26%	27%	42%	32%	49%	29%	26%	38%	27%	33%											33%
% Career Broadening	60%	38%	66%	72%	97%	97%	71%	62%	46%	64%	83%											83%
% Job Requires Extensive Trn	40%	38%	69%	41%	46%	38%	29%	69%	54%	76%	83%											83%

	Med		Rsch		AWC		Curr		Comp		Plan &		CC &		Curr		For Mil		Admssn		AFIT	
	Instr	Dir	Dir	Dir	Dir	Dir	Dir	Dir	Supt	Prog	Prog	Staff	Sched	Trn	Off	Csl	Csl	Rsch	Prof	Rsch	Prof	Prof
Number in Cluster/Job	7	9	9	103	23	37	324	9	5	30	6											
Percent of Sample	3%	4%	4%	5%	1%	25%	15%	4%	2%	1%	2%											2%
Predominant Grade	Maj	Lt Col	Lt Col	Capt	Capt	Maj	Capt	Capt	Maj	Capt	Maj											Maj
Avg Tasks Performed	34	53	22	26	28	17	24	30	18	25	28											28
Avg Mths in Present Job	97	117	35	55	46	58	76	56	97	37	80											80
Avg Mnths in Utilization field	125	219	247	145	159	171	197	176	171	152	164											164
Avg TAFMS	42	133	89	80	90	32	109	116	168	76	25											25
Avg Number Supervised	3	3	1	2	2	2	4	2	2	2	1											1
Prior Enlisted Percent	14%	0%	0%	34%	39%	32%	39%	22%	40%	40%	17%											17%
% Career Broadening	14%	44%	67%	38%	39%	46%	37%	67%	40%	93%	50%											50%
% Job Requires Extensive Trn	100%	100%	78%	60%	61%	35%	46%	67%	60%	57%	100%											100%

APPENDIX C

TABLE II

GENERAL ADMINISTRATORS

NUMBER OF MEMBERS: 101 AVERAGE TIME IN JOB: 18 MONTHS
 PERCENT OF SAMPLE: 5% AVERAGE TAFMS: 135 MONTHS

TASK	PERCENT OF MEMBERS PERFORMING
A45 Prepare briefings	87
A49 Present briefings	82
I547 Conduct lecture or auditorium instruction	76
A6 Attend education or training-related meetings, conferences, or workshops	67
F366 Develop lesson plans	63
I546 Conduct informal classroom lectures	59
A92 Write correspondence, such as letters, messages, memos, or notes	59
F386 Recommend changes to course content	59
F326 Analyze feedback from students and instructors to evaluate lesson effectiveness	53
I536 Attend student functions (mixers, picnics, athletic events, etc.)	50
F350 Develop audiovisual materials	48
F348 Determine presentation methods	44
F357 Develop course study materials, such as study guides, workbooks, or handouts	43
F400 Review lesson plans	42
F356 Develop course objectives, samples of behavior or educational goals	41
A98 Write letters of appreciation	41
I550 Conduct seminar or guided discussion instruction	39
A88 Schedule rooms or facilities	38
F347 Determine methods of instruction	38
A3 Arrange for guest speakers	38
F343 Collect feedback on lesson effectiveness from students and instructors	37
F387 Recommend changes to instructional aids	37
A11 Conduct tours for visitors	37
L817 Review student critiques	35
A50 Present speeches	33

TABLE IX

EDUCATION AND TRAINING INSTRUCTORS

NUMBER OF MEMBERS: 134 AVERAGE TIME IN JOB: 26 MONTHS
 PERCENT OF SAMPLE: 6% AVERAGE TAFMS: 140 MONTHS

<u>TASK</u>	<u>PERCENT OF MEMBERS PERFORMING</u>
F386 Recommend changes to course content	90
F366 Develop lesson plans	88
A45 Prepare briefings	87
A92 Write correspondence, such as letters, messages, memos, or notes	87
F400 Review lesson plans	86
F326 Analyze feedback from students and instructors to evaluate lesson effectiveness	84
A6 Attend education or training-related meetings, conferences, or workshops	84
I546 Conduct informal classroom lectures	81
F348 Determine presentation methods	81
F357 Develop course study materials, such as study guides, workbooks, or handouts	80
F347 Determine methods of instruction	80
A49 Present briefings	80
F356 Develop course objectives, samples of behavior, or educational goals	79
F350 Develop audiovisual materials	79
F351 Develop blocks, phases, or modules of instruction	78
I536 Attend student functions (mixers, picnics, athletic events, etc.)	76
F362 Develop instructional aids or devices	75
I555 Develop written tests	74
F393 Review course study materials, such as study guides, workbooks, or handouts	74
F343 Collect feedback on lesson effectiveness from students and instructors	74
F389 Research documents or materials to develop specific lessons	73
F390 Review audiovisual materials	72
F369 Develop student course books or workbooks	72
F387 Recommend changes to instructional aids	72
F404 Review written tests	75

TABLE X

FACULTY ADMINISTRATORS

NUMBER OF MEMBERS: 190 AVERAGE TIME IN JOB: 32 MONTHS
 PERCENT OF SAMPLE: 9% AVERAGE TAFMS: 183 MONTHS

<u>TASK</u>	<u>PERCENT OF MEMBERS PERFORMING</u>
A6 Attend education or training-related meetings, conferences, or workshops	94
A92 Write correspondence, such as letters, messages, memos, or notes	93
A45 Prepare briefings	92
F366 Develop lesson plans	92
F386 Recommend changes to course content	91
A49 Present briefings	89
I536 Attend student functions (mixers, picnics, athletic events, etc.)	88
I546 Conduct informal classroom lectures	88
F326 Analyze feedback from students and instructors to evaluate lesson effectiveness	86
F347 Determine methods of instruction	85
A98 Write letters of appreciation	85
A5 Assign suspenses	84
F348 Determine presentation methods	83
I563 Evaluate students' military behavior	83
I539 Calculate course grades	83
I534 Administer written tests	82
I569 Make on-the-spot corrections of students	82
I535 Analyze written tests	81
F382 Evaluate tests	81
F343 Collect feedback on lesson effectiveness from students and instructors	81
A21 Establish goals or milestones	81
I555 Develop written tests	80
A101 Write position, talking, or background papers	79
A11 Conduct tours for visitors	79
F400 Review lesson plans	79

TABLE XV

CURRICULUM DEVELOPERS

NUMBER OF MEMBERS: 103 AVERAGE TIME IN JOB: 26 MONTHS
 PERCENT OF SAMPLE: 5% AVERAGE TAFMS: 145 MONTHS

<u>TASK</u>	<u>PERCENT OF MEMBERS PERFORMING</u>
F356 Develop course objectives, samples of behavior, or educational goals	83
A6 Attend education or training-related meetings, conferences, or workshops	82
F366 Develop lesson plans	81
F357 Develop course study materials, such as study guides, workbooks, or handouts	81
F351 Develop blocks, phases, or modules of instruction	77
F326 Analyze feedback from students and instructors to evaluate lesson effectiveness	77
F386 Recommend changes to course content	77
F347 Determine methods of instruction	70
A92 Write correspondence, such as letters, messages, memos, or notes	70
F348 Determine presentation methods	67
F400 Review lesson plans	65
F350 Develop audiovisual materials	65
A45 Prepare briefings	64
F343 Collect feedback on lesson effectiveness from students and instructors	61
F369 Develop student course books or workbooks	60
F335 Approve or disapprove lesson plans	59
F330 Approve or disapprove course study materials, such as study guides, workbooks, or handouts	58
F327 Approve or disapprove audiovisual materials	55
A49 Present briefings	55
A21 Establish goals or milestones	55
F328 Approve or disapprove course change proposals	53
F362 Develop instructional aids or devices	50
F404 Review written tests	49
F360 Develop inputs to curriculum plans	49
F387 Recommend changes to instructional aids	49

TABLE XVIII

GENERAL COMMAND AND STAFF OFFICERS

NUMBER OF MEMBERS: 324 AVERAGE TIME IN JOB: 24 MONTHS
 PERCENT OF SAMPLE: 15% AVERAGE TAFMS: 197 MONTHS

<u>TASK</u>	<u>PERCENT OF MEMBERS PERFORMING</u>
A92 Write correspondence, such as letters, messages, memos, or notes	92
A45 Prepare briefings	86
A5 Assign suspenses	86
A49 Present briefings	85
A6 Attend education or training-related meetings, conferences, or workshops	83
B177 Write or indorse recommendations for awards or decorations	80
A21 Establish goals or milestones	79
B119 Counsel staff members on performance	78
A61 Review or approve correspondence, such as letters, messages, memos, or notes	77
B117 Conduct staff meetings	77
A98 Write letters of appreciation	75
A22 Establish organizational policies, operating instructions (OIs), or standard operating procedures	74
B120 Counsel subordinates on personal or military-related problems	73
B175 Write or indorse enlisted performance reports	72
A51 Prioritize suspenses	71
A63 Review or approve directives, such as OIs, regulations, supplements to regulations, or checklists	69
A101 Write position, talking, or background papers	68
A30 Interpret regulations or policies for subordinates or subordinate units	64
A12 Coordinate policies, procedures, or publications with higher headquarters	63
B174 Write or indorse civilian performance appraisals	63
A64 Review or approve goals and milestones	62
A11 Conduct tours for visitors	60
A15 Determine budgeting priorities	60
A71 Review or approve position, talking, or background papers	59
A14 Coordinate VIP visits	59

APPENDIX D

TABLE I
Relative Duty Time Spent By DAFSC 75XX
(% Time Spent Performing Duties)

DUTIES	7521 (n=23)	7524 (n=90)	7511 (n=27)	7516 (n=119)	75XX (n=259)
A Performing General Command, Staff & Administrative Functions	42%	33%	49%	38%	38%
B Performing Supervisor & Personnel Functions	8%	10%	13%	15%	13%
C Performing Research or Advisory Functions	3%	3%	2%	3%	3%
D Performing Admission Functions	4%	1%	1%	2%	2%
E Determining Education or Training Requirements	5%	7%	2%	1%	4%
F Developing Courses, Curriculum or Course Documents	9%	15%	9%	11%	10%
G Planning or Programming Education or Training	3%	3%	2%	2%	2%
H Acquiring and Maintaining Equipment, Facilities or Media	4%	5%	3%	4%	5%
I Conducting Education or Training	5%	4%	3%	4%	4%
J Managing or Counseling Students	3%	3%	2%	3%	3%
K Evaluating or Inspecting Education or Training Programs	8%	6%	4%	7%	6%
L Managing Education or Training Programs	3%	5%	6%	5%	5%
M Administering Education or Training	3%	5%	4%	5%	5%

TABLE II
Relative Duty Time Spent By SDI 09XX
(% Time Spent Performing Duties)

DUTIES	O900 (n=15)	O940 (n=710)	O950 (n=49)	O970 (n=136)	O9XX (n=910)
A Performing General Command, Staff & Administrative Functions	23%	20%	24%	26%	21%
B Performing Supervisor & Personnel Functions	7%	5%	8%	10%	6%
C Performing Research or Advisory Functions	1%	2%	1%	2%	2%
D Performing Admission Functions	2%	6%	1%	1%	5%
E Determining Education or Training Requirements	*	*	1%	1%	1%
F Developing Courses, Curriculum or Course Documents	1%	12%	9%	18%	12%
G Planning or Programming Education or Training	*	1%	*	1%	1%
H Acquiring and Maintaining Equipment, Facilities or Media	1%	3%	5%	4%	3%
I Conducting Education or Training	24%	25%	29%	15%	25%
J Managing or Counseling Students	29%	14%	14%	7%	13%
K Evaluating or Inspecting Education or Training Programs	3%	3%	3%	4%	3%
L Managing Education or Training Programs	2%	2%	2%	4%	2%
M Administering Education or Training	7%	7%	3%	7%	6%

note: 1. * means less than 1 percent

TABLE III
Relative Duty Time Spent By DAFSC 75XX, SDI 09XX, & T-Prefix
(% Time Spent Performing Duties)

DUTIES	75XX (n=259)	09XX (n=910)	T-Prefix (n=1053)
A Performing General Command, Staff & Administrative Func	38%	21%	19%
B Performing Supervisor & Personnel Functions	13%	6%	8%
C Performing Research or Advisory Functions	3%	2%	3%
D Performing Admission Functions	2%	5%	1%
E Determining Education or Training Requirements	4%	1%	1%
F Developing Courses, Curriculum or Course Documents	10%	12%	24%
G Planning or Programming Education or Training	2%	1%	1%
H Acquiring and Maintaining Equipment, Facilities or Media	5%	3%	5%
I Conducting Education or Training	4%	24%	18%
J Managing or Counseling Students	3%	14%	8%
K Evaluating or Inspecting Education or Training Programs	6%	3%	4%
L Managing Education or Training Programs	5%	2%	3%
M Administering Education or Training	5%	6%	5%

APPENDIX E

TABLE I

REPRESENTATIVE TASKS PERFORMED BY
DAFSC 7521 OFFICERS

(N=23: 40% 2LT, 4% 1LT, 30% CAPT, 17% MAJ, 9% LT COL)

<u>TASK</u>	<u>PERCENT OF MEMBERS PERFORMING</u>
A92 Write correspondence, such as letters, messages, memos, or notes	83
A101 Write position, talking, or background papers	67
A6 Attend education or training-related meetings, conferences, or workshops	63
A93 Write directives, such as operating instructions (OI), regulations, supplements to regulations, or pamphlets	58
A45 Prepare briefings	58
A49 Present briefings	54
A63 Review or approve directives, such as OIs, regulations, supplements to regulations, or checklists	50
A21 Establish goals or milestones	50
A5 Assign suspenses	46
A61 Review or approve correspondence, such as letters, messages, memos, or notes	46
A13 Coordinate social functions	42
A22 Establish organizational policies, operating instructions (OIs), or standard operating procedures	42
A88 Schedule rooms or facilities	38
B120 Counsel subordinates on personal or military-related problems	38
A98 Write letters of appreciation	38
A12 Coordinate policies, procedures, or publications with higher headquarters	38
A107 Write trip reports	38
B123 Establish work methods or procedures	33
A9 Conduct education or training-related conferences or workshops	33
A74 Review or approve replies to evaluation or inspection reports	33
A51 Prioritize suspenses	33
A64 Review or approve goals and milestones	33
A8 Compile or evaluate information for staff studies	33
A44 Prepare agendas	29

TABLE II

REPRESENTATIVE TASKS PERFORMED BY
DAFSC 7524 OFFICERS
(N=90: 18% 1LT, 72% CAPT, 8% MAJ, 2% LT COL)

TASK	PERCENT OF MEMBERS PERFORMING
A92 Write correspondence, such as letters, messages, memos, or notes	91
A45 Prepare briefings	78
A6 Attend education or training-related meetings, conferences, or workshops	78
A49 Present briefings	67
A98 Write letters of appreciation	64
A101 Write position, talking, or background papers	63
A61 Review or approve correspondence, such as letters, messages, memos, or notes	62
A21 Establish goals or milestones	61
A5 Assign suspenses	58
A12 Coordinate policies, procedures, or publications with higher headquarters	57
A51 Prioritize suspenses	53
A93 Write directives, such as operating instructions (OI), regulations, supplements to regulations, or pamphlets	50
A30 Interpret regulations or policies for subordinates or subordinate units	50
A63 Review or approve directives, such as OIs, regulations, supplements to regulations, or checklists	50
A22 Establish organizational policies, operating instructions (OIs), or standard operating procedures	47
B120 Counsel subordinates on personal or military-related problems	46
B119 Counsel staff members on performance	44
B177 Write or indorse recommendations for awards or decorations	44
A107 Write trip reports	44
A37 Make arrangements for temporary duty (TDY)	44
A16 Develop budgets, budget estimates, or budget submissions	43
A44 Prepare agendas	43
A15 Determine budgeting priorities	42
B175 Write or indorse enlisted performance reports	40

TABLE III

REPRESENTATIVE TASKS PERFORMED BY
DAFSC 7511 OFFICERS
(N=27: 37% CAPT, 30% MAJ, 22% LT COL, 11% COL)

<u>TASK</u>	<u>PERCENT OF MEMBERS PERFORMING</u>
A92 Write correspondence, such as letters, messages, memos, or notes	85
A5 Assign suspenses	85
A6 Attend education or training-related meetings, conferences, or workshops	81
A45 Prepare briefings	78
A61 Review or approve correspondence, such as letters, messages, memos, or notes	70
A12 Coordinate policies, procedures, or publications with higher headquarters	70
A49 Present briefings	70
A98 Write letters of appreciation	70
A51 Prioritize suspenses	67
A13 Coordinate social functions	63
A14 Coordinate VIP visits	63
A11 Conduct tours for visitors	63
A63 Review or approve directives, such as OIs, regulations, supplements to regulations, or checklists	63
A21 Establish goals or milestones	63
A15 Determine budgeting priorities	63
A101 Write position, talking, or background papers	59
A64 Review or approve goals and milestones	59
B177 Write or indorse recommendations for awards or decorations	59
A71 Review or approve position, talking, or background papers	56
A44 Prepare agendas	52
A93 Write directives, such as operating instructions (OI), regulations, supplements to regulations, or pamphlets	52
B174 Write or indorse civilian performance appraisals	52
A16 Develop budgets, budget estimates, or budget submissions	52
A10 Conduct inspections	52
B119 Counsel staff members on performance	52

TABLE IV
 REPRESENTATIVE TASKS PERFORMED BY
 DAFSC 7516 OFFICERS
 (N=119: 7% CAPT, 37% MAJ, 36% LT COL, 20% COL)

<u>TASK</u>	<u>PERCENT OF MEMBERS PERFORMING</u>
A92 Write correspondence, such as letters, messages, memos, or notes	92
A45 Prepare briefings	89
A49 Present briefings	87
A6 Attend education or training-related meetings, conferences, or workshops	83
A61 Review or approve correspondence, such as letters, messages, memos, or notes	79
A5 Assign suspenses	79
A98 Write letters of appreciation	76
B119 Counsel staff members on performance	75
A101 Write position, talking, or background papers	71
B177 Write or indorse recommendations for awards or decorations	71
A21 Establish goals or milestones	70
B117 Conduct staff meetings	70
A15 Determine budgeting priorities	70
A63 Review or approve directives, such as OIs, regulations, supplements to regulations, or checklists	68
B174 Write or indorse civilian performance appraisals	66
A51 Prioritize suspenses	66
B120 Counsel subordinates on personal or military-related problems	66
A22 Establish organizational policies, operating instructions (OIs), or standard operating procedures	65
A12 Coordinate policies, procedures, or publications with higher headquarters	63
A30 Interpret regulations or policies for subordinates or subordinate units	63
A71 Review or approve position, talking, or background papers	61
B114 Certify civilian timecards	59
B176 Write or indorse officer performance reports	56
B175 Write or indorse enlisted performance reports	56
A64 Review or approve goals and milestones	55

TABLE V

REPRESENTATIVE TASKS PERFORMED BY
ALL 75XX OFFICERS

(N=259: 4% 2LT, 7% 1LT, 35% CAPT, 24% MAJ, 20% LT COL, 10% COL)

<u>TASK</u>	<u>PERCENT OF MEMBERS PERFORMING</u>
A92 Write correspondence, such as letters, messages, memos, or notes	90
A45 Prepare briefings	81
A6 Attend education or training-related meetings, conferences, or workshops	79
A49 Present briefings	75
A61 Review or approve correspondence, such as letters, messages, memos, or notes	69
A5 Assign suspenses	69
A98 Write letters of appreciation	68
A101 Write position, talking, or background papers	67
A21 Establish goals or milestones	64
A63 Review or approve directives, such as OIs, regulations, supplements to regulations, or checklists	60
A12 Coordinate policies, procedures, or publications with higher headquarters	59
A51 Prioritize suspenses	58
B119 Counsel staff members on performance	57
B177 Write or indorse recommendations for awards or decorations	56
A15 Determine budgeting priorities	55
A22 Establish organizational policies, operating instructions (OIs), or standard operating procedures	54
B120 Counsel subordinates on personal or military-related problems	53
A93 Write directives, such as operating instructions (OI), regulations, supplements to regulations, or pamphlets	53
A30 Interpret regulations or policies for subordinates or subordinate units	53
A71 Review or approve position, talking, or background papers	50
B117 Conduct staff meetings	49
A14 Coordinate VIP visits	48
A64 Review or approve goals and milestones	48
B175 Write or indorse enlisted performance reports	46
B174 Write or indorse civilian performance appraisals	46

TABLE VI
 REPRESENTATIVE TASKS PERFORMED BY
 SDI 0900 OFFICERS
 (N=15: 46% CAPT, 54% MAJ)

TASK	PERCENT OF MEMBERS PERFORMING
B120 Counsel subordinates on personal or military-related problems	100
I565 Evaluate students' suitability for commissioning	100
I563 Evaluate students' military behavior	100
J592 Administer discipline to students	100
J616 Counsel students on personal or military-related problems	100
J620 Counsel students to correct behavior	100
A10 Conduct inspections	100
J635 Provide career guidance to students	100
J614 Counsel students on academic problems	100
A5 Assign suspenses	100
A45 Prepare briefings	100
A6 Attend education or training-related meetings, conferences, or workshops	100
I566 Inspect dormitories	92
I569 Make on-the-spot corrections of students	92
A92 Write correspondence, such as letters, messages, memos, or notes	92
I536 Attend student functions (mixers, picnics, athletic events, etc.)	92
J638 Recommend disciplinary actions for students' offenses	92
J615 Counsel students on personal and professional development	92
J653 Review student record folders	92
J618 Counsel students on training progress	92
A98 Write letters of appreciation	92
J634 Prepare documentation for elimination of students	92
I562 Evaluate students' interpersonal relations	92
J636 Provide students' opportunity for social interaction	92
A64 Review or approve goals and milestones	92

TABLE VII

REPRESENTATIVE TASKS PERFORMED BY
SDI 0940 OFFICERS
(N=710: 1% 2LT, 66% CAPT, 17% MAJ, 7% LT COL, 9% COL)

<u>TASK</u>	<u>PERCENT OF MEMBERS PERFORMING</u>
I536 Attend student functions (mixers, picnics, athletic events, etc.)	85
I563 Evaluate students' military behavior	83
I546 Conduct informal classroom lectures	83
A45 Prepare briefings	82
A92 Write correspondence, such as letters, messages, memos, or notes	80
A6 Attend education or training-related meetings, conferences, or workshops	79
J614 Counsel students on academic problems	76
A49 Present briefings	76
I534 Administer written tests	76
I539 Calculate course grades	76
J615 Counsel students on personal and professional development	73
J616 Counsel students on personal or military-related problems	73
I569 Make on-the-spot corrections of students	72
I556 Document students' progress	72
A98 Write letters of appreciation	72
I583 Score written tests	72
I587 Take class attendance	70
J620 Counsel students to correct behavior	70
I535 Analyze written tests	69
A3 Arrange for guest speakers	66
I555 Develop written tests	66
A13 Coordinate social functions	65
J617 Counsel students on study habits or techniques	65
I562 Evaluate students' interpersonal relations	64

TABLE VIII
 REPRESENTATIVE TASKS PERFORMED BY
 SDI 0950 OFFICERS
 (N=49: 90% CAPT, 10% MAJ)

TASK	PERCENT OF MEMBERS PERFORMING
I569 Make on-the-spot corrections of students	80
I536 Attend student functions (mixers, picnics, athletic events, etc.)	76
A45 Prepare briefings	71
A92 Write correspondence, such as letters, messages, memos, or notes	69
I546 Conduct informal classroom lectures	67
A49 Present briefings	67
I563 Evaluate students' military behavior	65
A6 Attend education or training-related meetings, conferences, or workshops	63
J614 Counsel students on academic problems	59
I565 Evaluate students' suitability for commissioning	55
I556 Document students' progress	55
I559 Evaluate student's applied leadership techniques	55
I571 Officiate at athletic events	55
A101 Write position, talking, or background papers	55
J620 Counsel students to correct behavior	53
I562 Evaluate students' interpersonal relations	53
J616 Counsel students on personal or military-related problems	53
I567 Interpret school regulations for students	53
I551 Conduct student inspections	51
J617 Counsel students on study habits or techniques	51
A55 Request word processing support	49
I566 Inspect dormitories	47
I560 Evaluate student's performance during athletic activities	47
I586 Serve as advisor to student staff	47
I561 Evaluate students on performance tests or measurements	47

TABLE IX

REPRESENTATIVE TASKS PERFORMED BY
SDI 0970 OFFICERS

(N=136: 2% 2LT, 30% CAPT, 33% MAJ, 24% LT COL, 11% COL)

TASK	PERCENT OF MEMBERS PERFORMING
A6 Attend education or training-related meetings, conferences, or workshops	89
A45 Prepare briefings	85
A49 Present briefings	83
I536 Attend student functions (mixers, picnics, athletic events, etc.)	81
A92 Write correspondence, such as letters, messages, memos, or notes	80
A98 Write letters of appreciation	77
A101 Write position, talking, or background papers	71
A5 Assign suspenses	70
F326 Analyze feedback from students and instructors to evaluate lesson effectiveness	63
I563 Evaluate students' military behavior	61
A21 Establish goals or milestones	59
A3 Arrange for guest speakers	58
F386 Recommend changes to course content	57
I546 Conduct informal classroom lectures	54
A51 Prioritize suspenses	54
I550 Conduct seminar or guided discussion instruction	52
F347 Determine methods of instruction	52
B177 Write or indorse recommendations for awards or decorations	51
F348 Determine presentation methods	50
A13 Coordinate social functions	50
F366 Develop lesson plans	49
I569 Make on-the-spot corrections of students	49
A61 Review or approve correspondence, such as letters, messages, memos, or notes	49
F343 Collect feedback on lesson effectiveness from students and instructors	49
I555 Develop written tests	48

TABLE X
 REPRESENTATIVE TASKS PERFORMED BY
 SDI 09XX OFFICERS
 (N=910: 1% 2LT, 61% CAPT, 20% MAJ, 9% LT COL, 9% COL)

<u>TASK</u>	<u>PERCENT OF MEMBERS PERFORMING</u>
I536 Attend student functions (mixers, picnics, athletic events, etc.)	84
A45 Prepare briefings	82
A6 Attend education or training-related meetings, conferences, or workshops	80
A92 Write correspondence, such as letters, messages, memos, or notes	79
I563 Evaluate students' military behavior	79
I546 Conduct informal classroom lectures	77
A49 Present briefings	77
A98 Write letters of appreciation	72
J614 Counsel students on academic problems	71
I534 Administer written tests	70
I569 Make on-the-spot corrections of students	70
J616 Counsel students on personal or military-related problems	68
J615 Counsel students on personal and professional development	68
I556 Document students' progress	66
J620 Counsel students to correct behavior	66
I539 Calculate course grades	65
A5 Assign suspenses	64
A3 Arrange for guest speakers	63
I583 Score written tests	63
I587 Take class attendance	62
I535 Analyze written tests	62
A13 Coordinate social functions	62
I562 Evaluate students' interpersonal relations	61
I555 Develop written tests	60
J617 Counsel students on study habits or techniques	60

TABLE XI

REPRESENTATIVE TASKS PERFORMED BY
ALL T-PREFIX OFFICERS

(N=1,053: 1% 2LT, 4% 1LT, 60% CAPT, 20% MAJ, 11% LT COL, 4% COL)

<u>TASK</u>	<u>PERCENT OF MEMBERS PERFORMING</u>
A6 Attend education or training-related meetings, conferences, or workshops	78
A92 Write correspondence, such as letters, messages, memos, or notes	74
A45 Prepare briefings	74
A49 Present briefings	70
F366 Develop lesson plans	70
I536 Attend student functions (mixers, picnics, athletic events, etc.)	65
I546 Conduct informal classroom lectures	64
F386 Recommend changes to course content	63
F326 Analyze feedback from students and instructors to evaluate lesson effectiveness	62
I534 Administer written tests	59
F357 Develop course study materials, such as study guides, workbooks, or handouts	56
I555 Develop written tests	56
I547 Conduct lecture or auditorium instruction	55
F348 Determine presentation methods	55
F347 Determine methods of instruction	54
J614 Counsel students on academic problems	54
I583 Score written tests	54
F350 Develop audiovisual materials	53
I539 Calculate course grades	53
F400 Review lesson plans	53
I535 Analyze written tests	53
A98 Write letters of appreciation	53
I556 Document students' progress	51
F343 Collect feedback on lesson effectiveness from students and instructors	51

APPENDIX F

TABLE I
Distribution of DAFSC 75XX Across
Education & Training Clusters and Independent Jobs
(% Members Performing)

Clusters/Jobs		7521 (n=23)	7524 (n=90)	7511 (n=27)	7516 (n=119)	75XX (n=259)
1	Fundamental Training Instructors	0%	0%	0%	0%	0%
2	General Administration Officers	0%	2%	0%	3%	2%
3	Education Officers	0%	0%	0%	0%	0%
4	Training Evaluators	0%	0%	0%	0%	0%
5	Management & Counseling Officers	0%	1%	0%	0%	*
6	Military Training School Commanders	0%	1%	0%	0%	*
7	USAFA Athletic Coaches	0%	0%	0%	0%	0%
8	Faculty Instructors	4%	1%	4%	3%	3%
9	Education & Training Staff	0%	2%	0%	*	1%
10	Faculty Administrators	0%	7%	9%	13%	9%
11	Liaison/Public Affairs	0%	0%	0%	0%	0%
12	Medical Instructors	0%	0%	0%	0%	0%
13	Senior Research Professors	0%	0%	0%	*	*
14	AWC Curriculum Developers	0%	0%	0%	0%	0%
15	Curriculum Developers	4%	13%	4%	3%	7%
16	Computer Support Officers	4%	1%	0%	1%	1%
17	Plans & Programs Officers	39%	10%	17%	4%	7%
18	General Command & Staff Officers	0%	32%	65%	58%	47%
19	Curriculum Schedulers	0%	0%	0%	*	*
20	Foreign Military Training Officers	0%	1%	0%	3%	2%
21	Admission Counselors	0%	0%	0%	1%	1%
22	AFIT Research Professors	0%	0%	0%	0%	0%

note: 1. * means less than 1 percent

TABLE II
Distribution of SDI 09XX Across
Education & Training Clusters and Independent Jobs
(% Members Performing)

	Clusters/Jobs	0900 (n=15)	0940 (n=710)	0950 (n=49)	0970 (n=136)	09XX (n=910)
1	Fundamental Training Instructors	0%	*	0%	0%	*
2	General Administration Officers	0%	1%	2%	4%	1%
3	Education Officers	0%	4%	4%	2%	4%
4	Training Evaluators	0%	9%	29%	3%	9%
5	Management & Counseling Officers	23%	47%	4%	2%	39%
6	Military Training School Commanders	77%	1%	10%	9%	4%
7	USAFA Athletic Coaches	0%	1%	0%	0%	1%
8	Faculty Instructors	0%	16%	4%	17%	15%
9	Education & Training Staff	0%	1%	8%	7%	2%
10	Faculty Administrators	0%	4%	0%	16%	5%
11	Liaison/Public Affairs	0%	*	0%	0%	*
12	Medical Instructors	0%	0%	0%	0%	0%
13	Senior Research Professors	0%	*	0%	1%	*
14	AWC Curriculum Developers	0%	1%	0%	1%	1%
15	Curriculum Developers	0%	1%	4%	9%	2%
16	Computer Support Officers	0%	1%	1%	2%	1%
17	Plans & Programs Officers	0%	1%	6%	4%	2%
18	General Command & Staff Officers	0%	4%	16%	12%	6%
19	Curriculum Schedulers	0%	0%	2%	4%	1%
20	Foreign Military Training Officers	0%	0%	0%	0%	0%
21	Admission Counselors	0%	4%	0%	3%	3%
22	AFIT Research Professors	0%	*	0%	0%	*

note: 1. * means less than 1 percent

TABLE III
Distribution of DAFSC 75XX, SDI 09XX, & T-Prefix Across
Education & Training Clusters and Independent Jobs
(% Members Performing)

	75XX (n=259)	09XX (n=910)	T-Prefix (n=1053)
1 Fundamental Training Instructors	0%	*	*
2 General Administration Officers	2%	1%	8%
3 Education Officers	0%	4%	8%
4 Training Evaluators	0%	9%	3%
5 Management & Counseling Officers	*	39%	1%
6 Military Training School Commanders	*	4%	*
7 USAFA Athletic Coaches	0%	1%	0%
8 Faculty Instructors	3%	15%	24%
9 Education & Training Staff	1%	2%	11%
10 Faculty Administrators	9%	5%	11%
11 Liaison/Public Affairs	0%	*	*
12 Medical Instructors	0%	0%	1%
13 Senior Research Professors	*	*	1%
14 AWC Curriculum Developers	0%	1%	*
15 Curriculum Developers	7%	2%	6%
16 Computer Support Officers	1%	1%	1%
17 Plans & Programs Officers	7%	2%	*
18 General Command & Staff Officers	47%	6%	15%
19 Curriculum Schedulers	*	1%	*
20 Foreign Military Training Officers	2%	0%	0%
21 Admission Counselors	1%	3%	0%
22 AFIT Research Professors	0%	*	*

note: 1. * means less than 1 percent

APPENDIX G

TABLE I
Relative Duty Time Spent By Officer Ranks
(% Time Spent Performing Duties)

DUTIES	DUTIES					
	2LT (n=26)	1LT (n=57)	CAPT (n=1288)	MAJ (n=459)	LT COL (n=248)	COL (n=143)
A Performing General Command, Staff & Administrative Functions	26%	21%	20%	24%	27%	26%
B Performing Supervisor & Personnel Functions	4%	6%	6%	9%	13%	13%
C Performing Research or Advisory Functions	3%	1%	2%	3%	4%	3%
D Performing Admission Functions	12%	1%	3%	2%	2%	4%
E Determining Education or Training Requirements	6%	6%	1%	1%	1%	1%
F Developing Courses, Curriculum or Course Documents	15%	24%	19%	18%	14%	11%
G Planning or Programming Education or Training	1%	2%	1%	1%	3%	2%
H Acquiring and Maintaining Equipment, Facilities or Media	7%	5%	4%	4%	1%	3%
I Conducting Education or Training	10%	17%	22%	16%	13%	13%
J Managing or Counseling Students	4%	4%	10%	9%	6%	9%
K Evaluating or Inspecting Education or Training Programs	6%	3%	3%	4%	6%	4%
L Managing Education or Training Programs	3%	3%	3%	3%	4%	4%
M Administering Education or Training	3%	7%	6%	6%	6%	7%

TABLE II
Distribution of Rank Across
Education & Training Clusters and Independent Jobs
 (% Members Performing)

	2LT (n=26)	1LT (n=57)	CAPT (n=1288)	MAJ (n=459)	LT COL (n=248)	COL (n=143)
1 Fundamental Training Instructors	0%	0%	*	*	*	0%
2 General Administration Officers	4%	18%	5%	4%	4%	2%
3 Education Officers	0%	7%	7%	4%	2%	0%
4 Training Evaluators	4%	0%	8%	3%	*	0%
5 Management & Counseling Officers	0%	0%	19%	12%	7%	17%
6 Military Training School Commanders	0%	0%	1%	4%	3%	*
7 USAFA Athletic Coaches	4%	0%	*	*	0%	0%
8 Faculty Instructors	4%	16%	20%	17%	14%	7%
9 Education & Training Staff	0%	12%	7%	6%	3%	0%
10 Faculty Administrators	0%	4%	6%	11%	18%	9%
11 Liaison/Public Affairs	0%	0%	*	*	*	0%
12 Medical Instructors	0%	0%	*	1%	0%	*
13 Senior Research Professors	0%	0%	*	*	2%	*
14 AWC Curriculum Developers	0%	0%	0%	*	3%	0%
15 Curriculum Developers	12%	9%	5%	5%	4%	*
16 Computer Support Officers	8%	4%	1%	1%	*	0%
17 Plans & Programs Officers	0%	2%	1%	2%	2%	1%
18 General Command & Staff Officers	12%	5%	10%	19%	27%	26%
19 Curriculum Schedulers	0%	0%	*	*	1%	0%
20 Foreign Military Training Officers	0%	0%	*	1%	0%	0%
21 Admission Counselors	12%	0%	2%	*	*	*
22 AFIT Research Professors	0%	0%	*	*	0%	*

note: 1. * means less than 1 percent

TABLE III
Distribution of Rank Across DAFSC 75XX
(% Members Performing)

	7521 (n=23)	7524 (n=90)	7511 (n=27)	7516 (n=119)	75XX (n=259)
2LT	40%	0%	0%	0%	4%
1LT	4%	18%	0%	0%	7%
CAPT	30%	72%	37%	7%	35%
MAJ	17%	8%	30%	37%	24%
LT COL	9%	2%	22%	36%	20%
COL	0%	0%	11%	20%	10%

TABLE IV
Distribution of Rank Across SDI 09XX
(% Members Performing)

	0900 (n=13)	0940 (n=710)	0950 (n=49)	0970 (n=136)	09XX (n=910)
2LT	0%	1%	0%	2%	1%
1LT	0%	0%	0%	0%	0%
CAPT	46%	66%	90%	30%	61%
MAJ	54%	17%	10%	33%	20%
LT COL	0%	7%	0%	24%	9%
COL	0%	9%	0%	11%	9%

TABLE V
Distribution of Rank Across
DAFSC 75XX, SDI 09XX, & T-Prefix
(% Members Performing)

	75XX (n=259)	09XX (n=910)	T-Prefix (n=1053)	Total Sample (n=2222)
2LT	4%	1%	1%	1%
1LT	7%	0%	4%	3%
CAPT	35%	61%	60%	58%
MAJ	24%	20%	20%	21%
LT COL	20%	9%	11%	11%
COL	10%	9%	4%	6%

APPENDIX H

TABLE I
 RELATIVE DUTY TIME SPENT BY
 FIRST-ASSIGNMENT DAFSC 75XX PERSONNEL
 (1-48 MONTHS TICF, N=109)

<u>DUTIES</u>	<u>AVERAGE PERCENT TIME SPENT BY ALL MEMBERS</u>
A PERFORMING GENERAL COMMAND, STAFF, AND ADMINISTRATIVE FUNCTIONS	41
B PERFORMING SUPERVISORY AND PERSONNEL STAFF FUNCTIONS	13
F DEVELOPING COURSES, CURRICULUM, OR COURSE DOCUMENTS	9
K EVALUATING OR INSPECTING EDUCATION OR TRAINING PROGRAMS, AND SUPPORT ACTIVITIES	6
L MANAGING EDUCATION OR TRAINING PROGRAMS	5
M ADMINISTERING EDUCATION OR TRAINING	5
H ACQUIRING AND MAINTAINING EQUIPMENT, FACILITIES, OR MEDIA	4
E DETERMINING EDUCATION OR TRAINING REQUIREMENTS	4
I CONDUCTING EDUCATION OR TRAINING	3
G PLANNING OR PROGRAMMING EDUCATION OR TRAINING	3
D PERFORMING ADMISSIONS FUNCTIONS	2
J MANAGING OR COUNSELING STUDENTS	2
C PERFORMING RESEARCH OR ADVISORY FUNCTIONS	2

TABLE II
 REPRESENTATIVE TASKS BY
 FIRST-ASSIGNMENT DAFSC 75XX PERSONNEL
 (1-48 MONTHS TICF, N=109)

TASKS	PMP	TE
A92 Write correspondence, such as letters, messages, memos, or notes	85	3.227
A45 Prepare briefings	75	3.702
A6 Attend education or training-related meetings, conferences, or workshops	75	1.461
A49 Present briefings	70	4.227
A5 Assign suspenses	67	1.326
A61 Review or approve correspondence, such as letters, messages, memos, or notes	65	1.489
A98 Write letters of appreciation	62	1.851
A101 Write position, talking, or background papers	61	2.879
A12 Coordinate policies, procedures, or publications with higher headquarters	59	1.234
A21 Establish goals or milestones	59	2.156
A63 Review or approve directives, such as OIs, regulations, supplements to regulations, or checklists	58	1.113
A51 Prioritize suspenses	52	1.660
B119 Counsel staff members on performance	51	1.752
B177 Write or indorse recommendations for awards or decorations	51	1.901
A15 Determine budgeting priorities	51	1.454
A93 Write directives, such as operating instructions (OI), regulations, supplements to regulations, or pamphlets	49	1.979
B175 Write or indorse enlisted performance reports	48	2.149
A22 Establish organizational policies, operating instructions (OIs), or standard operating procedures	46	1.766
A70 Review or approve policy letters	46	.809
B117 Conduct staff meetings	46	1.128
B174 Write or indorse civilian performance appraisals	45	1.709
A14 Coordinate VIP visits	45	.993
B120 Counsel subordinates on personal or military-related problems	45	1.752
A13 Coordinate social functions	43	.929

TABLE III
 RELATIVE DUTY TIME SPENT BY
 FIRST-ASSIGNMENT DAFSC 09XX PERSONNEL
 (1-48 MONTHS TICF, N=756)

<u>DUTIES</u>	<u>AVERAGE PERCENT TIME SPENT BY ALL MEMBERS</u>
I CONDUCTING EDUCATION OR TRAINING	25
A PERFORMING GENERAL COMMAND, STAFF, AND ADMINISTRATIVE FUNCTIONS	21
J MANAGING OR COUNSELING STUDENTS	13
F DEVELOPING COURSES, CURRICULUM, OR COURSE DOCUMENTS	12
M ADMINISTERING EDUCATION OR TRAINING	7
B PERFORMING SUPERVISORY AND PERSONNEL STAFF FUNCTIONS	5
D PERFORMING ADMISSIONS FUNCTIONS	5
H ACQUIRING AND MAINTAINING EQUIPMENT, FACILITIES, OR MEDIA	3
K EVALUATING OR INSPECTING EDUCATION OR TRAINING PROGRAMS, AND SUPPORT ACTIVITIES	3
L MANAGING EDUCATION OR TRAINING PROGRAMS	2
C PERFORMING RESEARCH OR ADVISORY FUNCTIONS	2
G PLANNING OR PROGRAMMING EDUCATION OR TRAINING	1
E DETERMINING EDUCATION OR TRAINING REQUIREMENTS	1

TABLE IV
 REPRESENTATIVE TASKS BY
 FIRST-ASSIGNMENT DAFSC 09XX PERSONNEL
 (1-48 MONTHS TICF, N=756)

TASKS	PMP	TE
I536 Attend student functions (mixers, picnics, athletic events, etc.)	85	1.064
A45 Prepare briefings	81	3.702
I563 Evaluate students' military behavior	80	2.702
A92 Write correspondence, such as letters, messages, memos, or notes	79	3.227
A6 Attend education or training-related meetings, conferences, or workshops	79	1.461
I546 Conduct informal classroom lectures	79	4.787
A49 Present briefings	76	4.227
J614 Counsel students on academic problems	72	3.291
A98 Write letters of appreciation	71	1.851
I534 Administer written tests	71	2.292
I569 Make on-the-spot corrections of students	70	1.567
J616 Counsel students on personal or military-related problems	70	2.858
J615 Counsel students on personal and professional development	69	2.851
I556 Document students' progress	67	2.681
J620 Counsel students to correct behavior	67	2.901
I539 Calculate course grades	65	1.894
A5 Assign suspenses	64	1.326
I562 Evaluate students' interpersonal relations	64	2.567
A13 Coordinate social functions	63	.929
I583 Score written tests	62	2.206
A3 Arrange for guest speakers	62	.936
I535 Analyze written tests	62	3.801
I587 Take class attendance	62	.780
I580 Provide feedback to individual students or student groups from evaluations	61	1.929
I555 Develop written tests	61	5.050

TABLE V
 RELATIVE DUTY TIME SPENT BY
 FIRST-ASSIGNMENT T-PREFIX PERSONNEL
 (1-48 MONTHS TICF, N=474)

<u>DUTIES</u>	<u>AVERAGE PERCENT TIME SPENT BY ALL MEMBERS</u>
F DEVELOPING COURSES, CURRICULUM, OR COURSE DOCUMENTS	25
I CONDUCTING EDUCATION OR TRAINING	19
A PERFORMING GENERAL COMMAND, STAFF, AND ADMINISTRATIVE FUNCTIONS	18
B PERFORMING SUPERVISORY AND PERSONNEL STAFF FUNCTIONS	7
J MANAGING OR COUNSELING STUDENTS	7
M ADMINISTERING EDUCATION OR TRAINING	6
H ACQUIRING AND MAINTAINING EQUIPMENT, FACILITIES, OR MEDIA	5
K EVALUATING OR INSPECTING EDUCATION OR TRAINING PROGRAMS, AND SUPPORT ACTIVITIES	4
L MANAGING EDUCATION OR TRAINING PROGRAMS	3
C PERFORMING RESEARCH OR ADVISORY FUNCTIONS	3
E DETERMINING EDUCATION OR TRAINING REQUIREMENTS	1
G PLANNING OR PROGRAMMING EDUCATION OR TRAINING	1
D PERFORMING ADMISSIONS FUNCTIONS	1

TABLE VI
 REPRESENTATIVE TASKS BY
 FIRST-ASSIGNMENT T-PREFIX PERSONNEL
 (1-48 MONTHS TICF, N=474)

TASKS	PMP	TE
A6 Attend education or training-related meetings, conferences, or workshops	75	1.461
A92 Write correspondence, such as letters, messages, memos, or notes	73	3.227
A45 Prepare briefings	71	3.702
F366 Develop lesson plans	69	5.319
A49 Present briefings	67	4.227
I536 Attend student functions (mixers, picnics, athletic events, etc.)	65	1.064
I546 Conduct informal classroom lectures	64	4.787
F326 Analyze feedback from students and instructors to evaluate lesson effectiveness	61	3.170
F386 Recommend changes to course content	61	2.355
I534 Administer written tests	60	2.292
I555 Develop written tests	56	5.050
I583 Score written tests	56	2.206
F348 Determine presentation methods	56	4.085
F347 Determine methods of instruction	55	4.213
J614 Counsel students on academic problems	55	3.291
I547 Conduct lecture or auditorium instruction	53	4.106
F343 Collect feedback on lesson effectiveness from students and instructors	53	2.369
F400 Review lesson plans	52	2.638
F357 Develop course study materials, such as study guides, workbooks, or handouts	52	3.809
I535 Analyze written tests	51	3.801
I539 Calculate course grades	51	1.894
F350 Develop audiovisual materials	50	3.170
F351 Develop blocks, phases, or modules of instruction	48	3.681
I556 Document students' progress	48	2.681
F356 Develop course objectives, samples of behavior, or educational goals	47	4.121

**TABLE VII
EXAMPLES OF TASKS WITH HIGH
TRAINING EMPHASIS RATINGS**

TASKS	Initial Assignment		
	75XX	09XX	T-Prefix
Develop lesson plans			59.14
Develop written tests			53.47
Conduct informal classroom lectures		64.76	64.76
Present briefings	73.58	73.58	73.58
Determine methods of instruction			49.73
Develop course objectives, samples of behavior or educational goals		40.55	40.55
Conduct lecture or auditorium instructions			49.19
Determine presentation methods			49.23
Conduct seminar or guided discussion instructions			
Develop course study materials, such as study guides, workbooks or handouts			45.18
Analyze written tests		52.52	52.52
Prepare briefings	78.13	78.13	78.13
Develop blocks phases, or modules of instruction			38.97
Evaluate tests			
Determine criterion for Distinguished Graduates			
Counsel students on academic problems		56.71	56.71
Write correspondence, such as letters, messages, memos, or notes	78.13	78.13	78.13
Analyze feedback from students and instructors to evaluate lesson effectiveness			54.32
Develop audiovisual materials			44.60
Develop performance tests or rating scales			

APPENDIX I

TABLE I
JOB SATISFACTION INDICATORS BY
EDUCATION AND TRAINING JOBS

	GEN	EDUC	TRN	MGMT	USAFA	FAC	EDUC	FAC	LSN/	MED	RSCH	AWC	CURR	COMP	PLAN	CC	CURR	F.M.	ADM	AFIT	
F.T.I.	ADM	OFF	EVAL	CSL	S.C.	COACH	INST	TRN	ADM	P.A.	INST	DIR	C.D.	DEV	SUPT	PROG	STFF	SCH	T.O.	CSL	RSCH
Job Interest																					
Dull	20%	9%	5%	1%	10%	0%	0%	3%	8%	4%	0%	0%	22%	15%	13%	19%	5%	11%	0%	3%	0%
So-So	0%	11%	4%	7%	8%	5%	14%	4%	10%	3%	0%	0%	11%	10%	0%	24%	6%	0%	0%	10%	0%
Interesting	80%	80%	91%	92%	82%	95%	86%	93%	82%	93%	100%	100%	67%	75%	87%	57%	81%	89%	100%	87%	100%
Use of Talents																					
None-little	40%	19%	6%	7%	15%	0%	0%	6%	14%	5%	0%	0%	22%	24%	14%	30%	11%	11%	0%	3%	0%
Fair-well	60%	58%	55%	65%	57%	38%	29%	49%	58%	43%	83%	57%	33%	61%	43%	51%	60%	33%	60%	57%	50%
Excel-Perf	0%	23%	39%	28%	28%	62%	71%	45%	28%	52%	17%	43%	67%	15%	43%	19%	29%	56%	40%	40%	50%
Use of Training																					
None-little	20%	23%	9%	16%	26%	5%	14%	7%	19%	8%	33%	0%	0%	25%	13%	51%	20%	11%	0%	36%	0%
Fair-well	80%	58%	55%	65%	57%	64%	29%	49%	55%	46%	50%	43%	22%	59%	57%	41%	58%	56%	80%	47%	33%
Excel-Perf	0%	19%	36%	19%	17%	31%	57%	44%	26%	46%	17%	57%	78%	16%	30%	8%	22%	33%	20%	17%	67%
Sense of Accomplishment																					
Dissat	40%	16%	8%	8%	17%	0%	0%	7%	19%	9%	17%	14%	0%	24%	9%	30%	11%	11%	0%	7%	0%
Neutral	0%	6%	5%	2%	5%	3%	0%	3%	3%	3%	0%	0%	0%	4%	4%	5%	4%	0%	0%	3%	0%
Sat	60%	78%	87%	90%	78%	97%	100%	90%	78%	88%	83%	86%	100%	72%	87%	65%	85%	89%	100%	90%	100%
Current Assignment																					
Current	100%	97%	95%	98%	97%	97%	100%	98%	96%	97%	33%	100%	100%	98%	100%	100%	100%	100%	40%	100%	100%
Conus	0%	3%	5%	2%	3%	3%	0%	2%	4%	3%	67%	0%	0%	2%	0%	0%	3%	0%	60%	0%	0%
Overseas	0%	1%	4%	0%	0%	0%	0%	4%	0%	2%	0%	0%	11%	4%	0%	0%	0%	0%	0%	7%	0%
HQ USAF	0%	18%	27%	5%	4%	23%	58%	31%	13%	29%	0%	14%	44%	14%	39%	43%	17%	33%	60%	17%	0%
MAJCOM	0%	0%	0%	0%	0%	5%	0%	1%	1%	2%	0%	0%	0%	7%	0%	3%	0%	0%	0%	7%	0%
NUM AF	20%	5%	5%	7%	2%	8%	0%	7%	7%	16%	17%	30%	11%	15%	16%	15%	33%	0%	0%	13%	17%
Wing	0%	6%	12%	2%	1%	3%	0%	9%	19%	12%	0%	0%	0%	9%	8%	8%	27%	0%	0%	0%	0%
Group	40%	33%	19%	50%	0%	38%	14%	11%	22%	12%	17%	14%	0%	26%	13%	3%	12%	12%	0%	7%	0%
Squadron	20%	10%	13%	1%	91%	0%	0%	5%	4%	2%	17%	14%	0%	2%	4%	8%	4%	0%	0%	40%	33%
Det/O.L.	20%	23%	13%	32%	0%	23%	14%	24%	34%	18%	33%	14%	22%	19%	9%	14%	11%	22%	0%	0%	50%
Formal	0%	5%	7%	3%	2%	0%	14%	8%	0%	7%	16%	14%	12%	4%	9%	5%	11%	0%	40%	9%	0%
other																					

TABLE I
JOB SATISFACTION INDICATORS BY
EDUCATION AND TRAINING JOBS

continued

% Time Spent on Additional duties	GEN EDUC TRN MGT M.T. USAFA FAC EDUC FAC LSN/ MED RSCH AWC CURR COMP PLAN CC CURR F.M. ADM AFIT																					
	F.T.I.	ADM	OFF	EVAL	CSL	S.C.	COACH	INST	TRN	ADM	P.A.	INST	DIR	C.D.	DEV	SUPT	PROG	STFF	SCH	T.O.	CSL	RSCH
<10%	40%	30%	19%	4%	22%	23%	14%	21%	37%	28%	33%	43%	11%	44%	46%	61%	19%	36%	44%	20%	70%	67%
11-20%	0%	28%	27%	9%	31%	33%	57%	28%	34%	26%	33%	0%	34%	33%	33%	30%	26%	22%	40%	17%	17%	
21-30%	20%	16%	22%	8%	23%	33%	14%	22%	14%	18%	0%	14%	11%	0%	10%	13%	14%	17%	34%	0%	3%	0%
>30%	40%	26%	32%	79%	24%	11%	15%	29%	15%	28%	34%	43%	44%	23%	11%	13%	37%	21%	0%	40%	10%	16%

Career Intentions

Sep w/o	20%	10%	6%	2%	2%	0%	0%	2%	2%	1%	0%	0%	0%	0%	3%	4%	3%	1%	11%	0%	0%	0%
Benefits	40%	9%	7%	2%	3%	3%	28%	7%	11%	3%	0%	57%	0%	0%	6%	4%	3%	3%	0%	0%	7%	0%
Leave before Ret	0%	23%	30%	20%	17%	5%	29%	21%	18%	12%	50%	0%	11%	11%	19%	9%	10%	9%	0%	20%	20%	33%
Retire full	40%	58%	57%	76%	78%	92%	43%	70%	69%	84%	50%	43%	89%	89%	72%	83%	84%	87%	89%	80%	73%	67%

Career Plans

Stay in Cur AFSC	20%	42%	53%	35%	29%	51%	29%	57%	57%	62%	32%	71%	100%	67%	49%	70%	49%	65%	56%	60%	33%	100%
Crosstrain	20%	8%	4%	7%	10%	8%	14%	5%	3%	7%	0%	0%	0%	0%	9%	9%	11%	7%	0%	0%	10%	0%
Crosstrain & Return	0%	8%	4%	7%	3%	0%	0%	4%	6%	4%	0%	0%	0%	0%	7%	0%	3%	4%	0%	0%	0%	0%
Undecided	20%	14%	18%	16%	11%	10%	43%	13%	13%	13%	17%	29%	0%	0%	16%	13%	22%	9%	0%	20%	7%	0%
Leave AFSC	20%	14%	13%	20%	27%	26%	0%	12%	9%	7%	17%	0%	0%	33%	8%	4%	11%	8%	30%	20%	30%	0%
Retire in Pres AFSC	20%	3%	1%	8%	8%	3%	0%	4%	2%	4%	17%	0%	0%	0%	5%	0%	0%	1%	0%	0%	10%	0%
other	0%	11%	7%	7%	12%	2%	14%	5%	10%	3%	17%	0%	0%	0%	6%	4%	4%	6%	14%	0%	10%	0%

TABLE II
JOB SATISFACTION INDICATORS FOR
DAFSC 75XX, SDI 09XX, AND T-PREFIX PERSONNEL

	DAFSC 75XX	SDI 09XX	T-PREFIX
Job Interest			
Dull	12%	6%	6%
So-So	7%	7%	7%
Interesting	81%	87%	87%
Use of Talents			
None-little	18%	12%	10%
Fair-well	47%	53%	58%
Excellent-Perfect	35%	35%	32%
Use of Training			
None-little	28%	21%	12%
Fair-well	46%	55%	56%
Excellent-Perfect	26%	24%	32%
Sense of Accomplishment			
Dissatisfied	18%	13%	13%
Neutral	5%	4%	3%
Satisfied	77%	83%	84%
Current Assignment			
Conus	94%	97%	97%
Overseas	6%	3%	3%
HQ USAF	1%	2%	2%
MAJCOM	33%	20%	15%
NUMBERED AF	4%	1%	1%
Wing	14%	5%	12%
Group	7%	1%	19%
Squadron	8%	7%	25%
Det/O.L.	6%	41%	4%
Formal	10%	17%	17%
other	17%	6%	5%

TABLE II
JOB SATISFACTION INDICATORS FOR
DAFSC 75XX, SDI 09XX, AND T-PREFIX PERSONNEL

continued

	DAFSC 75XX	SDI 09XX	T-PREFIX
% Time Spent on Additional Duties			
<10%	39%	18%	30%
11-20%	25%	19%	29%
21-30%	13%	14%	19%
>30%	23%	49%	22%
Career Intentions			
Sep w/o Benifits	1%	1%	5%
Leave before Ret	3%	3%	7%
Stay until Retire	10%	16%	20%
Retire full Benefits	86%	80%	68%
Career Plans			
Stay in Current AFSC	62%	34%	64%
Crosstrain	12%	9%	5%
Crosstrain & Return	5%	3%	6%
Undecided	11%	13%	13%
Leave AFSC	6%	25%	5%
Retire in Pres AFSC	0%	7%	2%
other	4%	9%	5%

**TABLE III
JOB SATISFACTION INDICATORS FOR
DAFSC 75XX PERSONNEL**

	DAFSC 7521	DAFSC 7524	DAFSC 7511	DAFSC 7516
Job Interest				
Dull	25%	14%	15%	11%
So-So	17%	8%	15%	0%
Interesting	58%	78%	70%	89%
Use of Talents				
None-little	30%	24%	26%	9%
Fair-well	63%	57%	44%	38%
Excellent-Perfect	6%	19%	32%	53%
Use of Training				
None-little	38%	40%	26%	18%
Fair-well	58%	46%	52%	42%
Excellent-Perfect	4%	14%	22%	40%
Sense of Accomplishment				
Dissatisfied	42%	22%	19%	10%
Neutral	0%	7%	11%	3%
Satisfied	58%	71%	70%	87%
Current Assignment				
Conus	96%	97%	96%	92%
Overseas	4%	3%	4%	8%
HQ USAF	4%	1%	0%	0%
MAJCOM	21%	24%	41%	39%
NUMBERED AF	4%	4%	0%	5%
Wing	21%	18%	11%	10%
Group	8%	3%	11%	8%
Squadron	8%	16%	0%	4%
Det/O.L.	4%	9%	7%	3%
Formal	13%	10%	15%	9%
other	17%	15%	15%	22%

**TABLE III
JOB SATISFACTION INDICATORS FOR
DAFSC 75XX PERSONNEL**

continued

	DAFSC 7521	DAFSC 7524	DAFSC 7511	DAFSC 7516
% Time Spent on Additional Duties				
<10%	38%	39%	22%	44%
11-20%	17%	31%	19%	23%
21-30%	17%	9%	22%	14%
>30%	28%	21%	37%	19%
Career Intentions				
Sep w/o Benifits	0%	2%	4%	0%
Leave before Ret	17%	3%	0%	1%
Stay until Retire	17%	13%	11%	5%
Retire full Benefits	66%	82%	85%	94%
Career Plans				
Stay in Current AFSC	29%	62%	59%	68%
Crosstrain	38%	12%	0%	8%
Crosstrain & Return	8%	9%	4%	2%
Undecided	17%	13%	15%	8%
Leave AFSC	8%	0%	19%	7%
Retire in Pres AFSC	0%	0%	0%	0%
other	0%	4%	3%	7%

TABLE IV
JOB SATISFACTION INDICATORS FOR
SDI 09XX PERSONNEL

	SDI 0900	SDI 0940	SDI 0950	SDI 0970
Job Interest				
Dull	0%	7%	10%	3%
So-So	0%	7%	6%	10%
Interesting	100%	86%	84%	87%
Use of Talents				
None-little	0%	11%	16%	11%
Fair-well	15%	55%	43%	51%
Excellent-Perfect	85%	34%	41%	38%
Use of Training				
None-little	8%	22%	22%	15%
Fair-well	46%	56%	60%	53%
Excellent-Perfect	46%	22%	18%	32%
Sense of Accomplishment				
Dissatisfied	0%	14%	20%	10%
Neutral	0%	4%	0%	2%
Satisfied	100%	82%	80%	88%
Current Assignment				
Conus	100%	97%	100%	100%
Overseas	0%	3%	0%	0%
<hr/>				
HQ USAF	0%	2%	2%	1%
MAJCOM	62%	17%	6%	39%
NUMBERED AF	8%	1%	0%	4%
Wing	0%	4%	27%	7%
Group	0%	0%	8%	1%
Squadron	15%	7%	20%	2%
Det/O.L.	8%	52%	0%	0%
Formal	8%	13%	31%	38%
other	0%	4%	6%	8%

**TABLE IV
JOB SATISFACTION INDICATORS FOR
SDI 09XX PERSONNEL**

continued

	SDI 0900	SDI 0940	SDI 0950	SDI 0970
% Time Spent on Additional Duties				
<10%	15%	15%	29%	34%
11-20%	31%	16%	22%	30%
21-30%	38%	13%	20%	14%
>30%	16%	56%	29%	22%
Career Intentions				
Sep w/o Benifits	0%	1%	4%	1%
Leave before Ret	0%	3%	2%	1%
Stay until Retire	8%	17%	22%	9%
Retire full Benefits	92%	78%	71%	89%
Career Plans				
Stay in Current AFSC	62%	32%	35%	40%
Crosstrain	15%	9%	4%	5%
Crosstrain & Return	8%	3%	4%	1%
Undecided	0%	13%	14%	15%
Leave AFSC	15%	25%	29%	27%
Retire in Pres AFSC	0%	8%	4%	4%
other	0%	10%	10%	8%