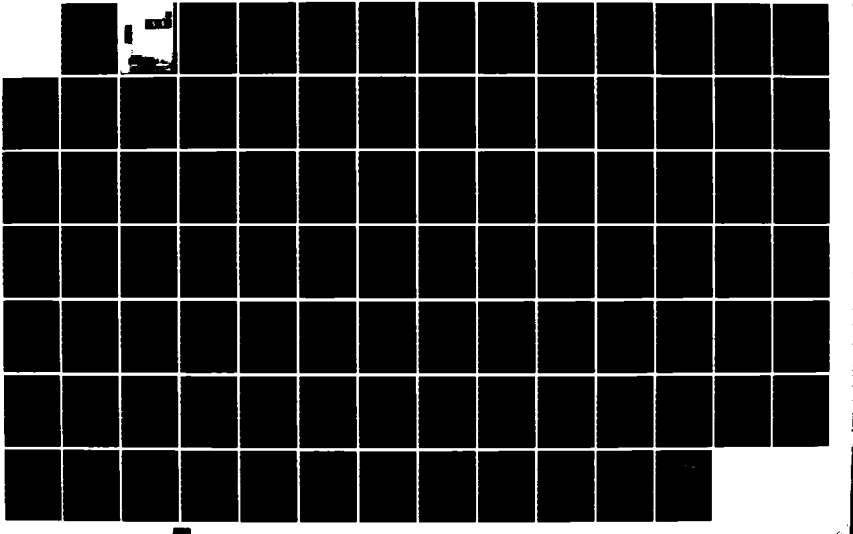
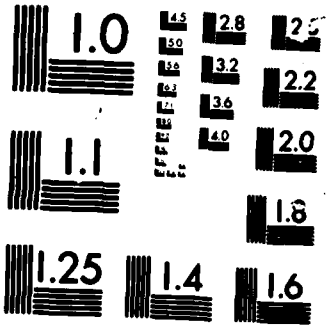
AD-A166 238 PERCEPTION SURVEY STAFF AND FACULTY DEVELOPMENT PROGRAMS(U) ARMY AVIATION CENTER FORT RUCKER AL DIRECTORATE OF EVALUATION AND STANDARDIZATION 1/1

UNCLASSIFIED S M GODWIN NOV 84 DES-85-1 F/G 5/9 NL





MICROCOPY RESOLUTION TEST CHART

AD-A166 238

DTIC
ELECTE
APR 0 4 1986
S D

This document has been approved for public release and sale; its distribution is unlimited.

UNCLASSIFIED

SECURITY CLASSIFICATION OF THIS PAGE *(When Data Entered)*

REPORT DOCUMENTATION PAGE	READ INSTRUCTIONS BEFORE COMPLETING FORM
1. REPORT NUMBER: DES 85-1	2. GOVT ACCESSION NO. AD-A166238 / 3. RECIPIENT'S CATALOG NUMBER
4. TITLE *(and Subtitle)*: PERCEPTION SURVEY STAFF AND FACULTY DEVELOPMENT PROGRAMS	5. TYPE OF REPORT & PERIOD COVERED: Final Report
	6. PERFORMING ORG. REPORT NUMBER
7. AUTHOR(s): Shelby M. Godwin	8. CONTRACT OR GRANT NUMBER(s)
9. PERFORMING ORGANIZATION NAME AND ADDRESS: Directorate of Evaluation and Standardization, U. S. Army Aviation Center, ATTN: ATZQ-ES-E, Fort Rucker, AL 36362-5000	10. PROGRAM ELEMENT, PROJECT, TASK AREA & WORK UNIT NUMBERS
11. CONTROLLING OFFICE NAME AND ADDRESS: Same as above	12. REPORT DATE: November 1984
	13. NUMBER OF PAGES: 90
14. MONITORING AGENCY NAME & ADDRESS(*if different from Controlling Office*)	15. SECURITY CLASS. *(of this report)*: UNCLASSIFIED
	15a. DECLASSIFICATION/DOWNGRADING SCHEDULE

16. DISTRIBUTION STATEMENT *(of this Report)*

Approval for public release; distribution unlimited.

17. DISTRIBUTION STATEMENT *(of the abstract entered in Block 20, if different from Report)*

18. SUPPLEMENTARY NOTES

19. KEY WORDS *(Continue on reverse side if necessary and identify by block number)*

Staff, Faculty, ITC, CRI, ISD, CTLOW

20. ABSTRACT *(Continue on reverse side if necessary and identify by block number)*

a. The purpose of this survey was to determine if the training programs conducted for personnel in staff and faculty positions adequately support the mission for which they are designed.

b. Questionnaires and interviews were used to collect data. The following are the major findings:

(Continued on Reverse)

DD FORM 1 JAN 73 1473 EDITION OF 1 NOV 65 IS OBSOLETE

UNCLASSIFIED

SECURITY CLASSIFICATION OF THIS PAGE *(When Data Entered)*

(1) Personnel are adequately qualified to perform their jobs in most areas. Supervisory ratings of instructors' appearance, conduct, subject knowledge, self-improvement efforts, as well as overall ratings were all well above average. The majority of instructors like their jobs, are teaching subjects in which they feel qualified, and feel that they are effective overall.

(2) Weaknesses were found to exist in the performance of several tasks, particularly the following which were rated the lowest on "Qualified and competent" by both employees and their supervisors:

(a) Prepare/revise criterion written/performance test outlines

(b) Prepare/revise criterion written/performance tests

(c) Develop/revise programmed texts, practical exercises, and other student materials.

(d) Perform administrative duties such as preparing and staffing correspondence, completing reports, maintaining files, and conducting briefings

(e) Prepare/revise lesson plans and instructor guides

(3) The majority of personnel responded that their organizations have a structured training program for providing on-the-job training and assistance to newly assigned personnel.

(4) The majority of employees and supervisors responded that their organizations routinely schedule Staff and Faculty Development training in job-related courses.

(5) For the four major courses surveyed (ITC, ISD, CRI, CTLOW), both employees and supervisors rated importance of course content higher than they rated effectiveness of the training for preparing them to assume their duties. Employees rated both course content and training effectiveness higher than did their supervisors. This is consistent with the fact that they also rated themselves higher for the 20 tasks surveyed on "Qualified and competent" and lower on the "Need for training and experience" than did their supervisors.

PERCEPTION SURVEY

STAFF AND FACULTY DEVELOPMENT PROGRAMS

SHELBY M. GODWIN

DIRECTORATE OF EVALUATION AND STANDARDIZATION
UNITED STATES ARMY AVIATION CENTER
FORT RUCKER, ALABAMA

November 1984

TABLE OF CONTENTS

INTRODUCTION 1

Purpose 1
Background 1

SCOPE 1

OBJECTIVES AND ESSENTIAL ELEMENTS OF ANALYSIS (EEAs) 2

Objective 1 2
Objective 2 2
Objective 3 2

METHODOLOGY 2

RESULTS 3

Objective 1 4
Objective 2 19
Objective 3 20

SUMMARY OF FINDINGS 22

Objective 1 22
Objective 2 24
Objective 3 24

CONCLUSIONS 25

RECOMMENDATIONS 26

ANNEXES

A. Department Director and Deputy/Assistant Interview Comments A-1
B. Supervisory Questionnaire Results B-1
C. Non-Supervisory Questionnaire Results C-1
D. Evaluation Study Plan D-1

LIST OF TABLES

I. Supervisory Ratings of Task Performance 8
II. Non-Supervisor Ratings of Task Performance 10
III. Percentage Comparison of Supervisory and Non-Supervisory Ratings . . 12
IV. Non-Supervisory Ratings of Course Content and Effectiveness 21
V. Supervisory Ratings of Course Content and Effectiveness 21

ACKNOWLEDGEMENT

This survey was conducted by the Internal Instructional Systems Evaluation Branch, Evaluation Division, Directorate of Evaluation and Standardization of the United States Army Aviation Center.

Personnel who directed and conducted the survey included LTC(P) Turner E. Grimsley, Director of Evaluation and Standardization; MAJ Leland N. Yonkers, Commander, Evaluation Division; CPT William N. Phillips, Commander, Internal Instructional Systems Evaluation Branch; and Mrs. Shelby M. Godwin (Project Officer).

ABSTRACT

1. Staff and Faculty Development Division (SFDD), DOTD, has responsibility for the overall USAAVNC staff and faculty development program except for flight and related technical training of instructors. To implement this program, SFDD conducts programs to provide training to designers, developers, course writers, project officers, analysts, test specialists, evaluators, and other staff personnel who are involved with developing, conducting, and/or evaluating instruction.

2. The purpose of this survey was to determine if the training programs conducted for personnel assigned to these staff and faculty positions adequately support the mission for which they are designed.

3. Questionnaires were administered to all personnel whose jobs involve developing, conducting, and/or evaluating instruction. Their supervisors were administered a separate questionnaire. In addition, department directors and their assistants were personally interviewed concerning their employees' job performance and effectiveness of the training programs for preparing personnel to accomplish their jobs.

4. The survey produced the following major findings:

a. Personnel are adequately qualified to perform their jobs in most areas. Supervisory ratings of instructors' appearance, conduct, subject knowledge, self-improvement efforts, as well as overall ratings were all well above average. The majority of instructors like their jobs, are teaching subjects in which they feel qualified, and feel that they are effective overall. Some mentioned that they need to receive formal training in the subjects they teach, as well as more concrete guidance and direction in developing instruction and writing doctrine related to their subject areas. There were also some complaints about using turn-around instructors.

b. Weaknesses were found to exist in the performance of several tasks, particularly the following which were rated the lowest on "Qualified and competent" by both employees and their supervisors:

(1) Prepare/revise criterion written/performance test outlines

(2) Prepare/revise criterion written/performance tests

(3) Develop/revise programmed texts, practical exercises, and other student materials

(4) Perform administrative duties such as preparing and staffing correspondence, completing reports, maintaining files, and conducting briefings

(5) Prepare/revise lesson plans and instructor guides

A-1

In addition to the specific tasks above, directors mentioned some additudinal problems, i.e., resistance to change, failure to understand and support the Army Training System and the Systems Approach to Training, and the tendency to become lax or careless in their attitudes.

c. The majority of personnel responded that their organizations have a structured training program for providing on-the-job training and assistance to newly assigned personnel. No information was gathered during this survey to determine the nature or effectiveness of these training programs.

d. The majority of employees and supervisors responded that their organizations routinely schedule Staff and Faculty Development training in job-related courses. Department directors generally stated that the Instructor Training Course (ITC) is scheduled for all instructors, and that other courses are scheduled on an "as needed or as time permits" basis. Attendance shown for the other courses surveyed, Criterion Referenced Instruction (CRI) Workshop, Instructional Systems Development (ISD) Workshop, and Criterion Testing and Learning Objectives Workshop (CTLOW), indicates that these courses have not been routinely scheduled for newly assigned personnel. Sceduling of the ITC has presented some delay and difficulty.

e. For the four major courses surveyed, both employees and supervisors rated importance of course content higher than they rated effectiveness of the training for preparing them to assume their duties. Employees rated both course content and training effectiveness higher than did their supervisors. This is consistent with the fact that they also rated themselves higher for the 20 tasks surveyed on "Qualified and competent" and lower on the "Need for training and experience" than did their supervisors.

PERCEPTION SURVEY
STAFF AND FACULTY DEVELOPMENT PROGRAMS

1. INTRODUCTION:

a. Purpose: To determine if the training programs conducted by the Staff and Faculty Development Division (SFDD), DOTD, are perceived to adequately support the mission for which they are designed.

b. Background:

(1) Information surfaced through feedback sources that indicated general negative perceptions of the staff and faculty development programs for adequately providing training needed by assigned USAAVNC staff and faculty personnel. This area was established by the Training Evaluation Strategy as a priority for investigation to determine if a problem does exist, and if so, the nature and cause of the problem.

(2) Staff and Faculty Development Division has responsibility for the overall USAAVNC staff and faculty development program except for flight and related technical training of instructors. To implement this program, SFDD develops, maintains, and conducts several courses and workshops for the training of all USAAVNC and tenant activity personnel as shown in USAAVNC Pam 350-10, Staff and Faculty Development Program. These programs are designed to provide training to designers, developers, course writers, project officers, analysts, test specialists, evaluators, and other staff personnel who are involved with developing, conducting, and/or evaluating instruction.

(3) Since this survey was initiated, several changes have been made in the SFDD program. USAAVNC Pam 350-10, dated Oct 82, has been revised and is currently being staffed. Some changes have been made in the courses offered. Notably, the Instructional Systems Development (ISD) and Criterion Referenced Instruction (CRI) Workshops, which were included in this survey, have now been replaced by the Systems Approach to Training (SAT) Course. Data included in this report concerning the ISD and CRI Workshops should still be valid for assessing content and effectiveness of the overall training program, particularly the new SAT Course.

2. SCOPE: This study was not intended as an in-depth evaluation of the separate SFDD courses and workshops, but rather, as a survey to determine from opinions of personnel assigned to staff and faculty positions and their supervisors if a training problem does exist, and if so, the nature of the problem.

3. OBJECTIVES AND ESSENTIAL ELEMENTS OF ANALYSIS (EEAs):

a. Objective 1: Determine if personnel are adequately qualified to perform the major tasks associated with their jobs.

(1) EEA 1: Do department directors and deputies/assistants feel that their personnel are adequately qualified to perform their jobs?

(2) EEA 2: Do supervisors feel that their personnel are adequately qualified to perform their jobs?

(3) EEA 3: Do employees feel that they are adequately qualified to perform their jobs?

b. Objective 2: Determine if organizations make training programs available to their staff and faculty personnel.

(1) EEA 1: Do organizations have a structured training program for providing on-the-job training and assistance to newly assigned personnel?

(2) EEA 2: Do organizations routinely schedule newly assigned personnel for training in job-related staff and faculty courses?

(3) EEA 3: Are there any problems or delays in scheduling staff and faculty training?

(4) EEA 4: Which of the staff and faculty courses have personnel attended?

c. Objective 3: Determine if staff and faculty courses are adequate for meeting training needs.

(1) EEA 1: How important is content of the courses in relation to staff and faculty tasks that personnel are required to perform?

(2) EEA 2: How effective is the training received in staff and faculty courses for preparing personnel to assume duties of their positions?

(3) EEA 3: How do personnel feel about the self-paced method of instruction in staff and faculty courses they have attended?

4. METHODOLOGY:

a. Data collected for the study included three sources: (1) a printed questionnaire for non-supervisory staff and faculty personnel, (2) a printed questionnaire for supervisors of these

staff and faculty personnel, and (3) semi-structured interviews with department directors and deputy/assistant directors.

b. Rather than sampling the target population, the intent of the survey was to collect opinions from as many personnel as possible whose jobs involved developing, conducting, or evaluating instruction. The questionnaires were sent to the departments by cover DF with instructions that all personnel filling these type positions be requested to complete the forms. A separate questionnaire for supervisors of these personnel was also included.

c. Because of the increased duties and responsibilities delegated to academic instructors under School Model 83 Reorganization and the critical nature of their role in developing and conducting training, a special portion of the questionnaires was designed to collect data about instructors.

d. Both non-supervisory and supervisory questionnaires consisted primarily of multiple-choice questions. These responses were tabulated by Technical Support Branch. Both forms requested comments and suggestions for improvements. Tabulated responses and all comments and suggestions are included as annexes to this report.

e. Department directors and deputies/assistants were interviewed in their offices, using a nine-question semi-structured format as a guide to the discussion. Interviews were conducted informally, and were not constrained by the preconstructed questions. Data collected during these interviews were categorized under question headings as nearly as possible to aid in consolidating and analyzing their views on different points. Some were newly assigned and did not have a basis for forming opinions to specific questions, but did have views on training they wished to share. Their comments, which are shown as an annex to this study, are not verbatim transcripts of the interviews, but rather, a summarization by the interviewer of the major topics discussed. Persons interviewed were asked to review their comment notes for accuracy of content before finalizing as an enclosure to this report.

f. Data analysis involved consolidating, arranging, and summarizing information so that it relates to the Essential Elements of Analysis in order to draw conclusions and make recommendations for the Objectives. Statistical procedures were not employed.

5. RESULTS:

a. A total of 37 supervisors and 301 non-supervisors completed and returned questionnaires. These are broken out by department as follows:

Department	Supervisors	Non-supervisors
DOTD	14	48
DES	4	9
DOAS	7	57
DCAT	6	46
DOET	6	141
Totals	37	301

b. A percentage of returns cannot be computed because questionnaires were not distributed by name or TDA duty slot. An ample supply of both questionnaires was sent to the departments, along with instructions describing personnel in staff and faculty positions who should complete the forms.

c. Personal interviews were conducted with four department directors, one former director, two assistant directors, and one deputy director. The entire data collected from both the questionnaires and interviews are attached as annexes to this report. Major points from this data are summarized below and presented generally in terms of the three objectives.

d. Objective 1: Determine if personnel are adequately qualified to perform the major tasks associated with their jobs.

(1) Directors and Assistant/Deputy Directors were asked to give their opinions of their staff's overall ability to perform their duties. Their responses are shown at Annex A. Although weaknesses were mentioned, along with suggestions for improvements, overall they felt that the majority of their people are adequately qualified to perform their jobs. Weaknesses pointed out included writing training objectives, lesson plans, and examinations. Also mentioned were attitudinal problems; i.e., resistance to change, failure to understand and support the Army Training System and the Systems Approach to Training, and the tendency of some to become lax or careless in their attitudes.

(2) A separate portion of the supervisor and non-supervisor questionnaires consisted of questions about academic instructors. This was included because of the increased focus by the Command Group on the instructors' vital role in the training process and increased duties and responsibilities which resulted from School Model 83 Reorganization. Seventeen supervisors responded to this section and answered all questions. A total of 238 instructors responded to this section, but some did not answer all questions. Responses to these questions are shown by department at Annex B for supervisors and Annex C for instructors. They are summarized as follows:

(a) Supervisor

1. Nine (53%) were immediate supervisors of instructors; 3 (18%) were secondary supervisors; and 5 (29%) supervised at both immediate and secondary levels.

2. One (6%) supervised 5 or fewer instructors; 2 (12%) had 6 to 10; 4 (23%) had 11 to 15; 3 (18%) had 16 to 25, and 7 (41%) had more than 25.

3. Six (35%) personally monitor one class or more for each of their instructors; 3 (18%) monitor one class or more per quarter for each instructor; and 8 (47%) have no set policy, but conduct quality checks as time permits.

4. One (6%) said that less than 1 month is required on the job before their instructors are capable of assuming full responsibilities; 9 (53%) said it takes 1 to 2 months, 2 (12%) said it takes 2 to 3 months; 4 (23%) said it takes 3 to 4 months; and 1 (6%) said it takes more than 4 months.

5. Eight (47%) rated overall appearance and conduct of their instructors as "Excellent;" 8 (47%) as "Above Average;" and 1 (6%) as "Average." None were rated "Below Average" or "Unsatisfactory."

6. Eleven (65%) rated their instructors' knowledge of the subject as "Excellent;" and 6 (35%) as "Above Average." None were rated "Average" or below.

7. Nine (53%) rated their instructors as "Excellent" on their self-improvement efforts and ability to stay current in their subject areas; 7 (41%) rated them as "Above Average;" and 1 (6%) rated them as "Average." No "Below Average" was assigned.

8. Two (11.8%) rated their instructors' understanding of the Systems Approach to Training (SAT) and their ability to apply its principles as "Excellent;" 7 (41.2%) as "Above Average;" 3 (17.6%) as "Average;" 3 (17.6%) as "Below Average;" and 2 (11.8%) were unsure.

9. Seven (41%) rated overall effectiveness of their instructors as "Excellent," and 10 (59%) as "Above Average." None were rated "Average" or below.

10. Three (18%) of supervisors felt that critiques are "Extremely Important" in revising/improving instruction; 2 (12%) felt that they are "Very Important;" 8 (47%) that they are "Moderately Important;" and 4 (23%) felt that they are "Not Very Important."

11. Two (12%) of supervisors felt that the one thing their instructors need most to help them become more effective is more in-depth knowledge of the subject; 4 (23%) felt that more training is needed in methods and instructional materials; 2 (12%) felt that they need more teaching experience; 8 (47%) felt that they need more time to prepare instructional materials and accomplish administrative functions, and 1 (6%) felt that instructors are already adequately prepared.

(b) Academic Instructors

1. Of the 237 who responded, 210 (89%) received their original certification at USAAVNC; 27 (11%) received the certification elsewhere.

2. Of the 238 who responded, 137 (58%) were Academic Instructors; 48 (20%) were Senior Instructors; 40 (17%) were Master Instructors; and 13 (5%) were not aware that there are different instructor levels.

3. Of the 236 who responded, 122 (52%) requested instructor assignment and like it; 18 (8%) requested instructor assignment, but now do not like the assignment; 69 (29%) did not want the assignment, but now like it; and 27 (11%) did not want the assignment, and do not like it now.

4. Of the 238 who responded, 199 (84%) are teaching subjects that they feel qualified to teach; 30 (12%) are teaching subjects in which they feel somewhat qualified; and 9 (4%) are teaching subjects they do not feel qualified to teach.

5. Of the 237 who responded, 229 (96.6%) feel that they are effective instructors and their students meet training objectives; 1 (0.4%) feels ineffective; and 7 (3%) are not sure whether or not they are effective.

6. Of the 235 who responded, 41 (17%) feel that student critiques are "Extremely Important" in assisting them to revise/improve their training; 42 (18%) feel they are "Very Important;" 85 (36%) feel they are "Moderately Important;" 44 (19%) feel they are "Not Very Important;" and 23 (10%) feel they are of "No Significance."

7. Of the 238 who responded, 71 (30%) felt that the one thing most needed to help them become a better instructor is more in-depth knowledge of the subject; 21 (9%) that they need more training in methods and instructional materials; 39 (16%) that they need more teaching experience; 57 (24%) that they need more preparation time; and 50 (21%) felt they don't need any of these to become more effective.

(3) Supervisors were asked to assign a rating based on the majority of all their employees' ability to perform 20 staff-related tasks. The following scale was used:

a. Well qualified and competent
b. Need more formal training
c. Need more experience or on-the-job training
d. Need more training and experience
e. Not required for positions which I supervise

Their ratings for the tasks are shown by department at Annex B, questions 27 through 46. Table I below gives the total ratings for all departments combined which were assigned by supervisors of employees who perform these tasks. As shown in the table, 15 of the 20 tasks were rated "Well qualified and competent" by fifty percent or more of the supervisors.

(4) All non-supervisory personnel were asked to rate themselves on their ability to perform the same 20 staff-related tasks that were rated by their supervisors. The following scale was used:

a.	Well qualified and competent
b.	Need more formal training
c.	Need more experience or on-the-job training
d.	Need more training and experience
e.	Not required to perform this task

Their ratings for the tasks are shown by department at Annex C, questions 31 through 50. Table II below gives the total ratings for all departments combined which were assigned by those personnel whose jobs require performance of the tasks. As shown in the table, all 20 tasks were rated "Well qualified and competent" by the majority of personnel.

(5) Table III below shows a percentage comparison of ratings assigned by personnel who perform the various tasks and their supervisors. The following summarizes these comparisons for the 20 tasks:

(a) Employees rated themselves higher on "Qualified and competent" for 17 of the tasks than did their supervisors; supervisors rated employees higher for 2 of the tasks; and 1 task was rated the same by both.

(b) Employees rated themselves higher on "Need more formal training" for 9 of the tasks than did their supervisors; supervisors rated employees higher for 9 of the tasks; and 2 were rated the same by both.

(c) Employees rated themselves higher on "Need more experience or OJT" for 2 of the tasks than did their supervisors; supervisors rated employees higher for 18 of the tasks.

(d) Employees rated themselves higher on "Need more training and experience" for 10 of the tasks than did their supervisors; supervisors rated employees higher for 10 of the tasks.

(e) As shown by the above comparisons, employees tended to rate themselves higher on "Qualified and competent" and lower on "Need more training and experience" than did their supervisors.

SUPERVISOR RATINGS OF TASK PERFORMANCE

Task	No. of Supervisors who have employees performing this task	No. who feel personnel are qualified and competent	No. who feel personnel need more formal training	No. who feel personnel need more experience or OJT	No. who feel personnel need more training and experience
Conduct platform instruction	20	14 (70%)	0	6 (30%)	0
Conduct hands-on/practical exercise instruction	22	18 (82%)	1 (4%)	3 (14%)	0
Manage group-paced classroom instruction	18	12 (67%)	0	5 (28%)	1 (5%)
Manage self-paced classroom instruction	14	12 (86%)	1 (7%)	1 (7%)	0
Manage shop-lab instruction	11	8 (73%)	1 (9%)	2 (18%)	0
Select training aids	22	19 (86%)	2 (9%)	1 (5%)	0
Operate training aids and equipment	23	21 (91%)	1 (4.5%)	1 (4.5%)	0
Select student/instructor reference material	24	14 (58%)	5 (21%)	5 (21%)	0
Develop/revise training objectives	26	14 (54%)	5 (19%)	6 (23%)	1 (4%)
Develop/revise programmed texts, practical exercises, and other student materials	23	9 (39%)	6 (26%)	6 (26%)	2 (9%)
Prepare/revise lesson plans and instructor guides	22	10 (46%)	6 (27%)	4 (18%)	2 (9%)

TABLE I
(Continued on next page)

SUPERVISOR RATINGS OF TASK PERFORMANCE

Task	No. of Supervisors who have employees performing this task	No. who feel personnel are qualified and competent	No. who feel personnel need more formal training	No. who feel personnel need more experience or OJT	No. who feel personnel need more training and experience
Prepare/revise criterion written/performance test outlines	21	7 (33%)	7 (33%)	5 (24%)	2 (10%)
Prepare/revise criterion written/performance tests	22	8 (37%)	6 (27%)	6 (27%)	2 (9%)
Administer, grade, and evaluate written/performance tests	21	15 (71%)	1 (5%)	4 (19%)	1 (5%)
Conduct validation trials for new lessons	23	13 (57%)	5 (22%)	4 (17%)	1 (4%)
Counsel students	22	16 (73%)	1 (4.5%)	4 (18%)	1 (4.5%)
Maintain student data and prepare student reports	22	12(54.5%)	3 (14%)	6 (27%)	1 (4.5%)
Review POIs, FMs, TMs, TECs, SQTs, ARTEPs, Soldiers Manuals, films, slides, and other training materials for accuracy and currency	32	20(62.5%)	3 (9%)	5 (16%)	4 (12.5%)
Serve as Subject Matter Expert (SME) and write doctrine related to subject area	28	14 (50%)	5 (18%)	6 (21%)	3 (11%)
Perform administrative duties such as preparing and staffing correspondence, completing reports, maintaining files, and conducting briefings	29	13 (45%)	8 (27%)	4 (14%)	4 (14%)

TABLE I (Cont'd)

NON-SUPERVISOR RATINGS OF TASK PERFORMANCE

Task	No. of Employees required to perform this task	No. who feel qualified and competent	No. who feel they need more formal training	No. who feel they need more experience or OJT	No. who feel they need more tng & experience
Conduct platform instruction	249	189 (76%)	17 (7%)	37 (15%)	6 (2%)
Conduct hands-on/practical exercise instruction	261	227 (87%)	13 (5%)	(7%)	2 (1%)
Manage group-paced classroom instruction	236	199 (84%)	14 (6%)	17 (7%)	6 (3%)
Manage self-paced classroom instruction	210	180 (86%)	14 (7%)	11 (5%)	5 (2%)
Manage shop-lab instruction	182	143 (79%)	15 (8%)	18 (10%)	6 (3%)
Select training aids	260	206 (79%)	24 (9%)	21 (8%)	9 (4%)
Operate training aids and equipment	266	221 (83%)	17 (7%)	22 (8%)	6 (2%)
Select student/instructor reference material	254	202 (80%)	26 (10%)	20 (8%)	6 (2%)
Develop/revise training objectives	259	175 (68%)	40 (15%)	24 (9%)	20 (8%)
Develop/revise programmed texts, practical exercises, and other student materials	247	157 (64%)	42 (17%)	31 (12%)	17 (7%)
Prepare/revise lesson plans and instructor guides	244	158 (65%)	42 (17%)	33 (14%)	11 (4%)

TABLE II
(Continued on next page)

NON-SUPERVISOR RATINGS OF TASK PERFORMANCE

Task	No. of Employees required to perform this task	No. who feel qualified and competent	No. who feel they need more formal training	No. who feel they need more experience or OJT	No. who feel they need more tng & experience
Prepare/revise criterion written/performance test outlines	232	138 (59%)	50 (22%)	27 (12%)	17 (7%)
Prepare/revise criterion written/performance tests	232	141 (61%)	54 (23%)	21 (9%)	16 (7%)
Administer, grade, and evaluate written/performance tests	244	206 (84%)	16 (7%)	11 (5.5%)	11 (5.5%)
Conduct validation trials for new lessons	234	141 (60%)	56 (24%)	23 (10%)	14 (6%)
Counsel students	257	205 (80%)	31 (12%)	15 (6%)	6 (2%)
Maintain student data and prepare student reports	233	170 (73%)	30 (13%)	26 (11%)	7 (3%)
Review POIs, FMs, TMs, TECs, SQTs, ARTEPs, Soldiers Manuals, films, slides, and other training materials for accuracy and currency	263	183 (70%)	38 (14%)	23 (9%)	19 (7%)
Serve as Subject Matter Expert (SME) and write doctrine related to subject area	245	151 (62%)	46 (19%)	25 (10%)	23 (9%)
Perform administrative duties such as preparing and staffing correspondence, completing reports, maintaining files, and conducting briefings	252	152 (60%)	47 (19%)	29 (11%)	24 (10%)

TABLE II (Cont'd)

PERCENTAGE COMPARISON OF SUPERVISORY AND NON-SUPERVISORY RATINGS

Task	Number who perform or supervise this task		% who rated it "qualified and competent"		% who rated it "need more formal training"		% who rated it "need more experience or OJT"		% who rated it "need more tng and experience"	
	Supv	Non-Supv	Supv	Non-Supv	Supv	Non-Supv	Supv	Non-Supv	Supv	Non-Supv
Conduct platform instruction	20	249	70%	76%	0	7%	30%	15%	0	2%
Conduct hands-on/practical exercise instruction	22	261	82%	87%	4%	5%	14%	7%	0	1%
Manage group-paced classroom instruction	18	236	67%	84%	0	6%	28%	7%	5%	3%
Manage self-paced classroom instruction	14	210	86%	86%	7%	7%	7%	5%	0	2%
Manage shop-lab instruction	11	182	73%	79%	9%	8%	18%	10%	0	3%
Select training aids	22	260	86%	79%	9%	9%	5%	8%	0	4%
Operate training aids and equipment	23	266	91%	83%	4.5%	7%	4.5%	8%	0	2%
Select student/instructor reference material	24	254	58%	80%	21%	10%	21%	8%	0	2%
Develop/revise training objectives	26	259	54%	68%	19%	15%	23%	9%	4%	8%
Develop/revise programmed texts, practical exercises, and other student materials	23	247	39%	64%	26%	17%	26%	12%	9%	7%
Prepare/revise lesson plans and instructor guides	22	244	46%	65%	27%	17%	18%	14%	9%	4%

TABLE III

(Continued on next page)

PERCENTAGE COMPARISON OF SUPERVISORY AND NON-SUPERVISORY RATINGS

Task	Number who perform or supervise this task		% who rated it "qualified and competent"		% who rated it "need more formal training"		% who rated it "need more experience or OJT"		% who rated it "need more tng and experience"	
	Supv	Non-Supv	Supv	Non-Supv	Supv	Non-Supv	Supv	Non-Supv	Supv	Non-Supv
Prepare/revise criterion written/performance test outlines	21	232	33%	59%	33%	22%	24%	12%	10%	7%
Prepare/revise criterion written/performance tests	22	232	37%	61%	27%	23%	27%	9%	9%	7%
Administer, grade, and evaluate written/performance tests	21	244	71%	84%	5%	7%	19%	5.5%	5%	5.5%
Conduct validation trials for new lessons	23	234	57%	60%	22%	24%	17%	10%	4%	6%
Counsel students	22	257	73%	80%	4.5%	12%	18%	6%	4.5%	2%
Maintain student data and prepare student reports	22	233	54.5%	73%	14%	13%	27%	11%	4.5%	3%
Review POIs, FMs, TMs TECs, SQTs, ARTEPs, Soldiers Manuals, films, slides, and other training materials for accuracy and currency	32	263	62.5%	70%	9%	14%	16%	9%	12.5%	7
Serve as Subject Matter Expert (SME) and write doctrine related to subject area	28	245	50%	62%	18%	19%	21%	10%	11%	9%
Perform administrative duties such as preparing and staffing correspondence, completing reports, maintaining files, and conducting briefings	29	252	45%	60%	27%	19%	14%	11%	14%	10%

TABLE III (Cont'd)

(6) Tasks which received the highest ratings on "Qualified and competent" were:

(a) Supervisors:

1. Operate training aids and equipment (91%)

2. Manage self-paced classroom instruction (86%)

3. Select training aids (86%)

4. Conduct hands-on/practical exercise instruction (82%)

(b) Employees:

1. Conduct hands-on/practical exercise instruction (87%)

2. Manage self-paced classroom instruction (86%)

3. Manage group-paced classroom instruction (84%)

4. Administer, grade, and evaluate written/performance tests (84%)

5. Operate training aids and equipment (83%)

(c) As shown above, tasks which received the highest ratings from both supervisors and employees on "Qualified and competent" were:

1. Manage self-paced classroom instruction

2. Conduct hands-on practical exercise instruction

3. Operate training aids and equipment

(7) Tasks which received the lowest ratings on "Qualified and competent" were:

(a) Supervisors:

1. Prepare/revise criterion written/performance test outlines (33%)

2. Prepare/revise criterion written/performance tests (37%)

3. Develop/revise programmed texts, practical exercises, and other student materials (39%)

4. Perform administrative duties such as preparing and staffing correspondence, completing reports, maintaining files, and conducting briefings (45%)

5. Prepare/revise lesson plans and instructor guides (46%)

(b) Employees:

1. Prepare/revise criterion written/performance test outlines (59%)

2. Perform administrative duties such as preparing and staffing correspondence, completing reports, maintaining files, and conducting briefings (60%)

3. Conduct validation trials for new lessons (60%)

4. Prepare/revise criterion written/performance tests (61%)

5. Serve as Subject Matter Expert (SME) and write doctrine related to subject area (62%)

6. Develop/revise programmed texts, practical exercises, and other student materials (64%)

7. Prepare/revise lesson plans and instructor guides (65%)

(c) As shown above, tasks which received the lowest ratings from both supervisors and employees on "Qualified and competent" were:

1. Prepare/revise criterion written/performance test outlines

2. Prepare/revise criterion written/performance tests

3. Develop/revise programmed texts, practical exercises, and other student materials

4. Perform administrative duties such as preparing and staffing correspondence, completing reports, maintaining files, and conducting briefings

5. Prepare/revise lesson plans and instructor guides

(8) Tasks which were rated the highest on "Need more formal training" were:

(a) Supervisor:

1. Prepare/revise criterion written/performance test outlines (33%)

2. Prepare/revise criterion written/performance tests (27%)

3. Perform administrative duties such as preparing and staffing correspondence, completing reports, maintaining files, and conducting briefings (27%)

4. Prepare/revise lesson plans and instructor guides (27%)

5. Develop/revise programmed texts, practical exercises, and other student materials (26%)

(b) Employee:

1. Conduct validation trials for new lessons (24%)

2. Prepare/revise criterion written/performance tests (23%)

3. Prepare/revise criterion written/performance test outlines (22%)

4. Serve as Subject Matter Expert (SME) and write doctrine related to subject area (19%)

5. Perform administrative duties such as preparing and staffing correspondence, completing reports, maintaining files, and conducting briefings (19%)

(c) As shown above, tasks which received the highest ratings from both supervisors and employees on "Need more formal training" were:

1. Prepare/revise criterion written/performance test outlines

2. Prepare/revise criterion written/performance tests

3. Perform administrative duties such as preparing and staffing correspondence, completing reports, maintaining files, and conducting briefings

(9) Tasks which were rated the highest on "Need more experience or OJT" were:

(a) Supervisor:

1. Conduct platform instruction (30%)

2. Manage group-paced classroom instruction (28%)

3. Prepare/revise criterion written/performance tests (27%)

4. Prepare/revise lesson plans and instructor guides (27%)

5. Perform administrative duties such as preparing and staffing correspondence, completing reports, maintaining files, and conducting briefings (27%)

6. Maintain student data and prepare student reports (27%)

(b) Employees:

1. Conduct platform instruction (15%)

2. Prepare/revise lesson plans and instructor guides (14%)

3. Prepare/revise criterion written/performance test outlines (12%)

4. Develop/revise programmed texts, practical exercises, and other student materials (12%)

5. Maintain student data and prepare student reports (11%)

6. Perform administrative duties such as preparing and staffing correspondence, completing reports, maintaining files, and conducting briefings (11%)

(c) As shown above, tasks which received the highest ratings from both employees and supervisors on "Need more experience or OJT" were:

1. Conduct platform instruction

2. Prepare/revise lesson plans and instructor guides

3. Perform administrative duties such as preparing and staffing correspondence, completing reports, maintaining files, and conducting briefings

(10) Tasks which were rated the highest on "Need more training and experience" were:

(a) Supervisor:

1. Perform administrative duties such as preparing and staffing correspondence, completing reports, maintaining files, and conducting briefings (14%)

2. Review POIs, FMs, TMs, TECs, SQTs, ARTEPs, Soldiers Manuals, films, slides, and other training materials for accuracy and currency (12.5%)

3. Serve as Subject Matter Expert (SME) and write doctrine related to subject area (11%)

4. Prepare/revise criterion written/performance test outlines (10%)

5. Develop/revise programmed texts, practical exercises, and other student materials (9%)

6. Prepare/revise lesson plans and instructor guides (9%)

7. Prepare/revise criterion written/performance tests (9%)

(b) Employees:

1. Perform administrative duties such as preparing and staffing correspondence, completing reports, maintaining files, and conducting briefings (10%)

2. Serve as Subject Matter Expert (SME) and write doctrine related to subject area (9%)

3. Develop/revise training objectives (8%)

4. Develop/revise programmed texts, practical exercises, and other student materials (7%)

5. Prepare/revise criterion written/performance test outlines (7%)

6. Prepare/revise criterion written/performance tests (7%)

7. Review POIs, FMs, TMs, TECs, SQTs, ARTEPs, Soldiers Manuals, films, slides, and other training materials for accuracy and currency (7%)

(c) As shown above, tasks which received the highest ratings from both supervisors and employees on "Need more training and experience" were:

1. Perform administrative duties such as preparing and staffing correspondence, completing reports, maintaining files, and conducting briefings

2. Serve as Subject Matter Expert (SME) and write doctrine related to subject area

3. Prepare/revise criterion written/performance test outlines

4. Review POIs, FMs, TMs, TECs, SQTs, ARTEPs, Soldiers Manuals, films, slides, and other training materials for accuracy and currency

5. Develop/revise programmed texts, practical exercises, and other student materials

6. Prepare/revise criterion written/performance tests

(11) Several comments were returned on the non-supervisor questionnaires that stated a need for instructors to receive formal training in the subjects they will teach, as well as more concrete guidance and direction in developing instruction and writing doctrine related to their subject area. Along this same line, there were some complaints about using turn-arounds as instructors.

e. Objective 2: Determine if organizations make training programs available to their staff and faculty personnel.

(1) The majority of both employees (64%) and supervisors (68%) responded that their organizations have a structured training program for providing on-the-job training and assistance to newly assigned personnel. See Annex C, question #6 for employees and Annex B, question #7 for supervisors.

(2) The majority of both employees (78%) and supervisors (89%) responded that their organizations routinely schedule newly assigned personnel for training in job-related staff and faculty courses. See Annex C, question #4 for employees and Annex B, question #5 for supervisors.

(3) The majority of both employees (58%) and supervisors (79%) who had attempted to schedule staff and faculty training responded that they had experienced no problems or delays. See Annex C, question #5 for employees and Annex B, question #6 for supervisors. Department Directors indicated they have experienced some delays in scheduling ITC, but that overall, there were no major problems. DCAT experienced frequent delays in scheduling this course because the rapid buildup in instructor personnel within a one-year period overloaded the course. COL Stiner stated that this was a one-time problem that should not be reoccurring. See Directors' comments at Annex A.

(4) Personnel were asked whether or not they had attended certain of the Staff and Faculty Development Division courses. The four courses selected to obtain attendance data on were those that teach the major skills needed to perform staff and faculty functions, i.e., developing, conducting, and evaluating instruction. Their responses by department are shown at Annex C. The following is a summary of all who responded:

(a) Of the 293 who responded, 238 (81%) had attended ITC at USAAVNC; 27 (9%) had attended a similar course at another location; and 28 (10%) had not attended the USAAVNC ITC, nor a similar course elsewhere.

(b) Of the 289 who responded, 128 (44%) had attended the CRI Workshop at USAAVNC; 19 (7%) had attended a similar course at another location; and 142 (49%) had not attended the USAAVNC CRI Workshop, nor a similar course elsewhere.

(c) Of the 266 who responded, 112 (42%) had attended the ISD Workshop at USAAVNC; 19 (7%) had attended a similar course at another location; and 135 (51%) had not attended the USAAVNC ISD Workshop, nor a similar course elsewhere.

(d) Of the 277 who responded, 38 (14%) had attended the CTLOW at USAAVNC; 23 (8%) had attended a similar course at another location; and 216 (78%) had not attended the USAAVNC CTLOW, nor a similar course elsewhere.

f. Objective 3: Determine if Staff and Faculty Development Division courses are adequate for meeting training needs.

(1) Staff and faculty personnel and their supervisors were asked to rate the content of these four major training programs for importance of their content in relation to tasks personnel are required to perform and their effectiveness in preparing them to assume duties of their jobs. Their responses are shown by department at Annex C for employees and Annex B for supervisors. Table IV below shows total responses of employees; Table V shows total responses of supervisors. As shown in the tables, course content was rated either "Extremely Important" or "Moderately Important" by the majority of employees and supervisors. Both groups tended to rate importance of course content higher than they rated effectiveness of the courses for preparing them to assume their duties, with fewer ratings falling in the "Excellent" and "Above Average" range. Employees tended to rate both importance of course content and effectiveness of the training higher than did their supervisors.

(2) Of the 234 personnel who had attended courses that used the self-paced method, 103 (44%) liked it; 62 (27%) liked some aspects of the self-paced method, but felt it was overused in some cases; and 69 (29%) did not like the self-paced method and felt that instruction could have been presented better by group-paced methods.

NON-SUPERVISORY
RATINGS OF COURSE CONTENT AND EFFECTIVENESS

Course	How would you rate the importance of material presented in this course in relation to your job?					How would you rate the training you received in this course for preparing you to assume your duties?					
	Extremely Important	Moderately Important	Not Very Important	Not Rel. to job	Total	Excellent	Above Average	Average	Below Average	Not Required	Total
ITC	104 (42%)	107 (44%)	32 (13%)	3 (1%)	246	71 (29%)	80 (32%)	74 (30%)	14 (6%)	7 (3%)	246
CRI	30 (23%)	67 (51%)	31 (24%)	3 (2%)	131	19 (14%)	25 (19%)	68 (52%)	13 (10%)	7 (5%)	132
ISD	30 (25%)	59 (49%)	25 (21%)	6 (5%)	120	20 (16%)	20 (16%)	57 (46%)	18 (15%)	8 (7%)	123
CTLOW	14 (33%)	24 (57%)	3 (7%)	1 (3%)	42	8 (19%)	25 (58%)	8 (19%)	2 (4%)	0	43

TABLE IV

SUPERVISORY
RATINGS OF COURSE CONTENT AND EFFECTIVENESS

Course	How would you rate the importance of this course content for preparing your employees for their duties?						How would you rate course training effectiveness for preparing employees to assume their duties?					
	Extremely Important	Moderately Important	Not Very Important	Not Rel. to job	Not Sure	Total	Above Average	Average	Below Average	Not Required	Not Sure	Total
ITC	7 (19%)	13 (36%)	5 (14%)	9 (25%)	2 (6%)	36	6 (17%)	14 (39%)	0	9 (25%)	7 (19%)	36
CRI	10 (28%)	12 (33%)	4 (11%)	2 (6%)	8 (22%)	36	3 (8%)	17 (48%)	3 (8%)	5 (14%)	8 (22%)	36
ISD	15 (42%)	11 (30%)	6 (17%)	0	4 (11%)	36	5 (13%)	18 (49%)	9 (24%)	1 (3%)	4 (11%)	37
CTLOW	8 (23%)	14 (40%)	3 (9%)	4 (11%)	6 (17%)	35	5 (14%)	12 (34%)	3 (9%)	5 (14%)	10 (29%)	35

TABLE V

6. SUMMARY OF FINDINGS:

a. Objective 1: Determine if personnel are adequately qualified to perform the major tasks associated with their jobs.

(1) Comments from Directors and Assistant/Deputy Directors indicate that they feel the majority of their people are adequately qualified to perform their jobs. Weaknesses pointed out included writing training objectives, lesson plans, and examinations. Also mentioned were attitudinal problems; i.e., resistance to change, failure to understand and support the Army Training System and the Systems Approach to Training, and the tendency of some to become lax or careless in their attitudes.

(2) Supervisory ratings of instructors' appearance, conduct, subject knowledge, self-improvements efforts, as well as overall ratings, were all well above average.

(3) A large majority of instructors like their jobs, are teaching subjects in which they feel well qualified and feel that they are effective overall, in that their students meet the training objectives. There were several comments from instructors that they need to receive formal training in the subjects they will teach, as well as more concrete guidance and direction in developing instruction and writing doctrine related to their subject areas. There were also some complaints about using turn-arounds as instructors.

(4) Overall, employees rated themselves higher on "Qualified and competent" for the 20 staff-related tasks than did their supervisors. Likewise, they rated themselves lower on their need for training and experience than did their supervisors. The majority of employees rated themselves "Well qualified and competent" on all 20 tasks. Fifteen of the tasks were rated "Well qualified and competent" by fifty percent or more of the supervisors.

(5) Tasks that received the highest ratings on "Qualified and competent" from both employees and supervisors were:

(a) Manage self-paced classroom instruction

(b) Conduct hands-on practical exercise instruction

(c) Operate training aids and equipment

(6) Tasks that received the lowest ratings on "Qualified and competent" from both supervisors and employees were:

(a) Prepare/revise criterion written/performance test outlines

(b) Prepare/revise criterion written/performance tests

(c) Develop/revise programmed texts, practical exercises, and other student materials

(d) Perform administrative duties such as preparing and staffing correspondence, completing reports, maintaining files, and conducting briefings

(e) Prepare/revise lesson plans and instructor guides

(7) Tasks that received the highest ratings on "Need more formal training" from both employees and supervisors were:

(a) Prepare/revise criterion written/performance test outlines

(b) Prepare/revise criterion written/performance tests

(c) Perform administrative duties such as preparing and staffing correspondence, completing reports, maintaining files, and conducting briefings

(8) Tasks that received the highest ratings on "Need more experience or OJT" from both employees and supervisors were:

(a) Conduct platform instruction

(b) Prepare/revise lesson plans and instructor guides

(c) Perform administrative duties such as preparing and staffing correspondence, completing reports, maintaining files, and conducting briefings

(9) Tasks that received the highest ratings on "Need more training and experience" from both employees and supervisors were:

(a) Perform administrative duties such as preparing and staffing correspondence, completing reports, maintaining files, and conducting briefings

(b) Serve as Subject Matter Expert (SME) and write doctrine related to subject area

(c) Prepare/revise criterion written/performance test outlines

(d) Review POIs, FMs, TMs, TECs, SQTs, ARTEPs, Soldiers Manuals, films, slides, and other training materials for accuracy and currency

(e) Develop/revise programmed texts, practical exercises, and other student materials

(f) Prepare/revise criterion written/performance tests

b. Objective 2: Determine if organizations make training programs available to their staff and faculty personnel.

(1) The majority of both employees (64%) and supervisors (68%) responded that their organizations have a structured training program for providing on-the-job training and assistance to newly assigned personnel.

(2) The majority of both employees (78%) and supervisors (89%) responded that their organizations routinely schedule newly assigned personnel for training in job-related staff and faculty courses.

(3) The majority of both employees (58%) and supervisors (79%) who had attempted to schedule staff and faculty training responded that they had experienced no problems or delays.

(4) Attendance in four of the major USAAVNC SFDD courses was as follows:

(a) ITC - 238 (81%) of the 293 who responded

(b) CRI Workshop - 128 (44%) of the 289 who responded

(c) ISD Workshop - 112 (42%) of the 266 who responded

(d) CTLOW - 38 (14%) of the 277 who responded

Some personnel had attended similar courses at other locations. These are shown by department at Annex C.

c. Objective 3: Determine if SFDD courses are adequate for meeting training needs.

(1) For the four major courses selected to obtain data on, course content was rated either "Extremely Important" or "Moderately Important" by the majority of employees and supervisors. Both groups tended to rate importance of course content higher than they rated effectiveness of the courses for preparing them to assume their duties, with fewer ratings falling in the "Excellent" and "Above Average" range. Employees tended to rate both importance of course content and effectiveness of the training higher than did their supervisors.

(2) Of the 234 personnel who attended courses that used the self-paced method, 103 (44%) liked it; 62 (27%) liked some aspects of it; and 69 (29%) did not like it.

7. CONCLUSIONS:

a. Based on overall ratings and comments, personnel are adequately qualified to perform their jobs in most areas. Weaknesses were found to exist in the performance of several tasks, particularly the following which were rated the lowest on "Qualified and competent" by both employees and their supervisors:

(1) Prepare/revise criterion written/performance test outlines

(2) Prepare/revise criterion written/performance tests

(3) Develop/revise programmed texts, practical exercises, and other student materials

(4) Perform administrative duties such as preparing and staffing correspondence, completing reports, maintaining files, and conducting briefings

(5) Prepare/revise lesson plans and instructor guides

There is consistency between these tasks and ratings assigned them indicating a need for more training and experience (Table III). There is also consistency between these task ratings and comments made by Department Directors (Annex A) and employees (Annex C).

b. The majority of personnel responded that their organizations have a structured training program for providing on-the-job training and assistance to newly assigned personnel. However, as shown in para 6b(1), approximately one-third of employees and supervisors responded that their organizations do not have such programs. No information was gathered during this survey to determine the nature or effectiveness of these training programs.

c. The majority of employees and supervisors responded that their organizations routinely schedule SFDD training in job-related courses. The only information gathered during this survey to substantiate which courses are scheduled comes from Directors' comments. They generally stated that the ITC is scheduled for all instructors, and that other courses are scheduled on an "as needed or as time permits" basis. Based on the percentages of attendance for the other courses (CRI - 44%; ISD - 42%; and CTLOW - 14%), these courses have not been routinely scheduled for newly assigned personnel. Scheduling of the courses has presented some delay and difficulty--58% of employees and 79% of supervisors who had attempted to schedule training responded that they had experienced problems.

d. As shown in Tables IV and V, both employees and supervisors tended to rate importance of course content higher than they rated

effectiveness of the training for preparing them to assume their duties. Employees rated both course content and training effectiveness higher than their supervisors did. This is consistent with the fact that they also rated themselves higher for the 20 tasks surveyed on "Qualified and competent" and lower on the "Need for training and experience" than their supervisors did.

8. RECOMMENDATIONS:

a. That training departments, DOTD, and DES broaden training opportunities for their staff and faculty personnel as follows:

(1) Establish a firm policy of scheduling newly assigned personnel into all SFDD training that teaches job-related tasks.

(2) As time and workload requirements permit, schedule currently assigned personnel into SFDD training on a "Needs Priority" basis. For instance, start by scheduling personnel into the courses that most directly relate to the majority of tasks they are required to perform. Also, consider experience and on-the-job training that personnel have acquired as factors which influence their individual needs.

(3) Strengthen and expand internal training programs to include structured on-the-job training and assistance for all newly assigned personnel. Place special emphasis on the following tasks that were identified as being the weakest by this survey:

(a) Prepare/revise criterion written/performance test outlines

(b) Prepare/revise criterion written/performance tests

(c) Develop/revise programmed texts, practical exercises, and other student materials

(d) Perform administrative duties such as preparing and staffing correspondence, completing reports, maintaining files, and conducting briefings

(e) Prepare/revise lesson plans and instructor guides

(4) That training departments carefully screen instructor personnel to ensure competency in the subjects they will teach before having them write training doctrine and assume instructor duties. Provide subject matter training if needed. Cross train in different subjects as much as practicable. Consider discontinuing the use of turn-around instructors.

b. That Staff and Faculty Development Division review all courses presently conducted to determine if changes in either content, methods of instruction, or time allocations are needed to improve instruction in those areas that were identified by this survey as weak. The primary emphasis should be those tasks outlined in para 8a(3) above. In addition to these tasks rated lowest by both employees and supervisors which require immediate attention, information in all the tables and annexes of this report should be considered in assessing course content and effectiveness of the training programs.

ANNEX A

DEPARTMENT DIRECTOR AND DEPUTY/ASSISTANT
INTERVIEW COMMENTS

COL Ferguson
(Role as Director, DOAS)

NOTE: COL Ferguson had been reassigned as School Secretary approximately two weeks when the interview was conducted. His comments apply to his previous assignment as DOAS Director.

1. How would you rate your people on their overall ability to perform assigned duties?

Above average--but with a qualifier--we had an internal training program going on.

2. Are there any specific areas in which you feel your people are weak?

Yes--having a grip on the Army system of training--the mechanics, how it evolved, and how to conduct it.

3. Which of the staff and faculty courses have you attended?

Have not actually attended any of them as a student, but sat in on a few of the classes.

4. What is your overall opinion of the classes that you sat in on?

I visited the workshop on training objectives and felt that the exercises in the programmed texts were at the expense of teaching and learning. It had a monitor rather than an instructor. ISD is an excellent vehicle to use to provide a method of developing instruction. It is not the rigid system as some people here believe it to be. It is very flexible. Phase I is critical--particularly with a new course. It is here that tasks are identified which follow through the other phases. The process is on-going, yet there are those who claim the resources that don't follow through. The ISD process is a roadmap that tells you where you are and where you want to go during development. It is very important with a new course. FM 21-6 gives the philosophy, concept, and why we changed to a new system.

5. Which of the courses did you have your newly assigned personnel attend?

At first all of them that provided information needed to acquire skills in developing and conducting training. I quickly learned there was a big gap between the way the SM puts it and how it was being interpreted and implemented. The trend continued to be toward the conventional way--norm-referenced lesson plans. In many cases, it appeared that when the new system came aboard, people plopped a new term on what we already had. The system was started because people were coming out of school not knowing how to perform the tasks peculiar to their jobs. They knew a lot, but didn't know how to apply what they knew. The Army decided we needed to take a new look at things. The conclusion was that individual training in our active units was marginal and unit mission training was weak in the reserve components. The switch to performance-oriented training was initiated so that soldiers would not just know things, but also be able to apply what they knew in performing their jobs.

COL Ferguson (Cont'd)

People are reluctant to change--don't like to admit that they don't know or understand things. Hence, we have not closed the loop on our system of training that was initiated in 1975.

6. Have you experienced any problems scheduling training for your people because of lack of allocations or other reasons?

Yes, there were some problems scheduling ITC.

7. Were your people adequately trained after SFDD courses to do their jobs?

They weren't. It is important to get up in front of people and impart information--this aspect of the training was excellent. It's harder to stick to performance oriented training when we have all these training aids that support a different type of training. We need the cognitive skills tied up with motor skills in order to get the performance we seek. We also have to reinforce it. Too much time is being wasted with "nice-to-know" information at the expense of actual "critical-to-know" information. The human mind cannot be used as a storage house--unnecessary information clutters it. Effective training is tough--the roughest job in the Army. There's a tendency to lose sight of the main intent of training--teaching people to "do" things. This doesn't necessarily mean "hands-on" training, but they need to know the result of training--what they will do with it.

8. Is there any training not presently taught by SFDD which you feel would be beneficial to your people?

We need to increase education for USAAVNC instructors on the Army System for Training, which places emphasis on performance-oriented training. We have civilian instructors who have never experienced military training, instructors entrenched in the old training system and resistent to change, and military instructors experiencing their first role as a trainer. We need to educate our trainers to make them believers in the system. They need to know what it is, how it evolved, and how it works.

9. What suggestions do you have for improving training for staff and faculty personnel?

a. We must, as a starting point identify those tasks that are critical to a particular job--those that are reasonable and attainable. The task is paramount--identifying both cognitive and motor skills that must be mastered to perform a job. This is one of the hardest tasks a trainer faces, and one of our weakest areas. There is a tendency to go off the deep end with what we teach. We should be only concerned with teaching what information must be known to accomplish the job. Any knowledge that is actively pulled forward and used to perform a job is essential and should be taught. Everything else falls into a different category. If time remains after the essential is taught, we can add these "nice-to-know" extras. Students should be able to satisfy their operational and intellectual curosity, but not necessarily during classroom time.

b. The concept of how the Army wants us to train makes too much sense to ever want to go back to the old system of training. We must train and evaluate against set standards--keep subjectivity to the narrowest band to eliminate personal bias. We are all a composition of our past experiences. The purpose of SFDD training should be to influence the way people think about things and ensure that everyone is together on their thinking and in accordance with the Army training policies.

LTC(P) NUTT
Director, Department of
Aviation Subjects

NOTE: LTC(P) Nutt had been assigned as Director approximately three weeks when this interview took place. Although he said he was not familiar with the USAAVNC staff and faculty training programs, he did have some opinions about training he was willing to share.

1. How would you rate your people on their overall ability to perform their assigned duties?

My feelings regarding the group as a whole is that they are highly competent and well qualified; however, some have gotten a bit lazy in conduct of training. Too often when you go to observe training, you find that the class is not there. About one in every four classes is dismissed early. This makes it hard to talk to TRADOC about gaining new resources, or even retaining what we already have. It's hard to justify additional resources when we're not fully utilizing what we have.

I have already initiated a review of all courses. We will give an assessment of which material needs more time and which has too much time. It will be an in-house review to find out if time and resources are utilized to the greatest benefit. We will start with the IERW. This is not in connection with the IERW POI review board. This board is dealing primarily with the flight line. DOAS will contribute to the review effort also as things are shifted on the flight line.

The Fort Rucker instructional staff has not kept the courses modernized and current with new equipment, techniques, and style. We have become dated. I support the Army Training System. It has been initiated here, but I want to carry it one step further to effect full implementation. My approach will probably be to have an in-house training program that teaches instructors to incorporate the judgment and thinking process as an integral part of all teaching. There seems to be too much emphasis on stopping at just task, conditions, and standard. Of course we need to be concerned with these, but we must revitalize the thinking and judgment process so the student can pull the information learned together and be able to react to different situations. There are those instructors who intentionally leave out the process of judgment development because it's easier and quicker that way. Others put it in, but with the wrong tone, so it's ineffective.

We want our training to be performance oriented, but the performance must involve the application of judgment. Staff and faculty training should touch on this, but it's primarily the training department's responsibility. It's possible to standardize too much, creating the attitude that there's only one response to each situation. Not every situation can be standardized--one must be able to think and react to different situational circumstances.

There are three levels of things to be learned: (1) Critical tasks that must be accomplished or the result will be overall failure of the mission, (2) Important things that should be learned--things that if not done will result in

LTC(P) Nutt (Cont'd)

degradation of performance, but not overall failure, and (3) Efficiency enhancers--things that make performance of a task easier. We need to teach all three levels, if time permits, but in the order of priority--starting with the critical things and moving through to the nice-to-know things.

We may not have time to teach all three levels, but we should use all the time that is available--not just for the sake of **using** time, but <u>utilizing</u> all the time that we have. The field now says that the product we give them is essentially a copilot. Things they mention as being lacking are not task deficiencies, but areas such as planning and preparation of missions. Of course, the level of proficiency to which we can teach is dictated by how much time we have--but we must make all training time count toward proficiency.

2. Are there any specific areas in which you feel your people are weak?

I cannot really put my finger on specific task deficiencies. My impression is that there are not many skill deficiencies. The problem is in attitudinal difficulties--some are resistent to change. They like to stand still and stay with the old because it's comfortable.

3. What suggestions do you have for improving training for staff and faculty personnel?

I'm not familiar with the courses that are presently offered by the Staff and Faculty Development Division. I would ask that my instructors understand the philosophy of learning--how to train and get the point across. There may not be enough MOI for instructors. They need to be teachers as well as being proficient in the aircraft. We also need better cross training of instructors so there'd be no excuse for ever putting an unqualified instructor on the platform--even in emergencies. I plan to train instructors in several subjects, so instead of having one subject matter expert, there'll be two or three.

COL Stiner
Director, Department of
Combined Arms Tactics

1. How would you rate your people on their overall ability to perform assigned duties?

Excellent overall. Their motivation and research into subject area and training materials is especially good. For the most part, their manner of presentation and platform techniques and effect are very good.

2. Are there any specific areas in which you feel your people are weak?

Yes, in writing lesson plans and in maintaining an audit trail. They don't do well in preparing examinations either--probably have more problems here than with anything else. Part of the problem may stem from the fact that DCAT carries such a big mixture of subject areas--we are the smallest department, yet have the largest diversity in subject matter responsibility. DCAT needs to be broken into smaller departments, and probably will be before too long. The department also has a large amount of TDY, which eats into the instructors' time.

3. Which of the staff and faculty courses have you attended?

Attended ITC at Fort Benning, but have not attended any here, except in the role of Guest Speaker.

4. Which of the courses do you have your newly assigned personnel attend?

ITC, CRI, and ISD.

5. Have you experienced any problems scheduling training for your people because of lack of allocations or other reasons?

Yes, but only because the new courses and increased responsibilities resulted in overloading the ITC. Approximately 100 instructors were trained last year; this is a unique situation that should not be a problem in the future. The backlog got so bad that DCAT trained a few instructors (OJT), then had SFDD ITC personnel certify them. The separation between officer and NCO ITC is good, and should be maintained because of the basic difference in MOI the two groups will use after ITC (platform vs. hands-on).

6. How well do you feel the courses prepare your people to do their jobs?

ITC training is adequate. ISD and CRI training has been inadequate in the past; however, have not looked into it during the last two or three months, and recent changes may have been made. Tutorship by trained instructors, as well as the "Murder Board," helps prepare the new instructors.

7. Is there any training not presently taught by SFDD which you feel would be beneficial to your people?

COL Stiner (Cont'd)

A class structured for supervisors of instructors would be beneficial--they need to have an understanding of what their instructors do, but do not need the same course. The same holds true for flight instructors--they need an instructor training course, but not the same as the academic instructor attends.

8. What suggestions do you have for improving training for staff and faculty personnel?

MOI techniques are effective. The training should put more emphasis on objectives, lesson plans, and examinations.

LTC Conner
Assistant Director
Department of Combined Arms Tactics

1. How would you rate your people on their overall ability to perform assigned duties?

Excellent overall--especially in MOI techniques. Some are weaker than others, of course, but they are all at least minimally capable and acceptable or they would not be on the platform. We try to gear instructors' classes to their level of ability, i.e., start new, inexperienced instructors in WOOC or WOEC rather than with WOSC or AWOAC, if possible. The instructor starts with one primary area, then continues to expand this base. He sits in classes of primary instructors in other areas so he can become the backup instructor, then primary instructor if needed. Except in emergency situations, he doesn't teach new subjects until he has presented the class before the Branch Chief and secured approval.

2. Are there any specific areas in which you feel your people are weak?

Some are weak in writing lesson plans and examinations, but overall, they do a very good job. Inadequate staffing has been a problem for DCAT. There is not enough time to adequately prepare for classes.

3. Which of the Staff and Faculty Development courses have you attended?

CRI and ISD, plus one MOI course taught at the USAAVNC. Got more "how to teach" from the MOI than the others.

4. What was your overall opinion of the SFDD courses you attended?

ISD was poor and I didn't get much from it.

5. Which of the courses do you have your newly assigned personnel attend?

ITC for all instructors--then CRI and ISD as time permits. Sometimes have them attend CRI or ISD first in order to utilize their time while waiting to be scheduled into ITC.

6. Have you experienced any problems scheduling training for your people because of lack of allocations or other reasons?

Yes--scheduling ITC has been a problem. Because of rotation between officer and NCO classes, it may take 6 weeks or longer to get an instructor into ITC. We use this time to let the individual familiarize himself with his subject area by monitoring other instructors, learning from his peers, studying the lesson plan, and researching the material he will teach. He then uses this knowledge and material when he prepares his presentations for ITC, thereby reinforcing it. Still, because of instructor shortage, scheduling does cause delays in getting the instructors on the platform.

LTC Conner (Cont'd)

7. How well do you feel the courses prepare your people to do their jobs?

Need to take a close look at ITC. It could do a better job with writing lesson plans and examinations. There should also be additional exposure to the platform by including more actual presentations. Very rarely does an ITC graduate immediately assume his instructor duties in the department. It normally takes from one to six weeks before he develops the expertise and quality needed to take charge of the class. We should decide what needs to be taught in ITC and set the length of the course based on that, rather than the other way around where we adjust content to fit course length.

8. Is there any training not presently taught by SFDD that you feel would be beneficial to your people?

ITC should probably be phased. The first phase should be common core for all instructors, academic and flight, on "how to teach." The second phase should be split into academic and flight phases and cover techniques peculiar to that type of instruction. The IP needs more than the present six-hour block in MOI than he receives. He needs to be able to write lesson plans and teach academic classes while in the field.

9. What suggestions do you have for improving training for staff and faculty personnel?

a. Strengthen training in writing lesson plans and examinations.

b. CRI for professional development courses is not realistic and should not be applied to these courses. Also, there is a conflict with the CRI concept because a percentile grading system is still used to select honor graduates for some of the courses.

c. ITC requirements for passing the final presentation may not be stiff enough. The DCAT procedures for "signing off" an instructor to teach are pretty stringent. A department representative attends his final ITC presentation, and signs off then, if appropriate. In almost all cases, more OJT is required. The individual first studies his lesson plan, researches materials, and monitors other instructors' classes. He then presents his class to his peers. When they feel he's ready, he goes before the Branch Chief. The final "Murder Board" he must present his class to consists of the Division Chief, Branch Chief, Division Education Specialist, a representative from SFDD, and one or more subject matter experts. Approximately 99% of the instructors pass the "Murder Board" on the first attempt, because they have been adequately trained and their supervisors do not put them up for the Board until they feel they are ready.

COL HUNT
Director, Directorate of
Training and Doctrine

NOTE: This interview did not follow the structured format of the others because COL Hunt had just recently been assigned as Director and had no basis for forming opinions about staff and faculty training. The interview was primarily to inform him of the survey, its purpose, and status.

COL Hunt reviewed the notes from the interview with his Deputy, LTC Davis, and did not disagree with his statements. He was also given copies of the questionnaires used to survey staff and faculty personnel and their supervisors.

In the general discussion that followed, COL Hunt stated that the bottom line by which we measure the success of our staff and faculty is the product produced--the graduate--based on what the field says. If we've got a good product (and he feels we have), then the instructors and staff must be doing O.K. He said he has not had much opportunity to observe training, but plans to do so as soon as time permits.

He further stated that the screening process for instructors is very important, because you can't change a person's attitude and personality by sending them through a short instructor's training course. Some people have a knack for teaching--others don't. Not everyone can become a dynamic instructor. Instructor training can improve and build upon knowledges, skills, characteristics, and traits a person already has, but it cannot remake him into something he isn't. If we're having problems with the quality of our instructors, it could mean that our screening process needs to be strengthened.

LTC Davis
Deputy Director, Directorate of
Training and Doctrine

1. How would you rate your people on their overall ability to perform assigned duties?

Personnel do an excellent job, overall. They show introspection in their written papers and a high academic perception. Not only do they consider document content, but are also very concerned with "package wrapping," i.e., paying attention to detail so the paper is grammatically correct and fine-tuned. I feel that overall pride in work has taken a change for the better--there is an upbeat in attitude which shows in the final product. One test of success that has been met is the high acceptance of correspondence that goes off post.

2. Are there any specific areas in which you feel your people are weak?

No. Personnel know what job they have to do, and go about accomplishing their duties. A "C" rating is as low as I would assign to anyone's task proficiency. No deficiency or weakness occurs frequently enough to impact on the mission.

3. Which of the staff and faculty courses have you attended?

ISD and Action Officer's Workshop

4. What was your overall opinion of the courses you attended?

Was not at all impressed with the content of ISD. Felt that it was borderline at best. The method of working through a bunch of programmed texts without relating it to real working situations is not the best way to conduct the course.

5. Which of the courses do you have your newly assigned personnel attend?

ITC is not pertinent for most DOTD personnel, but they attend all other courses on an as-needed basis. The Action Officer's course is especially good. The text used is very realistic and valuable as a reference guide.

6. Have you experienced any problems scheduling training for your people because of lack of allocations or other reasons?

No--maybe a delay of one class, but no delays that caused problems.

7. How well do you feel the courses prepare your people to do their jobs?

Pretty good. Personnel do not come into their jobs "cold." They bring many valuable characteristics and knowledges which are built upon as they assume their duties. They retain and develop portions of the courses they attend that apply to their duties. If not needed for their jobs, there is no need to retain and

LTC Davis (Cont'd)

cultivate the knowledges attained in school, so it is probably eventually lost. They do have sufficient skills and knowledge, either from SFDD training, or from past experiences, to effectively accomplish their duties.

8. Is there any training not presently taught by SFDD which you feel would be beneficial to your people?

No--the number of courses should be kept as low as practical and concentrate on keeping the ones we retain as strong as possible. In the past, persons in high positions have created courses because they had attended them at other installations and felt them to be worthwhile for USAAVNC training. In actuality, they sometimes turned out to be "phony" courses that looked good on paper, but were never taught, or at best, to a very limited number of attendees.

9. What suggestions do you have for improving training for staff and faculty personnel?

None, really. With the recent changes implemented and support from the command, the courses we now have are very good. We are back to the basics now, and have eliminated a lot of the "frills." The ITC has especially been improved. The Aviation Branch has placed increased emphasis upon the course. It is now designed to serve as a model for new instructors to use in designing their own courses. The standards and quality of personnel who attend ITC are higher now--especially in appearance and personal bearing. Even the ITC classroom has been refurbished to enhance the role-model image. I feel that other courses will benefit from this increased emphasis on ITC. All newly assigned instructors should attend the USAAVNC ITC course, whether they have attended a similar course at another installation or not.

10. In summary, I feel that SFDD courses have greater Army-wide impact now than ever before and that people are looking at the training programs with added interest and more respect.

LTC McAdams
Acting Director,
Department of Enlisted Training
Accompanied by MAJ DesJardins

NOTE: This interview was conducted while LTC McAdams was still assigned to DOET.

1. How would you rate your people on their overall ability to perform assigned duties?

Well prepared--good to excellent overall. A few are weak, but most are very capable in performing their jobs--especially some of the civilian instructors who have been around so long. The type of instruction and qualifications needed depend upon which course and phase they are teaching. Most of the instruction is hands-on, requiring SME ability to perform and demonstrate tasks rather than classroom platform skills.

2. Are there any specific areas in which you feel your people are weak?

Across the board, the NCOs are an excellent group of instructors and perform a whole lot better than expected--some are really sharp. The weakest areas would be in writing lesson plans and exams and in learning how to push paperwork, i.e., getting POI changes through. Once they learn the mechanics of the system, their performance is O.K. Another problem sometimes encountered is self-discipline. During ITC they follow a strict regiment as far as observing lesson plans, time allocations, and MOI techniques. After assuming instructor duties, they may find that the things they learned in ITC don't always fit. For instance, one student's question may serve as a catalyst for others' questions and stretch what would have been a 40-minute presentation into 60 minutes or so. This is not caused by any fault of the ITC course--just that theory doesn't always fit the actual teaching situation. Also, after ITC, some instructors have a tendency to "let their hair down," relax, and do what they want rather than follow the established routine. Visitors observing their classes is good because it helps them to keep their guard up.

3. Which of the SFDD courses have you attended?

Neither LTC McAdams nor MAJ DesJardins had attended any of the courses.

4. Which of the courses do you have your newly assigned personnel attend?

ITC mainly. Some attend the others as time permits--would like to have more of them go through the Actions Officer's Workshop.

5. Have you experienced any problems scheduling training for your people because of lack of allocations or other reasons?

Not often, but occasionally experience some delay getting into ITC. Have two on hold for approximately one month now to get into the course.

LTC McAdams/MAJ DesJardins (Cont'd)

6. How well do you feel the courses prepare your people to do their jobs?

The ITC is a good program--it teaches organization and thinking on your feet, which people can use throughout their lives. The controls are all in place for turning out really good instructors. When personnel are assigned, they are screened to ensure they are the caliber of person capable of becoming a good instructor. If not, they are weeded out and assigned to other positions. Some people really know their stuff, but are just not suited for teaching--they can't get their point across. Most personnel assigned as instructors have previously served as supervisors and just need brushing up in their subject area to ensure their proficiency. They receive any needed subject matter refresher training before ITC; when they complete the course they assume instructor duties.

7. Is there any training not presently taught by SFDD which you feel would be beneficial to your people?

No--just would like to send more through other courses besides ITC.

8. What suggestions do you have for improving training for staff and faculty personnel?

No suggestions for improvements--feel the programs are good.

LTC Tastad
Deputy Director, Directorate of
Evaluation and Standardization

1. How would you rate your people on their overall ability to perform assigned duties?

It appears that a lot of on-the-job training is needed before newly assigned personnel are able to do their jobs and feel comfortable with what they are doing. Maybe we are not teaching them all they need to know in staff and faculty training.

2. Are there any specific areas in which you feel your people are weak?

We don't have enough information and guidance on what an evaluator does. We need something much more substantial in the way of written documentation and training than what we have. Other posts do things differently, and there is not a good exchange throughout the system to tell us what to do and how to go about it. Civilians who have been around a long time have evolved under the system and don't have the same problems as military, who come into the system "cold." Still, we all suffer from a lack of firm direction from higher headquarters. Something concrete in writing is needed, not only as guidance in planning and conducting evaluations, but as references when formulating recommendations for our studies.

3. Which of the staff and faculty courses have you attended?

ISD

4. What was your opinion of the ISD course?

Did not get much from it, although part of the problem was my own fault. Since I had just been assigned into a new job, there was a lot to learn and responsibilities to be met. Because of the self-paced method of instruction, it was easy to take shortcuts and hurry through, although I suffered from it later.

5. Which of the courses do you have your newly assigned personnel attend?

ISD. It's about the only one that applies--would like to send them to one geared toward evaluation if there were one.

6. Have you experienced any problems scheduling training for your people because of lack of allocations or other reasons?

No.

7. How well do you feel the courses prepare your people to do their jobs?

Am not impressed with ISD. It does not go into evaluations enough.

LTC Tastad (Cont'd)

8. Is there any training not presently taught which you feel would be beneficial to your people?

Yes--need something on conducting evaluations.

9. What suggestions do you have for improving training for staff and faculty personnel?

Individuals should attend staff and faculty development training before physically starting work in their organizations and getting their minds bogged down with their jobs. It would be easier, take no more time, and they would probably learn more.

ANNEX B

SUPERVISORY QUESTIONNAIRE RESULTS

SUPERVISORY SURVEY

STAFF AND FACULTY DEVELOPMENT PROGRAMS

INTRODUCTION: Staff and Faculty Development Division (SFDD), DOTD, conducts several courses to train personnel for duties in various USAAVNC staff and faculty positions. You have been asked to complete this questionnaire because you supervise employees in duty positions for which this training was designed. Information you provide will be useful for determining whether or not staff and faculty training needs are being met for the employees you supervise, and if changes are needed which would improve effectiveness of the programs. Since you very likely supervise several employees, your answers to the questions should be based on what you feel is typical or average for the majority of your employees.

INSTRUCTIONS: Using the card provided, mark one response in the ANSWER SECTION for each question. Use a #2 pencil, avoid making stray marks, and ensure that any erasures are complete. Please follow directions, and answer all questions unless instructed otherwise. You are not required to complete the IDENTIFICATION SECTION at the top of the card, but you may put your name on the card and the survey form if you like. Thank you for taking the time to complete this survey.

SECTION I
GENERAL

1. Duty position:

DOTD	DES	DOAS	DCAT	DOET
6	1	1	1	2
4	3	3	3	2
3	0	1	0	0
1	0	1	2	2

a. Division Chief/Commander
b. Branch Chief/Commander
c. Team Chief/Commander
d. Other (Please write in duty position here)_____

2. What duty position do the majority of the employees you supervise fill?

DOTD	DES	DOAS	DCAT	DOET
0	0	6	5	4
1	0	0	0	2
8	2	0	1	0
3	0	1	0	0
2	2	0	0	0

a. Academic Instructor
b. Staff Specialist
c. Education Specialist
d. Training Specialist
e. Other (Please write in duty position here)_____

3. Directorate assigned:

DOTD	DES	DOAS	DCAT	DOET
14	Ø	Ø	Ø	Ø
Ø	4	Ø	Ø	Ø
Ø	Ø	7	Ø	Ø
Ø	Ø	Ø	Ø	6
Ø	Ø	Ø	6	Ø

a. DOTD
b. DES
c. DOAS
d. DOET
e. DCAT

4. Length of time in present position:

DOTD	DES	DOAS	DCAT	DOET
Ø	2	1	5	4
3	Ø	2	Ø	1
5	Ø	2	Ø	Ø
2	Ø	Ø	Ø	1
4	2	2	1	Ø

a. Ø to 3 months
b. 3 to 6 months
c. 6 to 12 months
d. 1 to 2 years
e. 2 years or longer

5. Does your organization routinely schedule newly assigned personnel for training in job-related staff and faculty courses?

DOTD	DES	DOAS	DCAT	DOET
13	2	7	5	6
1	1	Ø	Ø	Ø
Ø	1	Ø	1	Ø

a. Yes
b. No
c. Not sure

6. Do you ever have any trouble or delay in scheduling courses for your employees?

DOTD	DES	DOAS	DCAT	DOET
12	2	5	2	5
1	Ø	1	Ø	1
1	Ø	Ø	1	Ø
Ø	Ø	Ø	2	Ø
Ø	2	1	1	Ø

a. Training can usually be scheduled when needed.
b. Training is often delayed because of lack of allocations for the course.
c. Training is often delayed because employees cannot be spared from their duties for the time necessary to attend.
d. Needed training often cannot be scheduled.
e. Have not attempted to schedule any training.

7. Does your organization have a structured training program for providing on-the-job training and assistance to newly assigned personnel?

DOTD	DES	DOAS	DCAT	DOET
9	Ø	6	4	6
5	3	1	1	Ø
Ø	1	Ø	1	Ø

a. Yes
b. No
c. Not sure

The next 11 questions are to be answered by supervisors of academic instructors. If you do not supervise instructors, please go on to question 19.

8. What is your supervisory level of the instructors under you?

DOTD	DES	DOAS	DCAT	DOET
2	Ø	3	3	1
Ø	Ø	1	2	Ø
Ø	Ø	2	1	2

a. Immediate
b. Secondary
c. Supervise at both immediate and secondary levels

9. Approximately how many instructors do you supervise?

DOTD	DES	DOAS	DCAT	DOET
1	Ø	Ø	Ø	Ø
Ø	Ø	Ø	2	Ø
1	Ø	1	1	1
Ø	Ø	2	1	Ø
Ø	Ø	3	2	2

a. 5 or less
b. 6 to 10
c. 11 to 15
d. 16 to 25
e. More than 25

10. Approximately how often do you conduct quality checks on your instructors, i.e., personally monitor their classes?

DOTD	DES	DOAS	DCAT	DOET
Ø	Ø	2	3	1
Ø	Ø	1	1	1
Ø	Ø	Ø	Ø	Ø
2	Ø	3	2	1
Ø	Ø	Ø	Ø	Ø

a. Check one class or more per month for each instructor
b. Check one class or more per quarter for each instructor
c. Conduct quality checks only on new instructors and/or those about whom adverse criticism has been received
d. Have no set policy; conduct quality checks as time permits
e. Seldom conduct quality checks

11. Approximately how much time is required on the job (excluding Staff and Faculty Development Division training) before your instructors are capable of assuming full responsibilities?

DOTD	DES	DOAS	DCAT	DOET
1	Ø	Ø	Ø	Ø
Ø	Ø	4	3	2
Ø	Ø	Ø	2	Ø
1	Ø	1	1	1
Ø	Ø	1	Ø	Ø

a. Less than 1 month
b. 1 to 2 months
c. 2 to 3 months
d. 3 to 4 months
e. More than 4 months

12. How would you rate the overall appearance and personal conduct of the instructors you supervise?

DOTD	DES	DOAS	DCAT	DOET
1	Ø	2	3	2
1	Ø	3	3	1
Ø	Ø	1	Ø	Ø
Ø	Ø	Ø	Ø	Ø
Ø	Ø	Ø	Ø	Ø

a. Excellent
b. Above average
c. Average
d. Below average
e. Unsatisfactory

13. How would you rate your instructors' knowledge of their subject areas?

DOTD	DES	DOAS	DCAT	DOET
1	Ø	3	4	3
1	Ø	3	2	Ø
Ø	Ø	Ø	Ø	Ø
Ø	Ø	Ø	Ø	Ø
Ø	Ø	Ø	Ø	Ø

a. Excellent
b. Above average
c. Average
d. Below average
e. Not sure

14. How would you rate your instructors on self-improvement efforts and ability to stay current in their subject areas?

DOTD	DES	DOAS	DCAT	DOET
1	Ø	2	3	3
Ø	Ø	4	3	Ø
1	Ø	Ø	Ø	Ø
Ø	Ø	Ø	Ø	Ø
Ø	Ø	Ø	Ø	Ø

a. Excellent
b. Above average
c. Average
d. Below average
e. Not sure

15. How would you rate your instructors' understanding of the Systems Approach to Training (SAT) and their ability to apply its principles in developing and conducting training?

DOTD	DES	DOAS	DCAT	DOET
Ø	Ø	2	Ø	Ø
1	Ø	4	Ø	2
Ø	Ø	Ø	3	Ø
1	Ø	Ø	1	1
Ø	Ø	Ø	2	Ø

a. Excellent
b. Above average
c. Average
d. Below average
e. Not sure

16. How would you rate the overall effectiveness of the instructors you supervise?

DOTD	DES	DOAS	DCAT	DOET
1	Ø	3	1	2
1	Ø	3	5	1
Ø	Ø	Ø	Ø	Ø
Ø	Ø	Ø	Ø	Ø
Ø	Ø	Ø	Ø	Ø

a. Excellent
b. Above average
c. Average
d. Below average
e. Poor

17. How would you rate the importance of student critiques as far as their importance in assisting in revising/improving the quality of instruction?

DOTD	DES	DOAS	DCAT	DOET
Ø	Ø	2	1	Ø
Ø	Ø	2	Ø	Ø
2	Ø	2	2	2
Ø	Ø	Ø	3	1
Ø	Ø	Ø	Ø	Ø

a. Extremely important
b. Very important
c. Moderately important
d. Not very important
e. Of no significance

18. What one thing do you feel is <u>most</u> needed by your instructors to help them become more effective?

DOTD	DES	DOAS	DCAT	DOET
Ø	Ø	1	1	Ø
1	Ø	2	Ø	1
Ø	Ø	1	1	Ø
1	Ø	2	4	1
Ø	Ø	Ø	Ø	1

a. More in-depth knowledge of the subject
b. More training in methods and instructional materials
c. More teaching experience
d. More time to prepare instructional materials and accomplish administrative functions
e. Feel that the majority of my instructors are adequately prepared and do not need any of the above to become more effective

SECTION II
<u>COURSE DATA</u>

Attached at Annex A are descriptions of four of the major training programs conducted by SFDD as shown in USAAVNC Pam 350-10. Please refer to the course descriptions and recommended attendance when answering the following questions.

<u>Questions 19 and 20 apply to the INSTRUCTOR TRAINING COURSE (ITC).</u>

19. How would you rate the importance of this course content for preparing your employees for their duties?

DOTD	DES	DOAS	DCAT	DOET
1	Ø	2	Ø	4
4	Ø	4	3	2
1	2	Ø	2	Ø
8	1	Ø	Ø	Ø
Ø	Ø	1	1	Ø

a. Extremely important
b. Moderately important
c. Not very important
d. Not related to their duties
e. Not sure

20. How would you rate the effectiveness of training your employees received in this course for preparing them to assume the duties of their positions?

DOTD	DES	DOAS	DCAT	DOET
0	0	2	1	3
4	0	3	4	3
0	0	0	0	0
9	0	0	0	0
1	3	2	1	0

a. Above average
b. Average
c. Below average
d. Not required for their positions
e. Not sure/have no employees who attended this course

Questions 21 and 22 apply to the CRITERION REFERENCED INSTRUCTION (CRI) WORKSHOP.

21. How would you rate the importance of this course content for preparing your employees for their duties?

DOTD	DES	DOAS	DCAT	DOET
4	0	1	0	5
4	2	4	2	0
2	0	0	1	1
2	0	0	0	0
2	1	2	3	0

a. Extremely important
b. Moderately important
c. Not very important
d. Not related to their duties
e. Not sure

22. How would you rate the effectiveness of training your employees received in this course for preparing them to assume the duties of their positions?

DOTD	DES	DOAS	DCAT	DOET
0	0	0	0	3
9	0	4	3	1
1	2	0	0	0
3	0	1	0	1
1	1	2	3	1

a. Above average
b. Average
c. Below average
d. Not required for their positions
e. Not sure/have no employees who attended this course

Questions 23 and 24 apply to the INSTRUCTIONAL SYSTEMS DEVELOPMENT (ISD) WORKSHOP

23. How would you rate the importance of this course content for preparing your employees for their duties?

DOTD	DES	DOAS	DCAT	DOET
9	0	1	0	5
4	2	4	1	0
0	1	1	3	1
0	0	0	0	0
1	0	1	2	0

a. Extremely important
b. Moderately important
c. Not very important
d. Not related to their duties
e. Not sure

24. How would you rate the effectiveness of training your employees received in this course for preparing them to assume the duties of their positions?

DOTD	DES	DOAS	DCAT	DOET
3	Ø	Ø	Ø	2
9	1	5	2	1
2	3	1	2	1
Ø	Ø	Ø	Ø	1
Ø	Ø	1	2	1

a. Above average
b. Average
c. Below average
d. Not required for their positions
e. Not sure/have no employees who attended this course

Questions 25 and 26 apply to the CRITERION TESTING AND LEARNING OBJECTIVES WORKSHOP (CTLOW).

25. How would you rate the importance of this course content for preparing your employees for their duties?

DOTD	DES	DOAS	DCAT	DOET
2	Ø	1	1	4
6	2	5	1	Ø
Ø	1	Ø	1	1
4	Ø	Ø	Ø	Ø
2	Ø	1	3	Ø

a. Extremely important
b. Moderately important
c. Not very important
d. Not related to their duites
e. Not sure

26. How would you rate the effectiveness of training your employees received in this course for preparing them to assume the duties of their positions?

DOTD	DES	DOAS	DCAT	DOET
2	Ø	Ø	1	2
5	Ø	6	1	Ø
1	1	Ø	Ø	1
4	Ø	Ø	Ø	1
2	2	1	4	1

a. Above average
b. Average
c. Below average
d. Not required for their position
e. Not sure/have no employees who attended this course

SECTION III
TASKS

Listed below are specific tasks related to USAAVNC instructional staff positions. Please use the scale provided to rate how well qualified you feel your employees are to perform the tasks. (Keep in mind that the rating you give should reflect your overall opinion based on what you feel is typical or average for the majority of the employees you supervise.)

a.	Well qualified and competent
b.	Need more formal training
c.	Need more experience or on-the-job training
d.	Need more training and experience
e.	Not required for positions which I supervise

27. Conduct platform instruction

	DOTD	DES	DOAS	DCAT	DOET
a.	1	Ø	5	4	4
b.	Ø	Ø	Ø	Ø	Ø
c.	1	Ø	2	2	1
d.	Ø	Ø	Ø	Ø	Ø
e.	11	4	Ø	Ø	1

28. Conduct hands-on/practical exercise instruction

	DOTD	DES	DOAS	DCAT	DOET
a.	1	Ø	7	4	6
b.	1	Ø	Ø	Ø	Ø
c.	1	Ø	Ø	2	Ø
d.	Ø	Ø	Ø	Ø	Ø
e.	1Ø	4	Ø	Ø	Ø

29. Manage group-paced classroom instruction

	DOTD	DES	DOAS	DCAT	DOET
a.	1	Ø	4	3	4
b.	Ø	Ø	Ø	Ø	Ø
c.	1	Ø	1	2	1
d.	Ø	Ø	Ø	1	Ø
e.	11	4	2	Ø	1

30. Manage self-paced classroom instruction

	DOTD	DES	DOAS	DCAT	DOET
a.	Ø	Ø	4	4	4
b.	1	Ø	Ø	Ø	Ø
c.	Ø	Ø	Ø	1	Ø
d.	Ø	Ø	Ø	Ø	Ø
e.	12	4	2	1	2

a.	Well qualified and competent
b.	Need more formal training
c.	Need more experience or on-the-job training
d.	Need more training and experience
e.	Not required for positions which I supervise

31. Manage shop-lab instruction

	DOTD	DES	DOAS	DCAT	DOET
a.	2	Ø	1	1	4
b.	1	Ø	Ø	Ø	Ø
c.	Ø	Ø	Ø	2	Ø
d.	Ø	Ø	Ø	Ø	Ø
e.	10	4	6	3	2

32. Select training aids

	DOTD	DES	DOAS	DCAT	DOET
a.	3	1	6	5	4
b.	Ø	Ø	Ø	1	1
c.	Ø	Ø	1	Ø	Ø
d.	Ø	Ø	Ø	Ø	Ø
e.	10	3	Ø	Ø	1

33. Operate training aids and equipment

	DOTD	DES	DOAS	DCAT	DOET
a.	3	Ø	6	6	6
b.	1	Ø	Ø	Ø	Ø
c.	Ø	Ø	1	Ø	Ø
d.	Ø	Ø	Ø	Ø	Ø
e.	9	4	Ø	Ø	Ø

34. Select student/instructor reference material

	DOTD	DES	DOAS	DCAT	DOET
a.	3	Ø	4	2	5
b.	2	Ø	1	1	1
c.	Ø	Ø	2	3	Ø
d.	Ø	Ø	Ø	Ø	Ø
e.	8	4	Ø	Ø	Ø

a.	Well qualified and competent
b.	Need more formal training
c.	Need more experience or on-the-job training
d.	Need more training and experience
e.	Not required for positions which I supervise

35. Develop/revise training objectives (task, condition, standard)

	DOTD	DES	DOAS	DCAT	DOET
a.	5	1	4	2	2
b.	1	Ø	1	1	2
c.	1	Ø	2	3	Ø
d.	Ø	Ø	Ø	Ø	1
e.	6	3	Ø	Ø	1

36. Develop/revise programmed texts, practical exercises, and other student materials

	DOTD	DES	DOAS	DCAT	DOET
a.	4	Ø	2	2	1
b.	1	Ø	2	2	1
c.	1	Ø	2	2	1
d.	Ø	Ø	1	Ø	1
e.	7	4	Ø	Ø	2

37. Prepare/revise lesson plans and instructor guides

	DOTD	DES	DOAS	DCAT	DOET
a.	2	Ø	2	4	2
b.	1	Ø	2	1	2
c.	1	Ø	2	1	Ø
d.	Ø	Ø	1	Ø	1
e.	9	4	Ø	Ø	1

38. Prepare/revise criterion written/performance test outlines

	DOTD	DES	DOAS	DCAT	DOET
a.	3	Ø	1	2	1
b.	1	Ø	2	2	2
c.	Ø	Ø	3	2	Ø
d.	Ø	Ø	1	Ø	1
e.	9	4	Ø	Ø	2

a.	Well qualified and competent
b.	Need more formal training
c.	Need more experience or on-the-job training
d.	Need more training and experience
e.	Not required for positions which I supervise

39. Prepare/revise criterion written/performance test

	DOTD	DES	DOAS	DCAT	DOET
a.	3	Ø	2	2	1
b.	1	Ø	1	2	2
c.	1	Ø	3	2	Ø
d.	Ø	Ø	1	Ø	1
e.	8	4	Ø	Ø	2

40. Administer, grade, and evaluate written/performance tests

	DOTD	DES	DOAS	DCAT	DOET
a.	3	Ø	5	4	3
b.	Ø	Ø	Ø	Ø	1
c.	Ø	Ø	2	1	1
d.	Ø	Ø	Ø	Ø	1
e.	1Ø	4	Ø	1	Ø

41. Conduct validation trials for new lessons

	DOTD	DES	DOAS	DCAT	DOET
a.	3	1	3	3	3
b.	1	Ø	2	1	1
c.	Ø	Ø	2	2	Ø
d.	Ø	Ø	Ø	Ø	1
e.	8	3	Ø	Ø	1

42. Counsel students

	DOTD	DES	DOAS	DCAT	DOET
a.	4	Ø	4	2	6
b.	Ø	Ø	Ø	1	Ø
c.	Ø	Ø	1	3	Ø
d.	Ø	Ø	1	Ø	Ø
e.	9	4	1	Ø	Ø

a. Well qualified and competent b. Need more formal training c. Need more experience or on-the-job training d. Need more training and experience e. Not required for positions which I supervise

43. Maintain student data and prepare student reports

	DOTD	DES	DOAS	DCAT	DOET
a.	4	Ø	3	3	2
b.	Ø	Ø	1	Ø	2
c.	Ø	Ø	2	3	1
d.	Ø	1	Ø	Ø	Ø
e.	9	3	1	Ø	1

44. Review POIs, FMs, TMs, TECs, SQTs, ARTEPs, Soldiers Manuals, films, slides, and other training materials for accuracy and currency

	DOTD	DES	DOAS	DCAT	DOET
a.	9	2	3	3	3
b.	1	Ø	1	Ø	1
c.	Ø	Ø	2	3	Ø
d.	Ø	2	1	Ø	1
e.	3	Ø	Ø	Ø	1

45. Serve as Subject Matter Expert (SME) and write doctrine related to subject area

	DOTD	DES	DOAS	DCAT	DOET
a.	6	2	3	2	1
b.	1	Ø	2	Ø	2
c.	1	1	2	2	Ø
d.	Ø	Ø	Ø	2	1
e.	4	1	Ø	Ø	2

46. Perform administrative duties such as preparing and staffing correspondence, completing reports, maintaining files, and conducting briefings

	DOTD	DES	DOAS	DCAT	DOET
a.	5	2	2	4	Ø
b.	3	Ø	3	1	1
c.	1	Ø	2	1	Ø
d.	Ø	2	Ø	Ø	2
e.	3	Ø	Ø	Ø	2

DOTD SUPERVISORY COMMENTS

Recommend that the ISD, CRI, and CTLO workshops be combined into one ISD course. The ISD model serves as the primary model for the Systems Approach to Training. The CRI model was developed to supplement the ISD model, i.e., to integrate the principles of criterion-based instruction and testing into the instructional development process. Therefore, optimum training effectiveness would be realized if CRI and ISD training were combined. Students would be able to better understand how the CRI principles apply to the training development processes prescribed by ISD. The ITC should remain a separate course; however, the ISD course should cover Phase IV, ISD (e.g., a two-hour lecture). The ISD course should include programmed texts and reading assignments for homework. It is feasible to design the ISD course as a two-week course. Should consider group-paced mode using lectures and practical exercises.

Reference Item 41 (Conduct validation trials for new lessons): Never seen it done--usually a paperwork drill.

Reference additional training and improvements needed: In getting along with others and understanding human relations.

DCAT SUPERVISORY COMMENTS

Flow of ITC courses (Off/NCO) is becoming a problem. Due to the constant instructor shortage, an individual should not have to wait more than two weeks after assignment for the ITC. More instructors should attend CRI and CTLOW course but many do not because of lack of available time.

Reference Item 6 (Do you ever have any trouble or delay in scheduling courses for your employees?): ITC schedule is inadequate and untimely for officers--more need to be scheduled--current sequence is not enough.

Reference Item 17 (How would you rate the importance of student critiques as far as importance in assisting in revising/improving the quality of instruction?): Unable to establish firm, long-term trends and problems--numbers are meaningless as I cannot correlate to instructor or material--some comments are valid. Recommend revision of critique similar to CGSC--random sampling with a meaningful structured form plus a second form which allows student to immediately address exceptionally good/poor performance (tacit understanding that student is responsible for his remarks and that they should be professional and pertinent).

Reference Item 15 (How would you rate your instructors' understanding of the Systems Approach to Training (SAT) and their ability to apply its principles in developing and conducting training?): What is it?

On the subject of instructor experience--for some reason DA assigns SC 15's to Fort Rucker after only one flying tour. They are hardly experts in the field. A better solution would be to require at least two flying tours to qualify for instructor assignments.

DES SUPERVISORY COMMENTS

Additional training needed: (1) Multivariate Analysis Techniques, (2) Computer programming--Basic and Pascal, and (3) Report Writing. We need to realize that two or three weeks is hardly appropriate for conveying the skills and knowledges we require at this school--the format of the SFD program is ludicrous--we are fooling ourselves if we believe the cursory instruction of the SFDD courses will actually produce a competent worker in the time allotted.

DOAS SUPERVISORY COMMENTS

(Reference additional training needed and suggestions for improvements):
Training in preparation of supporting knowledges and skills for mental skills, also preparation of objectives and criterion test items for soft (mental) skills.

DOET SUPERVISORY COMMENTS

Staff and Faculty self-paced courses are good for those who are serious about learning the subjects. For those who just want the credit, they don't seem to learn much. Must ensure that all personnel meet the objectives of the courses.

ANNEX C

NON-SUPERVISORY QUESTIONNAIRE RESULTS

NON-SUPERVISORY SURVEY

STAFF AND FACULTY DEVELOPMENT PROGRAMS

INTRODUCTION: Staff and Faculty Development Division (SFDD), DOTD, conducts several courses to train personnel for duties in various USAAVNC staff and faculty positions. You have been asked to complete this questionnaire because you hold one of the positions for which this training was designed and have probably attended one or more of the courses. Information you provide will be useful for determining if staff and faculty training needs are being met and if changes are needed which would improve effectiveness of the programs.

INSTRUCTIONS: Using the card provided, mark one response in the ANSWER SECTION for each question. Use a #2 pencil, avoid making stray marks, and ensure that any erasures are complete. Please follow directions, and answer all questions unless instructed otherwise. You are not required to complete the IDENTIFICATION SECTION at the top of the card, but you may put your name on the card and the survey form if you like. Thank you for taking the time to complete this survey.

SECTION I
GENERAL

1. Duty position:

DOTD	DES	DOAS	DCAT	DOET
3	Ø	54	42	111
2Ø	4	1	2	Ø
1	Ø	1	2	6
1Ø	Ø	1	Ø	5
13	5	Ø	Ø	18

a. Academic Instructor
b. Education Specialist
c. Academic Instructor/Education Specialist
d. Training Specialist
e. Other (Please write in duty position here)_____

2. Directorate Assigned:

DOTD	DES	DOAS	DCAT	DOET
48	Ø	Ø	Ø	Ø
Ø	9	Ø	Ø	Ø
Ø	Ø	57	Ø	Ø
Ø	Ø	Ø	Ø	139
Ø	Ø	Ø	46	Ø

a. DOTD
b. DES
c. DOAS
d. DOET
e. DCAT

3. Length of Time in Present Duty Position (type job; not Directorate assigned).

DOTD	DES	DOAS	DCAT	DOET
6	2	12	13	18
3	3	7	19	23
1Ø	1	8	7	33
16	1	16	7	46
13	2	14	Ø	18

a. Ø to 6 months
b. 6 to 12 months
c. 1 to 2 years
d. 2 to 5 years
e. 5 years or more

4. Does your organization routinely schedule newly assigned personel for training in job-related staff and faculty courses?

DOTD	DES	DOAS	DCAT	DOET
43	6	38	34	111
3	1	10	6	13
2	2	9	5	16

a. Yes
b. No
c. Not sure

5. Did you have any trouble or delay in scheduling courses?

DOTD	DES	DOAS	DCAT	DOET
35	6	32	22	58
1	1	5	5	42
6	0	10	7	16
1	0	4	6	6
4	2	4	6	14

a. No problems or delays were experienced.
b. Training was delayed because of lack of allocations for the courses.
c. Training was delayed because my duties would not permit me to take the necessary time off to attend.
d. Needed training could not be scheduled.
e. Did not attempt to schedule any training.

6. Does your organization have a structured training program for providing on-the-job training and assistance to newly assigned personnel?

DOTD	DES	DOAS	DCAT	DOET
20	1	46	25	97
15	4	6	14	26
12	4	5	6	16

a. Yes
b. No
c. Not sure

7. How did you feel about the self-paced method of training in the courses you attended?

DOTD	DES	DOAS	DCAT	DOET
13	1	21	12	56
12	1	10	7	32
14	5	11	8	31
6	2	13	18	21

a. Liked the self-paced method because it presented a challenge and helped me maintain interest and progress faster.
b. Liked many aspects of the self-paced method, but feel it was overused in some cases.
c. Did not like the self-paced method and felt that the material could have been presented better by group-paced methods.
d. Did not attend any of the courses.

The next seven questions are to be answered by instructors only. If you are not an instructors, please go on to question 15.

8. Did you receive your original certification at the USAAVNC?

DOTD	DES	DOAS	DCAT	DOET
6	Ø	51	34	119
Ø	Ø	5	11	11

a. Yes
b. No

9. What is your instructor level?

DOTD	DES	DOAS	DCAT	DOET
2	Ø	33	33	69
1	Ø	16	3	28
1	Ø	5	1	33
1	Ø	2	8	2

a. Academic Instructor
b. Senior Instructor
c. Master Instructor
d. Was not aware of the different instructor levels

10. Did you want to become an instructor?

DOTD	DES	DOAS	DCAT	DOET
3	Ø	30	16	73
1	Ø	3	2	12
1	Ø	19	17	32
Ø	Ø	3	10	14

a. Yes, I requested the assignment and like it.
b. Yes, but I now find I do not like the assignment.
c. No, I did not want the assignment, but I now find that I like it.
d. No, I did not want the assignment, and I still do not like it.

11. Are you teaching subjects that you feel qualified to teach?

DOTD	DES	DOAS	DCAT	DOET
4	Ø	44	29	122
1	Ø	10	10	9
Ø	Ø	2	6	1

a. Yes
b. Somewhat
c. No

12. Do you feel that you are an effective instructor, i.e., do your students meet the training objectives most of the time?

DOTD	DES	DOAS	DCAT	DOET
5	Ø	55	43	126
Ø	Ø	Ø	Ø	1
Ø	Ø	1	2	4

a. Yes
b. No
c. Not sure

13. How would you rate the importance of student critiques as far as their importance in assisting you to revise/improve the quality of your instruction?

DOTD	DES	DOAS	DCAT	DOET
1	Ø	6	6	28
1	Ø	13	7	21
3	Ø	21	19	42
Ø	Ø	1Ø	9	25
Ø	Ø	5	4	14

a. Extremely important
b. Very important
c. Moderately important
d. Not very important
e. Of no significance

14. What one thing do you feel is <u>most</u> needed to help you become a more effective instructor?

DOTD	DES	DOAS	DCAT	DOET
2	Ø	26	13	3Ø
1	Ø	5	2	13
1	Ø	6	4	28
Ø	Ø	14	18	25
1	Ø	5	7	37

a. More in-depth knowledge of the subject
b. More training in methods and instructional materials
c. More teaching experience
d. More time to prepare instructional materials and accomplish administrative functions
e. Do not feel that I need any of the above to become a more effective instructor

SECTION II
COURSE DATA

Attached at Appendix A are descriptions of four of the major training programs conducted by SFDD as shown in USAAVNC Pam 350-1Ø. Please refer to the course descriptions and recommended attendance when answering the following questions.

<u>Questions 15 through 18 apply to the INSTRUCTOR TRAINING COURSE (ITC).</u>

15. Did you attend this course?

DOTD	DES	DOAS	DCAT	DOET
19	1	53	39	126
9	3	4	6	5
16	3	Ø	1	8

a. Yes
b. No, but I have attended a similar course at another location
c. No, and I have not attended a similar course at another location

If your answer to the above question was "b" or "c," please go to question 19.

16. What was the approximate timeframe in which you attended this course?

DOTD	DES	DOAS	DCAT	DOET
13	1	22	2	34
2	0	7	2	21
4	0	14	11	47
1	0	4	16	19
1	0	8	9	8

a. Attended more than 5 years ago
b. Attended 3 to 5 years ago
c. Attended 1 to 3 years ago
d. Attended 6 to 12 months ago
e. Attended within the past 6 months

17. How would you rate the importance of material presented in this course in relation to your job?

DOTD	DES	DOAS	DCAT	DOET
12	1	24	10	57
4	0	26	18	59
4	0	4	12	12
1	0	1	0	1

a. Extremely important
b. Moderately important
c. Not very important
d. Not related to my job

18. How would you rate the training you received in this course for preparing you to assume duties of your position?

DOTD	DES	DOAS	DCAT	DOET
8	1	14	9	39
6	0	19	7	48
3	0	19	16	36
2	0	2	9	1
2	0	1	0	4

a. Excellent
b. Above average
c. Average
d. Below average
e. Not required for my position

Questions 19 through 22 apply to the CRITERION REFERENCED INSTRUCTION (CRI) WORKSHOP.

19. Did you attend this course?

DOTD	DES	DOAS	DCAT	DOET
24	3	22	12	67
4	2	2	5	6
20	3	31	27	61

a. Yes
b. No, but I have attended a similar course at another location
c. No, and I have not attended a similar course at another location

If your answer to the above question was "b" or "c," please go to question 23.

20. What was the approximate timeframe in which you attended this course?

DOTD	DES	DOAS	DCAT	DOET
13	2	12	1	9
6	1	6	1	8
4	0	4	8	31
0	0	1	1	16
1	0	1	2	4

a. Attended more than 5 years ago
b. Attended 3 to 5 years ago
c. Attended 1 to 3 years ago
d. Attended 6 to 12 months ago
e. Attended within the past 6 months

21. How would you rate the importance of material presented in this course in relation to your job?

DOTD	DES	DOAS	DCAT	DOET
12	0	5	1	12
9	3	13	5	37
2	0	5	7	17
1	0	0	1	1

a. Extremely important
b. Moderately important
c. Not very important
d. Not related to my job

22. How would you rate the training you received in this course for preparing you to assume duties of your position?

DOTD	DES	DOAS	DCAT	DOET
5	0	3	1	10
7	0	5	3	10
8	3	12	7	38
3	0	1	3	6
1	0	1	0	5

a. Excellent
b. Above Average
c. Average
d. Below average
e. Not required for my position

Questions 23 and 26 apply to the INSTRUCTIONAL SYSTEMS DEVELOPMENT (ISD) WORKSHOP

23. Did you attend this course?

DOTD	DES	DOAS	DCAT	DOET
30	6	17	9	50
3	0	5	4	7
9	3	31	26	66

a. Yes
b. No, but I have attended a similar course at another location
c. No, and I have not attended a similar course at another location

If your answer to the above question was "b" or"c," please go to question 27.

24. What was the approximate timeframe in which you attended this course?

DOTD	DES	DOAS	DCAT	DOET
10	1	7	1	1
7	1	4	1	10
15	3	6	4	21
0	0	0	2	18
1	1	2	3	2

a. Attended more than 5 years ago
b. Attended 3 to 5 years ago
c. Attended 1 to 3 years ago
d. Attended 6 to 12 months ago
e. Attended within the past 6 months

25. How would you rate the importance of material presented in this course in relation to your job?

DOTD	DES	DOAS	DCAT	DOET
15	2	5	2	6
15	3	7	4	30
1	1	5	5	13
1	0	2	0	3

a. Extremely important
b. Moderately important
c. Not very important
d. Not related to my job

26. How would you rate the training you received in this course for preparing you to assume duties of your position?

DOTD	DES	DOAS	DCAT	DOET
5	2	3	3	7
6	1	3	0	10
16	1	9	6	25
4	2	3	3	6
1	0	2	1	4

a. Excellent
b. Above average
c. Average
d. Below average
e. Not required for my position

Questions 27 through 30 apply to the CRITERION TESTING AND LEARNING OBJECTIVES WORKSHOP (CTLOW).

27. Did you attend this course?

DOTD	DES	DOAS	DCAT	DOET
10	0	16	2	10
9	1	2	4	7
25	6	35	36	114

a. Yes
b. No, but I have attended a similar course at another location
c. No, and I have not attended a similar course at another location

If your answer to the above question was "b" or "c," please go to question 31.

28. What was the approximate timeframe in which you attended this course?

DOTD	DES	DOAS	DCAT	DOET
4	Ø	2	Ø	Ø
2	Ø	6	2	1
5	Ø	4	2	5
Ø	Ø	4	Ø	Ø
Ø	Ø	1	Ø	5

a. Attended more than 5 years ago
b. Attended 3 to 5 years ago
c. Attended 1 to 3 years ago
d. Attended 6 to 12 months ago
e. Attended within the past 6 months

29. How would you rate the importance of material presented in this course in relation to your job?

DOTD	DES	DOAS	DCAT	DOET
6	Ø	5	1	2
5	Ø	10	1	8
Ø	Ø	1	1	1
Ø	Ø	1	Ø	Ø

a. Extremely important
b. Moderately important
c. Not very important
d. Not related to my job

30. How would you rate the training you received in this course for preparing you to assume the duties of your position?

DOTD	DES	DOAS	DCAT	DOET
3	Ø	2	1	2
6	Ø	12	Ø	7
2	Ø	3	1	2
Ø	Ø	1	Ø	1
Ø	Ø	Ø	Ø	Ø

a. Excellent
b. Above average
c. Average
d. Below average
e. Not required for my position

SECTION III
TASKS

Listed below are specific tasks related to USAAVNC instructional staff positions. Please use the scale provided to rate how well qualified you feel to perform the tasks.

a. Well qualified and competent
b. Need more formal training
c. Need more experience or on-the-job training
d. Need more training and experience
e. Not required to perform this task

31. Conduct platform instruction

	DOTD	DES	DOAS	DCAT	DOET
a.	24	1	39	38	87
b.	1	Ø	3	3	10
c.	Ø	Ø	11	5	21
d.	Ø	1	Ø	Ø	5
e.	21	7	3	Ø	13

a.	Well qualified and competent
b.	Need more formal training
c.	Need more experience or on-the-job training
d.	Need more training and experience
e.	Not required to perform this task

32. Conduct hands-on/practical exercise instruction

	DOTD	DES	DOAS	DCAT	DOET
a.	26	3	45	37	116
b.	1	Ø	2	3	7
c.	Ø	Ø	6	4	9
d.	Ø	Ø	Ø	Ø	2
e.	19	6	3	1	3

33. Manage group-paced classroom instruction

	DOTD	DES	DOAS	DCAT	DOET
a.	23	1	39	29	107
b.	1	Ø	4	2	7
c.	Ø	1	3	2	11
d.	Ø	Ø	1	Ø	5
e.	22	7	9	13	7

34. Manage self-paced classroom instruction

	DOTD	DES	DOAS	DCAT	DOET
a.	23	1	30	26	100
b.	1	1	4	2	6
c.	Ø	Ø	3	1	7
d.	Ø	Ø	Ø	Ø	5
e.	22	7	19	17	19

35. Manage shop-lab instruction

	DOTD	DES	DOAS	DCAT	DOET
a.	19	1	24	17	82
b.	4	Ø	2	2	7
c.	Ø	Ø	4	2	12
d.	Ø	1	2	Ø	3
e.	23	7	23	25	32

a. Well qualified and competent b. Need more formal training c. Need more experience or on-the-job training d. Need more training and experience e. Not required to perform this task

36. Select training aids

	DOTD	DES	DOAS	DCAT	DOET
a.	29	2	38	38	99
b.	2	Ø	6	5	11
c.	1	Ø	5	2	13
d.	1	Ø	3	1	4
e.	13	7	4	Ø	1Ø

37. Operate training aids and equipment

	DOTD	DES	DOAS	DCAT	DOET
a.	2Ø	2	44	4Ø	115
b.	3	Ø	5	2	7
c.	4	Ø	5	3	1Ø
d.	2	1	Ø	1	2
e.	17	6	2	Ø	3

38. Select student/instructor reference material

	DOTD	DES	DOAS	DCAT	DOET
a.	23	1	43	38	97
b.	3	Ø	6	5	12
c.	Ø	1	3	2	14
d.	1	Ø	1	1	3
e.	19	6	3	Ø	11

39. Develop/revise training objectives (task, condition, standard)

	DOTD	DES	DOAS	DCAT	DOET
a.	31	2	37	37	68
b.	2	Ø	1Ø	6	22
c.	3	2	2	1	16
d.	2	Ø	4	1	13
e.	8	5	3	1	19

a.	Well qualified and competent
b.	Need more formal training
c.	Need more experience or on-the-job training
d.	Need more training and experience
e.	Not required to perform this task

40. Develop/revise programmed texts, practical exercises, and other student materials

	DOTD	DES	DOAS	DCAT	DOET
a.	20	1	34	32	70
b.	2	1	8	7	24
c.	4	0	6	4	17
d.	0	1	4	2	10
e.	20	6	4	1	17

41. Prepare/revise lesson plans and instructor guides

	DOTD	DES	DOAS	DCAT	DOET
a.	21	1	33	37	66
b.	1	0	11	5	25
c.	4	1	6	3	19
d.	0	1	2	1	7
e.	20	6	4	0	21

42. Prepare/revise criterion written/performance test outlines

	DOTD	DES	DOAS	DCAT	DOET
a.	18	1	33	32	54
b.	4	0	9	7	30
c.	3	1	6	0	17
d.	0	0	3	4	10
e.	21	7	5	3	27

43. Prepare/revise criterion written/performance tests

	DOTD	DES	DOAS	DCAT	DOET
a.	17	1	34	33	56
b.	6	0	9	6	33
c.	2	1	4	0	14
d.	0	0	2	4	10
e.	21	7	7	3	25

a.	Well qualified and competent
b.	Need more formal training
c.	Need more experience or on-the-job training
d.	Need more training and experience
e.	Not required to perform this task

44. Administer, grade, and evaluate written/performance tests

	DOTD	DES	DOAS	DCAT	DOET
a.	24	4	47	41	90
b.	2	0	4	2	8
c.	1	0	2	2	6
d.	0	0	2	0	9
e.	19	5	1	1	25

45. Conduct validation trials for new lessons

	DOTD	DES	DOAS	DCAT	DOET
a.	22	3	29	26	61
b.	3	0	13	12	28
c.	1	0	5	3	14
d.	0	1	3	2	8
e.	20	5	5	3	27

46. Counsel students

	DOTD	DES	DOAS	DCAT	DOET
a.	22	3	39	40	101
b.	2	0	5	3	21
c.	1	0	6	2	6
d.	0	0	2	1	3
e.	21	6	4	0	6

47. Maintain student data and prepare student reports

	DOTD	DES	DOAS	DCAT	DOET
a.	21	2	32	31	84
b.	2	0	7	4	17
c.	1	2	7	4	12
d.	1	0	0	2	4
e.	21	5	9	5	21

a.	Well qualified and competent
b.	Need more formal training
c.	Need more experience or on-the-job training
d.	Need more training and experience
e.	Not required to perform this task

48. Review POIs, FMs, TMs, TECs, SQTs, ARTEPs, Soldiers Manuals, films, slides, and other training materials for accuracy and currency

	DOTD	DES	DOAS	DCAT	DOET
a.	30	7	36	33	77
b.	5	0	10	6	17
c.	1	1	4	3	14
d.	1	1	3	2	12
e.	9	0	3	2	18

49. Serve as Subject Matter Expert (SME) and write doctrine related to your field

	DOTD	DES	DOAS	DCAT	DOET
a.	32	4	27	28	60
b.	2	1	10	8	25
c.	1	0	5	2	17
d.	2	2	4	5	10
e.	9	2	9	2	25

50. Perform administrative duties such as preparing and staffing correspondence, completing reports, maintaining files, and conducting briefings

	DOTD	DES	DOAS	DCAT	DOET
a.	34	5	25	30	58
b.	3	1	11	8	24
c.	1	1	7	4	16
d.	5	2	5	4	8
e.	2	0	6	0	28

DOAS NON-SUPERVISORY COMMENTS

All too often we expect Army aviators to be SMEs by virture of the fact that they graduated from IERW. SMEs should be sent to attend courses to develop their knowledge in the area they will teach. The attitude that he/she can get the required knowledges by reading books or asking questions is poor. A means of checking instructor knowledge developments could be developed. What did the Aviation Center do to prepare the instructor. If an instructor is weak, it could be the result of poor training.

Maximize conference type instruction--minimize self-paced. Use actual USAAVNC material and examples for all instruction--training objectives, criterion tests, lesson plans. Maximize Systems Approach to Training and performance oriented (include soft skill data). FM 21-6 and 350-7 issued to each student. SFDD needs more military instructors--Off/WO/NCO--use military instructors for ITC, Systems Approach to Training, etc.

(ITC) - The education of a future instructor in the mechanics and processes of teaching and instructional materials development is most important and the ITC does a good job of preparing a person as trainer--a general jack of all trades; master of none. The success of an instructor is predicated not only on his ability to convey skills and knowledges, cognitive and motor, to a student, but also on his education in the area of expertise which he instructs. Fort Rucker does not assure the technical competence of an academic instructor prior to his getting on the platform. Instead, an inverted training cycle occurs. The future instructor graduates from the ITC as a model school trainer and progresses to the platform where he inflicts his technical competence or lack of it upon students until he is thoroughly trained by the students. The technology of aviation, if not learned correctly, is potentially lethal, as we all know. Instructors need thorough training over and above that of graduate or undergraduate student. It does a student little good to listen to an instructor with an equivalent knowledge level as he.

Reference Item 10 (Did you want to become an instructor?): Requested the assignment, but would rather work in development. Development position not available. I felt the ISD course was good--if Fort Rucker would use the procedures taught. However, after working in DTD (now DOTD), DOAT (now DCAT), and DOAS, I have found that "we" give only lip service to any <u>systematic</u> <u>approach</u> to training or training development. Training programs are developed because the "boss" said to do it--and do it now. Very few--if any--objectives in Fort Rucker lesson plans conform to anything that was taught in ISD. Why waste the time and resources required to teach ISD, CRI, etc.? Show us how it <u>will be done</u> at Fort Rucker.

DCAT NON-SUPERVISORY COMMENTS

Efficiency of classroom instruction could be improved without "we-they" atmosphere generated between Deputy Assistant Commandant and instructor personnel. Instructors become too concerned with trivia to accomplish their mission as effectively as could otherwise be done. Support from DES and senior command is needed with the workload expected and the staffing levels experienced. - AIR ASSAULT -

DES evaluators must complete training courses and workshops indicated in Annex if DES evaluations are to gain any credibility. It just doesn't work to have a sheep farmer judging bulls. Much of the information contained in referenced courses is available within the departments.

Train all instructors as SME's before making them SME's or expecting them to have some knowledge. Formal training (not self-paced) is needed to train instructors on writing lesson objectives, lesson plans, tests, etc. Reduce, drastically, the number of evaluations by outside agencies during an instructor's first six months of platform time. Allow him time to gain experience without feeling as if he is in a fish bowl. Above all, publish current regulations with current guidance instead of making up the rules as we go along. Understand, also, that student critiques are not gospel and recognize that instructors are professional and will take action on valid comments.

Instructors need formal training in the subjects he is going to teach, that is if you want competent instructors qualified and current in subject areas. More guidance needs to be provided to instructors as to purpose, scope, and direction of areas of instruction. This should come from mission statements (purposes) from HQ, DA, TRADOC, HQ, USAAVNC, Department, Division, and Branch. If none of the above are providing guidance other than title and sometimes hours, then where does this place the instructor? (In a position to go and do what HE thinks is best.) Also, again if the instructor is truly the "SME" then he needs to be the "SME" by way of standardized formal training.

Reference Item 4 (Does your organization routinely schedule newly assigned personnel for training in job-related staff and faculty courses?: They send all newly assigned instructors to ITC. Courses directly related to instructional areas are few and far between.

Newly assigned instructors find themselves as SME's and writing doctrine in areas they know little or nothing about. SME's/doctrine writers should not be instructors but experts in their areas.

The Instructor Training Course does an excellent job in training new instructors, but it needs to be more responsive to the requirements of the organizations for whom it prepares those instructors. Recently, an Officers' ITC was cancelled: the number of attendees was below the minimum for conducting the class. The result of this was a delay in training for new and badly needed instructors. The Staff and Faculty Branch is a service organization; it should establish no minimum number of students for a course when the cancellation of that course will adversely affect the very units the Branch is supposed to serve.

Would recommend that the instructors of Staff and Faculty show more signs of unity on subject matter procedures and instructions given to students or at least pretend unity. Also never should personalities enter in the types of grades given.

There are some (only a few) classes in ITC that were beneficial; i.e., writing, criterion testing, lesson plans, student handouts, and platform practices. Otherwise, more time should be spent developing criterion reference questions and training objectives. Possibly incorporate ITC with CTLOW.

More formal instruction on developing training aids. Also a proper presentation by TASO's various departments on what training aids can be made.

Reference Item 11 (Are you teaching subjects that you feel qualified to teach?): Yes, qualified now, but was not when assigned initially.

The self-paced courses are not very beneficial. Although they are informative, they only deal in theory with little practical knowledge and information for use by the instructor. The courses aid in meeting requirements, but not in platform experience.

Reference Item 5 (Did you have any trouble or delay in scheduling needed courses?): No problems or delays were experienced except time intervals between ITC.

Reference Item 10 (Did you want to become an instructor): No, I did not want the assignment, although I like it now. Still I'm very concerned that there is a lack of a viable progression for personnel assigned as instructors.

Reference Item 13 (How would you rate the importance of student critiques as far as their importance in assisting you to revise/improve the quality of your instruction?): Students seemingly want to be entertained more than they want to learn.

Reference Item 14 (What one thing do you feel is <u>most</u> needed to help you become a more effective instructor?): More in-depth knowledge of the subject plus more practical experience with the subject.

The rigidity with which the lesson plans/are used here at Fort Rucker provide little room for easy additions/deletions as material/information changes in a given area of instruction. By the time a major revision is completed and printed, months have passed and, as is often the case, the material needed to be incorporated in the new lesson plan has been left out because of the amount of time wasted. Suggestion: Do away with having the slide list printed with the new lesson plan. This by far is the biggest problem. Having them handwritten in is an easy solution. Correlating new training aids, which constantly change, is very time consuming.

DOET NON-SUPERVISORY COMMENTS

All instructors should have equal training courses. The way it is now, the more training courses you have, the more you get. The lesser trained instructor has to wait until the well-trained instructor has completed the training courses.

Do away with turn-around instructors.

I do not believe turn-around instructors of any grade should be used. All instructors should get a practical working knowledge of their job before attempting to teach a job they have never worked in, i.e.: ATC should be taught only after the instructor has received a minimum of one rating.

I believe a more realistic and versatile training program should be instituted for instructor development. I believe a training program should have rigid guidelines and set time tables to complete. I believe all instructors, military and civilian alike, should have the same training and development standards and time tables, as this would bring up the professionalism desired.

I feel a closer look needs to be taken at the time allocations for the new locked-step training.

After 2½ years I find that civilian instructors go to other courses faster than military and the only military to attend are those that only need one or two courses that will get them the senior or master certification. I've been assigned here 2½ years and have been to three schools: ITC, PLC, and Air Assault.

A great deal of information in ITC overlaps with that of Student and Advanced Student Counseling, i.e.,: Transactional Analysis. This could possibly be condensed into one course--Student Counseling.

I feel that a shorter turn-around time would heighten the morale and attitude of the instructors. I have heard a great many times the saying "The job is good, but the idea of remaining here for five years is a terrible thought." And I have observed the attitude and morale decay as time goes on. A two to three year turn-around time would do wonders to heighten morale. And if the instructors have a good high morale they will teach better classes and the students will succeed in learning the objectives better.

Student critiques - Students are unqualified to judge the effectiveness of their training until they put it to use in the field. Lack of repetition ensures that by the time they get to the field, they have only vague memories of the task. Students are not "customers." They are my product.

There should be more seats available in instruction related classes.

Should have more spaces for sending personnel.

All courses taught by SFDD have been highly valuable and helped tremendously in preparing me for my academic instructor duties. The self-paced mode of instruction is well used, but at times is too involved and over most soldiers head as far as education level.

DOTD NON-SUPERVISORY COMMENTS

I feel that the ISD workshop is extremely important. Perhaps the most important course offered by SFD. However, by using programed texts only with monitors that don't understand what isn't exactly written in the course or instructors guide, the amount and depth of instruction is lacking. The student has to decide the importance of the materials, lessons, and scopes presented.

It is very critical that SFD personnel be of the best qualified to teach. Even in the self-paced mode, it is not good for whole courses to be taught/managed by interns. Often the "student" instructor, being required to retake yet another ITC course knows more than the SFD "instructor." Unfortunately, this has also been true of some of the permanent party SFD.

I feel we need a course to train individuals in "A Systems Approach to Training" along with information on the "Training Requirements Analysis System (TRAS)/ and Individual Training Plan (ITP)" information. I feel information on current TRADOC and USAAVNC training regulations would be very helpful to new training/education specialists/officers.

Being totally new to training development, I had no real understanding of what was involved. Assigned as a task analyst, I felt that the ISD Workshop gave a good OVERVIEW of the ISD process, but I left with little understanding of what was required for my duty assignment. I did not like the self-paced ISD course. It's much too easy to complete without understanding what you're doing. If the course would give an overview of the five phases of ISD and then home in on the person's assigned duty with a more in-depth course on his/her particular phase, it would be much more beneficial.

DES NON-SUPERVISORY COMMENTS

ISD course taught very little. The "modules" were a series of questions and exercises on four portions of TRADOC Pam 350-30, which itself is often unclear and over-worded. What is needed for this course is a formal lecture class followed by discussion and practical exercises.

Course managers should ensure that the students have an adequate understanding of the concepts that are covered in the self-paced course, e.g., the ISD Workshop. It appeared to me that when I took this course, the manager checked primarily to see if I had completed the ISD modules.

ANNEX D

EVALUATION STUDY PLAN

EVALUATION STUDY PLAN

PERCEPTION SURVEY
STAFF AND FACULTY DEVELOPMENT PROGRAMS

1. BACKGROUND: Information surfaced through feedback sources that indicated general negative perceptions of the staff and faculty development programs for adequately providing training needed by assigned USAAVNC staff and faculty personnel. This area was established by the Training Evaluation Strategy as a priority for investigation to determine if a problem does exist, and if so, the nature and cause of the problem.

2. REFERENCES:

a. USAAVNC Pam 350-10, Staff and Faculty Development Program, Oct 82.

b. DES related study, Evaluation of USAAVNC Staff and Faculty Development Programs, Jun 80.

3. TERMS OF REFERENCE:

a. Purpose. To determine if the training programs conducted by the Staff and Faculty Development Division (SFDD), DOTD, are perceived to adequately support the mission for which they are designed.

b. Scope. This study is not intended as an in-depth evaluation of the separate SFDD courses and workshops, but rather as a survey to determine from opinions of personnel assigned to staff and faculty positions and their supervisors if a training problem does exist, and if so, the nature of the problem.

c. Objectives.

(1) Determine if personnel are adequately qualified to perform the major tasks associated with their jobs.

(2) Determine if organizations make training programs available to their staff and faculty personnel.

(3) Determine if staff and faculty courses are adequate for meeting training needs.

d. Essential Elements of Analysis:

(1) Objective 1: Determine if personnel are adequately qualified to perform the major tasks associated with their jobs.

(a) EEA 1: Do department directors and deputies/ assistants feel that their personnel are adequately qualified to perform their jobs?

(b) EEA 2: Do supervisors feel that their personnel are adequately qualified to perform their jobs?

(c) EEA 3: Do employees feel that they are adequately qualified to perform their jobs?

(2) Objective 2: Determine if organizations make training programs available to their staff and faculty personnel.

(a) EEA 1: Do organizations have a structured training program for providing on-the-job training and assistance to newly assigned personnel?

(b) EEA 2: Do organizations routinely schedule newly assigned personnel for training in job-related staff and faculty courses?

(c) EEA 3: Are there any problems or delays in scheduling staff and faculty training?

(d) EEA 4: Which of the staff and faculty courses have personnel attended?

(3) Objective 3: Determine if staff and faculty courses are adequate for meeting training needs.

(a) EEA 1: How important is content of the courses in relation to staff and faculty tasks that personnel are required to perform?

(b) EEA 2: How effective is the training received in staff and faculty courses for preparing personnel to assume duties of their positions?

(c) EEA 3: How do personnel feel about the self-paced method of instruction in staff and faculty courses they have attended?

e. Methodology:

(1) The primary source of data for the study will be printed questionnaires administered to as many faculty and staff personnel as possible. It will consist mostly of multiple-choice questions with some open-end questions. Major emphasis of data collection will be geared toward instructors and their supervisors.

(2) Semi-structured interviews will be conducted with department directors and their assistants by the project officer, Internal Instructional Systems Evaluation Branch.

(3) Technical Support Branch will tabulate data collected through the questionnaires. Internal Instructional Systems Evaluation will review and summarize written comments, analyze data, draw conclusions, make recommendations, and write the final report.

4. SUPPORT AND RESOURCE REQUIREMENTS:

a. Support Requirements. Technical Support Branch will be asked to provide very limited support in tabulating the responses from the questionnaires (approximately one manday). Other portions of the study will be performed by Internal Instructional Systems Evaluation Branch.

b. Resource Requirements.

(1)	Prepare evaluation plan	2 weeks
(2)	Prepare questionnaires	3 weeks
(3)	Validate questionnaires	2 weeks
(4)	Administer questionnaires	4 weeks
(5)	Prepare semi-structured interviews	2 weeks
(6)	Conduct interviews	2 weeks
(7)	Collect and consolidate data	3 weeks
(8)	Interpret and analyze data	5 weeks
(9)	Prepare survey report	4 weeks

5. ADMINISTRATION:

a. Study Schedule.

(1)	Evaluation plan completed	1 Jun
(2)	Data collection completed	21 Sep
(3)	Interpretation and analysis of data	26 Oct
(4)	Final report submitted for printing	16 Nov
(5)	Report distributed	30 Nov

b. Study Project Officer. Mrs. Shelby Godwin, Internal Instructional Systems Evaluation Branch, Evaluation Division, DES, extension 4691/6571.

END

FILMED

5-86

DTIC