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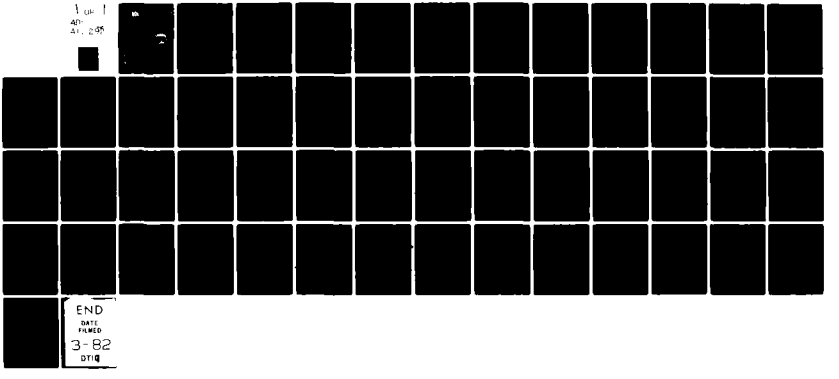

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UNITED STATES AIR FORCE

OCCUPATIONAL SURVEY REPORT

AUDIOVISUAL MEDIA CAREER LADDER

AFSC 231X0

AFPT 90-231-433

JANUARY 1982

OCCUPATIONAL ANALYSIS PROGRAM
USAF OCCUPATIONAL MEASUREMENT CENTER
AIR TRAINING COMMAND
RANDOLPH AFB, TEXAS 78150

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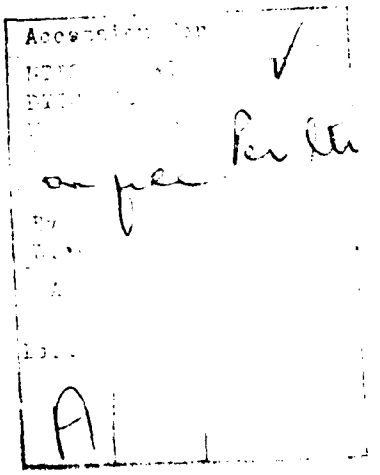

PREFACE

This report presents the results of a detailed Air Force Occupational Survey of the Audiovisual Media career ladder, AFSC 231X0. The project was undertaken at the request of HQ ATC/TTQG and personnel at the Lowry Technical Training Center (TTC), Lowry AFB CO. This request was initiated to assess the need for a proposed Lowry TTC ABR course and to assess any changes that may have resulted from the removal of the A and B shreds in April 1979. However, in the interim, it appears that funding for the proposed ABR course will not be available for FY82. Authority for conducting occupational survey is contained in AFR 35-2. Computer printouts from which this report was produced are available for use by operations and training officials.

The survey instrument was developed by Hank Dubois, Inventory Development Specialist. Major James R. Knight, Jr., Occupational Survey Analyst, analyzed the data and wrote the final report. This report has been reviewed and approved by Lieutenant Colonel Jimmy L. Mitchell, Chief, Airman Analysis Section, Occupational Analysis Branch, USAF Occupational Measurement Center, Randolph AFB, Texas 78150.

The Air Force Occupational Analysis Program has been in existence since 1956 when initial research was undertaken by the Air Force Human Resources Laboratory to develop the methodology for conducting occupational surveys. In 1967, an operational survey program was established within the Air Training Command and surveys were produced annually on 12 enlisted specialties. In 1972, the program was expanded to conduct occupational surveys covering 51 career fields annually. Finally, in 1976, the program was again expanded to also include surveys of officer utilization fields, to support interservice or joint service occupational analysis, and to permit special management applications projects.

Copies of this report have been distributed to the organizations shown on page i. Additional copies may be obtained by contacting the USAF Occupational Measurement Center, attention of the Chief, Occupational Analysis Branch (OMY), Randolph AFB, Texas 78150.

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SUMMARY OF RESULTS

1. Survey Coverage: Inventory booklets were administered to Audiovisual Media incumbents worldwide. The 231X0 survey results are based on the responses from 243 of the 355 assigned personnel or 68 percent of the total assigned population.

2. Career Ladder Structure: Three major job groups were identified within the 231X0 ladder. The largest group were Audiovisual Library personnel who comprised 46 percent of the sample. Audiovisual Presentation personnel comprised the second largest group and accounted for 21 percent of those surveyed. Management personnel made up the third group with 14 percent of the population. The remaining 19 percent were performing tasks that did not group with any defined clusters. Job satisfaction varied considerably across jobs, with senior management personnel having the highest job satisfaction indicators, Audiovisual Presentation personnel having an average amount of job satisfaction, while Audiovisual Library personnel reflected well below average job satisfaction.

3. Career Ladder Progression: Skill level progression was clearly evident throughout all job groups. Due to many duty sections having four people or less assigned, however, many 5-skill level personnel were performing supervisory duties. Both the 3- and 5-skill level jobs were mostly technical or service related, with most of the tasks being below average in task difficulty. At the 7-skill level, the job became one of supervisor, although a great amount of job time was still spent on technical and service related tasks.

4. AFR 39-1 Specialty Descriptions: The 231X0 specialty descriptions were found to provide an accurate overview of the major duties and tasks performed by 231X0 incumbents. The 3- and 5-skill level descriptions provided good coverage of the technical tasks performed, while the 7-skill level description accurately portrayed the supervisory nature of the job. The area of script preparation may be overemphasized since the task is performed by very few respondents.

5. Major Command and CONUS/Overseas Comparisons: Only one notable difference between MAJCOMs was noted. The average percent time spent in the presentation support duty was much higher for AFSC than for SAC, TAC, MAC, and USAFE. Also, only minor differences were found when comparing CONUS to Overseas groups. Overall, the jobs performed by both DAFSC 231X0 CONUS and overseas personnel are very similiar with respect to the tasks performed and the time spent on those tasks. Overseas respondents, however, reported performing a greater average number of tasks and appear to be more willing to reenlist than their CONUS counterparts.

6. Training: In general, the Specialty Training Standard (STS) for 231X0 personnel appeared to cover most major functions. One exception relates to script preparation. This area is listed as a distinct duty and responsibility in AFR 39-1, but is not reflected in the STS. Since there is presently no technical school for this specialty, most training occurs through OJT. It appears that the incumbents are satisfied with the current method of OJT and most of the tasks deemed high in Training Emphasis are rated low in task difficulty. Therefore, it appears that OJT is providing the knowledge needed for job performance.

7. Implications: Personnel in the 231X0 career ladder were found to perform closely related jobs. Since the 231X0 career ladder was last surveyed in 1977, the basic job structure of the Audiovisual Media specialty has not changed much, except that the motion picture and sound application functions have been deleted. Job satisfaction indicators have dropped drastically from the previous survey. One reason for this decrease in job satisfaction could be the increased civilianization of the specialty, as well as the small duty sections to which incumbents are assigned. HQ ATC has scheduled a Utilization and Training Workshop for late 1982 to examine this issue and to make proposals to resolve this problem.

OCCUPATIONAL SURVEY REPORT
AUDIOVISUAL MEDIA CAREER LADDER
(AFSC 231X0)

INTRODUCTION

This is a report of an occupational survey of the Audiovisual Media career ladder (AFSC 231X0) completed by the Occupational Analysis Branch, USAF Occupational Measurement Center in January 1982. A previous survey of the 231X0 career ladder, which also included AFSCs 231X0A, 231X0B and 23192, was published in March 1977.

Historically, the Audiovisual career ladder has gone through three distinct transitions. From 1961 through 1974, the Audiovisual Media AFSC was designated as AFSC 751X1 (Audio-Visual Specialty). In 1974, the career ladder was redesignated 231X0 and two shreds were created to denote motion picture film editing (A shred) and audiovisual sound application (B shred). Finally, in 1979 the A and B shreds were dropped due to absorption of these duties into other related career ladders. The deletion of the A and B shreds, along with increased civilianization, is primarily responsible for the 40 percent reduction in military positions after 1979.

As described in AFR 39-1, personnel in this ladder are responsible for the technical and advisory services relating to development, acquisition, and use of audiovisual media. Specifically, these incumbents operate audiovisual equipment, assist in the preparation and use of visual aid and audio or video recordings, as well as perform audiovisual service, library, and scripting functions. Entry into this ladder is normally by Direct Duty Assignment from Basic Military Training School (BMTS) since a technical school is not available. However, only 29 percent of the survey sample enter the career ladder via DDA. The remaining 71 percent of the specialty is comprised of individuals who have retrained from other career fields.

Topics discussed in this report include: (1) survey methodology; (2) the job structure found within the career ladder and how it relates to skill level and experience groups; (3) comparisons of the job structure and other survey data with career ladder documents; and (4) a comparison of the results of the current survey with the previous survey.

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SURVEY METHODOLOGY

Inventory Development

The data collection instrument for this occupational survey was USAF Job Inventory AFPT 90-231-433. As a starting point, tasks from the previous 231X0 inventory were reviewed for currency. A new tentative task list was then formulated which included useable tasks from the prior inventory, as well as new tasks obtained from a thorough research of current specialty publications and directives. This tentative task list was then taken out to the field to be validated by subject matter specialists working at two locations: the technical training school located at Lowry AFB CO, and HQ Defense Audio Visual Agency (DAVA) Norton AFB CA. The resulting final inventory contained 200 tasks grouped under nine duty headings, in addition to a general background section.

Survey Administration

During the period May - August 1981, local consolidated base personnel offices administered job inventories to DAFSC 231X0 personnel in worldwide locations. These job incumbents were selected through the use of the Uniform Airman Record (UAR) data tapes generated by the Air Force Manpower and Personnel Center (AFMPC) and maintained by the Air Force Human Resources Laboratory (AFHRL).

The 231X0 job inventory consisted of two sections: (1) a background section which included questions about such items as job satisfaction, equipment used, or the reenlistment intentions of the survey respondents, and (2) a task section listing all tasks which could be performed by career ladder personnel. Incumbents first checked the tasks they performed and then rated each task on a nine-point scale showing time spent on that task as compared to all other tasks checked. The rating scale ranged from one (very small amount of time spent) to nine (very large amount of time spent), with a rating of five representing an average amount of time spent performing a task.

To determine the relative amount of time an incumbent spends on each task, all of the incumbents' ratings are assumed to account for 100 percent of his or her time spent on the job. The ratings are summed and each task rating is then divided by the total number of task responses and the quotient is multiplied by 100. This procedure provides a basis for comparing tasks not only in terms of percent members performing, but also in terms of average percent time spent.

Survey Sample

In this study, all incumbents with a 231X0 DAFSC were solicited for their responses. Table 1 reflects the major command distribution of personnel assigned to the 231X0 career ladder as of August 1981. As expected, personnel in this career ladder are represented throughout the different MAJCOMs. Some MAJCOMs have very few 231XOs assigned, however, which

may be attributed to civilianization of the AFSC over the past few years. Table 2 reflects the percentage distribution by paygrade, and reveals a representative paygrade sample was obtained. Table 3 reflects the distribution of the survey sample in terms of TAFMS groups. Overall, a representative sample was obtained, with 243 of the 355 incumbents (68 percent) assigned to this career ladder sampled.

Task Factor Administration

In addition to completing the job inventory, selected senior personnel were also asked to complete a second booklet for either training emphasis or task difficulty. The task difficulty and training emphasis rating booklets are processed separately from the job inventories. This information is used in a number of different analyses discussed in more detail within the report.

Task Difficulty: Each senior NCO completing a task difficulty booklet was asked to rate all of the tasks on a nine-point scale from extremely low to extremely high as to the relative difficulty of that task. Difficulty is defined as the length of time an average member requires to learn to do that task. Task difficulty data were independently solicited from 27 experienced 7-skill level personnel stationed worldwide. These raters were representative of the career ladder. The interrater reliability (as assessed through components of variance of standard group means) for the DAFSC raters who returned booklets was .95 and is considered useable by normal reliability criterion. Ratings were then adjusted so that tasks of average difficulty have ratings of 5.0. The resulting data are a rank ordering of tasks indicating a degree of difficulty for each task in the inventory.

Job Difficulty Index (JDI). After computing a task difficulty index for each task item, it is then possible to compute a Job Difficulty Index (JDI) for the job groups identified in the survey analysis. This index provides a relative measure of which jobs, when compared to other jobs identified, are more or less difficult. An equation using the number of tasks performed and the average difficulty per unit time spent as variables is used to compute the JDI. The index ranges from one for very easy jobs to 25 for very difficult jobs. The data are adjusted so the average job difficulty index is 13.00. Thus, the more time group members spend on difficult tasks, and the more tasks they perform, the higher will be their job difficulty index.

Training Emphasis. Individuals completing training emphasis booklets were asked to rate all of the tasks on a ten-point scale from no training required to extremely heavy training required. Training emphasis is a rating of tasks indicating where the emphasis should be placed on structured training for first-term personnel. Structured training is defined as training provided at resident technical schools, Field Training Detachments (FTD), Mobile Training Teams (MTT), Formal OJT, or any other organized training method.

Training emphasis data were collected independently from experienced 7-skill level personnel stationed worldwide (see Table 5). The interrater reliability (as assessed though components of variance of standard group means) for these raters was .95, indicating good agreement among raters as to which tasks required some form of structured training and which did not.

In this specialty, tasks rated highest in training emphasis have ratings of 6.6 or above; the average training emphasis rating is 4.4; and those tasks with ratings less than 2.1 can be considered as requiring very little emphasis in training.

When used in conjunction with other factors, such as percent members performing, the task difficulty and training emphasis ratings can provide an insight into appropriate training. These data may help to evaluate the need for a training course in this particular AFSC.

TABLE 1

COMMAND REPRESENTATION OF SURVEY SAMPLE

COMMAND	PERCENT OF ASSIGNED	PERCENT OF SAMPLE
TAC	20	20
MAC	18	22
SAC	17	20
USAFE	11	11
AF ELEMENTS	11	*
AFSC	8	9
ATC	5	5
USAFA	2	3
AFLC	1	2
OTHER	7	7

TOTAL ASSIGNED - 355
TOTAL ELIGIBLE FOR SURVEY** - 300
NUMBER OF ELIGIBLE RETURNED - 243
RETURN RATE - 81% *

* PERSONNEL ASSIGNED TO AF ELEMENTS PERCEIVED THEMSELVES AS BELONGING TO THE VARIOUS MAJCOM's. FOR EXAMPLE, MANY OF THE PERSONNEL ASSIGNED TO THE DEFENSE AUDIO VISUAL AGENCY AT NORTON AFB INDICATED MAC AS THEIR MAJCOM.
** EXCLUDES THOSE PERSONNEL IN PCS STATUS, LESS THAN 6 WEEKS ON THE JOB, ETC.

TABLE 2

PAYGRADE DISTRIBUTION OF SURVEY SAMPLE

PAYGRADE	PERCENT OF ASSIGNED	PERCENT OF SAMPLE
AIRMAN	16	12
E-4	29	32
E-5	31	33
E-6	14	14
E-7	8	8
E-8	2	1
E-9	*	*
	100	100

TABLE 3

TAFMS DISTRIBUTION OF SURVEY SAMPLE

	MONTHS TIME IN SERVICE					
	1-48	49-96	97-144	145-192	193-240	241+
NUMBER IN AFS 231X0 SAMPLE	74	54	42	37	19	13
PERCENT IN AFS 231X0 SAMPLE	31%	23%	18%	15%	8%	5%

TABLE 4

COMMAND REPRESENTATION OF 231X0 TASK DIFFICULTY RATERS

COMMAND	PERCENT OF ASSIGNED	PERCENT OF TRAINING EMPHASIS RATERS
TAC	20	26
MAC	18	7
SAC	17	22
USAFE	11	0
AF ELEMENTS	11	11
AFSC	8	15
ATC	5	4
USAFA	2	4
OTHER	8	11

TABLE 5

COMMAND REPRESENTATION OF 231X0 TRAINING EMPHASIS RATERS

COMMAND	PERCENT OF ASSIGNED	PERCENT OF TRAINING EMPHASIS RATERS
TAC	20	5
MAC	18	20
SAC	17	30
USAFE	11	0
AF ELEMENTS	11	0
AFSC	8	5
ATC	5	20
USAFA	2	10
AFLC	1	5
OTHER	7	5

CAREER LADDER STRUCTURE

The structure of jobs within the Audiovisual Media Career Ladder was examined on the basis of similarity of tasks performed and the percent of time rating provided by job incumbents, independent of specialty or other background factors.

For the purpose of organizing individual jobs into similar units of work, USAFOMC uses an automated job clustering program. This hierarchical grouping is a basic part of the Comprehensive Occupational Data Analysis Program (CODAP) system for job analysis. Each individual job description in the sample is compared to every other job description in terms of tasks performed and the relative amount of time spent on each task in the inventory. The automated system locates the two job descriptions with the most similar tasks and percent time ratings and combines them to form a composite job description. In successive stages, new members are added to initial groups or new groups are formed based on the similarity of tasks and percent of time ratings in each individual job description. This procedure continues until all individuals and groups combine to form a single composite representing the total sample. The resulting analysis of the variety of groups of jobs serves to identify: (1) the number and characteristics of the different jobs which exist within the career ladder; (2) the tasks which tend to be performed together by the same respondents; and (3) the breadth or narrowness of the jobs which exist within the audiovisual media career ladder.

The basic identifying group used in the hierarchical job structuring process is the Job Type. A job type is a group of individuals who perform many of the same tasks and spend similar amounts of time performing them. When there is a substantial degree of similarity between different job types, they are grouped together and labeled as Clusters. In many career fields, there are specialized job types that are too dissimilar to be grouped into any cluster. These unique groups are labeled Independent Job Types.

The jobs performed by Audiovisual Media career ladder incumbents are illustrated in Figure 1. Based on the similarity of tasks performed and the amount of time spent performing each task, three clusters were identified. These clusters are listed below:

I. AUDIOVISUAL LIBRARY CLUSTER (GRP038, N=111)

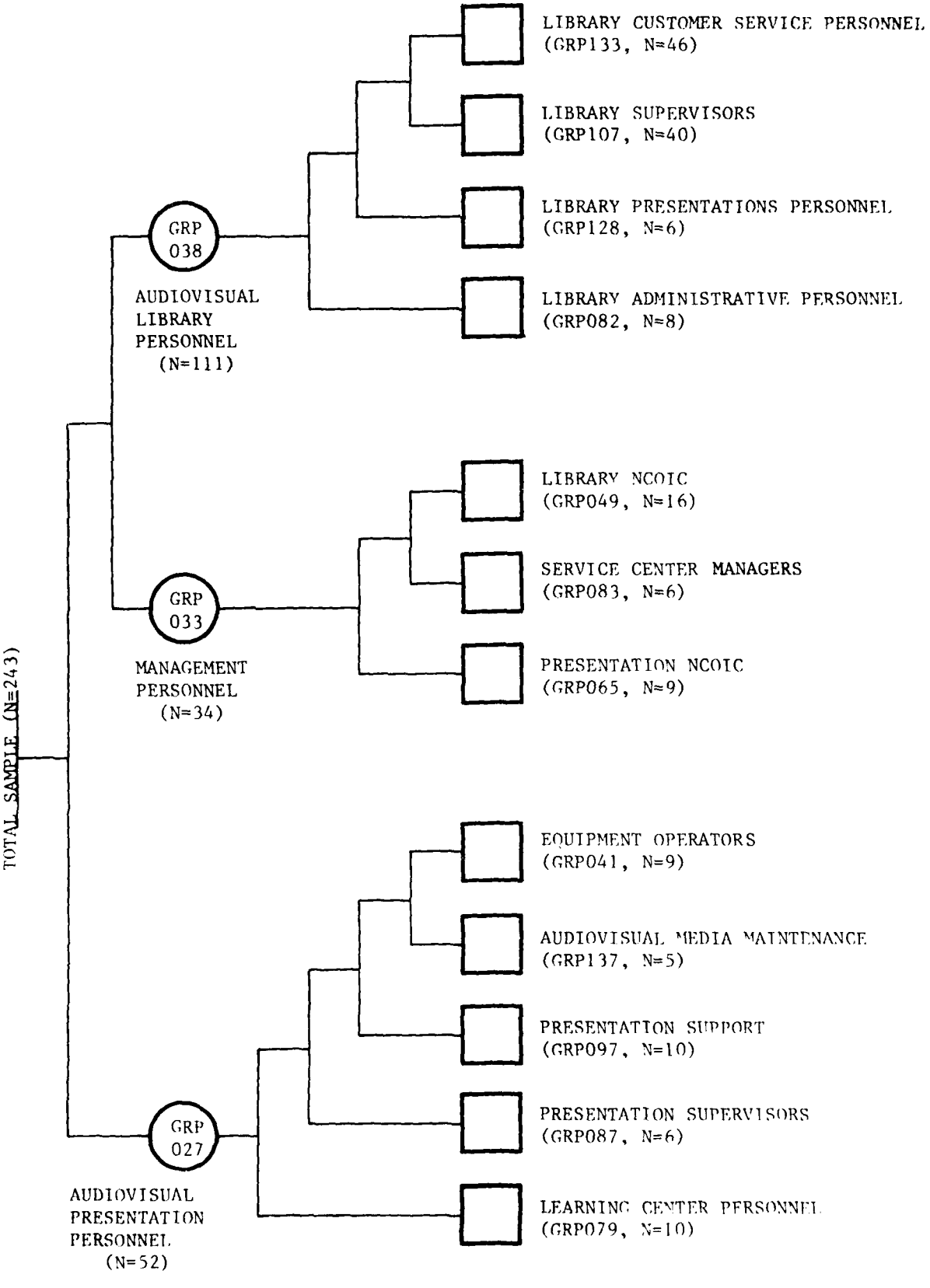
   a. Library Customer Service Personnel (GRP133, N=46)
   b. Library Supervisors (GRP107, N=40)
   c. Library Presentations Personnel (GRP128, N=6)
   d. Library Administrative Personnel (GRP082, N=8)

II. MANAGEMENT CLUSTER (GRP033, N=34)

   a. Library NCOICs (GRP049, N=16)
   b. Service Center Managers (GRP083, N=6)
   c. Presentation NCOICs (GRP065, N=9)

FIGURE 1

JOB STRUCTURE FOR AUDIOVISUAL MEDIA CAREER LADDER



III. AUDIOVISUAL PRESENTATION CLUSTER (GRP027, N=52)

a. Equipment Operators (GRP041, N=9)
b. Audiovisual Media Maintenance (GRP137, N=5)
c. Presentation Support (GRP097, N=10)
d. Presentation Supervisors (GRP087, N=6)
e. Learning Center Personnel (GRP079, N=10)

Eighty-one percent of the respondents in the sample (197/243) perform jobs generally equivalent to three clusters listed above. The remaining 19 percent were performing tasks or series of tasks that did not group with any of the defined clusters. Some of the job titles given by respondents which were representative of these personnel included Classified Vault, Research Editor, Work Order Controller, Production Manager, Audiovisual Services Inspector and Film Services Monitor. Surprisingly, one individual occupied a position within the Civil Engineering complex.

Overview

Generally, the career ladder is quite homogeneous, with a large number of tasks being peformed by personnel in all clusters and job types. Since many of the duty sections are made up of four or less people, it appears that supervisors are performing many of the technical and administrative tasks normally done by journeymen. An overview of each cluster and job types within each cluster follows.

Also included in this report is an appendix concerning the Audiovisual Media career ladder structure. Appendix A contains various duty, background, and job satisfaction about the job types identified within each of clusters found in the Audiovisual Media career ladder, in addition to a list of tasks most commonly performed by each of the clusters identified.

I. AUDIOVISUAL LIBRARY CLUSTER, (GRP038, N=111). These personnel comprise 46 percent of the total career ladder population and these perform tasks related to operating and managing audiovisual library facilities. Most of the group members hold a 5-skill level and average E-4 in grade. Job satisfaction is low among group members, with only 39 percent finding the job interesting and only 38 percent feeling any sense of accomplishment from their job. Most of these members work in small duty sections, with 85 percent reporting their duty section comprised four members or less. Typical tasks for these incumbents include:

- advise customers in the selection of films
- issue audiovisual products or equipment on loan
- prepare audiovisual materials for shipment
- receive audiovisual products or equipment from loan
- close out and file audiovisual product control forms
- research suspense files for delinquent audiovisual material loans
- splice films
- preview and evaluate incoming audiovisual products

Four job types were identified within the cluster. Library Customer Service Personnel (GRP133, N=46) have an average of 65 months TAFMS. Over half (57 percent) are in their first enlistment. Typical functions dealt with by these members include film counter operations and maintenance support for equipment such as slide, overhead and movie projectors. These incumbents report that they issue audiovisual products, make entries on issue forms, research suspense files, prepare materials for shipment, and notify using agencies as primary tasks.

The most experienced group in this cluster is the Library Supervisors (GRP107, N=40). These respondents are fairly senior, with 90 percent holding the 5- or 7-skill level. Members of this group perform an average of 115 tasks, which is the highest of any group in the sample. Due to the small number of personnel in their duty sections, these incumbents report performing many of the Customer Service related tasks as well as supervisory duties. Tasks which differentiate this group are supervisory and include maintenance of documentation files, conduct of OJT, implementation of projectionist training programs, and assignment of audiovisual priorities.

Library Presentations Personnel (GRP128, N=6) are the smallest group in the cluster. These six respondents are aligned closely with Customer Service personnel since a large number of their duties pertain to maintenance and loan of audiovisual equipment. Presentation support constitutes the fourth largest duty for these members, but this duty is performed in the audiovisual library rather than in conference rooms and other base facilities. Therefore, they are not aligned with the presentation cluster. Unlike other members of this cluster, four people find their job interesting. Also, two-thirds of the group plan to reenlist and feel their talents are well utilized. Examples of tasks performed by these members are adjustment of audiovisual equipment, cleaning and inspection of films, preparation of audiovisual advertisements, aligning and cleaning preview rooms, and scheduling use of presentation equipment.

Library Administrative Personnel (GRP082, N=8) are found mostly overseas (six persons) and perform the lowest average number of tasks (50) within the library cluster. Five people in this group work in one or two person duty sections. Eighty-one percent of this group's time is spent in the duties of audiovisual loan services and maintaining audiovisual media. Tasks most commonly performed by these respondents are notification of base agencies of obsolete and delinquent films, ordering audiovisual materials for regional libraries, and making entries on counter request forms.

Overall, personnel in this cluster report low job satisfaction. The only exception to this is the people aligned with Library Presentations. These low job satisfaction indicators are indicative of a possible morale problem, but 59 percent of the cluster plans to reenlist.

II. MANAGEMENT CLUSTER, (GRP033). These 34 personnel make up the smallest job cluster in the sample, with 14 percent falling in this category. As expected, a large majority of these respondents supervise (82 percent) and only three percent are in their first enlistment. This grouping

has an average pay grade of E-6 and feel quite satisfied with their jobs (88 percent), along with reporting high reenlistment intentions (89 percent). Typical tasks for this group are:

- determine requirements for space, personnel, equipment, or supplies
- plan or schedule work assignments
- develop work methods or procedures
- determine audiovisual media priorities
- evaluate procedures for storage, inventory, or inspection of property items
- plan centralized control of audiovisual equipment
- schedule leaves or passes
- analyze audiovisual presentation workload requirements
- direct maintenance or utilization of equipment

Three job types were found within this cluster. Library NCOICs (GRP049, N=16) make up the largest group within the management cluster. These incumbents average 13 years in the service. Sixty-two percent report they hold the 7-skill level and feel satisfied with their work environment. Typical tasks for these members include writing correspondence, determining personnel and equipment requirements, and evaluating inspection reports. Almost all (94 percent) report they are engaged in supervising personnel.

The Service Center Managers (GRP083, N=6) are the smallest and most junior group within the cluster. Although this group appears in the management cluster, it is interesting to note that only one person reports supervising personnel. In reality, they are managing a service center as evidenced by the fact that five people work in a 1 to 2 person duty section. A service center functions as a clearing house for maintenance of all audiovisual equipment, as well as a planning section for the audiovisual library. Most service centers are collocated and part of the audiovisual library. This group averages E-5 in grade and performs an average of 78 tasks. Job satisfaction and reenlistment intentions are quite high even though 67 percent of the group hold either the 3- or 5-skill level. These respondents state their most common tasks involve determination of audiovisual media priorities, utilization of visual aids for conference rooms, coordination of audiovisual equipment purchases, and evaluation of safety programs.

Presentation NCOICs (GRP065, N=9) are the most senior group in this cluster, averaging E-7 in grade and 15-16 years in service. Most of these individuals function as conference room managers at large bases. Surprisingly, this group performed an average of only 78 tasks. As a whole, the group feels extremely satisfied with their job, as well as finding the job interesting. Tasks that typify this group include counseling personnel, directing presentations support functions, analyzing audiovisual presentations workload requirements, and evaluating work schedules.

III. AUDIOVISUAL PRESENTATION PERSONNEL CLUSTER (GRP027, N=52). These personnel perform an average of only 32 tasks and only 15 percent of the members actually supervise. For the most part, personnel in

this cluster operated audiovisual equipment, and organized, planned and directed conference room, auditorium, and projection room activities. In addition, these members were involved with program media, multi-image presentations and headquarters audiovisual briefings. A review of these incumbents' job satisfaction data reveals moderate satisfaction indicators, with 58 percent finding their job interesting and only 52 percent feeling a sense of accomplishment from their job. Typical tasks for incumbents are:

- operate audiovisual presentations equipment, such as motion picture or slide projectors
- set up audiovisual presentation equipment
- perform operational checks of audiovisual equipment
- adjust presentation facility lighting
- adjust audiovisual equipment for proper operation
- schedule use of presentations equipment
- advise speakers in use of presentation products, services, or techniques
- perform operator level maintenance of audiovisual equipment
- straighten, align, or clean conference facilities

Five job types were found within this cluster. Equipment Operators (GRP041, N=9) perform only an average of 15 tasks, which is the lowest of any job type group in the sample. By far and away, this group spends most of its time on one task--operation of audiovisual equipment such as motion picture or slide projectors. And, the one duty of presentation support occupies almost 60 percent of their daily labor. A large percentage of these members (45 percent) hold the 3-skill level, which helps account for the fact that no supervisors exist within this grouping. All job satisfaction and reenlistment indicators were quite low, with only one person feeling their talents are utilized fairly well or better and only three people planning to reenlist. These respondents are the only ones that appear clearly dissatisfied within the Presentation Cluster. Tasks characteristic of this group are operation of audiovisual equipment, straightening or aligning conference facilities, and setting up facilities.

The Audiovisual Media Maintenance (GRP137, N=5) group is composed of 3- and 5-skill level personnel and are quite junior as evidenced by the fact that three people are in their first enlistment. All of the job satisfaction and reenlistment intentions are quite high, with all five reporting a sense of accomplishment while four people plan to reenlist. These respondents perform an average of 29 tasks. Of these 29 tasks, arrangement for presentation rehearsals, repair of film footage, and cleaning slides or transparencies are the most typical.

Presentation Support (GRP097, N=10) average E-5 in grade and contain only 5- and 7-skill level people. Although one-half of this group's workload involves actual audiovisual presentation duties, maintenance and repair of the equipment makes up over one-fourth of these incumbents' duties. These incumbents report a larger work group than normal with 50 percent working in 3 to 4 person duty sections. Job satisfaction indicators are moderate; however, nine people plan to reenlist. Typical tasks for these personnel include adjustment of audiovisual equipment, scheduling use of presentation equipment, and operation of audiovisual presentation equipment.

Presentation Supervisors (GRP087, N=6) are found mostly in 1 or 2 person duty sections (67 percent). As expected, one half of this group report they are actively supervising personnel. All members of the group find their job interesting while five people plan to reenlist. Common tasks characteristic of this group include inventory of audiovisual equipment, establishment of office and standard operating procedures, and maintenance of office equipment or supplies.

The senior group in this cluster is the Learning Center Personnel (GRP079, N=10), with an average of 11 years of service. Learning Centers are found in a training environment such as ATC bases. Most learning centers are physically separated from other audiovisual activities and personnel staffing them are overseeing program learning with tape cassettes, 35mm projectors, and other audiovisual equipment. Seven of these respondents work in 1 to 2 person duty sections. It is interesting to note that only one-half find the job interesting, yet nine people plan to reenlist. Typical tasks for these individuals include procurement of training aids, troubleshooting of audiovisual equipment, and scheduling equipment for inspection or cleaning.

Analysis of Job Difficulty

Task difficulty ratings and other data can be used to generate a Job Difficulty Index (JDI) which estimates the relative difficulty of the jobs within a specialty. This index can be used to differentiate among the jobs, as well as to examine the progression of jobs from simpler entry level work to advanced technical and managerial jobs. The JDI takes into consideration the number of tasks performed, the amount of time spent on those tasks, and the relative difficulty of tasks performed by a job group. Once the JDIs are computed for each job group, taking these three factors into consideration, the JDIs are adjusted so the average JDI is equal to 13.0. Comparisons can then be made which may impact upon training, classification, and utilization of personnel. Table 6 shows the JDI for each cluster and job type in the study.

The least difficult jobs are found in the Audiovisual Presentation Cluster, while the most difficult lie in the Management Cluster. The Audiovisual Library Cluster is comprised of jobs that are slightly above average, even though 41 percent of its personnel are first-term enlistees. The average number of tasks performed by the these cluster members has a substantial effect upon the JDI in this study. The Management Cluster performs an average of 88 tasks, the Library Cluster 87, and the Audiovisual Presentation Cluster 32 tasks. Thus, it appears that supervisory personnel perform more tasks which tend to make the job more difficult.

Career Ladder Structure Summary

The Audiovisual Media specialty is divided into two functional areas of Libraries and Presentations. These functional areas are relatively homogeneous, with tasks performed by personnel in one functional area being performed relatively frequently by personnel in the other functional area.

A review of job interest and related data suggests that job satisfaction varies widely between functional areas. In the library functional area, the two largest job types have fairly low job satisfaction indicators and the cluster, as a whole, reports a 39 percent "job interesting" response. Within the Presentation Cluster, one finds a moderate satisfaction indication. However, the equipment operator job type found in the Presentation Cluster presents a dismal picture in all areas of satisfaction and reenlistment. Only 22 percent perceive their job as interesting and 11 percent feel their talents are utilized effectively. As expected, the management area of the Library and Presentation functions yield a very high satisfaction indication and reenlistment intention.

TABLE 6

AUDIOVISUAL MEDIA SPECIALTY JOBS IN ORDER OF JOB DIFFICULTY INDEX

GROUP		JDI	AVERAGE NUMBER OF TASKS PERFORMED	ATDPUTS*
033	MANAGEMENT PERSONNEL CLUSTER	18	88	5.2
049	- LIBRARY NCOICs JOB TYPE	18.7	104	5.2
065	- PRESENTATION NCOICs JOB TYPE	18.1	78	5.4
083	- SERVICE CENTER MANAGERS JOB TYPE	16.9	78	5.0
038	AUDIOVISUAL LIBRARY PERSONNEL CLUSTER	14.3	87	4.4
107	- LIBRARY SUPERVISORS JOB TYPE	16.8	115	4.6
128	- LIBRARY PRESENTATION PERSONNEL JOB TYPE	15.1	83	4.5
133	- LIBRARY CUSTOMER SERVICE PERSONNEL JOB TYPE	12.9	73	4.2
082	- LIBRARY ADMINISTRATIVE PERSONNEL JOB TYPE	10	50	4.0
027	AUDIOVISUAL PRESENTATION PERSONNEL CLUSTER	10.3	32	4.8
079	- LEARNING CENTER PERSONNEL JOB TYPE	13.6	51	4.9
087	- PRESENTATION SUPERVISORS JOB TYPE	12.7	39	5.1
097	- PRESENTATION SUPPORT JOB TYPE	9.4	26	4.8
137	- AUDIOVISUAL MEDIA MAINTENANCE JOB TYPE	8.8	28	4.5
041	- EQUIPMENT OPERATORS JOB TYPE	7.8	15	4.8

*AVERAGE TASK DIFFICULTY PER UNIT TIMES SPENT (ATDPUTS) IS CALCULATED USING A FORMULA DEVELOPED BY RESEARCH OF THE AIR FORCE HUMAN RESOURCES LABORATORY.

TABLE 7

BACKGROUND INFORMATION FOR CLUSTERS

	AUDIOVISUAL LIBRARY PERSONNEL (N=111)	AUDIOVISUAL MANAGEMENT PERSONNEL (N=34)	AUDIOVISUAL PRESENTATION PERSONNEL (N=52)
AVERAGE NUMBER OF TASKS PERFORMED	87	88	32
AVERAGE PAY GRADE	E-4	E-6	E-5
PERCENT SUPERVISING	38%	82%	15%
DAFSC			
23130	13%	3%	13%
23150	71%	34%	60%
23170	16%	63%	27%
AVERAGE MONTHS TAFMS	86	158	101
PERCENT IN FIRST ENLISTMENT	39%	3%	23%
PERCENT ASSIGNED OVERSEAS	26%	27%	14%
PERSONS IN DUTY SECTION			
1-2	42%	44%	52%
3-4	43%	32%	36%
5-6	11%	21%	6%
7 OR MORE	4%	3%	6%
COMMANDS			
SAC	32%	9%	8%
TAC	25%	23%	14%
MAC	19%	21%	21%
USAFE	13%	18%	6%
AFSC	6%	9%	17%
AFLC	-	3%	4%
ATC	-	9%	15%
USAFA	3%	3%	2%
PACAF	1%	-	-
HQ USAF	-	3%	4%
AFCC	-	-	4%
OTHER	1%	2%	5%

TABLE 8

JOB SATISFACTION DATA FOR CLUSTERS
(PERCENT MEMBERS RESPONDING)

	AUDIOVISUAL LIBRARY PERSONNEL	AUDIOVISUAL MANAGEMENT PERSONNEL	AUDIOVISUAL PRESENTATION PERSONNEL
I FIND MY JOB:			
DULL	35	12	28
SO-SO	26	0	14
INTERESTING	39	88	58
MY JOB UTILIZES MY TALENTS:			
NOT AT ALL TO VERY LITTLE	46	12	46
FAIRLY WELL TO BETTER	54	88	54
MY JOB UTILIZES MY TRAINING:			
NOT AT ALL TO VERY LITTLE	25	24	33
FAIRLY WELL TO BETTER	75	76	67
I FEEL A SENSE OF ACCOMPLISHMENT:			
EXTREMELY TO SLIGHTLY DISSATISFIED	50	15	31
SO-SO	12	6	17
SLIGHTLY TO EXTREMELY SATISFIED	38	79	52
I PLAN TO REENLIST:			
NO OR PROBABLY NO	41	11	29
YES OR PROBABLY YES	59	89	71

ANALYSIS OF DAFSC GROUPS

In conjunction with identifying the job structure of the Audiovisual Media specialty, it is also important to examine similarities and differences among skill level groups. This analysis provides useful information that can be used in analyzing how accurately specialty documents, such as the AFR 39-1 Specialty Descriptions and the Specialty Training Standard (STS), reflect the tasks and jobs performed by incumbents.

Table 9 presents the relative time spent on duties by the various skill level groups. Since the sample contained only 27 23130 airmen, and they closely parallel the 23150 airmen in all job parameters, these two DAFSC groups were presented as a combined data base. As seen from the table, the most common duty for both groups is performing audiovisual loan services. Also of interest is the fact that a significant amount of time is spent in supervisory or management tasks (Duties A-D) by the 23130/50 group (24 percent of duty time). This implies that many 5-skill level personnel are functioning as supervisors or managers. As was noted earlier in the Career Ladder Structure section, this is often a function of small shops (1-2 persons supervised) or specialized jobs, such as Learning Centers.

Distribution of skill level personnel across job groups is found in Table 10. As seen from the table, the distribution of skill levels in the clusters and job groups is quite typical. At the 3- and 5-skill levels, most respondents are in the Audiovisual Library or Audiovisual Presentation jobs. As they progress to the 7-skill level, they appear to perform more of the management jobs. It is interesting to note that four 3-skill level and 25 5-skill level personnel are found in the Library Supervisor job type. Here again, this is the function of small duty sections.

Skill Level Descriptions

DAFSC 23130/50. There were 173 incumbents in the overall survey sample who held a duty AFSC of 23130 or 23150. Of course, the majority of these personnel (146) possess the 5-skill level. Overall, these respondents perform a homogeneous grouping of tasks. Most tasks involved the distribution and maintenance of audiovisual equipment. Table 11 lists those tasks which are performed by the highest percentages of 23130/50 personnel.

DAFSC 23170. There were 66 incumbents in the sample who held a duty AFSC 23170. At the 7-skill level, Table 9 reveals the percentage of time spent on various duties is somewhat different, with less time spent on technical duties and more time (48 percent) on supervisory duties. These trends are again reflected in the tasks performed by the highest percentages of 23170 personnel, with Table 12 revealing that supervisory and administrative tasks are performed by the greatest percentages of 7-skill level personnel. These supervisory and administrative tasks include determination of personnel, equipment and supplies, determination of priorities and writing correspondence. It is interesting to note that a large percentage of 7-skill level personnel are performing the technical tasks of inventory, adjustment and maintenance of audiovisual equipment.

In comparing the tasks performed by the 3/5- and the 7-skill level personnel, Table 13 reveals that the customer service tasks of issuing equipment, notifying agencies and maintaining suspenses are more typical of 3- or 5-skill level personnel. Supervisory tasks, such as preparing APRs, scheduling work assignments, and establishing organizational policies, are performed by higher percentages of 23170 personnel. The differences in the types of tasks performed are also reflected in Table 9, with 23130/50 personnel spending only 24 percent of their job time on supervisory related tasks while the 7-skill level incumbents spend 48 percent of their job time performing the same type tasks.

Summary

An examination of the duties and tasks performed by the two 231X0 skill level groups reveals some interesting trends. Three and 5-skill level personnel were found to be performing the same type of job. Seven-skill level personnel perform many of the same technical tasks as the 23130/50 personnel but spend somewhat more job time performing supervisory related tasks. Overall, it appears that the skill levels are homogeneous.

TABLE 9

RELATIVE PERCENT TIME SPENT ON DUTIES BY DAFSC GROUPS

DUTIES		DAFSC 23130/50 (N=173)	DAFSC 23170 (N=66)
A	ORGANIZING AND PLANNING	10	17
B	DIRECTING AND IMPLEMENTING	7	13
C	INSPECTING AND EVALUATING	4	11
D	TRAINING	3	7
E	PERFORMING ADMINISTRATIVE FUNCTIONS	4	3
F	PERFORMING AUDIOVISUAL LOAN SERVICES	38	17
G	MAINTAINING AUDIOVISUAL MEDIA	12	8
H	PERFORMING PRESENTATION SUPPORT	11	13
I	MAINTAINING AUDIOVISUAL MEDIA EQUIPMENT	11	11

TABLE 10

DISTRIBUTION OF SKILL LEVEL GROUPS ACROSS JOB GROUPS
(NUMBER RESPONDING)

		DAFSC		
		23130 (N=27)	23150 (N=146)	23170 (N=66)
I.	AUDIOVISUAL LIBRARY PERSONNEL CLUSTER	13	75	16
	A. LIBRARY CUSTOMER SERVICE PERSONNEL	6	37	3
	B. LIBRARY SUPERVISORS	4	25	11
	C. LIBRARY PRESENTATION PERSONNEL	-	4	2
	D. LIBRARY ADMINISTRATIVE PERSONNEL	2	6	-
II.	MANAGEMENT PERSONNEL CLUSTER	1	11	21
	A. LIBRARY NCOICs	-	6	10
	B. SERVICE CENTER MANAGERS	1	3	2
	C. PRESENTATION NCOICs	-	-	9
III.	AUDIOVISUAL PRESENTATION PERSONNEL CLUSTER	7	31	14
	A. EQUIPMENT OPERATORS	4	2	3
	B. AUDIOVISUAL MEDIA MAINTENANCE	2	3	-
	C. PRESENTATION SUPPORT	-	6	4
	D. PRESENTATION SUPERVISORS	1	2	3
	E. LEARNING CENTER PERSONNEL	-	5	2
IV.	MEMBERS NOT GROUPED	6	29	15

TABLE 11

REPRESENTATIVE TASKS PERFORMED BY DAFSC 23130 AND 23150 PERSONNEL

TASKS		PERCENT MEMBERS PERFORMING (N=173)
I195	PERFORM OPERATIONAL CHECKS OF AUDIOVISUAL EQUIPMENT	73
F148	RECEIVE AUDIOVISUAL PRODUCTS OR EQUIPMENT FROM LOAN	68
I198	PERFORM PERIODIC INSPECTIONS OF EQUIPMENT	65
I196	PERFORM OPERATOR LEVEL MAINTENANCE OF AUDIOVISUAL EQUIPMENT	65
F121	ISSUE AUDIOVISUAL PRODUCTS OR EQUIPMENT ON LOAN	64
F109	ADVISE CUSTOMERS IN THE SELECTION OF FILMS	64
I199	PERFORM PREVENTIVE MAINTENANCE OF AUDIOVISUAL EQUIPMENT, SUCH AS CLEANING OR LUBRICATING	63
I194	INVENTORY AUDIOVISUAL PROJECTION EQUIPMENT	62
F146	PREPARE AUDIOVISUAL MATERIALS FOR SHIPMENT	61
F132	MAKE ENTRIES ON TEMPORARY ISSUE RECEIPT (AF FORM 1297)	60
H184	OPERATE AUDIOVISUAL PRESENTATIONS EQUIPMENT, SUCH AS MOTION PICTURE OR SLIDE PROJECTORS	60
G177	SPLICE FILMS	60
G173	REPLACE DAMAGED FILM LEADERS	60
G167	INVENTORY AUDIOVISUAL MEDIA PRODUCTS	59
F110	ARRANGE FOR INTERESTED AGENCIES TO PREVIEW AUDIOVISUAL MATERIALS	59
G166	INSPECT TAKE-UP REELS FOR DAMAGE	59
F147	PREVIEW AND EVALUATE INCOMING AUDIOVISUAL PRODUCTS	58
G174	REPLACE DAMAGED FILM TAILS	58
I197	PERFORM OPERATOR-LEVEL TROUBLESHOOTING OF AUDIOVISUAL EQUIPMENT	58
I191	ADJUST AUDIOVISUAL EQUIPMENT FOR PROPER OPERATION	57
G165	INFORM USING AGENCIES OF THE IMPORTANCE OF PROPER CARE OR MAINTENANCE OF FILM OR AUDIOVISUAL LIBRARY EQUIPMENT	57
F112	CLOSE OUT AND FILE AUDIOVISUAL PRODUCT CONTROL (AF FORM 474)	56
F117	INFORM CUSTOMERS VERBALLY OF AUDIOVISUAL PRODUCTS OR EQUIPMENT AVAILABLE FOR LOAN	56
F120	ISSUE AUDIOVISUAL PRODUCTS OR EQUIPMENT FOR UNIT RETENTION PENDING USE (RPU)	55
F136	OPERATE AUDIOVISUAL LIBRARY EQUIPMENT FOR PREVIEWS OR PROJECTIONIST TRAINING	55
G172	REPAIR FILM FOOTAGE	55
F142	ORDER ISD PRODUCTIONS FROM DAVA OR AFRAVL	54
F153	RESEARCH SUSPENSE FILES FOR DELINQUENT AUDIOVISUAL MATERIAL LOANS	54
F115	CONTACT BASE ACTIVITIES OR AGENCIES WITH PRIMARY INTEREST WHEN A FILM ARRIVES THROUGH AUTOMATIC DISTRIBUTION	54
F125	MAINTAIN LOAD SUSPENSE FILES	54
F128	MAKE ENTRIES ON AUDIOVISUAL EQUIPMENT CONTROL RECORD (AF FORM 643)	54
F129	MAKE ENTRIES ON COUNTER REQUEST FOR AUDIOVISUAL MATERIALS (AF FORM 2017)	54
F134	NOTIFY USING AGENCIES OF CONFIRMATION OR DENIAL OF AUDIOVISUAL MATERIAL REQUESTS	54

TABLE 12

REPRESENTATIVE TASKS PERFORMED BY DAFSC 23170 PERSONNEL

TASKS		PERCENT MEMBERS PERFORMING (N=66)
A4	DETERMINE REQUIREMENTS FOR SPACE, PERSONNEL, EQUIPMENT, OR SUPPLIES	76
I194	INVENTORY AUDIOVISUAL PROJECTION EQUIPMENT	70
A9	ESTABLISH ORGANIZATIONAL POLICIES, OFFICE INSTRUCTIONS (OI), OR STANDARD OPERATING PROCEDURES (SOP)	70
A3	DETERMINE AUDIOVISUAL MEDIA PRIORITIES	68
I195	PERFORM OPERATIONAL CHECKS OF AUDIOVISUAL EQUIPMENT	68
I191	ADJUST AUDIOVISUAL EQUIPMENT FOR PROPER OPERATION	64
I196	PERFORM OPERATOR LEVEL MAINTENANCE OF AUDIOVISUAL EQUIPMENT	64
B50	WRITE CORRESPONDENCE	64
I199	PERFORM PREVENTIVE MAINTENANCE OF AUDIOVISUAL EQUIPMENT, SUCH AS CLEANING OR LUBRICATING	61
A13	PLAN CENTRALIZED CONTROL OF AUDIOVISUAL EQUIPMENT	61
A21	PLAN OR SCHEDULE WORK ASSIGNMENTS	59
A7	DEVELOP WORK METHODS OR PROCEDURES	59
E106	MAINTAIN STOCK OF OFFICE EQUIPMENT OR SUPPLIES	59
I197	PERFORM OPERATOR LEVEL TROUBLESHOOTING OF AUDIOVISUAL EQUIPMENT	58
B30	COUNSEL PERSONNEL ON PERSONAL OR MILITARY RELATED PROBLEMS	58
I193	INSPECT AUDIOVISUAL EQUIPMENT FOR PROPER GROUNDING	58
H187	SET UP AUDIOVISUAL PRESENTATIONS EQUIPMENT	56
H184	OPERATE AUDIOVISUAL PRESENTATIONS EQUIPMENT, SUCH AS MOTION PICTURE OR SLIDE PROJECTORS	55
C70	PREPARE APRs	55
B29	COORDINATE PURCHASE OF AUDIOVISUAL EQUIPMENT WITH OTHER AGENCIES	55
I198	PERFORM PERIODIC INSPECTIONS OF EQUIPMENT	53
A26	SCHEDULE LEAVES OR PASSES	53
B36	DIRECT MAINTENANCE OR UTILIZATION OF EQUIPMENT	53
I200	SCHEDULE EQUIPMENT FOR INSPECTION, CLEANING, OR PREVENTIVE MAINTENANCE	53
H181	ADVISE SPEAKERS OR INSTRUCTORS IN THE USE OF PRESENTATION PRODUCTS, SERVICES, OR TECHNIQUES	52
A10	ESTABLISH PERFORMANCE STANDARDS FOR SUBORDINATES	52
I192	COORDINATE CONTRACT MAINTENANCE OF AUDIOVISUAL EQUIPMENT WITH SUPPLY FUNCTION OR CONTRACTORS	52
C62	EVALUATE PROCEDURES FOR STORAGE, INVENTORY, OR INSPECTION OF PROPERTY ITEMS	52
B44	INTERPRET POLICIES, DIRECTIVES, OR PROCEDURES FOR SUBORDINATES	50

TABLE 13

TASKS BEST DISTINGUISHING DAFSC 23130/50 AND 23170 PERSONNEL
(PERCENT MEMBERS RESPONDING)

TASK		DAFSC 23130/50 (N=173)	DAFSC 23170 (N=66)	DIFFERENCE
F117	INFORM CUSTOMERS VERBALLY OF AUDIOVISUAL PRODUCTS OR EQUIPMENT AVAILABLE FOR LOAN	56	24	32
F116	EXTEND AUDIOVISUAL MATERIAL LOAD PERIODS AND POST AF FORMS 74	52	21	31
F125	MAINTAIN LOAD SUSPENSE FILES	54	24	30
F129	MAKE ENTRIES ON COUNTER REQUEST FOR AUDIOVISUAL MATERIALS (AF FORM 2017)	54	24	30
F134	NOTIFY USING AGENCIES OF CONFIRMATION OR DENIAL OF AUDIOVISUAL MATERIAL REQUESTS	54	24	30
F142	ORDER ISD PRODUCTIONS FROM DAVA OR AFRAVL	54	26	28
F123	MAINTAIN CONFIRMATION OR DENIAL OF FILM REQUEST (AF FORM 2014)	47	20	27
F120	ISSUE AUDIOVISUAL PRODUCTS OR EQUIPMENT FOR UNIT RETENTION PENDING USE (RPU)	55	28	27
F133	NOTIFY REQUESTING AGENCIES OF OBSOLETE FILMS	53	26	27
F148	RECEIVE AUDIOVISUAL PRODUCTS OR EQUIPMENT FROM LOAN	68	41	27
F122	LOG CONFIRMATION OF RECEIPT OF AUDIOVISUAL MATERIALS	50	24	26
F135	NOTIFY USING AGENCIES OF FILM LOAD DELINQUENCIES	53	27	26
F119	INITIATE AF FORMS 474	49	23	26
G174	REPLACE DAMAGED FILM TAILS	58	33	25
F136	OPERATE AUDIOVISUAL LIBRARY EQUIPMENT FOR PREVIEWS OR PROJECTIONIST TRAINING	55	30	25
D82	COUNSEL TRAINEES ON TRAINING PROGRESS	11	39	-28
C61	EVALUATE MAINTENANCE OR USE OF WORKSPACE, EQUIPMENT, OR SUPPLIES	18	46	-28
A13	PLAN CENTRALIZED CONTROL OF AUDIOVISUAL EQUIPMENT	32	61	-29
50	WRITE CORRESPONDENCE	35	64	-29
A10	ESTABLISH PERFORMANCE STANDARDS FOR SUBORDINATES	23	52	-29
B44	INTERPRET POLICIES, DIRECTIVES, OR PROCEDURES FOR SUBORDINATES	21	50	-29
C53	CONDUCT WALK-THROUGH INSPECTIONS OF AUDIOVISUAL LIBRARIES, LEARNING CENTERS, CONFERENCE ROOMS, OR PROJECTION BOOTHS	19	48	-29
A26	SCHEDULE LEAVES OR PASSES	23	53	-30
B29	COORDINATE PURCHASE OF AUDIOVISUAL EQUIPMENT WITH OTHER AGENCIES	24	54	-30
C62	EVALUATE PROCEDURES FOR STORAGE, INVENTORY, OR INSPECTION OF PROPERTY ITEMS	18	52	-34
A21	PLAN OR SCHEDULE WORK ASSIGNMENTS	25	59	-34
B30	COUNSEL PERSONNEL ON PERSONAL OR MILITARY RELATED PROBLEMS	23	58	-35
C70	PREPARE APRs	17	55	-38
A4	DETERMINE REQUIREMENTS FOR SPACE, PERSONNEL, EQUIPMENT, OR SUPPLIES	35	76	-41
A9	ESTABLISH ORGANIZATIONAL POLICIES, OFFICE INSTRUCTIONS (OI), OR STANDARD OPERATING PROCEDURES (SOP)	26	70	-44

COMPARISON OF SURVEY DATA TO AFR 39-1 SPECIALTY DESCRIPTIONS

Survey data for the 231X0 career ladder were compared to AFR 39-1 Specialty Descriptions, dated 15 March 1979 (for DAFSCs 23110, 23130, 23150, and 23170). These descriptions are intended to give a broad overview of the duties and tasks required to be performed by the various skill level personnel.

Overall, the 3-, 5-, and 7-skill level descriptions were found to provide an accurate overview of the major duties and tasks performed by 231X0 incumbents. However, the AFR 39-1 duty of script preparation is performed by very few respondents. As a matter of fact, the scripting function is not found in the current STS. At the 3- and 5-skill level, the specialty summary states an incumbent should assist in scripting functions. Furthermore, the duties and responsibilities portion states that personnel in this specialty assist in preparation and development of audiovisual outlines or scripts. Of the 173 3- and 5-level airmen in the sample, only 14 percent stated they performed the task of providing assistance in script preparation, and only six percent of these airmen stated they actually were involved in writing scripts. On the other hand, 7-level personnel were much more actively involved in scripting functions, since 26 percent of their sample stated they assisted in script preparation, while nine percent performed the task of writing scripts. It appears the scripting function is minimal at the 3- and 5-level and somewhat evident at the 7-skill level. Therefore, future AFR 39-1 revisions should look closely at the actual script requirement.

ANALYSIS OF TAFMS GROUPS

In conjunction with examining the job structure of the Audiovisual Media specialty and trends as one progresses across skill levels, it is also important to look at trends across enlistment groups. In this specialty, trends reported in earlier sections also were noted when examining tasks performed by enlistment groups.

As is normal in most career ladders, the time spent on supervisory duties increases as time in service increases (see Table 14). However, in this career ladder, these increases are not nearly as progressive as in others. In addition, technical duties are routinely performed by third and fourth term enlistment personnel although they account for less of the total work time than for first and second term personnel. Here again, one explanation for senior personnel performing an abundance of technical duties may be due to the small number of personnel assigned to some duty sections. Finally, the duty of "Performing Audiovisual Loan Services" is clearly the predominant duty across all TAFMS groups except for the most senior group (241+ TAFMS) where the job is primarily managerial (Duties A-C).

Job Satisfaction Data

Job satisfaction data also were examined for 231X0 personnel. Job interest and perceptions about utilization of talents and training, as well as reeenlistment intentions, for first enlistment (1-48 months TAFMS), second enlistment (49-96 months TAFMS), and career (97+ months TAFMS) groups are shown in Table 15. Also included are comparative data for surveys of similar direct support career ladders reported in 1980.

Overall, job satisfaction was low across all three enlistment groups reported. The percentages finding their job interesting was only 33 percent of first enlistment, 54 percent of second enlistment and 62 percent of career personnel. Although the comparative sample is somewhat higher in job interest, the significant difference is found with regard to first enlistment. On the surface, it appears that first enlistment audiovisual media jobs are much less interesting than others in the direct support category. Other data reflecting utilization of talents and training closely paralleled the 1980 comparative sample.

In terms of reenlistment intentions, all groups indicated a higher reenlistment intention than those in the 1980 comparative sample. For example, 46 percent of first enlistment personnel indicate a positive intention to reenlist where as 41 percent of the comparative first enlistment sample gave positive responses. Furthermore, 70 percent of second enlistment personnel indicated positive intentions, compared to 61 percent of the comparative sample. Therefore, it appears that while job interest is generally low, other job satisfaction indicators are moderate, and reenlistment intentions are high in this specialty.

In retrospect, it would appear the most serious concern of 231X0 functional managers should be first enlistment job satisfaction which may reflect the narrow scope (i.e., the limited number of tasks) performed in some jobs.

First Enlistment Personnel

First enlistment personnel also were examined on the basis of both common tasks performed and various background information. Table 16 lists those tasks performed by the greatest percentage of 231X0 first enlistment (1-48 months TAFMS) incumbents. Generally, these most common tasks involve receipt of products or equipment from loan, performance of operational checks of equipment, as well as preparation and issue of audiovisual materials/equipment.

Although the tasks listed in Table 16 are characteristic of most first enlistment personnel, other functions performed by these incumbents vary somewhat depending on the job they perform. Figure 2 presents the distribution of first enlistment 231X0 airmen across job groups identified in the CAREER LADDER STRUCTURE section. Most first term enlistment personnel can be identified in two distinct job groups: Audiovisual Library Personnel and Library Supervisors. It is interesting to note that many first enlistment personnel fall into the supervisory role because of the small number of people in their duty section. Of the entire sample (N=243), 205 people (84 percent) stated they had four people or less in their duty section, thereby affording many first-term airmen the task of supervision. Tasks typically performed by first enlistment personnel in these two major job groups on Figure 2 include:

Audiovisual Library Personnel

- Advise customers in the selection of films
- Issue audiovisual equipment
- Receive audiovisual equipment
- Prepare audiovisual equipment for shipment
- Research suspense files for delinquent loans
- Preview incoming audiovisual products
- Contact base agencies when a film arrives
- Splice films

Library Supervisors*

- Direct audiovisual library functions
- Inventory audiovisual library projection equipment
- Direct maintenance or utilization of equipment
- Implement unit projectionist training programs

*Note: With the exception of supervisors tasks, first-term personnel in both clusters perform almost identical tasks.

FIGURE 2

JOB GROUP DISTRIBUTION FOR FIRST ENLISTMENT 231X0 AIRMEN (N=74)

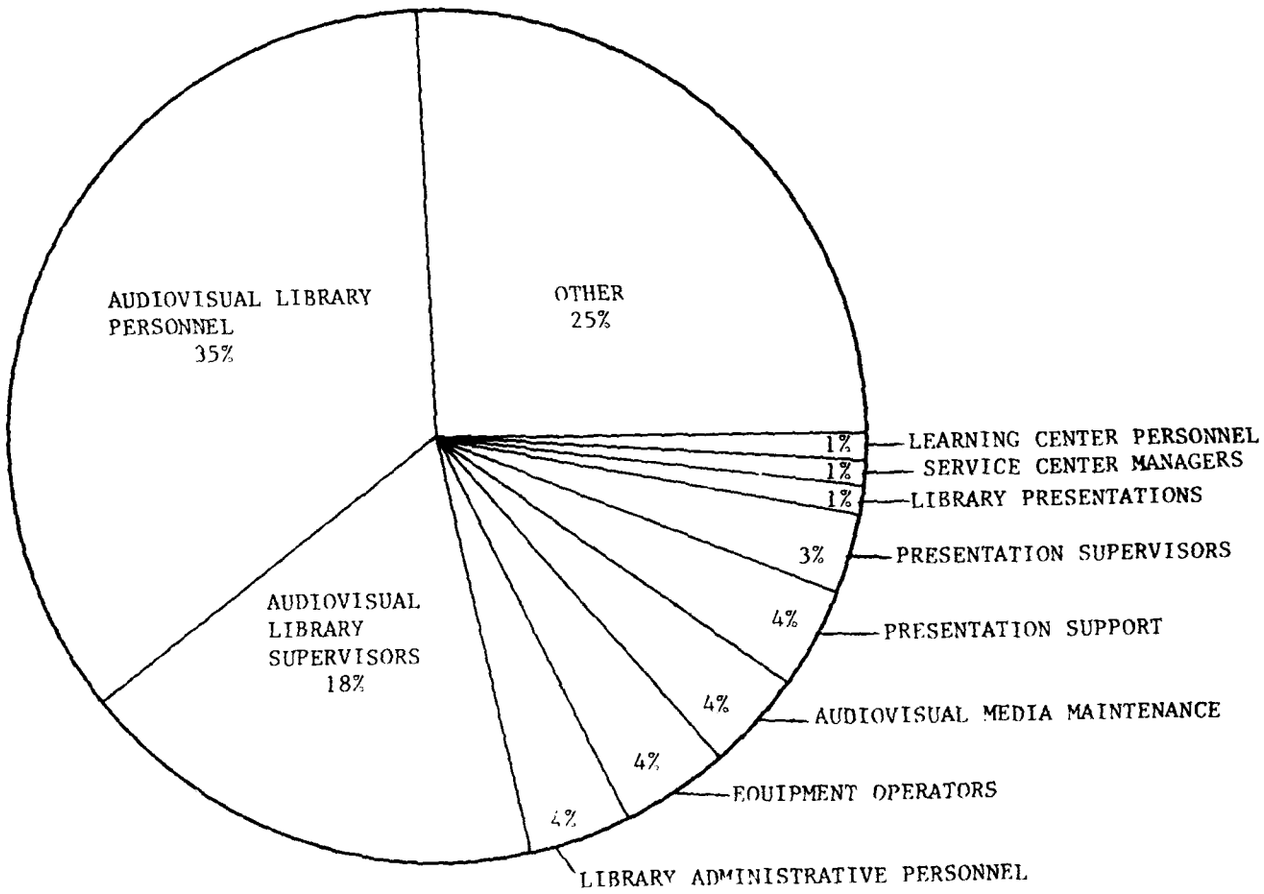


TABLE 14

PERCENTAGE OF TIME SPENT ON DUTIES BY 231X0 TAFMS GROUPS

DUTIES	MONTHS IN SERVICE 1-48 (N=74)	49-96 (N=54)	97-144 (N=42)	145-192 (N=37)	193-240 (N=19)	241+ (N=13)
A ORGANIZING AND PLANNING	9	11	10	14	11	36
B DIRECTING AND IMPLEMENTING	7	7	10	10	11	16
C INSPECTING AND EVALUATING	2	5	5	7	10	17
D TRAINING	3	3	5	5	11	5
E PERFORMING ADMINISTRATIVE FUNCTIONS	4	4	4	4	4	3
F PERFORMING AUDIOVISUAL LOAN SERVICES	40	36	31	27	20	9
G MAINTAINING AUDIOVISUAL MEDIA	13	11	9	9	11	4
H PERFORMING PRESENTATION SUPPORT	12	11	13	12	11	4
I MAINTAINING AUDIOVISUAL MEDIA EQUIPMENT	10	12	13	12	11	6

TABLE 15

JOB SATISFACTION DATA FOR AFS 231X0

	1ST ENLISTMENT		2ND ENLISTMENT		CAREER	
	231X0	1980 COMP SAMPLE*	231X0	1980 COMP SAMPLE*	231X0	1980 COMP SAMPLE*
I FIND MY JOB:						
DULL	43	20	28	16	22	12
SO-SO	24	21	18	20	16	16
INTERESTING	33	58	54	62	62	71
MY JOB UTILIZES MY TALENTS:						
NOT AT ALL OR VERY LITTLE	41	36	45	30	30	23
FAIRLY WELL OR BETTER	59	63	55	70	70	77
MY JOB UTILIZES MY TRAINING:						
NOT AT ALL OR VERY LITTLE	31	29	22	29	34	24
FAIRLY WELL OR BETTER	69	70	78	70	66	75
I PLAN TO REENLIST:						
NO OR PROBABLY NO	54	58	28	38	10	26
YES OR PROBABLY YES	46	41	70	61	77	72

NOTE: COLUMNS WILL NOT NECESSARILY ADD TO 100 PERCENT DUE TO "NO RESPONSE"

*INCLUDES ALL DIRECT SUPPORT CAREER LADDERS SURVEYED IN 1980
(AFSC - 511X0, 552X2, 552X5, 554X0, 555X0, 566X1, 602X0, 602X1, 602X2, 605X0, 611X0, 611X1, 622X0, AND 751X3)

TABLE 16

COMMON TASKS PERFORMED BY PERSONNEL WITH LESS THAN 48 MONTHS TAFMS

TASKS		PERCENT MEMBERS PERFORMING (N=74)
F148	RECEIVE AUDIOVISUAL PRODUCTS OR EQUIPMENT FROM LOAN	73
I195	PERFORM OPERATIONAL CHECKS OF AUDIOVISUAL EQUIPMENT	73
F146	PREPARE AUDIOVISUAL MATERIALS FOR SHIPMENT	69
F121	ISSUE AUDIOVISUAL PRODUCTS OR EQUIPMENT ON LOAN	68
I198	PERFORM PERIODIC INSPECTIONS OF EQUIPMENT	66
I196	PERFORM OPERATOR LEVEL MAINTENANCE OF AUDIOVISUAL EQUIPMENT	66
H184	OPERATE AUDIOVISUAL PRESENTATIONS EQUIPMENT, SUCH AS MOTION PICTURE OR SLIDE PROJECTORS	65
I199	PERFORM PREVENTIVE MAINTENANCE OF AUDIOVISUAL EQUIPMENT, SUCH AS CLEANING OR LUBRICATING	65
F132	MAKE ENTRIES ON TEMPORARY ISSUE RECEIPT (AF FORM 1297)	64
F109	ADVISE CUSTOMERS IN THE SELECTION OF FILMS	64
G177	SPLICE FILMS	64
G173	REPLACE DAMAGED FILM LEADERS	64
F142	ORDER ISD PRODUCTIONS FROM DAVA OR AFRAVL	62
G174	REPLACE DAMAGED FILM TAILS	62
F136	OPERATE AUDIOVISUAL LIBRARY EQUIPMENT FOR PREVIEWS OR PROJECTIONIST TRAINING	61
F129	MAKE ENTRIES ON COUNTER REQUEST FOR AUDIOVISUAL MATERIALS (AF FORM 2017)	61
F122	LOG CONFIRMATION OF RECEIPT OF AUDIOVISUAL MATERIALS	61
F116	EXTEND AUDIOVISUAL MATERIAL LOAD PERIODS AND POST AF FORMS 474	61
F147	PREVIEW AND EVALUATE INCOMING AUDIOVISUAL PRODUCTS	61
F153	RESEARCH SUSPENSE FILES FOR DELIQUENT AUDIVISUAL MATERIAL LOANS	61
F128	MAKE ENTRIES ON AUDIOVISUAL EQUIPMENT CONTROL RECORD (AF FORM 643)	59
F117	INFORM CUSTOMERS VERBALLY OF AUDIOVISUAL PRODUCTS OR EQUIPMENT AVAILABLE FOR LOAN	59
G167	INVENTORY AUDIOVISUAL MEDIA PRODUCTS	59
F112	CLOSE OUT AND FILE AUDIOVISUAL PRODUCT CONTROL (AF FORM 474)	59
F125	MAINTAIN LOAD SUSPENSE FILES	59
G159	CLEAN AND INSPECT FILMS USING FILM INSPECTION MACHINES	59
G172	REPAIR FILM FOOTAGE	59
F127	MAKE ENTRIES ON AF FORM 474 UPON RECEIPT OF AUDIOVISUAL MATERIALS FROM LOAN	58
I191	ADJUST AUDIOVISUAL EQUIPMENT FOR PROPER OPERATION	58
G165	INFORM USING AGENCIES OF THE IMPORTANCE OF PROPER CARE OR MAINTENANCE OF FILM OR AUDIOVISUAL LIBRARY EQUIPMENT	58
F134	NOTIFY USING AGENCIES OF CONFIRMATION OR DENIAL OF AUDIOVISUAL MATERIAL REQUESTS	58

TRAINING ANALYSIS

Occupational survey data are just one of several sources of information which can be used to help make training programs more meaningful and relevant to students. Factors provided in occupational surveys which may be used in evaluating training are percent of first assignment (1-48 months TAFMS) members performing tasks, utilization of equipment available at the technical school for training (not collected for this study), task difficulty ratings, and training emphasis ratings. An in-depth analysis of the 1-48 months TAFMS group was previously discussed in the ANALYSIS OF THE TAFMS GROUPS section of this report. This section will concentrate on the task difficulty and training emphasis data collected from 231X0 senior incumbents and a review of the Specialty Training Standard for the career ladder. As there is no technical school for this specialty, a review of the Plan of Instruction (POI) was not possible. Technical school personnel at Lowry AFB matched inventory tasks to areas outlined in the STS, dated May 1979. A complete computer listing of these matchings, along with percent members performing and task difficulty and training emphasis for each task statement, has been forwarded to the technical school for their use in reviewing training documents.

Task Difficulty. The relative difficulty of each task in the job inventory was assessed through ratings of 27 experienced 7-skill level Audiovisual Media Technicians. These ratings were processed to produce an ordered listing of all tasks in terms of their relative difficulty and were standardized to reflect an average difficulty of 5.0 and a standard deviation of 1.0. (For a more complete description of these ratings, refer to the Task Factor Administration section of the INTRODUCTION).

Tasks rated most difficult by the senior AFS 231X0 NCOs can be described as supervisory in nature. As a matter of fact, 70 supervisory tasks were rated more difficult than the highest rated technical task of performing operator level troubleshooting of audiovisual equipment. Furthermore, most of the technical tasks in the specialty were rated slightly below average in task difficulty. Some of these technical tasks appear in Table 17. Tasks in the inventory which received the lowest difficulty rating primarily involve the audiovisual loan service tasks. These low difficulty tasks include making form entries, maintaining suspenses, and notifying requesting agencies.

Analysis of Training Emphasis. Twenty experienced 7-skill level audiovisual Media NCOs rated each task in the job inventory for the degree of emphasis they feel should be placed upon the tasks in first enlistment training. These ratings were processed to produce an ordered listing of all tasks to show which tasks should have the highest to lowest emphasis in first enlistment training. The average rating was 4.37 with a standard deviation of 2.24. Tasks receiving rating of 6.61 or higher may be considered to have relatively high training emphasis ratings. (For a more complete description of these ratings, see the section on Task Factor Administration in the INTRODUCTION.)

Tasks receiving the highest rating for first enlistment training primarily involve the operation and maintenance of audiovisual equipment. Table 17 contains 26 of the tasks which received the highest emphasis ratings. The table shows that those tasks receiving the highest emphasis for training are also being performed by substantial percentages of the AFS 231X0 first enlistment respondents. In addition, it appears that all tasks rated high in training emphasis are not difficult, which tends to substantiate that fact that the job is learned quite easily through OJT.

In addition to the training emphasis data presented in this report, a complete listing of tasks and associated training emphasis ratings will be forwarded to the 231X0 training managers at Lowry AFB for their use in reviewing present training documents and formal training programs.

Specialty Training Standard (STS). The 231X0 STS, dated May 1979, was reviewed against the survey data. To aid in the analysis, subject matter specialists at Lowry Technical Training Center matched job inventory tasks to specific paragraphs in the STS. Each paragraph was then evaluated using task difficulty, training emphasis, and percent performing vectors.

Table 18 lists the tasks which were not matched to any of the STS paragraphs. Only four tasks were rated above average for first enlistment training. Of these four tasks, only two are performed by at least 30 percent of first enlistment respondents. Difficulty of these two tasks were slightly above average. Most of the tasks rated below average in Training Emphasis were above average in task difficulty. For example, the two scripting tasks listed are both high in task difficulty yet average or well below average in training emphasis. Therefore, it appears that the STS gives a broad overview of the career ladder and all STS paragraphs are well justified based on occupational survey data.

TABLE 17

EXAMPLES OF TASKS RATED ABOVE AVERAGE IN TRAINING EMPHASIS BY SENIOR 231X0 PERSONNEL
(PERCENT FIRST ENLISTMENT)

TASKS		TRAINING EMPHASIS	TASK DIFFICULTY	PERCENT FIRST ENLISTMENT PERFORMING (N=74)
F136	OPERATE AUDIOVISUAL LIBRARY EQUIPMENT FOR PREVIEWS OR PROJECTIONIST TRAINING	7.35	4.16	61
G159	CLEAN AND INSPECT FILMS USING FILM INSPECTION MACHINES	7.35	4.58	60
I195	PERFORM OPERATIONAL CHECKS OF AUDIOVISUAL EQUIPMENT	7.35	4.44	73
G165	INFORM USING AGENCIES OF THE IMPORTANCE OF PROPER CARE OR MAINTENANCE OF FILM OR AUDIOVISUAL LIBRARY EQUIPMENT	7.30	4.78	58
H187	SET UP AUDIOVISUAL PRESENTATIONS EQUIPMENT	7.30	4.86	57
I196	PERFORM OPERATOR LEVEL MAINTENANCE OF AUDIOVISUAL EQUIPMENT	7.30	4.05	66
F109	ADVISE CUSTOMERS IN THE SELECTION OF FILMS	7.25	4.90	64
F112	CLOSE OUT AND FILE AUDIOVISUAL PRODUCT CONTROL (AF FORM 474)	7.25	4.02	60
H184	OPERATE AUDIOVISUAL PRESENTATIONS EQUIPMENT, SUCH AS MOTION PICTURE OR SLIDE PROJECTORS	7.25	5.03	65
I191	ADJUST AUDIOVISUAL EQUIPMENT FOR PROPER OPERATION	7.25	4.94	58
F111	CATALOG AUDIOVISUAL PRODUCTS	7.20	4.71	45
F139	ORDER COMMERCIAL OR CIVILIAN AUDIOVISUAL MATERIALS THROUGH DAV OR AFRAVL	7.20	4.73	31
I197	PERFORM OPERATOR LEVEL TROUBLESHOOTING OF AUDIOVISUAL EQUIPMENT	7.20	5.41	55
I199	PERFORM PREVENTIVE MAINTENANCE OF AUDIOVISUAL EQUIPMENT, SUCH AS CLEANING OR LUBRICATING	7.20	4.93	65
F144	PREPARE ADVERTISEMENTS OF AUDIOVISUAL PRODUCTS OR EQUIPMENT AVAILABLE FOR LOAN	7.15	4.80	49
G162	DISPOSE OF OBSOLETE CLASSIFIED FILMS	7.15	4.83	31
G177	SPLICE FILMS	7.15	4.48	64
F125	MAINTAIN LOAD SUSPENSE FILES	7.10	3.69	60
G172	REPAIR FILM FOOTAGE	7.10	4.54	60
F142	ORDER ISD PRODUCTIONS FROM DAVA OR AFRAVL	7.05	4.05	62
F143	ORDER OTHER U. S. GOVERNMENT AGENCY AUDIOVISUAL MATERIALS THROUGH DAVA OR AFRAVL	7.05	4.66	24
F152	RESEARCH REGULATIONS TO DETERMINE ELIGIBILITY OF REQUESTERS	7.05	4.68	45
F121	ISSUE AUDIOVISUAL PRODUCTS OR EQUIPMENT ON LOAN	7.00	3.83	68
F137	ORDER AIR FORCE AUDIOVISUAL MATERIALS FROM DEFENSE AUDIOVISUAL AGENCY (DAVA)	7.00	4.14	50
G167	INVENTORY AUDIOVISUAL MEDIA PRODUCTS	7.00	4.49	60
I200	SCHEDULE EQUIPMENT FOR INSPECTION, CLEANING, OR PREVENTIVE MAINTENANCE	7.00	4.49	45

*NOTE: TASK DIFFICULTY AND TRAINING EMPHASIS RATINGS IN THESE TWO COLUMNS WERE OBTAINED FROM SENIOR 231X0 NCOs

TABLE 18

EXAMPLES OF TASKS NOT REFERENCED TO STS

TASKS		*TNG EMP	TSK DIF	1ST ENL (PERCENT PERFORMING)
I192	COORDINATE CONTRACT MAINTENANCE OF AUDIOVISUAL EQUIPMENT WITH SUPPLY FUNCTION OR CONTRACTORS	6.25	5.36	38
E106	MAINTAIN STOCK OF OFFICE EQUIPMENT OR SUPPLIES	5.45	4.47	40
F149	RESEARCH DAVA COMPUTER GENERATED DENIAL NOTICES	5.25	4.13	28
H182	AID IN THE PREPARATION OF SCRIPTS	5.10	6.31	18
A17	PLAN LAYOUTS OF AUDIOVISUAL FACILITIES OTHER THAN CONFERENCE ROOMS	3.60	6.88	11
C53	CONDUCT WALK-THROUGH INSPECTIONS OF AUDIOVISUAL LIBRARIES, LEARNING CENTERS, CONFERENCE ROOMS, OR PROJECTION BOOTHS	3.45	5.15	12
E105	MAINTAIN STATUS BOARDS, GRAPHS, OR CHARTS FOR OTHER THAN TRAINING	3.30	4.33	31
C55	EVALUATE ADMINISTRATIVE FORMS, FILES, OR PROCEDURES	2.75	5.21	16
A25	REVIEW UNIT EMERGENCY OR DISASTER PLANS	2.25	4.76	11
C66	EVALUATE UNIT EMERGENCY PLANS	2.20	5.61	1
B41	IMPLEMENT SUGGESTION PROGRAMS	2.10	4.64	7
H190	WRITE SCRIPTS	2.10	7.14	8

*AVERAGE TNG EMP = 4.37

ANALYSIS OF MAJOR COMMAND DIFFERENCES

An analysis of the tasks and duties performed by MAJCOM groups can highlight important differences. In many specialties, the jobs performed by various groups of personnel differ little across MAJCOMs. This is the case in the 231X0 specialty, with one notable exception. The five largest users of 231X0 personnel (TAC, MAC, SAC, USAFE, AFSC) were examined and one notable difference was found concerning AFSC personnel. The average percent time spent by members of AFSC in the presentation support duty is 24 percent, as compared to four percent for SAC, nine percent for USAFE/TAC, and 13 percent for MAC. Tasks such as set up presentation equipment, operate audiovisual projectors, and schedule conference rooms were performed by a significantly larger percentage of AFSC personnel than those of SAC, TAC, MAC and USAFE. Therefore, it appears that AFSC 231X0 personnel are much more involved in conference room duties than personnel in the other MAJCOMs.

ANALYSIS OF CONUS VERSUS OVERSEAS GROUPS

A comparison was made between the tasks performed and the background data for the 115 DAFSC 23150 personnel who were assigned within the CONUS versus the 31 personnel who were assigned to overseas locations. Overall, the jobs performed by these two groups are very similar with respect to the tasks performed and the time spent on those tasks. Only a very small number of task differences were noted between CONUS and overseas incumbents. For example, a larger percent of overseas personnel order audiovisual materials and contact base activities. On the other hand, a larger percent of personnel in the CONUS scheduled equipment for inspection and cleaning.

A comparison of background data also revealed very little difference between these two groups. Overseas respondents reported performing a greater average number of tasks than those in the CONUS (69 versus 60). In addition, overseas personnel appeared more willing to reenlist than CONUS personnel (71 versus 59 percent). In short, there are very few variables that distinguish these two groups of respondents.

COMPARISON WITH PREVIOUS SURVEY

A comparison was made between the results of this study and those of the March 1977 OSR. In comparing the two studies, two items should be noted. First, the 231XO specialty had A and B shreds during 1977. Both shreds were deleted in 1979, and the functions of Film Editing and Audio Recording have been incorporated into other AFSCs. Second, the total number of personnel assigned to the 231XO specialty went from 662 in 1977 to 355 in 1981. Thus, sample sizes of the two studies vary considerably (243 in 1981 vs 447 in 1977). Overall, the Audiovisual Media ladder has remained relatively stable in terms of jobs performed over the past six years. Audiovisual Library job groups comprise almost 50 percent of the total sample in both surveys, with Customer Service being the major function. The Presentation Cluster in the present study has five distinct job types which closely parallel the four job groups of the 1977 survey. Conference Room Monitors identified in the 1977 survey are not specifically identified in the current survey, but portions of this function are distributed among four of the Presentation job types in the current survey. The presentation function in the 1977 survey was performed by 18 percent of the sample, while the current sample identified 21 percent. Both studies identified a management job group and, here again, little difference was noted.

The most notable difference between the two studies is found in the job satisfaction indicators. The most glaring example is that only 33 percent of first-term personnel in the current survey found their job interesting as compared to 53 percent in the 1977 study. Although not as pronounced as with the first-term data, all other job satisfaction indicators, including reenlistment intentions, are much higher for DAFSC and TAFMS groups in the 1977 survey. As previously mentioned, the number of personnel decreased by approximately 50 percent between 1977 and the current survey. Therefore, this decrease in personnel, the elimination of shredouts with some responsibilities moved to other AFSCs, and the increased civilianization of the specialty may have contributed to this significant drop in job satisfaction indicators.

IMPLICATIONS

It is apparent from the present study of the 231X0 career ladder that the job structure has not changed much since 1977 when it was last surveyed, except that Motion Picture Film Editor (A shred) and Sound Application (B shred) functions have now been taken out and put into a 232X0 lateral career ladder. Although the specialty has seen increased civilianization, the 231X0 ladder has remained very homogeneous, with incumbents performing the two basic functions of Audiovisual Library and Audiovisual Presentations.

Job satisfaction is a major factor in this survey. Only 33 percent of first-term respondents found their job interesting. When compared to other similar AFSC survey data in 1980 and the 231X0 survey of 1977, we find current first-term job satisfaction some 20 to 25 percent lower. Even second enlistment as well as career personnel in the specialty are somewhat lower than other direct support career ladders. Although job satisfaction data are rather dismal, reenlistment intentions for first-term and career personnel are somewhat higher than other direct support career ladders in 1980. Therefore, it appears incumbents are dissatisfied only with the job and not the Air Force in general.

Since there is no technical school for the specialty and the duty sections are quite small, OJT is the backbone of the overall training program. Sixty-nine percent of first enlistment personnel feel that training is adequate for the job they perform. Moreover, tasks rated high in Training Emphasis and performed by more than 50 percent of the first-term incumbents are viewed as not difficult. Therefore, it appears that OJT is providing the necessary training. During the April 1980 Utilization and Training Conference, a proposal was made to initiate a course for the Audiovisual Media Specialty. It appears that the data does not fully justify the establishment of a course at this time. MAJCOMs and functional managers may want to examine the data further at the next Utilization and Training Conference to see if a course is fully warranted. Functional managers for this ladder should look very closely at the homogeneity of jobs within the ladder and the low job satisfaction of incumbents. Other actions may be needed in dealing with the small duty sections throughout the career ladder. The conference in 1982 should reassess the feasibility of a technical school.

APPENDIX A

TABLE A1

BACKGROUND INFORMATION FOR JOB TYPES IN THE AUDIOVISUAL LIBRARY CLUSTER

	(GRP082) ADMIN PERSONNEL (N=8)	(GRP128) PRESENTATIONS PERSONNEL (N=6)	(GRP107) LIBRARY SUPERVISORS (N=40)	(GRP133) CUSTOMER SERVICE PERSONNEL (N=46)
AVERAGE NUMBER OF TASKS PERFORMED	50	83	115	73
AVERAGE PAYGRADE	E-4	E-4	E-5	E-4
PERCENT SUPERVISING	13%	33%	70%	11%
DAFSC				
23130	25%	-	10%	15%
23150	75%	67%	63%	76%
23170	-	33%	27%	9%
AVERAGE MONTHS TAFMS	74	83	105	65
PERCENT IN FIRST ENLISTMENT	38%	16%	33%	57%
PERCENT ASSIGNED OVERSEAS	75%	17%	30%	20%
PERSONS IN DUTY SECTION				
1-2	63%	17%	38%	39%
3-4	37%	83%	45%	46%
5-6	-	-	12%	11%
7 OR MORE	-	-	5%	4%
COMMANDS				
SAC	25%	50%	33%	29%
TAC	-	50%	23%	28%
MAC	12%	-	20%	24%
USAFE	38%	-	12%	11%
AFSC	13%	-	12%	2%
USAFA	-	-	-	4%
PACAF	12%	-	-	-
OTHER	-	-	-	2%

TABLE A2

BACKGROUND INFORMATION FOR JOB TYPES IN THE MANAGEMENT PERSONNEL CLUSTER

	(GRP065) PRES NCOIC'S (N=9)	(GRP083) SERVICE CENTER MGRS (N=6)	(GRP049) LIBRARY NCOIC'S (N=16)
AVERAGE NUMBER OF TASKS PERFORMED	78	78	104
AVERAGE PAY GRADE	E-7	E-5	E-6
PERCENT SUPERVISING	100%	17%	94%
DAFSC			
23130	-	17%	-
23150	-	50%	38%
23170	100%	33%	62%
AVERAGE MONTHS TAFMS	187	134	157
PERCENT IN FIRST ENLISTMENT	-	16%	-
PERCENT ASSIGNED OVERSEAS	38%	33%	11%
PERSONS IN DUTY SECTION			
1-2	44%	83%	38%
3-4	34%	17%	31%
5-6	11%	-	31%
7 OR MORE	11%	-	-
COMMANDS			
SAC	11%	-	13%
TAC	22%	17%	25%
MAC	-	33%	25%
USAFE	11%	17%	25%
AFSC	11%	33%	-
AFLC	11%	-	-
ATC	34%	-	-
USAFA	-	-	6%
HQ USAF	-	-	6%

TABLE A3

BACKGROUND INFORMATION FOR JOB TYPES IN THE AUDIOVISUAL PRESENTATION CLUSTER

	(GRP079) LEARNING CTR PERS (N=10)	(GRP087) PRES SUPVS (N=6)	(GRP097) PRES SUPP PERS (N=10)	(GRP137) AUDIO-VISUAL MAINT PERS (N=5)	(GRP041) EQUIP OPRS (N=9)
AVERAGE NUMBER OF TASKS PERFORMED	52	39	26	29	15
AVERAGE PAY GRADE	E-5	E-5	E-5	E-4	E-4
PERCENT SUPERVISING	10%	50%	10%	-	-
DAFSC					
23130	-	17%	-	40%	45%
23150	80%	33%	60%	60%	22%
23170	20%	50%	40%	-	33%
AVERAGE MONTHS TAFMS	126	100	108	64	85
PERCENT IN FIRST ENLISTMENT	10%	33%	30%	60%	33%
PERCENT ASSIGNED OVERSEAS	-	33%	30%	20%	11%
PERSONS IN DUTY SECTION					
1-2	70%	67%	40%	20%	33%
3-4	30%	17%	50%	40%	67%
5-6	-	-	-	20%	-
7 OR MORE	-	16%	10%	20%	-
COMMANDS					
SAC	20%	-	10%	-	-
TAC	20%	33%	10%	20%	11%
MAC	-	33%	30%	-	56%
USAFE	-	17%	10%	20%	11%
AFSC	-	17%	20%	40%	22%
ATC	30%	-	-	20%	-
HQ USAF	-	-	10%	-	11%
AFCC	10%	-	-	-	-
OTHER	-	-	10%	-	-

TABLE A4

JOB SATISFACTION FOR JOB TYPES IN THE AUDIOVISUAL LIBRARY CLUSTER

	ADMINISTRATIVE PERSONNEL	PRESENTATION PERSONNEL	LIBRARY SUPERVISORS	CUSTOMER SERVICE PERSONNEL
I FIND MY JOB:				
DULL	25	33	25	42
SO-SO	25	-	30	28
INTERESTING	50	67	45	30
MY JOB UTILIZES MY TALENTS:				
NOT AT ALL TO VERY LITTLE	37	33	33	56
FAIRLY WELL TO BETTER	63	67	67	44
MY JOB UTILIZES MY TRAINING:				
NOT AT ALL TO VERY LITTLE	25	17	22	26
FAIRLY WELL TO BETTER	75	83	78	74
I FEEL A SENSE OF ACCOMPLISHMENT:				
EXTREMELY TO SLIGHTLY DISSATISFIED	50	33	42	57
SO-SO	-	17	5	17
SLIGHTLY TO EXTREMELY SATISFIED	50	50	53	26
I PLAN TO REENLIST:				
NO OR PROBABLY NO	62	33	40	39
YES OR PROBABLY YES	38	67	60	61

TABLE A5

JOB SATISFACTION DATA FOR JOB TYPES IN THE MANAGEMENT PERSONNEL CLUSTER

	PRESENTATION NCOIC'S	SERVICE CENTER MANAGERS	LIBRARY NCOIC'S
I FIND MY JOB:			
DULL	-	17	13
SO-SO	-	-	-
INTERESTING	100	83	87
MY JOB UTILIZES MY TALENTS:			
NOT AT ALL TO VERY LITTLE	0	33	13
FAIRLY WELL TO BETTER	100	67	87
MY JOB UTILIZES MY TRAINING:			
NOT AT ALL TO VERY LITTLE	13	33	11
FAIRLY WELL TO BETTER	87	67	89
I FEEL A SENSE OF ACCOMPLISHMENT:			
EXTREMELY TO SLIGHTLY DISSATISFIED	22	-	7
SO-SO	11	-	6
SLIGHTLY TO EXTREMELY SATISFIED	67	100	87
I PLAN TO REENLIST:			
NO OR PROBABLY NO	22	17	6
YES OR PROBABLY YES	78	83	94

TABLE A6

JOB SATISFACTION FOR JOB TYPES IN THE AUDIOVISUAL PRESENTATION CLUSTER

	LEARNING CENTER PERSONNEL	PRESENTATION SUPERVISORS	PRESENTATION SUPPORT PERSONNEL	AUDIOVISUAL MAINTENANCE PERSONNEL	EQUIPMENT OPERATORS
I FIND MY JOB:					
DULL	40	-	10	-	67
SO-SO	10	-	30	40	11
INTERESTING	50	100	60	60	22
MY JOB UTILIZES MY TALENTS:					
NOT AT ALL TO VERY LITTLE	50	17	30	-	89
FAIRLY WELL TO BETTER	50	83	70	100	11
MY JOB UTILIZES MY TRAINING:					
NOT AT ALL TO VERY LITTLE	40	33	30	-	56
FAIRLY WELL TO BETTER	60	67	70	100	44
I FEEL A SENSE OF ACCOMPLISHMENT:					
EXTREMELY TO SLIGHTLY DISSATISFIED	50	-	40	-	45
SO-SO	-	-	-	-	33
SLIGHTLY TO EXTREMELY SATISFIED	50	100	60	100	22
I PLAN TO REENLIST:					
NO OR PROBABLY NO	10	17	10	20	67
YES OR PROBABLY YES	90	83	90	80	33

TABLE A7

REPRESENTATIVE TASKS PERFORMED BY THE AUDIOVISUAL LIBRARY CLUSTER

TASKS		PERCENT MEMBERS PERFORMING (N=111)
F109	ADVISE CUSTOMERS IN THE SELECTION OF FILMS	98
F148	RECEIVE AUDIOVISUAL PRODUCTS OR EQUIPMENT FROM LOAN	97
F146	PREPARE AUDIOVISUAL MATERIALS FOR SHIPMENT	96
G173	REPLACE DAMAGED FILM LEADERS	95
F112	CLOSE OUT AND FILE AUDIOVISUAL PRODUCT CONTROL (AF FORM 474)	94
F153	RESEARCH SUSPENSE FILES FOR DELINQUENT AUDIOVISUAL MATERIAL LOANS	94
G174	REPLACE DAMAGED FILM TAILS	94
F121	ISSUE AUDIOVISUAL PRODUCTS OR EQUIPMENT ON LOAN	92
F115	CONTACT BASE ACITVITIES OR AGENCIES WITH PRIMARY INTEREST WHEN A FILM ARRIVES THROUGH AUTOMATIC DISTRIBUTION	92
F132	MAKE ENTRIES ON TEMPORARY ISSUE RECEIPT (AF FORM 1297)	91
F129	MAKE ENTRIES ON COUNTER REQUEST FOR AUDIOVISUAL MATERIALS (AF FORM 2017)	91
F147	PREVIEW AND EVALUATE INCOMING AUDIOVISUAL PRODUCTS	91
I195	PERFORM OPERATIONAL CHECKS OF AUDIOVISUAL EQUIPMENT	91
F127	MAKE ENTRIES ON AF FORM 474 UPON RECEIPT OF AUDIOVISUAL MATERIALS FROM LOAN	90
G165	INFORM USING AGENCIES OF THE IMPORTANCE OF PROPER CARE OR MAINTENANCE OF FILM OR AUDIOVISUAL LIBRARY EQUIPMENT	90
F134	NOTIFY USING AGENCIES OF CONFIRMATION OR DENIAL OF AUDIOVISUAL MATERIAL REQUESTS	90
F116	EXTEND AUDIOVISUAL MATERIAL LOAD PERIODS AND POST AF FORMS 474	90
F110	ARRANGE FOR INTERESTED AGENCIES TO PREVIEW AUDIOVISUAL MATERIALS	90
F133	NOTIFY REQUESTING AGENCIES OF OBSOLETE FILMS	90
F128	MAKE ENTRIES ON AUDIOVISUAL EQUIPMENT CONTROL RECORD (AF FORM 643)	89
F142	ORDER ISD PRODUCTIONS FROM DAVA OR AFRAVL	89
F135	NOTIFY USING AGENCIES OF FILM LOAD DELINQUENCIES	88
F120	ISSUE AUDIOVISUAL PRODUCTS OR EQUIPMENT FOR UNIT RETENTION PENDING USE (RPU)	88
G166	INSPECT TAKE-UP REELS FOR DAMAGE	88

TABLE A8

REPRESENTATIVE TASKS PERFORMED BY THE MANAGEMENT PERSONNEL CLUSTER

TASKS		PERCENT MEMBERS PERFORMING (N=34)
A4	DETERMINE REQUIREMENTS FOR SPACE, PERSONNEL, EQUIPMENT, OR SUPPLIES	94
A21	PLAN OR SCHEDULE WORK ASSIGNMENTS	91
A7	DEVELOP WORK METHODS OR PROCEDURES	91
A3	DETERMINE AUDIOVISUAL PRIORITIES	88
A9	ESTABLISH ORGANIZATIONAL POLICIES, OFFICE INSTRUCTIONS (OI), OR STANDARD OPERATING PROCDURES (SOP)	88
C62	EVALUATE PROCEDURES FOR STORAGE, INVENTORY, OR INSPECTION OF PROPERTY ITEMS	85
B50	WRITE CORRESPONDENCE	82
C61	EVALUATE MAINTENANCE OR USE OF WORKSPACE, EQUIPMENT, OR SUPPLIES	82
A13	PLAN CENTRALIZED CONTROL OF AUDIOVISUAL EQUIPMENT	82
A26	SCHEDULE LEAVES OR PASSES	82
C52	ANALYZE AUDIOVISUAL PRESENTATIONS WORKLOAD REQUIREMENTS	79
B36	DIRECT MAINTENANCE OR UTILIZATION OF EQUIPMENT	79
A10	ESTABLISH PERFORMANCE STANDARDS FOR SUBORDINATES	79
C57	EVALUATE COMPLIANCE WITH PERFORMANCE STANDARDS	79
B37	DIRECT PRESENTATIONS SUPPORT FUNCTIONS	76
B29	COORDINATE PURCHASE OF AUDIOVISUAL EQUIPMENT WITH OTHER AGENCIES	76
I194	INVENTORY AUDIOVISUAL PROJECTION EQUIPMENT	76
B30	COUNSEL PERSONNEL ON PERSONAL OR MILITARY RELATED PROBLEMS	76
I195	PERFORM OPERATIONAL CHECKS OF AUDIOVISUAL EQUIPMENT	74
C67	EVALUATE WORK SCHEDULES	74
C70	PREPARE APRs	74
E106	MAINTAIN STOCK OF OFFICE EQUIPMENT OR SUPPLIES	74
B39	IMPLEMENT SAFETY PROGRAMS	74

TABLE A9

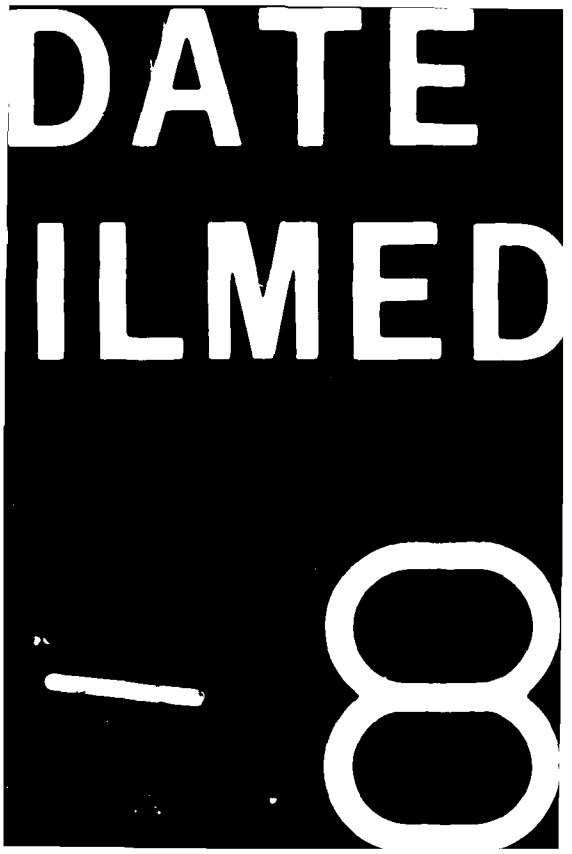
REPRESENTATIVE TASKS PERFORMED BY THE AUDIOVISUAL PRESENTATION CLUSTER

TASKS		PERCENT MEMBERS PERFORMING (N=52)
H184	OPERATE AUDIOVISUAL PRESENTATIONS EQUIPMENT, SUCH AS MOTION PICTURE OR SLIDE PROJECTORS	94
H187	SET UP AUDIOVISUAL PRESENTATIONS EQUIPMENT	94
I195	PERFORM OPERATIONAL CHECKS OF AUDIOVISUAL EQUIPMENT	88
H180	ADJUST PRESENTATION FACILITY LIGHTING	85
H191	ADJUST AUDIOVISUAL EQUIPMENT FOR PROPER OPERATION	83
H186	SCHEDULE USE OF PRESENTATIONS EQUIPMENT	81
H181	ADVISE SPEAKERS OR INSTRUCTORS IN THE USE OF PRESENTATION PRODUCTS, SERVICES, OR TECHNIQUES	79
I196	PERFORM OPERATOR-LEVEL MAINTENANCE OF AUDIOVISUAL EQUIPMENT	79
H189	STRAIGHTEN, ALIGN, OR CLEAN CONFERENCE FACILITIES	77
H188	SET UP FACILITIES FOR CHANGES IN PRESENTATION FORMATS	77
I199	PERFORM PREVENTIVE MAINTENANCE OF AUDIOVISUAL EQUIPMENT, SUCH AS CLEANING OR LUBRICATING	77
H185	SCHEDULE CONFERENCE ROOMS, BRIEFING ROOMS, CLASSROOMS, OR LEARNING CENTER POSITIONS	73
H183	ARRANGE FOR REHEARSALS OF PRESENTATIONS	73
I194	INVENTORY AUDIOVISUAL PROJECTION EQUIPMENT	73
I197	PERFORM OPERATOR LEVEL TROUBLESHOOTING OF AUDIOVISUAL EQUIPMENT	71
H179	ADJUST PRESENTATION FACILITY ENVIRONMENTAL SYSTEMS	67
I198	PERFORM PERIODIC INSPECTIONS OF EQUIPMENT	65
I200	SCHEDULE EQUIPMENT FOR INSPECTION, CLEANING, OR PREVENTIVE MAINTENANCE	60
I93	INSPECT AUDIOVISUAL EQUIPMENT FOR PROPER GROUNDING	60
I192	COORDINATE CONTRACT MAINTENANCE OF AUDIOVISUAL EQUIPMENT WITH SUPPLY FUNCTION OR CONTRACTORS	48
A3	DETERMINE AUDIOVISUAL MEDIA PRIORITIES	44
F148	RECEIVE AUDIOVISUAL PRODUCTS OR EQUIPMENT FROM LOAN	42

TABLE A10

TYPICAL TYPES OF EQUIPMENT USED BY 231X0 PERSONNEL

EQUIPMENT	PERCENT MEMBERS UTILIZING			
	ENTIRE SAMPLE (N=239)	23130 (N=27)	23150 (N=146)	23170 (N=66)
CAROUSEL PROJECTOR	90	89	93	84
OVERHEAD PROJECTOR	86	93	88	80
PROJECTION SCREEN (FRONT)	84	85	85	80
VIDEO TAPE PLAYER	82	85	86	73
AUTOLOAD 16mm PROJECTOR	82	82	85	76
CASETTE RECORDER/PLAYER	76	78	77	74
TELEVISION MONITOR	74	56	76	76
SOUND/SLIDE SYSTEM	59	70	58	58
HOT SPLICERS	56	52	62	46
PROJECTION SCREEN (REAR)	55	59	52	61
MANUAL LOAD 16mm PROJECTOR	55	70	49	62
FILM INSPECTION MACHINE	54	63	62	33
VIDEO PROJECTION EQUIPMENT	49	41	55	39
REEL-TO-REEL TAPE RECORDER	43	37	41	49
VIDEO TAPE RECORDER	41	37	43	39
OPAQUE PROJECTOR	41	37	44	35
PUBLIC ADDRESS SYSTEM	39	41	37	41
DISSOLVE CONTROL UNITS	38	44	35	41
PORTABLE SOUND SYSTEMS LECTERNS	36	30	38	35
REAR VIEW PROJECTION MIRRORS	35	41	30	44
FILM STRIP PROJECTOR	25	26	29	17
REWINDER	21	26	16	27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