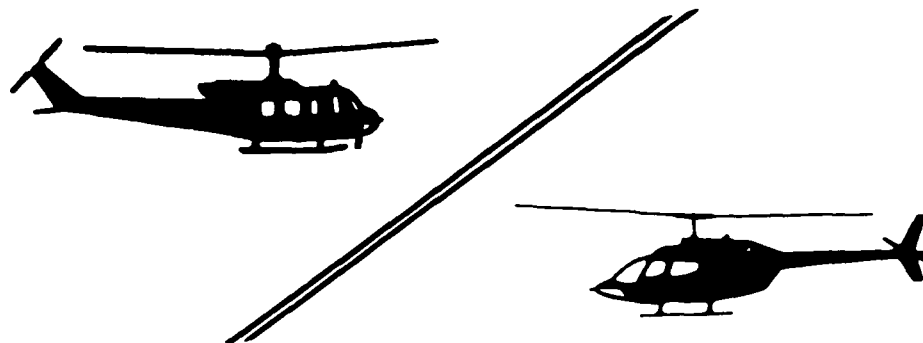


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AD-A166 237

AIRCREW TRAINING MANUAL (ATM)

PERCEPTION SURVEY

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DIRECTORATE OF EVALUATION AND STANDARDIZATION

FORT RUCKER, ALABAMA

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DES 82.9

DECEMBER 1982

FINAL REPORT

AIRCREW TRAINING MANUAL (ATM) PERCEPTION SURVEY

CPT William S. Bowers

DES-82-9

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

20 December 1982

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20. ABSTRACT (Continue on reverse side if necessary and identify by block number) The objective of this survey was to measure the Aircrew Training Manual's (ATM) adequacy in meeting the needs of the field and to determine if the ATM might be limiting the commander's flexibility in meeting unit training and mission tasks. Questionnaires were mailed to 50 company sized aviation units, both active duty and reserve component, on a world wide basis. Respondents were asked their opinion on various aspects of the ATM program. (Continued on Reverse Side.)			

Survey questions were grouped under 1-4 for topic areas.

The survey indicated the respondents do not consider the ATM to limit the commander's flexibility in accomplishing the units mission. Problem areas identified were record keeping procedures, recommended number of flight hours, and the description of tactical maneuvers.

INTRODUCTION

The Aircrew Training Manual (ATM) Program evolved from a DA directed task force charged with developing a flying hour program designed to improve unit and individual readiness and to standardize the individual aviator training program. The program was to be structured primarily around the resources required to support a given unit readiness level. Additional guidance to be used in the development of the program was:

- a. Determine what individual training was required to restore combat flying proficiency to aviators following non-flying assignments.
- b. Determine the requirements to sustain aviator proficiency and maintain combat readiness through a series of semiannual training events.
- c. Establish the mean level of annual flying hours required for an individual to sustain combat readiness.
- d. Determine unique unit training requirements that could be translated into flying hour requirements.

Seven manuals were prepared; one for each type of aircraft and one Commander's Manual. The aircraft manuals contain the requirements for an aviator to become qualified and maintain flight proficiency in that type aircraft. The Commander's Manual provides the commander a guide from which to develop an effective aviator training program. It furnishes guidance for the establishment of aviator initial qualification, refresher, mission and continuation training programs. It also establishes criteria for computing unit training status based on individual aviator status, a system for developing a unit's Flying Hour Program (FHP), and training record requirements.

The manuals were published as Training Circulars and a 1st draft was distributed to the field in 1977. A revised 2nd draft was distributed in October 1978. After each draft was in the field, comments and data were collected and used in refining the manuals. The 3d generation of ATM's was published and distributed to the field in the March - June 1981 timeframe. Army aviation commanders are directed by AR 95-1 to use the ATM as a tool for developing unit training programs and resource requirements for mission support. Since flying hours are high cost items, they must be used in the most efficient manner to give the commander a positive return on his investment of training resources.

The extent to which the ATM program meets the needs of aviation units in the field is of critical importance. It is essential that periodic surveys be conducted to determine if the program is accomplishing its original mission. The Aviation Center must have some measure of the ATM's effectiveness so that meaningful changes may be implemented to keep the program aligned with the needs of the field. The need for this information served as the basis for the survey effort described in this report.

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EXECUTIVE SUMMARY

1. The United States Army Aviation Center's Directorate of Evaluation and Standardization conducted a worldwide survey of aviation units to determine aviators' perceptions of the Aircrew Training Manual (ATM).
2. The major objectives of this survey were to measure the ATM's adequacy in meeting the needs of the field and to determine if the ATM might be limiting the commander's flexibility in meeting unit training and mission tasks.
3. The survey identified the following positive aspects of the ATM program:
 - a. The ATM program receives a high degree of acceptance in the field and is considered a valuable tool for training and evaluation.
 - b. The majority of survey respondents view the ATM as well written, clear, and easy to understand.
 - c. The ATM allows commanders adequate flexibility to tailor the training program to his mission needs and to tailor task lists to fit specific duty positions in his unit.
 - d. The ATM program was not viewed as a hinderance to either training management or mission accomplishment.
 - e. Two-thirds of the respondents indicated the mission was the driving force in their unit's training program.
4. Problem areas indicated by the survey are:
 - a. Instructions on how to measure the unit's training posture and form a basis for reporting unit status IAW AR 220-1 are inadequate.
 - b. The records keeping requirements associated with the ATM program were identified as a multi-faceted problem area. Additional personnel are required specifically to maintain ATM records. The units must perform additional paperwork and keep records not otherwise needed. Too much importance is placed on ATM record keeping.
 - c. The ATM does not always describe flight maneuvers the way they are actually performed in the tactical environment.
 - d. The ATM's ability to produce a highly qualified, combat ready aviator was questioned.
 - e. The ATM program does not recommend sufficient flight hours for the aviator to maintain proficiency.

5. Responses indicated the ATM could be improved by utilizing mission scenarios rather than task iterations. Scenarios which reflect a unit's mission can be developed to include most ATM tasks. The use of scenarios was not seen as a means to reduce the ATM record keeping requirement. Currently, 32% of the units use a scenario program for unit training.

6. Over two-thirds of the respondents recommend placing waiver authority for ATM requirements at division level or lower.

7. The free response section has various comments such as "allow commanders to determine scenarios for unit training," indicating an ATM education problem exists in the field.

SECTION I BACKGROUND

1. The Evaluation Division of the Directorate of Evaluation and Standardization (DES) conducted a study of aviators' perceptions of the Air Crew Training Manual (ATM) program from 20 July to 7 September 1982.

2. The purpose of this study was to develop a data base for the determination of possible ATM program problem areas.

3. The results of this study are to be considered, with the results of other USAAVNC ATM program studies, to determine necessary revisions which will keep the ATM program aligned with the needs of the field. The other ATM studies are:

a. A survey of aviator attitudes regarding emergency procedure and tactical training tasks conducted at USAAVNC and the Eighth Army (Korea), and Fort Campbell.

b. The Army Research Institute (ARI) validation test of the iteration requirements of certain tasks of the Utility Helicopter ATM. This test will run from 1 June 1982 through 1 February 1983 and will result in an assessment of current iteration requirements as well as validation of similar requirements in other Army aircraft.

4. Research to determine areas for question topics was conducted utilizing the following sources:

a. Reports made by the Aviation Center Training Analysis and Assistance Team (ACTAAT).

b. Trip Reports made by the Standardization Division of DES.

c. DA Forms 2028 (Recommended Changes to Equipment Technical Manuals) submitted to the Publications Development Branch, Directorate of Training Developments (DTD).

d. Subject Matter Experts (SMEs) of DES and DTD.

e. An analysis of ATM related publications.

5. The completed survey instrument and plan for the study received final approval from DA MULPERCEN. A copy of the survey is at Tab A.

SECTION II METHODOLOGY

1. Study data was obtained by mailing questionnaires to 50 company size aviation units, both active duty and reserve, worldwide. Additionally, questionnaires were administered to DES SIPs. A total of 785 questionnaires were distributed.
2. Units were randomly selected from the Flightfax mailing list. Care was taken to insure a representative cross section of Army Aviation.
3. Units were sampled from the following locations:

<u>Location</u>	<u>Quantity</u>	<u>Total No. of Questionnaires</u>
CONUS	19	285
Europe	12	180
NG/Reserve	9	135
Korea	5	75
Alaska	3	45
Hawaii	2	30
TRADOC	<u>1</u>	<u>35</u>
TOTALS	51	785

4. The survey consisted of three sections; Section I contained general data questions; Section II asked questions relating to use of the ATM and perceptions of the ATM program; Section III asked open end questions to allow respondents to elaborate on various aspects of the ATM program.
5. Responses to Sections I and II of the survey were translated from the returned answer sheets to IBM cards. A frequency of response breakdown of the data was obtained through the use of computer software.
6. Two reviewers then independently analyzed the final data and compared results to identify items that might imply a problem area.
7. The analysis was conducted by:

(a) Grouping survey questions under 14 major topic areas (topic areas are discussed in the findings section).

(b) Placing each respondent in one of the following three categories:

(1) Managers - unit commanders, platoon commanders, and operations officers.

(2) IPs - IPs, SIPs and unit trainers (UT).

(3) Line pilots - those not in category 1 or 2.

8. Analysis of the open-end questions of Section III was conducted independently of the process discussed above.

SECTION III FINDINGS

1. A total of 358 questionnaires were returned. Responses were received as listed below:

a. Responses returned by MACOM:

<u>MACOM</u>	<u>NUMBER</u>	<u>PERCENTAGE</u>
FORSCOM	163	45.5
USAREUR	104	29.0
Korea/West Com	34	9.5
TRADOC	30	8.5
Others	18	5.0
No Response	<u>9</u>	<u>2.5</u>
TOTAL	358	100%

b. Responses returned by duty position:

<u>DUTY POSITION</u>	<u>NUMBER</u>	<u>PERCENTAGE</u>
Unit Commander	17	4.7
Platoon Commander	48	13.4
Operations Officer	19	5.3
IP/SIP/Unit Trainer	131	36.6
Other	139	38.8
No Response	<u>4</u>	<u>1.2</u>
TOTAL	358	100%

c. Responses by aviation experience level:

<u>TOTAL FLIGHT TIME</u>	<u>NUMBER</u>	<u>PERCENTAGE</u>
0 - 300 hours	26	7.3
301 - 500 hours	48	13.4
501 - 1000 hours	66	18.4
1001 - 2000 hours	64	17.9
Over 2000 hours	150	41.9
No response	<u>4</u>	<u>1.1</u>
TOTAL	358	100%

d. Major topic areas and related findings:

(1) TOPIC: How is the ATM being used?

FINDINGS:

- (a) 72% of all personnel surveyed use the ATM to plan unit training.
- (b) 82.1% of all personnel use the ATM to plan for training flights.
- (c) 67.9% of unit managers use the ATM to program flying hours.
- (d) 94.6% of the IPs and 59.1% of all respondents use the ATM to evaluate other aviators.
- (e) 69.0% of unit managers use the ATM to evaluate unit training status.

(2) TOPIC: At what level of command should waiver authority for ATM requirements be placed?

FINDINGS:

- (a) 64.3% of managers and 51.1% overall want waiver authority at battalion level.
- (b) 72.8% of respondents outside TRADOC felt waiver authority should be at division level or lower.
- (c) 70% of TRADOC respondents felt waiver authority should be at a level higher than division.

- (3) TOPIC: Is the ATM effective as a training tool?

FINDINGS: Approximately two-thirds of the responses indicated the ATM is an effective training tool.

- (4) TOPIC: Is the ATM an effective evaluation tool?

FINDINGS: More than two-thirds responded that the ATM is an effective evaluation tool.

- (5) TOPIC: Does the ATM program generate requirements for additional manpower/equipment?

FINDINGS:

- (a) 71.5% indicate the ATM program requires additional personnel for the maintenance of ATM related records.
- (b) 57.3% indicated that the ATM imposed additional IP requirements.
- (c) 55.4% of the managers responded that no additional maintenance personnel were required to support the ATM program.
- (d) Respondents were equally divided on the subject of additional equipment requirements to support the ATM program (43.8% disagree, 43.6% agree).

(6) TOPIC: Is the ATM written clearly and is it easy to understand?

FINDINGS:

- (a) Responses indicated that the ATM is written so as to be easily understood by the majority of individuals.
- (b) The ATM tasks, as presently written, do not reflect how they are performed in a tactical environment.

(7) TOPIC: Does the ATM reflect realistic training objectives?

FINDINGS:

- (a) The ATM provides a sufficient number of flight hours for refresher training.
- (b) Present ATM guidance for the conduct of the oral examination is realistic.
- (c) 83.3% agree that the oral examination reflects the pilots knowledge of systems and functions, however, 58.5% say it does not indicate how the pilot would react in an emergency situation.
- (d) Respondents oppose, by a ratio of 2 to 1, having specific task requirements for the annual flight evaluation.

(8) TOPIC: Is TC 1-134 effective as a commander's guide?

FINDINGS: NOTE: Only responses of those personnel identified as managers will be considered here.

- (a) Responses indicated TC 1-134 assists in developing an effective aviator training program and is useful in prorating aviator task and hour requirements.
- (b) TC 1-134 does not provide sufficient flying hours to maintain aviator proficiency.
- (c) It was not felt that the use of training scenarios would reduce the record keeping burden.

(9) TOPIC: Are the ATM task lists realistic?

FINDINGS:

- (a) Two-thirds of the responses indicate that the task lists are necessary and do not require more iterations than are necessary.

- (b) Over two-thirds indicate the commander has the flexibility to assign task lists for specific duty positions.

(10) TOPIC: Does the ATM assist the commander in establishing a viable flying hour program?

FINDINGS:

- (a) Two-thirds of the respondents agree that the ATM is useful in establishing a unit's flying hour program.
- (b) 49% felt that adding specific mission related tasks would help in planning the flying hour program.
- (c) Respondents were almost equally divided (34% disagree, 38% agree) in the ATM's usefulness in making mid-year adjustment to the flying hour program.
- (d) Over half the responses indicated that the ATM does not provide adequate flying hours to maintain aviator proficiency.

(11) TOPIC: Does the ATM hinder the unit in the performance of its mission?

FINDINGS: The ATM does not hinder mission accomplishment according to 71.5% of all respondents and 75.2% of the unit managers.

(12) TOPIC: Could the use of training scenarios improve the ATM program?

FINDINGS:

- (a) Responses indicate that the ATM could be improved by requiring the performance of mission scenarios rather than task iterations.
- (b) 84.5% agree that scenarios could be developed to include most ATM tasks.
- (c) 32.0% of the units are currently using scenarios.

(13) TOPIC: Does the ATM produce a highly qualified combat ready aviator?

FINDINGS: Respondents were equally divided on this subject (42.7% disagree, 42.4% agree).

- (14) TOPIC: Does the ATM limit the commander's flexibility in meeting training/mission requirements?

FINDINGS:

- (a) 64.1% of the IPs and 57.8% of the unit managers indicated the ATM program provides the commander adequate authority to design a training program to fit his unit's needs.
- (b) 60.8% of the IPs and 54.8% of the unit managers responded that the ATM did not limit the commander's flexibility in meeting unit training and mission requirements.
- (c) 68.7% of the IPs and 63.1% of the unit managers felt the commander had adequate flexibility to assign task lists for specific duty positions.

e. Responses to the open-end questions (Section III) were received from 258 personnel. The responses to questions very closely reflected the responses to Sections I and II. Remarks which most frequently appeared in Section III are:

- (1) Too many man hours are required for records keeping.
- (2) There is a need to include instruction on the ATM program during formal schools.
- (3) Recommend deletion of minimum number of iterations.
- (4) ATM should be a guide and not mandatory.
- (5) More flying hours for aviators to maintain proficiency.
- (6) Maintenance test pilot iterations should be in lieu of not in addition to ATM requirements.

2. A listing of questions considered in each topic area and response percentages can be found at Tab B.

3. A statement summary of responses to each question is at Tab C.

4. A frequency of response breakdown for each question of the survey is at Tab b.

TAB A
COPY OF ATM SURVEY

**UNITED STATES ARMY AVIATION CENTER
FORT RUCKER, ALABAMA**



**AIRCREW TRAINING MANUAL (ATM)
PERCEPTION SURVEY**

SCN: ATZI-NCR-MS-D-7-200-1

DIRECTORATE OF EVALUATION AND STANDARDIZATION

JULY 1982

Aircrew Training Manual (ATM) Survey

DESCRIBING DIRECTIVE

AR 611-3

Section 301 Title 5 USC

To obtain information for evaluating the Aircrew Training Manual Program.

To determine if the Aircrew Training Manual program is effective and efficient in providing units in the field with the adequate guidance on aviator requirements. Information gathered will be used in revising the ATM series.

NOTE: VOLUNTARY DISCLOSURE AND EFFECT OF INDIVIDUAL NOT PROVIDING INFORMATION

Voluntary, however, failure to disclose all or part of the requested information will significantly impair the ability to monitor and maintain an effective ATM program. Cooperation in completing this survey is essential.

INTRODUCTION: The United States Army Aviation Center (USAAVNC) is in the process of revising the Aircrew Training Manual (ATM) series. The goal of this revision is to effect meaningful changes which tailor the ATMs to better fit the needs of Aviation units in the field. The purpose of this survey is to obtain comments on the ATM program from aviation personnel. Your comments and recommendations will be used in the revision process to insure the ATM fills the needs of operational units.

The survey is designed to obtain input from unit commanders, platoon commanders, operations officers, instructor pilots and unit aviators. It consists of three sections. Section I asks questions concerning your background and experience. Section II asks your opinion on ATM related items. Section III asks for your ideas for improvement of the ATM program.

The USAAVNC points of contact for this survey are CPT William S. Bowers and DAC Burkett Howard, AUTOVON 558-2501/2415.

Answer Sheet Instructions:

Carefully read the instructions for each section. Please respond to each item in the questionnaire. Mark only one answer block for each question.

Remove the answer packet from this booklet. The packet includes one answer sheet for Sections I and II and three pages for write-in answers to questions in Section III.

FIRST: FILL IN THE HEADING OF THE IBM ANSWER SHEET FOLLOWING THESE INSTRUCTIONS:

- Print your unit and location in space marked "name."
- On the line labeled "date" write in the date.
- In the space labeled "code" enter 827 and mark the appropriate blocks.

Now turn the page and answer questions in Section I and II. Enter answers on answer sheet. Use a No. 2 pencil. Mark only one response for each answer.

General Data Questions

Please answer every item. Make firm black marks in the spaces provided and avoid stray marks. Use Items 1-17 of the answer sheet.

1. What is your major headquarters?

- 5. FORSCOM
- 4. TRADOC
- 3. USAREUR
- 2. Korea/Westcom
- 1. Other

2. I am in the --

- 5. Active Army
- 4. Army Reserve
- 3. Army National Guard

3. What is your current duty position?

- 5. Unit Commander
- 4. Platoon Commander
- 3. Operations Officer
- 2. IP/SIP/IFE/Unit Trainer
- 1. Other

4. How long have you been in your present duty position?

- 5. 0-3 months
- 4. 3+ - 6 months
- 3. 6+ - 12 months
- 2. 1 - 2 years
- 1. More than 2 years

5. What is your ARL (Aviator Readiness Level) as defined in the ATM?

- 5. ARL 1
- 4. ARL 2
- 3. ARL 3
- 2. ARL 4
- 1. ARL 5

6. What is your TONE position FAC (Flight Activity Category) designation?

- 5. FAC 1
- 4. FAC 2

7. My total Army flight time is --
5. 0 - 300 hours
 4. 301 - 500 hours
 3. 501 - 1000 hours
 2. 1001 - 2000 hours
 1. More than 2001 hours
8. The basis for my response is --
5. TC 1-134 Commander's Guide plus additional aircrew training manuals.
 4. Air Crew training manuals.
9. I use the ATM to evaluate the status of other aviators.
5. Yes
 4. No
10. I use the ATM to evaluate my unit's training status.
5. Yes
 4. No
11. I use the ATM to program flying hours.
5. Yes
 4. No
12. I use the ATM to plan training.
5. Yes
 4. No
13. I use the ATM to prepare for training flights.
5. Yes
 4. No
14. I consider the ATM requirements when I prepare for tactical missions.
5. Always
 4. Often
 3. Sometimes
 2. Never
15. Which of the following best describes your unit's training program?
5. Formally structured; under IP control; based on specific ATM tasks.
 4. As above but not based on specific ATM tasks.
 3. Training occurs incidental to mission flights.

2. Under IP control but not formally structured.
 1. No unit training program.
16. If your unit has a formal training program, does it provide for multiple entry points (i.e., is it tailored to individual's specific needs?) or is it the same for all aviators?
5. Provides for multiple entry and individualization.
 4. Program is the same for all newly assigned aviators.
 3. No formal program.
17. Where should authority for waiver of ATM requirements be located?
5. Battalion
 4. Division
 3. Installation
 2. MACOM
 1. DA

End of Section I, Continue to Section II.

SECTION II

General Directions

In this section you are asked to provide information relating to your use of the ATM and your perceptions of the ATM program.

Answer Sheet Instructions

For each item, please respond to the following statements by selecting one of the three responses provided.

Response

- | | |
|---|------------|
| 5 | Agree |
| 4 | Disagree |
| 3 | No Opinion |

NOTE: If you are not familiar with the area covered by the statement fill in response 3 and go to the next item. Remember, select only one response for each item.

Section II begins with item 18.

5 Agree
4 Disagree
3 No Opinion

SECTION II

18. The ATM is effective in planning individual training.
19. The training objectives (tasks) of the ATM support the ARTEP for my unit.
20. The academic subjects listed in the ATM are useful in planning classroom training.
21. The ATM is used as an evaluation tool in my unit.
22. The ATM is used as a training instrument in my unit.
23. ATM instructions and explanations are clear and easy to understand.
24. Tasks, conditions, and standards for ATM tasks are clear and understandable.
25. AAPART requirements, as stated in the ATM, are clear and easily definable.
26. The definitions in Chapter One of the ATM are clear, understandable and comprehensive.
27. The instructions for measuring your unit's aviation training posture, to form a basis for reporting unit status IAW AR 220-1 are satisfactory.
28. Units need an individual assigned specifically to maintain ATM records.
29. The ATM generates requirements for additional maintenance personnel.
30. The ATM generates requirements for additional instructor pilots.
31. The ATM generates requirements for additional equipment.
32. The ATM generates requirements for additional records.
33. The flight hours listed for refresher training are realistic.
34. The ATM has helped me to identify my strengths and weaknesses.
35. The ATM Commander's Guide, TC 1-134, assists in developing an effective aviator training program.
36. Guidance in TC 1-134 for developing an annual flying hour program provides sufficient flying hours to maintain aviator proficiency.

5 Agree
4 Disagree
3 No Opinion

37. TC 1-134 provides adequate information for prorating of aviator's tasks iteration and hours requirements.
38. The inclusion of additional mission related tasks in the ATM would be useful to assist a commander in planning his flying hour program.
39. Basic flight training maneuvers, e.g. take-off to a hover, should be excluded from the ATM.
40. Too much importance is placed on ATM record keeping.
41. NOE task iterations are valid requirements for FAC 2 aviators.
42. The tasks listed in the ATM are critical for maintaining aviator proficiency.
43. The ATM task list requires more iterations than are necessary to maintain proficiency.
44. The ATM describes maneuvers as they are performed in a tactical environment.
45. The ATM is written in such a manner that it is a better tool for the flight student than the rated aviator.
46. ARL levels adequately reflect an individual's ability to perform the unit mission.
47. The requirement to progress from ARL 2 to ARL 1 in 90 days is realistic.
48. Pilot-in-command (PIC) and ARL 1 should be synonymous.
49. The oral examination requirements in the ATM are realistic.
50. The oral evaluation is an effective indicator of the pilot's knowledge of aircraft systems and functions.
51. Oral questions relating to immediate action emergency procedures are indicators of how the pilot would react in the aircraft.
52. The ATM could be improved by requiring the aviator to perform scenarios rather than task iterations.
53. Training scenarios which reflect the unit's mission can be developed to include most ATM tasks.
54. The use of mission training scenarios as outlined in TC 1-134 reduces the manpower required for ATM record keeping.

5 Agree
4 Disagree
3 No Opinion

55. Flight scenarios are used in my unit for ATM training.
56. The ATM is beneficial in standardizing individual aviator training programs.
57. The ATM program provides the commander adequate authority/latitude to design a training program to fit the unit's mission.
58. The unit mission drives the training program.
59. The ATM drives the unit training program.
60. The ATM limits the commander's flexibility in meeting unit training and mission support requirements.
61. The ATM assists in determining unit status in the area of training.
62. Annual flight evaluations should have specific task requirements rather than leaving task selection to IPs/SIPs.
63. Use of the ATM can produce a highly qualified, combat ready aviator.
64. The ATM allows the commander adequate flexibility to assign task lists for specific duty positions.
65. The ATM assists in upgrading unit training readiness.
66. The ATM assists in establishing guidelines for formal/informal evaluations of individual training.
67. The ATM program is a hindrance to effective training management.
68. The ATM program is a hindrance to mission accomplishment.
69. The ATM is useful in formulating annual flying hour programs.
70. The ATM provides assistance in allocating flying hours.
71. The ATM program is useful in making adjustments to the flying hour program throughout the year.
72. The flight hours as recommended by the ATM are adequate for the aviator to maintain proficiency.

End of Section II, Continue with Section III.

SECTION III

AIRCREW TRAINING MANUAL

OPEN END QUESTIONS

The questions in Section III will allow you to utilize your experience to elaborate on various aspects of the ATM program. Please be specific and explain your comments fully. Space is provided for you to identify yourself, if you desire. This information is completely voluntary and will be used by the writers of the revised ATM to contact you for further discussion of your comments, if necessary. If you have comments on a subject not covered in this section, feel free to utilize available space to express yourself.

NAME/RANK _____

UNIT _____

MAILING ADDRESS _____

AUTOVON NUMBER _____

CURRENT DATE _____

SECTION III

Open End Questions

1. In your opinion what are the major deficiencies, if any, in the ATM program?

2. What changes could be made in the ATM program to make it a better management tool for the aviation commander?

3. If you feel that the ATM program restricts the use of your aviation assets, state the restrictions.

4. Do you feel the ATM program is too inflexible and does not leave the commander the latitude to tailor his training program to his unit's mission? State the area(s) that need to be changed, and how they should be changed.

Write on the back of this sheet if necessary.

5. Does the ATM program restrict you in performing your mission? If so, to what degree?

6. The ATM program was originally designed to assist the commander. Does it do this? Why or why not?

7. What additional information (guidance) would you like to have included in the ATMs?

8. What area/items do you feel should be deleted from the ATM and left to the commander's discretion?

Write on the back of this sheet if necessary

Additional Comments on ATM Program

Completion Instructions: Now that you have completed this questionnaire, please be sure that all necessary data are entered on all answers sheets. Then place the answer sheets in the envelope provided and mail it. Your cooperation is most appreciated.

TAB B

SUMMARY OF QUESTIONS FOR EACH TOPIC AREA

SUMMARY OF QUESTIONS CONSIDERED FOR EACH MAJOR TOPIC AREA

Unless otherwise stated, statistics listed are percentages of all total responses.

TOPIC 1. How is the ATM being used?

<u>QUESTIONS CONSIDERED</u>	<u>RESPONSES</u>			
	<u>YES</u>	<u>NO</u>		
9	59.1	40.9		
10	51.3	48.7		
11	47.6	52.4		
12	72.0	28.0		
13	82.1	17.9		
	<u>ALWAYS</u>	<u>OFTEN</u>	<u>SOMETIMES</u>	<u>NEVER</u>
14	27.7	31.9	33.6	6.8

TOPIC 2. At what level of command should waiver authority for ATM requirements be placed?

<u>QUESTION CONSIDERED</u>	<u>RESPONSE</u>				
	<u>BATTALION</u>	<u>DIVISION</u>	<u>INSTALLATION</u>	<u>MACOM</u>	<u>DA</u>
17	51.1	16.5	15.9	12.8	3.7

TOPIC 3. Is the ATM effective as a training tool?

<u>QUESTIONS CONSIDERED</u>	<u>RESPONSES</u>		
	<u>AGREE</u>	<u>DISAGREE</u>	<u>NO OPINION</u>
18	76.6	18.0	5.4
19	54.4	28.4	17.2
20	71.7	15.4	12.9
22	80.9	14.0	5.1
27	27.8	23.8	48.4
34	54.7	37.0	8.3
35	48.3	20.0	31.7
44	33.3	53.1	13.6
56	80.5	15.0	4.5
57	54.1	29.5	16.4
59	33.7	57.5	8.8
61	55.4	32.8	11.9
65	60.7	26.6	12.7
67	14.1	73.2	12.7

TOPIC 4. Is the ATM an effective evaluation tool?

<u>QUESTIONS CONSIDERED</u>	<u>RESPONSES</u>		
	<u>AGREE</u>	<u>DISAGREE</u>	<u>NO OPINION</u>
21	84.6	10.8	4.6
34	54.7	37.0	8.3
49	73.1	23.8	3.1
50	83.3	14.1	2.5
51	38.4	58.5	3.1
62	31.4	60.5	8.2
66	82.5	9.6	7.9

TOPIC 5. Does the ATM generate requirements for additional manpower/equipment?

<u>QUESTIONS CONSIDERED</u>	<u>RESPONSES</u>		
	<u>AGREE</u>	<u>DISAGREE</u>	<u>NO OPINION</u>
28	71.5	23.9	4.6
29	26.9	47.1	26.0
30	57.3	33.6	9.1
31	43.6	43.8	12.6
32	78.6	14.2	7.1

TOPIC 6. Is the ATM clearly written and is it easy to understand?

<u>QUESTIONS CONSIDERED</u>	<u>RESPONSES</u>		
	<u>AGREE</u>	<u>DISAGREE</u>	<u>NO OPINION</u>
23	70.1	26.2	3.7
24	81.5	16.0	2.6
25	76.9	16.8	6.3
26	77.7	13.1	9.1
37	48.4	25.8	25.8
39	48.0	35.6	16.4
44	33.3	53.1	13.6
45	42.4	51.4	6.2

TOPIC 7. Does the ATM reflect realistic training objectives?

<u>QUESTIONS CONSIDERED</u>	<u>RESPONSES</u>		
	<u>AGREE</u>	<u>DISAGREE</u>	<u>NO OPINION</u>
33	57.9	22.3	19.8
36	31.7	44.0	24.3
46	48.4	41.4	10.2
47	60.2	30.2	9.6
49	73.1	23.8	3.1
50	83.3	14.1	2.5
51	38.4	58.5	3.1
62	31.4	60.5	8.2
63	42.4	42.7	15.0

TOPIC 8. Is TC 1-134 effective as a commander's guide?

NOTE: Only responses from personnel identified as managers are listed.

<u>QUESTIONS CONSIDERED</u>	<u>RESPONSES</u>		
	<u>AGREE</u>	<u>DISAGREE</u>	<u>NO OPINION</u>
35	57.1	21.4	21.4
36	36.1	44.6	19.3
37	57.1	25.0	17.9
54	22.6	46.4	31.0

TOPIC 9. Are the ATM task lists realistic?

<u>QUESTIONS CONSIDERED</u>	<u>RESPONSES</u>		
	<u>AGREE</u>	<u>DISAGREE</u>	<u>NO OPINION</u>
41	56.8	26.6	16.7
42	61.3	31.6	7.1
43	30.5	60.2	9.3
64	56.8	23.4	19.8

TOPIC 10. Does the ATM assist the commander in establishing a viable flying hour program?

<u>QUESTIONS CONSIDERED</u>	<u>RESPONSES</u>		
	<u>AGREE</u>	<u>DISAGREE</u>	<u>NO OPINION</u>
33	57.9	22.3	19.8
36	31.7	44.0	24.3
38	48.0	35.6	16.4
69	53.5	22.7	23.8
70	52.5	24.9	22.6
71	38.0	34.0	28.0
72	39.6	52.5	7.9

TOPIC 11. Does the ATM hinder the unit in the performance of its mission?

<u>QUESTIONS CONSIDERED</u>	<u>RESPONSES</u>		
	<u>AGREE</u>	<u>DISAGREE</u>	<u>NO OPINION</u>
58	66.4	25.7	7.9
59	33.7	57.5	8.8
60	33.1	49.3	17.6
68	20.1	71.5	8.5

TOPIC 12. Could the use of training scenarios improve the ATM program?

<u>QUESTIONS CONSIDERED</u>	<u>RESPONSES</u>		
	<u>AGREE</u>	<u>DISAGREE</u>	<u>NO OPINION</u>
52	50.3	33.6	16.1
53	84.5	10.5	5.1
54	24.6	38.8	36.5
55	32.0	57.5	10.5

TOPIC 13. Does the ATM produce a highly qualified combat ready aviator?

<u>QUESTION CONSIDERED</u>	<u>RESPONSE</u>		
	<u>AGREE</u>	<u>DISAGREE</u>	<u>NO OPINION</u>
63	42.4	42.7	15.0

TOPIC 14. Does the ATM limit the commander's flexibility in meeting training/mission requirements?

QUESTIONS CONSIDERED

RESPONSES

	<u>AGREE</u>	<u>DISAGREE</u>	<u>NO OPINION</u>
57	54.1	29.5	16.4
60	33.1	49.3	17.6
64	56.8	23.4	19.8

TAB C

STATEMENT SUMMARY OF EACH QUESTION

This is a statement summary of each question of the survey. Questions 1 and 2 have been adequately covered in the findings section. The statements here indicate the largest percentage of responses for each question. It must be remembered that each question had three possible responses (agree, disagree, no opinion) so, it is possible for a response to have significance without having the majority percentage.

<u>QUESTION</u>	<u>SUMMARY</u>
3	37% of respondents were IPs.
4	29% of the respondents had been in the same job for more than two years.
5	89% of the respondents were ARL 1.
6	82% of the respondents were FAC 1.
7	42% had over 2000 flying hours. 20.9% had 500 hours or less.
8	51% used the Commander's Guide (TC 1-134) plus various ATMs as the basis for their responses.
9	59.1% use the ATM to evaluate other aviators.
10	51.3% use the ATM to evaluate their unit's training status.
11	47.6% use the ATM to program flying hours.
12	72% use the ATM to plan training.
13	82.1% use the ATM to prepare for training flights.
14	59.6% often or always use the ATM to prepare for tactical missions.
15	44.7% have a unit training program which is formally structured; under IP control; and based on specific ATM tasks.
16	57.4% have a unit training program which has multiple entry points and is individualized for each aviator's specific needs. 17% responded that their unit had no formal program.
17	Views of where waiver authority for ATM requirements should be located are:

QUESTIONSUMMARY

- a. Battalion - 51.1%
- b. Division - 16.5%
- c. Installation - 15.9%
- d. MACOM - 12.8%
- e. DA - 3.7%

- 18 76.6% find the ATM effective in planning individual training.
- 19 54.4% say the ATM tasks support their unit's ARTEP.
- 20 71.7% find the ATM useful in planning classroom training.
- 21 84.6% say the ATM is used as an evaluation tool in their unit.
- 22 80.9% say the ATM is used as a training instrument in their unit.
- 23 70.1% find ATM instructions and explanations clear and easy to understand.
- 24 81.5% agree that ATM tasks, conditions, and standards are clear and understandable.
- 25 76.9% say that AAPART requirements are clear and easily definable.
- 26 77.7% say that the definitions in Chapter 1 are clear and understandable.
- 27 36.9% of unit managers are satisfied with instructions for measuring unit training status to form a basis for reporting unit status IAW AR 220-1.
- 28 71.5% say the unit needs an individual assigned specifically to maintain ATM records.
- 29 47.1% say the ATM program does not cause a requirement for additional maintenance personnel.
- 30 57.3% say the ATM generates a requirement for additional maintenance personnel.
- 31 Responses as to additional equipment requirements generated by the ATM were evenly divided: 43.6% yes, 43.8% no.
- 32 78.6% agree that the ATM imposes requirements for additional records.

<u>QUESTION</u>	<u>SUMMARY</u>
33	57.9% say flight hours listed for refresher training are realistic.
34	54.7% say the ATM has helped them to identify their strengths and weaknesses.
35	48.3% find the Commander's Guide useful in developing an effective training program.
36	44% say the ATM provides an inadequate amount of flying hours for aviator proficiency.
37	48.4% find adequate information for prorating task iteration and hour requirements.
38	48.0% indicated the inclusion of additional mission related tasks in the ATM would assist the commander in planning his flying hour program.
39	57.9% would like basic flight training maneuvers eliminated from the ATM.
40	59.5% of unit managers and 59.8% overall say too much importance is placed on ATM record keeping.
41	56.8% felt NOE requirements were valid for FAC 2 aviators.
42	61.3% felt the tasks listed in the ATM are critical for maintaining aviator proficiency.
43	60.2% say the ATM does not require more iterations than are necessary to maintain proficiency.
44	53.1% say the ATM does not describe maneuvers as they are performed in the tactical environment.
45	51.4% disagreed with the statement that the ATM is a better tool for the flight student than the rated aviator.
46	48.4% agree that ARL levels reflect an individual's ability to perform the unit mission; 41.4% disagree.
47	60.2% found the requirement to progress from ARL 2 to ARL 1 in 90 days to be realistic.
48	52% say that ARL 1 and pilot-in-command (PIC) should not be synonymous.
49	73.1% responded that the oral examination requirements in the ATM are realistic.

<u>QUESTION</u>	<u>SUMMARY</u>
50	83.3% find the oral evaluation to be an effective indicator of the pilots knowledge of aircraft systems and functions.
51	58.5% say the oral exam is not an indicator of how the aviator would react in an emergency situation.
52	50.3% say the ATM could be improved by requiring the performance of scenarios rather than task iterations.
53	84.5% indicated that scenarios which reflect their unit's mission can be developed to include most ATM tasks.
54	38.8% did not view the use of training scenarios as a means to reduce the manpower required for ATM record keeping.
55	57.5% indicated their unit does not use training scenarios. 32% are now using scenarios.
56	80.5% find the ATM beneficial in standardizing aviator training programs.
57	54.1% say the ATM allows the commander to design a training program that will fit his unit's mission.
58	65.4% say the unit mission drives the unit training program.
59	33.7% say the ATM drives the unit training program.
60	49.3% say the ATM does not limit the commander's flexibility in meeting unit training and mission support requirements.
61	55.4% find the ATM of assistance in determining unit training status.
62	60.5% of the respondents want annual flight evaluation tasks selected by the IP rather than having specific task requirements listed.
63	Respondents were equally divided on the ATM's ability to provide a combat ready aviator: 42.4% yes, 42.7% no.
64	56.8% say the commander has adequate flexibility to assign task lists for specific duty positions.
65	60.7% say the ATM assists in upgrading unit training readiness.
66	82.5% find the ATM useful in establishing guidelines for formal/informal evaluations of individual training.

<u>QUESTION</u>	<u>SUMMARY</u>
67	73.2% say the ATM is not a hinderance to effective training management.
68	71.5% say the ATM is not a hinderance to mission accomplishment.
69	53.5% find the ATM useful in formulating the annual flying hour program.
70	52.5% say the ATM provides assistance in allocating flying hours.
71	38% found the ATM useful in making adjustments to the flying hour program throughout the year; 34% did not.
72	52.5% say flight hours as recommended by the ATM are not adequate for the maintenance of aviator proficiency.

TAB D

ATM SURVEY RESPONSES

ATM SURVEY RESPONSES

1. What is your major headquarters?

5. FORSCOM	45.5%
4. TRADOC	8.5%
3. USAREUR	29.0%
2. Korea/Westcom	9.5%
1. Other	5.0%

2. I am in the --

5. Active Army	85.1%
4. Army Reserve	2.8%
3. Army National Guard	11.5%

3. What is your current duty position?

5. Unit Commander	4.7%
4. Platoon Commander	13.4%
3. Operations Officer	5.3%
2. IP/SIP/IFE/Unit Trainer	36.6%
1. Other	38.8%

4. How long have you been in your present duty position?

5. 0-3 months	12.4%
4. 3+ - 6 months	14.4%
3. 6+ - 12 months	18.6%
2. 1 - 2 years	25.7%
1. More than 2 years	28.8%

5. What is your ARL (Aviator Readiness Level) as defined in the ATM?

5. ARL 1	89.2%
4. ARL 2	5.1%
3. ARL 3	4.0%
2. ARL 4	0.3%
1. ARL 5	1.4%

6. What is your TO&E position FAC (Flight Activity Category) designation?

5. FAC 1	81.8%
4. FAC 2	17.7%

7. My total Army flight time is --
- | | |
|-------------------------|-------|
| 5. 0 - 300 hours | 7.3% |
| 4. 301 - 500 hours | 13.6% |
| 3. 501 - 1000 hours | 18.6% |
| 2. 1001 - 2000 hours | 18.1% |
| 1. More than 2001 hours | 42.4% |
8. The basis for my response is --
- | | |
|--|-------|
| 5. TC 1-134 Commander's Guide plus additional
aircrew training manuals. | 51.0% |
| 4. Air Crew training manuals. | 48.4% |
9. I use the ATM to evaluate the status of other aviators.
- | | |
|--------|-------|
| 5. Yes | 59.1% |
| 4. No | 40.9% |
10. I use the ATM to evaluate my unit's training status.
- | | |
|--------|-------|
| 5. Yes | 51.3% |
| 4. No | 48.7% |
11. I use the ATM to program flying hours.
- | | |
|--------|-------|
| 5. Yes | 47.6% |
| 4. No | 52.4% |
12. I use the ATM to plan training.
- | | |
|--------|-----|
| 5. Yes | 72% |
| 4. No | 28% |
13. I use the ATM to prepare for training flights.
- | | |
|--------|-------|
| 5. Yes | 82.1% |
| 4. No | 17.9% |
14. I consider the ATM requirements when I prepare for tactical missions.
- | | |
|--------------|-------|
| 5. Always | 27.7% |
| 4. Often | 31.9% |
| 3. Sometimes | 33.6% |
| 2. Never | 6.8% |

15. Which of the following best describes your unit's training program?
- | | |
|--|-------|
| 5. Formally structured; under IP control; based on specific ATM tasks. | 44.7% |
| 4. As above but not based on specific ATM tasks. | 16.8% |
| 3. Training occurs incidental to mission flights. | 23.9% |
| 2. Under IP control but not formally structured. | 11.7% |
| 1. No unit training program. | 2.8% |
16. If your unit has a formal training program, does it provide for multiple entry points (i.e., is it tailored to individual's specific needs?) or is it the same for all aviators?
- | | |
|---|-------|
| 5. Provides for multiple entry and individualization. | 57.4% |
| 4. Program is the same for all newly assigned aviators. | 25.6% |
| 3. No formal program. | 17% |
17. Where should authority for waiver of ATM requirements be located?
- | | |
|-----------------|-------|
| 5. Battalion | 51.1% |
| 4. Division | 16.5% |
| 3. Installation | 15.9% |
| 2. MACOM | 12.8% |
| 1. DA | 3.7% |
18. The ATM is effective in planning individual training.
- | | | |
|--------------|---------------|------------------|
| Agree: 76.6% | Disagree: 18% | No Opinion: 5.4% |
|--------------|---------------|------------------|
19. The training objectives (tasks) of the ATM support the ARTEP for my unit.
- | | | |
|--------------|-----------------|-------------------|
| Agree: 54.4% | Disagree: 28.4% | No Opinion: 17.2% |
|--------------|-----------------|-------------------|
20. The academic subjects listed in the ATM are useful in planning classroom training.
- | | | |
|--------------|-----------------|-------------------|
| Agree: 71.7% | Disagree: 15.4% | No Opinion: 12.9% |
|--------------|-----------------|-------------------|
21. The ATM is used as an evaluation tool in my unit.
- | | | |
|--------------|-----------------|------------------|
| Agree: 84.6% | Disagree: 10.9% | No Opinion: 4.6% |
|--------------|-----------------|------------------|
22. The ATM is used as a training instrument in my unit.
- | | | |
|--------------|-----------------|------------------|
| Agree: 80.9% | Disagree: 14.0% | No Opinion: 5.1% |
|--------------|-----------------|------------------|
23. ATM instructions and explanations are clear and easy to understand.
- | | | |
|--------------|-----------------|------------------|
| Agree: 70.1% | Disagree: 26.2% | No Opinion: 3.7% |
|--------------|-----------------|------------------|
24. Tasks, conditions, and standards for ATM tasks are clear and understandable.
- | | | |
|--------------|-----------------|------------------|
| Agree: 81.5% | Disagree: 16.0% | No Opinion: 2.6% |
|--------------|-----------------|------------------|
25. AAPART requirements, as stated in the ATM, are clear and easily definable.
- | | | |
|--------------|-----------------|------------------|
| Agree: 76.9% | Disagree: 16.8% | No Opinion: 6.3% |
|--------------|-----------------|------------------|

26. The definitions in Chapter One of the ATM are clear, understandable and comprehensive.
 Agree: 77.7% Disagree: 13.1% No Opinion: 9.1%
27. The instructions for measuring your unit's aviation training posture, to form a basis for reporting unit status IAW AR 220-1 are satisfactory.
 Agree: 27.8% Disagree: 23.8% No Opinion: 48.4%
28. Units need an individual assigned specifically to maintain ATM records.
 Agree: 71.5% Disagree: 23.9% No Opinion: 4.6%
29. The ATM generates requirements for additional maintenance personnel.
 Agree: 26.9% Disagree: 47.1% No Opinion: 26.0%
30. The ATM generates requirements for additional instructor pilots.
 Agree: 57.3% Disagree: 33.6% No Opinion: 9.1%
31. The ATM generates requirements for additional equipment.
 Agree: 43.6% Disagree: 43.8% No Opinion: 12.6%
32. The ATM generates requirements for additional records.
 Agree: 78.6% Disagree: 14.2% No Opinion: 7.1%
33. The flight hours listed for refresher training are realistic.
 Agree: 57.9% Disagree: 22.3% No Opinion: 19.8%
34. The ATM has helped me to identify my strengths and weaknesses.
 Agree: 54.7% Disagree: 37.0% No Opinion: 8.3%
35. The ATM Commander's Guide, TC 1-134, assists in developing an effective aviator training program.
 Agree: 48.3% Disagree: 20.0% No Opinion: 31.7%
36. Guidance in TC 1-134 for developing an annual flying hour program provides sufficient flying hours to maintain aviator proficiency.
 Agree: 31.7% Disagree: 44.0% No Opinion: 24.3%
37. TC 1-134 provides adequate information for prorating of aviator's tasks iteration and hours requirements.
 Agree: 48.4% Disagree: 25.8% No Opinion: 25.8%
38. The inclusion of additional mission related tasks in the ATM would be useful to assist a commander in planning his flying hour program.
 Agree: 48.0% Disagree: 35.6% No Opinion: 16.4%
39. Basic flight training maneuvers, e.g. take-off to a hover, should be excluded from the ATM.

40. Too much importance is placed on ATM record keeping.
 Agree: 59.8% Disagree: 33.1% No Opinion: 7.1%
41. NOE task iterations are valid requirements for FAC 2 aviators.
 Agree: 56.8% Disagree: 26.6% No Opinion: 16.7%
42. The tasks listed in the ATM are critical for maintaining aviator proficiency.
 Agree: 61.3% Disagree: 31.6% No Opinion: 7.1%
43. The ATM task list requires more iterations than are necessary to maintain proficiency.
 Agree: 30.5% Disagree: 60.2% No Opinion: 9.3%
44. The ATM describes maneuvers as they are performed in a tactical environment.
 Agree: 33.3% Disagree: 53.1% No Opinion: 13.6%
45. The ATM is written in such a manner that it is a better tool for the flight student than the rated aviator.
 Agree: 42.4% Disagree: 51.4% No Opinion: 6.2%
46. ARL levels adequately reflect an individual's ability to perform the unit mission.
 Agree: 48.4% Disagree: 41.4% No Opinion: 10.2%
47. The requirement to progress from ARL 2 to ARL 1 in 90 days is realistic.
 Agree: 60.2% Disagree: 30.2% No Opinion: 9.6%
48. Pilot-in-command (PIC) and ARL 1 should be synonymous.
 Agree: 42.7% Disagree: 52.0% No Opinion: 5.4%
49. The oral examination requirements in the ATM are realistic.
 Agree: 73.1% Disagree: 23.8% No Opinion: 3.1%
50. The oral evaluation is an effective indicator of the pilot's knowledge of aircraft systems and functions.
 Agree: 83.3% Disagree: 14.1% No Opinion: 2.5%
51. Oral questions relating to immediate action emergency procedures are indicators of how the pilot would react in the aircraft.
 Agree: 38.4% Disagree: 58.5% No Opinion: 3.1%
52. The ATM could be improved by requiring the aviator to perform scenarios rather than task iterations.
 Agree: 50.3% Disagree: 33.6% No Opinion: 16.1%
53. Training scenarios which reflect the unit's mission can be developed to include most ATM tasks.
 Agree: 84.5% Disagree: 10.5% No Opinion: 5.1%

54. The use of mission training scenarios as outlined in TC 1-134 reduces the manpower required for ATM record keeping.
 Agree: 24.6% Disagree: 38.8% No Opinion: 36.5%
55. Flight scenarios are used in my unit for ATM training.
 Agree: 32.0% Disagree: 57.5% No Opinion: 10.5%
56. The ATM is beneficial in standardizing individual aviator training programs.
 Agree: 80.5% Disagree: 15.0% No Opinion: 4.5%
57. The ATM program provides the commander adequate authority/latitude to design a training program to fit the unit's mission.
 Agree: 54.1% Disagree: 29.5% No Opinion: 16.4%
58. The unit mission drives the training program.
 Agree: 66.4% Disagree: 25.7% No Opinion: 7.9%
59. The ATM drives the unit training program.
 Agree: 33.7% Disagree: 57.5% No Opinion: 8.8%
60. The ATM limits the commander's flexibility in meeting unit training and mission support requirements.
 Agree: 33.1% Disagree: 49.3% No Opinion: 17.6%
61. The ATM assists in determining unit status in the area of training.
 Agree: 55.4% Disagree: 32.8% No Opinion: 11.9%
62. Annual flight evaluations should have specific task requirements rather than leaving task selection to IPs/SIPs.
 Agree: 31.4% Disagree: 60.5% No Opinion: 8.2%
63. Use of the ATM can produce a highly qualified, combat ready aviator.
 Agree: 42.4% Disagree: 42.7% No Opinion: 15.0%
64. The ATM allows the commander adequate flexibility to assign task lists for specific duty positions.
 Agree: 56.8% Disagree: 23.4% No Opinion: 19.8%
65. The ATM assists in upgrading unit training readiness.
 Agree: 60.7% Disagree: 26.6% No Opinion: 12.7%
66. The ATM assists in establishing guidelines for formal/informal evaluations of individual training.
 Agree: 82.5% Disagree: 9.6% No Opinion: 7.9%
67. The ATM program is a hindrance to effective training management.
 Agree: 14.1% Disagree: 73.2% No Opinion: 12.7%

68. The ATM program is a hindrance to mission accomplishment.
Agree: 20.1% Disagree: 71.5% No Opinion: 8.5%
69. The ATM is useful in formulating annual flying hour programs.
Agree: 53.5% Disagree: 22.7% No Opinion: 23.8%
70. The ATM provides assistance in allocating flying hours.
Agree: 52.5% Disagree: 24.9% No Opinion: 22.6%
71. The ATM program is useful in making adjustments to the flying hour program throughout the year.
Agree: 38.0% Disagree: 34.0% No Opinion: 28.0%
72. The flight hours as recommended by the ATM are adequate for the aviator to maintain proficiency.
Agree: 39.6% Disagree: 52.5% No Opinion: 7.9%

TAB E

REFERENCES

REFERENCES

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