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(6) MISSILE TRAINER CAREER LADDER

AFSCs 34137, 34157, and 34177

AFPT 90-341-322

(11) DECEMBER 1978

OCCUPATIONAL SURVEY BRANCH
USAF OCCUPATIONAL MEASUREMENT CENTER
RANDOLPH AFB TEXAS 78148

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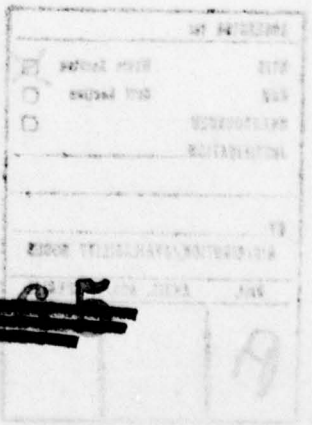
TABLE OF CONTENTS



PREFACE

This report presents the results of a detailed Air Force Occupational Survey of the Missile Trainer career ladder (AFSCs 34137, 34157, and 34177). The project was directed by USAF Program Technical Training, Volume 2, dated February 1977. Authority for conducting occupational surveys is contained in AFR 35-2. Computer outputs from which this report was produced are available for use by operating and training officials.

The survey instrument was developed by Second Lieutenant Linda A. Wiekhorst, Inventory Development Specialist. Captain Frederick B. Bower, Jr. and Mr. Guy B. Cole, Occupational Survey Analysts, analyzed the data and wrote the final report. This report has been reviewed and approved by Lieutenant Colonel Jimmy L. Mitchell, Chief, Airman Career Ladders Analysis Section, Occupational Survey Branch, USAF Occupational Measurement Center, Randolph AFB, Texas, 78148.

Computer programs for analyzing the occupational data were designed by Dr. Raymond E. Christal, Occupational and Manpower Research Division, Air Force Human Resources Laboratory (AFHRL), and were written by the Project Analysis and Programming Branch, Computational Sciences Division, AFHRL.

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

This report has been reviewed and is approved.

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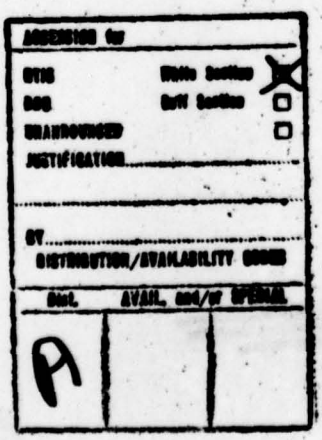


SUMMARY OF RESULTS

1. Survey Coverage: Inventory booklets were administered to Missile Trainer personnel during the period December 1977 through April 1978. Survey results are based on responses from 96 of the 118 incumbents assigned, or 81 percent of the total assigned career ladder population.

2. Career Ladder Structure: Three major groupings of jobs were identified within the career ladder. Two of the groups consisted of personnel responsible for maintaining missile procedures trainers. Neither group was found to have trainer operator responsibility. The remaining group consisted of senior supervisors at various levels of command.

3. DAFSC Differences: Jobs performed by members of the career ladder were very homogeneous. The 5-skill level respondents spent the majority of their time isolating malfunctions, removing or replacing components, and performing preventive maintenance. At the 7-skill level, respondents spend an equal amount of time on both supervisory and technical duties, with most functioning as technicians rather than as supervisors.

4. AFR 39-1 Evaluation: The current AFR 39-1 specialty descriptions were found to be complete and accurately portrayed the duties and responsibilities of personnel in the career ladder.

5. STS Evaluation: The STS was found to be up to date and complete so as to provide specific training requirements by trainer system. However, the STS could be shortened to meet only the general training requirements of the career ladder.

6. Comparison to Previous Survey: Overall, there were no major differences between the results of the current and the previous surveys. The basic jobs have remained relatively the same over the years.

7. Implications: Members of this career ladder are involved only in the maintenance of Missile Trainers. Although the electronic knowledges and skills required to perform this maintenance are essentially the same as those required to perform maintenance on other simulators/ training devices, the equipment, its functions, and the terminology used appear to make the missile trainer a very distinct specialty within the Training Devices career field.

OCCUPATIONAL SURVEY REPORT
MISSILE TRAINER CAREER LADDER
(AFSCs 34137, 34157, AND 34177)

INTRODUCTION

This is a report of an occupational survey of personnel in the Missile Trainer career ladder conducted by the Occupational Survey Branch, USAF Occupational Measurement Center, and completed during November 1978. This specialty was assigned the AFSC 341X7 designation in April 1976 as part of a total reorganization of the Training Devices career ladder. Prior to that date, the career ladder carried the AFSC of 345X0. A previous occupational survey of the Missile Trainer career ladder (as AFS 345X0) was conducted and the results published in February 1974.

Responsible primarily for the operation and maintenance of missile crew procedures/maintenance proficiency trainers, personnel usually enter this career ladder by first attending the C3AQR34137 Missile Procedures Trainer Maintenance course at Chanute AFB, Illinois. This eight-week course is followed by attendance of one of three 4ABF34137 Missile Procedures Trainer Maintenance courses at Vandenberg AFB, California. These courses, ranging from seven and a half to 10 weeks in length, are weapon system specific and students are assigned a course according to their initial assignment. Upon completion of one of these courses, graduates are awarded the 3-skill level.

The Strategic Air Command (SAC) is the sole operational user of this personnel resource and all assignments are within the CONUS. Presently the ladder is considered to be under strength in the six through nine and 12 plus year groups as reported in the USAF Retraining Advisory.

This report is intended to examine the Missile Trainer career ladder based on tasks performed by survey respondents. Topics discussed in this report include: (1) development and administration of the survey instrument; (2) the job structure found within the career ladder and the relationship to skill level and experience level groupings; (3) comparisons of the job structure with current career ladder documents such as the AFR 39-1 Specialty Descriptions and the Specialty Training Standard (STS); (4) comparison of the results of this study with results from the previous survey; and (5) background data relative to job satisfaction.

The survey instrument used to collect the data for this report was designed to survey all seven Training Devices career ladders. Therefore, it was possible to compare this specialty with the other ladders in the career field. An analysis of the AFS 341XX career field is contained in the Career Field Addendum attached to this report. Since all career ladders in this field combine at the 9-skill level, the analysis of AFS 34197 personnel is also included in the addendum.

INVENTORY DEVELOPMENT

The data collection instrument for this occupational survey was USAF Job Inventory AFPT 90-341-322. The survey instruments from previous studies of career ladders in the Training Devices career field served as the starting point for development of this new task inventory. The previous task lists were expanded and refined through a thorough research of career field publications and directives. Inventory developers then conducted personal interviews with 44 subject matter specialists at eight separate facilities to review the tentative task list for completeness and accuracy. This process resulted in a final comprehensive "career field" inventory of 1,144 tasks grouped under 21 duty headings and a background section that requested information about the respondents such as grade, TAFMS, duty title, and job interest.

INVENTORY ADMINISTRATION

During the period December 1977 through April 1978, consolidated base personnel offices in operational units worldwide administered the inventory to job incumbents holding DAFSC 341XX. These job incumbents were selected from a computer generated mailing list obtained from personnel data tapes maintained by the Air Force Human Resources Laboratory (AFHRL). Each individual who completed the inventory first completed an identification and biographical information section (background section), and then checked each task performed in their current job.

After checking all tasks performed, each incumbent then rated each of these tasks on a nine-point scale showing relative time spent on that task as compared to all other tasks checked. The ratings ranged from one (very- small-amount time spent) through five (about-average time spent) to nine (very-large-amount time spent). To determine relative time spent for each task checked by a respondent, all of an incumbents ratings are assumed to account for 100 percent of the individuals time spent on the job and are summed. Each task rating is then divided by the total task responses and the quotient multiplied by 100. This procedure now provides a basis for comparing tasks not only in terms of percent members performing but also in terms of the average percent time spent performing any given task.

SURVEY SAMPLE

Personnel were selected to participate in this survey so as to insure a balanced representation across MAJCOM and DAFSC groups. Table 1 reflects the percentage distribution, by major command, of assigned personnel in the AFS 341X7 career ladder as of March 1978. Also reflected is the distribution of incumbents in the final survey sample. The 96 respondents making up the final sample represent 81 percent of the 118 members assigned to the Missile Trainer career ladder.

Tables 2 and 3 reflect the distribution of the survey sample in terms of DAFSC and TAFMS groups. There was an insufficient number of DAFSC 34137 personnel on which to perform an analysis and arrive at any meaningful conclusions. Otherwise, the sampling distributions verify that the survey sample is representative of the overall career ladder population.

TABLE 1

COMMAND REPRESENTATION IN THE SURVEY SAMPLE

COMMAND	PERCENT OF ASSIGNED	PERCENT OF SAMPLE
SAC	96	97
ATC	4	3
TOTAL	100	100

TOTAL ASSIGNED - 118
TOTAL SAMPLE - 96
PERCENT OF SAMPLE - 81%

TABLE 2

DAFSC REPRESENTATION IN THE SURVEY SAMPLE

DAFSC	PERCENT OF ASSIGNED	PERCENT OF SAMPLE
34137	19	6
34157	55	67
34177	26	27
NO RESPONSE	-	-

TABLE 3

SURVEY DISTRIBUTION BY MONTHS TIME IN SERVICE

	1-48	49-96	97-144	145-192	193-240	241+
NUMBER IN SAMPLE	52	11	18	8	5	2
PERCENT OF SAMPLE	54%	12%	19%	8%	5%	2%

CAREER LADDER STRUCTURE

A key aspect of the occupational survey program is to examine the job structure of career fields or ladders on the basis of what people are actually doing in the field, rather than on the basis of how official career field and ladder documents say they are structured. This analysis of actual job structure is made possible by the use of the Comprehensive Occupational Data Analysis Programs (CODAP). By using CODAP, job functions are identified on the basis of similarity in tasks performed and relative time spent performing the tasks. Using the job structure as a starting point, it is then possible to first describe the career field or career ladder as it presently exists, and then, in turn, evaluate the pertinent career ladder documents, such as AFR 39-1 Specialty Descriptions and the Specialty Training Standard.

The career ladder structure analysis process consists of determining the functional job structure of career ladder personnel in terms of job types, clusters, and independent job types. A job type is a group of individuals who perform many of the same tasks and also spend similar amounts of time performing them. When there is a substantial degree of similarity between different job types, they are grouped together and labeled as clusters. Finally, there are often cases of specialized job types that are too dissimilar to be grouped into any cluster. These fairly unique groups are labeled independent job types.

The job structure for this career ladder was determined by performing a job type analysis of the 1,886 survey respondents working within the Training Devices career field. This analysis identified four primary clusters or kinds of jobs performed by these personnel, and is discussed in the Career Field Addendum attached to this report. Within each of these clusters, a number of job types were identified. Members of this career ladder were extracted from these job type groups and displayed as job types in accordance with the original groupings in the career field structure analysis. This provided a means of reflecting the kinds of work performed by personnel in this ladder as compared to personnel in the other career ladders of the Training Devices career field.

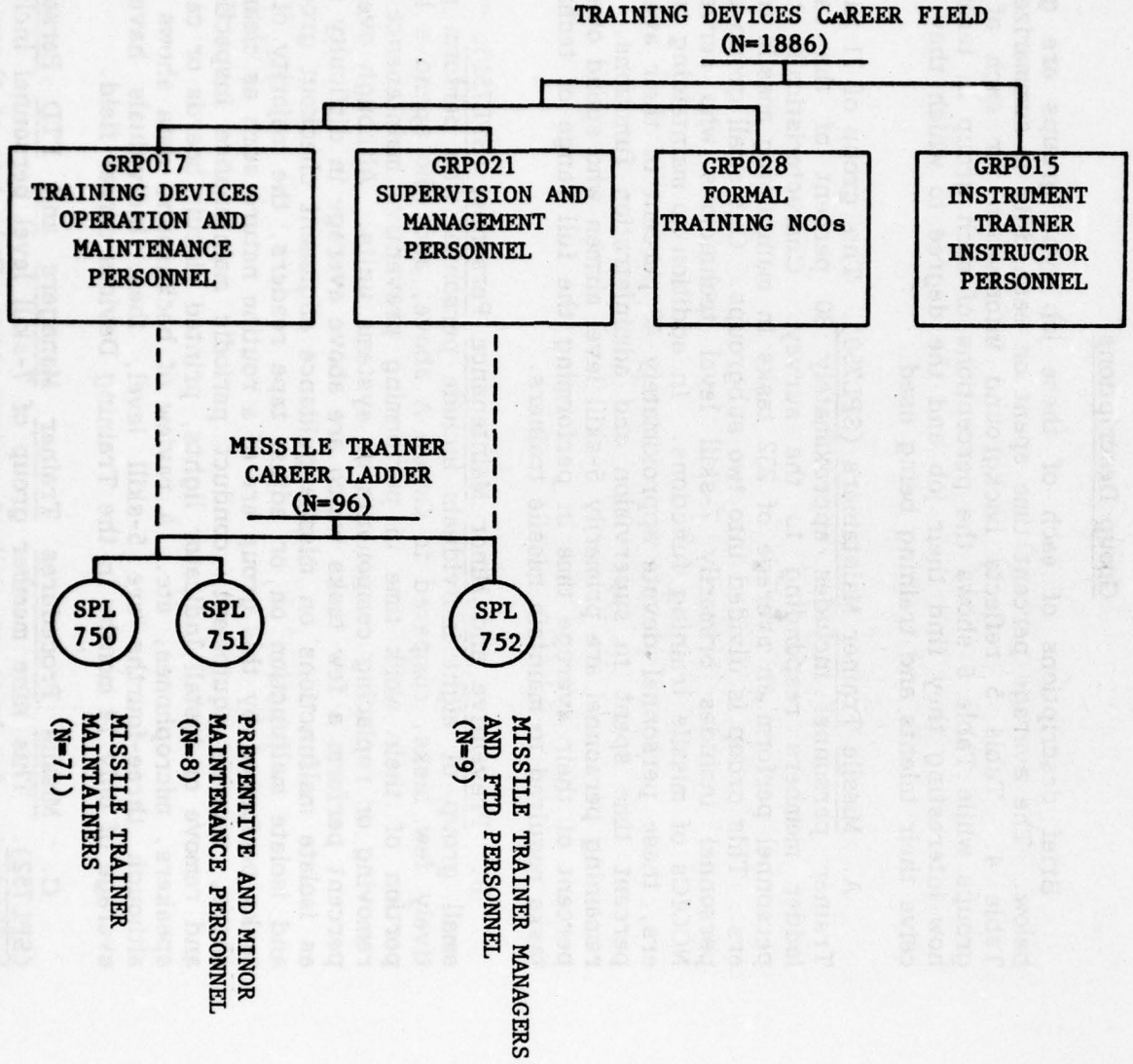
Missile Trainer personnel were identified in only two of the major clusters in the career field cluster diagram, as shown in Figure 1. Two job type groups, containing 79 members, were found in the Training Devices Operation and Maintenance Cluster (GRP017). The other small group of eight members was composed of supervisory personnel and was grouped under the Supervision and Management Cluster (GRP021). The job types identified for this ladder are as follows:

I. Training Devices Operation and Maintenance Personnel (GRP017)

- A. Missile Trainer Maintainers (SPL750)
- B. Preventive and Minor Maintenance Personnel (SPL751)

FIGURE 1

RELATIONSHIP BETWEEN CAREER FIELD AND CAREER LADDER STRUCTURES



II. Supervision and Management Personnel (GRP021)

C. Missile Trainer Managers and FTD Personnel (SPL752)

Group Descriptions

Brief descriptions of each of these job type groups are given below. The average percent time spent on each duty is summarized in Table 4. Table 5 reflects background information for each of the groups while Table 6 shows the perceptions of each group in terms of how interesting they find their job and the degree to which they perceive their talents and training being used.

A. Missile Trainer Maintainers (SPL750). This group of 71 Missile Trainer personnel includes approximately 80 percent of the career ladder members responding to the survey. Characteristically these personnel perform an average of 232 tasks in maintaining missile trainers. This group is divided into two subgroups. One small group of 12 personnel includes primarily 7-skill level technicians who serve as NCOICs of missile training functions. In addition to maintaining trainers, these personnel devote approximately 45 percent of their average percent time spent to supervision and administration functions. The remaining personnel are primarily 5-skill level airmen who spend over 85 percent of their average time in performing the full range of technical tasks required to maintain missile trainers.

B. Preventive and Minor Maintenance Personnel (SPL751). This small group of eight individuals include personnel who perform relatively few tasks, compared to Group A above, and who spend a large portion of their work time in performing preventive maintenance and removing or replacing components or systems units. Although over 50 percent perform a few tasks which are above average in difficulty such as isolate malfunctions on missile guidance alignment checkout groups, and isolate malfunction on or adjust tape readers, the majority of the tasks performed by this group are of a routine nature such as clean up shops, vacuum equipment, conduct periodic maintenance inspections, and remove or install indicator lights, printed circuit boards or cards, speakers, microphones, etc. A review of background data shows that although three-fourths are 5-skill level, these individuals have an average of only 14 months in the Training Devices career field.

C. Missile Procedures Trainer Managers and FTD Personnel (SPL752). This nine member group of 7-skill level personnel includes individuals who have specialized assignments. Only two of these personnel are chiefs of missile procedures training sections. The remaining personnel are assigned to specialized assignments such as FTD instructors or Major Command USAF Missile Trainer Program Managers. In view of the different kinds of jobs represented in this group, tasks performed are rather heterogeneous. There were, however, 32 tasks performed by 77 percent or more of these respondents. Examples of

these tasks include evaluate progress of trainees, evaluate equipment performance; evaluate software programs; and evaluate training methods, techniques, or programs. In addition, a majority also provide logistic or technical support to other simulator units, prepare recommendations for simulator modifications, develop work methods or procedures, and perform a variety of other evaluation, coordination, or directive type functions concerned with the overall management of Missile procedures training functions.

Summary

Personnel within the Missile Trainer career ladder are relatively homogeneous in tasks performed. Of the eighty-eight personnel identified in the grouping analysis, over 90 percent were found in one major job group. Characteristically, this group included personnel performing those technical tasks required in the day-to-day maintenance of missile procedures trainers. All but two of the supervisors in this ladder were included in the Training Devices Operation and Maintenance cluster since a majority of their work time was devoted to the performance of technical tasks. The small group of personnel who perform few technical tasks were primarily FTD personnel or missile procedures training functional managers. Although there are a number of different kinds of missile procedures trainers in which personnel in this ladder work, jobs were not identified by missile trainer systems in the grouping analysis.

TABLE 4

PERCENT TIME SPENT ON DUTIES

DUTIES	MISSILE TRAINER MAINTAINERS	PREVENTIVE AND MINOR MAINTENANCE PERSONNEL	MISSILE TRAINER MANAGERS AND FTD PERSONNEL
SUPERVISORY AND MANAGEMENT FUNCTIONS			
A ORGANIZING AND PLANNING	2	1	14
B DIRECTING AND IMPLEMENTING	5	2	23
C INSPECTING AND EVALUATING	3	-	25
D TRAINING	3	1	13
ADMINISTRATIVE FUNCTIONS			
E WORKING WITH FORMS, RECORDS, REPORTS, DIRECTIVES, OR TECHNICAL DATA	5	4	8
TECHNICAL FUNCTIONS			
F PERFORMING PREVENTIVE MAINTENANCE	14	25	2
G OPERATING TRAINING DEVICES	8	2	3
H OPERATING MISSILE PROCEDURES TRAINERS	6	7	5
I ISOLATE MALFUNCTIONS ON COMPUTERS AND PERIPHERAL EQUIPMENT	5	6	1
J ISOLATE MALFUNCTIONS ON SIMULATOR SYSTEMS AND PERIPHERAL EQUIPMENT	2	1	-
K ISOLATE MALFUNCTIONS ON SIMULATOR SYSTEMS WITH ANALOG COMPUTERS	-	-	-
L ISOLATE MALFUNCTIONS ON SIMULATOR SYSTEMS WITH DIGITAL COMPUTERS	-	-	-
M ISOLATE MALFUNCTIONS ON SIMULATOR AND COMPUTER COMPONENTS	6	3	-
N ISOLATE MALFUNCTIONS ON MISSILE PROCEDURE TRAINERS	5	10	1
O REMOVING OR REPLACING COMPONENTS OR SYSTEM UNITS	15	21	1
P ALIGNING AND ADJUSTING SIMULATOR SYSTEMS OR COMPONENTS	9	7	1
Q PERFORMING IN-SHOP MAINTENANCE	6	5	-
R PERFORMING INSTRUMENT TRAINER INSTRUCTION FUNCTIONS	-	-	-
S MAINTAINING MOBILE AIRCREW TRAINING DEVICES	-	-	-
T PERFORMING OPERATIONAL CHECKS	4	2	2
U MAINTAINING MISCELLANEOUS EQUIPMENT	2	3	1

TABLE 5

BACKGROUND INFORMATION BY JOB TYPE GROUPS

	MISSILE TRAINER MAINTAINERS	PREVENTIVE AND MINOR MAINTENANCE PERSONNEL	MISSILE TRAINER MANAGERS AND FTD PERSONNEL
AVERAGE NUMBER OF TASKS PERFORMED	232	61	110
AVERAGE PAYGRADE	3.9	3.0	5.8
PERCENT OF MEMBERS IN FIRST ENLISTMENT	63%	75%	0%
PERCENT OF MEMBERS WHO SUPERVISE	32%	0	11%
AVERAGE MONTHS IN 341XX CAREER FIELD	35	14	105
AVERAGE MONTHS TOTAL ACTIVE MILITARY SERVICE	59	27	150
DAFSC REPRESENTATION WITHIN GROUPS			
MEMBERS WHO ARE 3-SKILL LEVEL	6%	25%	0
MEMBERS WHO ARE 5-SKILL LEVEL	70%	75%	11%
MEMBERS WHO ARE 7-SKILL LEVEL	24%	0	89%

TABLE 6

EXPRESSION OF JOB INTEREST AND PERCEIVED UTILIZATION OF TALENTS AND TRAINING BY JOB TYPE GROUPS
(PERCENT RESPONDING)

	MISSILE TRAINER MAINTAINERS	PREVENTIVE AND MINOR MAINTENANCE PERSONNEL	MISSILE PROCEDURES TRAINER MANAGERS AND FTD PERSONNEL
I FIND MY JOB:			
DULL	10%	13%	0%
SO-SO	10%	13%	11%
INTERESTING	80%	74%	89%
MY JOB UTILIZES MY TALENTS:			
NOT REPORTED	1%	0%	0%
NOT AT ALL TO VERY LITTLE	15%	25%	0%
FAIRLY WELL TO VERY WELL	74%	75%	89%
EXCELLENTLY TO PERFECTLY	11%	0%	11%
MY JOB UTILIZES MY TRAINING:			
NOT AT ALL TO VERY LITTLE	14%	25%	0%
FAIRLY WELL TO VERY WELL	82%	75%	88%
EXCELLENTLY TO PERFECTLY	14%	0%	22%

ANALYSIS OF DAFSC GROUPS

In conjunction with examining the job structure of the career ladder, DAFSC groups are also examined as part of each occupational analysis. This analysis allows for the identification of skill level differences and for comparison of similar skill level personnel across various career ladders (see Career Field Addendum). This data by DAFSC groups is used in the analysis of career ladder documents such as the AFR 39-1 Specialty Descriptions and the Specialty Training Standard (STS).

Jobs within the Missile Trainer career ladder represent a very homogeneous grouping encompassing duties and tasks specific to the maintenance of missile trainers. Table 7 depicts the relative percent of time spent by skill level groups on the various duties listed in the job inventory. There is a clear differentiation between 3- and 5-skill level technical specialists and the 7-skill level supervisors. As would be expected, those jobs requiring more supervision, management, or technical skill are performed by higher skill level personnel. However, 7-skill levels spend more of their time performing technical duties rather than supervisory and management functions. Tasks representative of the total career ladder are listed in Table 8.

Skill Level Groups

Because there were only six DAFSC 34137 respondents in the survey sample, an analysis of this group was not conducted. No meaningful conclusions could be drawn from such a low sample. However, the percent of time spent on duties by this group is included in Table 7 for information purposes only.

Averaging 191 tasks performed, 5-skill level Missile Trainer Specialists serve essentially as system maintainers. Although 10 percent of their time is spent performing supervisory and management functions, 86 percent of their time is spent in the technical areas, performing such functions as preventive maintenance, removing or replacing system components, operating training devices, and isolating equipment malfunctions. Despite spending 10 percent of their time in supervisory and management duties, only 12 percent of the respondents in the group indicated they were supervisors. The group is, however, very homogeneous with 144 tasks being performed by 50 percent or more of the respondents. Representative tasks for this group appear in Table 9.

At the 7-skill level, tasks performed shift from technical toward supervisory functions (See Table 7). However, DAFSC 34177 personnel are still spending 47 percent of their time performing technical functions, the same amount of time they spend on supervisory and management duties. Only 67 percent of this group indicated they were supervisors, which could be some of the explanation for the low amount of

time spent in supervisory duties. Averaging 211 tasks performed, 161 of those tasks are performed by 50 percent or more of DAFSC 34177 personnel, indicating the high degree of homogeneity within this group. Table 10 lists those tasks which are most common to the 7-skill level group, while Table 11 shows the differentiation in tasks performed between 5- and 7-skill level personnel. Overall, as seen in other career ladders in the Training Devices career field, 7-skill level personnel function more as supervisor technicians rather than as personnel managers, tending to spend as much or more time performing "hands-on" equipment operation and maintenance as on performing supervisory duties.

TABLE 7

PERCENT TIME SPENT ON DUTIES BY 341X7 DAFSC GROUPS

DUTIES	DAFSC 34137 (N=6)	DAFSC 34157 (N=60)	DAFSC 34177 (N=30)
SUPERVISORY AND MANAGEMENT FUNCTIONS			
A ORGANIZING AND PLANNING	1	2	9
B DIRECTING AND IMPLEMENTING	1	4	16
C INSPECTING AND EVALUATING	*	2	14
D TRAINING	*	2	8
ADMINISTRATIVE FUNCTIONS			
E WORKING WITH FORMS, RECORDS, REPORTS, DIRECTIVES, OR TECHNICAL DATA	6	4	6
TECHNICAL FUNCTIONS			
F PERFORMING PREVENTIVE MAINTENANCE	22	16	8
G OPERATING TRAINING DEVICES	8	7	5
H OPERATING MISSILE PROCEDURES TRAINERS	7	6	4
I ISOLATE MALFUNCTIONS ON COMPUTERS AND PERIPHERAL EQUIPMENT	7	5	3
J ISOLATE MALFUNCTIONS ON SIMULATOR SYSTEMS AND PERIPHERAL EQUIPMENT	1	2	1
K ISOLATE MALFUNCTIONS ON SIMULATOR SYSTEMS WITH ANALOG COMPUTERS	-	*	*
L ISOLATE MALFUNCTIONS ON SIMULATOR SYSTEMS WITH DIGITAL COMPUTERS	*	*	*
M ISOLATE MALFUNCTIONS ON SIMULATOR AND COMPUTER COMPONENTS	4	6	4
N ISOLATE MALFUNCTIONS ON MISSILE PROCEDURE TRAINERS	6	5	2
O REMOVING OR REPLACING COMPONENTS OR SYSTEM UNITS	19	17	8
P ALIGNING AND ADJUSTING SIMULATOR SYSTEMS OR COMPONENTS	6	9	4
Q PERFORMING IN-SHOP MAINTENANCE	5	7	3
R PERFORMING INSTRUMENT TRAINER INSTRUCTION FUNCTIONS	*	*	*
S MAINTAINING MOBILE AIRCREW TRAINING DEVICES	-	-	-
T PERFORMING OPERATIONAL CHECKS	5	3	3
U MAINTAINING MISCELLANEOUS EQUIPMENT	2	3	2

* INDICATES LESS THAN ONE PERCENT

TABLE 8

REPRESENTATIVE TASKS PERFORMED BY DAFSC 341X7 PERSONNEL (N=96)

	TASKS	PERCENT MEMBERS PERFORMING
F19	CLEAN UP SHOPS	86
E11	MAKE ENTRIES ON SIMULATOR MAINTENANCE FORMS SUCH AS AFTO FORMS 349, 350, 359, 781 OR 781A	85
F46	TEST ELECTRONIC COMPONENTS SUCH AS DIODES, TRANSISTORS, CAPACITORS, OR RESISTORS	84
F54	VISUALLY INSPECT POWER SUPPLY SYSTEMS	83
P98	ADJUST TAPE READERS	82
F20	CONDUCT PERIODIC MAINTENANCE INSPECTIONS	81
F58	VISUALLY INSPECT VOLTAGE LEVELS, FREQUENCY VARIATIONS, OR CURRENT	81
H17	OPERATE OR PERFORM EQUIPMENT SHUTDOWN PROCEDURES	80
F60	VISUALLY INSPECT WIRE HARNESSES, CABLES, OR CONNECTOR PLUGS	80
I46	ISOLATE MALFUNCTIONS ON TAPE READERS	79
F37	PHYSICALLY CHECK FOR LOOSE MOUNTINGS OR CONNECTIONS	79
H18	OPERATE OR PERFORM EQUIPMENT STARTUP PROCEDURES	78
F50	VISUALLY INSPECT ELECTRICAL SYSTEMS	78
F18	CLEAN TAPE READER LAMPS OR MIRRORS	78
088	REMOVE OR INSTALL PRINTED CIRCUIT BOARDS OR ELECTRONIC CIRCUIT CARDS	76
F45	STRIP ELECTRICAL WIRES	76
085	REMOVE OR INSTALL POWER SUPPLIES	76
055	REMOVE OR INSTALL INDICATOR LIGHTS OR PANEL LIGHTS	75
F6	CLEAN AIR FILTERS	75
F9	CLEAN HAND TOOLS OR SHOP EQUIPMENT	75
P2	ADJUST AC OR DC SUPPLIES	75

TABLE 9

TASKS MOST COMMON TO DAFSC 34157 PERSONNEL
(N=60)

TASKS		PERCENT MEMBERS PERFORMING
F46	TEST ELECTRONIC COMPONENTS SUCH AS DIODES, TRANSISTORS, CAPACITORS, OR RESISTORS	95
F19	CLEAN UP SHOPS	93
P98	ADJUST TAPE READERS	93
E11	MAKE ENTRIES ON SIMULATOR MAINTENANCE FORMS SUCH AS AFTO FORMS 349, 350, 359, 781 OR 781A	90
F58	VISUALLY INSPECT VOLTAGE LEVELS, FREQUENCY VARIATIONS, OR CURRENT	90
055	REMOVE OR INSTALL INDICATOR LIGHTS OR PANEL LIGHTS	88
F20	CONDUCT PERIODIC MAINTENANCE INSPECTIONS	88
F45	STRIP ELECTRICAL WIRES	88
F54	VISUALLY INSPECT POWER SUPPLY SYSTEMS	88
F60	VISUALLY INSPECT WIRE HARNESSES, CABLES, OR CONNECTOR PLUGS	88
0105	REMOVE OR INSTALL SPEAKERS, MICROPHONES, HEADSETS OR HANDSETS	87
0104	REMOVE OR INSTALL SOLDERED COMPONENTS SUCH AS TRANSISTORS, RESISTORS OR CAPACITORS	87
H17	OPERATE OR PERFORM EQUIPMENT SHUTDOWN PROCEDURES	87
F37	PHYSICALLY CHECK FOR LOOSE MOUNTINGS OR CONNECTIONS	87
I46	ISOLATE MALFUNCTIONS ON TAPE READERS	87
F18	CLEAN TAPE READER LAMPS OR MIRRORS	87
085	REMOVE OR INSTALL POWER SUPPLIES	87
H18	OPERATE OR PERFORM EQUIPMENT STARTUP PROCEDURES	85
088	REMOVE OR INSTALL PRINTED CIRCUIT BOARDS OR ELECTRONIC CIRCUIT CARDS	85
056	REMOVE OR INSTALL INDICATORS	85
F50	VISUALLY INSPECT ELECTRICAL SYSTEMS	85

TABLE 10

TASKS PERFORMED BY 75 PERCENT OR MORE OF DAFSC 34177 PERSONNEL (N=30)

TASKS		PERCENT MEMBERS PERFORMING
E18	RESEARCH OR REQUISITION SUPPLY STOCK NUMBERS OR PARTS	83
C39	REVIEW MAINTENANCE HISTORICAL RECORDS	83
D15	EVALUATE PROGRESS OF TRAINEES	83
B22	DRAFT CORRESPONDENCE	80
A29	SCHEDULE WORK ASSIGNMENTS	80
A21	PREPARE RECOMMENDATIONS FOR SIMULATOR MODIFICATIONS	80
B8	COUNSEL PERSONNEL ON PERSONAL OR MILITARY RELATED PROBLEMS	80
A6	COORDINATE SIMULATOR SCHEDULES WITH TRAINING SQUADRONS, MAINTENANCE, OR OPERATIONS	80
A7	COORDINATE WITH SUPPLY ACTIVITIES	77
B16	DIRECT SHOP HOUSEKEEPING	77
B12	DIRECT MAINTENANCE OR UTILIZATION OF EQUIPMENT	77
A3	ASSIGN WORK PRIORITIES	77
A4	ATTEND STAFF, COUNCIL, BOARD, OR PLANNING MEETINGS	77
B17	DIRECT TIME COMPLIANCE TECHNICAL ORDER (TCTO) MODIFICATIONS	77
A15	MONITOR OR CERTIFY PREPARATION OF RECORDS OR REPORTS	77
D9	COUNSEL TRAINEES ON TRAINING PROGRESS	77
B30	INITIATE RECOGNITION FOR COMMENDABLE PERFORMANCE	77

TABLE 11

TASKS WHICH BEST DIFFERENTIATE BETWEEN DAFSC 34157 AND 34177 PERSONNEL
(PERCENT MEMBERS PERFORMING)

TASKS		DAFSC 34157	DAFSC 34177	DIFFERENCE
O55	REMOVE OR INSTALL INDICATOR LIGHTS OR PANEL LIGHTS	88	47	+41
P48	ADJUST HANDSETS OR HEADSETS	78	43	+35
F31	NORMALIZE COMMUNICATION SYSTEMS	80	47	+33
M38	ISOLATE MALFUNCTIONS ON PRINTED OR ELECTRONIC CIRCUIT CARDS	63	30	+33
A6	COORDINATE SIMULATOR SCHEDULES WITH TRAINING SQUADRONS, MAINTENANCE, OR OPERATIONS	3	80	-77
A27	SCHEDULE LEAVES OR PASSES	5	73	-68
C39	REVIEW MAINTENANCE HISTORICAL RECORDS	15	83	-68
B30	INITIATE RECOGNITION FOR COMMENDABLE PERFORMANCE	10	77	-67
A29	SCHEDULE WORK ASSIGNMENTS	13	80	-67
B8	COUNSEL PERSONNEL ON PERSONAL OR MILITARY RELATED PROBLEMS	13	80	-67
B22	DRAFT CORRESPONDENCE	13	80	-67
A4	ATTEND STAFF, COUNCIL, BOARD, OR PLANNING MEETINGS	12	77	-65
A3	ASSIGN WORK PRIORITIES	15	77	-62
C21	EVALUATE MODIFICATION PROPOSALS	10	70	-60
D15	EVALUATE PROGRESS OF TRAINEES	23	83	-60

ANALYSIS OF AFMS GROUPS

An analysis was also conducted comparing job differences among individuals grouped by time in service. Very similar conclusions to those for DAFSC groups were noted.

Table 12 reflects the relative percent of time spent on duties by AFS 341X7 personnel grouped by enlistment period. Throughout all enlistment periods, airmen tend to move to positions of greater supervisory and management responsibility as they gain time in service. The longer individuals have in service, the less time they spend performing technical tasks and duties. However, it is not until the fifth enlistment before personnel spend more time in supervisory and management functions then they do performing technical functions; and even at that point meaningful conclusions cannot be drawn from a sample of only seven respondents. Therefore, it appears, with few exceptions, that AFS 341X7 personnel continue to serve in positions requiring large amounts of their time in the performance of technical tasks regardless of their length of active federal military service.

In looking at jobs performed by first enlistment airmen (1-48 months AFMS), it was found that 144 of the 1,144 inventory tasks were performed by 50 percent or more of this group. The average number of tasks performed is 188, which illustrates the high degree of homogeneity of the first job within this career ladder. The tasks performed by 87 percent or more of this group are listed in Table 13.

The equipment operated or maintained by AFS 341X7 personnel had no differentiating effect on the jobs performed by the AFMS groups but is included in Table 14 for review.

TABLE 12

PERCENT TIME SPENT ON DUTIES BY 341X7 AFMS GROUPS

DUTY	MONTHS TOTAL ACTIVE FEDERAL MILITARY SERVICE					
	1-48 (N=52)	49-96 (N=11)	97-144 (N=18)	145-192 (N=8)	193-240 (N=5)	241+ (N=2)
SUPERVISORY AND MANAGEMENT FUNCTIONS						
A ORGANIZING AND PLANNING	*	4	7	8	15	11
B DIRECTING AND IMPLEMENTING	1	10	11	16	28	20
C INSPECTING AND EVALUATING	1	4	11	13	23	17
D TRAINING	1	4	8	9	6	11
ADMINISTRATIVE FUNCTIONS						
E WORKING WITH FORMS, RECORDS, REPORTS, DIRECTIVES, OR TECHNICAL DATA	4	7	6	5	10	3
TECHNICAL FUNCTIONS						
F PERFORMING PREVENTIVE MAINTENANCE	17	14	10	8	5	5
G OPERATING TRAINING DEVICES	8	6	5	4	3	3
H OPERATING MISSILE PROCEDURES TRAINERS	7	4	6	3	*	2
I ISOLATE MALFUNCTIONS ON COMPUTERS AND PERIPHERAL EQUIPMENT	6	4	3	4	*	2
J ISOLATE MALFUNCTIONS ON SIMULATOR SYSTEMS AND PERIPHERAL EQUIPMENT	2	2	*	*	*	*
K ISOLATE MALFUNCTIONS ON SIMULATOR SYSTEMS WITH ANALOG COMPUTERS	*	*	*	*	0	0
L ISOLATE MALFUNCTIONS ON SIMULATOR SYSTEMS WITH DIGITAL COMPUTERS	*	*	*	*	0	*
M ISOLATE MALFUNCTIONS ON SIMULATOR AND COMPUTER COMPONENTS	6	5	4	4	1	2
N ISOLATE MALFUNCTIONS ON MISSILE PROCEDURE TRAINERS	6	4	3	2	*	2
O REMOVING OR REPLACING COMPONENTS OR SYSTEM UNITS	18	13	10	9	3	8
P ALIGNING AND ADJUSTING SIMULATOR SYSTEMS OR COMPONENTS	9	7	5	5	*	4
Q PERFORMING IN-SHOP MAINTENANCE	7	6	4	4	*	4
R PERFORMING INSTRUMENT TPAINER INSTRUCTION FUNCTIONS	*	*	*	*	0	0
S MAINTAINING MOBILE AIRCREW TRAINING DEVICES	*	*	*	*	0	0
T PERFORMING OPERATIONAL CHECKS	4	2	3	3	*	2
U MAINTAINING MISCELLANEOUS EQUIPMENT	2	3	3	1	2	*

* LESS THAN 1%

TABLE 13

COMMON TASKS PERFORMED BY 341X7 PERSONNEL WITH 1-48 MONTHS TAFMS
(N=52)

	TASKS	PERCENT MEMBERS PERFORMING
F19	CLEAN UP SHOPS	96
F46	TEST ELECTRONIC COMPONENTS SUCH AS DIODES, TRANSISTORS, CAPACITORS, OR RESISTORS	96
F20	CONDUCT PERIODIC MAINTENANCE INSPECTIONS	94
H17	OPERATE OR PERFORM EQUIPMENT SHUTDOWN PROCEDURES	94
P98	ADJUST TAPE READERS	94
I46	ISOLATE MALFUNCTIONS ON TAPE READERS	94
H18	OPERATE OR PERFORM EQUIPMENT STARTUP PROCEDURES	92
E11	MAKE ENTRIES ON SIMULATOR MAINTENANCE FORMS SUCH AS AFTO FORMS 349, 350, 359, 781 OR 781A	92
F58	VISUALLY INSPECT VOLTAGE LEVELS, FREQUENCY VARIATIONS, OR CURRENT	92
O55	REMOVE OR INSTALL INDICATOR LIGHTS OR PANEL LIGHTS	90
O88	REMOVE OR INSTALL PRINTED CIRCUIT BOARDS OR ELECTRONIC CIRCUIT CARDS	90
F54	VISUALLY INSPECT POWER SUPPLY SYSTEMS	90
F18	CLEAN TAPE READER LAMPS OR MIRRORS	88
O105	REMOVE OR INSTALL SPEAKERS, MICROPHONES, HEADSETS OR HANDSETS	87
F37	PHYSICALLY CHECK FOR LOOSE MOUNTINGS OR CONNECTIONS	87
M48	ISOLATE MALFUNCTIONS USING TROUBLESHOOTING CHARTS	87
F45	STRIP ELECTRICAL WIRES	87
F60	VISUALLY INSPECT WIRE HARNESSES, CABLES, OR CONNECTOR PLUGS	87
O85	REMOVE OR INSTALL POWER SUPPLIES	87

TABLE 14

MAJOR EQUIPMENT OPERATED AND MAINTAINED BY FIVE PERCENT OR MORE OF 341X7 PERSONNEL

SIMULATORS	PERCENT OPERATING	PERCENT MAINTAINING
NONE	73	10
A/F 24A-TI (LY)	2	5
ANGSQ-TI4 (LE) MMII	7	24
ANGSQ-T40 MM MOD	1	12
ANGSQ-T31 (RY) MM	1	7
ANGSQ-T33 (RY) MM CDB	12	31
ANGSQ-T36 (RY) MM	10	39
LGM 25C (QN) TITAN II	5	20

COMPUTERS	PERCENT OPERATING OR MAINTAINING
HONEYWELL DDP24	44
INDERDATA 732	4
UNIVAC 1616ACS	26
UNIVAC 1624MPC	33
OTHER	6

COMPARISON OF AFR 39-1 SPECIALTY DESCRIPTIONS WITH SURVEY DATA

The AFR 39-1 specialty descriptions for AFSCs 34137, 34157 and 34177 were compared against the survey data. Both specialty descriptions appear to be complete, and accurately portray the duties and responsibilities of the personnel in this career ladder. All the duties and responsibilities mentioned in the specialty descriptions could be matched to tasks in the job inventory, and sufficient numbers of survey respondents were found performing those functions to warrant their inclusion in the descriptions.

A discussion concerning the commonalities of the job descriptions for all the ladders in the Training Devices career field is included in the Career Field Addendum to this report.

COMPARISON OF THE SPECIALTY TRAINING STANDARD (STS) WITH SURVEY RESULTS

A review of the current STS 341X7, dated December 1977, was made for the 3-, 5-, and 7-skill levels. Each of the STS subparagraphs containing task knowledge or performance requirements were compared to the survey results. Subparagraphs containing only general information or subject knowledge proficiency level requirements were not evaluated.

Unlike the other specialty training standards in the Training Devices career field, the 341X7 STS is equipment specific, requiring performance levels rather than being theory and maintenance principles oriented. The STS has 72 paragraphs that break down the major subsystems of the three types of missile trainers. This made it all but impossible to evaluate the STS, paragraph by paragraph, because the job inventory did not identify subsystem equipment such as power supplies, punched tape readers, and signal data recorders with a specific missile trainer. The 341X7 STS is complete and comprehensive in determining what equipment should be learned in order to properly perform the job. Survey data substantiates the fact the AFS 341X7 personnel are performing tasks associated with the general types of missile trainer subsystems.

The question seems to be whether this STS is too specific and whether it lacks the generality associated with this type of document. There is little evidence to suggest a need to cover the 300R and 500R tape readers, for example, in separate STS paragraphs. If a requirement exists to specify a subassembly within a specific missile trainer, it probably should be done on an Air Force Form 797, Job Proficiency Guide, at the local level.

A comparison of specialty training standards across the Training Devices career field is included in the Career Field Addendum attached to this report.

ANALYSIS OF TASK DIFFICULTY

From the listing of airmen identified to receive the occupational survey inventory, incumbents from various commands and locations who held a 7- or 9-skill level DAFSC and PAFSC were identified to also receive a task difficulty booklet. This booklet contained only the duty/task list section of the original occupational survey inventory. The survey respondent was instructed to rate all of the tasks on a nine-point scale from extremely low to extremely high, with difficulty being defined as the length of time it requires an average incumbent to learn to do the task. Interrater agreement (as assessed through components of variance of standardized group means) among the 56 raters who returned booklets was .96. Ratings were adjusted so that tasks of average difficulty have ratings of 5.00.

Of the 1,144 tasks in the job inventory, 603 were rated above average in difficulty. Thirty-four of these tasks are performed by 50 percent or more of the survey respondents. A representative sample of these tasks are listed in Table 15. These tasks are all technical in nature and cover a variety of maintenance duties; the most predominant being that of malfunction isolation on missile procedures trainers. All 32 tasks are also performed by 50 percent or more of first enlistment personnel and usually in higher percentages than for the total sample. This indicates that first enlistment personnel are not confined to the performance of routine tasks but are actively involved in performing the more difficult jobs associated with this career ladder.

Of the 535 tasks rated as less than average in difficulty, 86 tasks are performed by 50 percent or more of the AFS 341X7 respondents. Representative tasks are listed in Table 16. These tasks, which form the common core of tasks for this career ladder, are concerned primarily with the performance of preventive maintenance and the removing or replacing of system components. All of these 86 tasks are also performed by 50 percent or more of first enlistment respondents and in higher percentages than for the total sample as would be expected for the more routine tasks.

TABLE 15

REPRESENTATIVE TASKS RATED BELOW AVERAGE IN DIFFICULTY PERFORMED BY OF DAFSC 341X7 PERSONNEL

TASKS		DIFFICULTY INDEX	PERCENT TOTAL SAMPLE PERFORMING	PERCENT FIRST ENLISTMENT MEMBERS PERFORMING
F20	CONDUCT PERIODIC MAINTENANCE INSPECTIONS	4.64	81	94
F46	TEST ELECTRONIC COMPONENTS SUCH AS DIODES, TRANSISTORS, CAPACITORS, OR RESISTORS	4.61	84	96
P2	ADJUST AC OR DC SUPPLIES	4.44	75	81
E11	MAKE ENTRIES ON SIMULATOR MAINTENANCE FORMS SUCH AS AFTO FORMS 349, 350, 359, 781 OR 781A	4.26	85	92
H17	OPERATE OR PERFORM EQUIPMENT SHUTDOWN PROCEDURES	4.17	80	94
H18	OPERATE OR PERFORM EQUIPMENT STARTUP PROCEDURES	3.99	78	92
F58	VISUALLY INSPECT VOLTAGE LEVELS, FREQUENCY VARIATIONS, OR CURRENT	3.82	81	92
085	REMOVE OR INSTALL POWER SUPPLIES	3.78	76	87
088	REMOVE OR INSTALL PRINTED CIRCUIT BOARDS OR ELECTRONIC CIRCUIT CARDS	3.72	76	90
F54	VISUALLY INSPECT POWER SUPPLY SYSTEMS	3.59	83	90
F50	VISUALLY INSPECT ELECTRICAL SYSTEMS	3.40	78	85
F37	PHYSICALLY CHECK FOR LOOSE MOUNTINGS OR CONNECTIONS	3.39	79	87
F60	VISUALLY INSPECT WIRE HARNESSES, CABLES, OR CONNECTOR PLUGS	3.39	80	87
F18	CLEAN TAPE READER LAMPS OR MIRRORS	3.30	78	89
0105	REMOVE OR INSTALL SPEAKERS, MICROPHONES, HEADSETS OR HANDSETS	3.25	77	87
055	REMOVE OR INSTALL INDICATOR LIGHTS OR PANEL LIGHTS	2.71	75	90
F45	STRIP ELECTRICAL WIRES	2.08	76	87
F9	CLEAN HAND TOOLS OR SHOP EQUIPMENT	2.04	75	83
F6	CLEAN AIR FILTERS	2.02	75	87
F19	CLEAN UP SHOPS	1.95	87	96

TABLE 16

REPRESENTATIVE TASKS RATED BELOW AVERAGE IN DIFFICULTY PERFORMED BY DAFSC 341X7 PERSONNEL

TASKS		DIFFICULTY INDEX	PERCENT TOTAL SAMPLE PERFORMING	PERCENT FIRST ENLISTMENT MEMBERS PERFORMING
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E11	MAKE ENTRIES ON SIMULATOR MAINTENANCE FORMS SUCH AS AFTO FORMS 349, 350, 359, 781 or 781A	4.26	85	92
H17	OPERATE OR PERFORM EQUIPMENT SHUTDOWN PROCEDURES	4.17	80	94
H18	OPERATE OR PERFORM EQUIPMENT STARTUP PROCEDURES	3.99	78	92
F58	VISUALLY INSPECT VOLTAGE LEVELS, FREQUENCY VARIATIONS, OR CURRENT	3.82	81	92
085	REMOVE OR INSTALL POWER SUPPLIES	3.78	76	87
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F9	CLEAN HAND TOOLS OF SHOP EQUIPMENT	2.04	75	83
F6	CLEAN AIR FILTERS	2.02	75	87
F19	CLEAN UP SHOPS	1.95	87	96

Job Difficulty Index (JDI)

Having computed the task difficulty index for each inventory item, it was then possible to compute a Job Difficulty Index (JDI) for any group identified in the survey analysis. The index provides a relative measure of which jobs, when compared to other jobs identified in the analysis, are more or less difficult. The JDI is based on an equation using number of tasks performed and the average difficulty per unit time spent. The indices are then adjusted so that the average job difficulty index is 13.00. The JDI was computed for the major job groups identified in the specialty structure, and this information is presented in Table 17.

TABLE 17

JOB DIFFICULTY INDICES FOR SPECIALTY JOB GROUPS

GROUPS	JOB DIFFICULTY INDEX *
A. MISSILE TRAINER MAINTAINERS (SPL750)	14.2
B. PREVENTIVE AND MINOR MAINTENANCE PERSONNEL (SPL751)	5.3
C. MISSILE TRAINER MANAGERS AND FTD PERSONNEL (SPL752)	11.8

* AVERAGE DIFFICULTY - 13.0

COMPARISON OF CURRENT SURVEY TO PREVIOUS SURVEY

The results of this survey were compared to those of Occupational Survey Report AFPT 90-345-122, Missile Trainer Career Ladder, dated 15 February 1974. Sample sizes are relatively comparable, with 81 respondents making up the previous sample and 96 respondents making up the current sample.

Career ladder structure has remained essentially the same since the previous survey. AFS 341X7 respondents continue to group into several closely related maintenance oriented job types and a cluster of supervisors. The results of both surveys show large amounts of time being spent by personnel in the duties of performing preventive maintenance, malfunction isolation, and missile trainer repair.

Overall, the comparison revealed that the AFS 341X7 career ladder has remained relatively unchanged in terms of career ladder structure and personnel makeup. The career ladder should be considered to have remained stable since 1974.

SUMMARY OF BACKGROUND INFORMATION

Assignment to Career Ladder

Forty-four percent of the AFS 341X7 survey respondents indicated they were initially assigned to the career ladder after completing resident technical training. Another 37 percent were retrainees who attended resident technical training and seven percent entered the career ladder through conversion from another Air Force specialty without training. Seven percent responded that they entered the career ladder by other than normal classification methods.

Relative Job Satisfaction

Table 18 displays the various percentages by AFMS groups of the responses to questions regarding job interest and perceived utilization of talents and training. In order to provide a better understanding of these figures, comparisons with individuals in mission equipment maintenance AFSCs surveyed in 1977 are also included by AFMS groups. These comparative AFSCs include such specialties as communications electronics systems, avionics systems, missile maintenance, and aircraft maintenance.

Seventy-seven percent of AFS 341X7 first enlistment respondents found their jobs interesting. This is well above the average reported for this enlistment group in the 1977 comparative studies. Their perceived utilization of talents and training are also well above those reported by first enlistment personnel in the comparative sample.

The figures for second enlistment and career airmen parallel those of the first enlistment group. Job interest and perceived utilization of talents and training continue to improve as time in service increases and the satisfaction levels are well above those of their counterparts in similar AFSCs surveyed in 1977.

Reenlistment Intentions

The expressed intentions toward reenlistment by AFS 341X7 survey respondents are displayed in Table 19. First enlistment respondents showed an intention to reenlist at a considerably higher percentage rate than first enlistment airmen in the comparative sample. While second enlistment and career airmen also showed reenlistment intentions higher than their counterparts in 1977, the differences were not nearly as great.

TABLE 18

EXPRESSION OF JOB INTEREST AND PERCEIVED UTILIZATION OF TALENTS AND TRAINING BY 341X7 TAFMS GROUPS (PERCENT RESPONDING)

	1-48 MONTHS TAFMS		49-96 MONTHS TAFMS		97+ MONTHS TAFMS	
	341X7	COMPARATIVE AFSCs*	341X7	COMPARATIVE AFSCs*	341X7	COMPARATIVE AFSCs*
I FIND MY JOB						
EXTREMELY DULL TO FAIRLY DULL	11	17	9	12	3	9
SO-SO	12	21	9	16	6	11
FAIRLY INTERESTING TO EXTREMELY INTERESTING	77	62	82	72	91	80
MY JOB UTILIZES MY TALENTS						
NO REPLY	2	0	0	0	0	o
NOT AT ALL OR VERY LITTLE	19	32	0	21	6	14
FAIRLY WELL TO VERY WELL	68	64	100	71	76	68
EXCELLENTLY TO PERFECTLY	11	4	0	8	18	18
MY JOB UTILIZES MY TRAINING						
NOT AT ALL OR VERY LITTLE	19	26	9	22	6	18
FAIRLY WELL TO VERY WELL	66	67	82	68	73	63
EXCELLENTLY TO PERFECTLY	15	7	9	10	21	19

* BASED ON A SUMMARY OF OVER 21,800 RESPONSES FROM MISSION EQUIPMENT MAINTENANCE AFSCs SURVEYED IN 1977.

TABLE 19

REENLISTMENT INTENTIONS OF AFS 341X7 PERSONNEL
(PERCENT RESPONDING)

REENLISTMENT INTENTIONS	FIRST ENLISTMENT	
	341X7	COMPARATIVE AFSCs*
NO	25	34
UNCERTAIN, PROBABLY NO	21	27
UNCERTAIN, PROBABLY YES	33	26
YES	21	13

	SECOND ENLISTMENT	
	341X7	COMPARATIVE AFSCs*
NO	9	17
UNCERTAIN, PROBABLY NO	18	18
UNCERTAIN, PROBABLY YES	55	33
YES	18	32

	CAREER	
	341X7	COMPARATIVE AFSCs*
NO	3	20
UNCERTAIN, PROBABLY NO	15	8
UNCERTAIN, PROBABLY YES	30	16
YES	52	56

* BASED ON A SUMMARY OF OVER 21,600 RESPONDENTS FROM MISSION EQUIPMENT MAINTENANCE AFSCs SURVEYED IN 1977.

IMPLICATIONS

In the analysis of the survey data, it was found that the Missile Trainer career ladder was comprised of personnel who were nearly all tasked with the sole responsibility of maintaining missile trainers. AFS 341X7 personnel were among the most homogeneous groups within the Training Devices career field. They were also unique in that they have no responsibility for operating trainers for the purpose of providing crew training or instruction. As pointed out in the Career Field Addendum, there were 56 tasks in the career field job inventory performed exclusively by members of this career ladder. That factor plus the lack of trainer operator responsibilities combine to make the Missile Trainer jobs among the most distinctive and least similar in the career field. While the electronic principles required to perform missile trainer maintenance are essentially the same as those required to perform flight simulator maintenance, the jobs, trainer equipment, and terminology used to perform the jobs are considerably different. Thus, this specialty appears to be quite distinct from the other specialties within the Training Devices career field.

AFS 341XX

CAREER FIELD ADDENDUM

Atch 1

TABLE OF CONTENTS

SUMMARY OF RESULTS

1. Survey Coverage: Inventory booklets were administered to all 2,480 incumbents assigned to the Training Devices career field during the period December 1977 through April 1978. Survey results are based on responses from 1,886 airmen or 76 percent of the assigned career field population.

2. Career Field Structure: Four major groups of jobs were found within the career field. The operation and maintenance group contained 13 subgroups. These were differentiated by the number and kinds of tasks performed, the type of equipment maintained, and the percent of time spent performing various maintenance and supervisory duties. The remaining three groups were composed of personnel assigned as supervisors and managers, formal training personnel, and airmen performing primarily as instrument trainer instructors.

3. DAFSC Differences: Jobs performed by 3- and 5-skill level incumbents were fairly homogeneous. They consisted of tasks relating to performing preventive maintenance, operating training devices, and removing or replacing system components. However, 5-skill level airmen perform a higher average number of tasks than typical 3-skill level airmen. DAFSC 3417X personnel were less homogeneous due to the diversity of technical tasks performed. While functioning as supervisors, they still spend a majority of their time performing technical tasks and duties. DAFSC 34197 personnel are clearly the managers in this career field.

4. Similarities and Differences In Task Performance: There is a great deal of similarity among maintainers in all career ladders in the areas of operating training devices, performing preventive maintenance, and in performing general malfunction isolation procedures. There are also distinct differences between instrument trainer instructor operators and the other ladders; equipment maintainers. In addition, each ladder is different from the others in operation and maintenance of career ladder unique equipment.

5. AFR 39-1 Review: Specialty descriptions were found in general to be accurate depictions of career ladder duties and responsibilities. However, there is considerable commonality among these specialty descriptions, differentiated mainly through the highlighting of equipment unique to each ladder.

6. STS Review: The first 10 paragraphs of each STS in the career field are essentially the same. There is additional commonality in STS paragraphs among the career ladders responsible for operating and maintaining aircrew training devices.

CAREER FIELD ADDENDUM
TRAINING DEVICES CAREER FIELD
(AFSCs 341X1, 341X2, 341X3, 341X4, 341X5, 341X6, 341X7, AND 34192)

INTRODUCTION

The principle purpose of constructing a comprehensive job inventory for the Training Devices career field was to provide data in a format that would allow an in-depth analysis of similarities and differences across all the specialties within the career field. Such an analysis was performed and is contained in this addendum which is attached to each Training Devices career ladder Occupational Survey Report.

A great deal of Major Air Command and Air Staff interest exists concerning the collapse of career ladders within the Training Devices career field to create fewer, easier to manage, less expensive to train career specialties. This report is therefore designed to display the survey data in a manner that would facilitate personnel managers in making decisions concerning the future of the career field structure. This report will include: (1) the job structure found within the career field and the relation to skill level and experience level groups; (2) a discussion of the similarities and differences among career ladders; (3) background data relative to job satisfaction; and (4) an analysis of the DAFSC 34197 skill level personnel.

SURVEY SAMPLE

Personnel were selected to participate in this survey so as to insure a balanced representation across MAJCOM and DAFSC groups. A sufficient response was achieved from all career ladders in the Training Devices career field so that the desired comparisons could be made. Table 1 reflects the percentage distribution, by career ladder, of assigned personnel in the AFS 341XX career field as of March 1978, and the distribution of incumbents in the final survey sample. The 1,886 respondents making up the final sample represent 76 percent of the 2,480 members making up the total Training Devices career field. Thirty-two individuals (or 2 percent of the total sample) did not indicate their specific ladder and are shown only with the generic 341XX specialty code. This error rate is within acceptable limits and is not considered a serious problem for data analysis.

Table 2 reflects the distribution, by major command, of assigned personnel with DAFSC 34197 as of March 1978, as well as the distribution of incumbents in the final survey sample. The 102 respondents making up the final sample represent 61 percent of the 168 members assigned as Training Devices Superintendents.

TABLE 1

DISTRIBUTION OF CAREER FIELD SURVEY SAMPLE BY CAREER LADDER

CAREER LADDER	TOTAL ASSIGNED	TOTAL IN SAMPLE	PERCENT OF LADDER SAMPLE	PERCENT OF TOTAL SAMPLE
341X1 INSTRUMENT TRAINER	262	185	71%	10%
341X2 DEFENSIVE SYSTEM TRAINER	174	137	79%	7%
341X3 ANALOG FLIGHT SIMULATOR	596	483	81%	26%
341X4 DIGITAL FLIGHT SIMULATOR	531	415	78%	22%
341X5 ANALOG NAVIGATION/TACTICS TRAINING DEVICES	235	159	68%	8%
341X6 DIGITAL NAVIGATION/TACTICS TRAINING DEVICES	396	277	70%	15%
341X7 MISSILE TRAINER	118	96	85%	5%
34197 TRAINING DEVICES SUPERINTENDENT	168	102	61%	5%
341XX (DAFSC NOT INDICATED)	___	32	___	2%
TOTAL	2480	1886	76%	100%

TABLE 2

COMMAND REPRESENTATION IN THE SURVEY SAMPLE OF DAFSC 34197 PERSONNEL

COMMAND	PERCENT OF ASSIGNED	PERCENT OF SAMPLE
SAC	33	33
TAC	27	26
MAC	13	16
ATC	13	10
USAFE	5	7
PACAF	4	3
ADC	3	3
OTHER	2	2
TOTAL	100	100

TOTAL ASSIGNED - 168
TOTAL SAMPLED - 102
PERCENT OF SAMPLE - 61%

CAREER FIELD STRUCTURE

An analysis of the career field structure was conducted by using the Comprehensive Occupational Data Analysis Programs (CODAP), as described in the career ladder section in the main body of this report. In fact, the career ladder structures were extracted from the career field structure diagram with the exception of AFS 341X4 and AFS 341X6. Because of their high degree of task similarity, these specialties did not cluster independently, thus requiring separate cluster diagrams in order to perform complete career ladder analyses.

Based on task similarity and relative percent time spent, the most realistic division of the jobs performed in the 341XX career field is illustrated in Figure 1. These job clusters and job types are listed below. The GRP number shown beside each title is a reference to computer print out information included for use by classification and training officials.

I. Training Devices Operation and Maintenance Personnel (GRP017, N=1,453)

A. Senior Analog Training Devices Operator Maintainers (GRO393, N=309)

B. Defensive System - Analog Navigation/Tactics Training Devices Operator Maintainers (GRP391, N=122)

C. Digital Training Devices Operator Maintainers (GRP310, N=376)

D. Digital Training Devices Shift Supervisors (GRP251, N=25)

E. Analog Navigation/Tactics Training Devices Operator Maintainers (GRP232, N=30)

F. Missile Trainer Operator Maintainers (GRP216, N=73)

G. Instrument Trainer Operator Maintainers (GRP261, N=28)

H. Radar Landmass Systems Operator Maintainers (GRP156, N=16)

I. Training Devices Supervisory Operator Maintainers (GRP161, N=64)

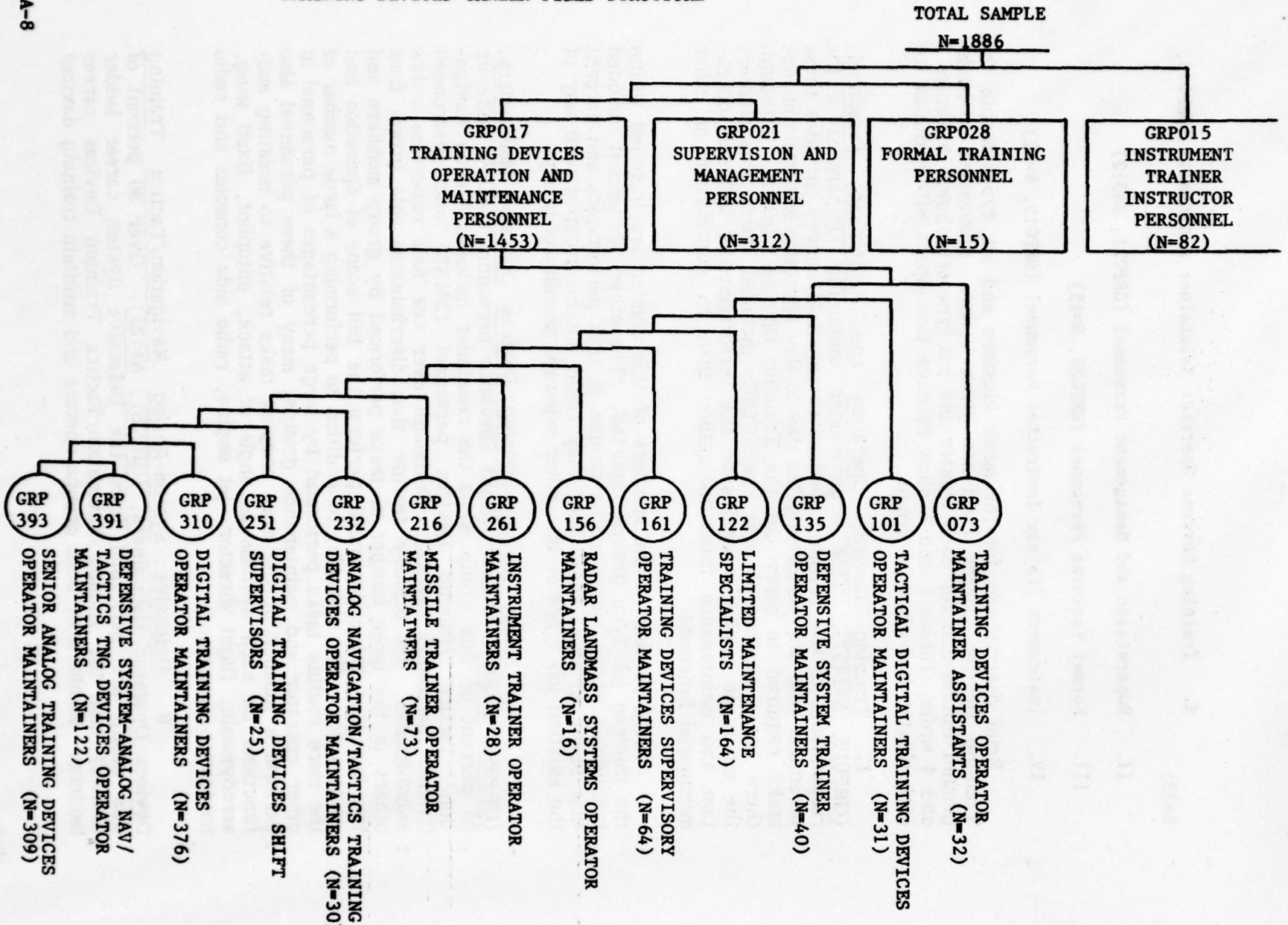
J. Limited Maintenance Personnel (GRP122, N=164)

K. Defensive System Trainer Operator Maintainers (GRP135, N=40)

L. Tactical Digital Training Devices Operator Maintainers (GRP101, N=31)

FIGURE 1

TRAINING DEVICES CAREER FIELD STRUCTURE



M. Training Devices Operator Maintainer Assistants (GRP073, N=32)

II. Supervision and Management Personnel (GRP021, N=312)

III. Formal Training Personnel (GRP028, N=15)

IV. Instrument Trainer Instructor Personnel (GRP015, N=82)

Brief descriptions for the major clusters and job types within the Training Devices Career Field are given below. Summaries of background information for each cluster and job type are shown in Tables 3 and 4 while, Tables 5 and 6 show relative time spent within duties for each cluster and job type group.

I. Training Devices Operation and Maintenance Personnel, (GRP017, N=1453). This large cluster containing 77 percent of the respondents to the Training Devices career field survey includes those personnel who are performing the day to day operation and maintenance tasks required to carry out the Training Devices mission. Although there are a number of first line NCOICs included within this cluster, the major job emphasis remains on the performance of technical operation and maintenance functions rather than on supervision or other managerial functions.

Ninety percent of the members of this cluster are included within the thirteen job type groups reported. The other 10 percent included individuals whose jobs were so unique in task performance and percent time spent on those tasks that they could not be grouped with any of the existing job types or into other separate meaningful groups.

A. Senior Analog Training Devices Operator Maintainers, (GRP393, N=309). Analog Flight Simulator personnel (341X3) make up 82 percent of this group while the remainder includes Analog Navigation/ Tactics Training Devices personnel (341X5) and Instrument Trainer personnel (341X1). Although over one half supervise a few subordinates, the primary feature that discriminates this group from others is the large number of tasks performed by group members and the fact that these personnel perform the full scope of operation and maintenance. For example, in addition to performing a large number of the more routine tasks performed by large percentages of personnel in other operator and maintenance groups, many of these personnel also perform a number of the more complex tasks relative to isolating malfunctions on such systems as angle of attack, autopilot, fixed wing, aerodynamic, flight director, jet engine, radio aids consoles and radio navigation systems.

B. Defensive System-Analog Navigation/Tactics Training Devices Operator Maintainers, (GRP391, N=122). Over 90 percent of this group are personnel from the Defensive System career ladder (341X2) and the Analog Navigation/Tactics Training Devices career ladders. Members of both groups operate and maintain training devices

which involve similar principles of operation. While this group performs many of the same general operator and maintenance tasks as many of the other groups, these personnel tend to be more involved in maintenance of T1, T4 and T10 trainers. Some of the tasks which are relatively exclusive to this group include isolation of malfunctions on doppler systems, timing systems, radio navigation systems, comparators, and composite video signals. In addition, approximately one third of this group adjust multi-channel tape recorders, phasing, radar display units, T-10 terrain data signal generators and target intensity. These tasks were performed by very few of the members of other groups in the career field structure analysis.

C. Digital Training Devices Operator Maintainers, (GRP310, N=376). This relatively large group contains personnel who operate and maintain digital training devices. Sixty percent are from the Digital Flight Simulator career ladder (341X4) while 35 percent are from the Digital Navigation/Tactics Training Devices career ladder (341X6). Although a few of these individuals serve as shift chiefs and perform a number of first level supervisory tasks, the primary purpose of personnel in this group is to accomplish the day-to-day operation and maintenance of digital training devices.

Within this job type there appeared to be no real differences between the jobs performed by AFS 341X4 personnel and AFS 341X6 personnel. In fact, a review of the grouping process indicates that 341X4 and 341X6 personnel within the same organizations perform essentially the same jobs.

D. Digital Training Devices Shift Supervisors, (GRP251, N=25). This small group, like the preceding group is composed primarily of 341X4 and 341X6 personnel. Again, there appears to be no specific grouping by ladder. These personnel, perform somewhat fewer tasks than the preceding group and in addition spend considerably more time on supervisory functions. Characteristically members of this group are 7-skill level and call themselves Shift Chiefs but spend a majority of their time on the technical operation and maintenance tasks.

E. Analog Navigation/Tactics Training Devices Operator Maintainers (GRP232, N=30). Members of this group are primarily Analog Navigation/Tactics Training Devices personnel (341X5) and are engaged in operation and maintenance of analog navigation/tactics training devices for T-10, C-5A or C-141 trainers. A small percentage also operate or maintain navigation/tactics training devices for B-52 simulators. Although forty percent of these personnel supervise and many work as section chiefs or shift supervisors, their primary functions are the operation and maintenance of training devices.

Members of this group perform fewer tasks than those of proceeding groups. Most of these tasks are the normal routine functions common to other groups. However, a few unique tasks were performed by substantial percentages of these personnel. These included the operation of closed circuit T.V. systems and digital readout units

(DROS), the isolation of malfunctions and removal or installation of parts of closed circuit simulators or visual attachments, and the operation of digital computers and control panels.

F. Missile Trainer Operator Maintainers (GRP216, N=73). Seventy-one members (97 percent) of this group are missile trainer personnel (341X7). These individuals perform a large number of tasks including many of those general operation and maintenance tasks common to most personnel in this career field. In addition, they perform those tasks unique to missile trainers including the duties of operating missile procedures trainers and the isolation of malfunctions on missile procedures trainers. A more detailed discussion of this group can be found in the Career Ladder Structure section of the Missile Trainer Career Ladder Occupational Survey Report, AFS 341X7, under the Missile Procedures Trainer Maintainers Group (SPL750).

G. Instrument Trainer Operator Maintainers (GRP261, N=28) The 28 members of this group are all members of the Instrument Trainer career ladder, 341X1. These personnel spend approximately 38 percent of their time performing instrument trainer instructor and operation tasks. In addition, 47 percent of their time is spent maintaining the instrument trainer and associated equipment. Although this group is primarily concerned with the performance of technical tasks, slightly over one third also serve as supervisors of small units or as shift chiefs.

H. Radar Landmass Systems Operator Maintainers (GRP156, N=16). This group is made up of personnel from the 341X4 (38 percent) and 341X6 (62 percent) career ladders. Fifty-six percent of these personnel (including personnel from both ladders) are assigned to SAC, operating and maintaining FB-111 mission simulators. The remainder work in TAC organizations and are operating and maintaining simulators for F-4E and F-111 aircraft. Tasks which are unique to this group include: adjust landmass gantry drive systems; remove or install radar scopes; and isolate malfunctions on attack radar systems, CPUS radar landmass systems, and target generation systems. In addition, personnel from this group also perform a variety of other general operation and maintenance tasks common to other operator maintainers within the Training Devices career field.

I. Training Devices Supervisory Operator Maintainers (GRP161, N=64). This group is composed primarily of 7-skill level personnel who in addition to performing supervisory and administrative tasks also perform operator and maintenance tasks for over 50 percent of their work time. Personnel from all of the Training Devices career ladders were found in this group. However, over 50 percent were from the Analog Flight Simulator career ladder (341X3). A majority of this group were in SAC and MAC, but ADC, TAC and ATC were also represented. Primarily tasks from supervisory duties formed the basis for the grouping of these personnel. These included such tasks as, direct shop housekeeping, assign work priorities, make entries on simulator maintenance forms, counsel personnel on personal or military related

problems, and prepare APRs. Also a number of general preventive maintenance tasks were performed by high percentages of the group indicating a day-to-day involvement in the actual maintenance function. These included; visually inspect test equipment for serviceability; visually inspect electrical systems, wire harness, cables, or connector plugs; and physically check for loose mountings or connections. Several simulators were maintained by personnel in this group, however the most common included the KC-135, maintained by 23 percent of the group; the T-1, maintained by 19 percent and the T-4 maintained by 22 percent. Smaller percentages maintained simulators for the B-52, the C-130 or F-106 aircraft.

J. Limited Maintenance Specialists (GRP122, N=164). Members of this group characteristically are in their first enlistment, are 3- or 5-skill level and have an average of only 27 months in the training device career field. Approximately three-fourths of these personnel are from the Analog Flight Simulator career ladder. The remainder include small numbers of personnel from the other ladder in this career field. These personnel perform a variety of tasks which are common to most simulator operation and maintenance functions, but require only minor specialized knowledges of their specific simulator in order to perform them.

K. Defensive System Trainer Operator Maintainers (GRP135, N=40). All but two of this group are from the Defensive System Trainer (341X2) career ladder. These personnel are primarily 5-skill level airmen who average slightly over five years average experience in the career ladder. Tasks which are common to large percentages of the members of this group are primarily the general preventive maintenance and remove and replace tasks which are common to most operator maintenance personnel within this career field. Some operator tasks however, which were somewhat unique to this group were operate flight director controls, fire control radars, graphic display units, and ground track recorders. Thirty percent or more of this group also isolated malfunctions on a variety of systems which were maintained by few members of other groups. These included signal analyzer ECM systems, simulated automatic and manual jamming systems, chaff dispenser ECM systems and flare ECM systems. In addition, approximately one third adjust fire control systems, and multi-channel tape recorders, tasks performed by very few personnel in other groups.

L. Tactical Digital Training Devices Operator Maintainers (GRP101, N=31). This rather heterogeneous group is made up of 18 Digital Flight Simulator and 13 Digital Navigation/Tactics Training Devices personnel. Most of these personnel operate and maintain simulators for tactical aircraft such as the F-4E, F-111F and F-15A. In addition to performing a variety of general operation and maintenance tasks common to most other operator maintainer groups, there were several operator tasks performed by higher percentages of this group than any other group within the career field. Typical examples of these included operating instructor consoles (87 percent), operating digital computer control panels (87 percent), setting up ground targets

(71 percent), operating digital radar landmass systems (64 percent), serving as ground crew during simulator missions (58 percent), and operating armament systems (45 percent). Also included within this group were four airmen from SAC who were assigned as command development technicians.

M. Training Devices Operator Maintainer Assistants (GRP073, N=32). This is a very heterogeneous grouping of training devices personnel who perform a variety of general operating and maintenance tasks which are common to most of the other groups within the career field. Fifty-six percent of these airmen are from the 341X4 career ladder while twenty-eight percent are 341X6 personnel. The remainder are form the 341X1, 341X3 and 341X5 career ladders.

These personnel have the least time in military service and experience in the career field of any of the career field groups. All work in organizations within the CONUS.

II. Supervision and Management Personnel (GRP021, N=312). In addition to 95 of the 102 Training Devices Superintendents responding to the survey, this group includes a number of 7-skill level personnel performing high level supervisory, management or special technical functions within the career field. From the standpoint of tasks performed, the jobs identified within this cluster are very heterogeneous. Few tasks are common to 70 percent or more of this group. This is understandable considering the different kinds of jobs represented by this group. The majority of these personnel (68 percent) serve as supervisors in such positions as Training Devices Superintendent or Branch Chief, positions where their primary function is the supervision of the operation and maintenance of training devices for air crew training. The remainder are involved in a number of specialized support or management type jobs. Examples of some of these include Training Development Team members, MAJCOM Training Devices Representatives; Quality Control Inspectors, Maintenance and/or Supply Coordinators, and Technical Representatives of the Contracting Office (TRCOs). It was interesting to note that a majority of the Training Development Team technicians were from either the Digital Flight Simulator or the Digital Navigation/Tactics Training Devices career ladders. This may be indicative of the increasing emphasis on digital technology in the design and development of new training devices within the field.

III. Formal Training Personnel (GRP028, N=15). This small cluster of 15 personnel was primarily composed of technical school instructors teaching in the basic courses at Chanute AFB. Characteristically members of this group performed very few tasks, almost all of which were specifically related to the conduct of classroom training such as developing curricula or plans of instruction, writing test questions, evaluating progress of trainees, counseling trainees, demonstrating operation of equipment and administering or scoring tests. Although most individuals also performed a few equipment operation and maintenance tasks, these were often unique to the particular portion of the course taught and not common to other personnel in this

group. Although there were a number of other training instructor personnel included within the occupational survey, this cluster was the only group in which instructor tasks were preponderant and characterized the job. Since instructors normally perform a number of operator and maintenance tasks as a part of, or in addition to their instruction, many of these airmen grouped with personnel who operated and maintained the same type of equipment in the field as that taught in the classroom. This is especially true of those Field Training Detachment (FTD) instructors maintaining operational training devices at Vandenberg AFB and Castle AFB.

IV. Instrument Trainer Instructor Personnel (GRP015, N=82). This group contains only personnel in the Instrument Trainer career ladder and are described in detail in the AFS 341X1 Occupational Survey Report.

Summary

The clustering analysis of this career field revealed four distinctly different kinds of jobs. Two major clusters containing almost 94 percent of the survey respondents included those airmen who operate and maintain training devices as their primary job and the supervisors or managers of training devices functions. The other two small clusters contained those members of the Instrument Trainer career ladder who served as Instrument Trainer Instructors and personnel who planned and or conducted formal training for training devices personnel.

Characteristically, operation and maintenance personnel in this career field perform a rather large number of tasks that are common to all career ladders. These are general preventive maintenance, operating, isolating malfunctions, and removing and replacing components of units. These common tasks tend to group personnel from all of the ladders and was a major factor in the career field structuring process. Other factors which were instrumental in the grouping process included the degree of supervision exercised, the kind of computers (digital or analog) operated and maintained, and the number of tasks performed.

A review of the group job descriptions and background information within the training devices operation and maintenance cluster reveals that several of these groups contained rather large percentages of two or more career ladders. For example, the Senior Analog Training Devices Operator Maintainers was composed at 12 percent of respondents from the 341X1 ladder, 52 percent of 341X3 ladder respondents, and 17 percent of 341X5 ladder respondents. Airmen in the Defensive Systems-Analog Navigation/Tactics Training Devices Operator Maintainer group were from the 341X2 and the 341X5 ladders. While the Digital Training Devices Operator Maintainers group contained 54 percent of 341X4 respondents and 48 percent of 341X6 respondents. The other operator maintainer groups were made up primarily of personnel from one ladder, except in supervisory groups where supervisory tasks were the primary grouping factors and in the limited performance groups where performance was limited to a small number of routine operation and maintenance tasks common to most ladders.

TABLE 3

PERCENT TIME SPENT ON DUTIES BY CLUSTER GROUPS WITHIN THE TRAINING DEVICES CAREER FIELD
(PERCENT MEMBERS PERFORMING)

DUTIES	TRAINING DEVICES OPER & MAINT PERSONNEL	SUPERVISION & MAINT PERSONNEL	FORMAL TRAINING PERSONNEL	INSTRUMENT TRAINER INS PERSONNEL
SUPERVISORY AND MANAGEMENT FUNCTIONS				
A ORGANIZING AND PLANNING	1	17	3	2
B DIRECTING AND IMPLEMENTING	4	26	9	4
C INSPECTING AND EVALUATIING	2	23	6	2
D TRAINING	2	9	56	5
ADMINISTRATIVE FUNCTIONS				
E WORKING WITH FORMS, RECORDS, REPORTS, DIRECTIVES, OR TECHNICAL DATA	4	8	2	1
TECHNICAL FUNCTIONS				
F PERFORMING PREVENTIVE MAINTENANCE	14	3	2	1
G OPERATING TRAINING DEVICES	12	4	6	27
H OPERATING MISSILE PROCEDURES TRAINERS	*	*	0	*
I ISOLATE MALFUNCTIONS ON COMPUTERS AND PERIPHERAL EQUIPMENT	3	1	3	*
J ISOLATE MALFUNCTIONS ON SIMULATOR SYSTEMS AND PERIPHERAL EQUIPMENT	4	*	*	*
K ISOLATE MALFUNCTIONS ON SIMULATOR SYSTEMS WITH ANALOG COMPUTERS	2	*	*	*
L ISOLATE MALFUNCTIONS ON SIMULATOR SYSTEMS WITH DIGITAL COMPUTERS	2	*	*	*
M ISOLATE MALFUNCTIONS ON SIMULATOR AND COMPUTER COMPONENTS	6	2	3	*
N ISOLATE MALFUNCTIONS ON MISSILE PROCEDURE TRAINERS	*	*	*	*
O REMOVING OR REPLACING COMPONENTS OR SYSTEM UNITS	17	*	*	*
P ALIGNING AND ADJUSTING SIMULATOR SYSTEMS OR COMPONENTS	9	*	1	*
Q PERFORMING IN-SHOP MAINTENANCE	6	*	1	*
R PERFORMING INSTRUMENT TRAINER INSTRUCTION FUNCTIONS	2	*	3	53
S MAINTAINING MOBILE AIRCREW TRAINING DEVICES	*	*	0	*
T PERFORMING OPERATIONAL CHECKS	5	1	*	*
U MAINTAINING MISCELLANEOUS EQUIPMENT	2	*	1	*

* INDICATES LESS THAN ONE PERCENT

TABLE 4

PERCENT TIME SPENT ON DUTIES BY JOB TYPE GROUPS WITHIN THE TRAINING DEVICES CAREER FIELD

DUTY	SR ANALOG TRNG DEV OPR MTR	DEF SYS ANALOG NAV/TACT OPR MTR	DIGITAL TRNG DEV OPR MTR	DIGITAL TRNG DEV SHIFT CHIEFS	ANALOG NAV/TACT TRNG DEV OPR MTR	MISSILE TRNR OPR MTR	INST TRNR OPR MTR	RADAR LANDMASS SYS OPR MTR	TRNG DEV SUPV OPR MTR	LMTD MAINT PERSNL	DEF SYS OPR MTR	TACTICAL DIGITAL TRNG DEV OPR MTR	TRNG DE OPR MTR ASST
A	1	2	1	4	1	2	2	*	7	*	1	1	*
B	3	4	2	11	3	5	4	2	14	2	3	3	1
C	2	2	1	6	1	3	2	*	9	1	2	2	*
D	2	2	2	7	2	3	3	2	7	1	1	2	1
E	3	4	3	5	4	5	4	3	7	4	4	4	6
F	14	13	12	10	16	14	13	12	10	22	17	13	20
G	9	9	17	9	10	8	14	14	5	9	12	35	22
H	*	1	*	*	*	6	*	*	*	1	*	1	1
I	2	3	4	2	2	5	1	5	2	1	2	2	2
J	5	3	5	5	2	2	3	5	3	4	3	4	3
K	5	2	1	*	2	*	1	2	3	4	2	*	1
L	*	2	5	4	1	*	1	7	1	1	2	3	3
M	5	8	8	8	7	6	3	9	4	4	6	5	7
N	*	*	*	*	*	5	*	*	*	*	0	*	*
O	19	20	16	12	22	15	9	17	10	21	19	10	15
P	11	11	9	5	12	9	6	8	7	8	9	4	6
Q	7	7	6	4	7	6	4	6	4	6	6	2	5
R	1	*	1	1	*	*	24	*	1	1	*	2	1
S	2	*	*	*	*	0	0	*	1	2	*	*	
T	5	5	5	4	6	4	4	5	4	6	7	4	3
U	2	2	2	1	2	2	2	1	1	2	3	3	3

(SEE TABLE 3 FOR DUTY TITLES)

TABLE 5

BACKGROUND INFORMATION BY CLUSTER GROUPS WITHIN THE TRAINING DEVICES CAREER FIELD

	TRAINING DEVICES OPER & MAINT PERSONNEL GRP017	SUPERVISION & MAINT PERSONNEL GRP021	FORMAL TRAINING PERSONNEL GRP028	INSTRUMENT TRAINER INST PERSONNEL GRP015
AVERAGE NUMBER OF TASKS PERFORMED	222	93	33	67
JOB DIFFICULTY INDEX	13.7	11.4	9.5	10.6
AVERAGE PAYGRADE	4.3	6.7	5.3	4.3
PERCENT OF MEMBERS WHO SUPERVISE	32	68	13	22
AVERAGE MONTHS IN TRAINING DEVICES CAREER FIELD	53	153	91	66
AVERAGE MONTHS TOTAL ACTIVE MILITARY SERVICE	80	212	133	79
PERCENT MEMBERS IN FIRST ENLISTMENT	44%	1%	0%	46%
PERCENT OF CAREER LADDER SAMPLE IN EACH GROUP				
341X1	46%	10%		44%
341X2	85%	14%	0%	0%
341X3	93%	7%	*	0%
341X4	81%	16%	1%	0%
341X5	91%	9%	0%	0%
341X6	79%	18%	3%	0%
341X7	86%	13%	0%	0%
34197	4%	95%	0%	0%

* INDICATES LESS THAN 1%

TABLE 6

BACKGROUND INFORMATION BY JOB TYPE GROUPS WITHIN THE TRAINING DEVICES CAREER FIELD

	SR ANALOG TRNG DEV OPR MTR	DEF SYS ANALOG NAV/TACT OPR MTR	DIGITAL TRNG DEV OPR MTR	DIGITAL TRNG DEV SHIFT CHIEFS	ANALOG NAV/TACT TRNG DEV OPR MTR	MISSILE TRNR OPR MTR	INST TRNR OPR MTR	RADAR LANDMASS SYS OPR MTR	TRNG DEV SUPV OPR MTR	LMTD MAINT PERSNL	DEF SYS OPR MTR	TACTICAL DIGITAL TRNG DEV OPR MTR	TRNG DEV OPR MTR ASST
AVERAGE NO. OF TASKS PERFORMED	262	248	301	215	154	230	199	153	212	124	124	142	93
JOB DIFFICULTY INDEX	14.9	15.1	16.8	15.5	11.6	14.2	13.8	13.0	14.4	8.5	9.7	10.8	7.4
AVERAGE PAYGRADE	4.3	4.3	4.4	5.9	4.6	3.9	4.6	4.4	5.7	3.6	4.0	4.2	3.6
PERCENT MEMBERS WHO SUPERVISE	37	34	29	80	40	33	39	31	84	11	22	16	9
AVG MOS IN TNG DEVICES CR FLD	57	51	54	118	46	37	57	43	117	27	39	30	19
AVG MOS TAFMS	78	84	77	184	104	61	83	87	163	43	65	64	42
PERC MBRS IN 1ST ENLISTMENT	42%	46%	41%	0%	30%	63%	36%	50%	5%	87%	73%	77%	94%
PERC OF CAREER LADDER SAMPLE IN EACH GROUP													
341X1	12%	1%	0%	1%	0%	*	15%	0%	3%	7%	0%	0%	1%
341X2	0%	41%	0%	0%	0%	0%	0%	0%	11%	2%	28%	0%	0%
341X3	52%	1%	1%	0%	0%	0%	0%	0%	7%	25%	*	0%	*
341X4	1%	*	54%	3%	0%	0%	0%	1%	*	2%	0%	4%	4%
341X5	17%	35%	2%	1%	18%	0%	0%	0%	2%	6%	1%	0%	1%
341X6	1%	1%	48%	2%	1%	0%	0%	4%	*	3%	0%	5%	3%
341X7	0%	1%	0%	0%	0%	74%	0%	0%	1%	0%	0%	0%	0%
34197	0%	2%	0%	0%	0%	0%	0%	0%	1%	0%	0%	0%	0%

* INDICATES LESS THAN 1 PERCENT

ANALYSIS OF DAFSC GROUPS

An analysis by DAFSC of the Training Devices career field was conducted in order that comparisons could be made of each career ladder sample against the total career field sample to determine similarities and differences by skill level. The DAFSC 34197 is included in this analysis because personnel holding the 9-skill level can be placed in positions of supervisory responsibility in any of the seven career ladders within the career field.

With the exception of the time spent by DAFSC 341X1 personnel in the area of performing instrument trainer instruction functions, career field DAFSC groups are quite similar to the DAFSC groups of each career ladder. Table 7 illustrates the relative percent of time spent by the skill level groups on the various duties listed in the job inventory. There is clearly a differentiation between the 3- and 5-skill level technical specialists and the 7- and 9-skill level supervisors. However, there is also a relatively high degree of homogeneity in the total sample, indicating that supervisors also perform technical functions. As Table 8 depicts, there are 23 technical tasks performed by 60 percent or more of the total career field sample.

Skill Level Groups

As illustrated in the DAFSC analysis of each career ladder in the Training Devices career field, 3- and 5-skill level personnel are primarily technicians performing a majority of their time in three duty areas; performing preventive maintenance, operating training devices, and removing or replacing components or system units. Three-skill level personnel spend 52 percent of their time performing these duties while 5-skill level personnel spend 49 percent of their time on the same functions. There were 58 tasks performed by 50 percent or more of the 123 3-skill level respondents. Tasks performed by 67 percent or more of those airmen are listed in Table 9. The 5-skill level group is even more homogeneous. Ninety-three tasks are performed by 50 percent or more of the 1036 DAFSC 3415X respondents. Tasks performed by 70 percent or more of these airmen are listed in Table 10. As a review of the two tables shows many of the high performance tasks are performed by both 3- and 5-skill level airmen. There is more homogeneity of task performance displayed by the 5-skill level airmen but this is probably due to the larger average number of tasks performed and the experience level of the group rather than a distinct change in the type of jobs performed.

As a group, DAFSC 3417X personnel are less homogeneous than the 3- and 5-skill level groups. As shown in Table 11, tasks performed by large percentages of 7-skill level personnel tend to be supervisory and management in nature. However, only 40 percent of their time is spent performing technical duties. Since the tasks are more diverse, this creates a lower average of members performing for each task in the technical function areas. There is little doubt, though,

that 7-skill level airmen within this career field are performing more as technicians than as managers.

On the other hand, DAFSC 34197 personnel are clearly managers. Spending 86 percent of their time performing supervisory and management functions, these personnel comprise a homogeneous group of superintendents assigned to senior enlisted management positions across all the career ladders in the Training Devices career field. Typical tasks performed by DAFSC 34197 airmen are shown in Table 12. Eighty-eight percent of the members in this group indicated they were direct supervisors of personnel. Table 13 displays the various DAFSCs 9-skill level personnel supervise. It is important to note that the members of this group do have supervisory responsibility across the entire spectrum of DAFSCs in the Training Devices career field. Survey data also showed that there were members in this group that had progressed to the 9-skill level from each of the career ladders in the career field.

TABLE 7

PERCENT TIME SPENT ON DUTIES BY DAFSC GROUPS

	DUTIES	DAFSC 3413X (N=123)	DAFSC 3415X (N=1036)	DAFSC 3417X (N=593)	DAFSC 34197 (N=102)
SUPERVISORY AND MANAGEMENT					
A	ORGANIZING AND PLANNING	*	1	8	21
B	DIRECTING AND IMPLEMENTING	2	3	14	31
C	INSPECTING AND EVALUATING	1	1	11	26
D	TRAINING	1	2	7	8
ADMINISTRATIVE FUNCTIONS					
E	WORKING WITH FORMS, RECORDS, REPORTS DIRECTIVES, OR TECHNICAL DATA	4	3	6	5
TECHNICAL FUNCTIONS					
F	PERFORMING PREVENTIVE MAINTENANCE	18	14	8	2
G	OPERATING TRAINING DEVICES	16	14	8	1
H	OPERATING MISSILE PROCEDURES TRAINERS	1	1	*	*
I	ISOLATE MALFUNCTIONS ON COMPUTERS AND PERIPHERAL EQUIPMENT	3	3	3	1
J	ISOLATE MALFUNCTIONS ON SIMULATOR SYSTEMS AND PERIPHERAL EQUIPMENT	4	4	2	*
K	ISOLATE MALFUNCTIONS ON SIMULATOR SYSTEMS WITH ANALOG COMPUTERS	2	2	1	*
L	ISOLATE MALFUNCTIONS ON SIMULATOR SYSTEMS WITH DIGITAL COMPUTERS	2	2	2	*
M	ISOLATE MALFUNCTIONS ON SIMULATOR AND COMPUTER COMPONENTS	5	6	5	1
N	ISOLATE MALFUNCTIONS ON MISSILE PROCEDURE TRAINERS	*	*	*	-
O	REMOVING OR REPLACING COMPONENTS OR SYSTEM UNITS	18	16	9	1
P	ALIGNING AND ADJUSTING SIMULATOR SYSTEMS OR COMPONENTS	7	9	6	1
Q	PERFORMING IN-SHOP MAINTENANCE	6	6	4	1
R	PERFORMING INSTRUMENT TRAINER INSTRUCTION FUNCTIONS	2	5	2	*
S	MAINTAINING MOBILE AIRCREW TRAINING DEVICES	1	1	*	*
T	PERFORMING OPERATIONAL CHECKS	5	5	3	1
U	MAINTAINING MISCELLANEOUS EQUIPMENT	2	2	1	*

* INDICATES LESS THAN ONE PERCENT

TABLE 8

TASKS PERFORMED BY 60 PERCENT OR MORE OF DAFSC 341XX PERSONNEL (N=1,886)

	TASKS	PERCENT MEMBERS PERFORMING
E11	MAKE ENTRIES ON SIMULATOR MAINTENANCE FORMS SUCH AS AFTO FORMS 349, 350, 359, 781, or 781A	77
G6	DOCUMENT DISCREPANCIES OF SIMULATOR PERFORMANCES	72
F46	TEST ELECTRONIC COMPONENTS SUCH AS DIODES, TRANSISTORS, CAPACITORS, OR RESISTORS	72
F50	VISUALLY INSPECT ELECTRICAL SYSTEMS	71
F60	VISUALLY INSPECT WIRE HARNESS, CABLES, OR CONNECTOR PLUGS	70
F54	VISUALLY INSPECT POWER SUPPLY SYSTEMS	69
F37	VISUALLY CHECK FOR LOOSE MOUNTINGS OR CONNECTIONS	68
F45	STRIP ELECTRICAL WIRES	68
F58	VISUALLY INSPECT VOLTAGE LEVELS, FREQUENCY VARIATIONS, OR CURRENT	67
F57	VISUALLY INSPECT TEST EQUIPMENT FOR SERVICEABILITY	65
O56	REMOVE OR INSTALL INDICATORS	65
F17	CLEAN SOLDERING IRONS	65
G6	DOCUMENT DISCREPANCIES OF SIMULATOR PERFORMANCES	64
F20	CONDUCT PERIODIC MAINTENANCE INSPECTIONS	64
O55	REMOVE OR INSTALL INDICATOR LIGHTS OR PANEL LIGHTS	64
F51	VISUALLY INSPECT ELECTRO-MECHANICAL DEVICES	62
P2	ADJUST AC OR DC SUPPLIES	62
O104	REMOVE OR INSTALL SOLDERED COMPONENTS SUCH AS TRANSISTORS RESISTORS OR CAPACITORS	61
O1	DISASSEMBLE SUBASSEMBLIES FOR REMOVAL OR REPLACEMENT OF COMPONENTS	61
F47	TEST ELECTRO-MECHANICAL COMPONENTS SUCH AS SYNCHROS RESOLVERS, POTENTIOMETERS, OR TRANSFORMERS	61
O44	REMOVE OR INSTALL FUSES OR CIRCUIT BREAKERS	61
F9	CLEAN HAND TOOLS OR SHOP EQUIPMENT	60
O57	REMOVE OR INSTALL INSTRUMENT KNOBS	60

TABLE 9

REPRESENTATIVE TASKS PERFORMED BY DAFSC 3413X PERSONNEL
(N=123)

TASKS		PERCENT MEMBERS PERFORMING
F19	CLEAN UP SHOPS	89
F46	TEST ELECTRONIC COMPONENTS SUCH AS DIODES, TRANSISTORS, CAPACITORS, OR RESISTORS	87
055	REMOVE OR INSTALL INDICATOR LIGHTS OR PANEL LIGHTS	82
F17	CLEAN SOLDERING IRONS	80
F45	STRIP ELECTRICAL WIRES	80
F9	CLEAN HAND TOOLS OR SHOP EQUIPMENT	77
F37	PHYSICALLY CHECK FOR LOOSE MOUNTINGS OR CONNECTIONS	74
E11	MAKE ENTRIES ON SIMULATOR MAINTENANCE FORMS SUCH AS AFTO FORMS 349, 350, 359, 781 781A	73
F58	VISUALLY INSPECT VOLTAGE LEVELS, FREQUENCY VARIATIONS, OR CURRENT	73
F50	VISUALLY INSPECT ELECTRICAL SYSTEMS	73
0104	REMOVE OR INSTALL SOLDERED COMPONENTS SUCH AS TRANSISTORS, RESISTORS, OR CAPACITORS	71
056	REMOVE OR INSTALL INDICATORS	71
F60	VISUALLY INSPECT WIRE HARNESSES, CABLES, OR CONNECTOR PLUGS	69
F20	CONDUCT PERIODIC MAINTENANCE INSPECTIONS	68
044	REMOVE OR INSTALL FUSES OR CIRCUIT BREAKERS	68
T11	PERFORM PREFLIGHT OPERATIONAL CHECKS	67
F54	VISUALLY INSPECT POWER SUPPLY SYSTEMS	67

TABLE 10

TASKS PERFORMED BY 70 PERCENT OR MORE OF DAFSC 3415X PERSONNEL (N=1,036)

TASKS		PERCENT MEMBERS PERFORMING
F19	CLEAN UP SHOPS	88
F46	TEST ELECTRONIC COMPONENTS SUCH AS DIODES, TRANSISTORS, CAPACITORS, OR RESISTORS	85
F45	STRIP ELECTRICAL WIRES	83
F50	VISUALLY INSPECT ELECTRICAL SYSTEMS	82
F37	PHYSICALLY CHECK FOR LOOSE MOUNTINGS OR CONNECTIONS	81
E11	MAKE ENTRIES ON OR ATTACH EQUIPMENT STATUS TAGS OR LABELS SUCH AS DD FORMS 1574 1575, 1577 or 1577-2	80
F60	VISUALLY INSPECT WIRE HARNESSES, CABLES, OR CONNECTOR PLUGS	80
056	REMOVE OR INSTALL INDICATORS	79
F54	VISUALLY INSPECT POWER SUPPLY SYSTEMS	79
F17	CLEAN SOLDERING IRONS	79
055	REMOVE OR INSTALL INDICATOR LIGHTS OR PANEL LIGHTS	78
F58	VISUALLY INSPECT VOLTAGE LEVELS, FREQUENCY VARIATIONS, OR CURRENT	78
F47	TEST ELECTRO-MECHANICAL COMPONENTS SUCH AS SYNCHROS, RESOLVERS, POTENTIOMETERS, OR TRANSFORMERS	75
F20	CONDUCT PERIODIC MAINTENANCE INSPECTIONS	74
P2	ADJUST AC OR DC SUPPLIES	74
01	DISASSEMBLE SUBASSEMBLIES FOR REMOVAL OR REPLACEMENT OF COMPONENTS	73
F9	CLEAN HAND TOOLS OR SHOP EQUIPMENT	73
057	REMOVE OR INSTALL INSTRUMENT KNOBS	73
G6	DOCUMENT DISCREPANCIES OF SIMULATOR PERFORMANCES	72
0104	REMOVE OR INSTALL SOLDERED COMPONENTS SUCH AS TRANSISTORS, RESISTORS OR CAPACITORS	72
044	REMOVE OR INSTALL FUSES OR CIRCUIT BREAKERS	72
F51	VISUALLY INSPECT ELECTRO-MECHANICAL DEVICES	71
F57	VISUALLY INSPECT TEST EQUIPMENT FOR SERVICEABILITY	71
F27	LACE WIRING ASSEMBLIES	70

TABLE 11

TASKS PERFORMED BY 65 PERCENT OR MORE OF DAFSC 3417X PERSONNEL
(N=593)

TASKS		PERCENT MEMBERS PERFORMING
E11	MAKE ENTRIES ON SIMULATOR MAINTENANCE FORMS SUCH AS AFTO FORMS 349, 350, 359, 781 OR 781A	77
C37	PREPARE APRS	73
B8	COUNSEL PERSONNEL ON PERSONAL OR MILITARY RELATED PROBLEM	70
E18	RESEARCH OR REQUISITION SUPPLY STOCK NUMBERS OR PARTS	70
D10	DEMONSTRATE HOW TO LOCATE TECHNICAL INFORMATION	70
A3	ASSIGN WORK PRIORITIES	69
D11	DEMONSTRATE OPERATION OF EQUIPMENT	69
B16	DIRECT SHOP HOUSEKEEPING	68
D17	MAINTAIN OJT RECORDS	68
A15	MONITOR OR CERTIFY PREPARATION OF RECORDS OR REPORTS	65
D15	EVALUATE PROGRESS OF TRAINEES	65
E3	IDENTIFY SIMULATOR PARTS	65
D9	COUNSEL TRAINEES ON TRAINING PROGRESS	65

TABLE 12

TASKS PERFORMED BY 80 PERCENT OR MORE OF DAFSC 34197 PERSONNEL
(N=102)

TASKS		PERCENT MEMBERS PERFORMING
B22	DRAFT CORRESPONDENCE	98
A4	ATTEND STAFF, COUNCIL, BOARD, OR PLANNING MEETINGS	98
B30	INITIATE RECOGNITION FOR COMMENDABLE PERFORMANCE	93
A1	ASSIGN PERSONNEL TO DUTY POSITIONS	92
B8	COUNSEL PERSONNEL ON PERSONAL OR MILITARY RELATED PROBLEMS	91
A15	MONITOR OR CERTIFY PREPARATION OF RECORDS OR REPORTS	90
C37	PREPARE APRS	90
A27	SCHEDULE LEAVES OR PASSES	89
B2	CLARIFY POLICIES, DIRECTIVES, OR PROCEDURES FOR SUBORDINATES	88
C3	ENDORSE AIRMAN PERFORMANCE REPORTS (APRS)	86
A2	ASSIGN SPONSORS TO NEWLY ASSIGNED PERSONNEL	86
B28	INDOCTRINATE NEWLY ASSIGNED PERSONNEL	84
B21	DISTRIBUTE CORRESPONDENCE, TECHNICAL INFORMATION, OR DIRECTIVES	83
A13	ESTABLISH PROCEDURAL GUIDELINES SUCH AS OPERATING INSTRUCTIONS (OIs) OR SPECIAL OPERATING INSTRUCTIONS (SOIS)	82
C9	EVALUATE EQUIPMENT PERFORMANCE	82
A7	COORDINATE WITH SUPPLY ACTIVITIES	81
A6	COORDINATE SIMULATOR SCHEDULES WITH TRAINING SQUADRONS, MAINTENANCE, OR OPERATIONS	80
A3	ASSIGN WORK PRIORITIES	80
C25	EVALUATE REPORTS	80
C40	REVIEW MANNING DOCUMENTS	80

TABLE 13

PERCENT OF DAFSC 34197 PERSONNEL SUPERVISING VARIOUS DAFSC PERSONNEL WITHIN THE TRAINING DEVICES CAREER FIELD

TASK		PERCENT PERFORMING
B45	SUPERVISE CIVILIAN PERSONNEL	44
B46	SUPERVISE MILITARY PERSONNEL IN AFSCs OTHER THAN 341XX	30
B47	SUPERVISE ANALOG FLIGHT SIMULATOR SPECIALISTS (AFSC 34153)	21
B48	SUPERVISE ANALOG NAVIGATION/TACTICS SIMULATOR SPECIALISTS (AFSC 34155)	17
B49	SUPERVISE APPRENTICE ANALOG FLIGHT SIMULATOR SPECIALISTS (AFSC 34133)	10
B50	SUPERVISE APPRENTICE ANALOG NAVIGATION/TACTICS SIMULATOR SPECIALISTS (AFSC 34135)	11
B51	SUPERVISE APPRENTICE DEFENSIVE SYSTEMS TRAINER SPECIALISTS (AFSC 34132)	4
B52	SUPERVISE APPRENTICE DIGITAL FLIGHT SIMULATOR SPECIALISTS (AFSC 34134)	12
B53	SUPERVISE APPRENTICE DIGITAL NAVIGATION/TACTICS SIMULATOR SPECIALISTS (AFSC 34136)	12
B54	SUPERVISE APPRENTICE INSTRUMENT TRAINER SPECIALISTS (AFSC 34131)	8
B55	SUPERVISE APPRENTICE MISSILE PROCEDURES TRAINER SPECIALISTS (AFSC 34137)	2
B56	SUPERVISE INSTRUMENT TRAINER SPECIALISTS (AFSC 34151)	15
B57	SUPERVISE DEFENSIVE SYSTEMS TRAINER SPECIALISTS (AFSC 34152)	9
B58	SUPERVISE ANALOG FLIGHT SIMULATOR SPECIALISTS (AFSC 34153)	17
B59	SUPERVISE DIGITAL FLIGHT SIMULATOR SPECIALISTS (AFSC 34154)	22
B60	SUPERVISE ANALOG NAVIGATION/TACTICS SIMULATOR SPECIALISTS (AFSC 34155)	15
B61	SUPERVISE DIGITAL NAVIGATION/TACTICS SIMULATOR SPECIALISTS (AFSC 34156)	15
B62	SUPERVISE MISSILE PROCEDURES TRAINER SPECIALISTS (AFSC 34157)	3
B63	SUPERVISE INSTRUMENT TRAINER TECHNICIANS (AFSC 34171)	17
B64	SUPERVISE DEFENSIVE SYSTEMS TRAINER TECHNICIANS (AFSC 34172)	19
B65	SUPERVISE ANALOG FLIGHT SIMULATOR TECHNICIANS (AFSC 34173)	35
B66	SUPERVISE DIGITAL FLIGHT SIMULATOR TECHNICIANS (AFSC 34174)	43
B67	SUPERVISE ANALOG NAVIGATION/TACTICS SIMULATOR TECHNICIANS (AFSC 34175)	29
B68	SUPERVISE DIGITAL NAVIGATION/TACTICS SIMULATOR TECHNICIANS (AFSC 34176)	35
B69	SUPERVISE MISSILE PROCEDURES TRAINER TECHNICIANS (AFSC 34177)	5
B70	SUPERVISE TRAINING DEVICES SUPERINTENDENTS (AFSC 34197)	18

ANALYSIS OF AFMS GROUPS

An analysis was also conducted comparing job differences among individuals grouped by time in service. Very similar conclusions to those for DAFSC groups were noted.

Table 14 displays the relative percent of time spent on duties by AFS 341XX personnel grouped by enlistment period. The same trend is exhibited here as was found in the separate analyses of the career ladders. Throughout all enlistment periods, airmen tend to move into positions of greater supervisory and management responsibility as they gain time in service. The longer individuals have in service, the less time they spend performing technical tasks and duties. However, it is not until the 20 year service point before personnel spend more time in supervisory and management functions than they do performing technical functions. Even at this point though, the rise in the time spent performing supervisory and management functions can be attributed to the inclusion in this table of DAFSC 34197 personnel. Fifty-one percent of the personnel in the 241 + months TAFMS group are Training Devices Superintendents. So for the most part, regardless of experience level, most AFS 341XX airmen will function as "hands-on" equipment technicians throughout their Air Force career.

A look at tasks performed by first enlistment airmen (148 months TAFMS) continues to show a high degree of homogeneity of the first job across the Training Devices career field. Of the 1144 inventory tasks, 85 are performed by 50 percent or more of this group. The average number of tasks for this group is 187. First enlistment airmen show a particularly high degree of task commonality in the duties of performing preventive maintenance, and removing or replacing components or system units as shown in Table 15.

TABLE 14

PERCENT TIME SPENT ON DUTIES BY 341XX AFMS GROUPS

DUTY	MONTHS TOTAL ACTIVE FEDERAL MILITARY SERVICE					
	1-48 (N=686)	49-96 (N=381)	97-144 (N=276)	145-192 (N=209)	193-240 (N=187)	241+ (N=144)
SUPERVISORY AND MANAGEMENT FUNCTIONS						
A ORGANIZING AND PLANNING	*	1	4	8	10	17
B DIRECTING AND IMPLEMENTING	1	4	8	13	17	27
C INSPECTING AND EVALUATING	1	4	6	12	14	21
D TRAINING	1	3	5	7	7	9
ADMINISTRATIVE FUNCTIONS						
E WORKING WITH FORMS, RECORDS, REPORTS, DIRECTIVES, OR TECHNICAL DATA	3	4	5	6	7	6
TECHNICAL FUNCTIONS						
F PERFORMING PREVENTIVE MAINTENANCE	16	13	11	8	7	3
G OPERATING TRAINING DEVICES	15	13	12	8	6	3
H OPERATING MISSILE PROCEDURES TRAINERS	1	*	*	*	*	*
I ISOLATE MALFUNCTIONS ON COMPUTERS AND PERIPHERAL EQUIPMENT	3	3	3	2	2	1
J ISOLATE MALFUNCTIONS ON SIMULATOR SYSTEMS AND PERIPHERAL EQUIPMENT	4	4	3	2	2	1
K ISOLATE MALFUNCTIONS ON SIMULATOR SYSTEMS WITH ANALOG COMPUTERS	2	2	2	2	1	1
L ISOLATE MALFUNCTIONS ON SIMULATOR SYSTEMS WITH DIGITAL COMPUTERS	2	2	2	2	2	1
M ISOLATE MALFUNCTIONS ON SIMULATOR AND COMPUTER COMPONENTS	6	6	6	4	4	2
N ISOLATE MALFUNCTIONS ON MISSILE PROCEDURE	*	*	*	*	*	*
O REMOVING OR REPLACING COMPONENTS OR SYSTEM UNITS	17	16	12	9	7	3
P ALIGNING AND ADJUSTING SIMULATOR SYSTEMS OR COMPONENTS	9	8	7	6	5	2
Q PERFORMING IN-SHOP MAINTENANCE	6	6	5	4	3	1
R PERFORMING INSTRUMENT TRAINER INSTRUCTION FUNCTIONS	5	5	3	3	1	1
S MAINTAINING MOBILE AIRCREW TRAINING DEVICES	1	1	*	*	1	*
T PERFORMING OPERATIONAL CHECKS	5	5	4	3	3	1
U MAINTAINING MISCELLANEOUS EQUIPMENT	2	2	2	1	1	*

* INDICATES LESS THAN ONE PERCENT

TABLE 15

REPRESENTATIVE TASKS PERFORMED BY 341XX PERSONNEL WITH 1-48 MONTHS TAFMS
(N=686)

TASKS		PERCENT MEMBERS PERFORMING
F19	CLEAN UP SHOPS	91
F46	TEST ELECTRONIC COMPONENTS SUCH AS DIODES, TRANSISTORS, CAPACITORS, OR RESISTORS	88
F45	STRIP ELECTRICAL WIRES	85
F17	CLEAN SOLDERING IRONS	82
F50	VISUALLY INSPECT ELECTRICAL SYSTEMS	82
F37	PHYSICALLY CHECK FOR LOOSE MOUNTINGS OR CONNECTIONS	81
055	REMOVE OR INSTALL INDICATOR LIGHTS OR PANEL LIGHTS	81
056	REMOVE OR INSTALL INDICATORS	79
F60	VISUALLY INSPECT WIRE HARNESSES, CABLES, OR CONNECTOR PLUGS	79
F58	VISUALLY INSPECT VOLTAGE LEVELS, FREQUENCY VARIATIONS, OR CURRENT	78
E11	MAKE ENTRIES ON SIMULATOR MAINTENANCE FORMS SUCH AS AFTO FORMS 349, 350, 359, 781 OR 781A	77
F54	VISUALLY INSPECT POWER SUPPLY SYSTEMS	77
F20	CONDUCT PERIODIC MAINTENANCE INSPECTIONS	76
F9	CLEAN HAND TOOLS OR SHOP EQUIPMENT	76
F47	TEST ELECTRO-MECHANICAL COMPONENTS SUCH AS SYNCHROS, RESOLVERS, POTENTIOMETERS, OR TRANSFORMERS	74
044	REMOVE OR INSTALL FUSES OR CIRCUIT BREAKERS	73
057	REMOVE OR INSTALL INSTRUMENT KNOBS	72
0104	REMOVE OR INSTALL SOLDERED COMPONENTS SUCH AS TRANSISTORS, RESISTORS OR CAPACITORS	72
G6	DOCUMENT DISCREPANCIES OF SIMULATOR PERFORMANCES	71
01	DISASSEMBLE SUBASSEMBLIES FOR REMOVAL OR REPLACEMENT OF COMPONENTS	71
F51	VISUALLY INSPECT ELECTRO-MECHANICAL DEVICES	70
P2	ADJUST AC OR DC SUPPLIES	70
F6	CLEAN AIR FILTERS	70

SIMILARITIES AND DIFFERENCES IN TASKS PERFORMED AMONG CAREER LADDERS IN THE TRAINING DEVICES CAREER FIELD

Since all the career ladders surveyed perform jobs related to the maintenance of training devices, it can be assumed that there are certain tasks that would be common for all these specialties. At the same time, it can be assumed that since each career ladder maintains different types of training devices, the tasks performed by each specialty would be different. This section will show the similarities and differences in task performance among the various Training Devices career ladders. As the data presented will illustrate, both assumptions mentioned above are correct. Career ladders are very similar in the areas of performing preventive maintenance and removing or replacing system components, but are very different in the maintenance of specific equipment.

This section will examine the similarities and differences in task performance by first grouping the Flight Simulator and Navigation/Tactics Training Devices career ladders (AFSCs 341X3, 341X4, 341X5, and 341X6), comparing and contrasting them, and then comparing and contrasting the task performance of each of the other Training Devices career ladders to the data of that combined group. The 1-48 month TAFMS groups in each career ladder were chosen for the comparison because they represent the largest groups of individuals in each of the specialties.

Flight Simulator and Navigation/Tactics Training Devices Career Ladders

The Analog and Digital Flight Simulator career ladders (AFSCs 341X3 and 341X4), and the Analog and Digital Navigation/Tactics Training Devices career ladders (AFSCs 341X5 and 341X6), when combined form a very homogeneous group. As shown in Table 16, there are 59 tasks performed by 50 percent or more of the airmen in the 1-48 month TAFMS groups of each of these career ladders. When looking at a figure of 30 percent or more of each group performing, the number of common tasks rises to 142. In order to better demonstrate this commonality in tasks performed Table 17 lists the average number of tasks performed by first enlistment personnel in each career ladder. Clearly, the majority of tasks usually performed by the members of these groups are common across the four career ladders.

When comparing the similarities between the two AFSCs associated with analog training devices (AFSCs 341X3, 341X5) or those associated with digital training devices (AFSCs 341X4, 341X6), the results are even more dramatic. There are 177 tasks performed by 30 percent or more of first enlistment personnel in both AFSCs 341X3 and 341X5, and 254 tasks performed by 30 percent or more of both AFS 341X4 and 341X6 first enlistment groups.

There are however, tasks unique to each of these career ladders. There are 20 tasks of which only 30 percent or more of AFS 341X3 first enlistment personnel were found to be performing. These tasks listed in Table 18 are primarily related to the isolation of malfunctions on simulator systems with analog computers, and alignment and adjustment procedures. The 22 tasks shown in Table 19 exclusive to AFS 341X5 first enlistment airmen also fall in the same areas. There are only five tasks exclusive to the AFS 341X4 first enlistment group (See Table 20), but there are 31 tasks listed in Table 21 unique to the AFS 341X6 first enlistment personnel. The tasks of sole responsibility for this group lie primarily in the areas of operating training devices and malfunction isolation on simulator systems with digital computers.

Defensive System Career Ladder

The AFS 341X2, Defensive System, first enlistment group was found to possess a high degree of task commonality with the other groups maintaining flight related training devices. Of the 59 tasks listed in Table 16, 55 were also performed by 50 percent or more of this group. In addition, there were 122 tasks performed by 30 percent or more of first enlistment personnel in each of these five AFSCs. Although 122 common tasks are fewer for AFS 341X2 personnel than the other career ladders discussed, this group averages fewer tasks performed (167).

Defensive system personnel perform far more tasks in common with digital trainer maintenance personnel than with analog trainer maintenance personnel. AFS 341X2 first enlistment airmen perform 154 tasks common to 30 percent or more of each AFS 341X4 and 341X6 first enlistment groups but only 132 tasks common to 30 percent or more of each AFS 341X3 and 341X5 first enlistment groups.

This career ladder has more in common with the navigation/tactics training devices career ladders than with the flight simulator career ladders. There were 153 tasks performed by 30 percent or more of this career ladder and both AFSCs 341X5 and 341X6. There were 181 tasks performed by 30 percent or more of both AFSCs 341X3 and 341X64. Logically then, greater commonality was found to be with the Digital Navigation/Tactics Training Devices career ladder. There were however, some differences in tasks performed. Seventeen tasks were identified as being performed exclusively by Defensive System personnel and are listed in Table 22. As expected, they pertain to the operation and maintenance of specific defensive system training devices.

Missile Trainer Career Ladder

Although AFS 341X7 Missile Trainer personnel do not maintain equipment that simulates flight crew functions they do possess a great deal of task commonality with the Training Devices career ladders previously discussed. Of the 59 tasks listed in Table 16, 54 were also

performed by 50 percent or more of this group. There were 112 tasks performed by 30 percent or more of both AFS 341X7 first enlistment personnel and the first enlistment personnel in AFSCs 341X3, 341X4, 341X5, and 341X6. However, Missile Trainer personnel were found to exhibit the most task commonality with other personnel maintaining training devices with digital computers. There were 151 tasks performed by 30 percent or more of first enlistment airmen in the AFSCs 341X7, 341X4, and 341X6, and 170 tasks performed by 30 percent or more of both AFSC 341X7 and 341X6 groups.

There were also many very distinct differences in the tasks performed by Missile Trainer personnel as illustrated in Table 23. Again, as would be expected, the 56 tasks listed pertain primarily to the operation and maintenance of specific and unique missile trainer systems.

Instrument Trainer Career Ladder

When compared as a total group, there is very little commonality between Instrument Trainer personnel and the other Training Devices career ladders. Of the 59 tasks listed in Table 16, only four are performed by 50 percent or more of first enlistment personnel in this specialty. The number of tasks performed by 30 percent or more of the personnel in AFSC 341X1 and each of the flight simulator and navigation/tactics training devices career ladders is only 41. Although, as reported in the Occupational Survey Report for this career ladder, some AFS 341X1 personnel were found to be performing in a trainer maintenance capacity similar to Analog Flight Simulator (AFS 341X3) personnel, the majority of AFS 341X1 airmen however, function as instructor operators and are not actively involved in the maintenance of simulator equipment. Therefore, the common maintenance tasks linking the other Training Devices career ladders are not performed by large numbers of personnel in this specialty.

Instrument Trainer personnel are unique however, in their performance of instructor duties as illustrated by Table 24. The 43 tasks listed all pertain to performing instrument trainer instructor functions.

Summary

There is a great deal of task commonality and similarity among career ladders in the Training Devices career field. There is task commonality among personnel maintaining aircrew training devices, among personnel maintaining flight simulators, among personnel maintaining analog training devices, and among personnel maintaining digital training devices regardless of there AFSC. There is much similarity among maintainers in all career ladders in the areas of operating training devices, performing preventive maintenance, and in general malfunction isolation procedures.

There are also differences among the career ladders. Instrument Trainer instructor operators are very different in task performance from training devices maintainers. In addition, each career ladder is different from the others in the career field in terms of operation and maintenance of career ladder unique equipment. However, except for the unique instructor tasks performed by AFS 341X1 personnel, the exclusive tasks performed within any of the other career ladders are only a small part of the total job of that specialty.

TABLE 16

REPRESENTATIVE TASKS PERFORMED BY AIRMEN IN THE 1-48 MONTH TAFMS GROUPS OF THE 341X3, 341X4, 341X5, AND 341X6 CAREER LADDER

TASKS		TASK DIFFICULTY
E3	IDENTIFY SIMULATOR PARTS	4.03
E11	MAKE ENTRIES ON SIMULATOR MAINTENANCE FORMS SUCH AS AFTO FORMS 349, 350, 359, 781 or 781A	4.26
E18	RESEARCH OR REQUISITION SUPPLY STOCK NUMBERS OR PARTS	4.94
F6	CLEAN AIR FILTERS	2.02
F8	CLEAN COOLING FANS	2.04
F9	CLEAN HAND TOOLS OR SHOP EQUIPMENT	2.04
F14	CLEAN PARTS OR COMPONENTS USING SOLVENTS	3.07
F17	CLEAN SOLDERING IRONS	2.21
F19	CLEAN UP SHOPS	1.95
F20	CONDUCT PERIODIC MAINTENANCE INSPECTIONS	4.64
F27	LACE WIRING ASSEMBLIES	3.33
F30	LUBRICATE MECHANICAL ASSEMBLIES	2.90
F37	PHYSICALLY CHECK FOR LOOSE MOUNTINGS OR CONNECTIONS	3.39
F45	STRIP ELECTRICAL WIRES	2.08
F46	TEST ELECTRONIC COMPONENTS SUCH AS DIODES, TRANSISTORS, CAPACITORS, OR RESISTORS	4.61
F47	TEST ELECTRO-MECHANICAL COMPONENTS SUCH AS SYNCHROS, RESOLVERS, POTENTIOMETERS, OR TRANSFORMERS	5.19
F48	VACUUM EQUIPMENT	2.07
F49	VISUALLY INSPECT AIR CONDITIONING SYSTEMS	2.92
F50	VISUALLY INSPECT ELECTRICAL SYSTEMS	3.40
F51	VISUALLY INSPECT ELECTRO-MECHANICAL DEVICES	3.68
F54	VISUALLY INSPECT POWER SUPPLY SYSTEMS	3.59
F56	VISUALLY INSPECT SERVO SYSTEMS	3.55
F57	VISUALLY INSPECT TEST EQUIPMENT FOR SERVICEABILITY	3.40
F58	VISUALLY INSPECT VOLTAGE LEVELS, FREQUENCY VARIATIONS, OR CURRENT	3.82
F60	VISUALLY INSPECT WIRE HARNESSES, CABLES, OR CONNECTOR PLUGS	3.39
G6	DOCUMENT DISCREPANCIES OF SIMULATOR PERFORMANCES	3.81
G63	OPERATE INSTRUCTOR CONSOLES	5.21
G134	VISUALLY OBSERVE CONSOLE INDICATORS	3.92
I38	ISOLATE MALFUNCTIONS ON POWER SUPPLIES	5.67
J5	ISOLATE MALFUNCTIONS ON ELECTRICAL SYSTEMS	5.36
J16	ISOLATE MALFUNCTIONS ON HANDSETS, HEADSETS, OR MICROPHONES	4.00
J22	ISOLATE MALFUNCTIONS ON INDICATOR SYSTEMS	5.12
M47	ISOLATE MALFUNCTIONS USING SCHEMATICS OR WIRING DIAGRAMS	6.03
O1	DISASSEMBLE SUBASSEMBLIES FOR REMOVAL OR REPLACEMENT OF COMPONENTS	4.63
O8	REMOVE OR INSTALL AIR FILTERS	2.61
O13	REMOVE OR INSTALL CABLE ASSEMBLIES	3.94
O17	REMOVE OR INSTALL CIRCUIT WIRING	4.55
O23	REMOVE OR INSTALL CONNECTING PLUGS	4.01
O44	REMOVE OR INSTALL FUSES OR CIRCUIT BREAKERS	2.85
O55	REMOVE OR INSTALL INDICATOR LIGHTS OR PANEL LIGHTS	2.71
O56	REMOVE OR INSTALL INDICATORS	3.03
O57	REMOVE OR INSTALL INSTRUMENT KNOBS	2.10
O59	REMOVE OR INSTALL INSTRUMENTS SUCH AS CONSOLE, COCKPIT, OR STUDENT STATION	2.90
O60	REMOVE OR INSTALL LEADS OR CORDS	2.78
O85	REMOVE OR INSTALL POWER SUPPLIES	3.78
O94	REMOVE OR INSTALL RELAYS OR SOLENOIDS	3.94
O95	REMOVE OR INSTALL RESOLVERS, SYNCHROS OR POTENTIOMETERS	4.90
O104	REMOVE OR INSTALL SOLDERED COMPONENTS SUCH AS TRANSISTORS, RESISTORS, OR CAPACITORS	4.62
O105	REMOVE OR INSTALL SPEAKERS, MICROPHONES, HEADSETS OR HANDSETS	3.25
O111	REMOVE OR INSTALL TOGGLE SWITCHES	3.27
O122	REWIRE SYSTEMS USING SOLDERING EQUIPMENT	4.67
P2	ADJUST AC OR DC SUPPLIES	4.44
P75	ADJUST POWER SUPPLIES	4.69
T1	CHECK SWITCHES FOR POSITIVE ACTION	2.98
T11	PERFORM PREFLIGHT OPERATIONAL CHECKS	4.89
T18	TEST CONSOLE INSTRUMENTS	4.24
T21	TEST OPERATE SIMULATORS TO ISOLATE MALFUNCTIONS	5.70
U6	MAINTAIN AREA BEAUTIFICATION	2.19
U7	PACK OR UNPACK EQUIPMENT	2.60

TABLE 17

AVERAGE NUMBER OF TASKS PERFORMED BY 1-48 TAFMS PERSONNEL IN AFSCs 341X3, 341X4, 341X5, AND 341X6

	1-48 MONTHS TAFMS			
	341X3	341X4	341X5	341X6
AVERAGE NUMBER OF TASKS PERFORMED	178	205	213	235

TABLE 18

TASKS EXCLUSIVE TO THE 341X3 CAREER LADDER PERFORMED BY 30 PERCENT OR MORE OF FIRST ENLISTMENT PERSONNEL

TASKS		PERCENT MEMBERS PERFORMING
F59	VISUALLY INSPECT WATER SUPPLY SYSTEMS	34
G38	OPERATE DIAGNOSTIC TEST PROGRAMS ON SIMULATORS WHICH USE ANALOG COMPUTERS SUCH AS AUTOMATIC AMPLIFIER CHECKERS	38
K5	ISOLATE MALFUNCTIONS ON ANGLE OF ATTACK (AOA) SYSTEMS	60
K7	ISOLATE MALFUNCTIONS ON AUTOPILOT SYSTEMS	70
K16	ISOLATE MALFUNCTIONS ON FLIGHT DIRECTOR SYSTEMS	57
K17	ISOLATE MALFUNCTIONS ON FUEL SYSTEMS	80
K19	ISOLATE MALFUNCTIONS ON HYDRAULIC SYSTEMS	59
K24	ISOLATE MALFUNCTIONS ON JET ENGINE SYSTEMS	65
K25	ISOLATE MALFUNCTIONS ON LAND, AIR, OR FREEZE RESET SYSTEMS	65
K32	ISOLATE MALFUNCTIONS ON RADIO AIDS CONSOLES	71
K33	ISOLATE MALFUNCTIONS ON RADIO NAVIGATIONAL SYSTEMS	52
K38	ISOLATE MALFUNCTIONS ON SOUND SYSTEMS SUCH AS ENGINE SOUND, TIRE SCREECH, OR MISSILE LAUNCH	58
M5	ISOLATE DEFECTIVE DEMODULATORS	35
O39	REMOVE OR INSTALL FIXED-WING FLIGHT DIRECTOR CONTROL SUCH AS THROTTLES OR CONTROL STICKS	30
O61	REMOVE OR INSTALL MAGNETIC ACTUATORS OR CYLINDERS	33
P7	ADJUST APPROACH OR GLIDE SLOPE DEVIATION RECORDERS ON SIMULATORS	41
P27	ADJUST DEMODULATORS ON SIMULATORS	56
P34	ADJUST ELECTRO-MECHANICAL CONTROL LOADING SYSTEMS	31
P39	ADJUST FLIGHT PATH RECORDERS	33
Q16	BENCH CHECK DEMODULATORS	32

TABLE 19

TASKS EXCLUSIVE TO THE 341X5 CAREER LADDER
PERFORMED BY 30 PERCENT OR MORE OF FIRST ENLISTMENT PERSONNEL

TASKS		PERCENT MEMBERS PERFORMING
E9	MAINTAIN TO FILES, TO COMPLIANCE RECORDS OR DIRECTIVE FILES	45
F22	CONDUCT QUALITY CONTROL INSPECTIONS	33
G46	OPERATE DOPPLER RADAR SYSTEMS	42
I24	ISOLATE MALFUNCTIONS ON INTEGRATOR SERVO SYSTEMS	31
K12	ISOLATE MALFUNCTIONS ON DOPPLER SYSTEMS	62
K18	ISOLATE MALFUNCTIONS ON GROUND TRACKING RADAR SYSTEMS	35
K39	ISOLATE MALFUNCTIONS ON SRAM SYSTEMS	38
K40	ISOLATE MALFUNCTIONS ON TERRAIN AVOIDANCE SYSTEMS	38
K43	ISOLATE MALFUNCTIONS ON TIMING SYSTEMS	40
M42	ISOLATE MALFUNCTIONS ON SRAM ATTACHMENTS	35
M44	ISOLATE MALFUNCTIONS ON TOPOGRAPHICAL COMPARATORS	40
O46	REMOVE OR INSTALL GEAR BOXES OTHER THAN SERVOS	33
O79	REMOVE OR INSTALL PLOTTING BOARDS	35
P19	ADJUST COLLECTION ELECTRONICS SYSTEMS	35
P45	ADJUST GEAR TRAINS ON SIMULATORS	33
P61	ADJUST MASTER TIMING	31
P72	ADJUST PHASING	45
P76	ADJUST PROJECTION ELECTRONIC SYSTEMS	35
P77	ADJUST PROJECTION OPTICS	58
P95	ADJUST T-10 TERRAIN DATA SIGNAL GENERATORS	45
P138	ALIGN TRICOLOR COLLECTION OPTICS	55
Q20	BENCH CHECK GENERATORS	33

TABLE 20

TASKS EXCLUSIVE TO THE 341X4 CAREER LADDER
PERFORMED BY 30 PERCENT OR MORE OF FIRST ENLISTMENT PERSONNEL

TASKS		PERCENT MEMBERS PERFORMING
G28	OPERATE CARD CHECKERS	31
G51	OPERATE FLIGHT DIRECTOR CONTROLS	30
J40	ISOLATE MALFUNCTIONS ON THREE-DEGREE MOTION SYSTEMS	33
M40	ISOLATE MALFUNCTIONS ON SLIDE PROJECTORS	35
O96	REMOVE OR INSTALL SEATS OTHER THAN EJECTION	31

TABLE 21

TASKS EXCLUSIVE TO THE 341X6 CAREER LADDER
PERFORMED BY 30 PERCENT OR MORE OF FIRST ENLISTMENT PERSONNEL

TASKS		PERCENT MEMBERS PERFORMING
G19	OPERATE AIR DECOY MISSILE SYSTEMS SUCH AS DRONES	30
G21	OPERATE AIR-TO-GROUND RADAR BOMB RUNS	36
G23	OPERATE ARMAMENT SYSTEMS	39
G24	OPERATE ATTACK RADARS	40
G26	OPERATE AUTOMATIC TEST EQUIPMENT	33
G45	OPERATE DISCS	32
G48	OPERATE ENGINE CONTROL SYSTEMS	30
G64	OPERATE INTENSITY OF TARGET, WEATHER, OR GROUND ILLUMINATION CONTROLS	30
G70	OPERATE MAGNETIC DISC UNITS	30
G77	OPERATE PERIPHERAL EQUIPMENT FOR STUDENT SCORING OR EVALUATIONS SUCH AS BOMB RUNS, APPROACHES, OR INTERCEPTS	31
G104	OPERATE TERRAIN FOLLOWING RADAR	34
G125	SET UP GROUND TARGETS	47
I8	ISOLATE MALFUNCTIONS ON CARD READERS	31
I18	ISOLATE MALFUNCTIONS ON DIGITAL TIMING SYSTEMS	30
I30	ISOLATE MALFUNCTIONS ON MAGNETIC TAPE UNITS	33
J1	ISOLATE MALFUNCTIONS ON CANOPY ACTUATING MECHANISMS	49
J4	ISOLATE MALFUNCTIONS ON DIGITAL TARGET GENERATION SYSTEMS	40
L1	ISOLATE MALFUNCTIONS ON AIRBORNE TARGET GENERATION SYSTEMS	36
L5	ISOLATE MALFUNCTIONS ON AOA SYSTEMS	38
L6	ISOLATE MALFUNCTIONS ON ATTACK RADAR SYSTEMS	43
L30	ISOLATE MALFUNCTIONS ON OPTICAL SIGHT SYSTEMS	30
L36	ISOLATE MALFUNCTIONS ON RWR ECM SYSTEMS SUCH AS THAWS OR TEWS	43
L42	ISOLATE MALFUNCTIONS ON TERRAIN AVOIDANCE SYSTEMS	30
L43	ISOLATE MALFUNCTIONS ON TERRAIN FOLLOWING SYSTEMS	31
L45	ISOLATE MALFUNCTIONS ON TIMING SYSTEMS	31
M20	ISOLATE MALFUNCTIONS ON DIGITAL LINKAGE CONTROL PANELS	38
M50	TRANSLATE COMPUTER LANGUAGE PROGRAMS	31
P15	ADJUST CARD READERS	31
P51	ADJUST INERTIAL NAVIGATION SYSTEMS	41
P55	ADJUST LANDMASS GANTRY DRIVE SYSTEMS	48
Q6	BENCH CHECK ANALOG-TO-DIGITAL CONVERTER SYSTEMS	31

TABLE 22

TASKS EXCLUSIVE TO THE 341X2 CAREER LADDER PERFORMED BY 30 PERCENT OR MORE OF FIRST ENLISTMENT PERSONNEL

TASKS		PERCENT MEMBERS PERFORMING
G31	OPERATE CASSETTE TAPE UNITS	43
G52	OPERATE FIRE CONTROL ECM SYSTEMS	39
G53	OPERATE FIRE CONTROL HAND CONTROLS	54
G54	OPERATE FIRE CONTROL RADARS	42
G74	OPERATE MULTI-CHANNEL RECORDERS	39
G75	OPERATE PAPER TAPE PREPARATION UNITS	39
I32	ISOLATE MALFUNCTIONS ON MULTI-CHANNEL RECORDERS	31
K37	ISOLATE MALFUNCTIONS ON SIMULATED MANUAL JAMMING SYSTEMS	34
L10	ISOLATE MALFUNCTIONS ON CHAFF DISPENSER ECM SYSTEMS	38
L15	ISOLATE MALFUNCTIONS ON FLARE ECM SYSTEMS	44
L38	ISOLATE MALFUNCTIONS ON SIMULATED AUTOMATIC JAMMING SYSTEMS	40
L39	ISOLATE MALFUNCTIONS ON SIMULATED MANUAL JAMMING SYSTEMS	39
L44	ISOLATE MALFUNCTIONS ON THREAT DISPLAY ECM SYSTEMS	37
P36	ADJUST FIRE CONTROL SYSTEMS	45
P65	ADJUST MULTI-CHANNEL TAPE RECORDERS	50
P140	ALIGN VIDEO TARGET GENERATION SYSTEMS	42
Q12	BENCH CHECK COMPARATORS OR DISCRIMINATORS	47

TABLE 23

TASKS EXCLUSIVE TO THE 341X7 CAREER LADDER
PERFORMED BY 30 PERCENT OR MORE OF FIRST ENLISTMENT PERSONNEL

TASKS		PERCENT MEMBERS PERFORMING
E16	PREPARE TECHNICAL ORDER SYSTEM PUBLICATION IMPROVEMENT REPORT AND REPLY FORMS (AFTO FORM 22)	31
F31	NORMALIZE COMMUNICATION SYSTEMS	83
F32	NORMALIZE STATUS AND COMMAND SYSTEMS	63
G16	MANUALLY PUNCH PAPER TAPES	48
H1	OPERATE AIR COMPRESSOR SYSTEMS	48
H2	OPERATE AUDIO CLOCKS	37
H6	OPERATE BUFFERS	52
H9	OPERATE EMERGENCY AIR CONDITIONING SYSTEMS	31
H10	OPERATE LAUNCH CONTROL SYSTEMS	65
H11	OPERATE LAUNCH ENABLE SYSTEMS	62
H12	OPERATE MAINTENANCE STATUS REPORTING SYSTEMS	33
H14	OPERATE MISSILE FAULT LOCATOR SYSTEMS	42
H16	OPERATE OR PERFORM EQUIPMENT EMERGENCY SHUTDOWN PROCEDURES	83
H17	OPERATE OR PERFORM EQUIPMENT SHUTDOWN PROCEDURES	94
H18	OPERATE OR PERFORM EQUIPMENT STARTUP PROCEDURES	92
H19	OPERATE PUBLIC ADDRESS (PA) SYSTEMS	44
H21	OPERATE SIGNAL DATA RECORDERS	69
H26	OPERATE VOICE REPORTING ASSEMBLY SYSTEMS	35
H27	OPERATE 465L SYSTEMS	79
H28	OPERATE 487L SYSTEMS	60
I33	ISOLATE MALFUNCTIONS ON PAPER TAPE PREPARATION UNITS	56
I34	ISOLATE MALFUNCTIONS ON PAPER TAPE UNITS	60
M51	WRITE FLOW CHARTS	31
N1	ISOLATE MALFUNCTIONS ON AIR COMPRESSOR SYSTEMS	35
N2	ISOLATE MALFUNCTIONS ON AUDIO CLOCKS	44
N3	ISOLATE MALFUNCTIONS ON AUDIO HAZARD ALARM SYSTEMS	50
N4	ISOLATE MALFUNCTIONS ON BATTERY POWER SUPPLIES	35
N5	ISOLATE MALFUNCTIONS ON BUFFERS	58
N6	ISOLATE MALFUNCTIONS ON CABLE PRESSURE ALARM SYSTEMS	31
N8	ISOLATE MALFUNCTIONS ON EMERGENCY AIR CONDITIONING SYSTEMS	38
N9	ISOLATE MALFUNCTIONS ON LAUNCH CONTROL SYSTEMS	77
N10	ISOLATE MALFUNCTIONS ON LAUNCH ENABLE SYSTEMS	73
N11	ISOLATE MALFUNCTIONS ON MISSILE FAULT LOCATOR SYSTEMS	44
N14	ISOLATE MALFUNCTIONS ON PA SYSTEMS	60
N15	ISOLATE MALFUNCTIONS ON SHOCK ISOLATOR SYSTEMS	52
N16	ISOLATE MALFUNCTIONS ON SIGNAL DATA RECORDERS	79
N17	ISOLATE MALFUNCTIONS ON SIMULATED FACILITY SYSTEMS	35
N18	ISOLATE MALFUNCTIONS ON UNIVAC 1532 INPUT OR OUTPUT CONSOLES	35
N21	ISOLATE MALFUNCTIONS ON VOICE MESSAGE SYNTHESIZERS	63
N22	ISOLATE MALFUNCTIONS ON VOICE REPORTING ASSEMBLY SYSTEMS	33
N23	ISOLATE MALFUNCTIONS ON 465L SYSTEMS	85
N24	ISOLATE MALFUNCTIONS ON 487L SYSTEMS	62
O6	RECONFIGURE MISSILE PROCEDURES TRAINERS	48
P9	ADJUST AUDIO CLOCKS	35
P21	ADJUST COMPUTER MEMORY BIT REGISTERS	38
P33	ADJUST DRIVE CURRENTS	46
P70	ADJUST PA SYSTEMS	52
P71	ADJUST PAPER TAPE PREPARATION UNITS	48
P97	ADJUST TAPE PUNCH UNITS	77
P98	ADJUST TAPE READERS	94
P99	ADJUST TAPE RECORDERS	37
P100	ADJUST TAPE TRANSPORTS OR HANDLERS	42
P102	ADJUST TELEPRINTERS	33
P109	ADJUST VOICE MESSAGE SYNTHESIZERS	54
P114	ADJUST 465L SYSTEMS	56
Q46	BENCH CHECK 465L SYSTEMS	37

TABLE 24

TASKS EXCLUSIVE TO THE 341X1 CAREER LADDER
PERFORMED BY 30 PERCENT OR MORE OF FIRST ENLISTMENT PERSONNEL

TASKS		PERCENT MEMBERS PERFORMING
G120	SERVE AS INSTRUCTOR PILOT DURING SIMULATOR MISSIONS	41
R1	BRIEF STUDENTS OR PILOTS ON SIMULATED TRAINING MISSIONS	62
R2	BRIEF STUDENTS OR PILOTS ON STUDY REQUIREMENTS FOR NEXT SCHEDULED TRAINER FLIGHT	43
R6	CRITIQUE STUDENTS OR PILOTS ON TRAINING MISSIONS	59
R7	DEMONSTRATE INSTRUMENT TRAINER FLIGHT OPERATIONS OR MANEUVERS	58
R8	EVALUATE STUDENT OR PILOT PERFORMANCE	57
R9	FLY PROFICIENCY TRAINING MISSIONS ON INSTRUMENT TRAINERS	42
R10	INSTRUCT OR DEMONSTRATE AIR ROUTE TRAFFIC CONTROL (ARTC) PROCEDURES	46
R11	INSTRUCT OR DEMONSTRATE ALTITUDE CONTROL PROCEDURES	51
R12	INSTRUCT OR DEMONSTRATE APPLICATION OF FLIGHT MANUALS OR REGULATIONS TO INSTRUMENT OPERATIONS	45
R13	INSTRUCT OR DEMONSTRATE BASIC FLIGHT MANEUVERS	52
R14	INSTRUCT OR DEMONSTRATE BASIC INFORMATION ON NAVIGATIONAL AIDS SUCH AS LOCATION, RANGES OR IDENTIFIERS	58
R15	INSTRUCT OR DEMONSTRATE COCKPIT CHECK PROCEDURES	55
R16	INSTRUCT OR DEMONSTRATE CONFIDENCE MANEUVERS	49
R17	INSTRUCT OR DEMONSTRATE CONSOLE PANEL OPERATION TECHNIQUES OR PROCEDURES	51
R18	INSTRUCT OR DEMONSTRATE DEPARTURE PROCEDURES	59
R19	INSTRUCT OR DEMONSTRATE DME PROCEDURES	46
R20	INSTRUCT OR DEMONSTRATE ENROUTE DESCENT PROCEDURES	46
R21	INSTRUCT OR DEMONSTRATE FIX-TO-FIX NAVIGATION PROCEDURES	59
R22	INSTRUCT OR DEMONSTRATE FLIGHT DIRECTOR OPERATIONS	32
R24	INSTRUCT OR DEMONSTRATE GROUND CONTROLLED APPROACH (GCA) PROCEDURES	54
R26	INSTRUCT OR DEMONSTRATE GROUND OR AIRBORNE EQUIPMENT CHECKPOINT PROCEDURES	30
R27	INSTRUCT OR DEMONSTRATE HOLDING OR STACKING PROCEDURES	54
R28	INSTRUCT OR DEMONSTRATE ILS PROCEDURES	39
R29	INSTRUCT OR DEMONSTRATE INFLIGHT CHECK PROCEDURES	48
R30	INSTRUCT OR DEMONSTRATE INSTRUMENT CHECK PROCEDURES	46
R32	INSTRUCT OR DEMONSTRATE INSTRUMENT PANEL CROSS CHECK TECHNIQUES OR PROCEDURES	52
R34	INSTRUCT OR DEMONSTRATE MISSED APPROACH PROCEDURES	58
R35	INSTRUCT OR DEMONSTRATE PENETRATION AND APPROACH PROCEDURES	61
R36	INSTRUCT OR DEMONSTRATE RADAR APPROACH CONTROL (RAPCON) PROCEDURES	41
R37	INSTRUCT OR DEMONSTRATE RADIO FAILURE PROCEDURES	33
R38	INSTRUCT OR DEMONSTRATE RATED AND TIMED TURNS OR TURNS USING MAGNETIC COMPASSES	41
R43	INSTRUCT OR DEMONSTRATE TAKE-OFF PROCEDURES	55
R44	INSTRUCT OR DEMONSTRATE TOWER OR GROUND PROCEDURES	55
R45	INSTRUCT OR DEMONSTRATE UNUSUAL ALTITUDE RECOVERIES	54
R47	INSTRUCT OR DEMONSTRATE VERY HIGH FREQUENCY OMNIRANGE (VOR) PROCEDURES	49
R50	INSTRUCT STUDENTS OR PILOTS ON SETTING UP OPERATION OR USE OF INSTRUMENT TRAINERS	48
R51	MAKE STUDY REFERENCE RECOMMENDATIONS FOR IMPROVING STUDENT OR PILOT PERFORMANCE	39
R53	PREPARE STUDENT GRADE REPORTS	42
R55	RESEARCH AIR FORCE REGULATIONS OR MANUALS	46
R56	RESEARCH COMMAND REGULATIONS OR MANUALS	39
R57	RESEARCH FEDERAL AVIATION AGENCY (FAA) REGULATIONS	45
R58	RESEARCH FLIPS	43

COMPARISON OF AFR 39-1 SPECIALTY DESCRIPTIONS

In evaluating the AFR 391 specialty descriptions of each ladder in the Training Devices career field, it became apparent that similar wording was being used to describe the duties and responsibilities of each specialty. As illustrated in Table 25, each paragraph in the Duties and Responsibilities section of the 3-/5-skill level specialty descriptions for each career ladder begin with essentially the same key italicized wording. The Specialty Summary is also essentially the same for each of the 3-/5-skill level descriptions. Although the paragraphs are not as closely aligned in the 7-skill level specialty descriptions, Table 25 shows that they too, are very similar in wording. Only the type of equipment maintained or operated changes from one description to the next.

The fact that the AFR 39-1 specialty descriptions for the ladders in the Training Devices career field describe similar duties and responsibilities is not to imply that the jobs are essentially the same. Rather the question should be raised as to whether these jobs should be classified as seven distinct specialties, each requiring an AFSC, or whether there should be fewer specialties within the career field. As these descriptions are currently written, there does not appear to be sufficient differentiation in job functions between the specialties to justify separate AFSCs. If these career ladders are to remain separate, specialty descriptions need to be written that emphasize the distinct and unique duties and responsibilities of each career ladder that were pointed out in the Occupational Survey Report for each of these specialties.

This similarity in job function displayed in the AFR 39-1 specialty descriptions has already been illustrated in the career field structure and the analysis of task performance. It is also evident in the construction of Specialty Training Standards.

TABLE 25

KEY ITALICIZED WORDING FROM THE AFR 39-1 SPECIALTY DESCRIPTIONS FOR EACH CAREER LADDER IN THE AFS 341XX TRAINING DEVICES CAREER LADDER

3-/5-SKILL LEVEL DESCRIPTIONS	341X1	341X2	341X3	341X4	341X5	341X6	341X7
PARAGRAPH A	PERFORMS MAINTENANCE	PERFORMS PREVENTIVE MAINTENANCE	PERFORMS PREVENTIVE MAINTENANCE	PERFORMS PREVENTIVE MAINTENANCE	PERFORMS PREVENTIVE MAINTENANCE	PERFORMS PREVENTIVE MAINTENANCE	PERFORMS PREVENTIVE MAINTENANCE
PARAGRAPH B	INSTALLS AND REPAIRS	INSTALLS, ADJUSTS, AND MODIFIES	INSTALLS, ADJUSTS, AND MODIFIES	INSTALLS, ADJUSTS, AND MODIFIES	INSTALLS, MODIFIES, AND REPAIRS	INSTALLS, TROUBLESHOOTS, REPAIRS AND MODIFIES	REPAIRS, ADJUSTS, AND MODIFIES
PARAGRAPH C	OPERATES AND INSTRUCTS	OPERATES	OPERATES	OPERATES	OPERATES	OPERATES	OPERATES
PARAGRAPH D	SUPERVISES	SUPERVISES	SUPERVISES	SUPERVISES	SUPERVISES	SUPERVISES	SUPERVISES
7-SKILL LEVEL DESCRIPTIONS							
PARAGRAPH A	ADVISES ON TECHNICAL PROBLEMS OF INSTALLATION, OPERATION, AND REPAIR	INSPECTS AND MAINTAINS	INSPECTS AND MAINTAINS	INSPECT AND MAINTAINS	ADVISES ON TECHNICAL PROBLEMS OF INSTALLATION, OPERATION, AND REPAIR	ADVISES ON TECHNICAL PROBLEMS OF INSTALLATION, OPERATION, AND REPAIR	INSPECTS AND MAINTAINS
PARAGRAPH B	INSTALLS, REPAIRS, OVERHAULS, AND MODIFIES	INSTALLS, REPAIRS, TROUBLESHOOTS, OVERHAULS AND MODIFIES	TROUBLESHOOTS, AND REPAIRS	TROUBLESHOOTS, AND REPAIRS	INSTALLS, TROUBLESHOOTS, REPAIRS, AND MODIFIES	INSTALLS, TROUBLESHOOTS, REPAIRS, ADJUSTS, AND MODIFIES	INSTALLS, REPAIRS, TROUBLESHOOTS, OVERHAUL AND MODIFIES
PARAGRAPH C	INSPECTS	OPERATES	MODIFIES AND INSTALLS	INSTALLS, ADJUSTS, AND MODIFIES	INSPECTS	INSPECTS	OPERATES
PARAGRAPH D	OPERATES	SUPERVISES	SUPERVISES	OPERATES	OPERATES	OPERATES	SUPERVISES
PARAGRAPH E	SUPERVISES		SUPERVISES	SUPERVISES	SUPERVISES	SUPERVISES	

COMPARISON OF THE TRAINING DEVICES SPECIALTY TRAINING STANDARDS (STS) FOR SIMILARITIES AND DIFFERENCES

A comparison of similarities and differences of STS tasks and knowledges across all ladders of the Training Devices career field was also accomplished. Since a comparison of each STS to the survey data was conducted and reported previously in the career ladder Occupational Survey Reports, this section will not readdress the findings.

Table 26 lists the similarities in the STS paragraphs for the various Training Devices career ladders. As is illustrated, the first 10 paragraphs are essentially the same for each specialty. Further similarities can also be noted, especially among the flight simulator and navigation/tactics career ladders. It appears that all the specialties possess certain common areas in which similar training is required, thus providing further evidence to substantiate the need for consolidation of some of the AFSCs in this career field.

Of course, each career ladder STS contains tasks and knowledges unique to that specialty. It is not within the scope of this report to determine whether these tasks and knowledges are appropriate for inclusion in the STS or whether they would be more appropriate in an AF Form 797, Job Proficiency Guide. That is a decision for training managers to make in cooperation with the major using agencies of Training Devices personnel. However, there is little question that like the AFR 39-1 specialty descriptions, the STS's within this career field possess a great deal of similarity in their training requirements.

TABLE 26

COMPARISON OF SPECIALTY TRAINING STANDARDS BY TASKS AND KNOWLEDGE PARAGRAPHS FOR CAREER LADDERS IN THE AFS 341XX TRAINING DEVICES CAREER FIELD

TASK AND KNOWLEDGE PARAGRAPHS	STS PARAGRAPH NUMBER						
	341X1	341X2	341X3	341X4	341X5	341X6	341X7
CAREER LADDER PROGRESSION	1	1	1	1	1	1	1
SECURITY	2	2	2	2	2	2	2
TRAINING DEVICES SAFETY	3	3	3	3	3	3	3
TECHNICAL ORDERS	4	4	4	4	4	4	4
SUPPLY RESPONSIBILITIES	5	7	5	5	5	5	5
SUPERVISION AND TRAINING	6	5	6	6	6	6	6
MAINTENANCE MANAGEMENT, INSPECTION SYSTEMS AND FORMS	7	6	7	7	7	7	7
CLASS I TRAINER EQUIPMENT INVENTORY, UTILIZATION, AND STATUS REPORTING	8	8	8	8	8	8	8
TOOLS AND TEST EQUIPMENT	9	9	9	9	9	9	10
ELECTRONIC PRINCIPLES	10	10	10	10	10	10	9
AERODYNAMICS OF FLIGHT	11	-	11	11	-	-	-
AIRCREW TRAINING DEVICES (ATD) CONFIGURATION	-	-	12	12	11	11	12*
ATD CIRCUITS AND COMPONENTS	22/23	11	13	13	12	13	-
MAINTENANCE OF ATDs	26	18	-	19	15	16	-
OPERATE ATD CONSOLES	15	19	15	16	14	15	-

* MISSILE PROCEDURES TRAINER CONFIGURATION

TOTAL NUMBER OF STS PARAGRAPHS PER LADDER						
341X1	341X2	341X3	341X4	341X5	341X6	341X7
26	19	17	19	15	16	72

COMPARISON OF CURRENT SURVEYS TO THE PREVIOUS SURVEYS FOR AFSCs 341X3, 341X4, 341X5, and 341X6

In March 1974, an Occupational Survey Report was published covering the AFS 342X0 Flight Simulator, and AFS 343X0 Navigation/ Bomb/ Tactics Trainer career ladders. In April 1976, these two specialties were split to form the Analog and Digital Flight Simulator, and the Analog and Digital Navigation/Tactics Training Devices career ladders. Since this reorganization has made individual survey comparison very difficult, the four current surveys were compared as one to the previous survey and is included in this addendum.

Sample sizes for both surveys were representative. There were 1,166 respondents representing 67 percent of the career ladders' population in the previous survey. There were 1,334 respondents from the four AFSCs in the current survey, or 76 percent of the total assigned population.

Although there is little resemblance in career ladder structure between the two surveys, one factor has remained stable over time. In both studies, personnel tended to group by the type of equipment operated or maintained. In the first survey, it was by type of aircraft simulator. In the current survey, it was by computer type (analog or digital) of the simulator system. This tendency to group by computer type was also noted in the 1974 survey. It was realized then that as the fully integrated flight and navigation/tactics mission simulators entered the Air Force inventory the distinction between the separate jobs of the flight simulator personnel and the navigation/tactics trainer personnel would become blurred. This has indeed occurred as shown by survey results.

While the job structure appears to have changed through changes in equipment, the job satisfaction levels and reenlistment intentions of these airmen have remained relatively the same. Job satisfaction levels and reenlistment intentions were high in the first survey, and if anything, may be higher in the current survey.

Overall, the analysis of these career ladders over time seems to indicate that the job structure has changed and should continue to change as new and more sophisticated simulators become operational. At the same time, however, the jobs have remained and should continue to remain challenging and satisfying to the airmen that perform them.

SUMMARY OF RELATIVE JOB SATISFACTION

Table 27 displays the various percentages by career ladder of the responses to questions regarding job interest and perceived utilization of talents and training. As in the Occupational Survey Reports for each specialty, the percentages of responses from individuals in mission equipment maintenance AFSCs surveyed in 1977, are included for purposes of comparison.

Only the AFS 341X1 career ladder displayed lower job interest or perceived utilization of talents and training than the responses in the comparative sample. It is interesting to note that this career ladder, while classified as a maintenance specialty, actually has the majority of its personnel performing non-maintenance type jobs. It is not uncommon to find personnel that have been identified and trained for one type of job but performing in another to be dissatisfied with their work.

On the other hand, AFSCs 341X4, 341X6, and 341X7 are considerably more satisfied with their jobs than their career field contemporaries or their counterparts surveyed in 1977. No explanation for this can be given although, they do maintain newer and more sophisticated electronic equipment and perform a higher number of more difficult tasks in doing so.

Table 28 presents the responses to job interest and perceived utilization of talents and training of the first enlistement group for each career ladder. Results are similar to those described for the career ladder comparisons.

TABLE 27

EXPRESSION OF JOB INTEREST AND PERCEIVED UTILIZATION OF TALENTS AND TRAINING
BY 341XX CAREER LADDER GROUPS
(PERCENT RESPONDING)

	341X1 (N=185)	341X2 (N=137)	341X3 (N=483)	341X4 (N=415)	341X5 (N=159)	341X6 (N=277)	341X7 (N=96)	COMPARAT AFSCs**
I FIND MY JOB								
NO REPLY	1	*	*	*	0	*	0	0
EXTREMELY DULL TO FAIRLY DULL	17	12	10	9	11	8	8	13
SO-SO	15	14	14	6	11	5	9	16
FAIRLY INTERESTING TO EXTREMELY INTERESTING	67	74	76	85	78	87	83	71
MY JOB UTILIZES MY TALENTS								
NO REPLY	0	1	*	*	0	1	1	0
NOT AT ALL OR VERY LITTLE	29	21	19	17	18	18	12	24
FAIRLY WELL TO VERY WELL	60	70	69	69	71	68	74	66
EXCELLENTLY TO PERFECTLY	11	8	12	14	11	13	13	10
MY JOB UTILIZES MY TRAINING								
NO REPLY	*	*	*	*	0	0	0	0
NOT AT ALL OR VERY LITTLE	32	19	18	17	25	29	14	23
FAIRLY WELL TO VERY WELL	58	74	70	71	65	64	69	65
EXCELLENTLY TO PERFECTLY	10	7	12	12	10	7	17	12

* INDICATES LESS THAN ONE PERCENT

** BASED ON A SUMMARY OF OVER 21,800 RESPONSES FROM MISSION EQUIPMENT MAINTENANCE AFSCs SURVEYED IN 1977

TABLE 28

EXPRESSION OF JOB INTEREST AND PERCEIVED UTILIZATION OF TALENTS AND TRAINING
BY FIRST ENLISTMENT GROUPS IN THE 341XX CAREER FIELD
(PERCENT RESPONDING)

	1-48 MONTHS TOTAL ACTIVE MILITARY SERVICE							
I FIND MY JOB	341X1 (N=69)	341X2 (N=53)	341X3 (N=217)	341X4 (N=127)	341X5 (N=55)	341X6 (N=100)	341X7 (N=52)	COMPARATIVE AFSCs**
NO REPLY	1	2	*	0	0	0	0	0
EXTREMELY DULL TO FAIRLY DULL	19	17	10	6	13	9	11	17
SO-SO	16	11	15	4	13	3	12	21
FAIRLY INTERESTING TO EXTREMELY INTERESTING	64	70	75	90	74	88	77	62
MY JOB UTILIZES MY TALENTS								
NO REPLY	0	2	0	1	0	0	2	0
NOT AT ALL OR VERY LITTLE	35	26	22	19	18	19	19	32
FAIRLY WELL TO VERY WELL	59	65	67	72	71	70	68	64
EXCELLENTLY TO PERFECTLY	6	9	11	8	11	11	11	4
MY JOB UTILIZES MY TRAINING								
NO REPLY	1	0	0	0	0	0	0	0
NOT AT ALL OR VERY LITTLE	30	17	22	20	24	30	19	26
FAIRLY WELL TO VERY WELL	60	79	69	73	69	68	66	67
EXCELLENTLY TO PERFECTLY	9	4	9	7	7	2	15	7

* INDICATES LESS THAN ONE PERCENT

** BASED ON A SUMMARY OF OVER 9900 RESPONSES FROM FIRST ENLISTMENT PERSONNEL IN MISSION EQUIPMENT MAINTENANCE AFSCs SURVEYED IN 1977

A CORRELATION OF CAREER FIELD TRENDS WITH OCCUPATIONAL SURVEY RESULTS

At this time, there are a number of independent factors bearing on this career field that have created a certain amount of turmoil and uncertainty among the personnel assigned to operate and maintain Air Force training devices. This section will review the principle highlights of the survey results for each career ladder and discuss them in relation to the current trends affecting the career field.

In the case of AFS 341X1 Instrument Trainer personnel. the majority were found to be performing primarily as instructor operators and not as equipment maintainers. Although they receive six weeks of resident electronic principles training, they show the least utilization of this training of any Training Devices career ladder as reported in the Occupational Survey Report, Summary for AFSCs Trained In Electronic Principles at Chanute AFB, published in February 1978. The inability of AFS 341X1 personnel to fully utilize their electronic principles training does not show proper utilization of training resources. In addition, the introduction of the Undergraduate Pilot Training - Instrument Flight Simulator has severly impacted on jobs performed by these airmen. Currently maintained by either contractor or AFS 341X4 personnel, and operated by either contractor or civilian federal employees, the instrument flight simulator does not require Instrument Trainer personnel. It has also severely reduced the use of the old instrument trainers which do require them. Discussions with personnel in the field indicate the instrument trainers will, in the near future, be either replaced by a new digital trainer maintained by AFS 341X4 personnel and operated by a rated pilot or just abandoned altogether. In any case, it appears there will be very little left on which to justify a separate career ladder for this specialty.

AFS 341X2 Defensive System Trainer personnel displayed a high degree of task commonality with other AFSCs operating and maintaining aircrew training devices, especially with AFS 341X6 Digital Navigation/ Tactics Training Devices personnel. Although there is insufficient data for recommending combination of this specialty with another AFSC, consideration should be given to including this career ladder in any discussions involving reorganization of the aircrew training devices career ladders (AFSCs 341X3, 341X4, 341X5, and 341X6) since the defensive system trainers are also aircrew training devices.

As with AFS 341X1 personnel, airmen assigned as AFS 341X3 Analog Flight Simulator personnel face an uncertain future. As the analog flight simulators are replaced with the more sophisticated digital mission simulators, the requirement for these individuals will steadily decrease. This is currently reflected in the projected resident course load of only 20 students during FY 79 and none for FY 80. If the career ladder is programmed for elimination, it is best to consider now, where in the classification system these airmen should be placed and whether training prior to reclassification will be necessary. Conversations with personnel in the field inciate an awareness of the situation.

A solution probably best for moral would be a classification change as soon as possible and a manning of 341X3 positions by special experience identifier (SEI) until the positions are deleted.

The situation looks much better for airmen in the AFS 341X4 Digital Flight Simulator career ladder. As the new digital mission simulators enter the Air Force inventory, the manning of this specialty will increase. Since this career ladder will soon be the largest specialty in the career field, it should serve as the basic ladder for any classification action that might result in specialty shredouts.

Like the analog flight simulators, analog navigation/tactics training devices are rapidly being replaced by newer digital systems. Consequently, the requirement for AFS 341X5 Navigation/Tactics Training Devices personnel will also decrease. Only 11 are projected for training during the FY 79-80 time frame. Any decisions made concerning the AFS 341X3 career ladder would also apply to this specialty.

The manning of the AFS 341X6 Digital Navigation/Tactics Training Devices career ladder should also increase as the new digital training devices replace the old analog systems. However, in April 1977, at the Career Field 341XX Review Conference held at Chanute AFB, Ill., representatives from TAC recommended that AFSCs 341X4 and 341X6 be combined because of the high similarity in the utilization of these personnel. Survey data supports this recommendation. The tasks performed and the percent of time spent on those tasks was so similar that the two AFSCs could not be distinguished separately in the career field job cluster analysis. Identification of job types within each AFSC required separate cluster diagrams. This concept is also supported by conversations with field supervisors who readily admit that they often use AFS 341X4 and 341X6 personnel interchangeably.

AFS 341X7 Missile Trainer personnel, while not performing maintenance on air crew training devices, still possess a great deal of task commonality with the other ladders in the career field, especially those maintaining digital computer systems. Although there is insufficient evidence to suggest this career ladder could be combined with another aircrew training devices career ladder, survey data does support this specialty as a shredout of a more broadly named digital training devices AFSC that would also include AFSCs 341X2, 341X4, and 341X6.

There is little question that with over 200 new simulators and training devices on order and scheduled to enter the inventory over the next four years that the Training Devices career field is in a rapid state of change. As electronic technology has advanced and new training devices replace the old, the differences in the jobs performed within the various career ladders have become less distinguishable. The time for a hard look at restructuring this career field has arrived. Career field managers should review the situation, apply the information available to them, and resolve the existing problems as soon as possible so the high moral, job satisfaction, and job performance of the airmen in the Training Devices career field will be maintained.

IMPLICATIONS

In the analysis of the survey data, it was found that the Training Devices career field is composed, for the most part, of fairly homogeneous, reasonably satisfied individuals whose job is to operate and maintain aircrew and missile training devices. There is a high degree of commonality across all the career ladders in the areas of performing preventive maintenance, operating training devices, and general malfunction isolation procedures. There are also distinguishing differences among the career ladders, especially in the areas of performing instructor operator duties and in the operation and maintenance of equipment unique to each career ladder. The implications of such findings are many and varied.

Certainly, there is sufficient occupational survey data, coupled with agreement among major users, to recommend consolidation of the AFS 341X4 and AFS 341X6 career ladders. The future of the jobs in these specialties is assured, and as more and more training devices utilizing digital computers enter the Air Force inventory, the necessity of having knowledge in this newer technology in order to adequately function at the 9-skill level will surely be an advantage to the individuals now maintaining digital equipment. What then of the other airmen in the career field? As the analog training devices are replaced by digital systems, what will happen to these personnel? During this transition period, should the AFS 341X1, AFS 341X3, AFS 341X5 remain distinct specialties until the changeover is complete? Should all the aircrew training devices be combined now and instrument flight and analog simulator positions identified through either a specialty shredout or a special experience identifier (SEI)? Is the defensive system trainer an aircrew training device and is there enough similarity in the jobs performed by AFS 341X2 airmen to consider this AFSC in any plans concerning the ladders maintaining aircrew training devices? Is the Missile Trainer career ladder really so different and unique that it should remain a separate AFSC; or should it be a specialty shredout of a digital training devices career ladder; or could the job be performed by airmen from an aircrew training devices career ladder?

There is little doubt that much time and considerable effort on the part of everyone concerned with this career field will be needed to answer these questions. A comprehensive plan to provide stability and order to personnel management during this period of equipment transition must be formulated and implemented as soon as possible to minimize personnel turmoil, insure that the technical training center will provide the students with the quality training necessary to perform the job in the field, and to especially maintain the high degree of job satisfaction currently exhibited by the airmen now serving in the Training Devices career field.