

GS-1700

Civilian Series

Front-End Analysis Report



July 2009

**GS-1700 Series Civilian Personnel
Front-End Analysis Report**

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INTRODUCTION

As part of the Marine Corps participation in the DON Human Capital Strategy, TECOM was assigned as the Education and Training Community of Interest (COI) leader. One of the CMC specified tasks directs that competencies be identified for each 1700 series. In November 2008, the Ground Training Branch (GTB) was directed by the Executive Deputy, TECOM, to do a study of Marine Corps GS-1700 Series civilian employees. In order to identify the required competencies, a Front-End Analysis was conducted to identify skills required in the various 1700 billets and to determine 1700 series training groups in meeting various Marine Corps unique requirements.

GTB hosted a meeting in December 2008 of Marine Corps 1700 series Subject Matter Experts (SME) to develop a comprehensive list of tasks performed by GS-1700 series personnel (Appendix A). The list of 13 duty areas with 526 tasks was used in a Marine Corps-wide survey of GS-1700 series personnel. A series of miscellaneous questions were also included in the survey. The results of the miscellaneous questions are detailed in Appendix L.

A copy of the survey can be found at Appendix B. The survey was administered at West Coast and OCONUS bases and stations during the week of 23 March 2009, East Coast bases and stations during the week of 20 April 2009, and at MCB Quantico on 4 and 5 May 2009. The survey was also offered online for those employees who were unable to attend an on-site session. A total of 258 civilians completed the survey (see Appendix C). Focus group discussions were held after each survey session to stimulate discussion on training topics. Comments from these discussions are included in this report.

Once the survey was complete the data was processed and analyzed. A list of tasks being performed by each series was developed (see Appendix D through J). On 8 July 2009, a group of civilian GS-1700 Subject Matter Experts reviewed the tasks and developed a list of competencies for each series.

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FINDINGS

A. The following series were validated by participants in the survey: 1701, 1702, 1712, 1740, and 1750.

B. GS-1701 series participants clustered into 3 different groups: (1) Child/Youth Development Directors, (2) Child/Youth Specialists and Training Specialists, and (3) Professors.

C. GS-1702 series, like many GS series 02's, appears to be a miscellaneous category with a wide range of job types and a high percentage of entry-level positions. Survey participants in this series work in such varied offices as Child Care Centers, Life Long Learning Centers, Marine Corps Communications-Electronics School, Human Resources Office, and The Basic School. The idea of job progression in this miscellaneous environment is difficult to conceive.

D. GS-1710 series participants clustered with participants from each of the other GS-1700 series, indicating that these employees could be more accurately classified.

E. GS-1712 series participants clustered into 2 different groups: (1) Curriculum Developers and Program of Instruction Managers and (2) Instructors.

F. There were too few GS-1720 series participants to analyze. Competencies were developed during the SME Competency Development Meeting using the series tasks.

G. GS-1750 series employees share many of the same tasks as GS-1712 series employees, however, GS-1750 series employees additionally perform more advisory, personnel management and administrative tasks. A comparison of GS-1712 and 1750 series tasks is at Appendix K.

H. OCONUS employees can have a difficult time in their career advancement. Educational requirements to qualify for additional positions are not readily available to employees irrespective of their experience and other qualifications. This suggests the classification is misaligned with the billet requirements of jobs being sought.

I. CLDP is not meeting the purpose for which it was established. There is a lack of program recognition, and an

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overwhelming consensus that it does not serve to build job competence or enhance promotion prospects.

J. GS-1712 and 1750 series have a minimum number of entry-level jobs (5% or lower) and are comparable in Pay Band 2 at 63% and 61% of their population. The opportunity for advancement to GS-13 to 15/Pay Band 3 is higher for GS-1750s. These positions should be analyzed for actual requirement for GS-1750s because the survey showed them performing many of the same tasks as GS-1712s. Numerically, the number of GS-13-15/Pay Band 3 are similar at 15 and 17 (see Appendix M).

K. The following comments were repeatedly noted in the survey write-in comments received from participants:

1. There is no roadmap concept for career advancement (see paragraph C above).

2. They would like an online GS-1700 series COI site developed for access to training opportunities, job announcements, exchange of ideas, best practices, and lessons learned.

3. They request that position descriptions be standardized.

4. Additional training is desired. Recommendations included access to non-resident, online, T3 school, communication, and public speaking courses.

L. The following comments resulted from the focus group discussions:

1. CLDP.

- a. Non-Appropriated Personnel do not have access to CLDP.

- b. The CLDP website is often down and/or hard to access.

- c. Participation in CLDP does not help with promotions; there is no value added to employee's qualifications with the exception of "soft skills".

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2. General training requested by employees: MS Word, lesson plan development, platform instruction, military briefing, military correspondence, survey design, SharePoint, and technical writing skills.

3. Specific series training requested: computer program/applications, CYMS, VTC equipment, formal school management, instructional design, curriculum development refresher, MCTIMS, T3 course (MTT to instruct T3 more frequently on base), and a yearly visit by TECOM team to provide updated training.

4. Series specific issues.

a. GS-1712: There is a perception of inequality across series; grades are not consistent with responsibilities, PDs are not accurate; PDs should be clarified; request that training and development certificates be offered in Certified Professional in Learning and Performance (CPLP) and American Society for Training and Development (ASTD); that all 1712s should be required to complete Instructional Development Training or training refresher course.

b. GS-1750: Not all meet the requirements, waivers are given too frequently. If the requirement is indeed GS-1750, organizations need to emphasize the importance of meeting 24 instructional systems credit hours. For lack of qualified personnel, unqualified personnel are hired. When they are not qualified to do the work but the supervisors are still satisfied, the condition indicates that the billets are misclassified. The school house managers course needs to be supported. Other Instructional Design Programs should be considered besides SAT and PATTO.

c. General: It is difficult to move laterally from GS-1702 to GS-1712, from GS-1712 to GS-1750. There is no plan in place for employee career progression opportunities (see paragraph C above).

d. OCONUS employees, particularly in some NAF positions, complained about difficulty of advancing because educational requirements to qualify for additional positions are not readily available to employees, irrespective of their experience and other qualifications. This suggests the classification is misaligned with the billet requirements.

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5. Other.

a. MCCS employees are not under TECOM but would like access to course development programs, scheduling software, Blackboard, ability to load civilian courses to MarineNet, and access to global email address list.

b. Some survey participants would like to see TECOM manage all GS-1700 series training.

c. Recommend a yearly/periodic senior GS-1700 series conference or seminar be held to discuss issues, technologies, best practices, etc.

d. Recommend website with links to online training, new training, new strategies, open forums, etc. be developed.

e. Source documents need to be fixed by TECOM. For example, By Name Assignment/Student Registrar is out of date.

f. Request access to Photoshop, Virtual Thesaurus, Adobe Professional/Adobe Flash, etc.

RECOMMENDATIONS:

A. GS-1710 series employees' position descriptions be reviewed for proper series classification.

B. GS-1720 series employees' positions be reviewed and revalidated.

C. OCONUS employees' positions be reviewed to ensure their position descriptions meet the billet requirements, particularly for transgrade promotion opportunities.

D. CLDP be reviewed for possible restructure and opened to Non-Appropriated Fund employees.

E. The following identified competencies be established for GS-1700 series personnel.

1. **GS-1701 General Education and Training**

(a) Fifty-one (51) GS-1701 civilians participated in the survey. This represents 49% of 1701 series strength.

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(b) Analysis indicated that GS-1701 participants clustered into three different groups indicating that three different jobs are being performed. The tasks being performed by Job 1 are mainly from the Curriculum Development - Develop, Curriculum Development - Implement, and Formal School Management duty areas. Job 2 tasks are mainly from the Personnel Management and Administration duty areas. Job 3 tasks are mainly from the Education Services, Curriculum Development - Analyze, Curriculum Development - Develop, and Curriculum Development - Evaluate duty areas. The complete list of tasks is at Appendix D.

(1) GS-1701 General Education and Training (Classroom Instructor/Training, Job 1) competencies:

Training (Curriculum) Specialist: Trains staff to meet the professional requirements of their position. Develops and schedules the training program. Plans and implements the curriculum. Counsels employees on training progress and requirements. Provides feedback to ensure professional and programmatic improvement. Monitors performance and gives input to managers for staff appraisals. Maintains training records and prepares reports.

Administrative: Integrates, coordinates, and oversees installation educational programs. Applies knowledge to plan implement and supervise comprehensive programs. Directs and systematically evaluates programs' effectiveness and productivity. Develops policies and procedures, and long range plans in conjunction with internal operating objectives. Counsels and trains managers of programs. Prepares reports, surveys, and briefing for command and installation matters. Serves as subject matter expert to the installation.

Program Management: Plans, organizes and coordinates day-to-day operations of a program. Manages property resources, needs, and requirements of the program. Enforces policies and procedures. Performs inspections and is responsible for compliance with organizational guidelines. Develops budget input. Interviews, selects, and oversees program technicians (1702s). Structures assignments and reviews work. Coordinates with curriculum specialist to identify training needs; develops and implements training plans.

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(2) GS-1701 General Education and Training
(Personnel Management/Administrative, Job 2) competencies:

Administrative: Integrates, coordinates, and oversees installation educational programs. Applies knowledge to plan implement and supervise comprehensive programs. Directs and systematically evaluates programs' effectiveness and productivity. Develops policies and procedures, and long range plans in conjunction with internal operating objectives. Counsels and trains managers of programs. Prepares reports, surveys, and briefing for command and installation matters. Serves as subject matter expert to the installation.

Program Management: Plans, organizes and coordinates day-to-day operations of programs. Manages property resources, and needs and requirements of programs. Enforces policies and procedures. Performs inspections and is responsible for compliance with organizational guidelines. Develops budget input. Interviews, selects, and oversees program technicians (1702s). Structures assignments and reviews work. Coordinates with curriculum specialist to identify training needs; develops and implements training plans.

(3) GS-1701 General Education and Training
(Professors, Job 3). There were no participants from this group at the competency development meeting. The following competencies were developed from the tasks being performed by the Professor group:

Education Services: Briefs commands and outside agencies on educational services. Counsels students on academic and non-academic issues.

Curriculum Development: Analyzes learning objectives to determine instructional designs, methods, and media. Participates on curriculum advisory committees. Develops course outlines, lesson plans, and materials. Instructs classes. Conducts post-course evaluations and recommends course changes to course manager. Conducts CCRBs.

Administration: Writes staff papers. Prepares and presents briefings.

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2. GS-1702 Education and Training Technician

(a) Forty-eight (48) GS-1702 civilians participated in the survey. This represents 25% of 1702 series strength.

(b) Analysis indicated that GS-1702 participants clustered into one group. The tasks being performed by Education and Training Technicians are mainly from the Education Services duty area. A complete list of tasks is at Appendix E. Series 1702 competencies are:

Student Services: Provides information on all voluntary education programs to active duty, reserves, family members, DOD, and other personnel. Provides one-stop information to base personnel and family members. Enters tuition assistance into data base tracking system following DOD policies and service specific guidelines. Participates in on-base information sessions, education fairs, special events to provide voluntary education information to base personnel. Checks incoming and outgoing base personnel.

Alternate Test Control Officer: Administers, orders, returns, processes military and DANTES testing materials. Follows all DANTES and military testing procedures and guidelines. Provides information, enroll, and provides assistance on the military and DANTES testing programs. Certified, trained, and appointed as Alternate Test Control Officer with appropriate education requirements (Bachelor degree).

Management of Education Center: Obtains and provides statistical data to Education Services Officer. Assists in collecting surveys and information from all students. Assist in assigning classrooms, disseminating information, and keeping information current.

3. GS-1710 Education and Vocational Training

(a) 5 GS-1710 series civilians participated in the survey, representing 50% of 1710 series strength. However, these 5 participants each clustered with a different 1700 series group. There were no GS-1710 representatives at the Competency Development Meeting; competencies were not developed for this series. A list of tasks is at Appendix F.

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4. GS-1712 Training Instruction

(a) 110 GS-1712 series civilians participated in the survey. This represents 73% of 1712 series strength.

(b) Analysis indicated that GS-1712 participants clustered into two different groups indicating that two different jobs are being performed. The tasks being performed by Job 1 are mainly from the Curriculum Development - Analyze, Curriculum Development - Design, Curriculum Development - Develop, Curriculum Development - Evaluate, and Formal School Management duty areas. Job 2 tasks are mainly from the Education Services, Curriculum Development - Develop and Formal School Management duty areas. Job 3 tasks are mainly from the Education Services, Curriculum Development - Analyze, Curriculum Development - Develop, and Curriculum Development - Evaluate duty areas. The complete listing of tasks is at Appendix G.

(1) GS-1712 Training Instruction (Curriculum Developer/Program of Instruction Manager, Job 1) competencies:

Utilize MCTIMS: Enters data into Marine Corps Training Information Management System (MCTIMS) T&R module. Produces documents from MCTIMS. Inputs course data into MCTIMS and produces POI/CDD. Imports/exports courses into MCTIMS. Trains MCTIMS users.

Design a Course: Verifies course training and readiness events. Identifies course entry prerequisites, instructional sequences, learning levels, and target population description. Conducts learning analysis to generate and group knowledge, skills, and attitudes (KSAs). Writes learning objectives; analyzing media, methods, and test items required. Records findings on learning objective worksheets, master task lists (MTLs), or mission essential task lists (METLs). Groups and sequences learning objectives in order to support course structure and program of instruction (POI) development.

Develop a Course: Analyzes learning objective groupings and sequencing to determine annexes and course structure. Develops concept cards and resource requirements to conduct each lesson. Determines total personnel, equipment, facilities, and ammunition requirements for the course. Develops a CDD. Develops, staffs and submits complete POI. Constructs handouts, outlines, lesson and materials, multimedia presentations,

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student materials, instructor preparation guides, and compares to master lesson file (MLF) checklist. Compiles all MLF materials. Approves each MLF and disseminates POI/MLFs.

Evaluates a Course: Collects and reviews feedback on classes. Administers and reviews post-course evaluations, practical application evaluations, instructor evaluations, and evaluations on effectiveness of instructional media, instructional methods, support equipment and facilities. Analyzes the data for trends, and recommends course changes.

Develop a T&R: Identifies tasks supported by job or skill performance. Conducts task analyses and reviews contents of T&R events. Develops T&R events and determines performance steps of a task. Recommends tasks for inclusion on T&R Manual events list.

Construct tests: Develops test items, evaluations and performance checklists.

Manage Master Lesson File (MLF) Development: Manages or develops curriculum resources. Identifies supporting material in the development of a master lesson file required to conduct instruction: Learning Analysis Worksheet, Learning Objective Worksheet, Concept Card, Operational Risk Assessment Worksheet (ORAW), Instructor Preparation Guide, Lesson Plan, Student Outline, Supplemental Student Materials, References, and Media.

Conduct Curriculum Content Review Board (CCRB): Analyzes student/class data and data from individual, operational or small group tryouts. Recommends changes to curriculum materials and course changes to course manager. Revises POI/CDDs and adjusts training based on feedback from operating forces. Analyzes results of internal or field evaluations. Develops a Record of Proceedings (ROP). Evaluates: Curriculum Content Review Board (CCRB); instructional designs, media and methods; student measurements or testing programs; support equipment or facilities; instructional strategies; and impact of new doctrine, techniques and equipment on formal school instruction.

Instruct a Class: Certifies existing training materials, develops and personalizes lesson plans. Coordinates training facility. Coordinates/schedules student training.

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Formal School Management: Enforces adherence to TECOM orders and directives including the AIRS 400 checklist, the Systems Approach to Training and Education Process, and the MCO 1553.2B Management of Formal Schools and Detachments Order. Develops course management guidelines, curriculum oversight measures, and formal school standing operating procedures (SOP). Reviews and manages formal school evaluation plans, academic portion of the formal school SOP, and policies and procedures for formal school houses. Manages formal school course content review board (CCRB) plans to address required course and program of instruction (POI) actions. Instructs formal school personnel on master lesson file maintenance, course descriptive data, program of instruction (POI) documentation, and the Systems Approach to Training and Education (SATE) Process. Oversees adherence to POI submission including the use of the required checklist.

(b) GS-1712 Training Instruction (Instructors, Job 2) competencies:

Evaluate a Course: Administers student feedback questionnaires. Analyzes student and class data. Collects feedback critiques on courses. Conducts post-course evaluations. Analyzes instructor evaluations for trends.

Register Students: Assists students with registration. Enters student data into database.

Provide Educational Services: Briefs commands on educational services. Briefs program information at unit family day events.

Design a Course: Analyzes objectives to determine instructional designs and methods. Develops course outlines or lesson plans, lesson materials, multimedia presentations, and student materials. Identifies resources required to conduct instruction. Selects teaching methods. Instructs class.

Provide Course Change Recommendations: Recommends changes to curriculum materials. Adjusts training based on feedback from operating forces. Recommends implementation of training, training support, and changes or modifications of training equipment.

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Coordinate Course Execution: Coordinates or schedules training. Creates training schedules. Maintains class attendance records. Schedules class start dates and training facilities. Schedules students for training. Selects instructors. Prepares instructional environment.

Perform Administrative Staff Duties: Conducts training meetings, conferences, briefings, or debriefings. Creates meeting agendas and invites attendees to meetings. Designs power point presentations.

5. GS-1720 Education Program.

(a) There were three GS-1720 series survey participants, representing 30% of 1720 series strength. However, the number of participants was too low to analyze the data. A list of tasks is at Appendix H. Two 1702 series employees attended the Competency Development Meeting.

(b) The following competencies were provided by an Education Command, MCB Quantico GS-1720 employee.

Conduct Meetings: Develops multi-media presentations. Creates and brief power point presentations. Writes information papers to support brief. Creates meeting agenda. Prepares, distributes, and files meeting minutes.

Evaluate and Update Policy: Re-writes directives and policy to reflect current Command guidelines and SAC accreditation requirements. Reviews and update Academic Chair MOU/MOAs annually, with agreement, approval of parent organization. Create and update POA.

Plan Conferences: Oversees all aspects of conferences to include set up and update agenda, invites and accounts for attendees. Maintains and distributes agenda.

(c) The following competencies were provided a 1701 Series MCCS employee who recognized her series description in the 1720 series definition and her tasks in the 1720 task list.

Communication: Communicates with commands and agencies regarding educational policies, programs, standards, and activities. Coordinates with outside agencies. Promotes positive relationships and fosters communication. Facilitates

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interaction between the command and outside agencies through outreach.

Briefings: Briefs commands and outside agencies on educational issues and services. Prepares supplements or changes to directives or manuals. Distributes and develops after-action reports, minutes, POA&M, decision papers, information papers, and other correspondence.

Promotion: Promotes, coordinates and improves educational opportunities through training.

Analysis: Analyzes training needs by assessing data needs and trends. Recommends training and identifies resources for conducting instruction through a training plan. Coordinates schedule and conducts training and conferences.

6. GS-1740 Education Services

(a) 17 GS-1740 series civilians participated in the survey. This represents 74% of 1740 series strength.

(b) Analysis indicated that GS-1740 participants clustered into one group. The tasks being performed by 1740 series participants are mainly from the Education Services and Outreach Efforts duty areas. A list of tasks is at Appendix I. Series 1740 competencies are:

Test Administration: Establishes a DANTES and military testing center according to the policies of DOD and military service. Follow security and testing procedures as outlined in DOD and military service guidance. Establishes a testing schedule, sign up, and screening procedures. Administers examinations. Trained and appointed as Test Control Officer. with appropriate education requirements (Bachelor degree).

Administration of Programs: Continuous analysis of educational programs for quality assurance and effectiveness. Conducts student surveys and review end-of-course surveys to determine quality and effectiveness of the programs being offered. Analyzes and adjusts programs using student feedback

to determine if needs are being met. Analyzes enrollment, completion, population participating, and modes of delivery statistics to ensure appropriate services are being offered. If

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adjustments need to be made, uses collected data to create new Memorandums of Understanding to provide appropriate programs to base personnel. Reports findings and statistical data to Commander and headquarters.

Student Services: Provides one-stop counseling and registration services to active duty, reserves, family members, DOD civilians, and other base personnel. Manages tuition assistance and voluntary educational programs according to DOD policies, directives, and service specific guidelines. Enters tuition assistance into tracking system to process, track, and create a history on tuition assistance usage. Updates information on voluntary educational programs for dissemination to potential students. Conducts base and unit briefings and activities to provide voluntary education information to base personnel. Establishes check-in and out procedures for active duty personnel.

Marketing: Uses all available means to market voluntary educational programs, i.e., base newspaper, website, briefings, special events, graduations, literature, newsletter, education fairs, and power point presentations.

Supervision: Develops, monitors, writes, and executes annual performance evaluation for education staff. Develops standard operating procedures for the Education Center and staff. Trains new education staff and continues to train seasoned staff on new policies and procedures.

7. GS-1750 Instructional Systems

(a) 24 GS-1750 civilians participated in the survey. This represents 55% of 1750 series strength.

(b) Analysis indicated that GS-1750 participants clustered into one group. The tasks being performed by 1750 series participants are mainly from the Curriculum Development - Analyze, Curriculum Development - Design, Curriculum Development - Develop, Curriculum Development - Evaluate, Advisory - GTB, Formal School Management, Personnel Management, and Administration duty areas. A complete list of tasks is at Appendix J. Series 1750 competencies are:

Evaluate a Course: Analyzes results of internal or field evaluations, student and class data, subject matter expert (SME)

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interviews, and validation data from individual, operational, or small group tryouts. Compiles data for records, reports, logs, or trend analyses. Evaluates effectiveness of course control documents, instructional designs, instructional media, instructional methods, student measurement or testing programs, and support equipment or facilities. Evaluates instructional strategies and impact of new doctrine, techniques, and equipment on formal school instruction.

Provide Educational Services: Briefs commands and outside agencies on educational services. Assesses individual learning preferences, study skills, time management, reading comprehension, test taking, note taking skills and provides targeted educational services to improve deficiencies.

Analyze a Job: Analyzes SME interview results to determine qualifications and task analysis reports to support training development. Conducts task analyses. Determines performance steps of a task. Develops job performance objectives, learning maps, task inventories, task objectives, and Training and Readiness (T&R) events. Identifies tasks supported by job or skill performance.

Facilitate a CCRB: Analyzes training strategies. Certifies existing training materials. Conducts course content review board (CCRB) and program of instruction (POI) training review groups. Coordinates course change proposals. Recommends changes to curriculum materials, course change proposal approvals or disapprovals, implementation of training and training support, POI changes to course manager, and tasks for inclusion on T&R manual event list. Reviews master lesson file (MLF), record of proceedings (ROP), content and structure of training and readiness (T&R) events, and course descriptive data (CDD). Revises CDDs and POIs. Staffs formal school documents and programs of instruction (POI).

Construct Evaluation Tools: Constructs tests. Develops evaluation and performance checklists and test items.

Operate MCTIMS: Imports/exports courses into MCTIMS. Inputs course data in MCTIMS. Produces CDD from MCTIMS, documents from MCTIMS T&R module, and POIs from MCTIMS. Updates training action in automated systems and manage all modules of MCTIMS.

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Design a Course: Aligns or sequences terminal learning objectives. Analyzes objectives to determine instructional designs, instructional media, and instructional methods. Conducts learning analyses. Develops educational objective worksheets, learning analysis worksheets (LAWs), and master task lists (MTLs) or mission essential task lists (METLs). Generates and groups knowledge, skills, and attitudes (KSAs). Identifies course entry prerequisites, instructional sequences, learning levels, and target population description. Selects tasks for instruction and teaching methods. Verifies T&R task list for a course. Writes academic student learning outcomes for programs of instruction, instructional objectives, and learning objectives.

Develop a Course: Correlates CDD/POI with other applicable course documents. Develops CDD, course structure, POI, record of proceedings (ROP), concept card, course description, course outlines, lesson plans, desired learning outcomes or criterion objectives, implementation plans, lesson materials, multimedia presentations, student materials, and supplemental training material. Identifies personnel required to support instructional systems and resources required to conduct instruction. Writes instructor preparation guides.

Perform Formal School Management: Develops course management guidelines, curriculum oversight measures, and formal school standing operating procedures (SOP). Implements staff development programs. Inspects schools using AIRS 400 checklist. Manages course development processes. Provides guidance on training management process. Recommends changes to training policy. Reviews formal school evaluation plans, formal school SOP, and policies and procedures for formal schoolhouses. Tracks CDD/POI/CCRB status.

Support External Agencies: Advises schools on conduct of course content review boards (CCRBs) and implementation of SAT. Assists schools in curriculum development.

Instruct Formal School Personnel: Briefs personnel on policies and procedures. Instructs personnel on Systems Approach to Training (SAT) processes. Train MCTIMS users. Trains/instructs personnel on course descriptive data (CDD) and program of instruction (POI)

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Manage Personnel: Conducts interviews for personnel hiring actions, periodic feedback with personnel, self-inspections or self-assessments. Counsels and documents personnel counseling sessions. Determines work assignments and priorities. Establishes work methods or procedures, work center policies, and standards. Writes, indorses or reviews job descriptions, civilian performance appraisals, and recommendations for awards.

Perform Staff Administrative Functions: Conducts training meetings, conferences, briefings, or debriefings. Designs PowerPoint presentations. Develops plans of action and milestones (POA&M) or timelines. Writes information papers, talking papers, staff summary sheets, or Memorandum for Record (MFR).

List of Appendices

Appendix A - Task List

Appendix B - Survey Questionnaire Booklet

Appendix C - Tables of Survey Population

Appendix D - Series 1701, General Education and Training Series

Appendix E - Series 1702, Education and Training Technician Series

Appendix F - Series 1710, Education and Vocational Training Series

Appendix G - Series 1712, Training Instruction Series

Appendix H - Series 1720, Education Program Series

Appendix I - Series 1740, Education Services Series

Appendix J - Series 1750, Instructional Systems Series

Appendix K - Comparison of Series 1712 and 1750 Tasks

Appendix L - Miscellaneous Questions Summary

Appendix M - COI Job Series Breakdown by Pay Grade/Pay Band

Education Services FEA Task List

Administer student feedback questionnaires
Analyze student/class data
Assign students to courses/classes
Assist students with registration
Brief commands on educational services
Brief outside agencies on educational services
Conduct base education planning meetings
Conduct student in-processing
Conduct test proctor or administrator training
Coordinate educational announcements with other agencies
Coordinate educational services, such as Veterans Administration (VA) or colleges, with other agencies
Coordinate GI Bill status with other agencies
Coordinate graduation ceremony
Coordinate protocol issues for ceremonies, appearances, awards, visits, or inspections with appropriate agencies
Coordinate student receptions
Counsel new students
Counsel students on non-academic issues
Create invitation for graduation ceremony
Create or distribute education services program announcements
Create student status reports
Create transcripts
Ensure secure testing facility
Enter student data into Navy Marine Corps Information System (NMCIS) Tracking System
Enter student data into other database
Invite guest speaker for graduation ceremony
Mail invitations for graduation ceremony
Mail transcripts
Maintain catalog files of school, college, or university bulletins
Maintain class start or graduation rosters
Maintain information on available financial assistance
Manage group student elimination procedures
Manage one-stop check-in
Manage tuition assistance (TA) programs
Oversee administrative training action boards
Oversee faculty action boards
Participate on administrative training action boards
Participate on faculty action boards
Track certification process of students
Track reclassification process of students
Update student degree information
Update student progress, such as counseling, ineffective status, or medical status
Verify transcripts
Write educational service reports
Write script/speeches for ceremonies or appearances
Write student deficiency reports

Outreach Efforts

Attend education fair
Attend teacher conference
Brief commands on outreach efforts/programs
Brief program information at unit family day events
Brief students on outreach efforts/programs
Brief teacher conference attendees on outreach efforts/programs
Conduct classroom training for tour school groups
Conduct mentor training
Conduct new volunteer orientation
Conduct ongoing education for volunteers
Coordinate volunteer event
Design curriculum for tour school groups
Design script for outreach efforts
Manage media relations or distinguished visitor visits
Organize health, morale, and welfare activities (such as picnics, parties, or sports events)

Post advertisements for outreach efforts/programs
Promote staff to media outlets
Publish program newsletter
Submit articles in base media outlets
Train with teaching trunks
Write articles for base media outlets
Write volunteer performance award citations

Curriculum Development - Analyze

Align or sequence terminal learning objectives
Analyze objectives to determine instructional designs
Analyze objectives to determine instructional media
Analyze objectives to determine instructional methods
Analyze SME interview results to determine qualifications
Analyze Subject Matter Expert (SME) interview results to determine impact
Analyze task analysis reports to support training development
Analyze validation data from individual, operational, or small group tryouts
Conduct Program of Instruction (POI) training review groups
Determine condition for Defense Readiness Reporting System (DRRS)
Determine Mission Essential Tasks (METs)
Determine performance steps of a task
Determine standard for DRRS
Develop job performance objectives
Develop learning maps
Develop task inventories
Develop task objectives
Develop test items
Develop Training and Readiness (T&R) events
Enter data into the Marine Corps Training Information Management System (MCTIMS) T&R module
Identify tasks supported by job or skill performance
Identify training requirements
Participate in curriculum advisory committees
Perform task analyses
Produce documents from MCTIMS T&R module
Rank strength of tasks
Rate critical value of tasks
Rate difficulty of tasks
Verify T&R task list for a course

Curriculum Development - Design

Collect feedback from SMEs before developing curriculum
Conduct learning analyses
Conduct task analyses
Develop Educational Objective worksheets
Develop Learning Analysis worksheets
Develop Master Task Lists (MTLs) or Mission Essential Task Lists (METLs)
Generate Knowledge, Skills, and Attitudes (KSAs)
Group KSAs
Identify course entry prerequisites
Identify Target Population Description
Select tasks for instruction
Write academic student learning outcomes for programs of instruction
Write instructional objectives
Write learning objectives
Write reports of field evaluations

Curriculum Development - Develop

Construct a test
Coordinate Course Descriptive Data (CDD) with appropriate personnel
Coordinate POI with appropriate personnel
Correlate CDD/POI with other applicable course documents
Develop a CDD - classified
Develop a CDD - unclassified

Develop a course structure
Develop a POI
Develop computer based scripts
Develop concept cards
Develop course charts
Develop course descriptions
Develop course outlines or lesson plans
Develop data collection instruments for use in validation process
Develop desired learning outcomes or criterion objectives
Develop distance learning courses
Develop evaluation checklists
Develop implementation plans
Develop instructional flow charts
Develop job performance aids
Develop lesson materials
Develop lesson plan
Develop multimedia presentations
Develop performance checklists
Develop storyboards
Develop student materials
Develop supplemental training material
Develop syllabi
Develop training publications
Identify fabrication, procurement, or improvement of training device requirements
Identify instructional sequences
Identify instructional times after validation
Identify learning levels
Identify personnel required for specialized training
Identify personnel required to support instructional systems
Identify qualified test proctors or administrators
Identify resources needing long lead-time to acquire
Identify resources required to conduct instruction
Identify training milestones
Input course data in MCTIMS
Personalize lesson plans
Produce CDD from MCTIMS
Produce POI from MCTIMS
Recommend changes to curriculum materials
Recommend course changes to course manager
Recommend POI or CDD Approval/Disapproval
Review a Master Lesson File (MLF)
Review proof of concept CDD
Revise a CDD
Revise a POI
Select teaching methods
Train personnel on CDD
Train personnel on POI
Write Instructor Preparation Guides

Curriculum Development - Evaluate

Adjust training based on feedback from operating forces
Analyze results of internal or field evaluations
Certify existing training materials
Collect feedback critiques on courses
Compare training control documents to field survey data
Conduct a Course Content Review Board (CCRB)
Conduct Instructional Systems Development (ISD) work center training
Conduct Instructional Systems Reviews (ISRs)
Conduct multimedia development feasibility studies
Conduct pilot courses
Conduct POI training review groups
Conduct post-course evaluations
Conduct practical application evaluation

- Conduct schoolhouse internal evaluations
- Correlate training standards with other applicable course documents
- Develop the Records of Proceedings (ROP)
- Evaluate CCRB
- Evaluate distance learning product on Marine net
- Evaluate effectiveness of course control documents
- Evaluate effectiveness of instructional designs
- Evaluate effectiveness of instructional media
- Evaluate effectiveness of instructional methods
- Evaluate effectiveness of student measurement or testing programs
- Evaluate effectiveness of support equipment or facilities
- Evaluate instructional strategies
- Import/Export courses into MCTIMS
- Manage internal course curriculum programs
- Recommend Marine Corps Center for Lessons Learned (MCCLL) to the CCRB
- Recommend course change proposal approvals or disapprovals
- Recommend curriculum materials for new or changed courses
- Recommend implementation of training and training support
- Recommend POI changes to course manager
- Reply to MOS manual inquiries from OccFld Sponsor/Advocates
- Review content of T&R events
- Review structure of T&R events
- Track CDD/POI/CCRB status
- Write course change proposals

Curriculum Development - Implement

- Administer tests
- Analyze test data for trends
- Analyze training strategies
- Complete training evaluation reports
- Conduct analysis of Doctrine, Organization, Training, Material, Leadership and Education, Personnel and Facilities (DOTMLPF) impact on training/training support
- Conduct formal school staff and faculty development
- Conduct in-briefs/out-briefs
- Conduct interactive video teletraining (IVT) lessons
- Coordinate external training evaluations
- Coordinate or schedule training
- Coordinate trainer or certifier requirements
- Counsel trainees on training progress
- Create a training schedule
- Distribute certification or inspection item rosters
- Employ after-lesson management
- Instruct a class
- Prepare the instructional environment
- Recommend changes or modifications of training equipment
- Score tests
- Secure test materials

Survey

- Administer survey online
- Administer survey on-site
- Analyze results using a statistical program other than Survey Monkey
- Analyze results using Survey Monkey
- Analyze surveys to determine process improvement
- Analyze surveys to determine program challenges and effectiveness
- Analyze training data for trends
- Approve or disapprove course review reports
- Brief survey findings
- Compile data for records, reports, logs, or trend analyses
- Compile interview/focus group data
- Compile training statistics or data
- Conduct feedback analysis results briefings for upper management
- Conduct field tests of new training evaluation methods

Conduct interviews/focus groups
Conduct market research
Conduct single integrated operation plan reviews
Create email notifications of survey availability on website
Create online survey
Create on-site survey
Develop course graduate surveys
Develop sampling plan
Develop test control procedures
Develop test measurement procedures
Distribute survey results
Import electronic data into automated feedback management system
Maintain master faculty folders
Manage student feedback program
Prepare reports for findings on interview/focus groups
Prepare reports highlighting the results of the survey
Prepare reports of finding on student feedback or critiques
Prepare statistical data for use in evaluation projects
Prepare trend analysis reports
Provide student feedback to other base agencies
Quality control survey data
Report survey demographics to command
Review survey findings with command
Track surveys
Update local program records
Update test results in automated system
Update training actions in automated systems

Advisory - GTB

Advise schools on conduct of CCRBs
Advise schools on implementation of SAT
Assist schools in curriculum development
Conduct a Curriculum Assistance Visit (CAV)
Conduct a T&R Review Conference
Conduct a time-critical Operational Risk Assessment (ORA)
Conduct an in-depth ORA
Conduct needs analyses
Coordinate distance learning requirements
Coordinate Doctrinal Proponency
Coordinate schoolhouse resource requirements
Disseminate training information to Marine Corps formal schools and training centers
Draft a T&R Manual
Enforce adherence to TECOM orders and directives
Evaluate distance learning courses
Evaluate impact of new doctrine, techniques, and equipment on formal school instruction
Implement instructional techniques
Inspect schools using AIRS 400 checklist
Instruct personnel on Systems Approach to Training (SAT) processes
Oversee adherence to POI review checklist
Provide guidance on training management process
Recommend changes to USMC training policy
Staff a POI
Staff a T&R Manual
Staff Formal School documents
Train MCTIMS Users

Advisory - Formal School Management

Allocate student quotas into courses
Analyze course utilization rates
Analyze instructor evaluations for trends
Analyze results of training course material evaluations
Analyze the cost of training

Approve allocation of course quotas
Approve class or course schedules
Approve course charts
Approve course training plans
Approve issue publications requests
Approve requests for training program waivers
Approve use of training equipment, locations, or facilities
Brief at T&R Conferences
Conduct a CCRB
Conduct instructor evaluation
Conduct instructor testing
Conduct instructor training
Conduct mobile training teams (MTTs)
Conduct resource analyses
Conduct test proctor or administrator training
Conduct training meetings, conferences, briefings, or debriefings
Conduct unit inspections
Coordinate allocation of course quotas with Formal School Training Branch (FSTB)
Coordinate course change proposals
Coordinate MTT requirements
Coordinate new student quotas with course manager, training manager, or instructor supervisor
Coordinate training certification requests with appropriate base organizations
Create a Table of Equipment Change Request (TECR)
Create a Table of Organization Change Request (TOCR)
Determine instructor skill requirements
Determine student flows or loads
Develop a staff/faculty development plan
Develop course management guidelines
Develop curriculum oversight measures
Develop formal school evaluation plans
Develop formal school Standing Operating Procedures (SOP)
Develop training support packages
Establish course effective dates
Evaluate congruency of key components between the school's T&R manual, POIs, and training schedule
Evaluate training requests for new training requirements
Identify causes of test failure
Identify causes of training deficiencies
Identify personnel required to conduct instruction
Identify sources to provide systems training
Implement staff development programs
Inspect evaluation program records
Inspect instructor/faculty records
Inspect Inter-Service Training Review Organization records
Inspect student registrar records
Inspect training materials or aids for operation or suitability
Interview SMEs to establish training or system requirements
Inventory classroom/facility equipment
Justify proposed classroom/facility requirements
Maintain class attendance records
Maintain POI
Maintain student training records
Maintain test files or test inventories
Manage course development processes
Manage distance learning courses
Manage unit self-assessment or self-inspection programs
Plan layout of training facilities
Prepare After Action Report (AAR)
Process course deletion requests
Provide input for Training Input Plan (TIP)
Recommend changes to training policy
Recommend tasks for inclusion on T&R manual event list
Report survey demographics to HQMC
Request class training time extension

- Request non-standard training day waivers
- Resolve training-related inspection report discrepancies
- Review a TECR
- Review a TOCR
- Review formal school evaluation plans
- Review formal school SOP
- Review personalized instructor lesson plans
- Review policies and procedures for formal schoolhouses
- Review ROP
- Review TIP
- Revise formal school evaluation plans
- Schedule class start dates
- Schedule instructors for classroom duties
- Schedule staff for training
- Schedule students for training
- Schedule training facilities
- Schedule training meetings or sessions
- Select instructors
- Validate course or class schedules
- Validate MCTIMS functions
- Validate training requirements for staff members
- Verify distance learning course completions
- Verify distance learning programs webpage content
- Verify or assign classification and training status codes

Personnel Management

- Advertise vacancies for available positions
- Analyze manning documents
- Approve or disapprove leave requests, overtime
- Assess design impacts on Human Systems Integration (HSI) domains
- Assign personnel to fill tasking requests
- Assign personnel to work areas or duty positions
- Brief personnel on policies and procedures
- Certify civilian time cards
- Conduct general meetings, such as staff meetings, briefings, conferences, or workshops
- Conduct HSI strategic planning
- Conduct interviews for personnel hiring actions
- Conduct periodic feedback with personnel
- Conduct self-inspections or self-assessments
- Conduct supervisory orientations for newly assigned personnel
- Conduct supervisory performance feedback sessions
- Coordinate civilian personnel issues with Civilian Personnel Office (CPO) or union personnel
- Coordinate job applicant interview boards with appropriate personnel
- Counsel personnel
- Define position competencies
- Determine or establish logistics requirements, such as personnel, equipment, tools, parts, supplies, or workspace
- Determine or establish work assignments or priorities
- Develop inputs to deployment, contingency, or unit emergency or alert plans
- Develop or establish work methods or procedures
- Develop or establish work schedules
- Document personnel counseling sessions
- Establish manning priorities
- Establish work center policies, standards, or procedures
- Evaluate individuals for promotion, demotion, or reclassification
- Evaluate requests for training program waivers for individuals, such as course prerequisite waivers
- Indorse or review job or position descriptions
- Initiate or monitor security clearances or updates
- Issue access cards
- Maintain manning documents
- Maintain manpower authorization documents
- Maintain records of personnel duty performance
- Prepare reports on personnel status
- Provide input on promotion, demotion, or reclassification actions

- Provide inputs for commander's production report
- Provide Manpower Personnel and Training (MPT) inputs to test plan
- Provide professional mentoring for students
- Recommend changes to MOS manual
- Recommend human performance metrics
- Review DOTMLPF analysis and impacts on personnel
- Review HSI plans
- Schedule personnel for deployments, TDYs, leaves, or passes
- Schedule work assignments
- Validate and verify qualification, selection, or assignment of personnel
- Write job or position descriptions
- Write or indorse civilian performance appraisals
- Write or indorse military performance reports
- Write personnel or unit recognition or award programs
- Write recommendations for awards or decorations
- Write staff studies or surveys other than training or inspection reports

Project Management

- Advise Program Management teams on logistics concepts of Total Force Structure Management System
- Assess contractor performance
- Assess mission statements
- Assess program maturity by milestone
- Assess site visit findings
- Assess unit compliance with manpower policy
- Brief personnel on risk factors, safety controls, and safety training procedures
- Conduct audits
- Conduct Integrated Logistics Assessment for program
- Conduct Manpower Estimation
- Conduct MPT document reviews
- Conduct quality assurance activities
- Conduct safety inspections of equipment or facilities
- Conduct workload analysis
- Coordinate maintenance activities with appropriate agencies
- Coordinate replacements or redistribution of equipment or facilities with users or suppliers
- Create policy for educational services
- Create training documents for contractors
- Determine or establish logistics requirements, such as personnel, equipment, tools, parts, supplies, or workspace
- Develop MOUs/MOAs
- Develop organizational or functional charts
- Develop performance-based statements of work
- Develop resource protection programs
- Draft host-tenant or interservice agreements
- Draft supplements or changes to directives, such as policy directives, instructions, or manuals
- Evaluate contractor proposals
- Facilitate Integrated Product Teams
- Initiate Memorandum of Understanding (MOU) with other institutions
- Integrate MPT into Computer Resources planning activities
- Integrate MPT into Computer Resources planning activities
- Integrate MPT into Facilities planning activities
- Integrate MPT into Maintenance planning activities
- Integrate MPT into Packaging, Handling, and Transportation planning activities
- Integrate MPT into Performance-Based Logistics planning activities
- Integrate MPT into Supply Support planning activities
- Integrate MPT into Support and Test planning activities
- Integrate MPT into Technical Data/Publications planning activities
- Inventory property, material, other resources
- Locate vendor
- Manage project budget
- Manage the academic institutions Board of Visitors federal advisory committee
- Monitor contractor compliance
- Oversee adherence to MOUs
- Oversee conference
- Oversee distribution of property, material, other resources

Oversee maintenance of resources
Oversee renovation projects
Plan conference
Plan layouts of training facilities
Produce statements of work for the Regional Contracting Office
Provide MPT input to Logistics Requirements Funding summary
Recommend revisions to Operational Risk Management (ORM) Plans
Research or review publications or directives
Resolve conflicts between unit organizations
Review courses for high risk classification
Review DOTMLPF analysis and impacts on manpower
Review drafts of supplements or changes to directives, such as policy directives, instructions, or manuals
Review MOUs/MOAs
Review Operation Risk Assessment Worksheets (ORAWs)
Schedule contractor training
Scope project requirements
Submit documents for bidding process with contractor for resources
Supervise contractors
Supervise the operations of academic support centers
Write inspection reports
Write replies to inspection reports
Write sole source justification to order product

Administration

Combine rewrites into course catalog
Complete forms for DoD certification
Complete Marine Corps Community Services (MCCS) market request form
Complete SME request form
Create budget for new property resources, material, or other resources
Create meeting agenda
Design PowerPoint presentations
Develop Plan of Action and Milestones (POA&M) or timeline
Distribute minutes of briefings, conferences, or meetings
Establish or maintain accountability records for classified materials or documents
Initiate classified reports, messages, or documents
Inventory property, material, other resources
Invite meeting attendees
Maintain schedules of events and meetings
Pay invoices
Prepare administrative or classified materials or documents for mailing, transporting, or issue
Prepare equipment order forms
Proof course catalog
Publish course catalog
Request MCTIMS access for users
Request SME travel funding
Scribe meeting minutes
Staff documents in Marine Corps Administrative Tracking System (MCATS)
Submit documentation related to regional accreditation
Submit recurring reports to higher headquarters
Update meeting minute files
Write a decision paper
Write a naval letter
Write a naval message
Write an information paper
Write staff reports, such as talking paper, staff summary sheet, or Memorandum for Record (MFR)

Appendix C

Table 1 - Survey Sample By Series

Billet MOS	*No. Actual Series Strength	No. Needed For 95% Confidence Level	No. of Civilians Surveyed	Percent of Actual Series Strength	Percent of Survey Population
1701	104	43	51	49%	19.8%
1702	192	67	48	25%	18.6%
1710	10	4	5	50%	1.9%
1712	150	73	110	73%	42.6%
1720	10	4	3	30%	1.2%
1740	23	11	17	74%	6.6%
1750	44	21	24	55%	9.3%
Total	533	223	258	48%	100%

*Figures obtained from CWDA

Table 2 - Command/Location Distribution

Command/Location	Number of Civilians Surveyed	Percent of Sample
HQMC, Washington D.C.	5	1.9%
MCB Quantico, VA	45	17.4%
MCB Camp Lejeune, NC	49	19%
MCAS New River, NC	6	2.3%
MCAS Cherry Point, NC	20	7.8%
MCRD Parris Island, SC	5	1.9%
MCAS Beaufort, SC	1	<1%
MCAS Yuma, AZ	2	1%
MCRD San Diego, CA	6	2.3%
MCB Camp Pendleton, CA	11	4.3%
MCAS Miramar, CA	8	3.1%
MCLB Barstow, CA	1	<1%
MCAGCC Twentynine Palms, CA	30	11.6%
MCAS Iwakuni, Japan	9	3.5%
Okinawa, Japan	36	14%
Other	9	3.5%
No Response Selected	15	5.8%
Total	258	100%

Table 3 - Command Location/Series Distribution

Command Location	1701	1702	1710	1712	1720	1740	1750
HQMC, Washington D.C.	0	0	0	2	0	0	3
MCB Quantico, VA	19	1	1	13	2	1	7
MCB Camp Lejeune, NC	0	7	0	38	0	0	4
MCAS New River, NC	3	2	0	1	0	0	0
MCAS Cherry Point, NC	9	6	0	3	0	2	0
MCRD Parris Island, SC	1	1	0	3	0	0	0
MCAS Beaufort, SC	0	1	0	0	0	0	0
MCAS Yuma, AZ	0	0	0	0	0	2	0
MCRD San Diego, CA	0	0	0	4	1	0	1
MCB Camp Pendleton, CA	1	2	1	2	0	0	5
MCAS Miramar, CA	0	3	1	4	0	0	0
MCLB Barstow, CA	0	0	0	0	0	1	0
MCAGCC Twentynine Palms, CA	0	7	1	22	0	0	0
MCAS Iwakuni, Japan	2	0	1	4	0	2	0
Okinawa, Japan	14	8	0	8	0	6	0
Other	0	1	0	5	0	0	3
Total	49	39	5	109	3	14	23

Appendix D

Series 1701
General Education and Training Series

Series Definition (TS-109)

This series includes positions that primarily involve professional work in the field of education and training when the work is not more appropriately covered by another professional series in this or any other group. Included are positions where (1) the work has characteristics that may be identified with more than one professional education series with none predominant, (2) the combination of professional knowledge required by the work is not specifically covered by another series, or (3) the work is in a specialized professional field not readily identifiable with other existing series in this or any other group.

Appendix D

Series 1701 - Job 1
 General Education and Training Series
 (n=15)

Recommended Task Responsibilities
 Percent Performance Data

Core Tasks (39)

Task Number	TASK	Percent of MOS Performing Task	Average Time Spent Performing Task
	Duty Area A - Education Services		
1	Administer student feedback questionnaires	80.00	1.30
2	Analyze student/class data	66.67	1.36
3	Assign students to courses/classes	86.67	1.49
4	Assist students with registration	66.67	1.14
16	Counsel new students	53.33	1.15
	Duty Area B - Outreach Efforts		
47	Attend teacher conference	60.00	.89
	Duty Area C - Curriculum Development - Analyze		
69	Analyze objectives to determine instructional designs	53.33	.86
	Duty Area E - Curriculum Development - Develop		
123	Develop course outlines or lesson plans	60.00	1.47
124	Develop desired learning outcomes or criterion objectives	53.33	1.13
126	Develop evaluation checklists	53.33	1.07
130	Develop lesson materials	80.00	1.33
131	Develop lesson plans	66.67	1.18
132	Develop multimedia presentations	80.00	1.60
133	Develop performance checklists	53.33	1.43
135	Develop student materials	73.33	1.26
136	Develop supplemental training material	60.00	1.10
142	Identify personnel required for specialized training	53.33	1.54
145	Identify resources required to conduct instruction	60.00	1.36
151	Recommend changes to curriculum materials	80.00	1.31
157	Select teaching methods	60.00	1.09
	Duty Area F - Curriculum Development - Evaluate		
190	Recommend implementation of training and training support	60.00	1.74
	Duty Area G - Curriculum Development - Implement		
206	Coordinate or schedule training	86.67	1.71
208	Counsel trainees on training progress	60.00	1.46
209	Create a training schedule	80.00	1.60
212	Instruct a class	86.67	1.69
213	Prepare the instructional environment	86.67	1.54
214	Recommend changes or modifications of training equipment	66.67	1.31
215	Score tests	53.33	1.43
	Duty Area J - Advisory - Formal School Management		
326	Identify causes of training deficiencies	53.33	1.07

338	Maintain class attendance records	60.00	1.63
340	Maintain student training records	60.00	1.90
341	Maintain test files or test inventories	53.33	1.42
346	Prepare After Action Report (AAR)	53.33	.97
366	Schedule staff for training	73.33	1.90
368	Schedule training facilities	66.67	1.43
369	Schedule training meetings or sessions	80.00	1.64
	Duty Area K - Personnel Management		
383	Approve leave requests, overtime	53.33	1.43
	Duty Area M - Administration		
502	Design PowerPoint presentations	60.00	1.65
503	Develop Plan of Action and Milestones (POA&M) or timeline	53.33	1.36

Appendix D

Series 1701 - Job 2
 General Education and Training Series
 (n=15)

Recommended Task Responsibilities
 Percent Performance Data

Core Tasks (48)

Task Number	TASK	Percent of MOS Performing Task	Average Time Spent Performing Task
	Duty Area C - Curriculum Development - Analyze		
81	Develop job performance objectives	73.33	1.22
89	Participate in curriculum advisory committees	53.33	.72
	Duty Area E - Curriculum Development - Develop		
151	Recommend changes to curriculum materials	53.33	1.25
	Duty Area K - Personnel Management		
377	Advertise vacancies for available positions	80.00	1.02
378	Analyze manning documents	53.33	1.22
379	Approve leave requests, overtime	86.67	1.46
381	Assign personnel to fill tasking requests	53.33	1.21
382	Assign personnel to work areas or duty positions	66.67	1.31
383	Brief personnel on policies and procedures	86.67	1.44
384	Certify civilian time cards	73.33	1.38
386	Conduct interviews for personnel hiring actions	80.00	1.32
387	Conduct periodic feedback with personnel	100.00	1.44
388	Conduct self-inspections or self-assessments	80.00	1.36
389	Conduct supervisor orientations	73.33	1.40
390	Conduct supervisory performance feedback sessions	86.67	1.28
391	Coordinate civilian personnel issues with Civilian Personnel Office (CPO) or union personnel	80.00	1.23
392	Coordinate job applicant interview boards with appropriate personnel	60.00	.99
393	Counsel personnel	86.67	1.26
394	Define position competencies	73.33	1.00
395	Determine or establish logistics requirements, such as personnel, equipment, tools, parts, supplies, or workspace	73.33	1.11
396	Determine or establish work assignments or priorities	86.67	1.28
398	Develop or establish work methods or procedures	80.00	1.22
399	Develop or establish work schedules	60.00	1.27
400	Document personnel counseling sessions	80.00	1.39
401	Establish manning priorities	73.33	1.07
402	Establish work center policies, standards, or procedures	86.67	1.45
403	Evaluate individuals for promotion, demotion, or reclassification	80.00	1.46
404	Evaluate requests for training program waivers for individuals, such as course prerequisite waivers	73.33	1.04
405	Indorse or review job or position descriptions	73.33	1.38
410	Maintain records of personnel duty performance	53.33	1.68

421	Schedule work assignments	53.33	1.11
423	Write job or position descriptions	60.00	.96
424	Write or indorse civilian performance appraisals	66.67	1.37
426	Write personnel or unit recognition or award programs	73.33	1.15
427	Write recommendations for awards or decorations	93.33	1.26
	Duty Area L - Project Management		
440	Conduct quality assurance activities	53.33	1.45
441	Conduct safety inspections of equipment or facilities	60.00	1.40
448	Develop a Memorandum of Understanding (MOU)/Memorandum of Agreement (MOA)	53.33	1.01
474	Oversee maintenance of resources	53.33	1.07
	Duty Area M - Administration		
501	Create meeting agenda	73.33	1.18
502	Design PowerPoint presentations	60.00	1.26
503	Develop Plan of Action and Milestones (POA&M) or timeline	73.33	1.25
507	Inventory property, material, other resources	60.00	1.34
508	Invite meeting attendees	53.33	1.21
522	Write a decision paper	66.67	1.26
523	Write a naval letter	53.33	1.19
525	Write an information paper	66.67	1.07
526	Write staff reports, such as talking paper, staff summary sheet, or Memorandum for Record (MFR)	80.00	1.39

Appendix D

Series 1701 - Job 3
 General Education and Training Series
 (n=10)

Recommended Task Responsibilities
 Percent Performance Data

Core Tasks (34)

Task Number	TASK	Percent of MOS Performing Task	Average Time Spent Performing Task
	Duty Area A - Education Services		
2	Analyze student/class data	70.00	2.34
5	Brief commands on educational services	50.00	1.75
6	Brief outside agencies on educational services	50.00	1.72
14	Coordinate protocol issues for ceremonies, appearances, awards, visits, or inspections with appropriate agencies	50.00	1.37
16	Counsel new students	80.00	2.97
17	Counsel students on non-academic issues	60.00	2.72
	Duty Area C - Curriculum Development - Analyze		
68	Align or sequence terminal learning objectives	50.00	1.90
69	Analyze objectives to determine instructional designs	70.00	2.74
70	Analyze objectives to determine instructional media	50.00	2.44
71	Analyze objectives to determine instructional methods	70.00	2.30
89	Participate in curriculum advisory committees	50.00	3.18
	D - Curriculum Development - Design		
100	Develop Learning Analysis worksheets	100.00	2.53
107	Write academic student learning outcomes for programs of instruction	60.00	2.14
108	Write instructional objectives	70.00	2.60
109	Write learning objectives	90.00	2.49
	Duty Area E - Curriculum Development - Develop		
117	Develop a course structure	70.00	2.18
122	Develop course descriptions	70.00	2.35
123	Develop course outlines or lesson plans	70.00	3.40
124	Develop desired learning outcomes or criterion objectives	70.00	2.45
130	Develop lesson materials	60.00	3.24
131	Develop lesson plans	80.00	4.05
132	Develop multimedia presentations	60.00	2.86
137	Develop a syllabi	80.00	2.97
152	Recommend course changes to course manager	90.00	2.20
	Duty Area F - Curriculum Development - Evaluate		
166	Conduct a Course Content Review Board (CCRB)	60.00	2.38
172	Conduct post-course evaluations	50.00	1.78
188	Recommend course change proposal approvals or disapprovals	50.00	1.80
189	Recommend curriculum materials for new or changed courses	90.00	2.07
	Duty Area G - Curriculum Development - Implement		
202	Conduct formal school staff and faculty development	80.00	2.93
212	Instruct a class	80.00	5.94

	Duty Area J - Advisory - Formal School Management		
298	Conduct a CCRB	50.00	1.59
342	Manage course development processes	50.00	1.68
	Duty Area M - Administration		
502	Design PowerPoint presentations	70.00	2.34
526	Write staff reports, such as talking paper, staff summary sheet, or Memorandum for Record (MFR)	50.00	1.67

Appendix E

Series 1702
Education and Training Technician Series

Series Definition (TS-109)

This series includes positions that involve nonprofessional work of a technical, specialized, or support nature in the field of education and training when the work is properly classified in this group and is not covered by a more appropriate series. The work characteristically requires knowledge of program objectives, policies, procedures, or pertinent regulatory requirements affecting the particular education or training activity. Employees apply a practical understanding or specialized skills and knowledge of the particular education or training activities involved, but the work does not require full professional knowledge of education concepts, principles, techniques, and practices.

Appendix E

Series 1702
Education and Training Technician Series

(n=34)

Recommended Task Responsibilities
Percent Performance Data

Core Tasks (25)

Task Number	TASK	Percent of MOS Performing Task	Average Time Spent Performing Task
	Duty Area A - Education Services		
1	Administer student feedback questionnaires	61.76	1.59
2	Analyze student/class data	64.71	1.59
3	Assign students to courses/classes	50.00	1.73
4	Assist students with registration	64.71	2.97
5	Brief commands on educational services	55.88	1.66
6	Brief outside agencies on educational services	44.12	1.12
8	Conduct student in-processing	50.00	2.49
9	Conduct test proctor or administrator training	44.12	1.81
10	Coordinate educational announcements with other agencies	50.00	1.45
16	Counsel new students	55.88	2.03
17	Counsel students on non-academic issues	41.18	1.35
19	Create or distribute education services program announcements	44.12	2.31
20	Create student status reports	44.12	1.87
23	Enter student data into Navy Marine Corps Information System (NMCIS) Tracking System	44.12	3.72
24	Enter student data into other database	52.94	2.43
28	Maintain catalog files of school, college, or university bulletins	41.18	1.71
29	Maintain class start or graduation rosters	50.00	1.54
30	Maintain information on available financial assistance	41.18	3.01
	Duty Area B - Outreach Efforts		
46	Attend education fair	41.18	1.39
	Duty Area G - Curriculum Development - Implement		
197	Administer tests	41.18	2.83
215	Score tests	41.18	2.76
216	Secure test materials	44.12	2.62
	Duty Area H - Survey Design/Analysis		
229	Compile data for records, reports, logs, or trend analyses	61.76	1.63
	Duty Area K - Personnel Management		
396	Determine or establish work assignments or priorities	41.18	1.33
	Duty Area M - Administration		
502	Design PowerPoint presentations	55.88	1.47

Appendix F

Series 1710
Education and Vocational Training Series

Series Definition (TS-109)

This series includes positions that require applying full professional knowledge of the theories, principles, and techniques of education and training to instructional and educational administration work in education programs operated by Federal agencies. Some positions also require specialized knowledge of one or more subjects in which the instruction is given.

Appendix F

Series 1710
Education and Vocational Training Series

(n=5)

Recommended Task Responsibilities
Percent Performance Data

Core Tasks (22)

Task Number	TASK	Percent of MOS Performing Task	Average Time Spent Performing Task
	Duty Area A - Education Services		
1	Administer student feedback questionnaires	60.00	1.35
2	Analyze student/class data	60.00	1.59
3	Assign students to courses/classes	60.00	1.40
4	Assist students with registration	60.00	1.58
6	Brief outside agencies on educational services	60.00	.86
	Duty Area C - Curriculum Development - Analyze		
83	Develop task inventories	60.00	1.22
84	Develop task objectives	60.00	1.22
	Duty Area D - Curriculum Development - Design		
109	Write learning objectives	60.00	1.13
	Duty Area E - Curriculum Development - Develop		
129	Develop job performance aids	80.00	1.82
189	Recommend curriculum materials for new or changed courses	60.00	.93
	Duty Area G - Curriculum Development - Implement		
197	Administer tests	60.00	1.68
206	Coordinate or schedule training	60.00	1.23
215	Score tests	80.00	.78
	Duty Area H - Survey Design/Analysis		
226	Analyze training data for trends	60.00	1.45
	Duty Area J - Advisory - Formal School Management		
325	Identify causes of test failure	60.00	1.13
	Duty Area K - Personnel Management		
383	Approve leave requests, overtime	80.00	1.53
388	Conduct self-inspections or self-assessments	60.00	1.19
395	Determine or establish logistics requirements, such as personnel, equipment, tools, parts, supplies, or workspace	60.00	1.66
	Duty Area L - Project Management		
447	Determine or establish logistics requirements, such as personnel, equipment, tools, parts, supplies, or workspace	60.00	1.16
481	Research or review publications or directives	80.00	1.56
	Duty Area M - Administration		
501	Create meeting agenda	60.00	1.49
502	Design PowerPoint presentations	80.00	1.75

Appendix G

Series 1712
Training Instruction Series

Series Definition (TS-109)

This series covers positions concerned with administration, supervision, training program development, evaluation, or instruction in a program of training when the paramount requirement of the work is a combination of practical knowledge of the methods and techniques of instruction and practical knowledge of the subject-matter being taught. Positions in this series do not have either a paramount requirement of professional knowledge and training in the field of education, or mastery of a trade, craft, or laboring occupation.

Appendix G

Series 1712 - Job 1
 Training Instruction Series
 (n=65)

Recommended Task Responsibilities
 Percent Performance Data

Core Tasks (121)

Task Number	TASK	Percent of MOS Performing Task	Average Time Spent Performing Task
Duty Area A - Education Services			
1	Administer student feedback questionnaires	67.69	.61
2	Analyze student/class data	87.69	.75
9	Conduct test proctor or administrator training	53.85	.53
29	Maintain class start or graduation rosters	50.77	.53
Duty Area C - Curriculum Development - Analyze			
68	Align or sequence terminal learning objectives	93.85	1.01
69	Analyze objectives to determine instructional designs	93.85	.97
70	Analyze objectives to determine instructional media	95.38	.92
71	Analyze objectives to determine instructional methods	93.85	.92
72	Analyze SME interview results to determine qualifications	64.62	.66
73	Analyze Subject Matter Expert (SME) interview results to determine impact	61.54	.59
74	Analyze task analysis reports to support training development	81.54	.74
75	Analyze validation data from individual, operational, or small group tryouts	64.62	.66
76	Conduct Program of Instruction (POI) training review groups	72.31	.68
79	Determine performance steps of a task	80.00	.77
81	Develop job performance objectives	66.15	.81
83	Develop task inventories	56.92	.66
84	Develop task objectives	75.38	.74
85	Develop test items	81.54	.78
86	Develop Training and Readiness (T&R) events	76.92	.67
87	Enter data into the Marine Corps Training Information Management System (MCTIMS) T&R module	78.46	1.07
88	Identify tasks supported by job or skill performance	78.46	.78
89	Participate in curriculum advisory committees	73.85	.73
90	Perform task analyses	81.54	.75
91	Produce documents from MCTIMS T&R module	76.92	.83
95	Verify T&R task list for a course	76.92	.72
D - Curriculum Development - Design			
96	Collect feedback from SMEs before developing curriculum	80.00	.73
97	Conduct learning analyses	86.15	.74
98	Conduct task analyses	87.69	.78
99	Develop Educational Objective worksheets	67.69	.76
100	Develop Learning Analysis worksheets	81.54	.77
102	Generate Knowledge, Skills, and Attitudes (KSAs)	87.69	.83
103	Group KSAs	81.54	.83

104	Identify course entry prerequisites	73.85	.64
105	Identify Target Population Description	78.46	.65
106	Select tasks for instruction	75.38	.69
107	Write academic student learning outcomes for programs of instruction	53.85	.55
108	Write instructional objectives	69.23	.76
109	Write learning objectives	89.23	.90
	Duty Area E - Curriculum Development - Develop		
111	Construct a test	76.92	.82
112	Coordinate Course Descriptive Data (CDD) with appropriate personnel	86.15	.79
113	Coordinate POI with appropriate personnel	87.69	.81
114	Correlate CDD/POI with other applicable course documents	76.92	.78
116	Develop a CDD - unclassified	73.85	.74
117	Develop a course structure	76.92	.72
118	Develop a POI	84.62	.84
120	Develop concept cards	80.00	.81
122	Develop course descriptions	60.00	.63
123	Develop course outlines or lesson plans	83.08	1.04
126	Develop evaluation checklists	55.38	.61
130	Develop lesson materials	86.15	1.00
131	Develop lesson plans	84.62	.99
132	Develop multimedia presentations	81.54	.97
133	Develop performance checklists	61.54	.68
135	Develop student materials	78.46	.97
136	Develop supplemental training material	63.08	.63
140	Identify instructional sequences	50.77	.53
145	Identify resources required to conduct instruction	60.00	.55
146	Identify training milestones	50.77	.47
147	Input course data in MCTIMS	80.00	.88
148	Personalize lesson plans	53.85	.82
149	Produce CDD from MCTIMS	80.00	.79
150	Produce POI from MCTIMS	76.92	.83
151	Recommend changes to curriculum materials	92.31	.93
152	Recommend course changes to course manager	75.38	.82
153	Review a Master Lesson File (MLF)	96.92	1.09
154	Review proof of concept CDD	76.92	.74
155	Revise a CDD	78.46	.77
156	Revise a POI	80.00	.79
157	Select teaching methods	69.23	.68
158	Train personnel on CDD	70.77	.67
159	Train personnel on POI	72.31	.68
160	Write Instructor Preparation Guides	73.85	.85
	Duty Area F - Curriculum Development - Evaluate		
161	Adjust training based on feedback from operating forces	66.15	.59
162	Analyze results of internal or field evaluations	63.08	.57
163	Certify existing training materials	50.77	.58
164	Collect feedback critiques on courses	73.85	.65
166	Conduct a Course Content Review Board (CCRB)	78.46	.63
172	Conduct post-course evaluations	52.31	.57
173	Conduct practical application evaluations	55.38	.64
174	Conduct schoolhouse internal evaluations	60.00	.56
175	Correlate training standards with other applicable course documents	50.77	.59
176	Develop a Records of Proceedings (ROP)	64.62	.59
177	Evaluate CCRB	64.62	.54
179	Evaluate effectiveness of instructional designs	67.69	.51
180	Evaluate effectiveness of instructional media	73.85	.54
181	Evaluate effectiveness of instructional methods	73.85	.53

182	Evaluate effectiveness of student measurement or testing programs	69.23	.54
183	Evaluate effectiveness of support equipment or facilities	60.00	.54
184	Evaluate instructional strategies	55.38	.50
185	Import/Export courses into MCTIMS	53.85	.64
186	Manage internal course curriculum programs	58.46	.61
188	Recommend course change proposal approvals or disapprovals	56.92	.57
189	Recommend curriculum materials for new or changed courses	72.31	.60
190	Recommend implementation of training and training support	56.92	.56
191	Recommend POI changes to course manager	78.46	.67
193	Review content of T&R events	81.54	.74
194	Review structure of T&R events	78.46	.77
195	Track CDD/POI/CCRB status	69.23	.79
	Duty Area G - Curriculum Development - Implement		
198	Analyze test data for trends	67.69	.66
206	Coordinate or schedule training	52.31	.48
216	Secure test materials	50.77	.73
	Duty Area I - Advisory - GTB		
259	Advise schools on conduct of CCRBs	58.46	.60
260	Advise schools on implementation of SAT	63.08	.74
261	Assist schools in curriculum development	69.23	.96
272	Enforce adherence to TECOM orders and directives	63.08	.76
274	Evaluate impact of new doctrine, techniques, and equipment on formal school instruction	52.31	.50
277	Instruct personnel on Systems Approach to Training (SAT) processes	70.77	.66
278	Oversee adherence to POI review checklist	56.92	.77
284	Train MCTIMS Users	50.77	.58
	Duty Area J - Advisory - Formal School Management		
298	Conduct a CCRB	53.85	.51
299	Conduct instructor evaluation	66.15	.65
339	Maintain POI	73.85	.98
342	Manage course development processes	58.46	.80
350	Recommend tasks for inclusion on T&R manual event list	58.46	.46
358	Review formal school SOP	60.00	.47
360	Review policies and procedures for formal schoolhouses	52.31	.52
361	Review a ROP	55.38	.66
362	Review a TIP	56.92	.52
371	Validate course or class schedules	52.31	.60
	Duty Area M - Administration		
502	Design PowerPoint presentations	80.00	.91
503	Develop Plan of Action and Milestones (POA&M) or timeline	52.31	.68

Appendix G

Series 1712 - Job 2
 Training Instruction Series
 (n=19)

Recommended Task Responsibilities
 Percent Performance Data

Core Tasks (37)

Task Number	TASK	Percent of MOS Performing Task	Average Time Spent Performing Task
	Duty Area A - Education Services		
1	Administer student feedback questionnaires	78.95	1.46
2	Analyze student/class data	89.47	1.33
4	Assist students with registration	52.63	1.18
5	Brief commands on educational services	63.16	1.43
24	Enter student data into other database	52.63	1.71
	Duty Area B - Outreach Efforts		
49	Brief program information at unit family day events	57.89	1.28
	Duty Area C - Curriculum Development - Analyze		
69	Analyze objectives to determine instructional designs	52.63	1.40
71	Analyze objectives to determine instructional methods	52.63	1.47
	Duty Area E - Curriculum Development - Develop		
123	Develop course outlines or lesson plans	78.95	1.37
130	Develop lesson materials	68.42	1.67
131	Develop lesson plans	73.68	1.61
132	Develop multimedia presentations	63.16	1.65
135	Develop student materials	63.16	1.48
145	Identify resources required to conduct instruction	52.63	1.07
151	Recommend changes to curriculum materials	57.89	1.03
157	Select teaching methods	52.63	1.15
	Duty Area F - Curriculum Development - Evaluate		
161	Adjust training based on feedback from operating forces	52.63	1.16
164	Collect feedback critiques on courses	73.68	1.32
172	Conduct post-course evaluations	52.63	1.12
190	Recommend implementation of training and training support	52.63	1.05
	Duty Area G - Curriculum Development - Implement		
206	Coordinate or schedule training	89.47	1.60
209	Create a training schedule	68.42	1.23
212	Instruct a class	100.00	2.06
213	Prepare the instructional environment	84.21	1.70
214	Recommend changes or modifications of training equipment	63.16	1.39
	Duty Area H - Survey Design/Analysis		
226	Compile data for records, reports, logs or trend analysis	52.63	1.34
	Duty Area J - Advisory - Formal School Management		
287	Analyze instructor evaluations for trends	52.63	1.23
288	Analyze results of training course material evaluations	52.63	1.20
305	Conduct training meetings, conferences, briefings, or debriefings	63.16	1.28

338	Maintain class attendance records	63.16	1.28
364	Schedule class start dates	52.63	1.18
367	Schedule students for training	57.89	1.52
368	Schedule training facilities	57.89	1.25
370	Select instructors	57.89	.92
	Duty Area M - Administration		
501	Create meeting agenda	63.16	.87
502	Design PowerPoint presentations	78.95	1.43
508	Invite meeting attendees	57.89	.98

Appendix H

Series 1720
Education Program Series

Series Definition (TS-109)

This series covers professional education positions that involve promoting, coordinating, and improving education policies, programs, standards, activities, and opportunities in accordance with national policies and objectives. Positions in this series primarily involved the performance, supervision, or formulation and implementation of policy concerning education problems and issues. These positions require a professional knowledge of education theories, principles, processes, and practices at early childhood, elementary, secondary, or post secondary levels, or in adult or continuing education. They also require a knowledge of the Federal Government's interrelationships with State and local education agencies or with public and private postsecondary institutions.

Appendix H

Series 1720
Education Program Series
(n=3)

Recommended Task Responsibilities
Percent Performance Data

Core Tasks (36)

Task Number	TASK	Percent of MOS Performing Task	Average Time Spent Performing Task
	Duty Area A - Education Services		
5	Brief commands on educational services	100.00	1.79
6	Brief outside agencies on educational services	66.67	1.48
10	Coordinate educational announcements with other agencies	66.67	.95
19	Create or distribute education services program announcements	66.67	1.48
	Duty Area B - Outreach Efforts		
48	Brief commands on outreach efforts/programs	66.67	1.27
59	Manage media relations or distinguished visitor visits	66.67	1.16
61	Post advertisements for outreach efforts/programs	66.67	1.37
	Duty Area C - Curriculum Development - Analyze		
73	Analyze Subject Matter Expert (SME) interview results to determine impact	66.67	.63
	Duty Area E - Curriculum Development - Develop		
117	Develop a course structure	66.67	.74
127	Develop implementation plans	66.67	1.16
132	Develop multimedia presentations	66.67	1.48
145	Identify resources required to conduct instruction	66.67	1.16
	Duty Area F - Curriculum Development - Evaluate		
190	Recommend implementation of training and training support	66.67	.84
	Duty Area G - Curriculum Development - Implement		
212	Instruct a class	66.67	.95
213	Prepare the instructional environment	66.67	1.05
	Duty Area H - Survey Design/Analysis		
226	Analyze training data for trends	66.67	.74
	Duty Area J - Advisory - Formal School Management		
289	Analyze the cost of training	66.67	1.16
305	Conduct training meetings, conferences, briefings, or debriefings	66.67	2.00
346	Prepare After Action Report (AAR)	66.67	.53
368	Schedule training facilities	66.67	.84
	Duty Area L - Project Management		
453	Draft supplements or changes to directives, such as policy directives, instructions, or manuals	66.67	1.16
472	Oversee conference	66.67	1.79
476	Plan conference	66.67	1.79
486	Review a MOU/MOA	66.67	.84
	Duty Area M - Administration		

501	Create meeting agenda	100.00	1.37
502	Design PowerPoint presentations	100.00	2.53
503	Develop Plan of Action and Milestones (POA&M) or timeline	66.67	1.69
504	Distribute minutes of briefings, conferences, or meetings	66.67	1.27
508	Invite meeting attendees	66.67	1.27
509	Maintain schedules of events and meetings	100.00	2.11
511	Prepare administrative or classified materials or documents for mailing, transporting, or issue	66.67	.84
516	Request SME travel funding	66.67	1.27
522	Write a decision paper	66.67	1.27
523	Write a naval letter	66.67	.74
525	Write an information paper	66.67	1.27
526	Write staff reports, such as talking paper, staff summary sheet, or Memorandum for Record (MFR)	66.67	1.16

Appendix I

Series 1740
Education Services Series

Series Definition (TS-109)

This series includes professional positions the duties of which are to administer, supervise, promote, conduct, or evaluate programs and activities designed to provide individualized career-related or self-development education plans. The work requires knowledge of education theories, principles, procedures, and practices of secondary, adult, or continuing education. Some positions require skill in counseling students or enrollees to establish educational and occupational objectives.

Appendix I

Series 1740
Education Services Series

(n=17)

Recommended Task Responsibilities
Percent Performance Data

Core Tasks (48)

Task Number	TASK	Percent of MOS Performing Task	Average Time Spent Performing Task
Duty Area A - Education Services			
1	Administer student feedback questionnaires	94.12	1.09
2	Analyze student/class data	82.35	1.02
4	Assist students with registration	82.35	1.93
5	Brief commands on educational services	88.24	1.99
6	Brief outside agencies on educational services	82.35	1.39
7	Conduct base education planning meetings	58.82	1.26
8	Conduct student in-processing	76.47	1.52
9	Conduct test proctor or administrator training	70.59	1.30
10	Coordinate educational announcements with other agencies	82.35	1.69
11	Coordinate educational services, such as Veterans Administration (VA) or colleges, with other agencies	58.82	1.42
16	Counsel new students	82.35	2.10
17	Counsel students on non-academic issues	76.47	1.38
19	Create or distribute education services program announcements	76.47	1.95
20	Create student status reports	58.82	1.13
22	Ensure secure testing facility	88.24	1.50
23	Enter student data into Navy Marine Corps Information System (NMCIS) Tracking System	88.24	1.79
24	Enter student data into other database	58.82	1.15
28	Maintain catalog files of school, college, or university bulletins	52.94	1.25
30	Maintain information on available financial assistance	82.35	1.81
33	Manage tuition assistance (TA) programs	82.35	1.90
40	Update student degree information	76.47	1.46
41	Update student progress, such as counseling, ineffective status, or medical status	70.59	1.44
42	Verify transcripts	70.59	1.01
43	Write educational service reports	64.71	1.13
Duty Area B - Outreach Efforts			
46	Attend education fair	82.35	1.15
48	Brief commands on outreach efforts/programs	70.59	1.51
49	Brief program information at unit family day events	70.59	1.30
50	Brief students on outreach efforts/programs	64.71	1.82
63	Publish program newsletter	52.94	1.35

64	Submit articles in base media outlets	70.59	1.18
66	Write articles for base media outlets	64.71	1.17
	Duty Area C - Curriculum Development - Analyze		
81	Develop job performance objectives	64.71	1.15
	Duty Area F - Curriculum Development - Evaluate		
164	Collect feedback critiques on courses	52.94	1.14
	Duty Area G - Curriculum Development - Implement		
197	Administer tests	88.24	1.37
203	Conduct in-briefs/out-briefs	64.71	1.24
215	Score tests	52.94	1.65
216	Secure test materials	82.35	1.59
219	Update training actions in automated systems	64.71	1.24
	Duty Area H - Survey Design/Analysis		
220	Administer survey online	52.94	.83
221	Administer survey on-site	88.24	.95
225	Analyze surveys to determine program challenges and effectiveness	52.94	.96
229	Compile data for records, reports, logs, or trend analyses	70.59	1.11
	Duty Area K - Personnel Management		
383	Brief personnel on policies and procedures	58.82	1.04
393	Counsel personnel	58.82	.82
400	Document personnel counseling sessions	52.94	.77
402	Establish work center policies, standards, or procedures	52.94	.82
	Duty Area M - Administration		
502	Design PowerPoint presentations	82.35	1.36
520	Submit recurring reports to higher headquarters	52.94	1.21

Appendix J

Series 1750
Instructional Systems Series

Series Definition (TS-109)

This series includes professional positions the duties of which are to administer, supervise, advise on, design, develop, or provide educational or training services in formal education or training programs. The work requires knowledge of learning theory and the principles, methods, practices and techniques of one or more specialties of the instructional systems field. The work may require knowledge of one or more subjects or occupations in which educational or training instruction is provided.

Appendix J

Series 1750
Instructional Systems Series
(n=20)

Recommended Task Responsibilities
Percent Performance Data

Core Tasks (145)

Task Number	TASK	Percent of MOS Performing Task	Average Time Spent Performing Task
	Duty Area A - Education Services		
2	Analyze student/class data	75.00	.68
5	Brief commands on educational services	55.00	.56
6	Brief outside agencies on educational services	50.00	.50
	Duty Area C - Curriculum Development - Analyze		
68	Align or sequence terminal learning objectives	80.00	.76
69	Analyze objectives to determine instructional designs	80.00	.91
70	Analyze objectives to determine instructional media	80.00	.91
71	Analyze objectives to determine instructional methods	80.00	.94
72	Analyze SME interview results to determine qualifications	60.00	.51
73	Analyze Subject Matter Expert (SME) interview results to determine impact	60.00	.54
74	Analyze task analysis reports to support training development	80.00	.75
75	Analyze validation data from individual, operational, or small group tryouts	60.00	.60
76	Conduct Program of Instruction (POI) training review groups	65.00	.50
79	Determine performance steps of a task	80.00	.90
81	Develop job performance objectives	75.00	.91
82	Develop learning maps	55.00	.61
83	Develop task inventories	65.00	.61
84	Develop task objectives	70.00	.72
85	Develop test items	75.00	.73
86	Develop Training and Readiness (T&R) events	65.00	.58
88	Identify tasks supported by job or skill performance	55.00	.47
89	Participate in curriculum advisory committees	75.00	.68
90	Perform task analyses	85.00	.84
91	Produce documents from MCTIMS T&R module	55.00	.51
95	Verify T&R task list for a course	70.00	.68
	D - Curriculum Development - Design		
96	Collect feedback from SMEs before developing curriculum	75.00	.76
97	Conduct learning analyses	85.00	.88
98	Conduct task analyses	85.00	.88
99	Develop Educational Objective worksheets	45.00	.61
100	Develop Learning Analysis worksheets	70.00	.72
101	Develop Master Task Lists (MTLs) or Mission Essential Task Lists (METLs)	50.00	.82

102	Generate Knowledge, Skills, and Attitudes (KSAs)	80.00	.80
103	Group KSAs	75.00	.80
104	Identify course entry prerequisites	75.00	.61
105	Identify Target Population Description	75.00	.59
106	Select tasks for instruction	70.00	.98
107	Write academic student learning outcomes for programs of instruction	70.00	.89
108	Write instructional objectives	80.00	.82
109	Write learning objectives	75.00	.82
	Duty Area E - Curriculum Development - Develop		
111	Construct a test	75.00	.65
112	Coordinate Course Descriptive Data (CDD) with appropriate personnel	65.00	.59
113	Coordinate POI with appropriate personnel	70.00	.61
114	Correlate CDD/POI with other applicable course documents	60.00	.61
116	Develop a CDD - unclassified	65.00	.56
117	Develop a course structure	70.00	.73
118	Develop a POI	60.00	.60
120	Develop concept cards	60.00	.54
122	Develop course descriptions	65.00	.49
123	Develop course outlines or lesson plans	85.00	.82
124	Develop desired learning outcomes or criterion objectives	75.00	.60
126	Develop evaluation checklists	70.00	.62
127	Develop implementation plans	65.00	.77
130	Develop lesson materials	70.00	.57
131	Develop lesson plans	70.00	.57
132	Develop multimedia presentations	65.00	.86
133	Develop performance checklists	70.00	.60
135	Develop student materials	70.00	.69
136	Develop supplemental training material	55.00	.69
140	Identify instructional sequences	60.00	.70
141	Identify learning levels	65.00	.47
143	Identify personnel required to support instructional systems	55.00	.47
145	Identify resources required to conduct instruction	75.00	.85
147	Input course data in MCTIMS	60.00	.66
149	Produce CDD from MCTIMS	60.00	.55
150	Produce POI from MCTIMS	60.00	.55
151	Recommend changes to curriculum materials	70.00	.63
152	Recommend course changes to course manager	75.00	.74
153	Review a Master Lesson File (MLF)	75.00	.58
154	Review proof of concept CDD	70.00	.63
155	Revise a CDD	65.00	.55
156	Revise a POI	65.00	.55
157	Select teaching methods	75.00	.83
158	Train personnel on CDD	65.00	.57
159	Train personnel on POI	65.00	.58
160	Write Instructor Preparation Guides	55.00	.47
	Duty Area F - Curriculum Development - Evaluate		
161	Adjust training based on feedback from operating forces	65.00	.50
162	Analyze results of internal or field evaluations	70.00	.60
163	Certify existing training materials	60.00	.50
164	Collect feedback critiques on courses	55.00	.46
166	Conduct a Course Content Review Board (CCRB)	70.00	.55
176	Develop a Records of Proceedings (ROP)	65.00	.46
177	Evaluate CCRB	65.00	.48
178	Evaluate effectiveness of course control documents	65.00	.45
179	Evaluate effectiveness of instructional designs	75.00	.74
180	Evaluate effectiveness of instructional media	65.00	.69
181	Evaluate effectiveness of instructional methods	75.00	.87

182	Evaluate effectiveness of student measurement or testing programs	70.00	.62
183	Evaluate effectiveness of support equipment or facilities	70.00	.45
184	Evaluate instructional strategies	70.00	.77
185	Import/Export courses into MCTIMS	50.00	.49
188	Recommend course change proposal approvals or disapprovals	65.00	.58
189	Recommend curriculum materials for new or changed courses	65.00	.64
190	Recommend implementation of training and training support	55.00	.56
191	Recommend POI changes to course manager	60.00	.67
193	Review content of T&R events	65.00	.59
194	Review structure of T&R events	60.00	.52
195	Track CDD/POI/CCRB status	60.00	.60
	Duty Area G - Curriculum Development - Implement		
199	Analyze training strategies	50.00	.86
219	Update training actions in automated systems	50.00	.86
	Duty Area H - Survey Design/Analysis		
229	Compile data for records, reports, logs, or trend analyses	50.00	.53
	Duty Area I - Advisory - GTB		
259	Advise schools on conduct of CCRBs	70.00	.53
260	Advise schools on implementation of SAT	60.00	.65
261	Assist schools in curriculum development	70.00	.61
272	Enforce adherence to TECOM orders and directives	70.00	.65
274	Evaluate impact of new doctrine, techniques, and equipment on formal school instruction	55.00	.44
276	Inspect schools using AIRS 400 checklist	50.00	.48
277	Instruct personnel on Systems Approach to Training (SAT) processes	65.00	.57
278	Oversee adherence to POI review checklist	70.00	.56
279	Provide guidance on training management process	65.00	.59
280	Recommend changes to USMC training policy	70.00	.46
281	Staff a POI	60.00	.48
283	Staff Formal School documents	60.00	.64
284	Train MCTIMS Users	60.00	.49
	Duty Area J - Advisory - Formal School Management		
298	Conduct a CCRB	65.00	.53
305	Conduct training meetings, conferences, briefings, or debriefings	55.00	.49
308	Coordinate course change proposals	50.00	.53
317	Develop course management guidelines	55.00	.50
318	Develop curriculum oversight measures	60.00	.66
320	Develop formal school Standing Operating Procedures (SOP)	65.00	.60
329	Implement staff development programs	55.00	.47
342	Manage course development processes	80.00	.85
349	Recommend changes to training policy	65.00	.67
350	Recommend tasks for inclusion on T&R manual event list	50.00	.54
357	Review formal school evaluation plans	50.00	.51
358	Review formal school SOP	55.00	.52
360	Review policies and procedures for formal schoolhouses	55.00	.47
361	Review a ROP	55.00	.47
	Duty Area K - Personnel Management		
383	Brief personnel on policies and procedures	60.00	.71
386	Conduct interviews for personnel hiring actions	65.00	.58
387	Conduct periodic feedback with personnel	65.00	.66
388	Conduct self-inspections or self-assessments	55.00	.70
393	Counsel personnel	50.00	.78
396	Determine or establish work assignments or priorities	70.00	.92
398	Develop or establish work methods or procedures	55.00	.77
400	Document personnel counseling sessions	50.00	.64
402	Establish work center policies, standards, or procedures	50.00	.75

405	Indorse or review job or position descriptions	55.00	.71
423	Write job or position descriptions	65.00	.57
424	Write or indorse civilian performance appraisals	50.00	.61
427	Write recommendations for awards or decorations	55.00	.59
	Duty Area M - Administration		
501	Create meeting agenda	50.00	.57
502	Design PowerPoint presentations	70.00	.81
503	Develop Plan of Action and Milestones (POA&M) or timeline	75.00	.59
508	Invite meeting attendees	50.00	.49
525	Write an information paper	55.00	.58
526	Write staff reports, such as talking paper, staff summary sheet, or Memorandum for Record (MFR)	55.00	.63

Appendix K

Comparison of Series 1712 (Training Instruction Series) and 1750
(Instructional Systems Series)

Task Number	TASK	Percent of Series 1712 Performing Task	Percent of Series 1750 Performing Task
	Duty Area A - Education Services		
1	Administer student feedback questionnaires	70.33	65.00
2	Analyze student/class data	89.01	75.00
5	Brief commands on educational services	47.25	55.00
6	Brief outside agencies on educational services	38.46	50.00
9	Conduct test proctor or administrator training	50.55	45.00
24	Enter student data into other database	49.45	15.00
	Duty Area C - Curriculum Development - Analyze		
68	Align or sequence terminal learning objectives	80.22	80.00
69	Analyze objectives to determine instructional designs	82.42	80.00
70	Analyze objectives to determine instructional media	83.52	80.00
71	Analyze objectives to determine instructional methods	83.52	80.00
72	Analyze SME interview results to determine qualifications	58.24	60.00
73	Analyze Subject Matter Expert (SME) interview results to determine impact	52.75	60.00
74	Analyze task analysis reports to support training development	70.33	80.00
75	Analyze validation data from individual, operational, or small group tryouts	51.65	60.00
76	Conduct Program of Instruction (POI) training review groups	58.24	65.00
79	Determine performance steps of a task	63.74	80.00
81	Develop job performance objectives	60.44	75.00
82	Develop learning maps	28.57	55.00
83	Develop task inventories	45.05	65.00
84	Develop task objectives	59.34	70.00
85	Develop test items	63.74	75.00
86	Develop Training and Readiness (T&R) events	61.54	65.00
87	Enter data into the Marine Corps Training Information Management System (MCTIMS) T&R module	58.24	40.00
88	Identify tasks supported by job or skill performance	63.74	55.00
89	Participate in curriculum advisory committees	59.34	75.00
90	Perform task analyses	62.64	85.00
91	Produce documents from MCTIMS T&R module	57.14	55.00
95	Verify T&R task list for a course	58.24	70.00
	D - Curriculum Development - Design		
96	Collect feedback from SMEs before developing curriculum	65.93	75.00
97	Conduct learning analyses	68.13	85.00
98	Conduct task analyses	64.84	85.00
99	Develop Educational Objective worksheets	51.65	45.00
100	Develop Learning Analysis worksheets	58.24	70.00
101	Develop Master Task Lists (MTLs) or Mission Essential Task Lists (METLs)	37.36	50.00
102	Generate Knowledge, Skills, and Attitudes (KSAs)	68.13	80.00

103	Group KSAs	60.44	75.00
104	Identify course entry prerequisites	62.64	75.00
105	Identify Target Population Description	65.93	75.00
106	Select tasks for instruction	61.54	70.00
107	Write academic student learning outcomes for programs of instruction	41.76	70.00
108	Write instructional objectives	56.04	80.00
109	Write learning objectives	72.53	75.00
	Duty Area E - Curriculum Development - Develop		
111	Construct a test	59.34	75.00
112	Coordinate Course Descriptive Data (CDD) with appropriate personnel	67.03	65.00
113	Coordinate POI with appropriate personnel	68.13	70.00
114	Correlate CDD/POI with other applicable course documents	57.14	60.00
116	Develop a CDD - unclassified	54.95	65.00
117	Develop a course structure	64.84	70.00
118	Develop a POI	64.84	60.00
120	Develop concept cards	58.24	60.00
122	Develop course descriptions	57.14	65.00
123	Develop course outlines or lesson plans	78.02	85.00
124	Develop desired learning outcomes or criterion objectives	46.15	75.00
126	Develop evaluation checklists	51.65	70.00
127	Develop implementation plans	38.46	65.00
130	Develop lesson materials	79.12	70.00
131	Develop lesson plans	78.02	70.00
132	Develop multimedia presentations	74.73	65.00
133	Develop performance checklists	46.15	70.00
135	Develop student materials	71.43	70.00
136	Develop supplemental training material	57.14	55.00
140	Identify instructional sequences	41.76	60.00
141	Identify learning levels	29.67	65.00
143	Identify personnel required to support instructional systems	31.87	55.00
145	Identify resources required to conduct instruction	57.14	75.00
147	Input course data in MCTIMS	58.24	60.00
149	Produce CDD from MCTIMS	59.34	60.00
150	Produce POI from MCTIMS	56.04	60.00
151	Recommend changes to curriculum materials	83.52	70.00
152	Recommend course changes to course manager	61.54	75.00
153	Review a Master Lesson File (MLF)	76.92	75.00
154	Review proof of concept CDD	57.14	70.00
155	Revise a CDD	56.04	65.00
156	Revise a POI	60.44	65.00
157	Select teaching methods	60.44	75.00
158	Train personnel on CDD	52.75	65.00
159	Train personnel on POI	54.95	65.00
160	Write Instructor Preparation Guides	57.14	55.00
	Duty Area F - Curriculum Development - Evaluate		
161	Adjust training based on feedback from operating forces	61.54	65.00
162	Analyze results of internal or field evaluations	56.04	70.00
163	Certify existing training materials	45.05	60.00
164	Collect feedback critiques on courses	71.43	55.00
166	Conduct a Course Content Review Board (CCRB)	60.44	70.00
172	Conduct post-course evaluations	51.65	45.00
174	Conduct schoolhouse internal evaluations	48.35	60.00
176	Develop a Records of Proceedings (ROP)	46.15	65.00
177	Evaluate CCRB	49.45	65.00
178	Evaluate effectiveness of course control documents	41.76	65.00
179	Evaluate effectiveness of instructional designs	59.34	75.00
180	Evaluate effectiveness of instructional media	67.03	65.00

181	Evaluate effectiveness of instructional methods	69.23	75.00
182	Evaluate effectiveness of student measurement or testing programs	52.75	70.00
183	Evaluate effectiveness of support equipment or facilities	58.24	70.00
184	Evaluate instructional strategies	49.45	70.00
185	Import/Export courses into MCTIMS	41.76	50.00
188	Recommend course change proposal approvals or disapprovals	49.45	65.00
189	Recommend curriculum materials for new or changed courses	61.54	65.00
190	Recommend implementation of training and training support	56.04	55.00
191	Recommend POI changes to course manager	62.64	60.00
193	Review content of T&R events	61.54	65.00
194	Review structure of T&R events	59.34	60.00
195	Track CDD/POI/CCRB status	52.75	60.00
	Duty Area G - Curriculum Development - Implement		
199	Analyze training strategies	43.96	50.00
206	Coordinate or schedule training	62.64	35.00
209	Create a training schedule	53.85	30.00
213	Prepare the instructional environment	56.04	30.00
214	Recommend changes or modifications of training equipment	53.85	40.00
218	Update test results in automated system	57.14	40.00
219	Update training actions in automated systems	43.96	50.00
	Duty Area H - Survey Design/Analysis		
229	Compile data for records, reports, logs, or trend analyses	50.55	50.00
	Duty Area I - Advisory - GTB		
259	Advise schools on conduct of CCRBs	43.96	70.00
260	Advise schools on implementation of SAT	45.05	60.00
261	Assist schools in curriculum development	49.45	70.00
272	Enforce adherence to TECOM orders and directives	50.55	70.00
276	Inspect schools using AIRS 400 checklist	30.77	50.00
277	Instruct personnel on Systems Approach to Training (SAT) processes	51.65	65.00
278	Oversee adherence to POI review checklist	43.96	70.00
279	Provide guidance on training management process	29.67	65.00
280	Recommend changes to USMC training policy	24.18	70.00
281	Staff a POI	26.37	60.00
283	Staff Formal School documents	23.08	60.00
284	Train MCTIMS Users	37.36	60.00
	Duty Area J - Advisory - Formal School Management		
298	Conduct a CCRB	40.66	65.00
299	Conduct instructor evaluation	59.34	60.00
305	Conduct training meetings, conferences, briefings, or debriefings	50.55	55.00
308	Coordinate course change proposals	21.98	50.00
317	Develop course management guidelines	16.48	55.00
318	Develop curriculum oversight measures	20.88	60.00
320	Develop formal school Standing Operating Procedures (SOP)	30.77	65.00
329	Implement staff development programs	28.57	55.00
339	Maintain POI	56.04	45.00
342	Manage course development processes	50.55	80.00
349	Recommend changes to training policy	46.15	65.00
350	Recommend tasks for inclusion on T&R manual event list	43.96	50.00
357	Review formal school evaluation plans	26.37	50.00
358	Review formal school SOP	48.35	55.00
360	Review policies and procedures for formal schoolhouses	41.76	55.00
361	Review a ROP	42.86	55.00
	Duty Area K - Personnel Management		
383	Brief personnel on policies and procedures	38.46	60.00
386	Conduct interviews for personnel hiring actions	23.08	65.00
387	Conduct periodic feedback with personnel	27.47	65.00

388	Conduct self-inspections or self-assessments	40.66	55.00
393	Counsel personnel	35.16	50.00
396	Determine or establish work assignments or priorities	40.66	70.00
398	Develop or establish work methods or procedures	25.27	55.00
400	Document personnel counseling sessions	26.37	50.00
402	Establish work center policies, standards, or procedures	19.78	50.00
405	Indorse or review job or position descriptions	19.78	55.00
423	Write job or position descriptions	16.48	65.00
424	Write or indorse civilian performance appraisals	18.68	50.00
427	Write recommendations for awards or decorations	26.37	55.00
	Duty Area M - Administration		
501	Create meeting agenda	38.46	50.00
502	Design PowerPoint presentations	81.32	70.00
503	Develop Plan of Action and Milestones (POA&M) or timeline	48.35	75.00
525	Write an information paper	36.26	55.00
526	Write staff reports, such as talking paper, staff summary sheet, or Memorandum for Record (MFR)	37.36	55.00

Question	Response	1701	1702	1710	1712	1720	1740	1750	Total
Years in Series		5.86	5.65	1.40	3.73	1.67	3.69	10.71	5.09
Months in Organization		40.24	46.87	12.40	29.38	17.67	25.00	42.71	32.20
If you are married, is your spouse Active Duty Military?		n = 51	n = 46	n = 5	n = 109	n = 3	n = 16	n = 23	n = 254
	Yes	12%	35%	40%	15%	0%	31%	0%	18%
	No	69%	50%	60%	77%	67%	56%	83%	69%
	N/A	20%	15%	0%	8%	33%	13%	17%	13%
Have you ever served in the military?		n = 51	n = 45	n = 5	n = 109	n = 3	n = 16	n = 24	n = 254
	Yes, currently Reserve or Guard status	2%	2%	0%	1%	0%	6%	0%	2%
	Yes, retired	35%	9%	40%	68%	33%	25%	54%	46%
	Yes, separated	4%	24%	20%	15%	33%	0%	25%	15%
	No	59%	64%	40%	17%	33%	69%	21%	38%
If yes to question 7, in which service do you currently serve or did you last serve?		n = 23	n = 17	n = 3	n = 90	n = 2	n = 6	n = 19	n = 160
	Marine Corps	70%	71%	100%	83%	100%	50%	63%	77%
	Air Force	9%	6%	0%	2%	0%	17%	11%	5%
	Army	13%	18%	0%	9%	0%	17%	0%	9%
	Navy	4%	0%	0%	6%	0%	0%	21%	6%
	Other	4%	6%	0%	0%	0%	17%	5%	3%
If yes to question 7, what is the grade you currently hold or the last grade you held?		n = 21	n = 16	n = 3	n = 88	n = 2	n = 5	n = 19	n = 154
	E1	0%	0%	0%	0%	0%	0%	0%	0%
	E2	0%	0%	0%	0%	0%	0%	0%	0%
	E3	0%	0%	0%	0%	0%	0%	0%	0%
	E4	10%	38%	0%	5%	0%	0%	5%	8%
	E5	0%	13%	0%	8%	50%	20%	5%	8%
	E6	5%	13%	67%	9%	0%	0%	32%	12%
	E7	10%	6%	33%	18%	0%	20%	11%	15%
	E8	10%	13%	0%	38%	0%	20%	16%	27%
	E9	10%	6%	0%	10%	0%	20%	11%	10%
	W1	0%	0%	0%	0%	0%	0%	0%	0%
	W2	0%	0%	0%	1%	0%	0%	0%	1%

How often do you utilize the skills developed during your graduate education in your current job?		n = 46	n = 30	n = 5	n = 91	n = 3	n = 15	n = 24	n = 215
	0 - Never	0%	0%	0%	2%	0%	0%	0%	1%
	1 - Vary Rarely	2%	7%	0%	4%	0%	0%	0%	3%
	2 - Rarely	2%	0%	0%	2%	0%	0%	4%	2%
	3 - Occassionally	13%	7%	0%	9%	0%	7%	4%	8%
	4 - Frequently	24%	20%	0%	16%	33%	53%	17%	21%
	5 - Very Frequently	46%	20%	0%	11%	67%	40%	54%	27%
	N/A	13%	47%	100%	55%	0%	0%	21%	37%
Does your job require a license or professional certification?		n = 50	n = 45	n = 5	n = 109	n = 3	n = 16	n = 24	n = 253
	Yes	30%	4%	0%	25%	0%	6%	25%	21%
	No	70%	96%	100%	75%	100%	94%	75%	79%
Do you hold a license or professional certification pertinent to your current job?		n = 49	n = 46	n = 5	n = 107	n = 3	n = 16	n = 24	n = 251
	Yes	57%	33%	20%	39%	33%	38%	46%	42%
	No	43%	67%	80%	61%	67%	63%	54%	58%
If no to question 19, which of the following reasons has mainly prevented you from obtaining certification?		n = 16	n = 27	n = 4	n = 58	n = 1	n = 7	n = 9	n = 122
	Command discretion	0%	0%	0%	0%	0%	0%	0%	0%
	Supervisor discretion	0%	0%	0%	0%	0%	0%	0%	0%
	Family considerations	0%	7%	25%	5%	0%	0%	0%	5%
	Lack of available certification courses	0%	4%	25%	5%	0%	14%	0%	5%
	Lack of interest	6%	0%	0%	2%	0%	0%	22%	3%
	Lack of requirement	38%	44%	25%	41%	100%	43%	11%	39%
	Lack of unit funds	0%	0%	0%	0%	0%	0%	11%	1%
	No certification available in area of work	31%	22%	25%	21%	0%	0%	11%	20%
	Operations tempo	6%	0%	0%	5%	0%	14%	0%	4%
	Other	19%	22%	0%	21%	0%	29%	44%	22%

Is your current position career enhancing?		n = 51	n = 46	n = 5	n = 110	n = 3	n = 16	n = 24	n = 256
	Yes	55%	30%	60%	32%	33%	50%	63%	41%
	Somewhat	25%	39%	20%	43%	67%	25%	29%	36%
	No	14%	30%	0%	20%	0%	25%	4%	19%
	No opinion	6%	0%	20%	5%	0%	0%	4%	4%
Do you plan to seek a position of career advancement?		n = 49	n = 46	n = 5	n = 108	n = 3	n = 16	n = 24	n = 252
	Yes, in my current career field	55%	52%	40%	67%	67%	69%	46%	60%
	Yes, but in a different career field	18%	30%	40%	19%	33%	19%	8%	21%
	No	27%	17%	20%	14%	0%	13%	46%	20%
Do you believe there is a path in your career field for career advancement?		n = 51	n = 46	n = 5	n = 110	n = 3	n = 16	n = 24	n = 256
	Yes	49%	33%	60%	39%	0%	38%	46%	41%
	Somewhat	22%	41%	40%	29%	67%	25%	29%	30%
	No	25%	26%	0%	28%	33%	25%	25%	26%
	No opinion	4%	0%	0%	4%	0%	13%	0%	3%



COI Job Series Breakdown by Pay Grade/Pay Band

Job Series	Skill Level	GS 5-8/YA 1/YB 1	GS 9-12/YA 2/YB 2/YC 1	GS 13-15/YA 3/YB 3/YC 2-3	NAF 4	AD 3-9	Total Population
1701		1	42	18	27	33	121
1702	1	122	34	10	0		166
1710			1				1
1712	2	14	168	15	70		267
1720		0	7	5			12
1740		1	16	12			29
1750		1	28	17			46

COI Population

642

NOTE: All employees grouped in the same skill level

NOTE: Not including CY1-3 population

NOTE: Not including FN population