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# NAVAL POSTGRADUATE SCHOOL

## Monterey, California



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### THESIS

A PROFILE OF SCIENTIST AND ENGINEER TRAINING  
CONDUCTED BY THE NAVAL AVIONICS CENTER

by

Michael Lee Gregory

December, 1991

Thesis Advisor:

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92-03721



| REPORT DOCUMENTATION PAGE                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |       |                                             |                                                                                                  |                            |
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| 1a REPORT SECURITY CLASSIFICATION<br>UNCLASSIFIED                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |       |                                             | 1b. RESTRICTIVE MARKINGS                                                                         |                            |
| 2a SECURITY CLASSIFICATION AUTHORITY                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |       |                                             | 3 DISTRIBUTION/AVAILABILITY OF REPORT<br>Approved for public release; distribution is unlimited. |                            |
| 2b DECLASSIFICATION/DOWNGRADING SCHEDULE                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |       |                                             |                                                                                                  |                            |
| 4. PERFORMING ORGANIZATION REPORT NUMBER(S)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |       |                                             | 5 MONITORING ORGANIZATION REPORT NUMBER(S)                                                       |                            |
| 6a NAME OF PERFORMING ORGANIZATION<br>Naval Postgraduate School                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |       | 6b. OFFICE SYMBOL<br>(If applicable)<br>036 | 7a NAME OF MONITORING ORGANIZATION<br>Naval Postgraduate School                                  |                            |
| 6c. ADDRESS (City, State, and ZIP Code)<br>Monterey, CA 93943-5000                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |       |                                             | 7b. ADDRESS (City, State, and ZIP Code)<br>Monterey, CA 93943-5000                               |                            |
| 8a NAME OF FUNDING/SPONSORING ORGANIZATION                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |       | 8b OFFICE SYMBOL<br>(If applicable)         | 9 PROCUREMENT INSTRUMENT IDENTIFICATION NUMBER                                                   |                            |
| 8c. ADDRESS (City, State, and ZIP Code)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |       |                                             | 10 SOURCE OF FUNDING NUMBERS                                                                     |                            |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |       |                                             | Program Element No                                                                               | Project No                 |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |       |                                             | Task No                                                                                          | Work Unit Accession Number |
| 11. TITLE (Include Security Classification)<br>A PROFILE OF SCIENTIST AND ENGINEER TRAINING CONDUCTED BY THE NAVAL AVIONICS CENTER                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |       |                                             |                                                                                                  |                            |
| 12. PERSONAL AUTHOR(S) Gregory, Michael L.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |       |                                             |                                                                                                  |                            |
| 13a TYPE OF REPORT<br>Master's Thesis                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |       | 13b TIME COVERED<br>From To                 | 14 DATE OF REPORT (year, month, day)<br>December, 1991                                           | 15. PAGE COUNT<br>425      |
| 16. SUPPLEMENTARY NOTATION<br>The views expressed in this thesis are those of the author and do not reflect the official policy or position of the Department of Defense or the U.S. Government.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |       |                                             |                                                                                                  |                            |
| 17. COSATI CODES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |       |                                             | 18. SUBJECT TERMS (continue on reverse if necessary and identify by block number)                |                            |
| FIELD                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | GROUP | SUBGROUP                                    |                                                                                                  |                            |
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| 19 ABSTRACT (continue on reverse if necessary and identify by block number)<br>This thesis provides an assessment of the training program from the perspective of civilian scientists and engineers working at the Naval Avionics Center (NAC). This assessment can be used in conjunction with other studies to provide NAC management with a basis on which to evaluate its return on investment from training. The author used a questionnaire to survey scientists and engineers in order to reveal training related trends across departments, job categories, paygrade levels, gender, ethnic origin, age, experience at NAC, and marital status. The author concluded that there is a good organizational climate for and support of the training program at NAC, that most of the job needs of scientists and engineers are being met by NAC's training program, and that there are some administrative changes needed to improve the training program. In addition, the kinds of NAC training that are most useful to scientists and engineers are identified. The author presented several recommendations to improve the training program at NAC. |       |                                             |                                                                                                  |                            |
| 20 DISTRIBUTION/AVAILABILITY OF ABSTRACT<br><input checked="" type="checkbox"/> UNCLASSIFIED/UNLIMITED <input type="checkbox"/> SAME AS REPORT <input type="checkbox"/> DTIC USERS                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |       |                                             | 21 ABSTRACT SECURITY CLASSIFICATION<br>UNCLASSIFIED                                              |                            |
| 22a NAME OF RESPONSIBLE INDIVIDUAL<br>Alice M. Crawford                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |       |                                             | 22b TELEPHONE (Include Area code)<br>(408) 646-2481                                              | 22c OFFICE SYMBOL<br>AS/CR |

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A Profile of Scientist and Engineer  
Training Conducted by the  
Naval Avionics Center

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Submitted in partial fulfillment  
of the requirements for the degree of

MASTER OF SCIENCE IN MANPOWER MANAGEMENT

from the

NAVAL POSTGRADUATE SCHOOL  
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## ABSTRACT

This thesis provides an assessment of the training program from the perspective of civilian scientists and engineers working at the Naval Avionics Center (NAC). This assessment can be used in conjunction with other studies to provide NAC management with a basis on which to evaluate its return on investment from training. The author used a questionnaire to survey scientists and engineers in order to reveal training related trends across departments, job categories, paygrade levels, gender, ethnic origin, age, experience at NAC, and marital status. The author concluded that there is a good organizational climate for and support of the training program at NAC, that most of the job needs of scientists and engineers are being met by NAC's training program, and that there are some administrative changes needed to improve the training program. In addition, the kinds of NAC training that are most useful to scientists and engineers are identified. The author presented several recommendations to improve the training program at NAC.



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| Unannounced         | <input type="checkbox"/>            |
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## **I. INTRODUCTION**

### **A. OVERVIEW**

Chapter I begins with a brief background of the Naval Avionics Center and some insights into the character and makeup of scientists and engineers who work there. This is followed by the general problem statement, the research objective, and the specific investigative questions. The scope of the research is then followed by a chapter summary.

### **B. BACKGROUND**

The Naval Avionics Center (NAC) is a leader in the highly technical field of aviation electronics. NAC supports the avionic needs of the Navy, Marines, Air Force, and Army, as well as international customers. Over the years, the Center has evolved into a multi-faceted technology, development, pilot manufacturing, and acquisition facility. It has an experienced and dedicated work force of over 3400 employees, including more than 1100 scientists and engineers.

Scientists and engineers consider themselves to be professionals in a very broad sense, as shown by the following quotation:

A profession is man-centered in two ways: (1) a profession demands practitioners who are free and responsible individuals and who, through their personal integrity, dedication, and courage, can be depended upon to establish and maintain their personal standards of performance; (2)

a profession, no matter how technical the procedures it employs, demands that its practitioners be primarily motivated by service to their fellow men.

A learned profession is a still more demanding occupation. Two further ingredients are required: (1) a learned profession requires years of preparation of the whole man and of his knowledge and skills; (2) a learned profession requires the learning approach throughout life, as a means of fulfilling one's responsibility to one's fellow men, through the ready application of new knowledge. (Brown, 1962)

Most scientists and engineers at NAC earn a degree in science or engineering in their early twenties and then begin working in their chosen profession. Unfortunately, the pace of technological and managerial innovation in today's world soon renders the knowledge they gained during formal schooling obsolete. Because of the rapid pace of engineering, scientific, and managerial development, the continuing education and training of NAC's scientists and engineers is therefore of paramount importance.

The importance NAC management places on the continuing education and training of its scientists and engineers is shown in the following excerpt from the Center's overview statement:

. . . the Center invests in a strong personnel training program designed to foster technical and managerial skills especially attuned to addressing the Navy's airborne electronics issues of today and tomorrow. In order to stay abreast of new philosophies in the systems acquisition process and the rapid advances in avionics technologies, the Center continually invests in the upgrading of its personnel's capabilities. (Naval Avionics Center, 1988)

As a result of this resource investment strategy, NAC management allocates over ten million dollars annually in its budget for training opportunities for its employees.

#### **C. GENERAL PROBLEM STATEMENT**

In light of the extensive investment NAC makes in training its employees yearly, how does NAC know that this amount is appropriate? Is it too much, or too little? What kind of a return on investment should they expect and what are they getting? What criteria should be used to approve training?

While non-systematic approaches to training management may be common in some organizations, they also may be inefficient and ineffective. Clearly, the most desirable situation is one in which managers have a clear understanding of organizational goals, and the tasks and skill mix needed to support those goals, with the result that there is a concrete basis from which the manager can allocate training dollars for those critical skills. The manager must be able to justify money spent on training, and say with some degree of certainty that the training system operates in direct support of the organizational mission.

#### **D. RESEARCH OBJECTIVE**

The basic objective of this study is to profile scientist and engineer training at the Naval Avionics Center. This profile will provide a baseline assessment of the current

training system from the perspective of the employee. The assessment can then be used in conjunction with other studies to provide NAC management with a basis on which to evaluate its return on investment from training.

#### **E. SPECIFIC INVESTIGATIVE QUESTIONS**

In order to accomplish the research objective, the following investigative questions are addressed:

- Is there a need for NAC management to change the way in which the training program is administered?
- Is the training program given the support it needs to be effective?
- Are the job needs of scientists and engineers being met by NAC's training program?
- What kinds of NAC training are most useful to scientists and engineers?

#### **F. SCOPE OF RESEARCH**

This study is limited to scientists and engineers in grades GS-5 through GM-13. The research includes the perceptions of scientists and engineers in departments 200, 400, 700, 800, and 900. The data collected will be analyzed to reveal training related trends across departments, job categories, paygrade levels, gender, ethnic origin, age, experience at NAC, and marital status.

#### **G. SUMMARY**

This chapter provided an overview of the Naval Avionics Center and some background into the character and makeup of

scientists and engineers who work there. The importance NAC management places on training for its employees was discussed in conjunction with the need to analyze training expenditures. Specific research questions were formed to address that problem. This research examines the NAC training system from the perspective of scientists and engineers in the grades GS-5 through GM-13.

Chapter II of this thesis examines literature that is pertinent to the research. It discusses the conceptual framework for the study and the general theoretical issues important to the research results.



## **II. LITERATURE REVIEW**

### **A. OVERVIEW**

This chapter examines literature on training as it applies to the research objective stated in Chapter I. The chapter begins with a discussion of the conceptual framework of training. This is followed by a discussion of training as it relates to the four investigative questions outlined in Chapter I. A summary of key points concludes this chapter.

### **B. THE CONCEPTUAL FRAMEWORK OF TRAINING**

#### **1. The Conceptual Role of Training**

In light of the general problem statement outlined in Chapter I, it is important to review NAC's management philosophy with respect to training. To understand the conceptual role of training in NAC's management philosophy, and how that role relates to the four investigative questions of this research, a discussion of the role training plays within organizations is necessary.

Training does play an important role in the success of any organization. To understand the importance of this role we must first understand what training actually is. Training has been defined as:

the formal procedures which a company utilizes to facilitate learning so that the resultant behavior

contributes to the attainment of the company's goals and objectives. (McGehee and Thayer, 1961)

This definition of training actually has four components to it as outlined in the following quotation:

By "formal procedures" we mean that training is a systematic and intentional process, not random or haphazard. The "facilitation of learning" is the key psychological principle that accounts for the persistence of activity - that is, it is a learned skill. "Resultant behavior" means that training is designed to alter behavior (directly or indirectly). People should do things differently after training. Finally, "the attainment of the company's goals and objectives" refers to why training is conducted in the first place: its purpose is to alter people's behavior in a way that will contribute to organizational effectiveness. (Muchinsky, 1990)

It is this last component of the definition of training which is the principle conceptual role training plays in organizations such as the Naval Avionics Center - to contribute to organizational goals and effectiveness. If a training program has no effect on the attainment of organizational goals or effectiveness, then there is little reason for that training program to exist.

Training is a management tool designed to enhance an organization's effectiveness. There are several specific ways in which training can contribute to organizational effectiveness. Some of these are described in the following list:

- Reducing labor costs by decreasing the amount of time it takes to perform the operations involved in producing goods or services
- Reducing the time needed to bring the inexperienced employee to an acceptable level of job proficiency

- Reducing the costs of materials and supplies by reducing losses due to excess waste and the production of defective products
- Reducing the costs of managing personnel activities as reflected in turnover, absenteeism, accidents, grievances, and complaints
- Reducing the costs of efficiently servicing customers by improving the flow of goods or services from the company to the customer (Muchinsky, 1990)

Another aspect of training is the benefits employees get from it. Employees would not participate willingly in training unless they received some type of benefit from it. There are many benefits training programs can offer. The most obvious benefit is the opportunity to learn the job's duties and responsibilities, which gives the employee the chance to be successful. Other benefits include pay increases, promotion, marketability for higher level jobs, etc. In defining the conceptual role training has in any organization, management must not only consider how to attain its organizational goals and increase effectiveness, they must also consider how the training program will benefit its employees and how it will meet their individual goals.

In summary, a key to an organization's success is the quality of its employees. Training plays an important role in this success by enhancing the quality of an organization's employees. As a management tool personnel training programs should be one of the organization's top priorities. However, the attitudes and actions of management will to a large extent determine the success of any training program. The next

section explores the attitudes and actions of management with respect to the conceptual role training has at the Naval Avionics Center.

## **2. Training's Relationship to NAC's Management Philosophy**

As stated in the section above, the principal conceptual role of training is to contribute to organizational goals and effectiveness. NAC's organizational goals are outlined in its "Vision and Value Statements." The following is an excerpt from its "Vision and Value Statements" and reflects NAC's primary organizational goal and its commitment to organizational effectiveness:

Our vision of the future is . . . The Naval Avionics Center will be recognized as a leader in avionics and manufacturing excellence. . . The center will foster an environment for continuous improvement in all aspects of its operations. (Naval Avionics Center, 1990)

NAC's Vision and Value Statements is a direct reflection of its management philosophy. This management philosophy is called "Total Quality Management/Leadership" and is derived from the teachings of Dr. W. Edwards Deming. Dr. Deming's and NAC's management approach to attain excellence and organizational effectiveness is based on fourteen fundamental teachings or points. Points Six and Thirteen deal specifically with training and education. The role training has in this management philosophy is described in a quotation from Point Six (Institute Training):

Too often, workers have learned their job from another worker who was never trained properly. They are forced to

follow unintelligible instructions. They can't do their jobs well because no one tells them how to do so. Changing company systems alone will not assure continuing improvement. We must recognize a continuing training and education commitment to all employees. . . training goes a long way towards ensuring that the employee fully understands his total job, the policies of the company, and his customers' and suppliers' needs. (Walton, 1991)

Further amplifying training's role in NAC's management philosophy is Point Thirteen (Institute a Vigorous Program of Education and Retraining). This amplification is described in the following quotation concerning Point Thirteen:

It is not enough to have good people in your organization. They must be continually acquiring the new knowledge and the new skills that are required to deal with new materials and new methods of production. Education and retraining-an investment in people-are required for long-term planning. As productivity improves, fewer people will be needed in some cases. Some jobs may be added, but others may disappear. There will be fewer inspectors, possibly, for example. But quality must not cost jobs. A company, Dr. Deming emphasizes, "must make it clear that no one will lose his job because of improvement in productivity." (Walton, 1986)

Point Thirteen is the primary focus of this research - to profile the training program at the Naval Avionics Center that provides NAC scientists and engineers with the "new knowledge and the new skills that are required to deal with new materials and new methods of production." A discussion of the areas of NAC's training program profiled in this research is given in the next section.

### **C. PROFILING THE TRAINING PROGRAM OF SCIENTISTS AND ENGINEERS**

To record the attitudes and perceptions of scientists and engineers on every conceptual aspect of training at NAC would

have been virtually impossible. Therefore, the profile of scientist and engineer training is focused on four general areas of NAC's training program. These areas will best provide NAC an appropriate baseline assessment of the current training system from the aspect of analyzing training expenditures. The four investigative questions of this research and the general areas of NAC's training program which they represent, are outlined below:

- Administration - Is there a need for NAC management to change the way in which the training program is administered?
- Organizational Climate/Support - Is the training program given the support it needs to be effective?
- Training Needs Analysis - Are the job needs of scientists and engineers being met by NAC's training program?
- Most Useful NAC Training Courses - What kinds of NAC training are most useful to scientists and engineers?

### **1. Administration**

Key to a training program's success is how well it is administered. Administration of the training program entails such areas as employee familiarization with the training program and its application/selection process, how responsive management is to suggestions for course improvement, and whether the training program has been properly planned and organized to meet organizational, and to a certain extent, individual goals. If training programs are properly planned and organized and the trainees are properly instructed and

then placed in jobs where they can use their knowledge, then a positive impact on the organization will result.

To derive the greatest benefit from a training program, that program has to be understood by all levels in the organization. The following quotation describes some of the key elements of a properly administered training program which must be understood throughout the organization:

Careful communication to all employees concerned is necessary. The information given should include why the program is in existence, how people are chosen for training, and what results are expected. It must have the unqualified approval and backing of top management, and they must in turn follow through to see that this same approval is given right down the line. Rumors should not be allowed to start, and the people chosen for training should be told exactly what their contribution is going to be. There should be no implication that they are being chosen because they do not know their jobs, and they should be given sufficient notice as to the starting date for the training. Their superiors should be fully informed as to their progress and the role they will play in the follow-up that is necessary after every training program. (DePhillips, Berliner, & Cribbin, 1960)

Any organization that attempts to accomplish effective employee education with anything less than what is described above should be prepared to cope with failure in their efforts. In today's environment, high labor cost certainly dictates the need for efficient performance. Effective training programs can help an organization attain this goal. The reward to the organization that undertakes such an effort is well worth the cost.

## 2. Organizational Climate/Support

One of the greatest deterrents to any training program is a lack of organizational support. To be effective, the general climate of an organization should be one that recognizes the benefits of personnel training. An organization's climate regarding training programs can be assessed by looking at areas such as the availability of training, access to training programs, obstacles to participating in training programs, attitudes of personnel from top management to line supervisors to employees undergoing training, and through the extent to which skills learned are allowed to be used on the job.

Organizational attitudes directly affect the training function. The following quotation describes how employee attitudes affect an organization's training program.

.....attitudes are subjective feelings people have about an activity. They are held by everyone. At a given moment each employee, regardless of level or specialty, likes or does not like training, depending upon his or her personal experience and perceptions. Where there has been no personal involvement in training, feelings can mirror those of the boss, other authority figures, or peers. Friends who have been through a training program return to report on what took place, how things went, the quality of instruction, the personalities of the leaders, the degree of class participation, the adequacy of facilities, and the relevance of the whole thing to personal needs. Listeners are influenced accordingly. A successful program is one in which the returning trainee describes it as "good stuff - I can use it." (Craig, 1976)

As mentioned above, training programs must have the unqualified approval and backing of top management, and they must in turn follow through to see that this same approval is



given right down the line. Top executives should not just pay lip service to training plans and programs, but they should take an active part in those plans and programs themselves. The following quotation describes some of the effects top management can have on an organization's training program.

Top management can do a great deal in shaping favorable attitudes in subordinates who are responsible for carrying out training programs and for improving co-operation in all phases of the training program. In this respect, these leaders can select and train subordinates and motivate and stimulate their interest and desire so that a training program is truly co-operative and supported by all echelons. In addition, when management shows interest and actively participates in the training function, then the employees tend to feel that their efforts during the training period will be more readily recognized. This gives the training program greater acceptance, hence making the program have more impact not only on the people exposed to it but also on other employees and supervisors. (DePhillips, Berliner, & Cribbin, 1960)

Although the decision to support a training function is made by top management at NAC, the decision to conduct specific programs generally is made by middle management (heads of divisions, departments, sections, etc.). In a real sense middle managers at the Naval Avionics Center determine how far training will get-the amount of money, personnel, facilities, and other support that will be allocated. Where training is based on a valid need, where it is performance-oriented, and where management has a voice in determining what will be done, how it will be done, and how results will be evaluated, then the organizational attitude has a much greater chance to be supportive of the training program.

Unfortunately, some managers and trainers always see training as "good" on the basis that any program is good for the employees and therefore good for the organization. As a result of such attitudes, time, talent, and money are sometimes invested in programs not related directly to valid needs.

Acceptance is of particular importance in the case of supervisory personnel, since they will have the trainees assigned to them either during or after the training period and the usefulness of the training will be in direct proportion to its acceptance by the line supervision. If "they discredit the program as being unrealistic or impractical, then the employee will soon learn that if he is to get along with his supervisor, he will have to adapt to the supervisor's methods." (DePhillips, Berliner, & Cribben, 1960)

In summary, training programs are expensive and should support valid needs of the organization. However, when the organizational climate is not supportive regardless of a valid need, then the manpower, time, money, facilities, equipment and supplies allocated to this function may be wasted.

The next section discusses the question of what is a valid need of an organization with respect to the training needs of scientists and engineers at the Naval Avionics Center.

### 3. Training Needs Analysis

Assessing training needs usually involves a three-step process as described below:

- Organizational Analysis - determining where training emphasis can and should be placed within the organization.
- Operations Analysis - determining the content of training in terms of what an employee must do to perform a task, job, or assignment effectively.
- Person Analysis - determining what skills, knowledges, or attitudes an employee must develop to perform the tasks involved in his or her job. (McGehee and Thayer, 1961)

Organizational analysis is the study of an entire organization: its objectives, resources, and the ways in which it allocates resources to attain its goals. Research in this area will not be covered in this thesis since this level of analysis is not concerned with the specific training needs of scientists and engineers.

Operations analysis examines the task or job requirements regardless of the person holding the job. The goal of operations analysis is to identify what an employee must be taught in order to perform the task or job and results in the following information:

- The standards of performance for the task or job
- The identification of what tasks constitute a job
- Determination of how these tasks are to be performed
- Determination of the behavior required of an employee in order to perform the tasks

An operations analysis for scientists and engineers at the Naval Avionics Center is linked inseparably to the General Schedule (GS) position descriptions of the Federal (civil) Service which these professionals are hired for. General Schedule positions are defined by the Office of Personnel Management in terms of occupational information, official position titles, and grade level determination criteria. Title IV of the Classification Act of 1949 and its amendments directed the Civil Service Commission to publish standards for the classification of job positions subject to the Act. Section VI of the Position Classification Standards describes the functional classification for engineers and scientists. Personnel working as engineers and scientists at the Naval Avionics Center fall into these classifications.

Engineers and scientists are further categorized into a "series" which defines a specialized line of work differing in difficulty and responsibility, and therefore, in grade and salary range. Examples of engineers and scientists series that can be found working at NAC are mechanical, electrical, and industrial engineers (800 series), mathematicians and computer scientists (1500 series) and physicists (1300 series). Each individual working in a series has a "grade" associated with the series. A grade is a zone of difficulty and responsibility of work. An example of a series and grade combination is GS-0850-12. This person is an electrical engineer working at the 12 level of difficulty, responsibility

and compensation. Engineers and scientists at NAC typically start out at the grade of 5 or 7 and can progress to the 15 level.

A "position description" describes the current duties and responsibilities assigned or delegated to the engineer or scientist in a specified organizational unit. The position description at the Naval Avionics Center will vary depending on the department, branch, series and grade level held. How well an individual performs the duties associated with his or her position description determines their performance evaluation for a given period of time.

Two factors are used to determine the degree of difficulty and complexity, and the level of responsibility for engineering and scientific positions covered by the grade-level criteria established in the Position-Classification Standards. They are nature of assignment and level of responsibility. What these two factors stand for is described below.

Nature of assignment deals with the following:

- Nature, variety, and purpose of duties performed.
- Scope and difficulty of the assignments.
- Knowledge required and the degree to which experienced judgment is required in evaluating alternative courses of action or diagnosing problems or failures.
- The extent to which the engineer must define the problem.
- Originality required.

Level of responsibility is concerned with:

- Extent and depth of review given to completed work and guidance received while the work is in progress.
- Nature and purpose of personal contacts.
- Impact of findings, recommendations, and advice.
- Authority to commit the activity or agency to a course of action.
- Availability and pertinence of guidelines and precedents. (U.S. Office of Personnel Management, 1976)

An example of how nature of assignment and level of responsibility differ with respect to the grade held is the comparison of a GS-7 to a GS-12 engineer or scientist. The GS-7 receives assignments of limited scope and difficulty. They make direct application of varied rules and procedures to their assignments. Relations are clear and there is little question of the appropriate process to follow. On the other hand, the GS-12 applies deep and diversified knowledge to highly difficult assignments, in a subject matter or functional area for which they have technical responsibility. Precedents are sometimes absent or obscure. GS-12 engineers or scientists are required to fully comprehend the relationships between their assigned and related branches.

The final step of the training needs analysis process, person analysis, is directed toward learning whether the individual employee needs training and what training he or she needs. The term training for scientists and engineers in this instance is synonymous with the broader term "continuing education." Continuing education of scientists and engineers

consists of two major elements as described in the following quotation:

education..."that which imparts the kinds of information that the engineer integrates into the working knowledge he applies as needed to solve whatever problem is at hand." Training on the other hand "imparts skills that the engineer needs to perform specific tasks." (National Research Council Committee on the Education and Utilization of the Engineer, 1985)

As mentioned in Chapter I, the training and education needs of scientists and engineers are unique. The rapid pace of technological and managerial innovation in today's world soon renders the knowledge scientists and engineers gained during formal schooling obsolete. The significance of the need for continuing education for scientists and engineers at NAC is summed up in the following quotation:

When engineers complete their pre-employment education and accept employment--whether in industry, academia, or other sectors--their need for education does not end. In many ways it is just beginning. The focus and direction of an engineer's career may change from time to time, and education is needed to prepare for each new direction. Even if the direction of a career changes very little, its focus must shift because the technology is continually changing. (National Research Council Committee on the Education and Utilization of the Engineer, 1985)

So this final step with respect to scientists and engineers is not so much whether they need training, because a continuing education is necessary for professionals such as these, but what training he or she needs.

In the context of determining what training a scientist or engineer needs, the training profile at NAC focused on the results of training and whether scientists and engineers

believed the training have met their job needs. In general, the research explored areas such as whether training courses had improved their job capabilities, increased their job satisfaction/responsibilities, and enhanced their promotion or marketability potential. Other areas looked at included assessing what percentage of training applied to the job is NAC-sponsored formal training, the degree to which training supports NAC's organizational strategies, and whether NAC-sponsored training is connected to their career development and performance appraisal.

In summary, NAC makes an extensive investment in training for its employees yearly. If this training is not meeting the job needs of its scientists and engineers then the investment is a poor one. If it is meeting the job needs of its scientists and engineers then the investment is a worthy one. If however, NAC has to cut back on its allocation of training funds, then where should these cuts take place? In this instance, it would be helpful for NAC management if it knew which types/kinds of training courses have been most useful for scientists and engineers. The next section discusses the profile of some of the training program courses which are available to NAC scientists and engineers.

#### **4. Most Useful Training Courses**

As mentioned earlier, training programs are a key element in an organization's ability to achieve its goals and



increase effectiveness. The Naval Avionics Center uses a variety of training programs to meet this objective. These programs range from a highly technical skill-oriented training program to a non-technical job and special training program. In addition, NAC also employs supervisory and management development programs. Which of these training programs are most useful and beneficial to scientists and engineers working at NAC? The scientist and engineer training profile research attempts to answer this question.

As mentioned earlier, the pace of technological advancement in today's world soon renders the knowledge scientists and engineers gained during formal schooling obsolete. Therefore, for the Naval Avionics Center to be a leader in avionics and manufacturing excellence it must provide its scientists and engineers with continuing education on the latest technological innovations in its industry. NAC provides this continuing education through a variety of sources. These sources include a satellite hook-up program (National Technical University - (NTU)), contractor and professional association supplied technical courses and seminars, and a program to attend local colleges and universities.

There are other training needs of scientists and engineers at NAC which are non-technical in nature. Some of these include orientation training, writing and public speaking programs, and time management courses. This type of training

is conducted at NAC through "in-house" programs as well as through contractors, local colleges/universities and correspondence programs.

Any organization must have good management for it to be successful. The Naval Avionics Center is no exception. Because of this, NAC invests heavily in Management Development Programs for selected scientists and engineers. These training programs include a well-defined core of management courses for its managers as well as separate courses in Total Quality Management (TQM).

In summary, for NAC to be a leader in avionics and manufacturing excellence it must have good management as well as have technically proficient scientists and engineers. With an assessment of its management, technical and non-technical training programs, NAC management can better determine how to best allocate training dollars to meet the critical skill needs of its workforce.

#### **D. SUMMARY**

This chapter discussed the conceptual framework of training, to include the role training plays within organizations such as the Naval Avionics Center and its relationship to NAC's management philosophy. This was followed by a discussion of training with respect to the four general areas of the scientist and engineer training profile research.

Chapter III of this thesis examines the methodology that is used to answer the research questions outlined in Chapter I.

### **III. METHODOLOGY**

#### **A. OVERVIEW**

This chapter describes the methodology used to accomplish the research objectives and answer the research questions addressed in Chapter I of this thesis. The following areas are discussed:

- The population from which the data were collected
- The data collection plan
- The survey instrument used to collect the data
- The statistical tests used to analyze the data

The description of the research methodology is then followed by a chapter summary.

#### **B. POPULATION**

The population of interest in this research consists of engineers and scientists in the paygrades of GS-05 (entry level) through GM-13 (first level manager). The Naval Avionics Center's training program is focused primarily on this group of professionals. Therefore, the observations and opinions of this population are key to an accurate assessment of the efficiency and effectiveness of the training program.

Almost all of the engineers and scientists who work at NAC are assigned to Departments 200 (Manufacturing Technology), 400 (Product Integrity Assurance), 700 (Technical and

Operations Support), 800 (Systems and Technology) and 900 (Engineering). NAC provided a list of 1,137 engineers and scientists assigned to these departments who met the paygrade requirement. Figure 1 shows the total population of engineers and scientists within the paygrades GS-05 through GM-13.

TOTAL POPULATION  
GS-05 THROUGH GM-13

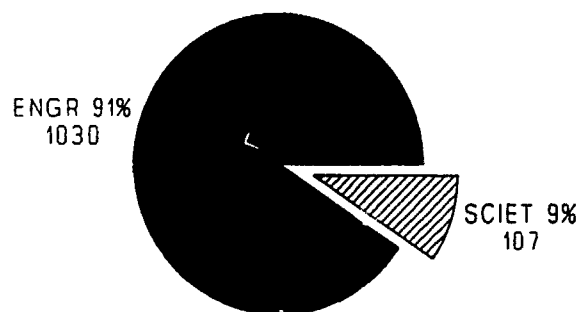


Figure 1

Engineers make up 91% of the total population. Their distribution among the five departments is shown in Figure 2.

## ENGINEER POPULATION BY DEPARTMENT

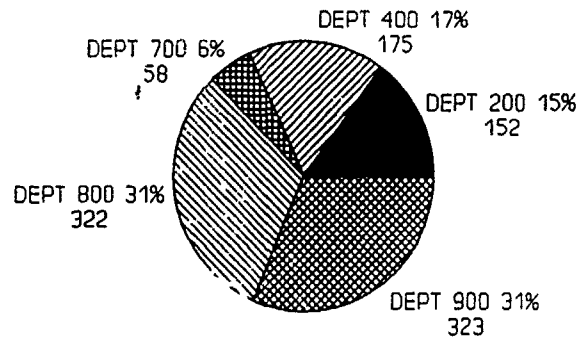


Figure 2

Scientists make up only 9% of the total population. Their distribution among the five departments is shown in Figure 3.

## SCIENTIST POPULATION BY DEPARTMENT

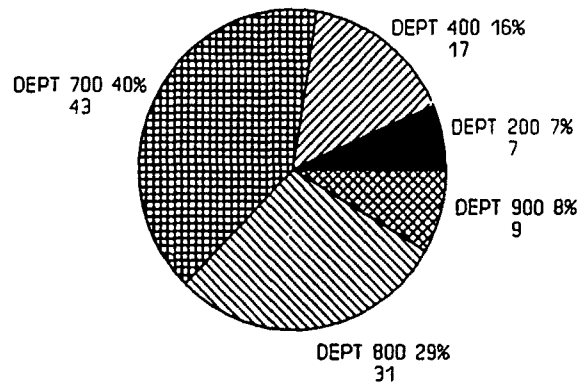


Figure 3

The total population is comprised of thirteen separate job specialties/job series numbers. Eight of these job series numbers comprise the engineer community. The remaining five job series numbers make up the scientist community. Table 1 shows the thirteen job series numbers paired with the job specialty they represent.

TABLE 1.--ENGINEER AND SCIENTIST JOB SERIES NUMBERS

| Engineers    |                      | Scientists   |                    |
|--------------|----------------------|--------------|--------------------|
| Job Series # | Specialty            | Job Series # | Specialty          |
| 0801         | General Engineer     | 1310         | Physicist          |
| 0806         | Materials Engineer   | 1320         | Chemist            |
| 0830         | Mechanical Engineer  | 1520         | Mathematician      |
| 0850         | Electrical Engineer  | 1529         | Statistician       |
| 0854         | Safety Engineer      | 1550         | Computer Scientist |
| 0855         | Electronics Engineer |              |                    |
| 0893         | Chemical Engineer    |              |                    |
| 0896         | Industrial Engineer  |              |                    |

In order to properly stratify the sample of engineers and scientists for a survey, engineers and scientists were further divided into job series number/specialty and by grade. The

distribution of engineer job series numbers by department is shown in Figure 4.

## ENGINEER JOB SERIES NUMBER BY DEPARTMENT

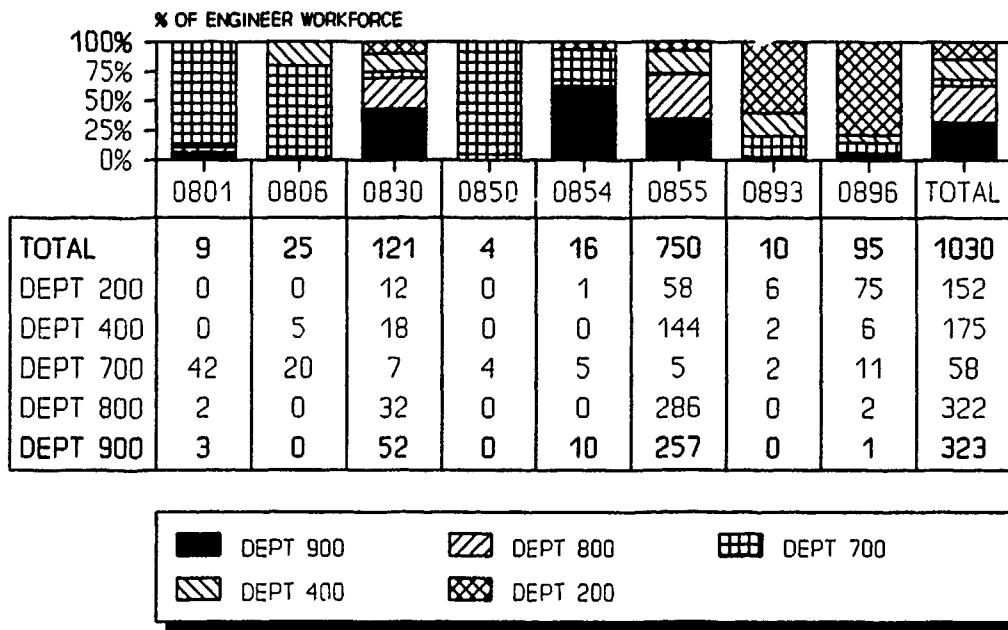


Figure 4

Figure 5 shows the distribution of scientists' job series numbers by department.



# SCIENTIST JOB SERIES NUMBER BY DEPARTMENT

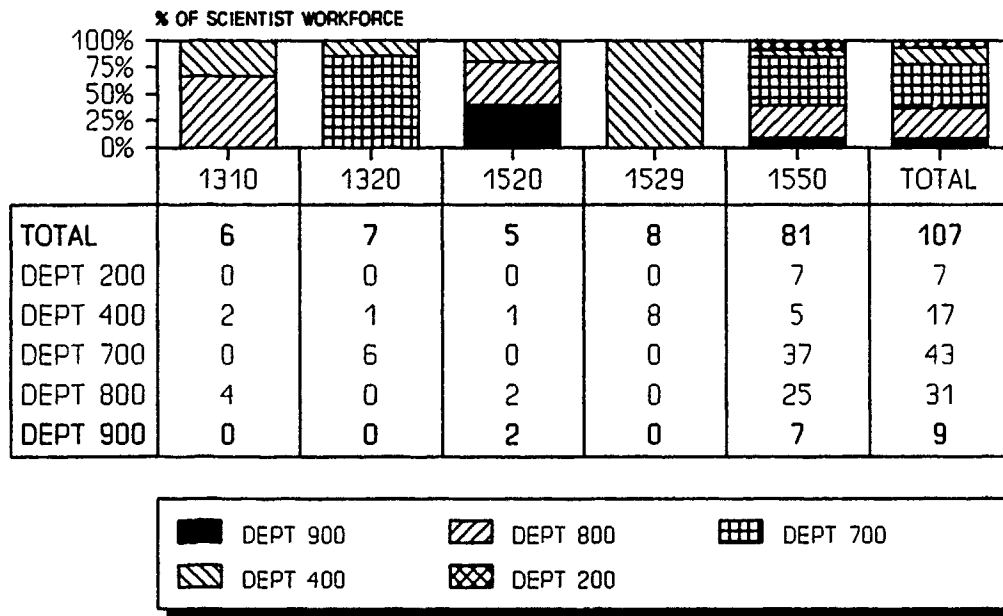


Figure 5

Figure 6 displays the engineer community by grade per department.

# ENGINEER GRADE RATINGS BY DEPARTMENT

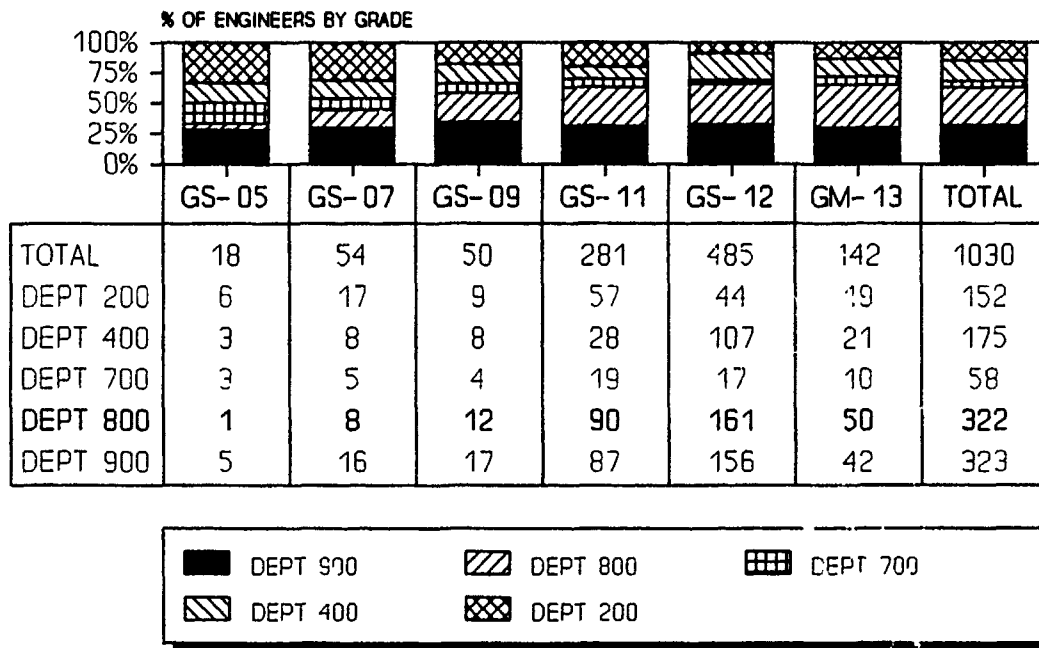


Figure 6

Figure 7 shows the scientist community by grade per department.

## SCIENTIST GRADE RATINGS BY DEPARTMENT

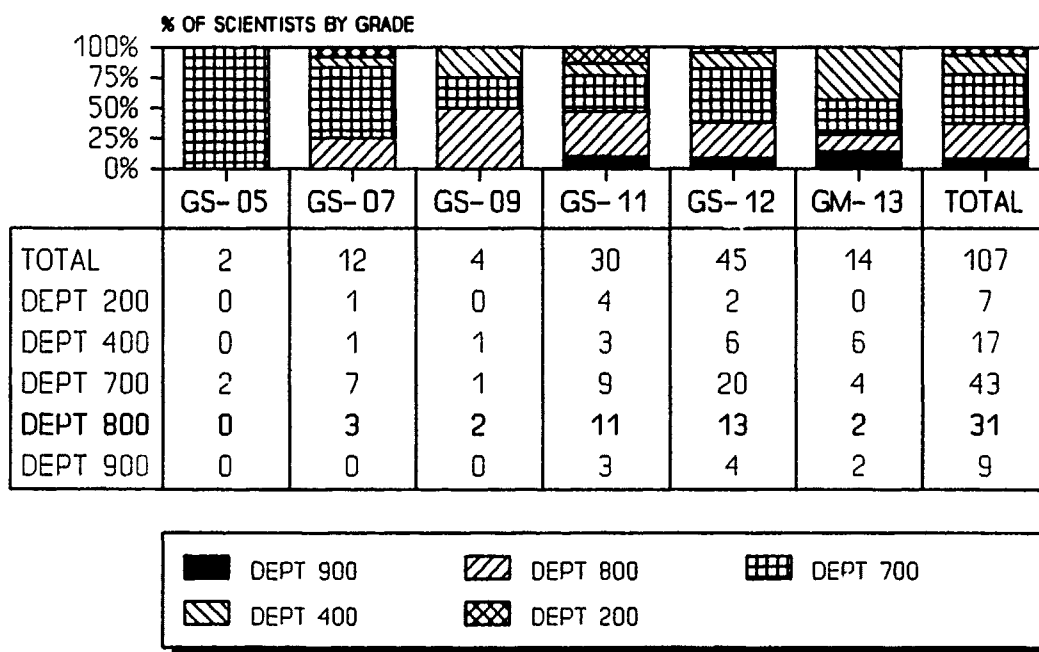


**Figure 7**

### **C. DATA COLLECTION PLAN**

A sample survey research strategy was used to collect information from the population of interest to answer the research questions. To determine differences in opinions for different classes within the population of interest, the sample was stratified by job, department, and grade rating. To ensure a 90% confidence interval for representativeness of the sample, the number of scientists and engineers required to be surveyed was determined to be 149 engineers and at least 30

scientists. A stratified random sampling of engineers and scientists was generated from the list of 1,137 engineers and scientists provided by NAC.

Department 200 was scheduled to participate during the survey but did not. However, the overwhelming support and response from the other departments provided the participation needed to maintain at least a 90% confidence interval and stratification of various groups among those departments.

To ensure greater quality control and response, the survey was conducted on-site at NAC. The survey was administered over a two-day period in a conference room provided by NAC. The average time respondents took to complete the survey was approximately 45 minutes. The survey was completely confidential. No identifying marks were requested or used, and to ensure confidentiality, the respondents provided survey data to the NPS researcher only. This survey data was then brought back to NPS for analysis.

#### **D. SURVEY INSTRUMENT**

A questionnaire was used to collect data to answer the research questions. The questionnaire was custom designed for NAC. Interviews were conducted by the NPS research team with engineers from several departments and of different grade ratings to determine training related topics, issues and concerns about the NAC training program. This information was then used to construct the questionnaire which was used in the

survey and which is included as a part of this thesis as Appendix A.

The questionnaire consists of a combination of closed and open-ended questions. The scales used to measure the level of the variables in the closed questions were of three types: nominal, ordinal, and ratio. In all questions requiring ordinal scaled answers, the questionnaire used a five point Likert type scale. The five point Likert scale was used because of ease and consistency, and the absence of any requirement for finer measurement in the responses.

The open-ended questions allowed the respondents to put into their own words their perceptions about various subjects. The text of their Section V comments is included in this thesis as Appendix B.

The questionnaire included a cover letter signed by Professors Stephen Mehay and Alice Crawford, head and primary researchers from the Department of Administrative Sciences, Naval Postgraduate School. The cover letter provided some general information about the survey and its main purpose.

The questionnaire is divided into five sections. The sections cover the following areas:

- Section I (Demographics)
- Section II (Administration of the Training Program)
- Section III (Support for the Training Program)
- Section IV (Results Obtained from Training)
- Section V (Course Content Evaluation)

Section V is further divided into seven course content areas.

They are:

- Part A (Total Quality Management Courses)
- Part B (National Technical University Courses)
- Part C (Time Management Courses)
- Part D (Technical Courses)
- Part E (Management Training Courses)
- Part F (Other Training Courses Not Previously Covered)
- Part G (Overall Evaluation of NAC's Training Program)

#### **E. DATA ANALYSIS**

The computer program used to analyze the data from the survey is a Statistical Software (SAS) developed by the SAS Institute. (SAS Institute, 1985) To use this statistical software, the Central Limit Theorem was assumed to apply. The Central Limit Theorem states that for sample sizes greater than 30, the data is assumed to come from a normal population. (Schlotzhauer and Littell, 1987)

The frequency of responses to each survey question was calculated. Percentages were used to display survey respondent demographic data and to show opinions gathered about training program survey questions.

The mean response to questions using ordinal, interval and ratio scales was also calculated to show the average distribution of values.

## **F. SUMMARY**

This chapter described the methodology used to accomplish the thesis work. The population surveyed included engineers and scientists within the paygrades GS-05 through GM-13 who were assigned to departments 400, 700, 800 and 900. Department 200 was asked to participate but did not. The data collection plan called for a sample survey research strategy using a questionnaire as the survey instrument. The data analysis methods included frequencies and means of the survey data.

Chapter IV of this thesis provides the results and analysis of the survey data. Chapter V is the conclusions and recommendations derived from the analysis of the data.

## **IV. RESULTS AND ANALYSIS**

### **A. OVERVIEW**

This chapter presents the statistics for the data collected by the survey questionnaire and an analysis of the data with respect to the four specific investigative questions stated in Chapter I.

The chapter begins by presenting the statistics showing the frequency of response to survey questions. In addition, where applicable, the mean responses are indicated. This is followed by a Presentation of Findings section in which the statistical results are analyzed and discussed. The chapter is concluded with a summary of the information presented within.

### **B. STATISTICAL RESULTS**

#### **1. Demographics**

This section profiles several important demographic characteristics of the sample population as derived from Section I of the questionnaire. Figures 8 through 26 show the frequency of response and/or mean response for these demographic variables.



**a. Gender Distribution**

Figure 8 shows the overall gender distribution for the sample population. In the overall sample population, 77% of the respondents are male.

GENDER DISTRIBUTION  
N = 147

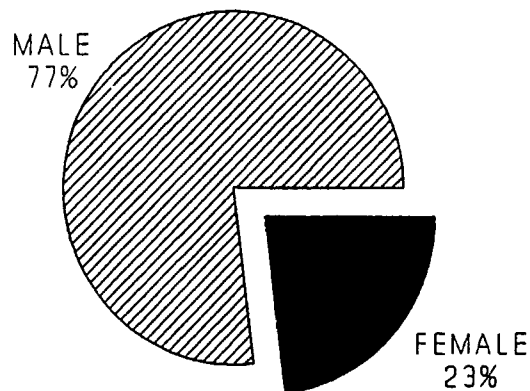


Figure 8

**b. Ethnic Origin Distribution**

Figure 9 shows the ethnic origin of the sample population. The white ethnic origin is the largest group and comprises 81% of the sample population. The next largest group is of Asian ethnic origin and is 9% of the sample population. Respondents of Black or Hispanic ethnic origin are evenly split and comprise the remaining 10% of the sample population.

# ETHNIC ORIGIN DISTRIBUTION N = 147

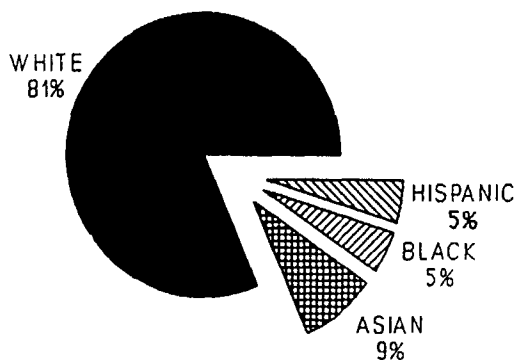


Figure 9

## *c. Marital Status Distribution*

Figure 10 shows the marital status of the sample population. Approximately two out of every three respondents are married.

# MARITAL STATUS DISTRIBUTION N = 147

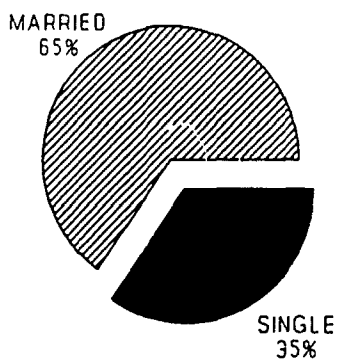


Figure 10

#### ***d. Job Category Distribution***

Figure 11 shows the job category of the sample population. In the overall sample population, 82% of the respondents are from the engineer community. The remaining 18% are scientists.

JOB CATEGORY DISTRIBUTION  
N = 147

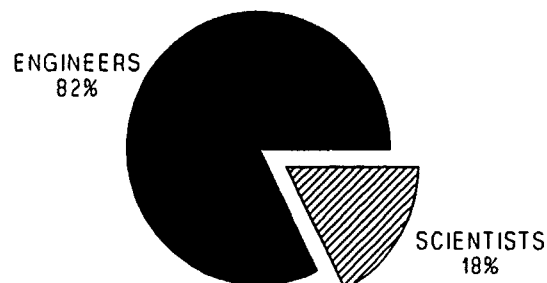


**Figure 11**

#### ***e. Job Series Number Distribution***

Figure 12 shows the sample engineer population by job series number by department. The stratification of the total population has the engineer job series numbers of the sample population roughly proportional to that of the total population. The major difference is in the 0896 job series. With Department 200 not participating, 0896 engineers are under-represented.

# ENGINEER JOB SERIES NUMBER BY DEPARTMENT

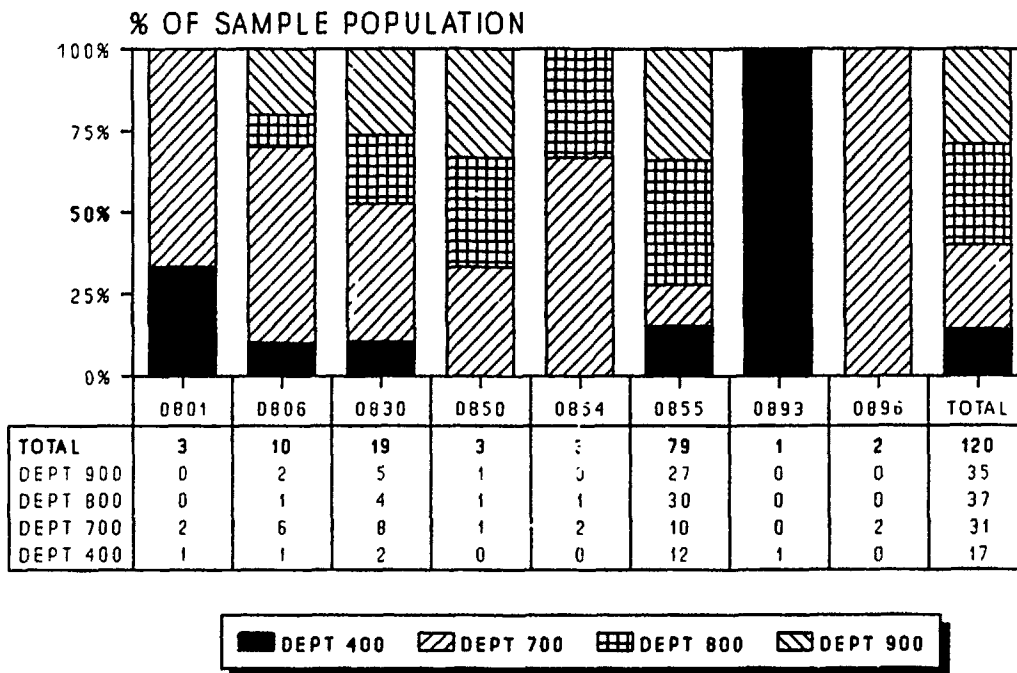


Figure 12

Figure 13 shows the sample scientist population by job series number by department. The sample scientist population is roughly proportional to the total population due to stratification of the scientist community by department.

# SCIENTIST JOB SERIES NUMBER BY DEPARTMENT

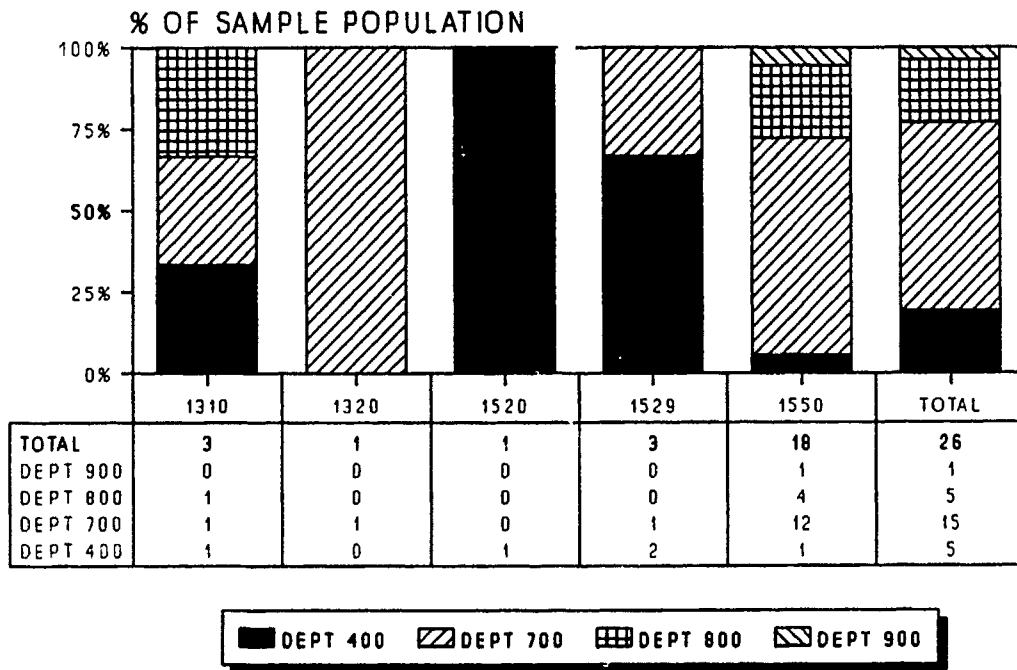


Figure 13

## *f. Age Group Distribution*

Figure 14 shows the age group distribution of the sample population. Over half of the respondents are between the age of 26 and 35. The remainder are fairly well spread out among the other six age groups.

# AGE DISTRIBUTION

N = 147

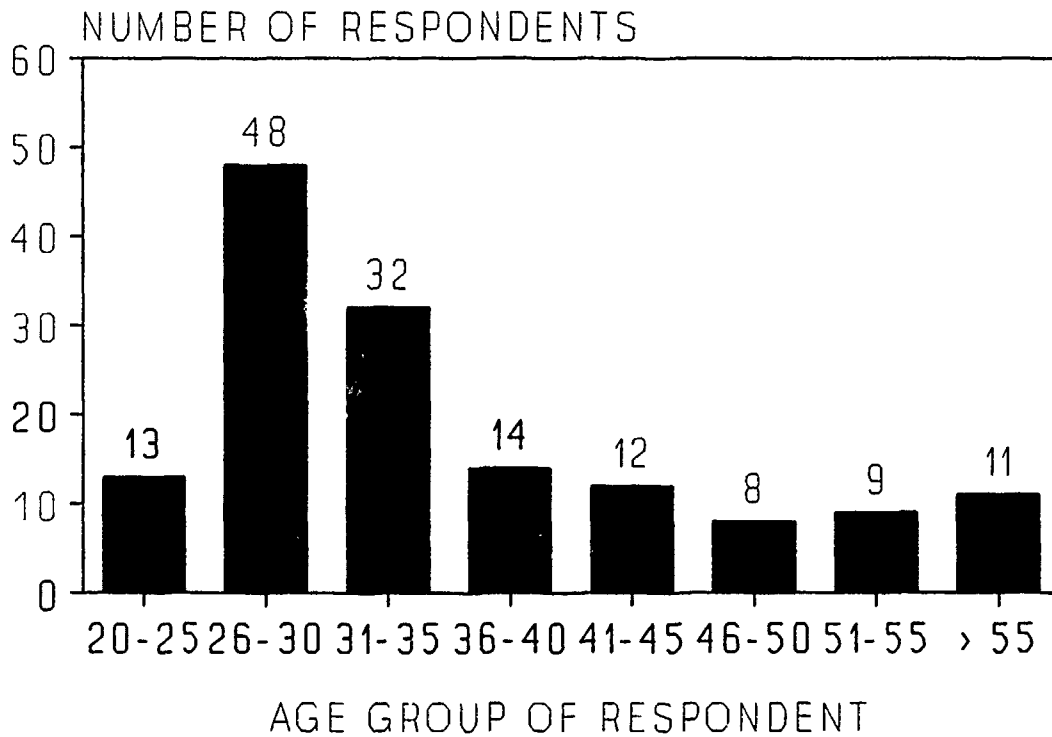


Figure 14

Figure 15 shows the average age group by department. The average for all departments falls between age group 3 (31 - 35) and age group 4 (36 - 40). Department 800 has the oldest sample population and Department 900 the youngest.

## AVERAGE AGE GROUP BY DEPARTMENT

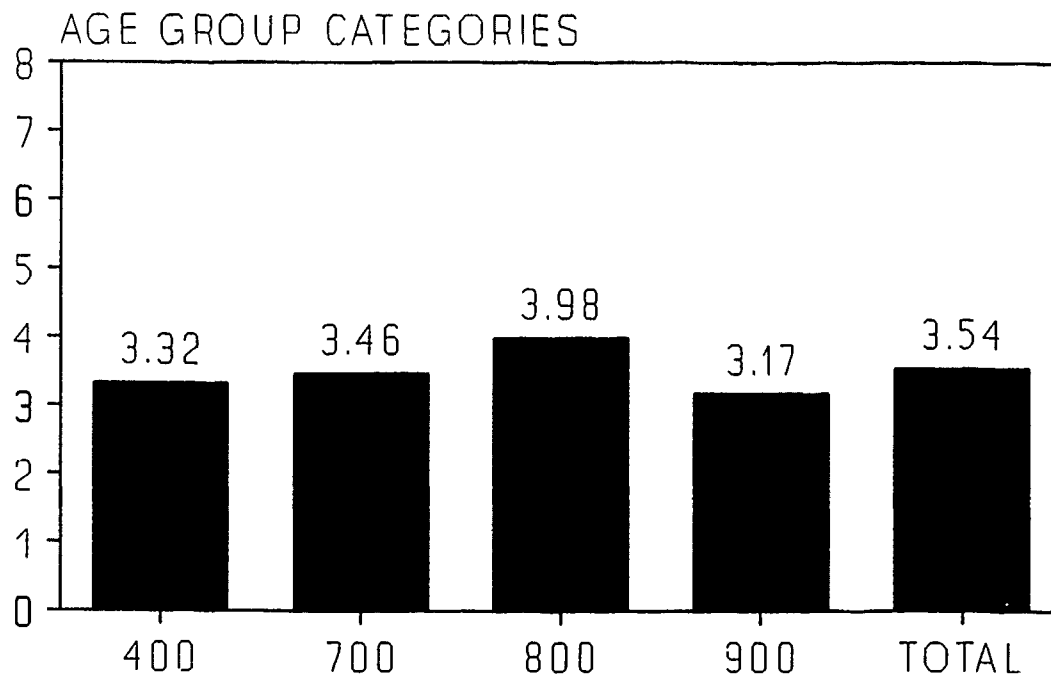


Figure 15

### ***g. NAC Experience Distribution***

Figure 16 shows how many years the sample population has worked at NAC. Over 50% have between 1 and 10 years of experience at NAC. Only 8% have worked at NAC between 11 and 20 years. Thirteen percent have worked at NAC for over 20 years.

# NAC EXPERIENCE

N = 147

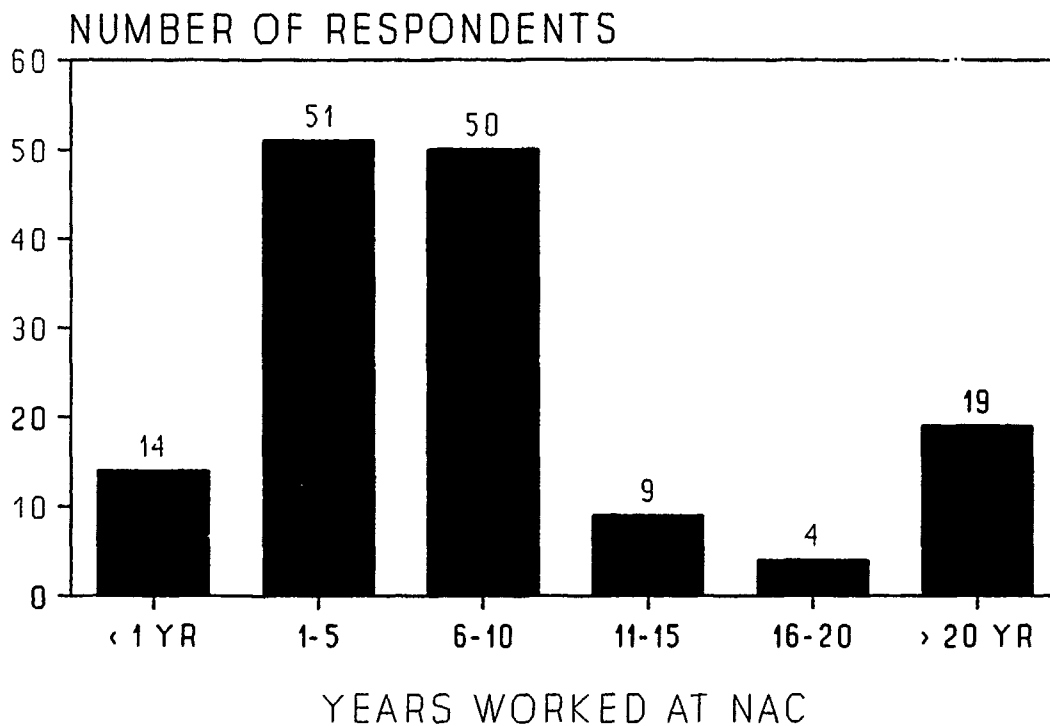


Figure 16

Figure 17 shows the average NAC experience by department. Department 800 has the most experienced workforce of the sample population averaging between category 3 (6 - 10 years) and category 4 (11 - 15 years). The other departments average between category 2 (1 - 5 years) and category 3. Department 400 has the least experienced workforce in the sample population.



## AVERAGE NAC EXPERIENCE BY DEPARTMENT

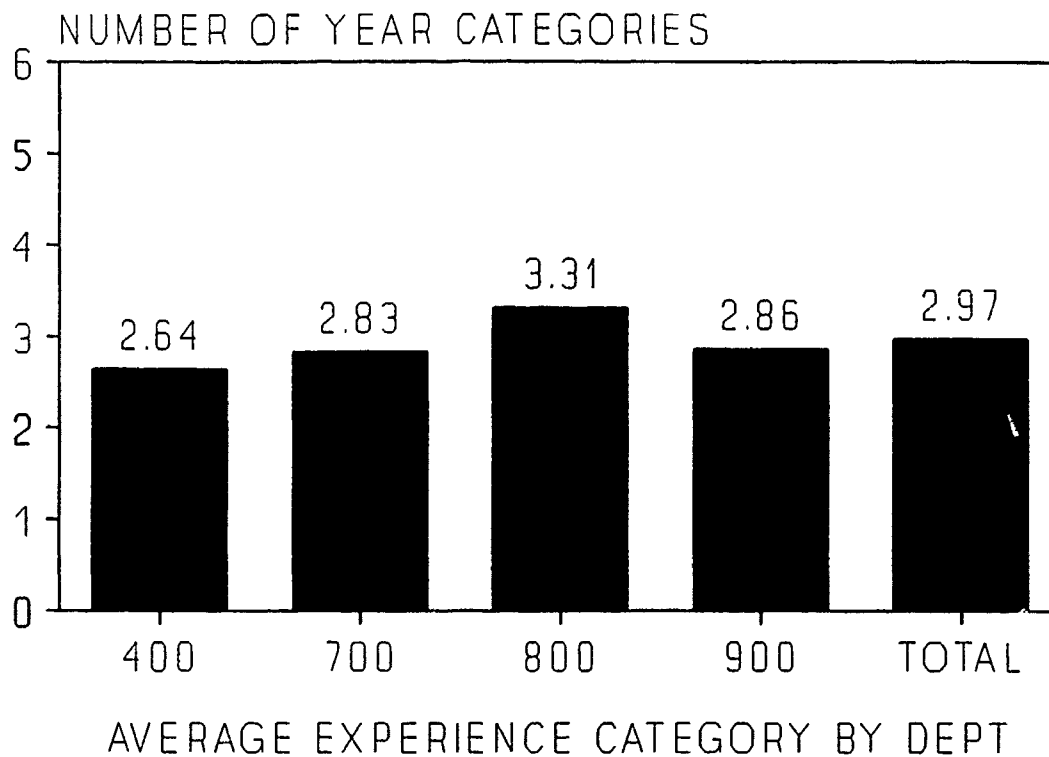


Figure 17

### ***h. Educational Attainment Distribution***

Figure 18 shows the educational attainment distribution for the sample population. The majority of the sample population (88%) had Bachelor degrees, ten percent had Master's degrees and two percent had received their Doctorate degree.

## EDUCATION DISTRIBUTION N = 147

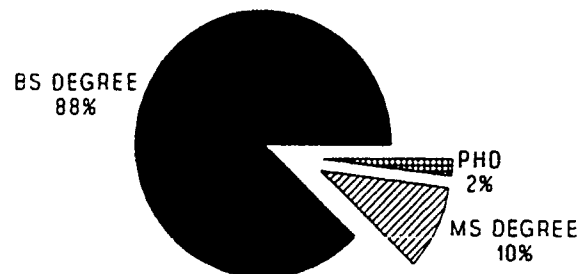


Figure 18

### *i. Paygrade Distribution*

Figure 19 shows the sample population distributed by paygrade. The sample population paygrade distribution is roughly proportional to the total population paygrade distribution. Paygrades GS-11 and GS-12 make up approximately 75% of the sample population. This is where the bulk of the workforce is in the total population.

# PAYGRADE DISTRIBUTION BY DEPARTMENT

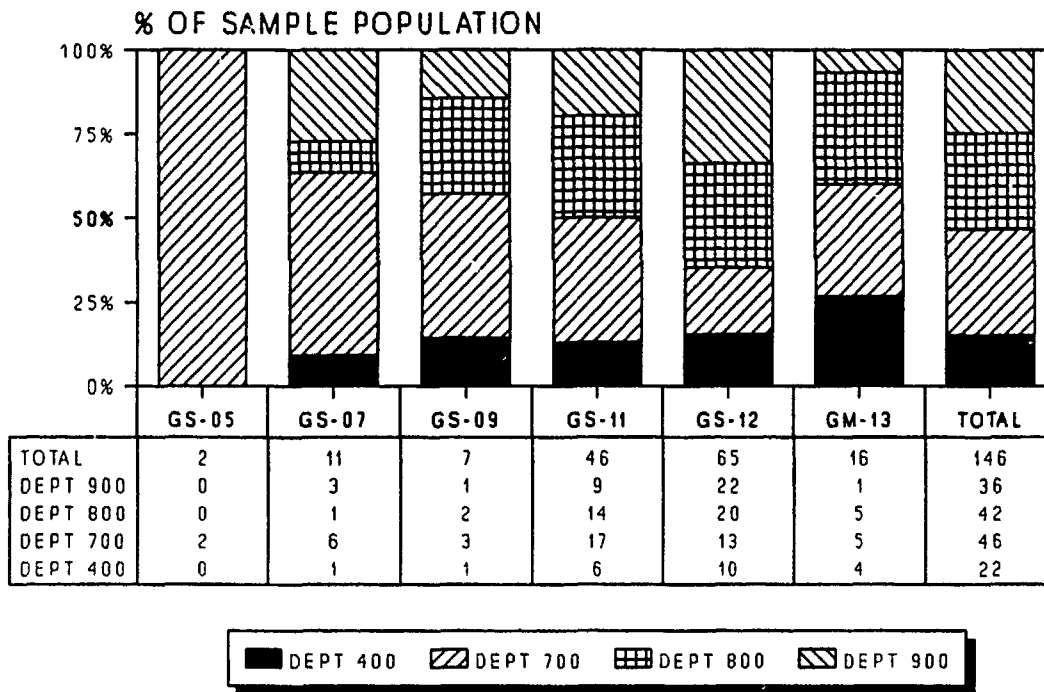


Figure 19

## *j. Population Distribution*

Figure 20 shows the sample population distribution by department. Department 700 has the highest percentage of participants at 31% and Department 400 the lowest percentage of participants at 15%. One engineer from the Personnel Department (Dept 500) asked to participate in the survey. However, his responses will not be used to compare Department

500 with the other departments, but will be averaged in with the responses of the total sample population.

## POPULATION DISTRIBUTION N = 147

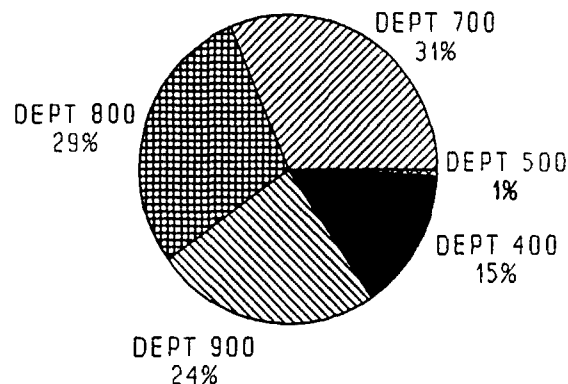


Figure 20

### ***k. Supervisory Experience Distribution***

Figure 21 shows the average supervisory experience by department. All departments average between category 1 (I am not a formally designated supervisor and I have not supervised other persons during the past year) and category 2 (I am not a formally designated supervisor but I have supervised other persons during the past year). Department 700 has had the most supervisory experience among its sample population. Department 400 has had the least amount of supervisory experience.

# SUPERVISORY EXPERIENCE BY DEPARTMENT

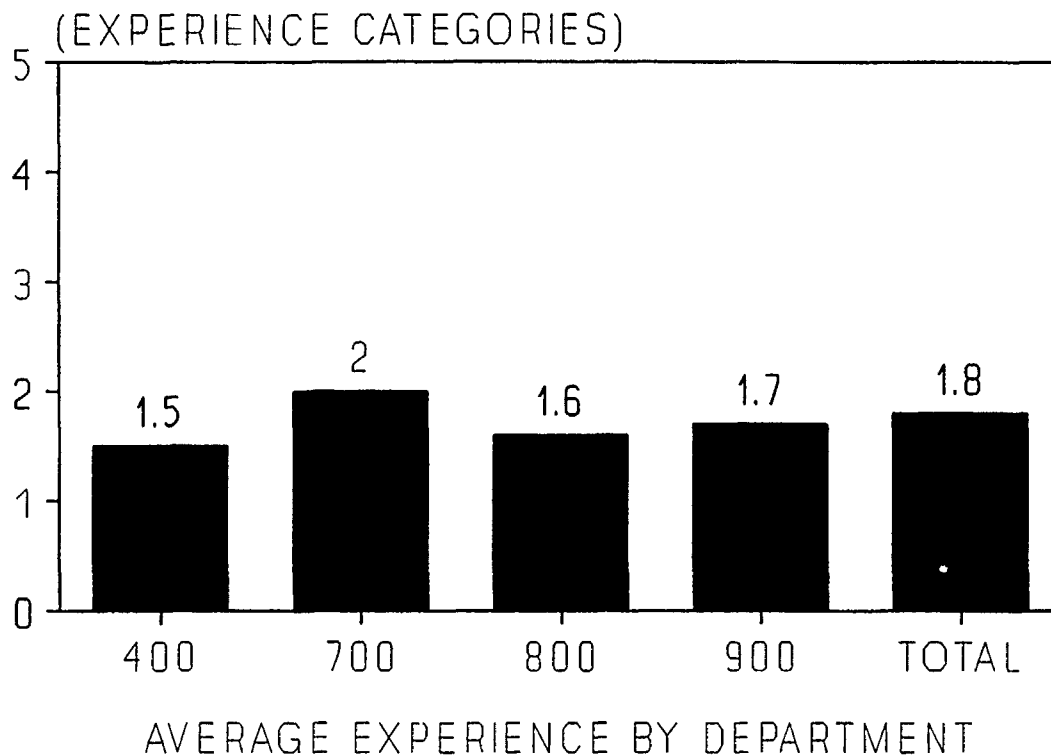


Figure 21

## ***1. NAC-Sponsored Training Distribution***

Figure 22 shows the average training days of NAC-sponsored training by department and job category over the current and past two fiscal years. Department 900 has averaged the most NAC-sponsored training among the sample population in each fiscal year. Department 800's average over the three fiscal years has been steady. Department 700 has seen a sharp decline in average training days from FY 90 to FY

91. Department 400 is the only department which saw an increase in average NAC-sponsored training for its sample population workforce from FY 90 to FY 91.

Engineers averaged five more training days than scientists in FY 89. In FY 90 they averaged only one more training day than scientists. By FY 91, engineers averaged almost four days less training days than scientists.

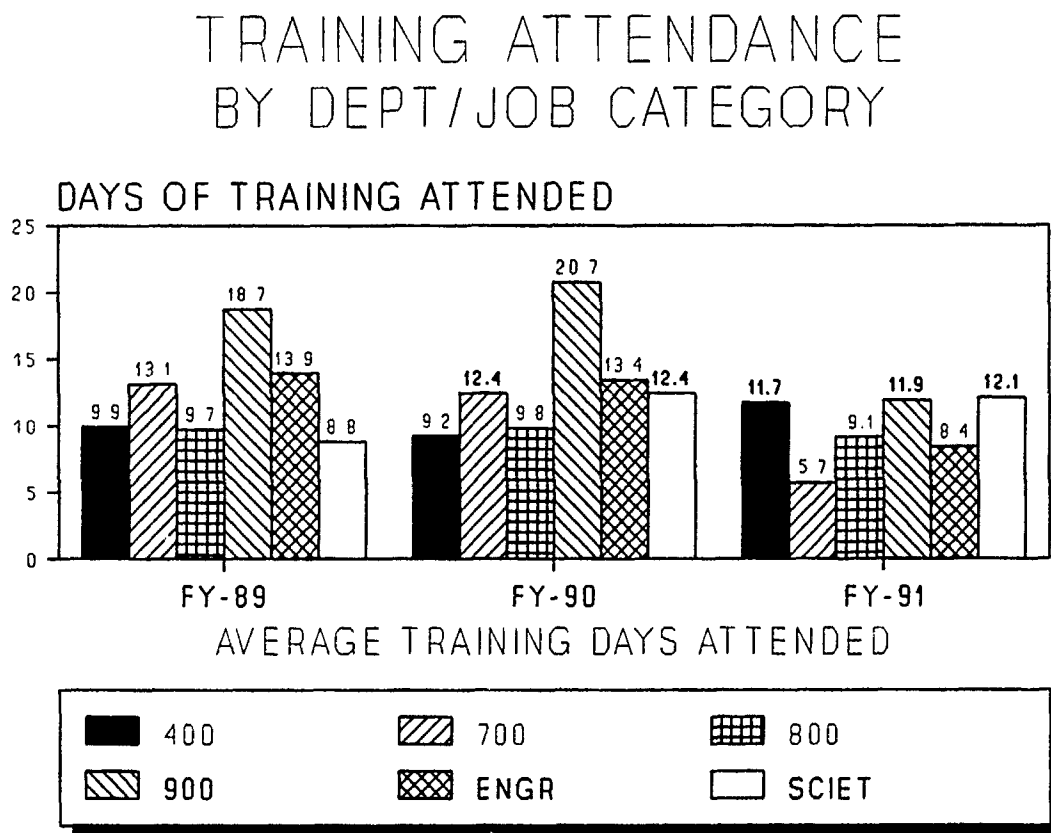


Figure 22

Figure 23 shows the average NAC-sponsored training days by gender and ethnic origin. Males and females have experienced

the same trends as seen by the engineers and scientists. Males averaged more than females in FY 89, about the same in FY 90 and less than females in FY 91.

Hispanics averaged considerably more NAC-sponsored training in each of the three fiscal years and was the only ethnic group to increase its average from FY 90 to FY 91. Blacks averaged considerably less NAC-sponsored training over the three fiscal years than the other ethnic origins. Whites and Asians averaged about the same in each fiscal year.

## TRAINING ATTENDANCE BY GENDER/ETHNICITY

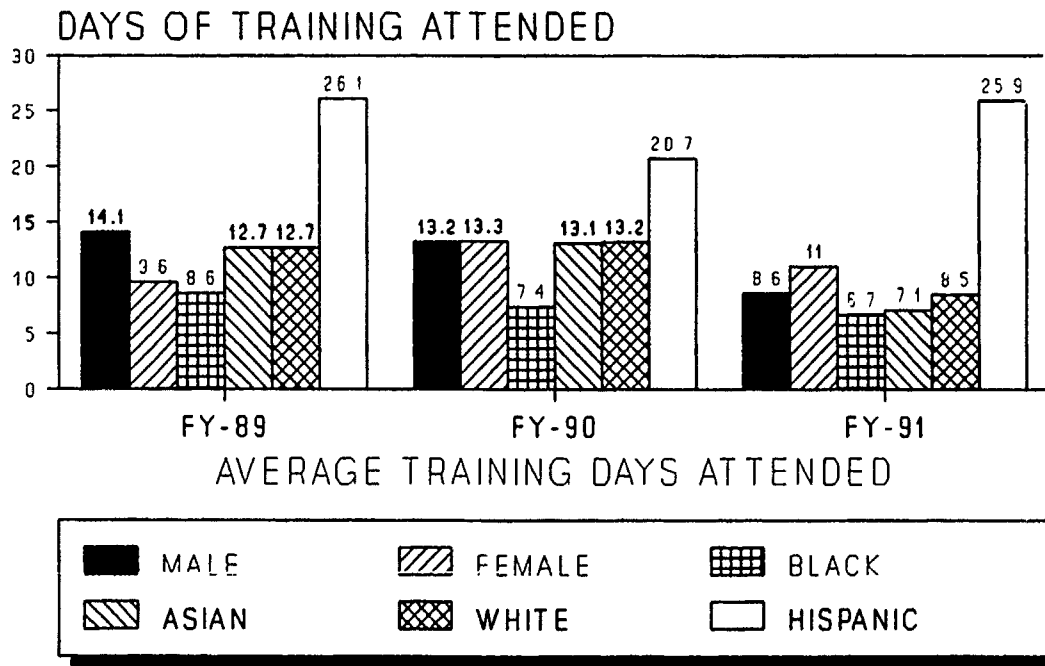


Figure 23

Figure 24 shows the average NAC-sponsored training days by paygrade. Most GS-5 and GS-7 personnel were not working at NAC during FY 89 and FY 90, but show significant amounts of training in FY 91. On average over three fiscal years, GS-11s have received the most NAC-sponsored training.

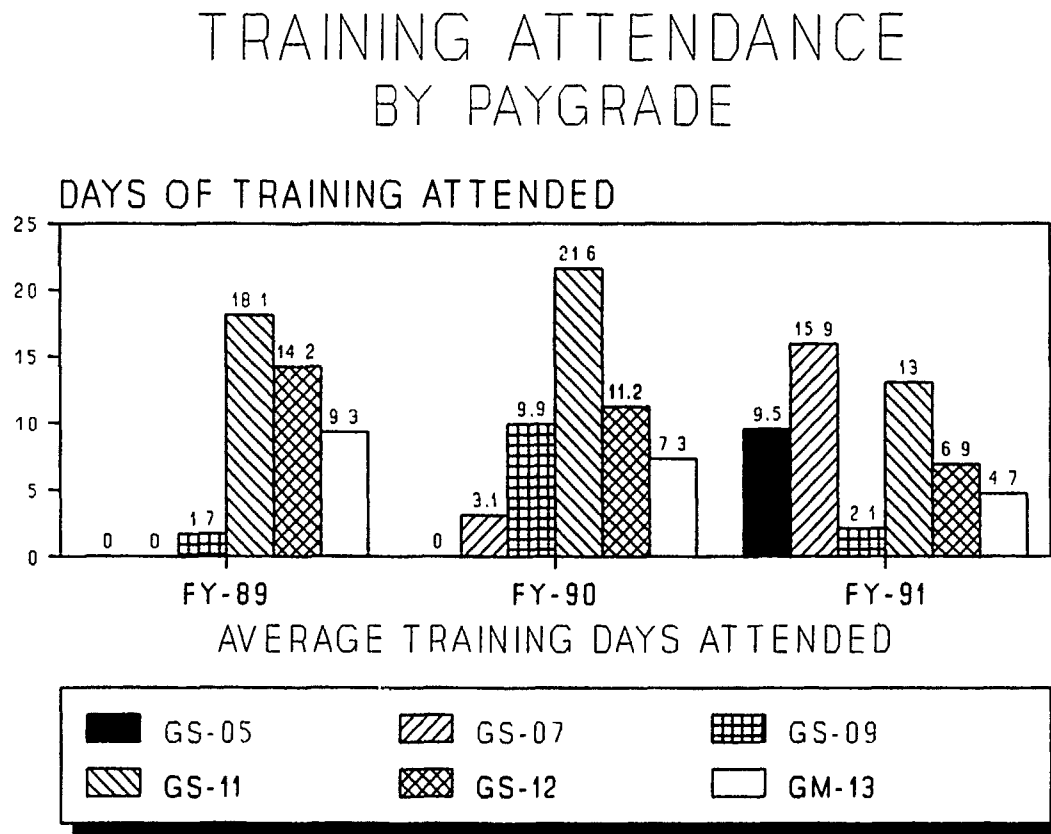


Figure 24



### *m. Career Intentions Distribution*

Figure 25 shows the career intentions of the sample population by career category. There are five career categories. These are:

- 1 - Definitely will not
- 2 - Probably will not
- 3 - Not sure/undecided
- 4 - Probably will
- 5 - Definitely will

All major groups average between 3.5 and 4.0 with very little difference between them.

## CAREER INTENTIONS BY DEPT/JOB/GENDER

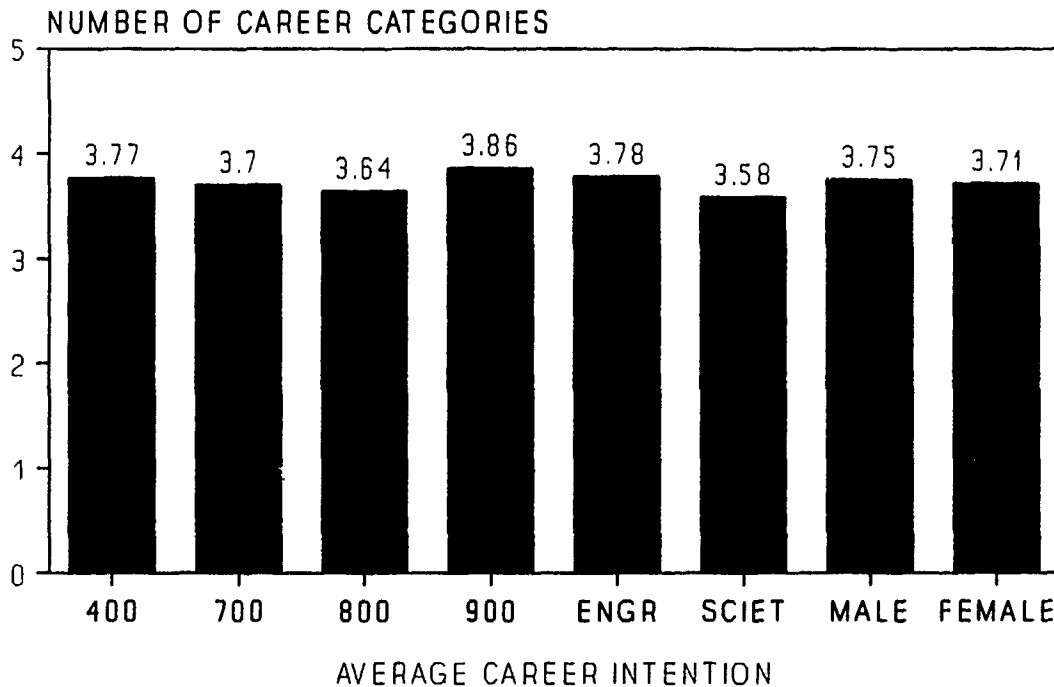


Figure 25

Figure 26 shows the career intentions distribution by paygrade, marital status and ethnicity. Higher paygrades are more likely to make NAC a career than lower paygrades, married workers more likely than single workers, and the Black ethnic group is more likely than any other ethnic group to make NAC a career.

# CAREER INTENTIONS BY PAYGRADE/MARITAL STATUS/ETHNICITY

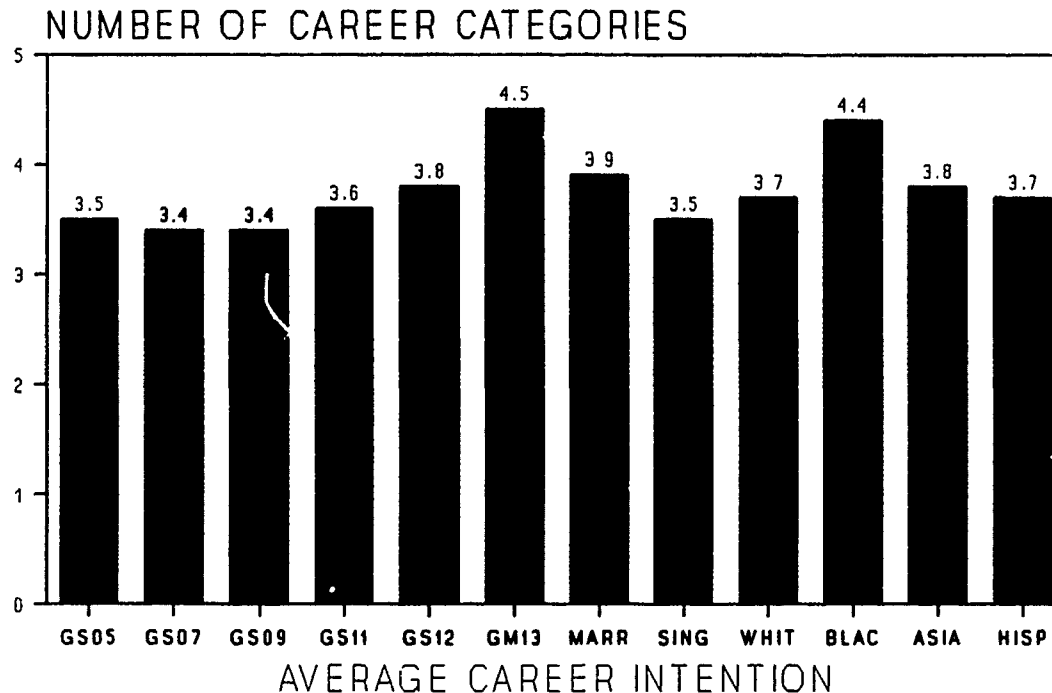


Figure 26

## 2. Administration of Training

Section II of the survey includes sixteen questions concerning the administration of NAC's training program. These questions and their statistical results are shown below.

### *a. Question 1 - How do you feel about the following statements?*

The following scale was used for answers to questions 1-A through 1-G:

- SD--I strongly disagree with the statement

- D--I disagree with the statement but not strongly so
- N--I am neutral toward the statement
- A--I agree with the statement but not strongly so
- SA--I strongly agree with the statement

(1) *Question 1-A Statement: I am familiar with the full range of training courses offered by NAC.*

Figure 27 shows the frequency of all responses for Question 1-A. Forty-six percent of the respondents were inclined to disagree with the statement, thirty-seven percent were inclined to agree with the statement, and the remaining seventeen percent were neutral toward the statement.

## QUESTION 1-A ALL RESPONSES

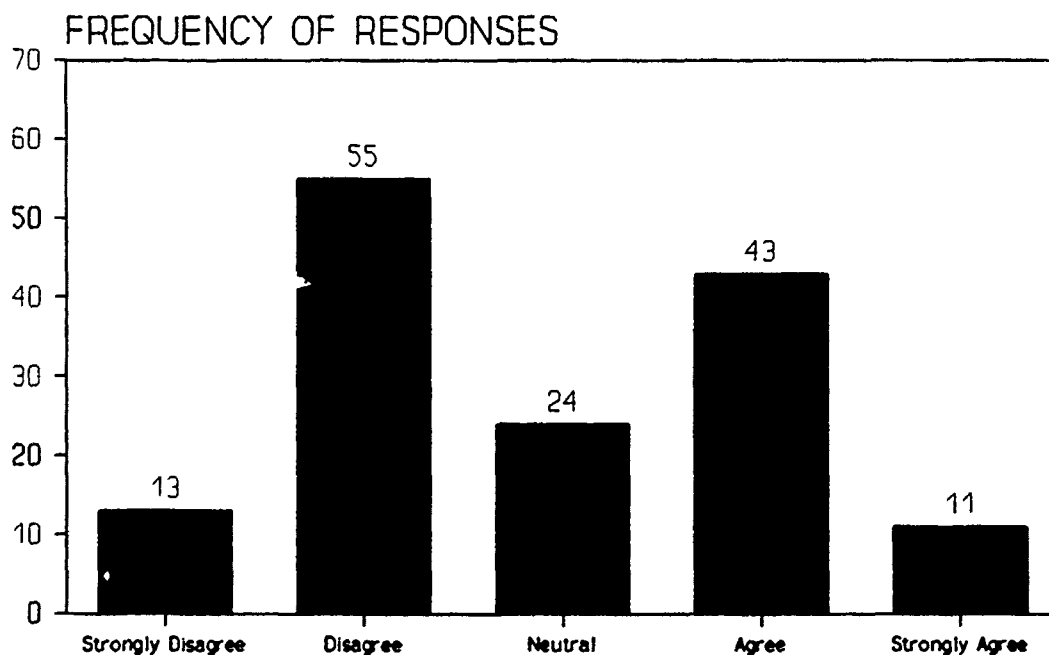


Figure 27

Figure 28 shows the average responses for Question 1-A by the total sample population, department, job category, gender and ethnicity. The average response for the total sample population indicates that scientists and engineers are inclined to disagree with the statement, but only slightly so.

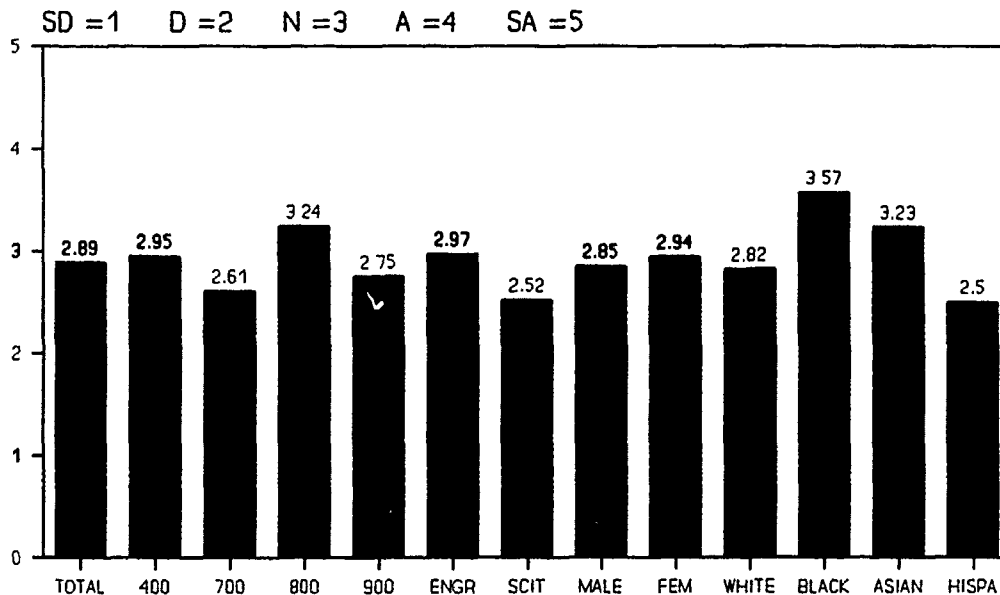
Department 800's average response is the only one among the departments which is inclined to agree with the statement. This indicates that Department 800 scientists and engineers are generally familiar with the full range of training courses offered by NAC. Department 700's average response indicates the most disagreement with the statement among all of the departments.

The average response by job category shows that scientists disagree considerably more with the statement than do engineers. This indicates that scientists are inclined to be generally less familiar with the full range of training courses offered by NAC than are engineers.

The comparison of ethnic origin group average responses shows that Whites and Hispanics are inclined to disagree with the statement while Blacks and Asians are inclined to agree with the statement.

# QUESTION 1-A

## BY TOTAL/ DEPT/ CATEGORY/ GENDER/ ETHNICITY



MEAN RESPONSES BY MAJOR GROUP

Figure 28

Figure 29 shows the average responses for Question 1-A by paygrade category, marital status and experience at NAC. The average response by paygrade category indicates that familiarity with the full range of training courses offered by NAC increases as paygrade increases. The average responses for the lower three paygrade categories shows general disagreement with the statement. The higher three paygrade categories are either neutral towards the statement or are inclined to agree with the statement.

The average response of single and married scientists and engineers indicates that both groups are inclined to disagree with the statement, but only slightly so. There is very little difference between their average responses.

The average response by experience category indicates that familiarity with the full range of training courses offered by NAC increases with years of experience at NAC.

### QUESTION 1-A BY PAYGRADE/MARITAL STATUS/EXPERIENCE

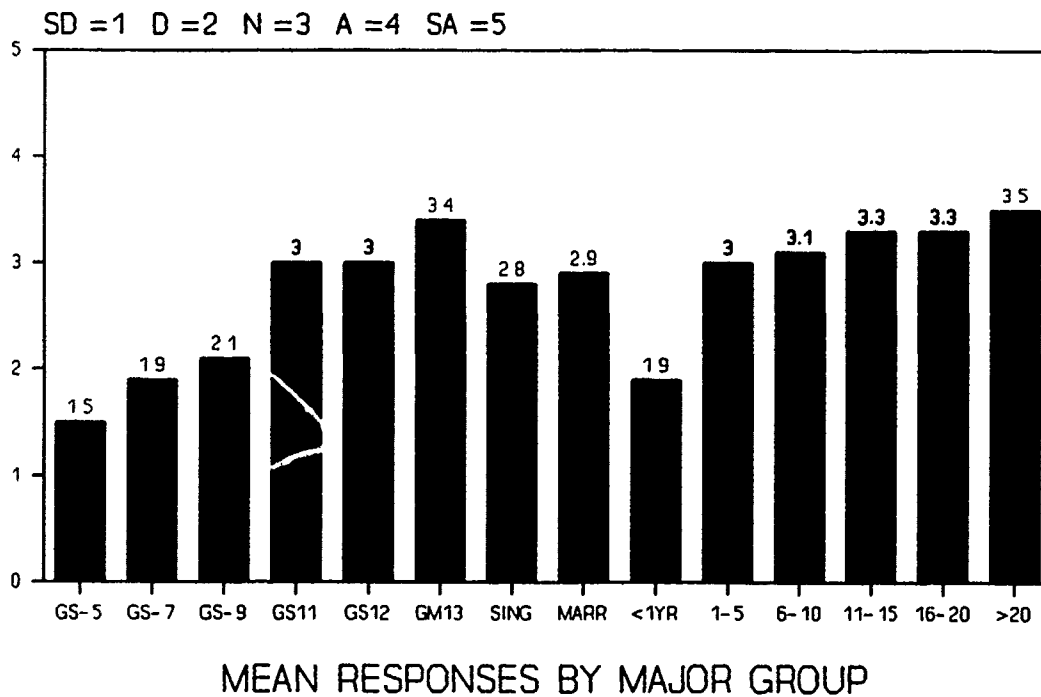


Figure 29

Figure 30 shows the average response for Question 1-A by age group category. The 41-45 year old age group category is the only category which is inclined to agree with the statement, but only slightly so. In contrast, the 21-25 year old age group category is considerably more likely to disagree with the statement than the other age group categories.

## QUESTION 1-A BY AGE CATEGORY

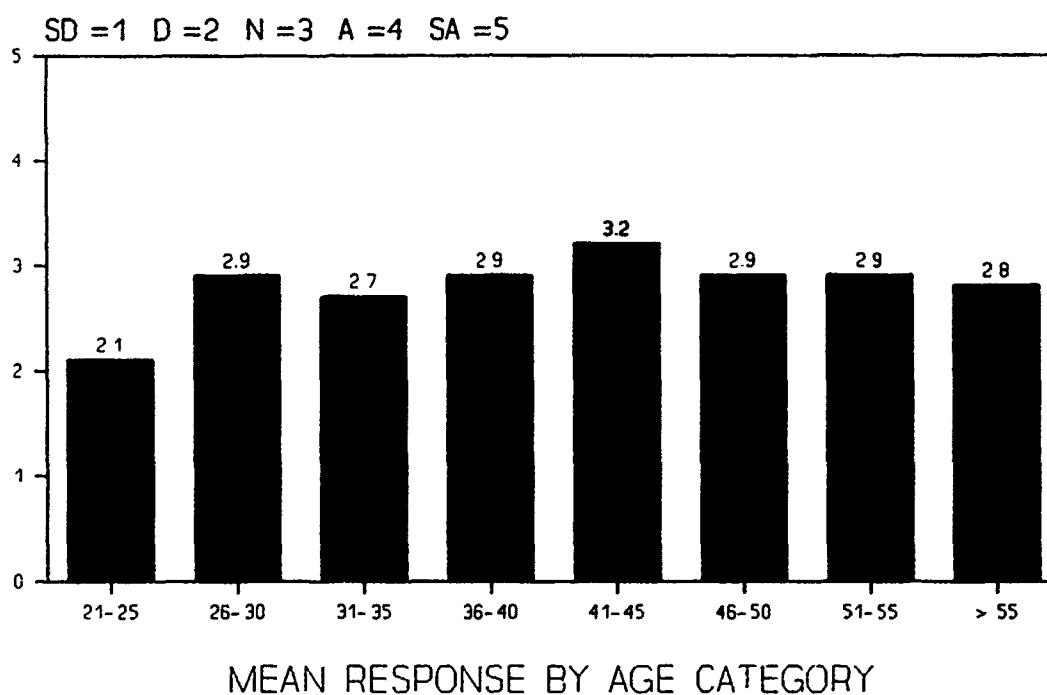


Figure 30



(2) Question 1-B Statement: *I am unsure how to apply for or obtain information about NAC-sponsored training.*

Figure 31 shows the frequency of all responses for Question 1-B. Sixty-one percent of the respondents were inclined to disagree to some extent with the statement, 22% were inclined to agree with the statement and 17% were neutral toward the statement. This indicates that a majority of the scientists and engineers are sure of the procedures to apply for or obtain information about NAC-sponsored training.

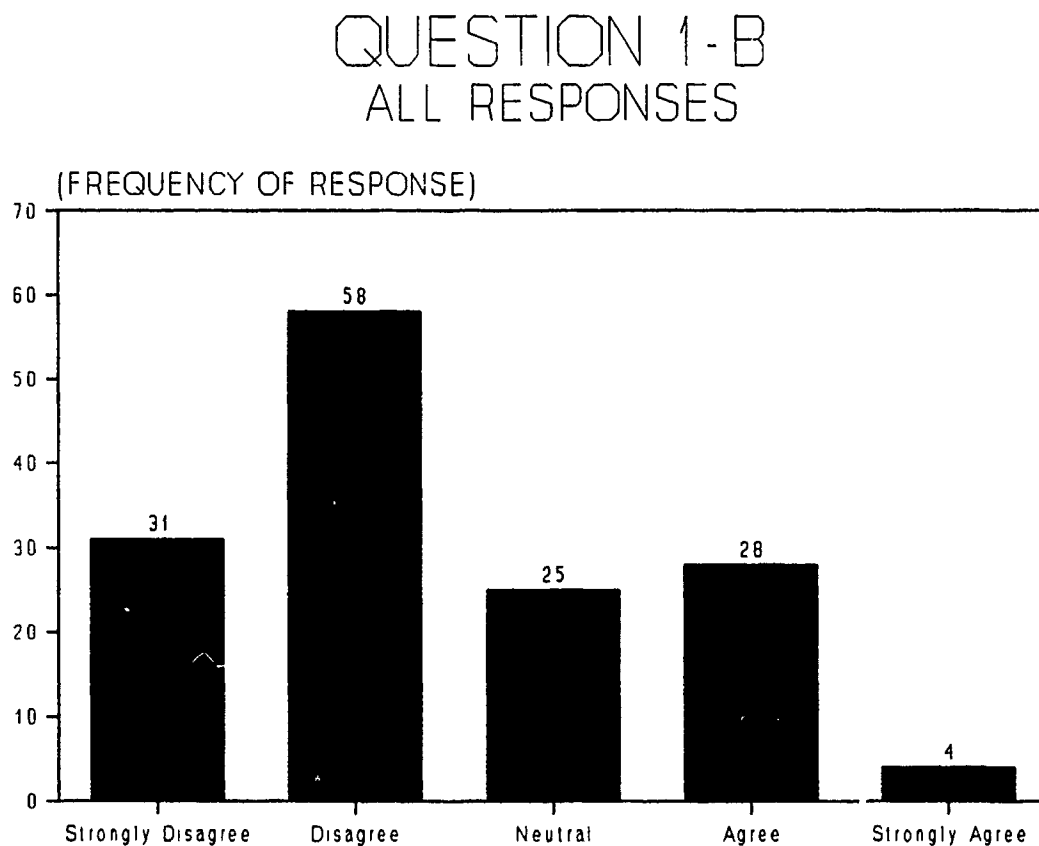


Figure 31

Figure 32 shows the average responses for Question 1-B by the total sample population, department, job category, gender and ethnicity. The average response for the total sample population indicates that scientists and engineers are inclined to disagree with the statement, but not strongly so.

The average response for each department is at or near the average response for the total sample population with very little difference between them.

The average response by job category shows that engineers are inclined to disagree considerably more with the statement than do scientists.

The average response for males and females is near the average response for the total sample population with very little difference between them.

The comparison of ethnic origin group average responses shows that Blacks are inclined to disagree with the statement more so than the average response for the total sample population or the other ethnic origins. The Hispanic ethnic origin average response is slightly higher than the average response for the total sample population.

# QUESTION 1-B

## BY TOTAL/ DEPT/ CATEGORY/ GENDER/ ETHNICITY

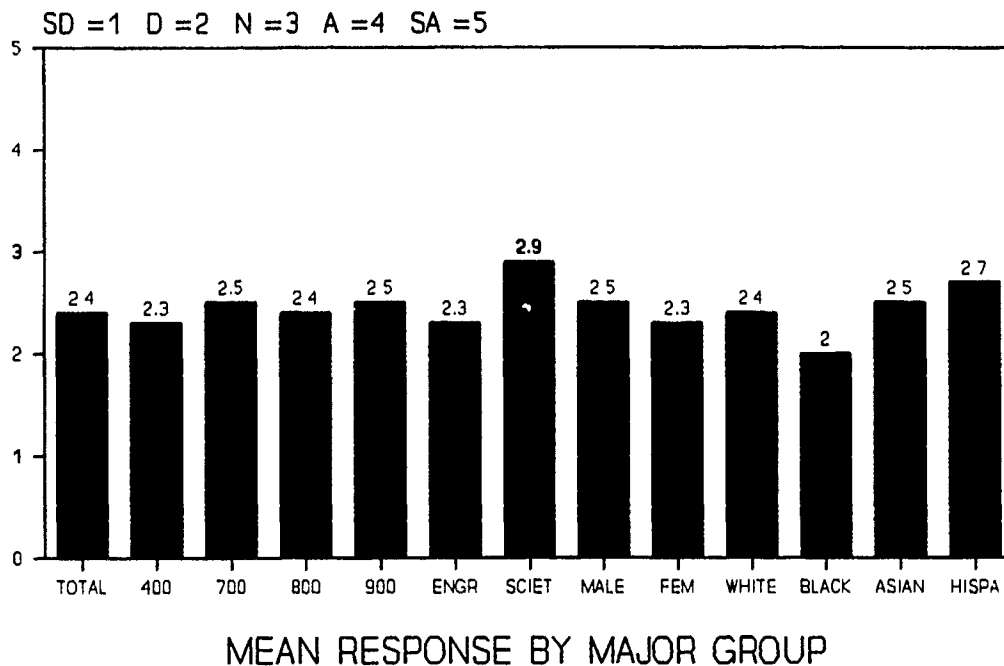


Figure 32

Figure 33 shows the average responses for Question 1-B by paygrade category, marital status and NAC experience. The average response by paygrade category indicates that, in general, familiarity with how to apply for or obtain information about NAC-sponsored training increases as paygrade increases.

The average response of single and married scientists and engineers indicates that there is very little difference between them in their opinion about this statement. Their

averages are very close to the average response for the total sample population.

The average response by NAC experience category shows that all categories are inclined to disagree with the statement. In general, the more experience at NAC, the greater disagreement there is with the statement.

## QUESTION 1-B BY PAYGRADE/MARITAL STATUS/EXPERIENCE

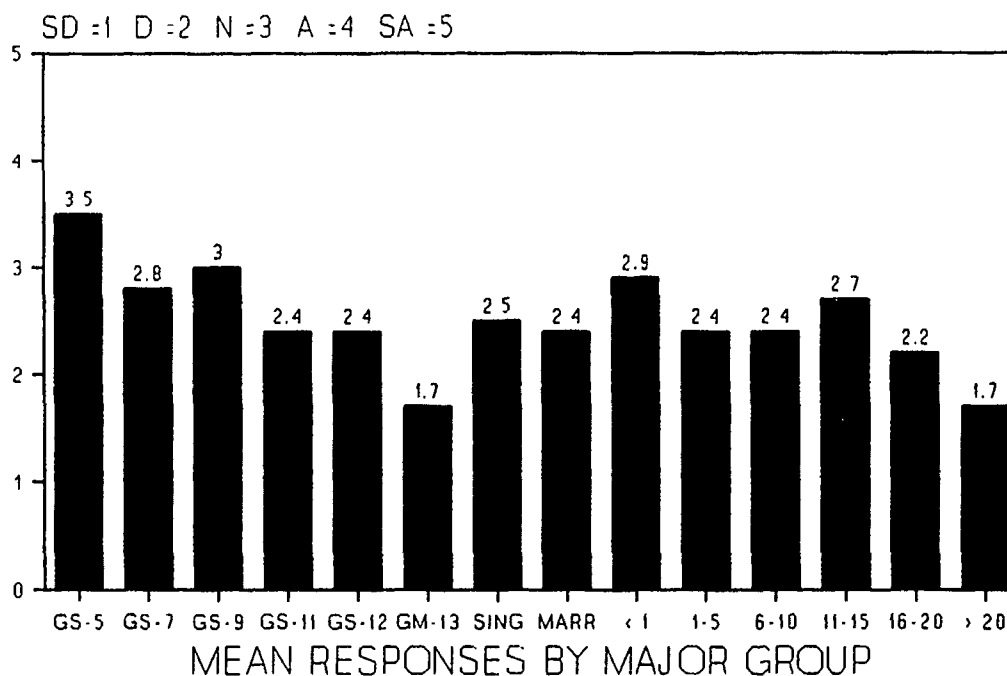
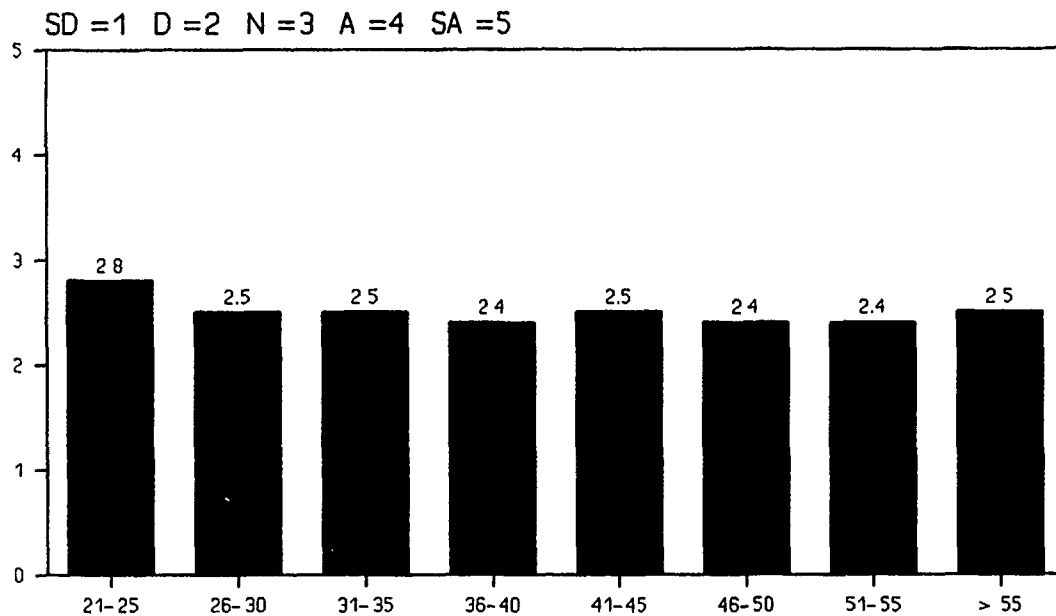


**Figure 33**

Figure 34 shows the average response for Question 1-B by age group category. The 21-25 year old age group category is the only age group which is considerably different than the

average response for the total sample population. This group is less sure of how to apply for or obtain information about NAC-sponsored training than the other age groups.

## QUESTION 1-B BY AGE CATEGORY



MEAN RESPONSE BY AGE CATEGORY

Figure 34

(3) *Question 1-C Statement: In general, NAC is responsive to suggestions for improving the quality of the courses given.*

Figure 35 shows the frequency of all responses for Question 1-C. Forty-eight percent of the respondents were

neutral towards this statement, 34% were inclined to agree to some extent with the statement and the remaining 18% were inclined to disagree with the statement. These average responses indicate that there does not appear to be any widespread problem with NAC's responsiveness to suggestions for improving the quality of the courses given.

### QUESTION 1-C ALL RESPONSES

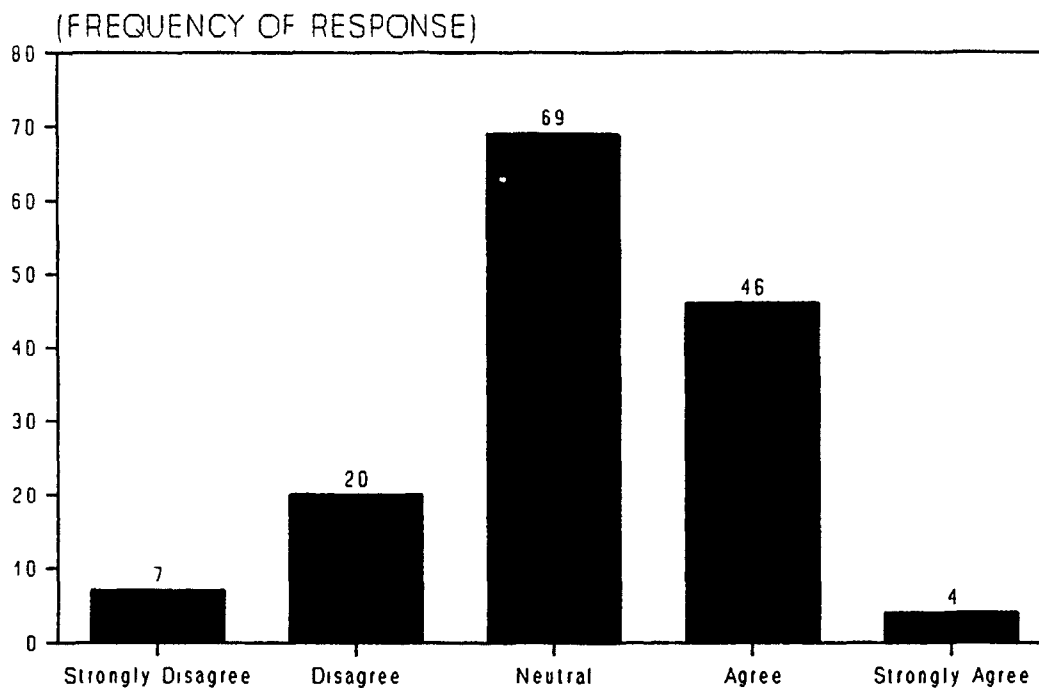


Figure 35

Figure 36 shows the average responses for Question 1-C by the total sample population, department, job category, gender and ethnicity. The average response for the total sample

population is slightly above neutrality towards the statement.

Departments 800 and 900's average responses are neutral toward the statement. Departments 400 and 700's average responses showed that these departments are slightly inclined to agree with the statement.

There is no difference of opinion between job categories or gender groups.

The comparison of ethnic origin group average responses shows that Asians are inclined to agree with the statement the most of all ethnic origins and is considerably higher than the average response for the total sample population. In contrast, the Hispanic ethnic origin group average response shows that this ethnic group is inclined to disagree to some extent with the statement and is considerably below the average response for the total sample population. The average response for Whites and Blacks is the same as that of the total sample population.

# QUESTION 1-C

## BY TOTAL/ DEPT/ CATEGORY/ GENDER/ ETHNICITY

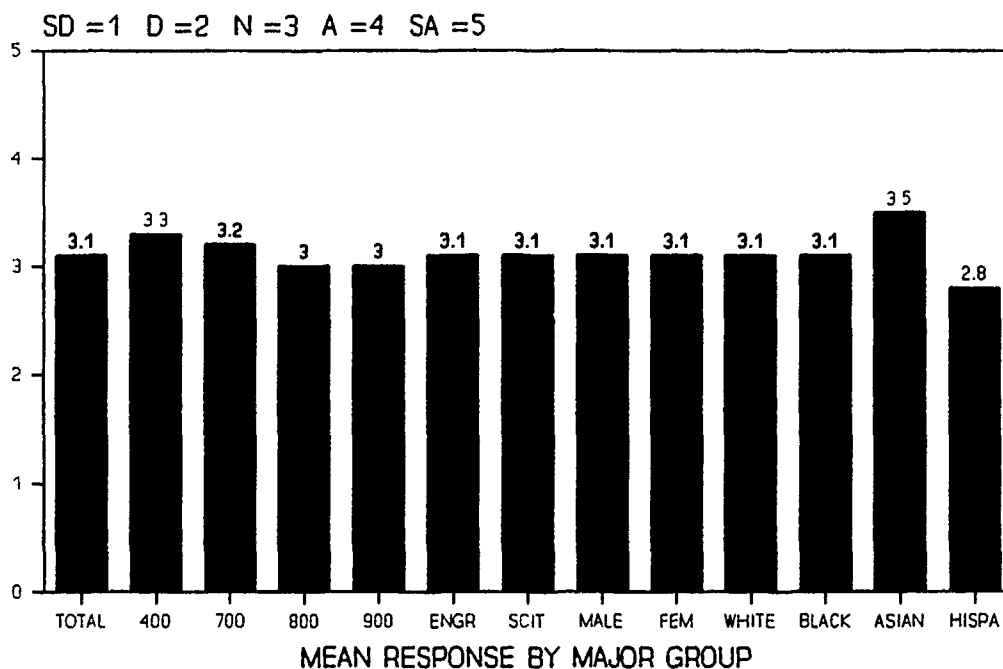


Figure 36

Figure 37 shows the average responses for Question 1-C by paygrade category, marital status and NAC experience. The GS-5, GS-9 and GM-13 paygrade category average responses indicates that these paygrade categories are inclined to agree with the statement and believe NAC is responsive to suggestions for improving the quality of the courses given. The other paygrade categories are neutral toward the statement or are slightly above neutrality.



The average response by marital status indicates single respondents are neutral toward the statement while married respondents are slightly inclined to agree with the statement.

The only trend noted by the average responses by experience group category is that the greater than 20 year group category is slightly more inclined to agree with the statement than the other experience group categories.

### QUESTION 1-C BY PAYGRADE/MARITAL STATUS/ EXPERIENCE

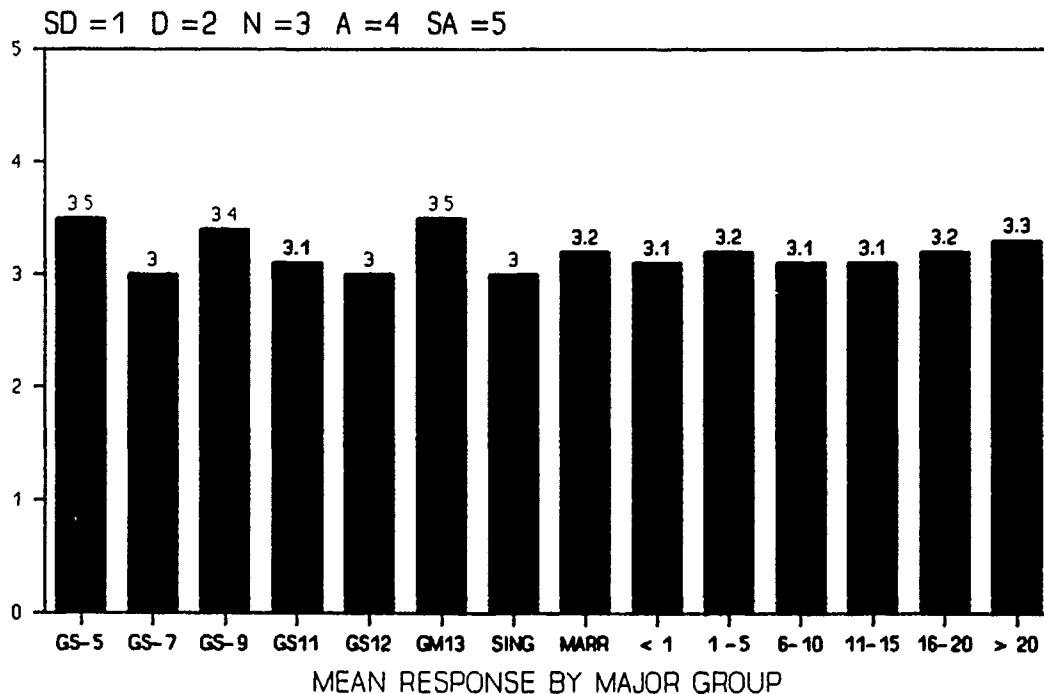


Figure 37

Figure 38 shows the average response for Question 1-C by age group category. There are no trends indicated among the eight age group categories. All average responses are at or near the average response for the total sample population.

### QUESTION 1-C BY AGE CATEGORY

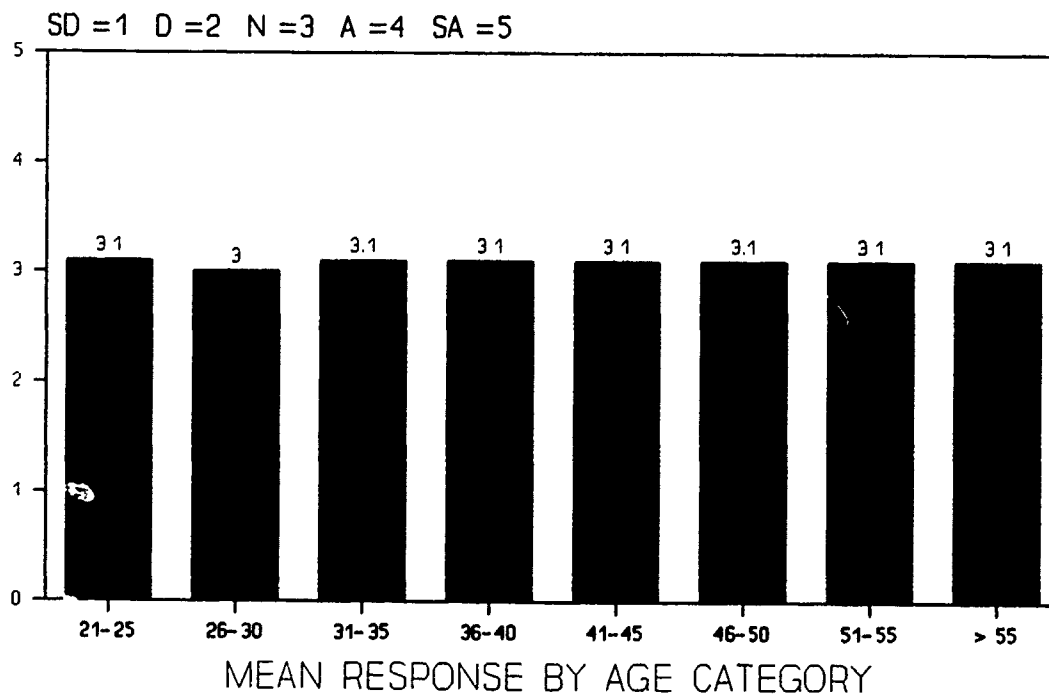


Figure 38

(4) Question 1-D Statement: A purpose of NAC-sponsored training is to reward good performance.

Figure 39 shows the frequency of all responses for Question 1-D. Seventy-three percent of the respondents

were inclined to disagree with the statement to some extent, 18% were neutral toward the statement and only 9% were inclined to agree with the statement. These averages indicate that very few engineers and scientists believe that a purpose of NAC-sponsored training is to reward good performance.

## QUESTION 1-D ALL RESPONSES

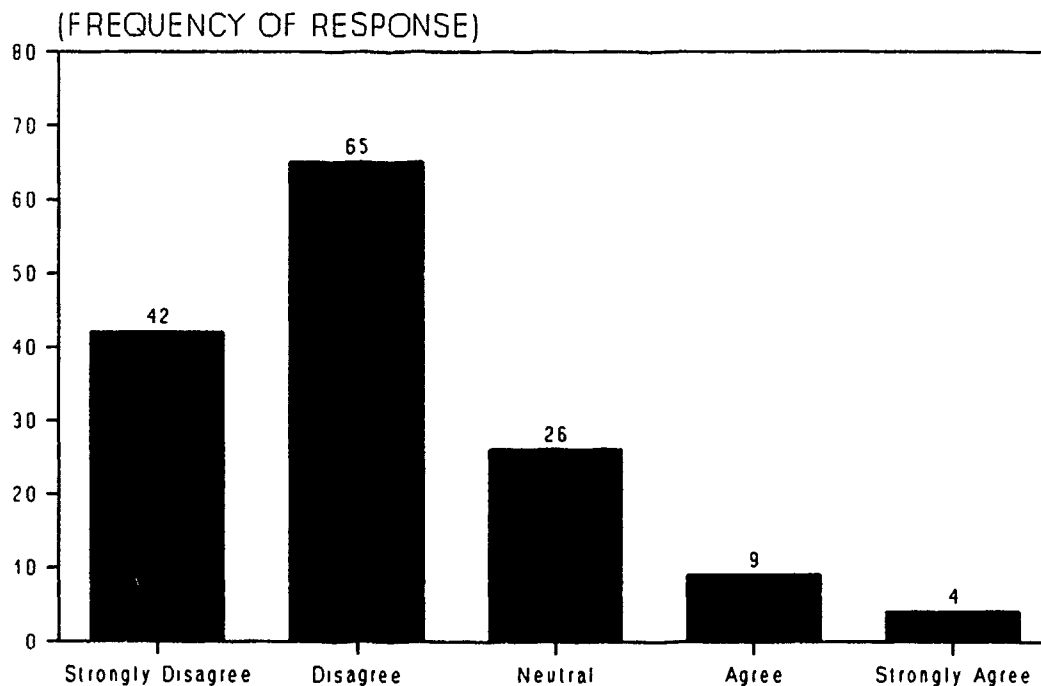


Figure 39

Figure 40 shows the average responses for Question 1-D by the total sample population, department, job category, gender and ethnicity. The average response for the total sample

population indicates the sample population disagrees with the statement, but not strongly so.

There is very little difference among the average responses of the four departments surveyed. Department 400's average response is however not as close to the average response of the total sample population as the other departments. This indicates Department 400 disagrees slightly more with the statement than the total sample population.

There is a considerable difference between the opinions of engineers and scientists for the Question 1-D statement. Scientists were inclined to disagree much less with the statement than did engineers.

There is very little difference between the opinions of males and females to the statement although the average response for females was above the average response for the total sample population and the average response for males was below the average response for the total sample population.

The comparison of the average responses by ethnic group indicates that Blacks and Hispanics are inclined to disagree less with the statement than Whites, Asians and the total sample population.

# QUESTION 1-D

## BY TOTAL/ DEPT/ CATEGORY/ GENDER/ ETHNICITY

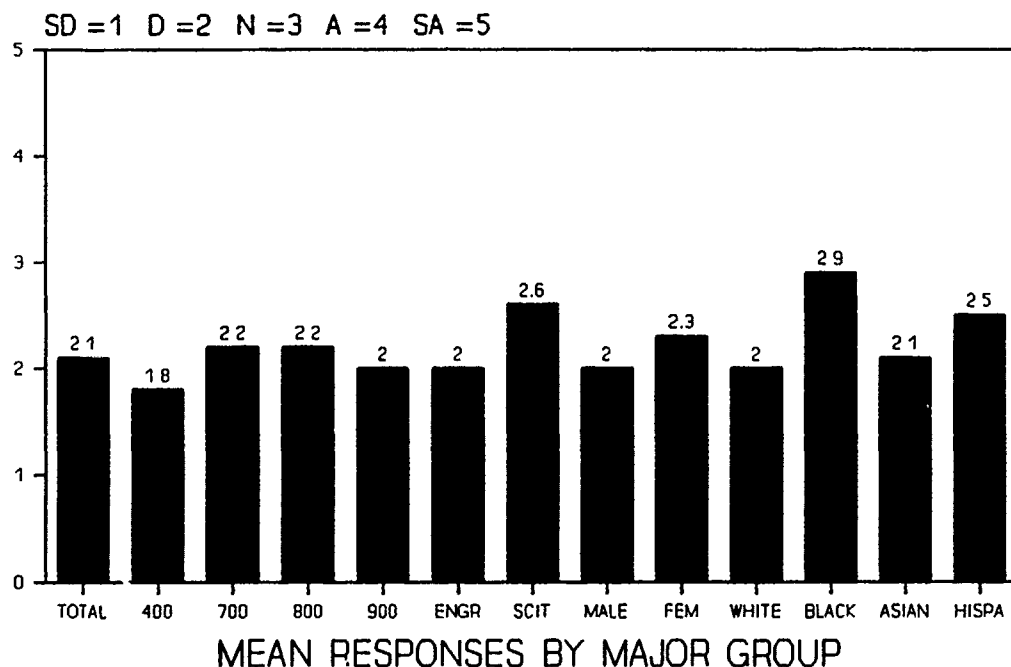


Figure 40

Figure 41 shows the average responses for Question 1-D by paygrade category, marital status and experience at NAC. The average response by paygrade category indicates that, in general, there is greater disagreement with this statement as paygrade increases. Managers are inclined to disagree strongly with the statement, whereas the other paygrades disagree with the statement, but not strongly so.

There is very little difference between opinions of married and single respondents as each group is close to the average response of the total sample population.

The comparison of average responses by experience indicates that the 11-15 and > 20 years of experience at NAC groups are inclined to disagree with the statement more so than the other experience group categories.

## QUESTION 1-D BY PAYGRADE/MARITAL STATUS/ EXPERIENCE

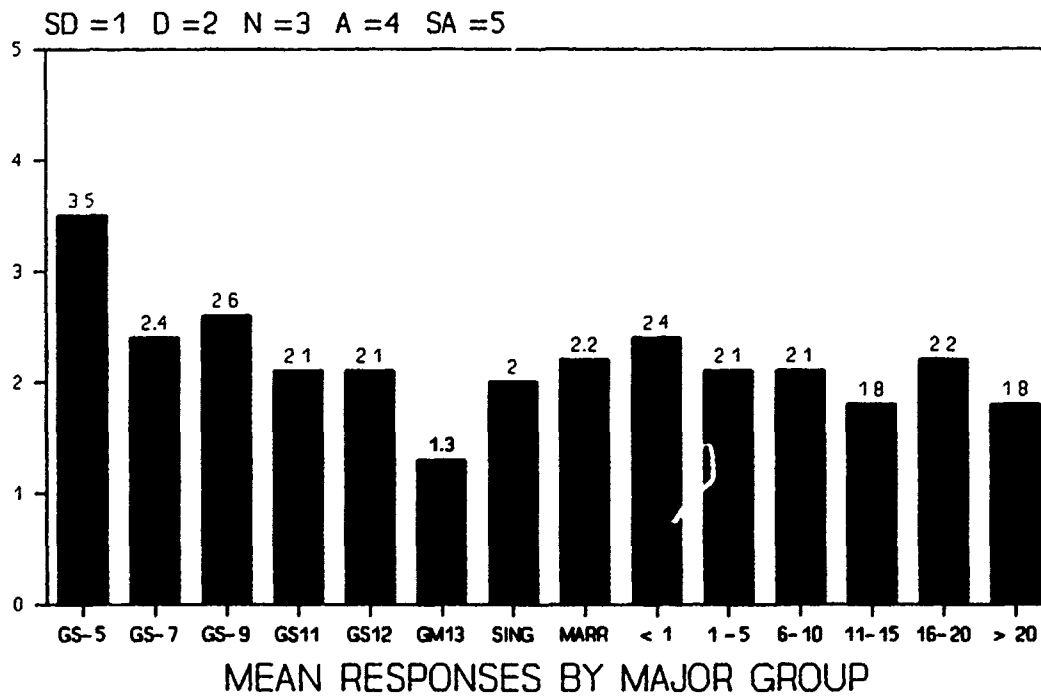


Figure 41

Figure 42 shows the average response for Question 1-D by age category. The 21-25 year old group is inclined to disagree with the statement less than the other categories and the total sample population and the 31-35 year old group is

inclined to disagree with the statement more than the other categories and the total sample population.

## QUESTION 1-D BY AGE CATEGORY

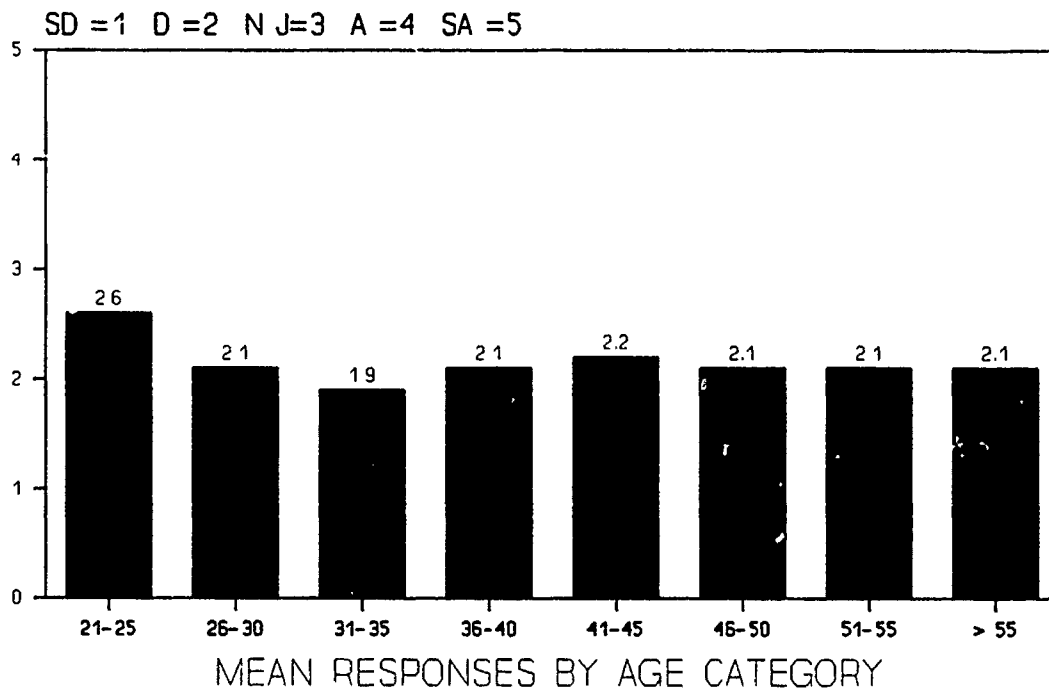


Figure 42

(5) Question 1-E Statement: A purpose of NAC-sponsored training is to correct job performance deficiencies.

Figure 43 shows the frequency of all responses for Question 1-E. Forty-five percent of the respondents were

inclined to agree with the statement to some extent, 33% were inclined to disagree with the statement and 22% were neutral toward the statement. These percentages indicate that there is widespread disagreement among scientists and engineers as to whether training at NAC is used to correct job performance deficiencies.

### QUESTION 1-E ALL RESPONSES

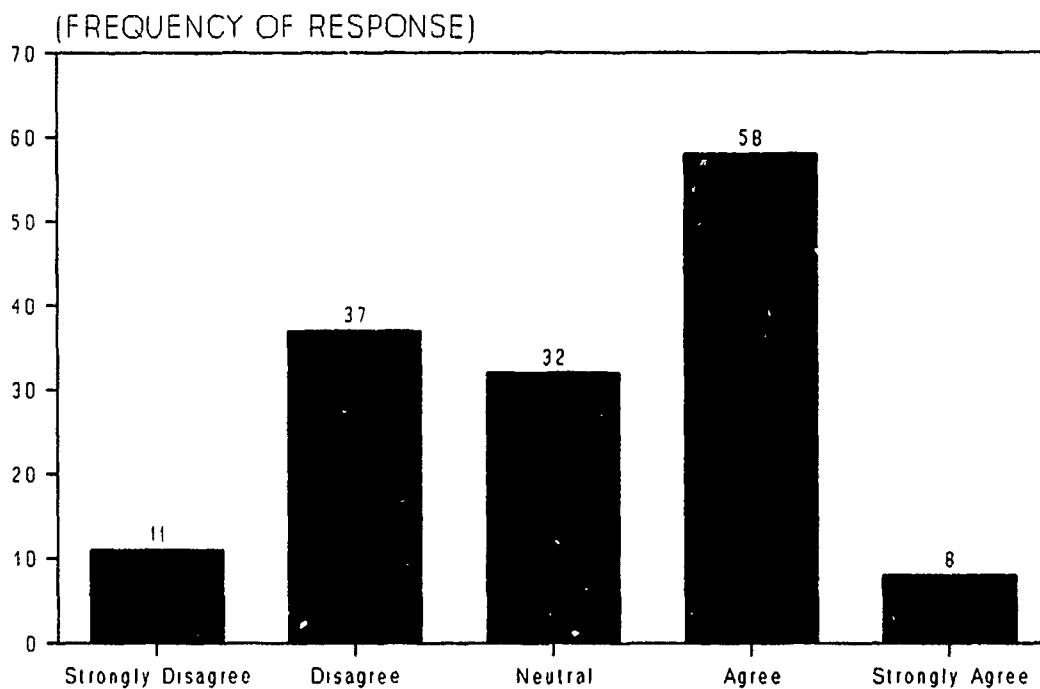


Figure 43

Figure 44 shows the average responses for Question 1-E by the total sample population, department, job category, gender and ethnicity. The average response for the total sample



population indicates that scientists and engineers overall are inclined to slightly agree with the statement.

A comparison of average responses for each department surveyed shows that Departments 400 and 900 are inclined to slightly disagree with the statement while Departments 700 and 800 are inclined to slightly agree with the statement.

There is no difference of opinion between engineers or scientists. Their average responses are the same as the total sample population.

The average responses of males indicates that they are inclined to slightly disagree with the statement while the average responses of females shows that they are inclined to slightly agree with the statement.

There are no notable differences of opinion between ethnic origin groups with the exception of Blacks who are inclined to agree with the statement slightly more so than the other groups.

# QUESTION 1-E BY TOTAL/ DEPT/ CATEGORY/ GENDER/ ETHNICITY

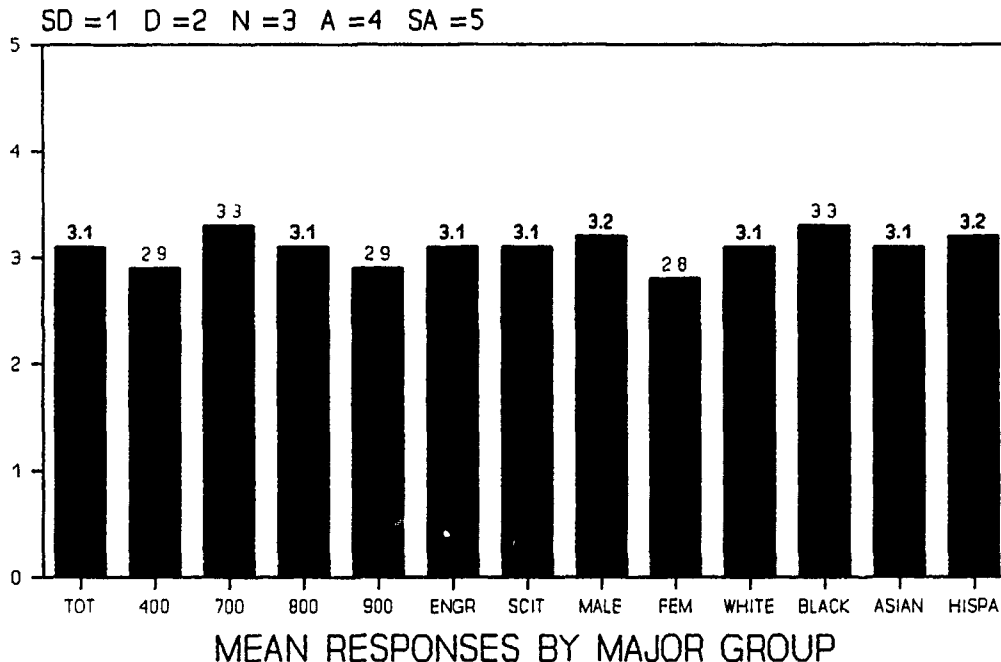


Figure 44

Figure 45 shows the average responses for Question 1-D by paygrade category, marital status and experience at NAC. The average response by paygrade category indicates that GS-9 and GS-12 paygrade categories are inclined to disagree with the statement to some extent while the other paygrade categories are inclined to agree with the statement.

There is no difference of opinion concerning the statement among single or married respondents.

The 11-15 years at NAC group is the only group whose average response indicates that they are inclined to disagree with the statement. The 16-20 years at NAC group's average

response shows that this group agrees with the statement much more strongly so than the other experience groups which are inclined to agree with the statement.

## QUESTION 1-E BY PAYGRADE/MARITAL STATUS/ EXPERIENCE

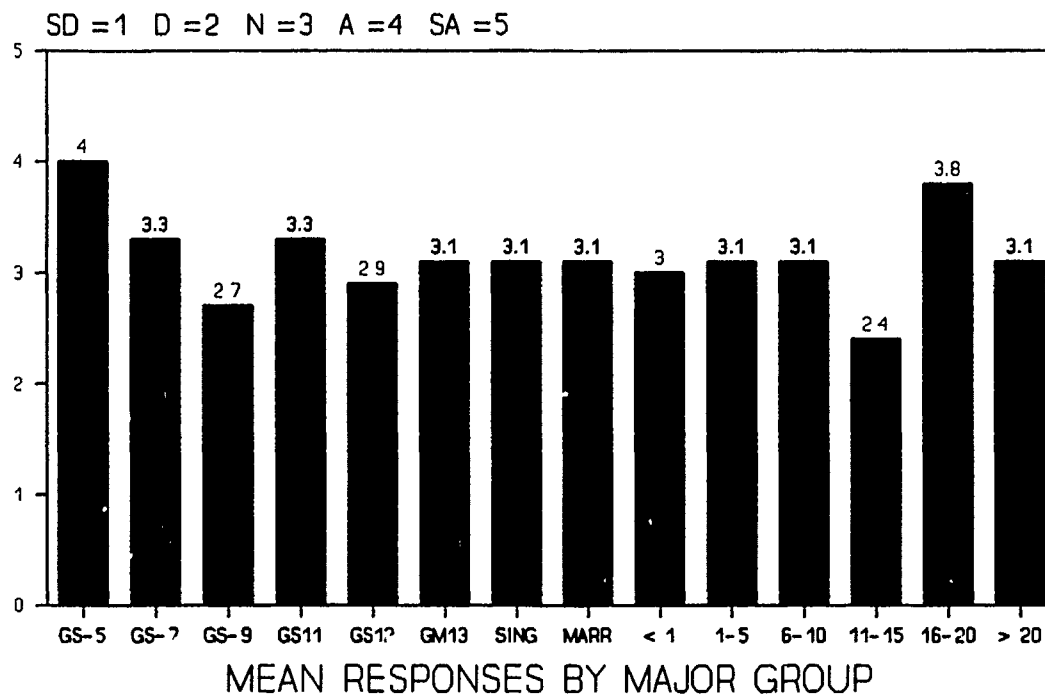


Figure 45

Figure 46 shows the average response for Question 1-D by age category. The average responses of the 21-25 and 41-45 year old age groups indicates that they are inclined to agree with the statement slightly more so than the other age categories and the total sample population.

## QUESTION 1-E BY AGE CATEGORY

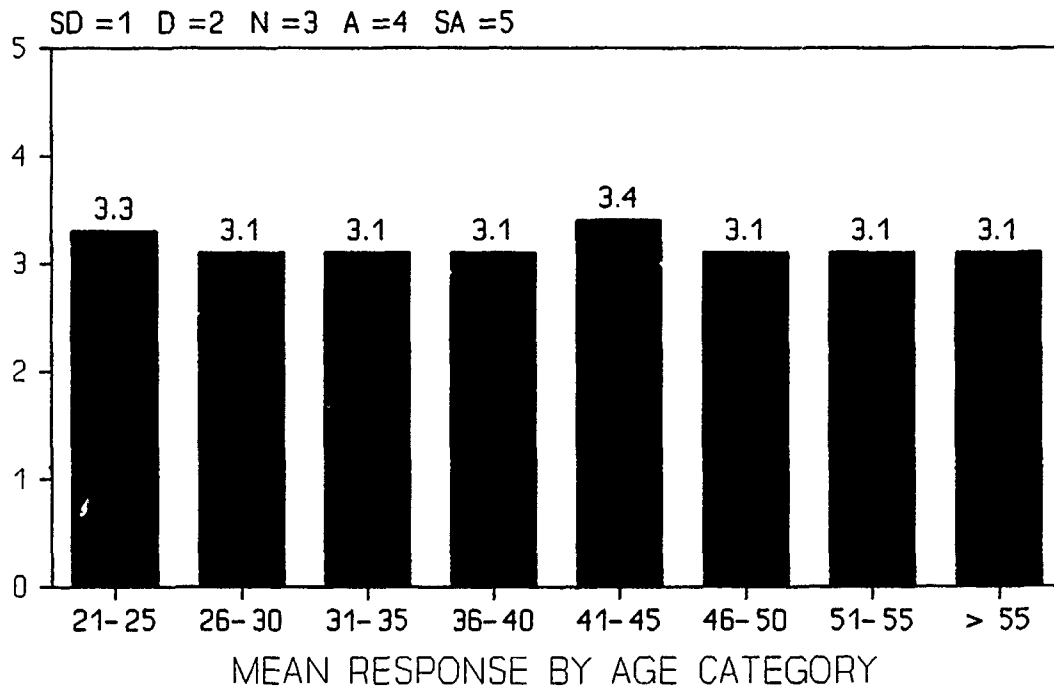


Figure 46

(6) Question 1-F Statement: A purpose of NAC-sponsored training is to contribute to the career development of NAC employees.

Figure 47 shows the frequency of all responses for Question 1-F. Eighty-eight percent of the respondents agreed to some extent to the statement. The other 12% is evenly divided between those who disagree with the statement and those who are neutral toward the statement. The average

response percentages indicates that there is general agreement that NAC-sponsored training is designed to contribute to the career development of scientists and engineers.

## QUESTION 1-F ALL RESPONSES

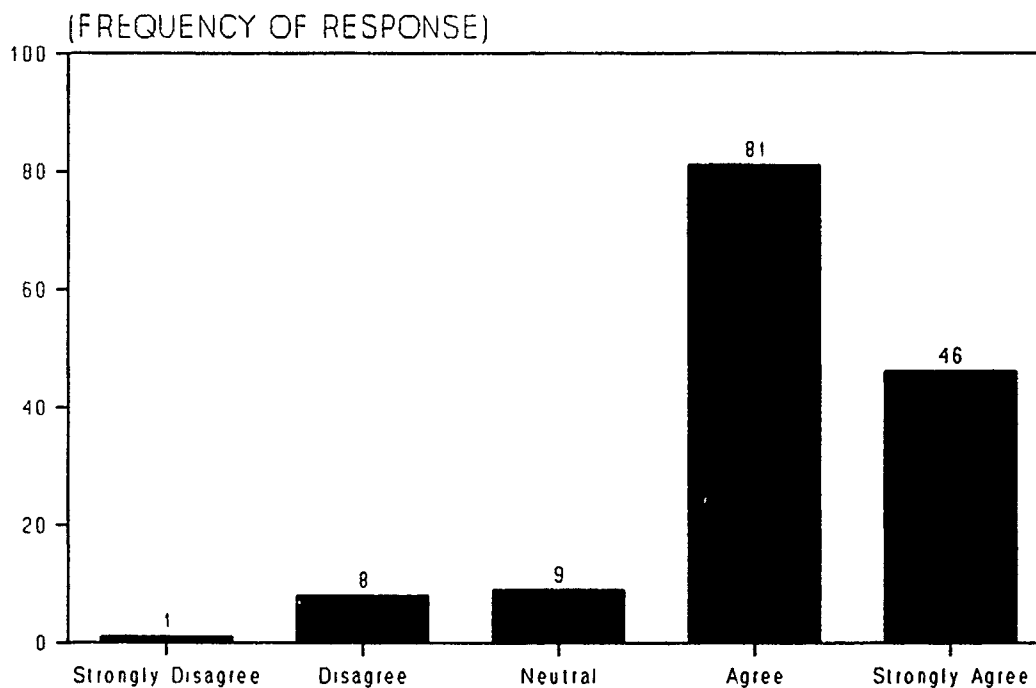


Figure 47

Figure 48 shows the average responses for Question 1-F by the total sample population, department, job category, gender and ethnicity. The average response for the total sample population indicates that scientists and engineers are inclined to agree with the statement, but not strongly so.

There is very little difference of opinion between departments surveyed except for Department 400 whose average response shows that this department agrees slightly more with the statement than the other departments.

The average response of engineers indicates that they are inclined to agree more with the statement than do scientists.

The average response of males shows that they are inclined to agree more with the statement than do females.

The only notable difference of opinion among ethnic groups is with the Hispanic ethnic origin group. The average response of this group indicates that they agree considerably more so with the statement than do any of the other ethnic groups.

# QUESTION 1-F

## BY TOTAL/ DEPT/ CATEGORY/ GENDER/ ETHNICITY

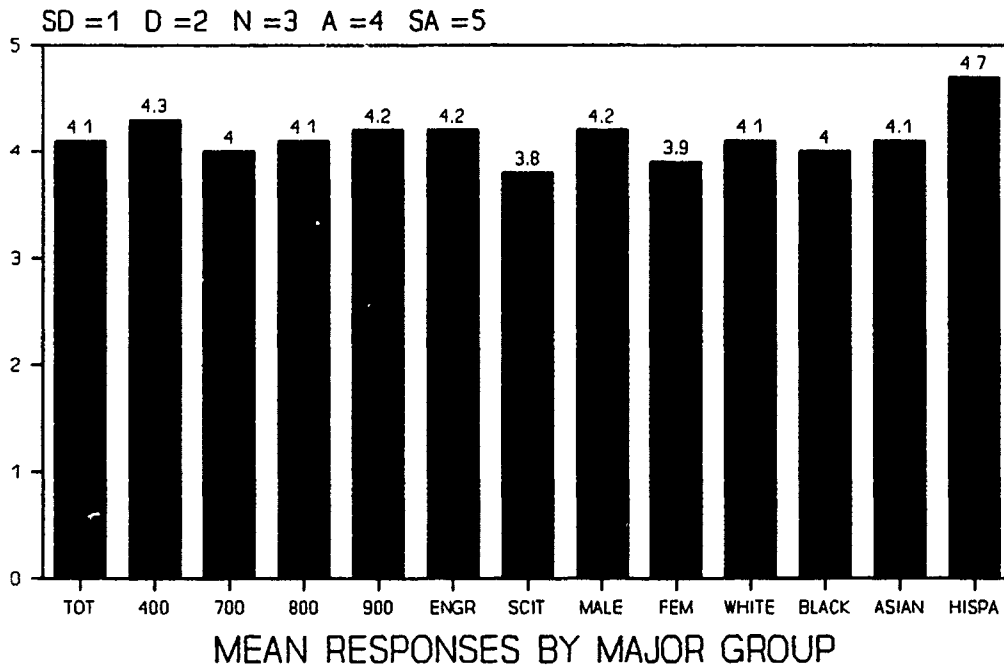


Figure 48

Figure 49 shows the average responses for Question 1-F by paygrade category, marital status and experience at NAC. The comparison of the average responses of the paygrade categories indicates that managers (GM-13) are inclined to agree with the statement more strongly than any other paygrade category. The GS-9 paygrade category agrees with the statement much less than any of the other paygrade categories.

There is very little difference between the opinions of single or married respondents. The average response of both groups is close to the average of the total sample population.

The comparison of the experience categories shows that respondents with 11-15 years of experience at NAC are inclined to agree with the statement less than those who have more experience at NAC than they do, and those who have less experience at NAC than they have.

## QUESTION 1-F BY PAYGRADE/MARITAL STATUS/EXPERIENCE

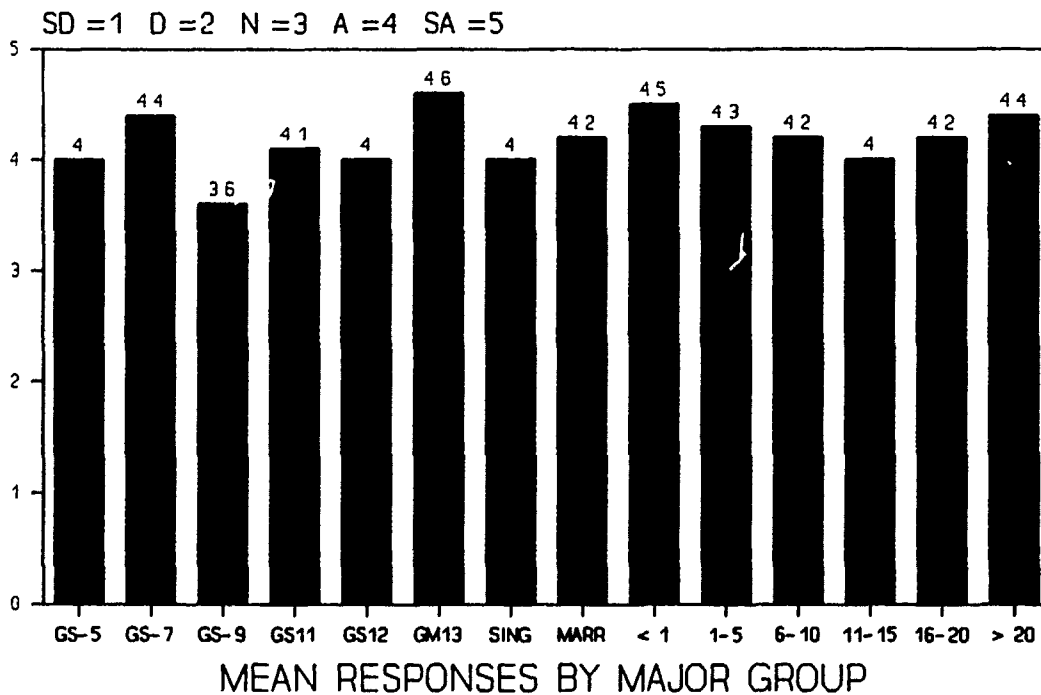


Figure 49

Figure 50 shows the average response for Question 1-F by age group category. The average response of the 31-35 year old age group category indicates that this age group agrees



with the statement slightly less than the other age group categories.

## QUESTION 1-F BY AGE CATEGORY

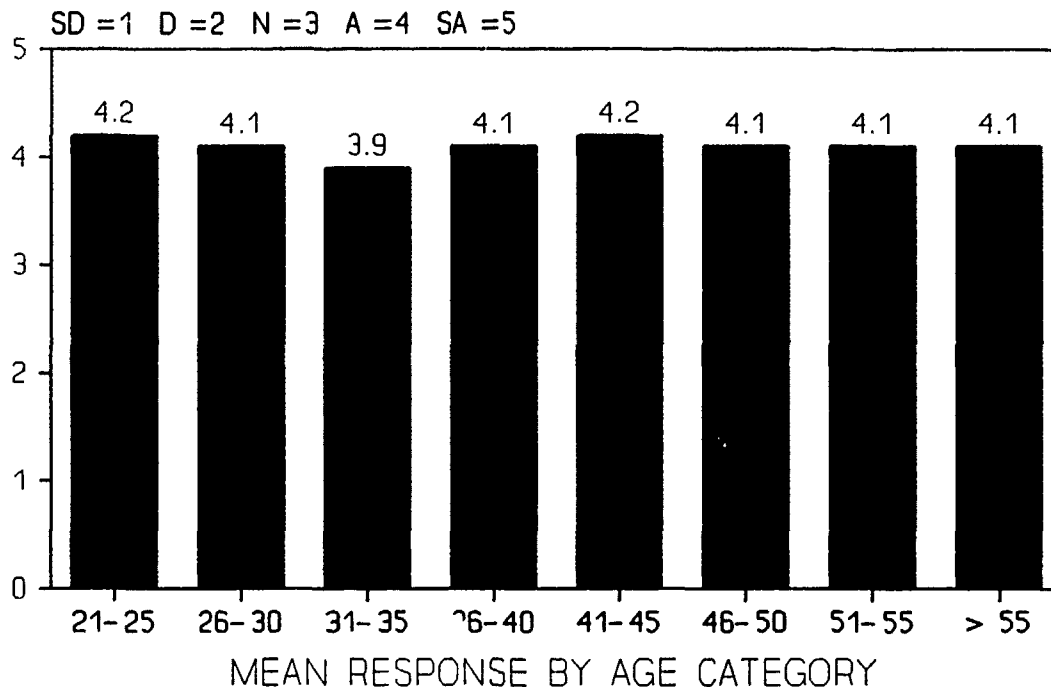


Figure 50

(7) Question 1-G Statement: *I would be more interested in NAC-sponsored training if I knew more about it.*

Figure 51 shows the frequency of all responses for Question 1-G. Fifty-five percent of the respondents were inclined to agree with the statement to some extent, 19% were inclined to disagree with the statement, and 26% were neutral

toward the statement. The average response percentages indicates that there would be considerably more interest in NAC-sponsored training if more was known about it.

## QUESTION 1-G ALL RESPONSES

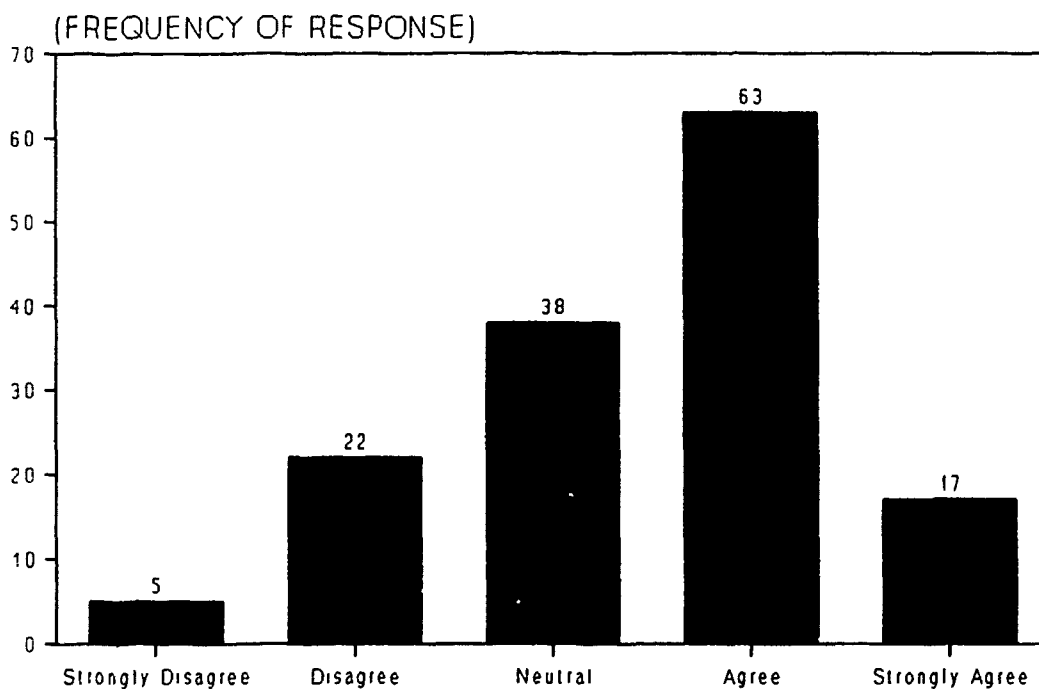


Figure 51

Figure 52 shows the average responses for Question 1-G by the total sample population, department, job category, gender and ethnicity. The average response for the total sample population indicates that scientists and engineers are inclined to agree with the statement, but not strongly so.

The average response for each department shows that Departments 400 and 700 are inclined to agree with the statement more so than Departments 800 and 900.

The average response by job category indicates that scientists agree with the statement to a greater extent than do engineers.

The average response by gender category indicates that females agree with the statement to a greater extent than do males.

The comparison of average responses for ethnic groups shows that Hispanics are inclined to agree with the statement to a greater extent than do any of the other ethnic groups.

# QUESTION 1-G BY TOTAL/ DEPT/ CATEGORY/ GENDER/ ETHNICITY

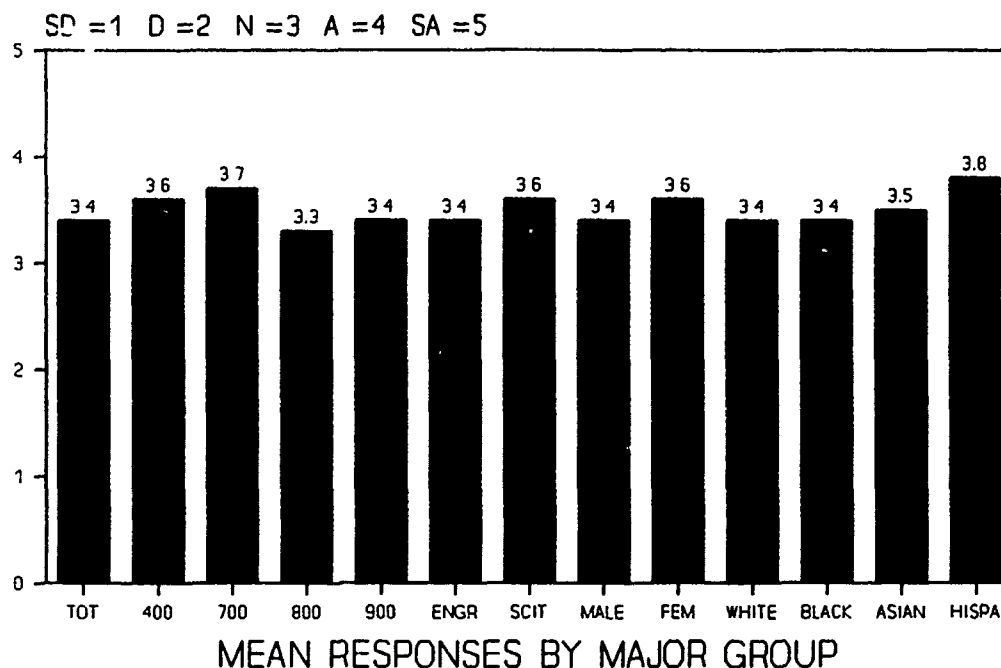


Figure 52

Figure 53 shows the average responses for Question 1-G by paygrade category, marital status and experience at NAC. Within the paygrade categories, both GS-5 respondents strongly agreed with the statement and the remainder of the GS-paygrades agreed with the statement to some extent. The average response of the managers in the GM-13 paygrade indicates that this group does not agree with the statement.

There is very little difference of opinion between single and married respondents. Both groups average at or near the average response of the total sample population.

The comparison of average responses of experience at NAC categories shows that those respondents with up to 10 years of experience at NAC agree with the statement to some extent. An analysis of average responses of those respondents who have more than 10 years of experience at NAC shows that they neither agree or disagree with the statement, but are neutral.

## QUESTION 1-G BY PAYGRADE/MARITAL STATUS/ EXPERIENCE

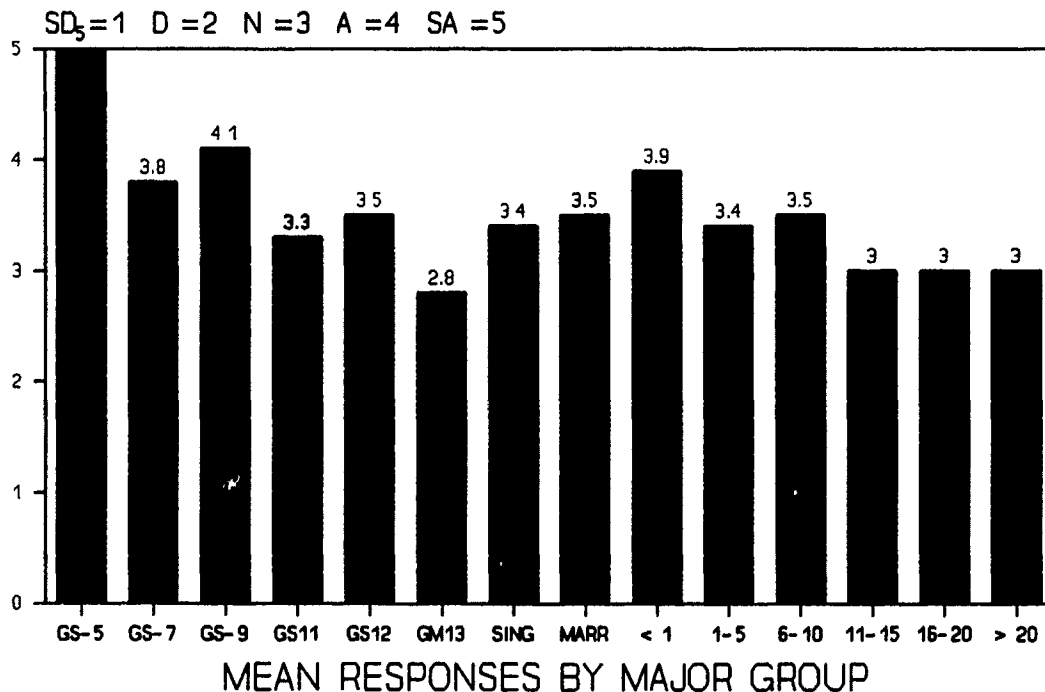


Figure 53

Figure 54 shows the average response for Question 1-G by age group category. The average response of the 21-25 year old age group is the only one which is considerably different

than those of the other age group categories. The 21-25 year old age group is inclined to agree to a greater extent with the statement than the other age groups.

## QUESTION 1-G BY AGE CATEGORY

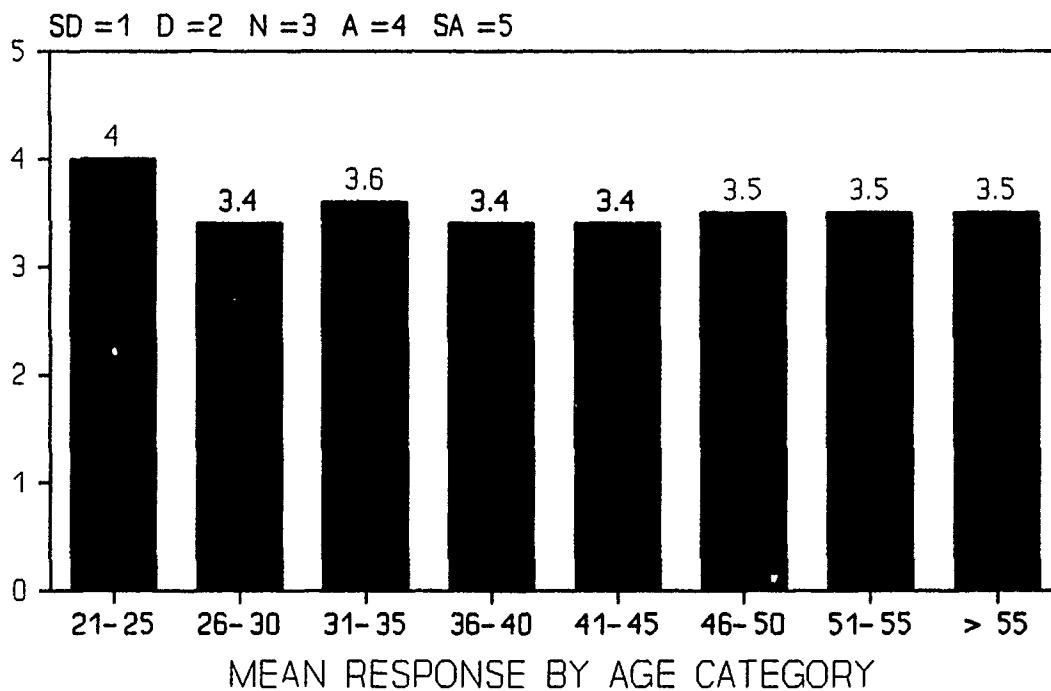


Figure 54

### ***b. Question 2: Do you have an Individual Development Plan (IDP)?***

Figure 55 shows the numbers and percentages of all responses to Question 2. Eight out of every ten scientists and engineers have an IDP.

## QUESTION 2 ALL RESPONSES

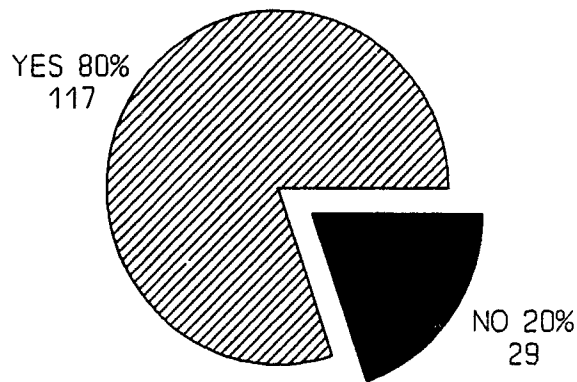


Figure 55

Figure 56 shows the frequency of responses for Question 2 by department and job category. An analysis of no/yes responses for each department shows that Department 700 has the highest percentage of engineers and scientists who do not have an IDP. One out of every three respondents from Department 700 did not have an IDP. The next closest department is Department 900 with 22% of its scientists and engineers who do not have IDPs. The lowest percentage of engineers and scientists who do not have an IDP are from Departments 400 and 800. Both of these departments averaged only 9% of its scientists and engineers who did not have an IDP.

The engineer community has a slightly higher percentage of people without an IDP (21%) than the scientist community (16%).

## QUESTION 2 BY DEPT/ CATEGORY

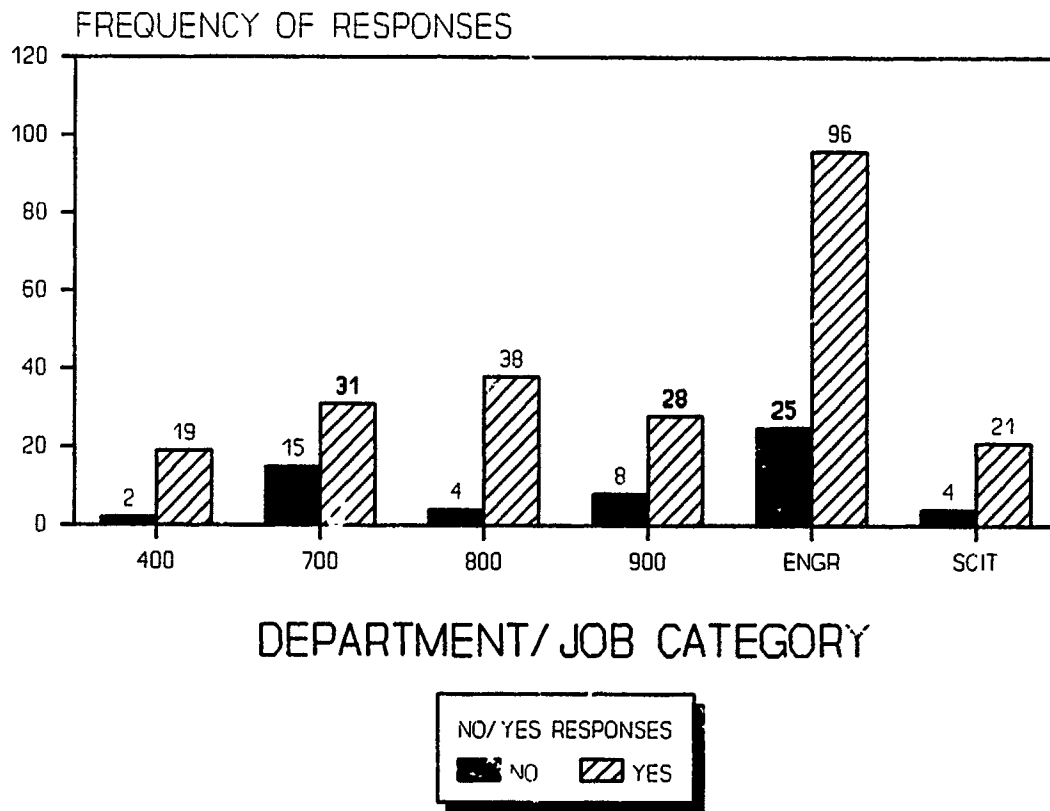


Figure 56

Figure 57 shows the frequency of response for Question 2 by paygrade category. An analysis of the no/yes responses by paygrade shows that one out of every three GS-11s did not have an IDP. In contrast, every manager (GM-13) had an IDP.



## QUESTION 2 BY PAYGRADE

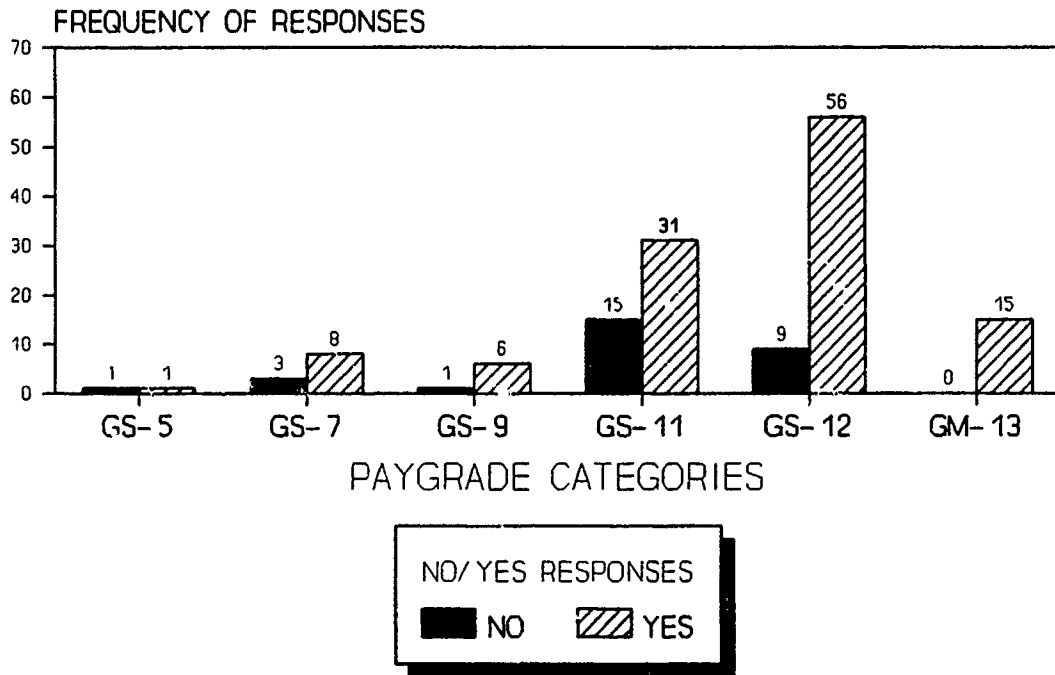


Figure 57

*c. Question 3: If you answered "Yes" to the above question (#2), does training have to be listed on the IDP for it to be approved?*

Figure 58 shows the numbers and percentages of all responses to Question 3. Fifty-three percent of those surveyed said that training did have to be listed on the IDP for it to be approved.

### QUESTION 3 ALL RESPONSES

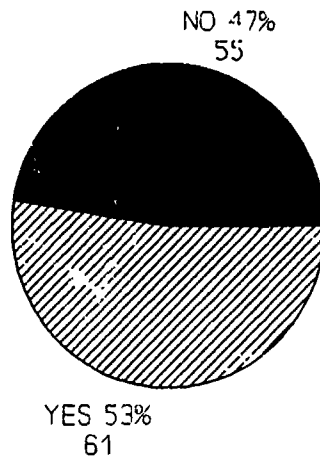


Figure 58

Figure 59 shows the frequency of responses for Question 3 by department and job category. An analysis of the no/yes responses by department indicates that Department 700 is the only department where a majority of its sample population is not required to have training listed on the IDP for it to be approved.

The comparison of responses by job category shows very little difference in their opinions. Engineers and scientists both have slightly more than 50% of their community who are required to have training listed on their IDP for it to be approved.

## QUESTION 3 BY DEPARTMENT/JOB CATEGORY

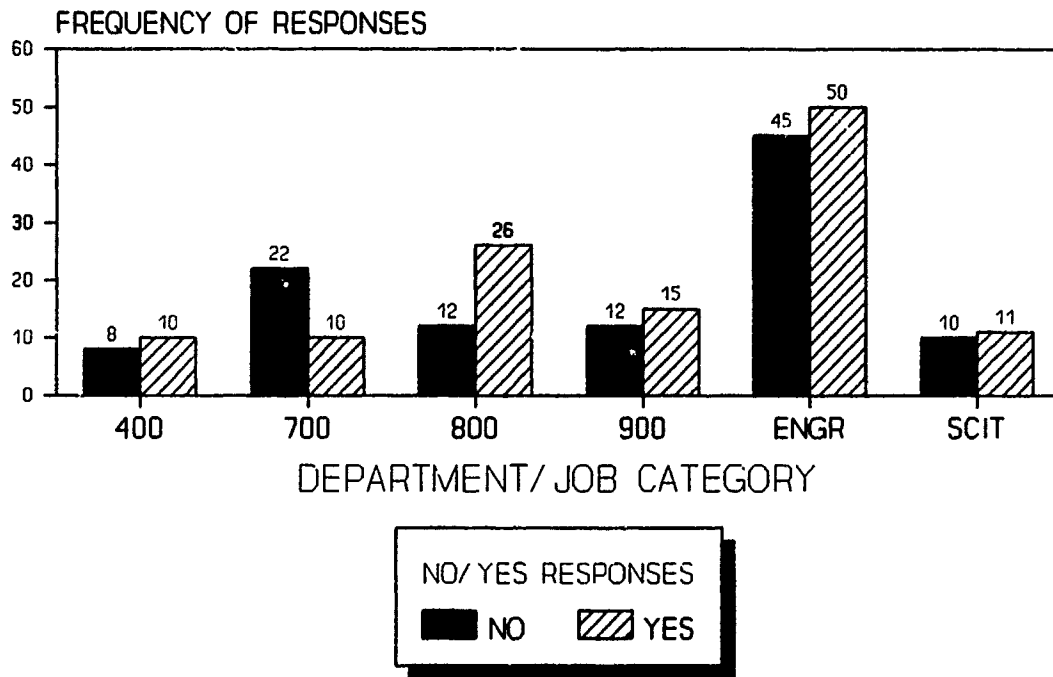


Figure 59

Figure 60 shows the frequency of responses for Question 3 by paygrade category. The only paygrade category which has a higher percentage of its members who do not have to have training listed on the IDP for it to be approved is GM-13, the managers.

# QUESTION 3 BY PAYGRADE

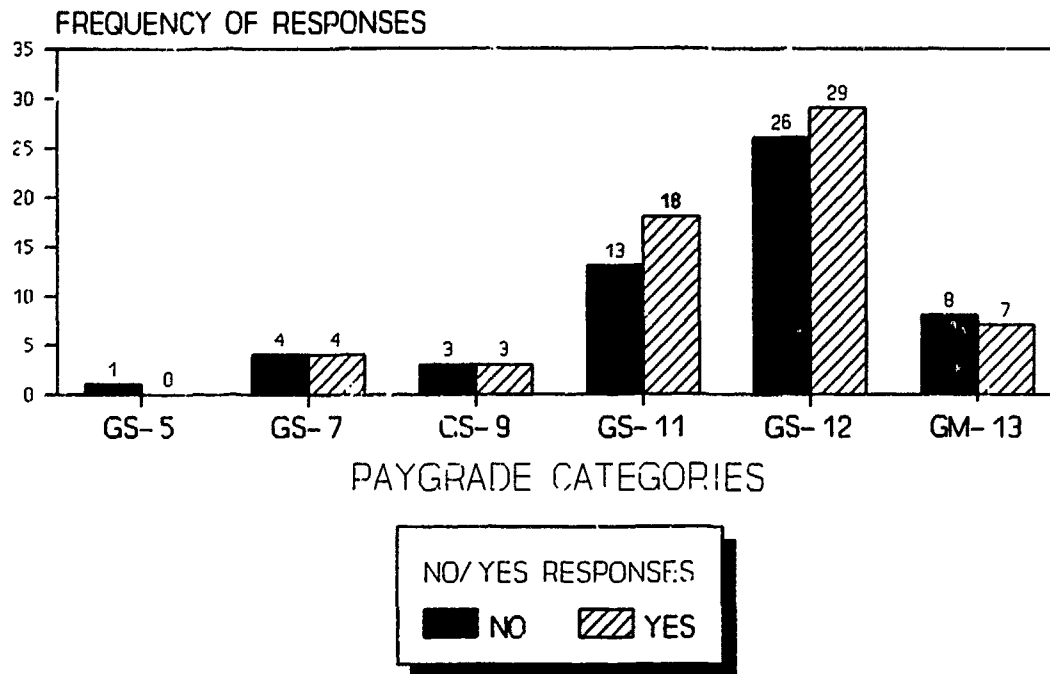


Figure 60

*d. Question 4: Does anyone, other than you, have input into your IDP?*

Figure 61 shows the frequency of all responses for Question 4. Fifty-four percent of those surveyed said that there is someone else who has input into their IDP.

## QUESTION 4 ALL RESPONSES

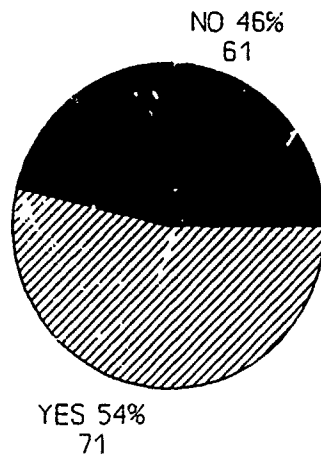


Figure 61

Figure 62 shows the frequency of responses for Question 4 by department and job category. An analysis of the no/yes responses by department shows that Department 800 is the only department where the majority of its scientists and engineers does not have anyone else provide input into their IDP.

The frequency of responses by job category indicates that scientists have a higher percentage of its community who have others provide input into their IDP than does the engineer community.

## QUESTION 4 BY DEPARTMENT/JOB CATEGORY

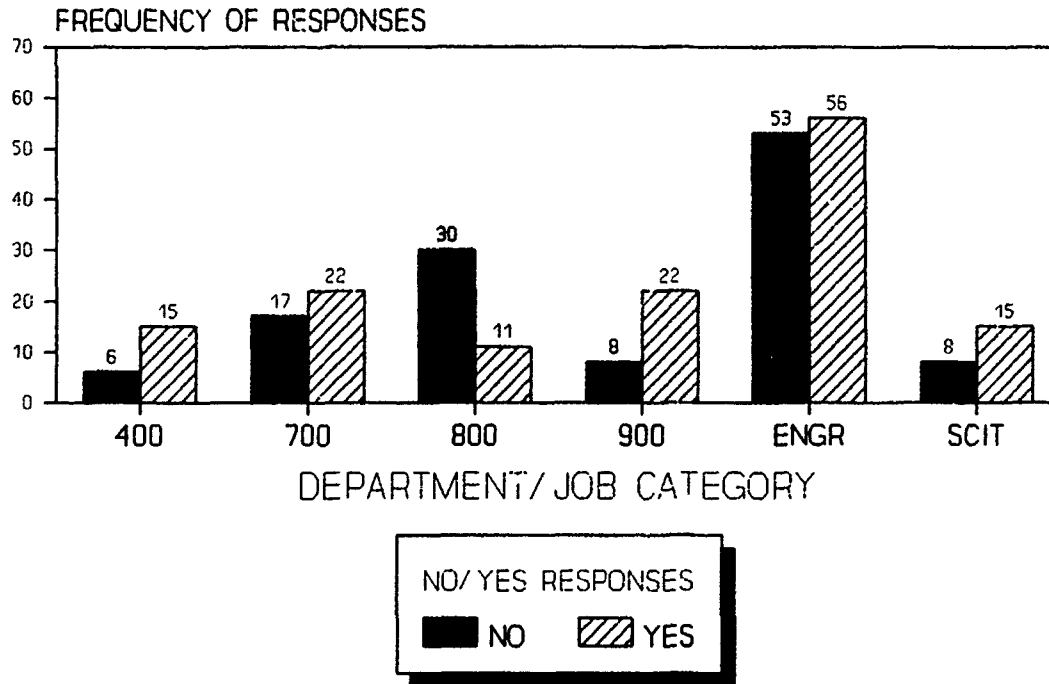


**Figure 62**

Figure 63 shows the frequency of responses for Question 4 by paygrade category. An analysis of the no/yes responses shows that the GS-11 paygrade category is the only group of engineers and scientists, other than the two GS-5s surveyed, who have a higher percentage of its members that does not have anyone else provide input into their IDP.

## QUESTION 4 BY PAYGRADE

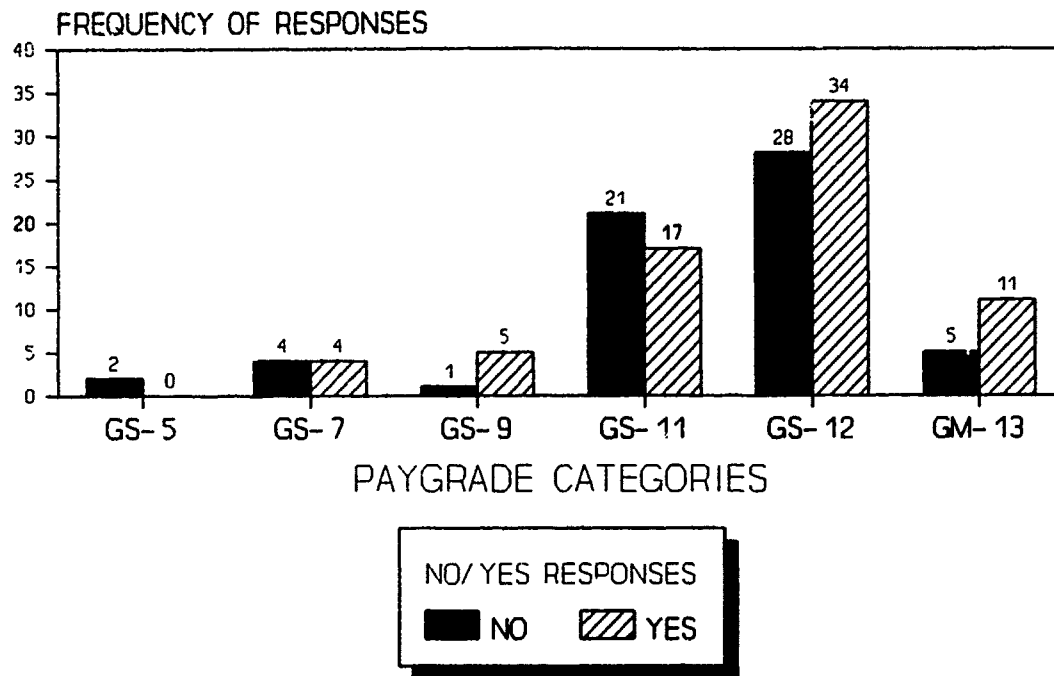


Figure 63

Table 2 shows the sources of those providing input into IDPs by department. Fifty percent of those who responded to the question said that their branch manager provided input into their IDP, 40% said their supervisor provided input, 7% said their mentor provided input, and two branch managers said their division director provided input into their IDP.

The comparison by department shows that 77% in Department 900 said that their branch manager provided the input, whereas 71% in Department 700 said that their supervisor provided the input.

TABLE 2.--SOURCES OF IDP INPUT, BY DEPARTMENT

| Department Totals |          |          |          |          |       |
|-------------------|----------|----------|----------|----------|-------|
| Input Source      | Dept 400 | Dept 700 | Dept 800 | Dept 900 | Total |
| Branch Manager    | 7        | 4        | 7        | 17       | 35    |
| Super-visor       | 7        | 15       | 3        | 3        | 28    |
| Mentor            | 1        | 1        | 1        | 2        | 5     |
| Div. Director     | 0        | 1        | 1        | 0        | 2     |
| Input Totals      | 15       | 21       | 12       | 22       | 70    |

*e. Question 5: What can be done to improve the IDP process?*

Table 3 provides a list of the most common comments made by scientists and engineers on how to improve the IDP process.



TABLE 3.--COMMENTS ON HOW TO IMPROVE THE IDP PROCESS

| Totals | Comments Made by the Total Sample Population                                           |
|--------|----------------------------------------------------------------------------------------|
| 16     | Need more information about available training.                                        |
| 11     | Define req/tasks/structure/career tracks.                                              |
| 9      | Make it mean something other than just an administrative task - use it, don't file it! |
| 6      | Emphasize its use/support.                                                             |
| 4      | Create a help desk/counseling service.                                                 |
| 4      | Make supervisor/management take more seriously.                                        |
| 4      | Make its use consistent between departments.                                           |
| 3      | Get managers and supervisors more involved.                                            |
| 3      | Make it mandatory for all employees.                                                   |
| 2      | Advertise IDP!                                                                         |
| 2      | Establish a follow-up after IDP is filed.                                              |
| 2      | Don't make it so restrictive that you can take only certain courses.                   |
| 2      | Establish guidelines for its use.                                                      |
| 2      | Provide instruction on how to use it.                                                  |
| 2      | Train supervisors on IDP.                                                              |
| 2      | Need better format examples/sample IDP.                                                |
| 1      | All managers/management should use them.                                               |
| 1      | Need a better selection for training process.                                          |
| 1      | Match IDP to budget.                                                                   |
| 1      | Don't match IDP to budget.                                                             |
| 1      | Attend only training listed on IDP.                                                    |
| 1      | Allow attendance at training not on IDP.                                               |
| 1      | Allow time off during day to attend class.                                             |
| 1      | Better communication between management and employees.                                 |
| 1      | Change branch manager and division director's attitudes.                               |
| 1      | Individual should control, not branch manager.                                         |

*f. Question 6: Are you clear on what training you need for your career development?*

Figure 64 shows the frequency for all responses to Question 6. Only 53% of those surveyed said that they were clear on what training they needed for their career development.

QUESTION 6  
ALL RESPONSES

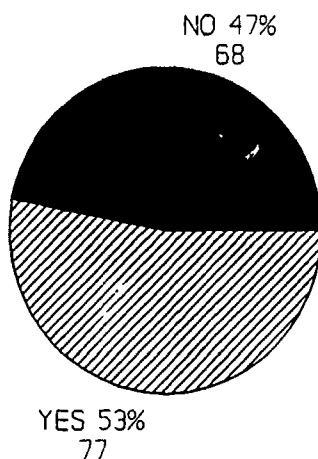


Figure 64

Figure 65 shows the frequency of responses for Question 6 by department and job category. The analysis of department no/yes responses indicates that Department 900 is the only department which has a higher percentage of its scientists and engineers who are not clear on what training they need for their career development.

The comparison of responses for engineers and scientists shows that scientists are much more clear on training needed for their career development than are engineers.

## QUESTION 6 BY DEPARTMENT/JOB CATEGORY

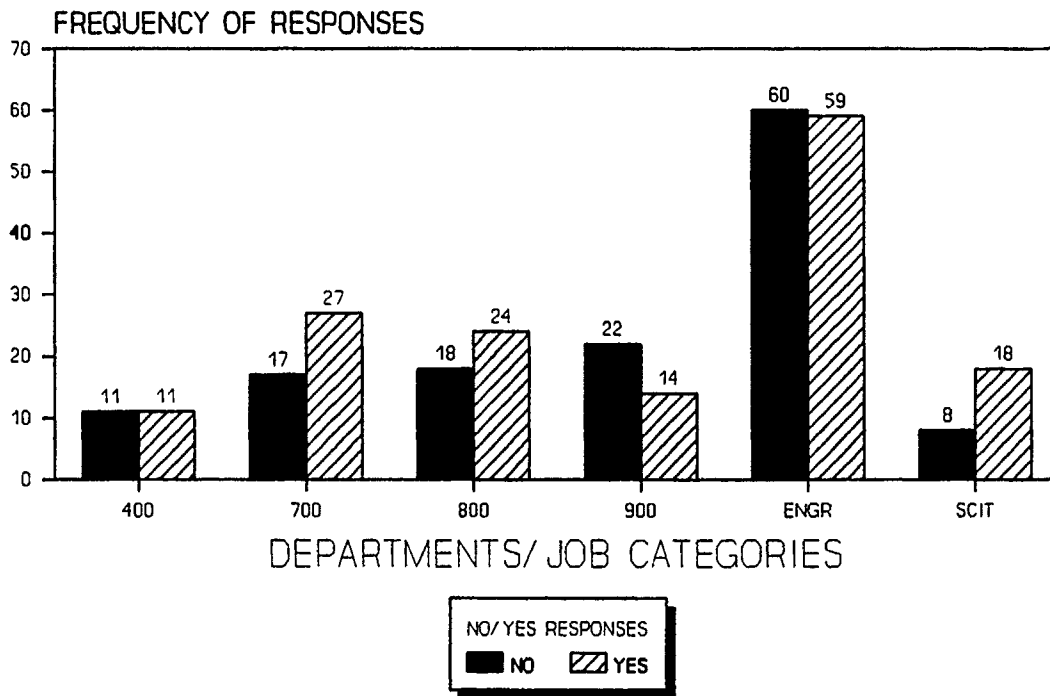


Figure 65

Figure 66 shows the frequency of responses for Question 6 by paygrade category. The GS-9 paygrade category is the only category which has a higher percentage of its scientists and engineers who are not clear on what training they need for their career development.

## QUESTION 6 BY PAYGRADE CATEGORY

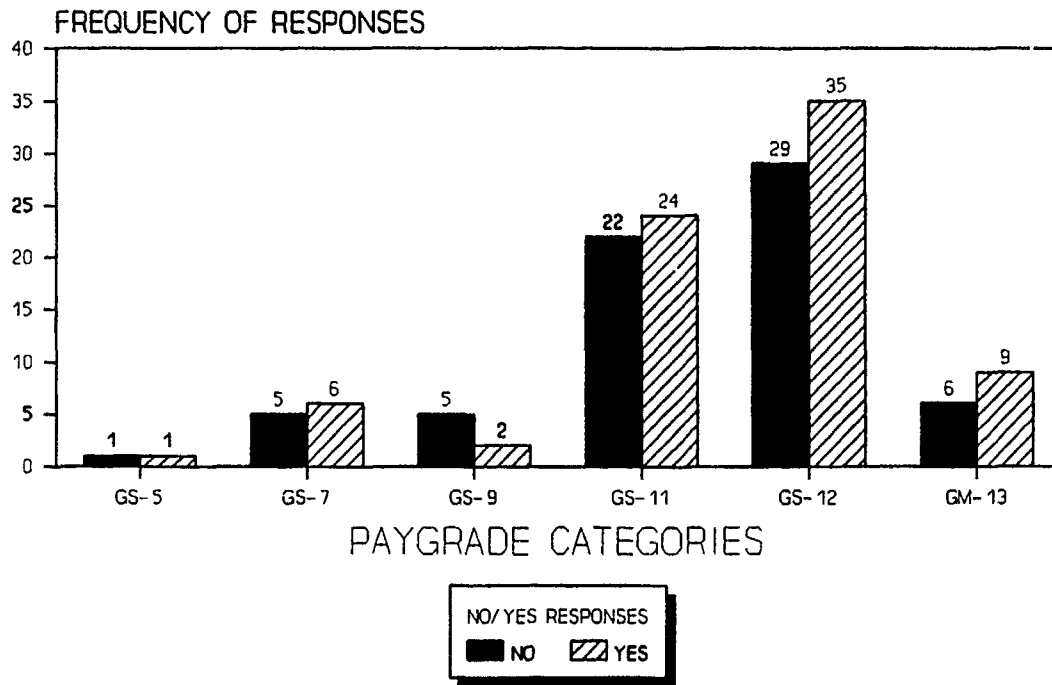


Figure 66

*g. Question 7: If you answered "Yes" to the above question (#6), are you able to get the training you need for your career development?*

Figure 67 shows the frequency for all responses to Question 7. Only 54% of those who responded to Question 7 said that they were able to get the training needed for their career development.

## QUESTION 7 ALL RESPONSES

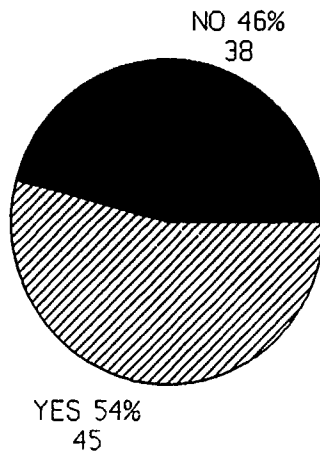


**Figure 67**

Figure 68 shows the frequency of responses for Question 7 by department and job category. The analysis of the no/yes responses by department shows that Department 800 is the only department which has a higher percentage of its scientists and engineers who are not able to get the training they need for their career development.

The comparison of no/yes responses by job category indicates that the scientist community has a higher percentage of its members who are able to get the training needed for their career development than the engineer community.

## QUESTION 7 BY DEPARTMENT/JOB CATEGORY

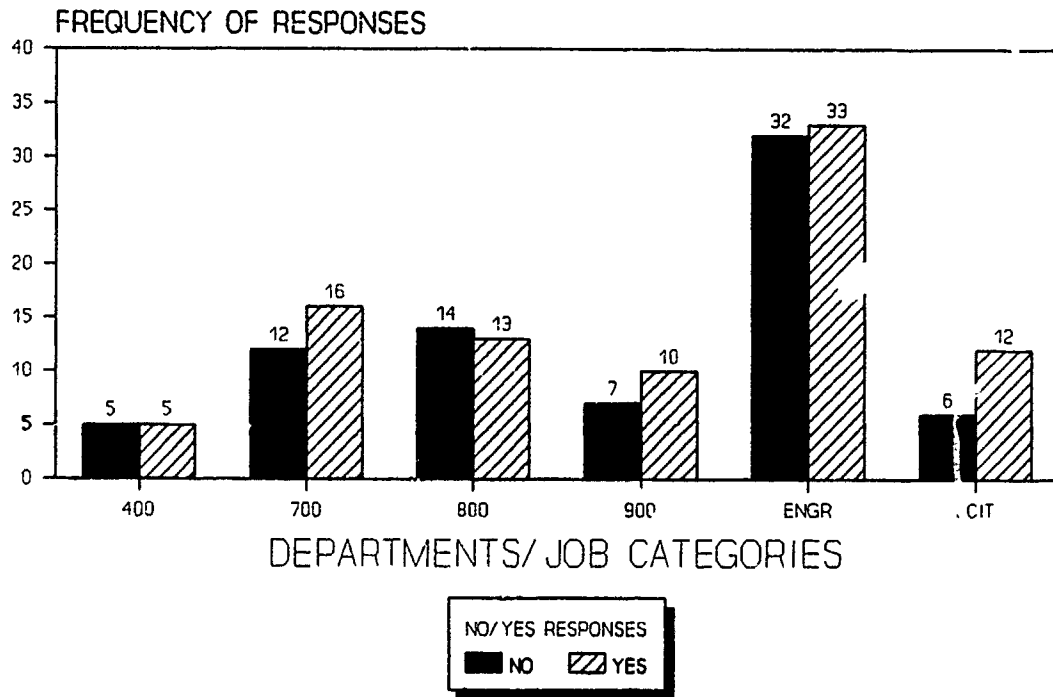


Figure 68

Figure 69 shows the frequency of responses for Question 7 by paygrade category. The no/yes responses for the GS-11 and GS-12 paygrade categories indicates that these paygrades have a higher percentage of their members who are not able to get the training needed for their career development than the other paygrade categories.

## QUESTION 7 BY PAYGRADE CATEGORY

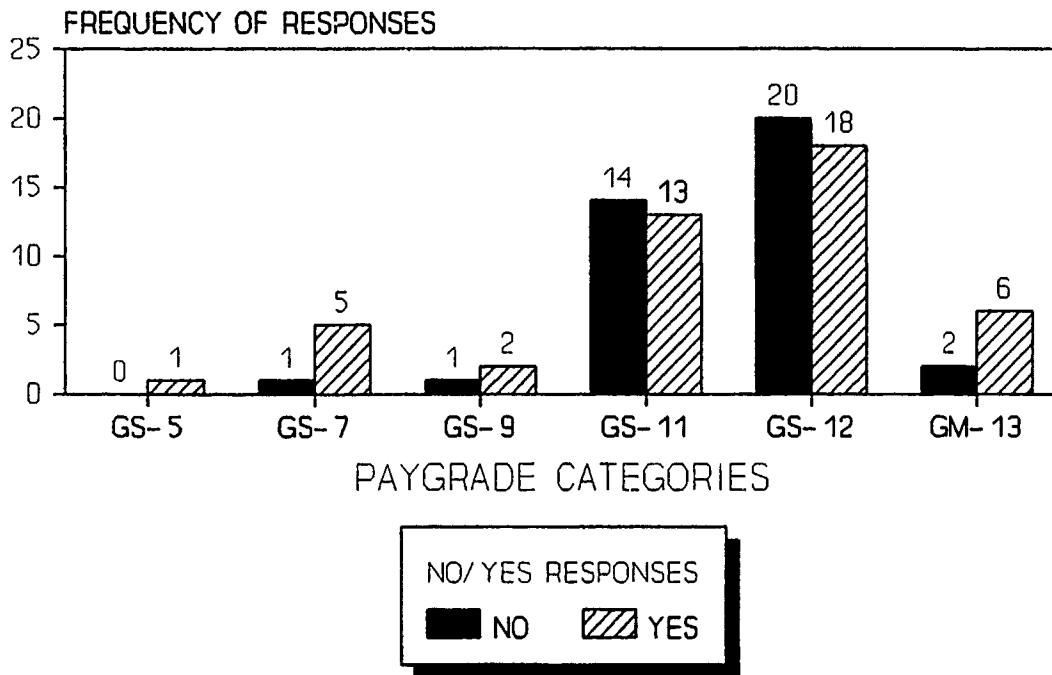


Figure 69

*h. Question 8: If you answered "No" to the above question (#7), why are you not able to get the training you need for your career development?*

Table 4 lists the reasons given by engineers and scientists for not being able to get the training needed for their career development.

TABLE 4.--REASONS GIVEN FOR NOT GETTING DEVELOPMENT TRAINING

| Totals | Comments Given by Scientists and Engineers                             |
|--------|------------------------------------------------------------------------|
| 29     | No money/budget constraints.                                           |
| 10     | Don't know about available classes or what courses are required.       |
| 9      | Courses are not offered.                                               |
| 8      | No career path defined.                                                |
| 4      | Information on available classes is not available or not forwarded.    |
| 4      | The selection process/low on priority list.                            |
| 3      | My workload.                                                           |
| 3      | System set up so that you must be a manager or in MDI to get training. |
| 2      | Courses not available at convenient times.                             |
| 2      | Guidance from supervisor/branch manager.                               |
| 2      | People are ahead of me/priority ranking.                               |
| 1      | Someone already selected.                                              |
| 1      | Not on IDP                                                             |
| 1      | Must be GS-12 for management training.                                 |
| 1      | Technical people are not thought of as highly as managers.             |
| 1      | Too shallow courses for technical careers.                             |
| 1      | Only 40 hours allocated per year.                                      |
| 1      | Don't know how to apply for.                                           |
| 1      | Not encouraged by my branch manager.                                   |
| 1      | Professional discrimination and jealousy.                              |



*i. Question 9: Have you ever enrolled in a NAC-sponsored training course, but not completed it?*

Figure 70 shows the frequency for all responses for Question 9. Only 12% of those surveyed said that they had not completed a NAC-sponsored training course. There were no trends observed among the training courses respondents listed as having not completed. Of those who responded yes, no two courses were listed more than once as not having been completed.

QUESTION 9  
ALL RESPONSES

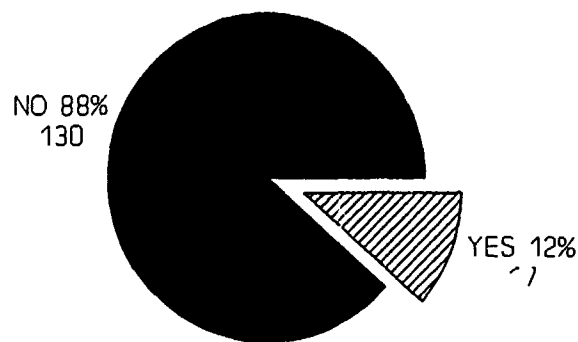


Figure 70

*j. Question 10: Have you earned a master's degree through a NAC-sponsored advanced degree program?*

Figure 71 shows the frequency of all responses for Question 10. Six percent of those surveyed said they had earned a master's degree through a NAC-sponsored advanced degree program.

QUESTION 10  
ALL RESPONSES

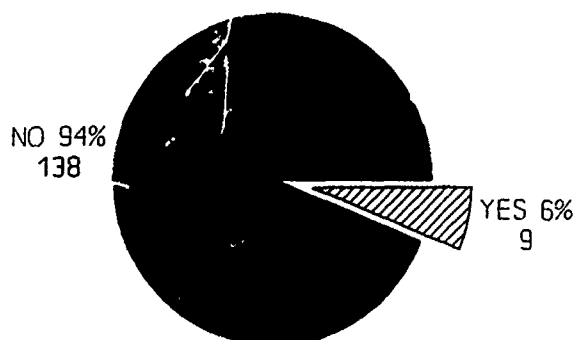


Figure 71

*k. Question 11: Which of the following best describes your plans or goals for formal graduate-level education?*

The following categories are used in the survey for engineers and scientists to respond to:

- a. I do not plan to pursue a degree, but I will probably take graduate-level courses.
- b. I plan to earn a master's degree.

- c. I plan to earn a Ph.D.
- d. I have no plans or goals for graduate-level education.
- e. I have already earned the advanced degree I want.

Figure 72 shows the frequency of all responses for Question 11. Thirty-two percent of those surveyed said they planned to earn a master's degree, 28% said they did not, but would take graduate-level courses, 25% said they had no plans or goals for graduate-level education, 11% said they had already earned the advanced degree they wanted, and 4% said they planned to earn a Ph.D.

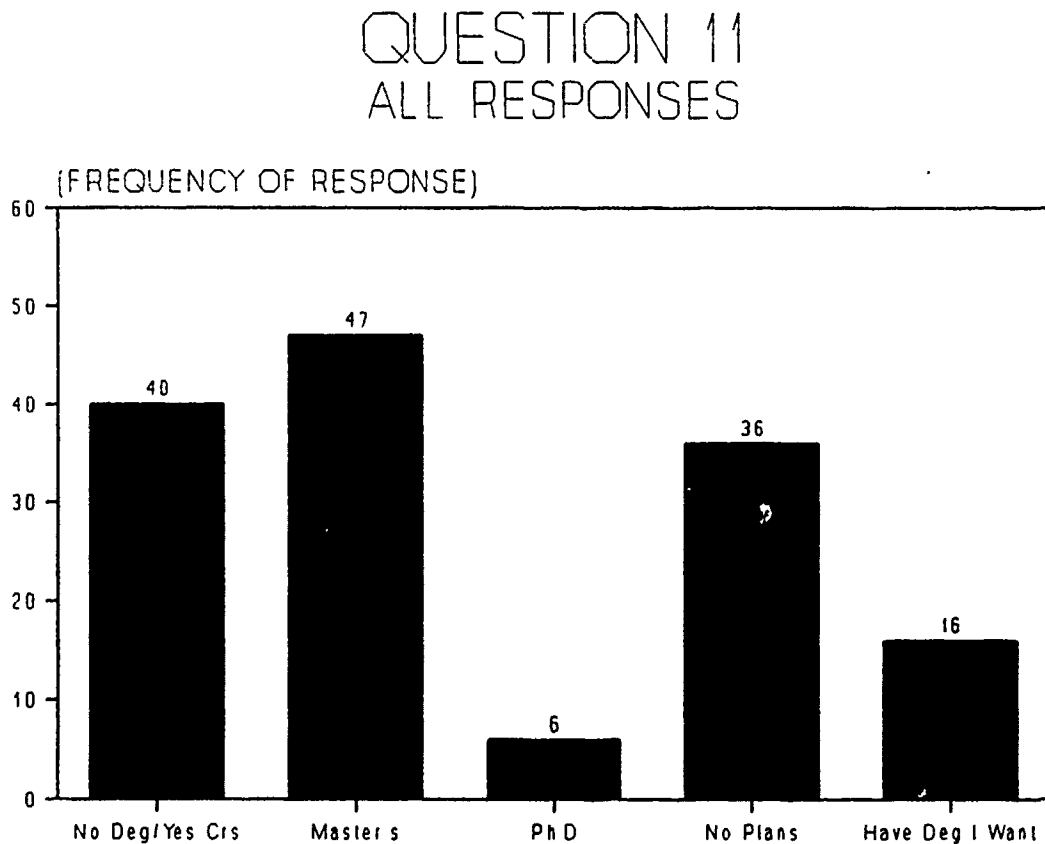


Figure 72

1. Question 12: If you circled {a} to the above question (#11), please list why you do not plan to pursue a degree.

Table 5 provides the list of reasons scientists and engineers gave for why they do not plan to pursue a degree.

TABLE 5.--REASONS GIVEN FOR NOT PURSUING A DEGREE

| Totals | Comments of Scientists and Engineers                     |
|--------|----------------------------------------------------------|
| 10     | No time to devote to earning an advanced degree.         |
| 7      | No benefit/reward at NAC to earn an advanced degree.     |
| 7      | No real value for me in another degree.                  |
| 6      | Family constraints.                                      |
| 2      | Not in career plans/does not support career goals.       |
| 1      | Does not satisfy job requirements.                       |
| 1      | The advanced degree I need is not available in the area. |

m. Question 13: If you circled {b} to question #11, please list the type of master's degree and why.

Table 6 lists the reasons given by scientists and engineers for pursuing a master's degree. Most respondents to the question did not list the type of master's degree so this information is not included in the table.

TABLE 6.--REASONS GIVEN FOR PURSUING A MASTER'S DEGREE

| Totals | Comments of Scientists and Engineers                    |
|--------|---------------------------------------------------------|
| 10     | Material has applications at NAC.                       |
| 10     | I want to be an expert in my field.                     |
| 8      | To move up the management ladder.                       |
| 8      | To further my career.                                   |
| 4      | The material is interesting.                            |
| 2      | To stay competitive in the job market.                  |
| 1      | To get more involved in management side of engineering. |
| 1      | For versatility.                                        |
| 1      | To better myself                                        |

*n. Question 14: If you circled {c} to question #11, please list the type of PH.D and why.*

Table 7 provides the list of reasons scientists and engineers gave for pursuing a Ph.D. Most respondents did not list the type of Ph.D so this information is not included in the table.

TABLE 7.--REASONS GIVEN FOR PURSUING A PH.D.

| Totals | Comments of Scientists and Engineers                  |
|--------|-------------------------------------------------------|
| 2      | To be an expert in my field.                          |
| 1      | To find new and better ways of doing things.          |
| 1      | To have more flexibility in evaluating new materials. |
| 1      | To train others.                                      |

- o. Question 15: If you circled {d} to question #11, please list why you have no plans or goals for graduate-level education.*

Table 8 provides the list of reasons given why scientists and engineers have no plans or goals for graduate-level education.

TABLE 8.--REASONS GIVEN FOR HAVING NO PLANS OR GOALS

| Totals | Comments of Scientists and Engineers        |
|--------|---------------------------------------------|
| 12     | I do not have the time to invest.           |
| 9      | There is no benefit/reward at NAC.          |
| 6      | It would not help NAC or me.                |
| 4      | Burned-out!                                 |
| 3      | I do not want to invest the time.           |
| 2      | It will not help my career.                 |
| 2      | I am too old.                               |
| 2      | I am too close to retirement.               |
| 1      | Career development courses are more useful. |
| 1      | I do not like stressful situations.         |
| 1      | I just have no immediate plans.             |

- p. Question 16: If you have not applied for any NAC-sponsored training courses, what are the reason(s)?*

Figure 73 shows the frequency of all responses for Question 16. The most common response given is that there are no rewards/benefits at NAC for taking courses. This is

followed by time it would take me away from my family and job. The next two most common reasons are college "burn-out" and personal motivation. The next two most common reasons are the location of the training courses and the monetary costs. The last three most common reasons given are the quality of instruction, the belief that job experience is more important than NAC-sponsored training, and that they can not decide what training courses they need.

## QUESTION 16 ALL RESPONSES

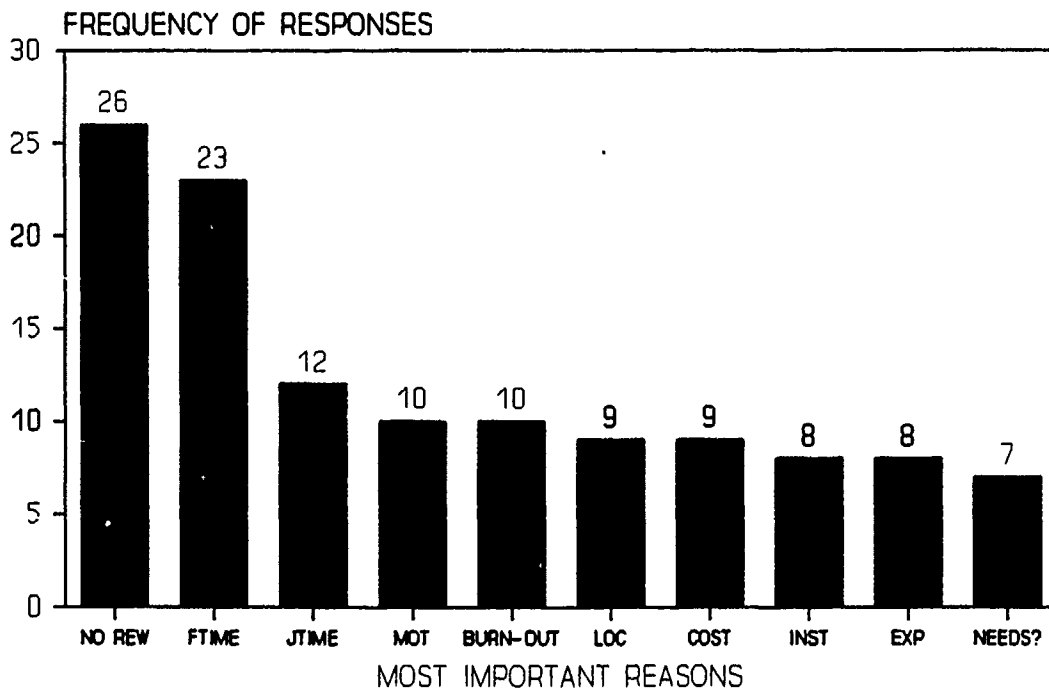


Figure 73

### 3. Support For Training

#### *a. Question 1: What is the extent to which NAC makes training courses available for you?*

The following availability categories for Question 1 are included in the survey for scientists and engineers to respond to:

- a. I can take all the courses I require or want.
- b. I can take most of the courses I require.
- c. I have to compete with others for the courses that I receive.
- d. NAC provides only minimum training availability for me.
- e. NAC does not make training courses available for me.
- f. Other (please specify)

Figure 74 shows the frequency of all responses for Question 1. Thirty-nine percent of those surveyed said that they can take most of the courses they require, 30% said that they must compete with others for the courses that they receive, 10% said that NAC provides only minimum training availability for them, 7% said that they could take all the courses they require or want, and only 2% said that NAC does not make training courses available for them. Twelve percent listed "Other" and the majority specified that they had not applied for or received any NAC-sponsored training.



## QUESTION 1 ALL RESPONSES

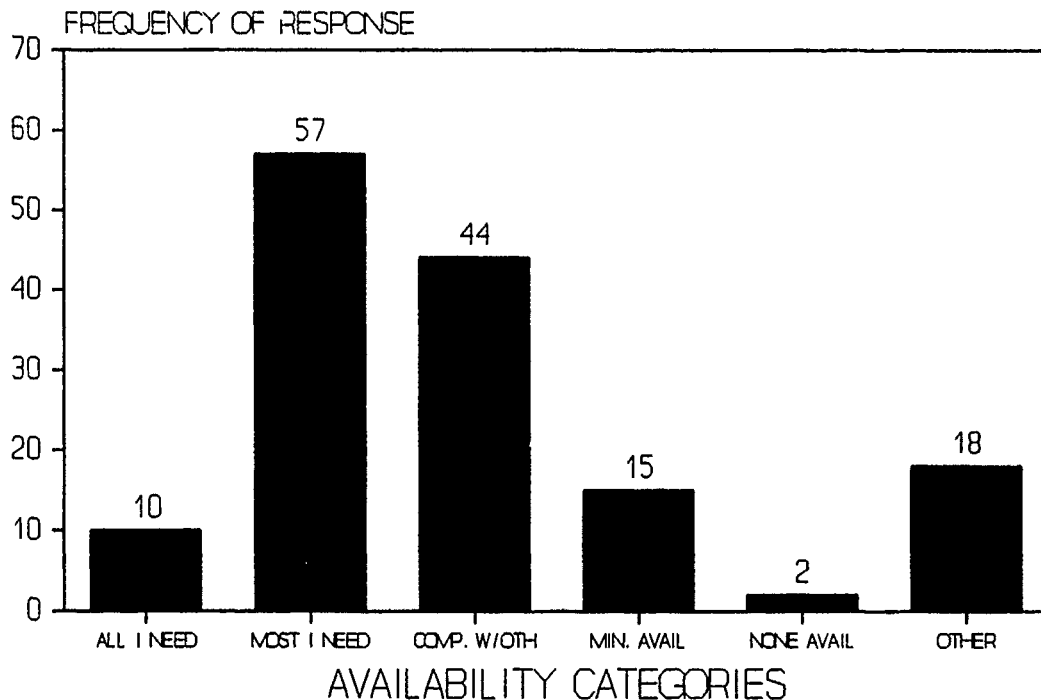


Figure 74

Figure 75 shows the frequency of response for Question 1 by Department 400. Thirty-eight percent of those surveyed in Department 400 said that they could take most or all the courses they wanted, 29% said they had to compete with others for the training they needed, and 19% said there was none or minimal availability of training courses for them. The remaining 14% said they had not applied for any NAC-sponsored training.

## QUESTION 1 DEPARTMENT 400

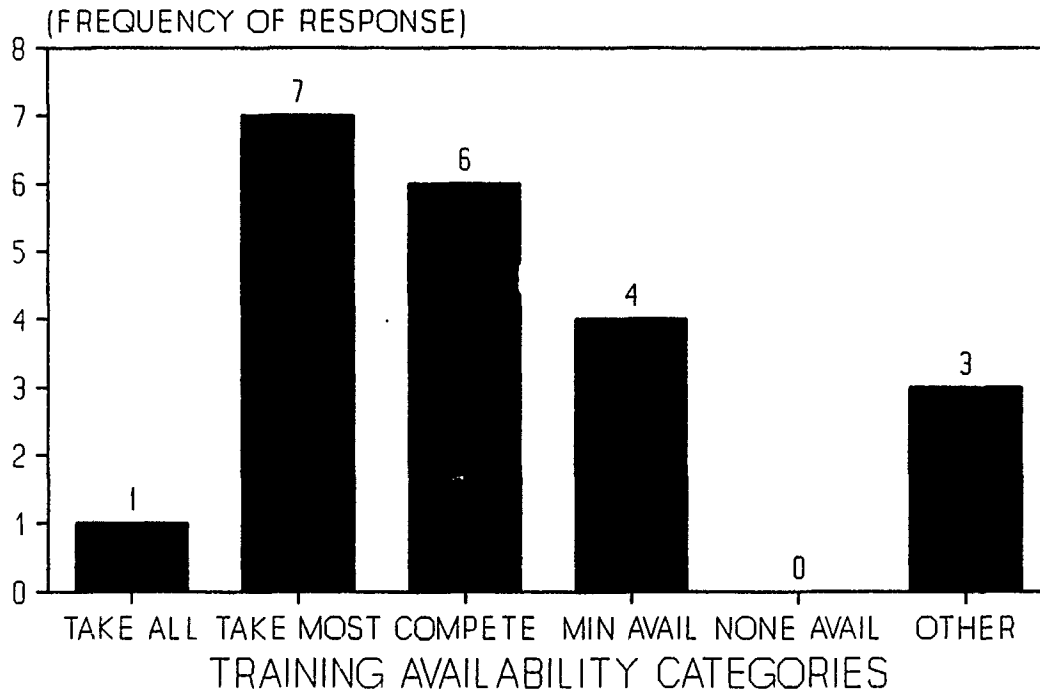


Figure 75

Figure 76 shows the frequency of response for Question 1 by Department 700. Fifty-seven percent of those in Department 700 surveyed said that they could take most or all of the courses they wanted, 17% said they had to compete with others for the courses they needed, and 13% said that there were none or minimal availability of training courses for them. The remaining 13% had not applied for any NAC-sponsored training courses.

## QUESTION 1 DEPARTMENT 700

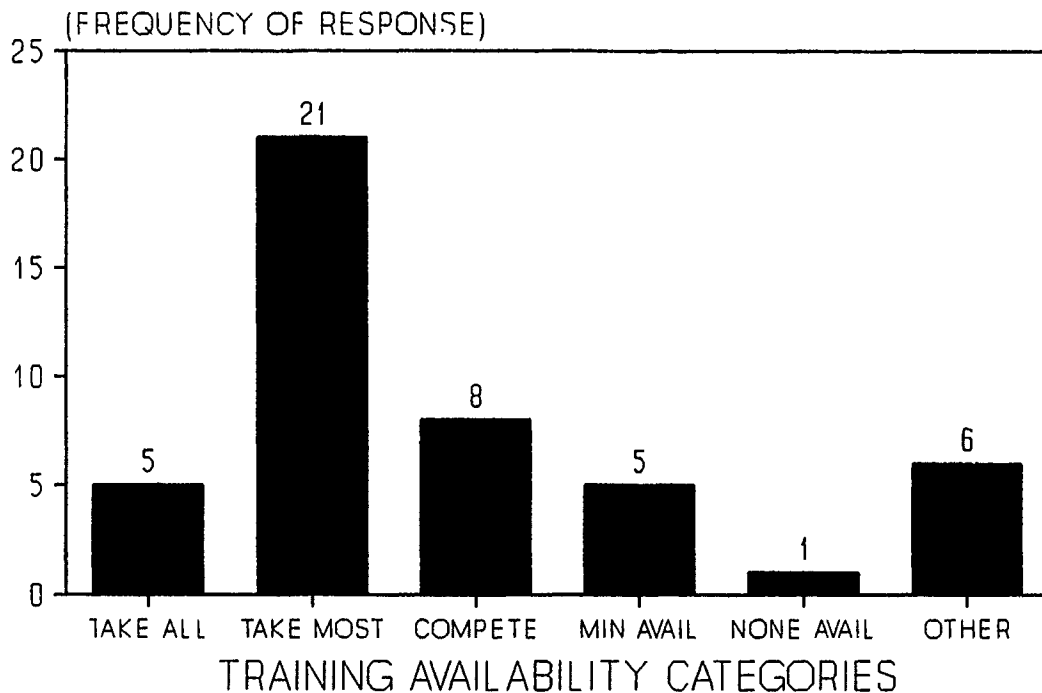


Figure 76

Figure 77 shows the frequency of response for Question 1 by Department 800. Forty-five percent of those surveyed in Department 800 said that they could get all or most of the training courses they needed, 29% said they had to compete with others for the courses they needed, and 9% said that there were none or minimal availability of training courses for them. The remaining 17% had not applied for any NAC-sponsored training courses.

## QUESTION 1 DEPARTMENT 800

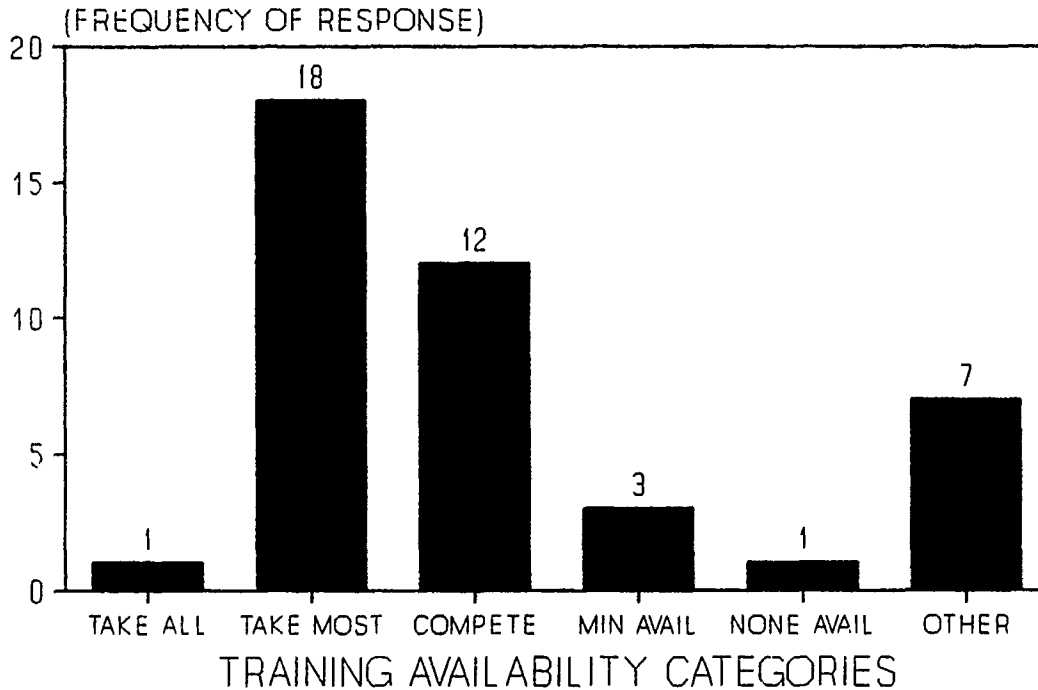


Figure 77

Figure 78 shows the frequency of response for Question 1 by Department 900. Fifty percent of those surveyed in Department 900 said that they compete with others to get the training courses they need, 36% said they could get all or most of the training courses they needed, and 8% said that there were none or minimal availability of training courses for them. The remaining 6% had not applied for any NAC-sponsored training courses.

## QUESTION 1 DEPARTMENT 900

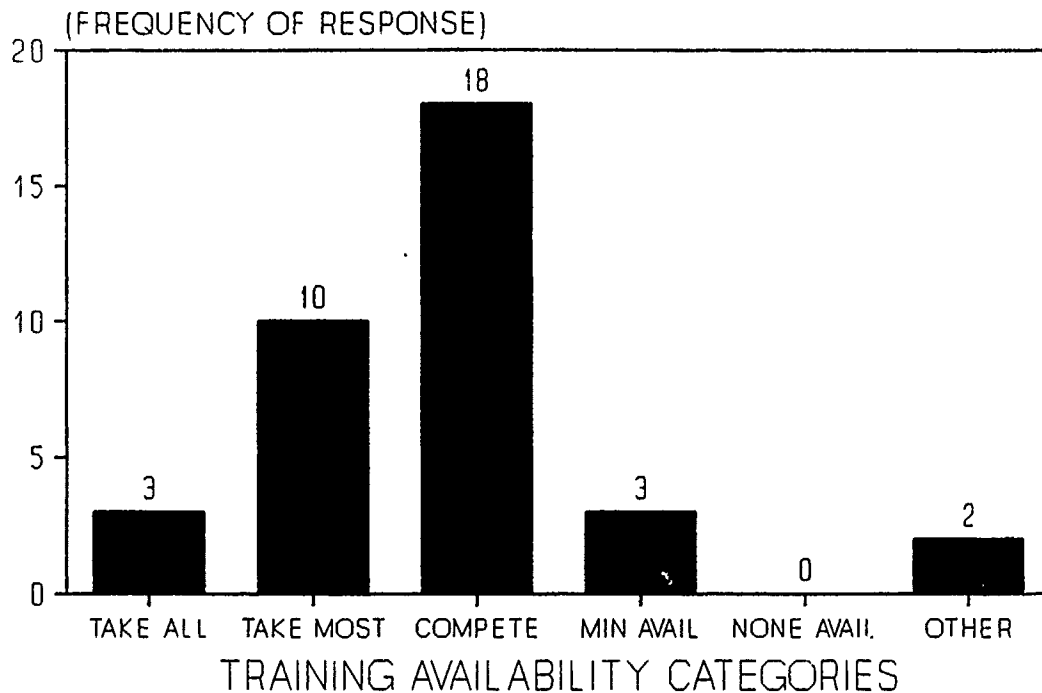


Figure 78

Figure 79 shows the frequency of response for Question 1 by the engineer community. Forty-five percent of the engineers surveyed said that they could get all or most of the training courses they needed, 33% said they had to compete with others for the courses they needed, and 10% said that there were none or minimal availability of training courses for them.

## QUESTION 1 ENGINEERS

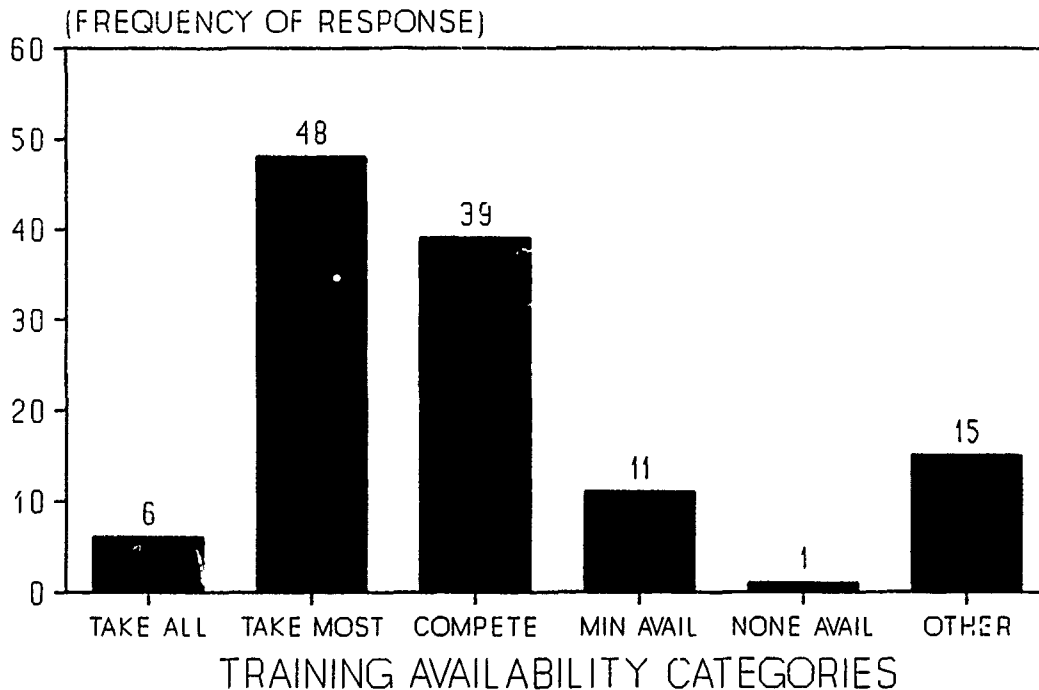


Figure 79

Figure 80 shows the frequency of response for Question 1 by the scientist community. Fifty percent of the scientists surveyed said that they could get all or most of the training courses they needed, 19% said they had to compete with others for the courses they needed, and 19% said there were none or minimal availability of courses for them. The remaining 12% had not applied for any NAC-sponsored training courses.

## QUESTION 1 SCIENTISTS

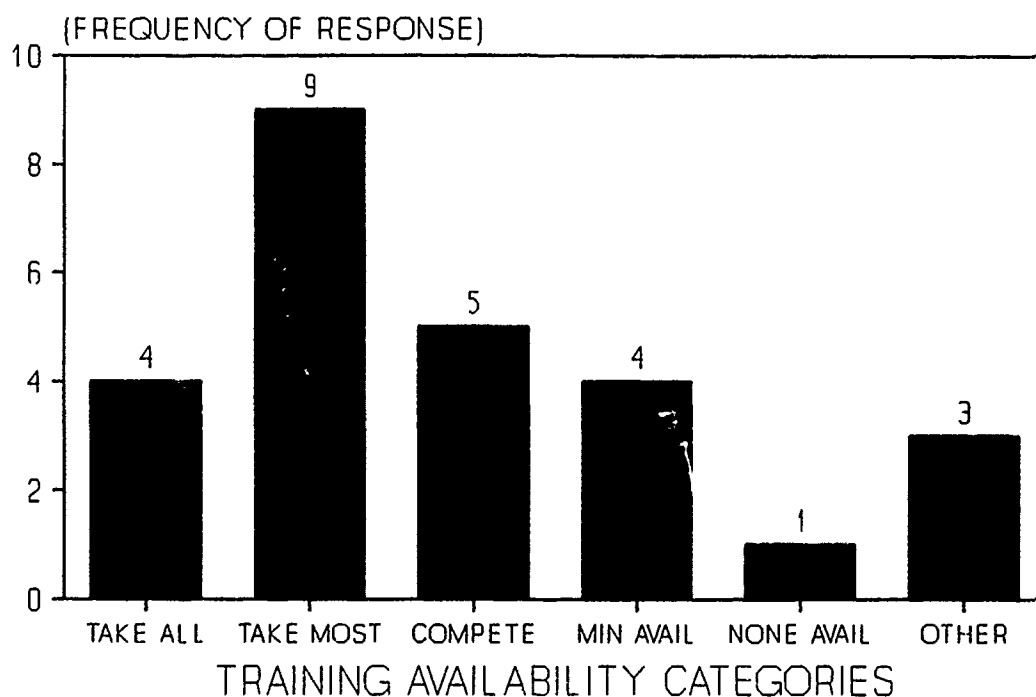


Figure 80

***b. Question 2: Have you ever been denied approval for attendance at NAC-sponsored training courses? If so, how often and for what reasons?***

Figure 81 shows the frequency for all responses to Question 2. Fifty-six percent of those surveyed said that they had been denied approval for attendance at NAC sponsored training courses, 41% said they had not, and 3% said that they had never applied for any courses.

## QUESTION 2 ALL RESPONSES

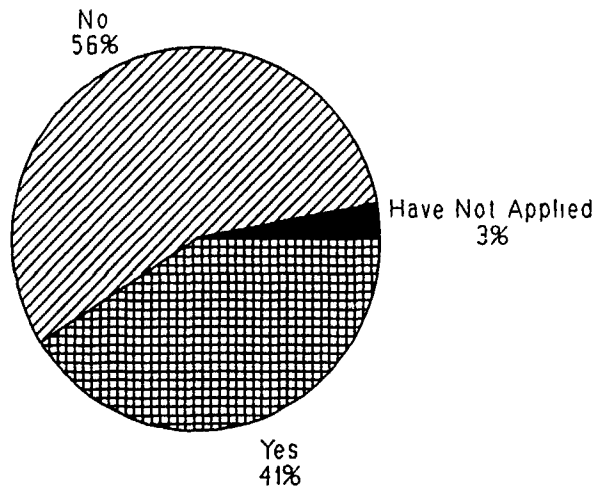


Figure 81

Figure 82 shows the frequency of responses for Question 2 by department and job category. The comparison of the no/yes responses by department indicates that Department 700 is the only department who has a higher percentage of its engineers and scientists who have never been denied approval for attendance at NAC-sponsored training courses.

The analysis of no/yes responses by job category shows that the majority of scientists have never been denied approval for NAC-sponsored training, whereas, a majority of engineers have been denied approval.



## QUESTION 2 BY DEPT/JOB CATEGORY

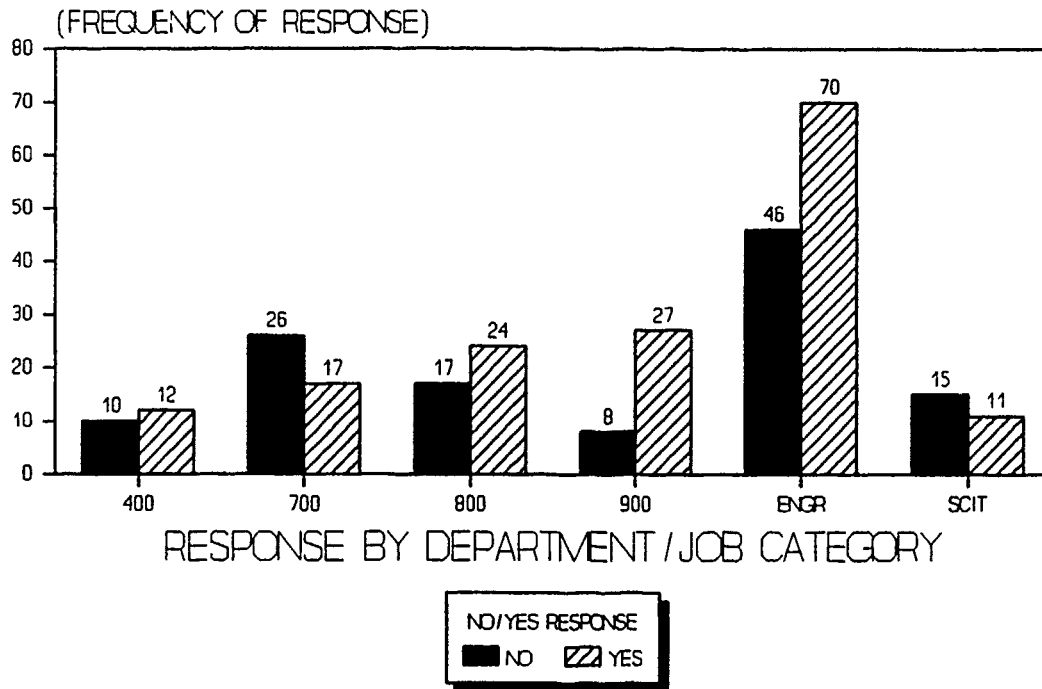


Figure 82

Figure 83 shows the frequency of response for Question 2 by paygrade category. The comparison of no/yes responses for the paygrade categories indicates that the GS-7 paygrade category is the only one in which the majority of its members have not been denied approval for attendance at NAC-sponsored training courses.

## QUESTION 2 BY PAYGRADE CATEGORY

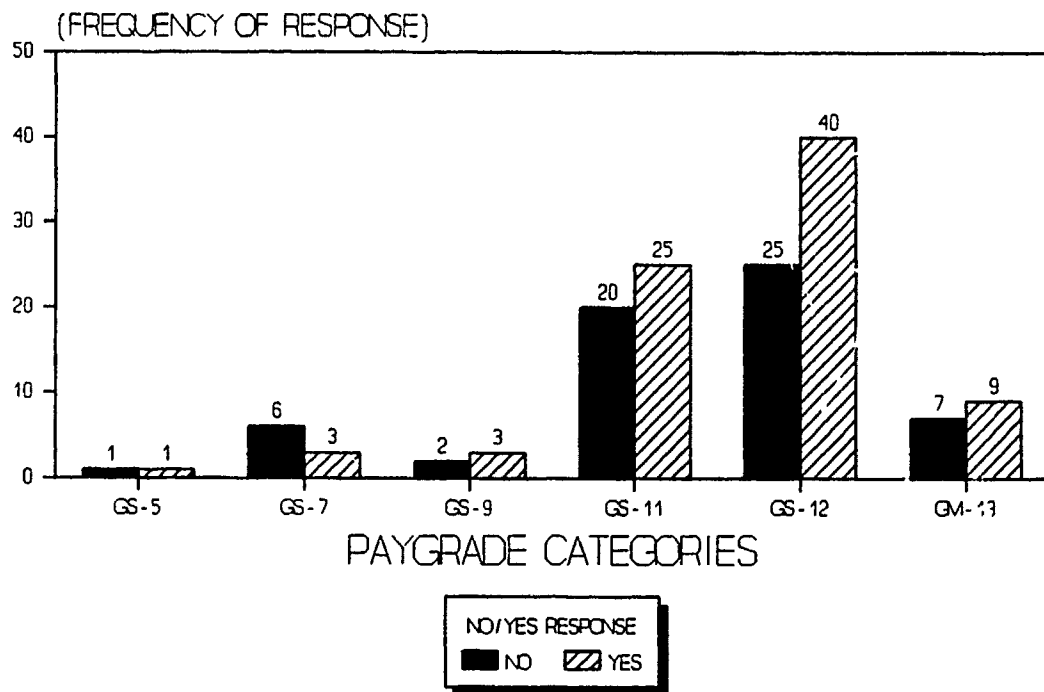


Figure 83

Table 9 shows the list of reasons given by scientists and engineers for having been denied approval for attendance at NAC-sponsored training courses.

TABLE 9.--REASONS GIVEN FOR BEING DENIED APPROVAL FOR TRAINING

| Totals | Comments by Scientists and Engineers                                  |
|--------|-----------------------------------------------------------------------|
| 28     | There was no money in the budget.                                     |
| 24     | The class was full.                                                   |
| 10     | I was never told why!                                                 |
| 8      | I was told I was low on the priority list.                            |
| 8      | I was told it was not job related.                                    |
| 6      | My branch manager told me I could not attend.                         |
| 5      | I was told my workload would not allow me to attend.                  |
| 3      | I was told I had taken all my training hours for that year.           |
| 1      | I was told it was unfair to others who have not had as much training. |
| 1      | I was told that because of its location I could not attend.           |

*c. Question 3: Does anyone at NAC have greater access to NAC-sponsored training than others?*

Figure 84 shows the frequency for all responses to Question 3. The responses to Question 3 are almost evenly split with a slight majority saying that there are others at NAC who have greater access to NAC-sponsored training than others.

QUESTION 3  
ALL RESPONSES

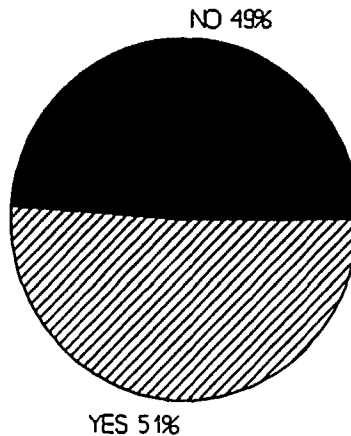


Figure 84

Figure 85 shows the frequency of responses to Question 3 by department and job category. The comparison of no/yes responses by department indicates that Department 800 is the only department who has a majority of its scientists and engineers who do not believe that anyone else at NAC has greater access to NAC-sponsored training than others.

The analysis of no/yes responses by job category shows that a majority of scientists believe that there are people at NAC who do have greater access to training than others, whereas, a slight majority of engineers believe that no one group at NAC has greater access to NAC-sponsored training than others.

### QUESTION 3 BY DEPT/JOB CATEGORY

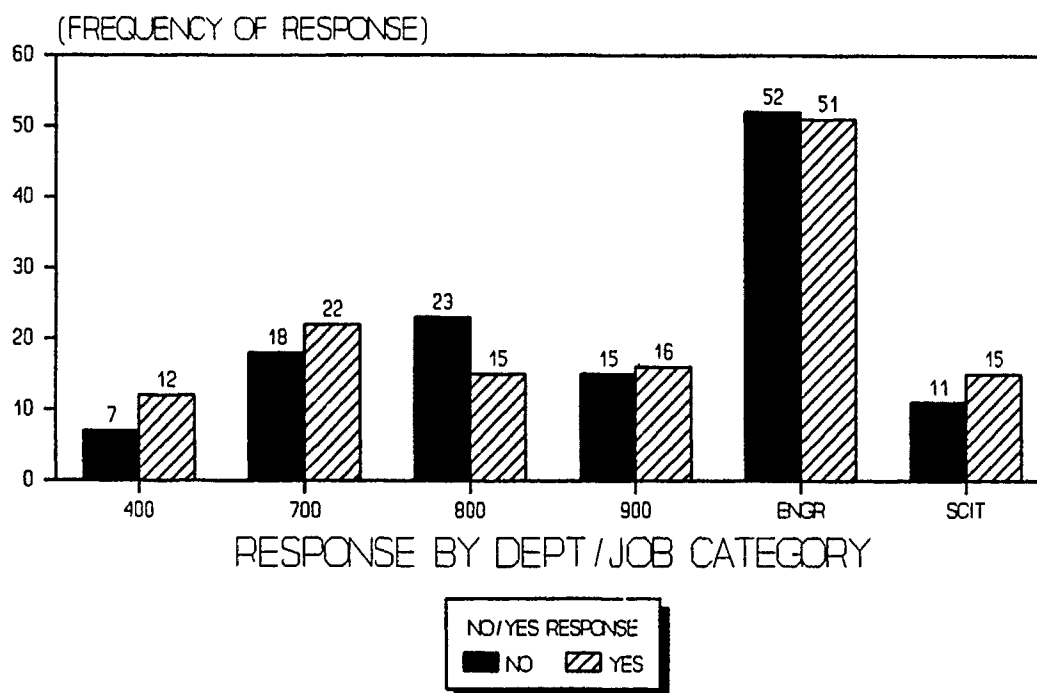


Figure 85

Figure 86 shows the frequency of response for Question 3 by paygrade category. The comparison of no/yes responses indicates that a majority of GS-9s and managers (GM-13) believe that there are groups at NAC which have greater access to NAC-sponsored training than others. The other paygrade categories either have a slight majority who say there are no other groups with greater access or are evenly split on the question.

# QUESTION 3 BY PAYGRADE CATEGORY

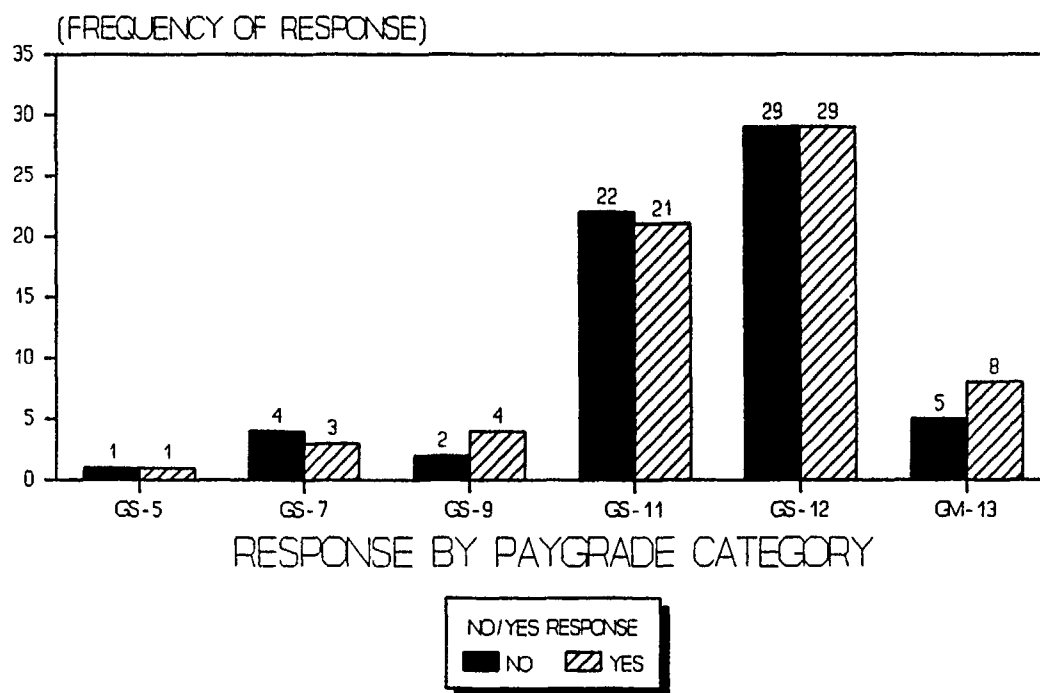


Figure 86

Table 10 provides the list of groups or individuals who were described by engineers and scientists as having greater access to NAC-sponsored training than others.

TABLE 10.--GREATER ACCESS TO TRAINING LIST

| Totals | Comments by Scientists and Engineers                                |
|--------|---------------------------------------------------------------------|
| 14     | Management has greater access than others.                          |
| 13     | Management Development Program participants.                        |
| 6      | Departments 800 & 900 have greater access.                          |
| 5      | Those with greater access to class schedules.                       |
| 4      | Supervisory personnel have greater access.                          |
| 3      | Employees who managers want to be advanced.                         |
| 2      | Engineers have greater access.                                      |
| 2      | Divisions with more available training info.                        |
| 2      | Engineers/professionals have advantage over technicians/wage grade. |
| 2      | People who have less to do have more time for training.             |
| 1      | Engineers/scientists over assembly floor workers.                   |
| 1      | Project Engineers.                                                  |
| 1      | Brown-noses.                                                        |
| 1      | Engineers, what's left over goes to support staff.                  |
| 1      | Easier to get training in 800 versus 900.                           |
| 1      | Department 250.                                                     |
| 1      | People pegged for management.                                       |
| 1      | Managers in Department 200.                                         |
| 1      | Minorities.                                                         |
| 1      | Those being "groomed" for higher positions.                         |
| 1      | Those who have seniority/higher GS levels.                          |
| 1      | Department 500.                                                     |
| 1      | A person whose branch manager values training.                      |
| 1      | The group that we call "special."                                   |
| 1      | Women/female "fast-trackers."                                       |

*d. Question 4: How do you feel about the following statements?*

The following scale is used in the survey for engineers and scientists to respond to the statements:

- SD--I strongly disagree with the statement
- D--I disagree with the statement, but not strongly so
- N--I am neutral toward the statement
- A--I agree with the statement, but not strongly so
- SA--I strongly agree with the statement

*(1) Question 4-A Statement: My duties and responsibilities in my current job prevent my attendance at NAC-sponsored training courses.*

Figure 87 shows the frequency of all responses to Question 4-A. Sixty-one percent of those surveyed were inclined to disagree with the statement to some extent, 23% were inclined to agree with the statement, and 16% were neutral toward the statement. These percentages indicate that almost one out of every four survey participants believe that their duties and responsibilities in their current job prevents their attendance at NAC-sponsored training.



## QUESTION 4-A ALL RESPONSES

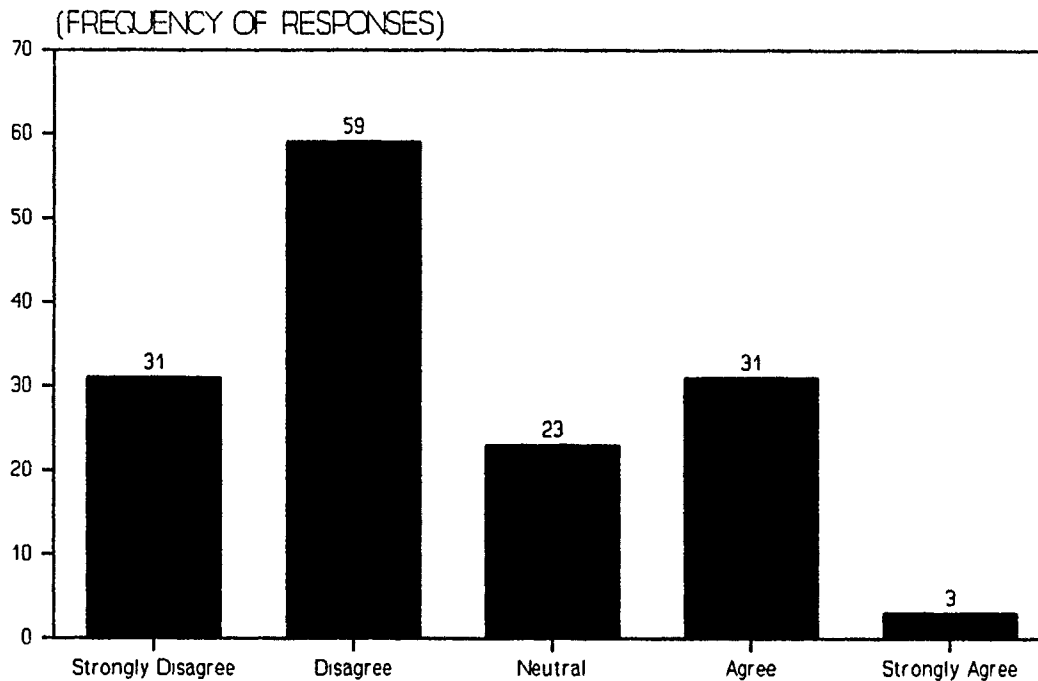


Figure 87

Figure 88 shows the average responses to Question 4-A by the total sample population, department, job category, gender, and ethnicity. The average response for the total sample population indicates that they disagree with the statement, but not strongly so.

The comparison of average responses by department shows that Department 400 is inclined to disagree the most with the statement among all the departments. Department 900 is inclined to disagree to a lesser extent with the statement than the other departments.

The analysis of average responses by job category shows that the engineer community is inclined to disagree with the statement more so than the scientist community.

There is very little difference among the opinions expressed by males and females to Question 4-A. Both groups are very close to the average response of the total sample population.

The comparison of the average responses by ethnic groups shows that the Hispanic ethnic group is the only ethnic group which is inclined to agree with the statement. This indicates that the Hispanic group tends to believe that their duties and responsibilities do prevent attendance at NAC-sponsored training. Of the remaining ethnic groups, the average response of the Asian ethnic group shows that this ethnic group is inclined to disagree with the statement the most of any ethnic group.

# QUESTION 4-A BY TOTAL /DEPT /JOB CAT /GENDER /ETHNICITY

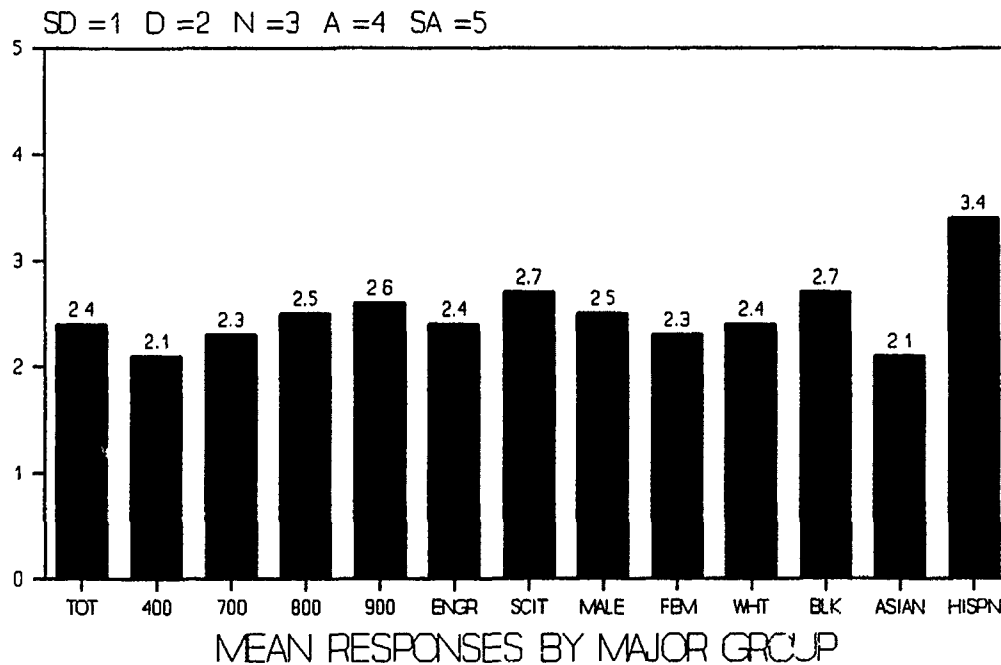


Figure 88

Figure 89 shows the average responses to Question 4-A by paygrade category, marital status, and experience at NAC. The average response by paygrade category indicates that members in the GS-7 paygrade category are inclined to disagree with the statement more so than any other paygrade category. With the exception of the two GS-5s surveyed, the highest average response for Question 4-A is the GS-9 paygrade category. This category only slightly disagrees with the statement and is very close to being neutral toward the statement.

There is no difference of opinion between single or married respondents.

The comparison of average responses by work experience at NAC indicates that those engineers and scientists who have between six and ten years of service are less inclined to disagree with the statement than any other NAC experience category.

### QUESTION 4-A BY PAYGRADE/MARITAL STATUS/EXPERIENCE

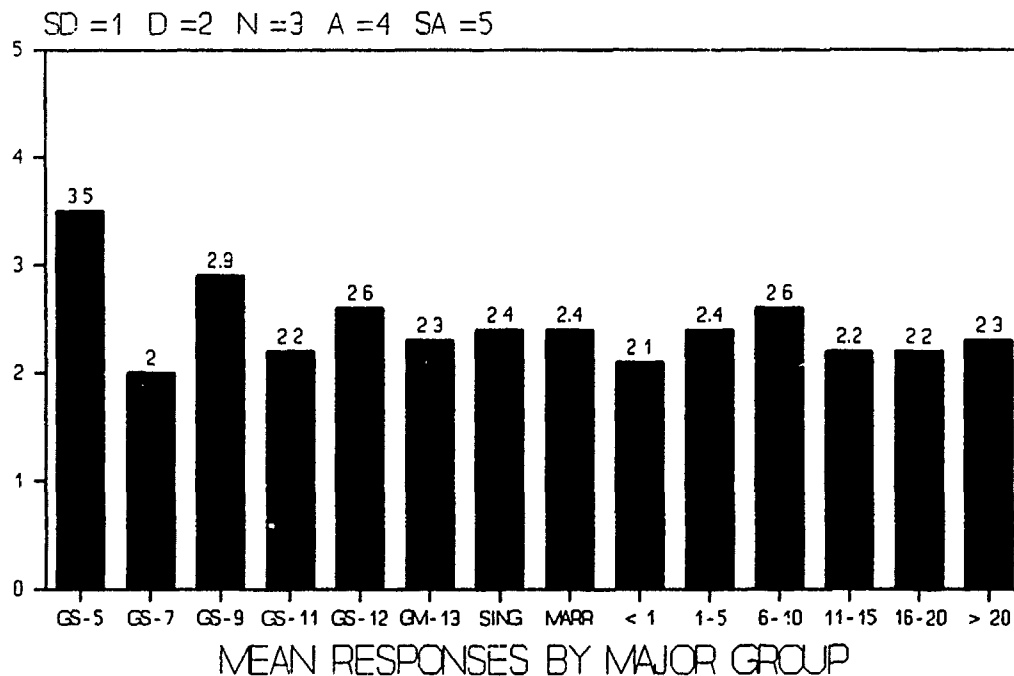


Figure 89

Figure 90 shows the average response to Question 4-A by age group category. There is very little difference of

opinion to Question 4-A between any of the age group categories.

## QUESTION 4-A BY AGE CATEGORY

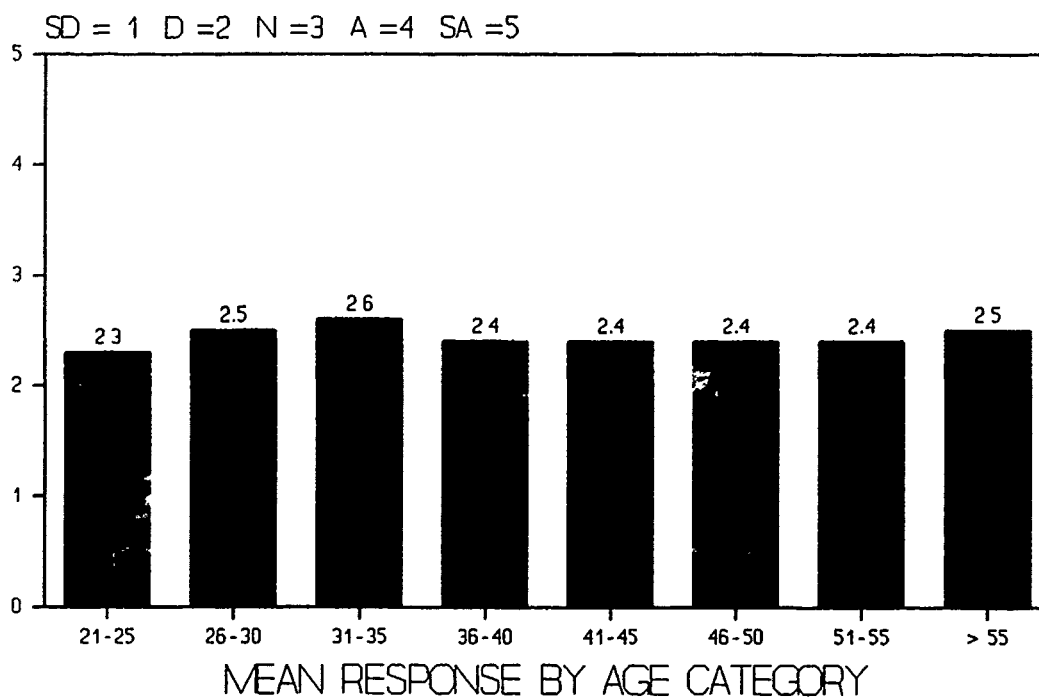


Figure 90

(2) Question 4-B Statement: *My supervisor often selects for courses those people who can be "spared" rather than those who might benefit most.*

Figure 91 shows the frequency of all responses to Question 4-B. Sixty-five percent of those surveyed

disagreed to some extent with the statement, 25% were neutral toward the statement, and the remaining 10% agreed with the statement to some extent.

## QUESTION 4-B ALL RESPONSES

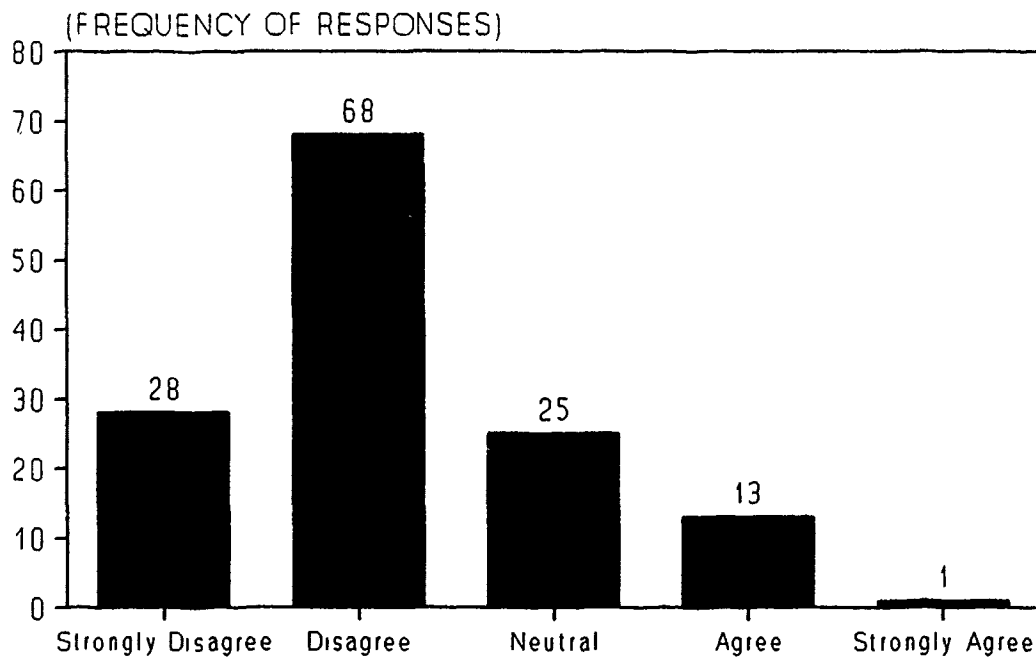


Figure 91

Figure 92 shows the average responses for Question 4-B by the total sample population, department, job category, gender, and ethnicity. The average response of the total sample population indicates that they are inclined to disagree with the statement, but not strongly so.

The comparison of the average responses by department shows that there is very little difference of opinion among the four departments. The average response for Department 700 indicates that this department is inclined to disagree with the statement slightly more so than the other departments.

There is very little difference between the opinions of engineers or scientists to Question 4-B.

The average response by gender indicates that females are inclined to disagree with the statement more so than males do.

The analysis of ethnic group average responses shows that the Asian and Hispanic ethnic groups are inclined to disagree less with the statement than the White and Black ethnic groups.

# QUESTION 4-B BY TOTAL /DEPT /JOB CAT /GENDER /ETHNICITY

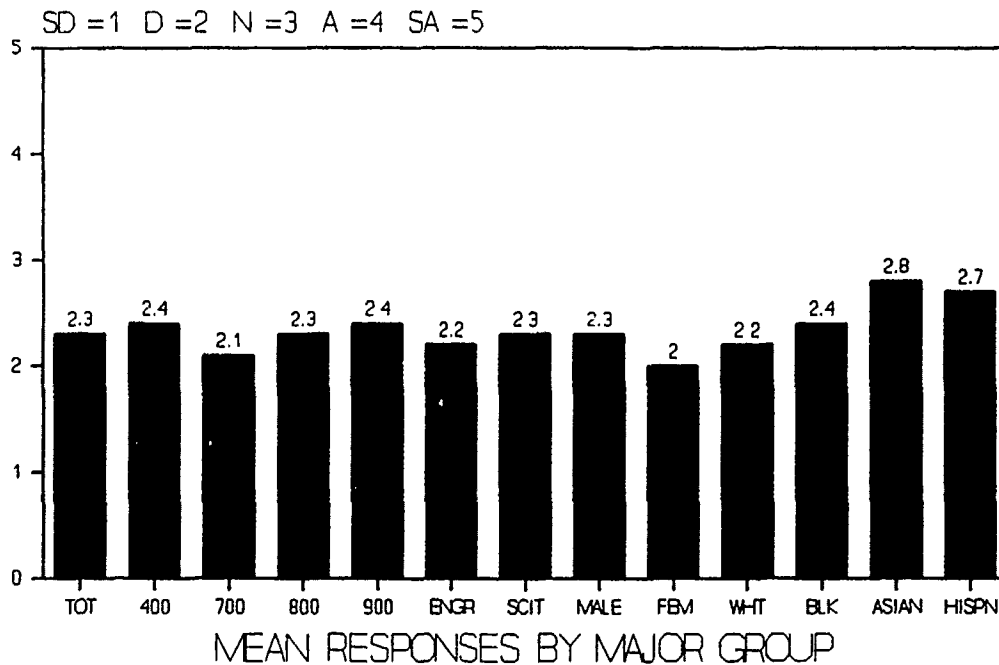


Figure 92

Figure 93 shows the average responses for Question 4-B by paygrade category, marital status, and work experience at NAC. The comparison of the average responses by paygrade category shows that managers (GM-13) disagree with the statement the most of any of the paygrade categories. Since managers are supervisors, this response was expected.

There is very little difference of opinion between single or married respondents to Question 4-B. Both group's average response is very close to the average response of the total sample population.



The average responses of the NAC work experience categories shows that, in general, the more work experience at NAC, the more scientists and engineers disagree with the statement.

## QUESTION 4-B BY PAYGRADE/MARITAL STATUS/EXPERIENCE

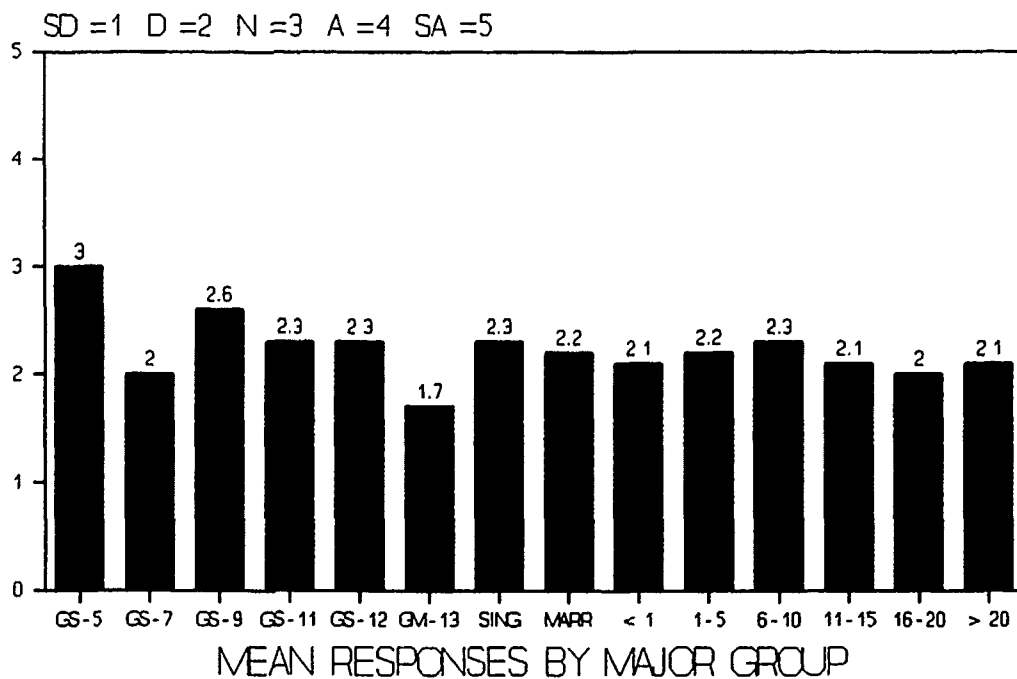


Figure 93

Figure 94 shows the average response to Question 4-B by age group category. With the exception of the 41-45 year old age group, there is very little difference between the opinions of the various age groups to Question 4-B. The average response for the 41-45 year old age group indicates

they this group disagrees with the statement more so than the other age group categories.

## QUESTION 4-B BY AGE CATEGORY

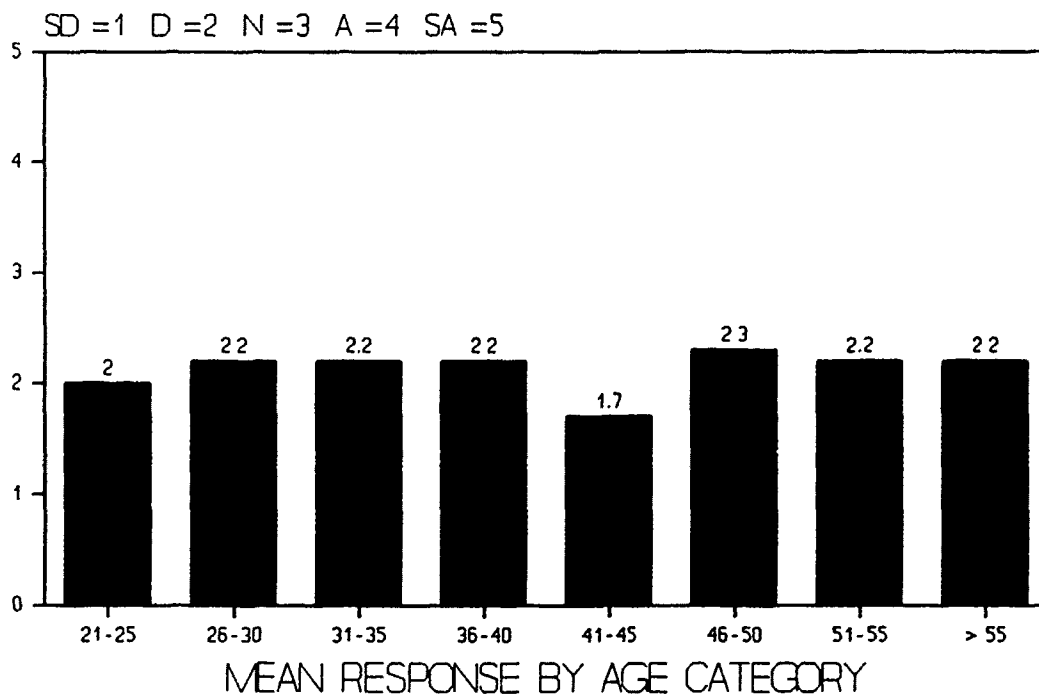


Figure 94

(3) *Question 4-C Statement: The availability of training at NAC was an important factor in my decision to work at NAC.*

Figure 95 shows the frequency of all responses to Question 4-C. Forty-four percent of those surveyed were

inclined to disagree with the statement to some extent, 31% were inclined to agree with the statement, and 25% were neutral toward the statement. These percentages indicate that approximately one out of every three employees surveyed were influenced to come to work at NAC in part by the availability of training at the Naval Avionics Center.

## QUESTION 4-C ALL RESPONSES

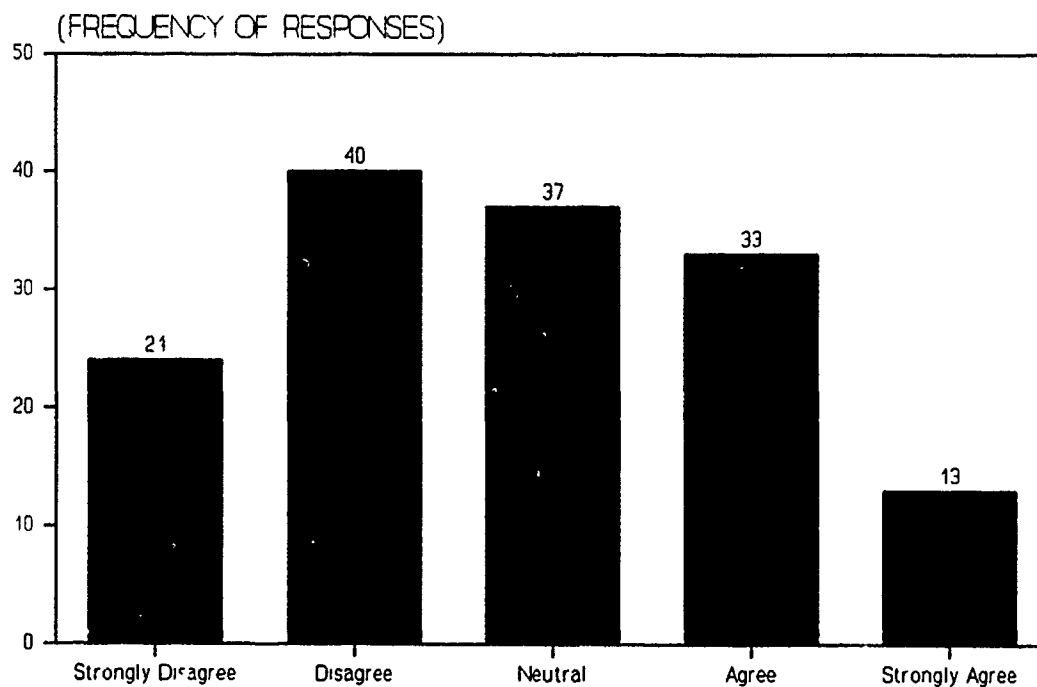


Figure 95

Figure 96 shows the average responses for Question 4-C by the total sample population, department, job category, gender, and ethnicity. The average response for the total sample

population indicates that the sample population is inclined to disagree slightly with the statement.

The comparison of the average responses by department shows that only Department 700 engineers and scientists tend to agree with the statement. This indicates that Department 700 engineers and scientists were, on average, influenced to work at NAC by the availability of training opportunities at NAC.

The average responses by job category indicates that the scientist community is inclined to agree with the statement, whereas the engineer community is inclined to disagree with the statement.

There is very little difference between the opinions of males and females regarding Question 4-C.

The comparison of average responses by ethnic groups shows that only the Hispanic ethnic group is inclined to agree with the statement. The Black ethnic group is inclined to disagree with the statement to a considerable extent more than the average response of the total sample population.

# QUESTION 4-C BY TOTAL /DEPT /JOB CAT /GENDER /ETHNICITY

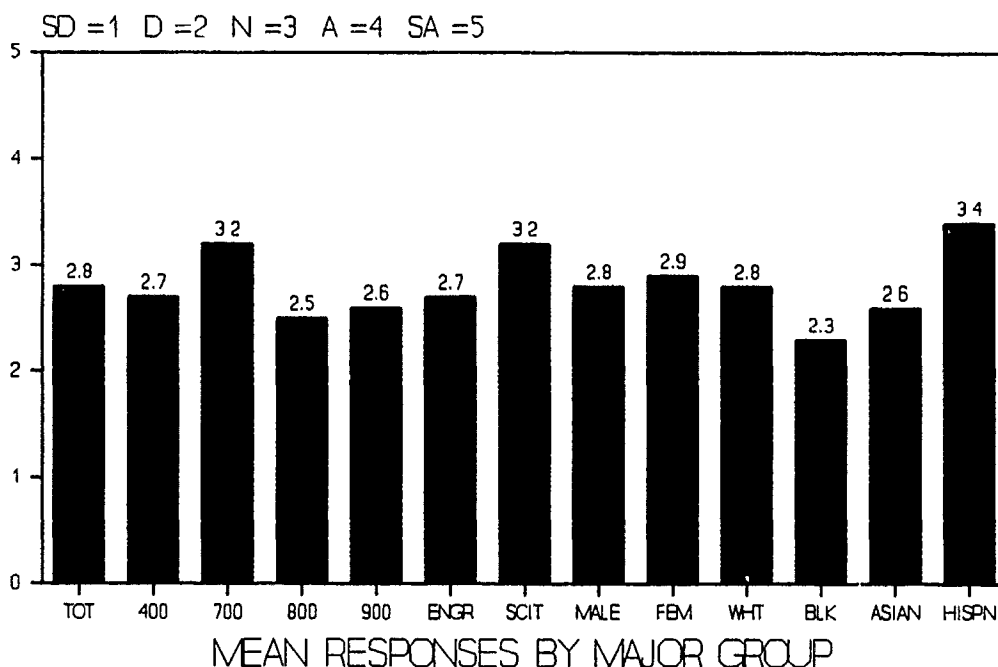


Figure 96

Figure 97 shows the average responses to Question 4-C by paygrade category, marital status, and work experience at NAC. The comparison of paygrade category average responses indicates that the lower paygrade categories (GS-05, GS-7, GS-9) are inclined to agree with the statement that the availability of training at NAC was an important factor in their decision to work at NAC, whereas the average responses of the higher paygrades (GS-11, GS-12, GM-13) indicates that these paygrades are inclined to disagree with the statement.

There is no difference between the opinions of single or married respondents.

The average responses of experience at NAC categories indicates that the < one year experience at NAC category is the only one which is inclined to agree with the statement.

### QUESTION 4-C BY PAYGRADE/MARITAL STATUS/EXPERIENCE

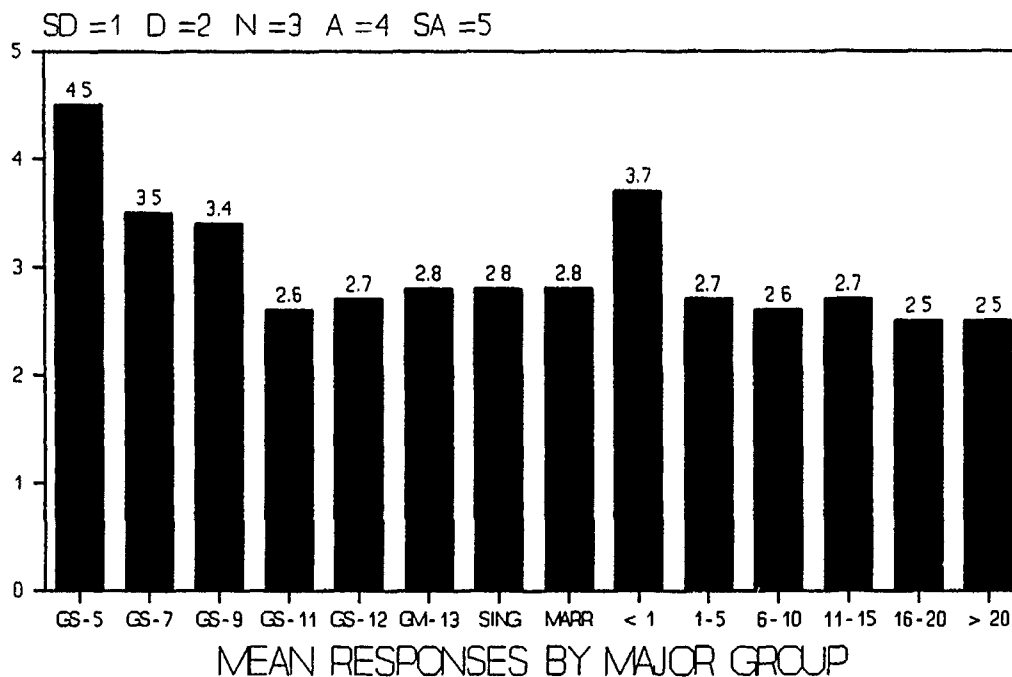


Figure 97

Figure 98 shows the average response to Question 4-C by age category. The average response of the 21-25 year old age group indicates that this group is the only age group which is inclined to agree with the statement.

## QUESTION 4-C BY AGE CATEGORY

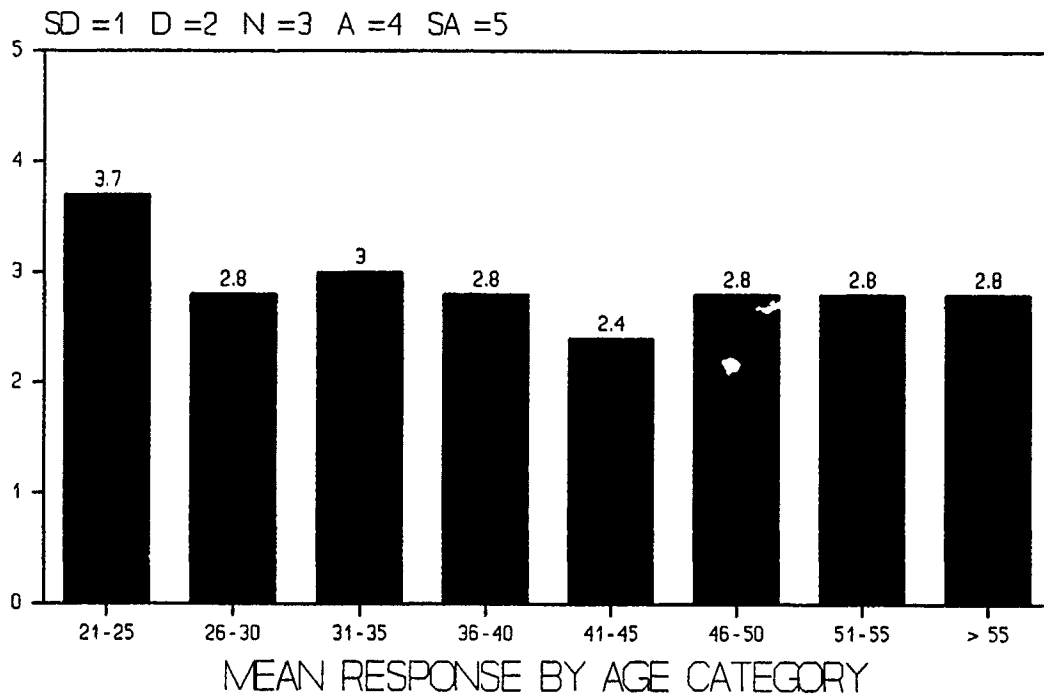


Figure 98

(4) Question 4-D Statement: *My supervisor feels that my duties at NAC take precedence over attendance at NAC-sponsored training courses.*

Figure 99 shows the frequency of all responses to Question 4-D. Over half of the respondents surveyed said that they disagree to some extent with the statement, 31% were neutral toward the statement, and 18% were inclined to agree to some extent with the statement.

## QUESTION 4-D ALL RESPONSES

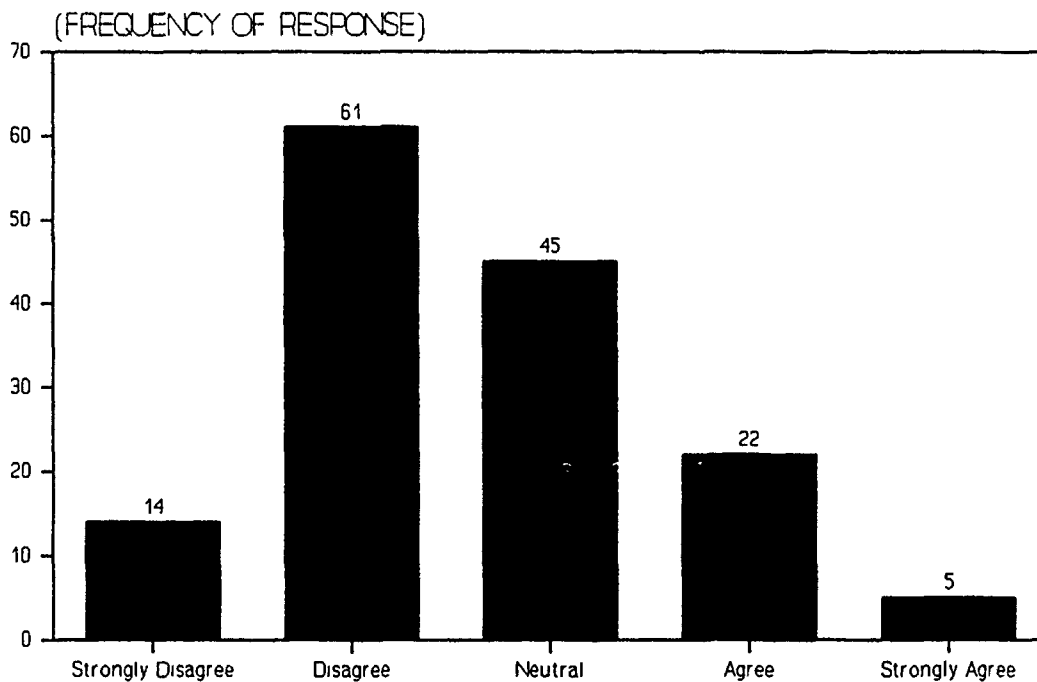


Figure 99

Figure 100 shows the average responses to Question 4-D by the total sample population, department, job category, gender, and ethnicity. The average response of the total sample population indicates that the sample population is inclined to disagree with the statement, but only slightly so.

The comparison of average responses by department shows that Department 900 is inclined to be neutral toward the statement, whereas the other departments are inclined to disagree with the statement.



There is very little difference between the opinions of scientists and engineers with respect to Question 4-D.

The average response by gender indicates that females are inclined to disagree with the statement more so than males are.

The comparison of average responses by ethnicity shows that the Hispanic ethnic group is the only one which is inclined to agree with the statement. The Asian ethnic group disagrees with the statement more so than any other ethnic group.

## QUESTION 4-D BY TOTAL / DEPT / JOB CAT / GENDER / ETHNICITY

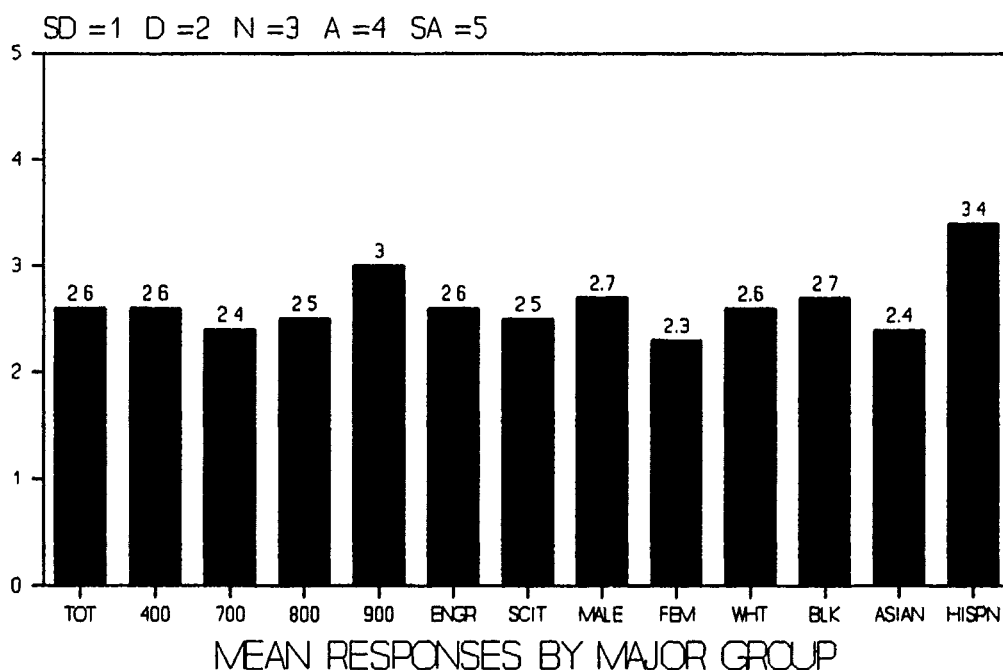


Figure 100

Figure 101 shows the average responses to Question 4-D by paygrade category, marital status, and work experience at NAC. The comparison of average responses by paygrade categories indicates that the managers (GM-13) are inclined to disagree with the statement more so than any other paygrade group.

There is very little difference of opinion between single or married respondents towards Question 4-D.

The average responses of the work experience at NAC categories shows that the 16-20 year experience group disagrees with the statement more strongly so than any other experience group.

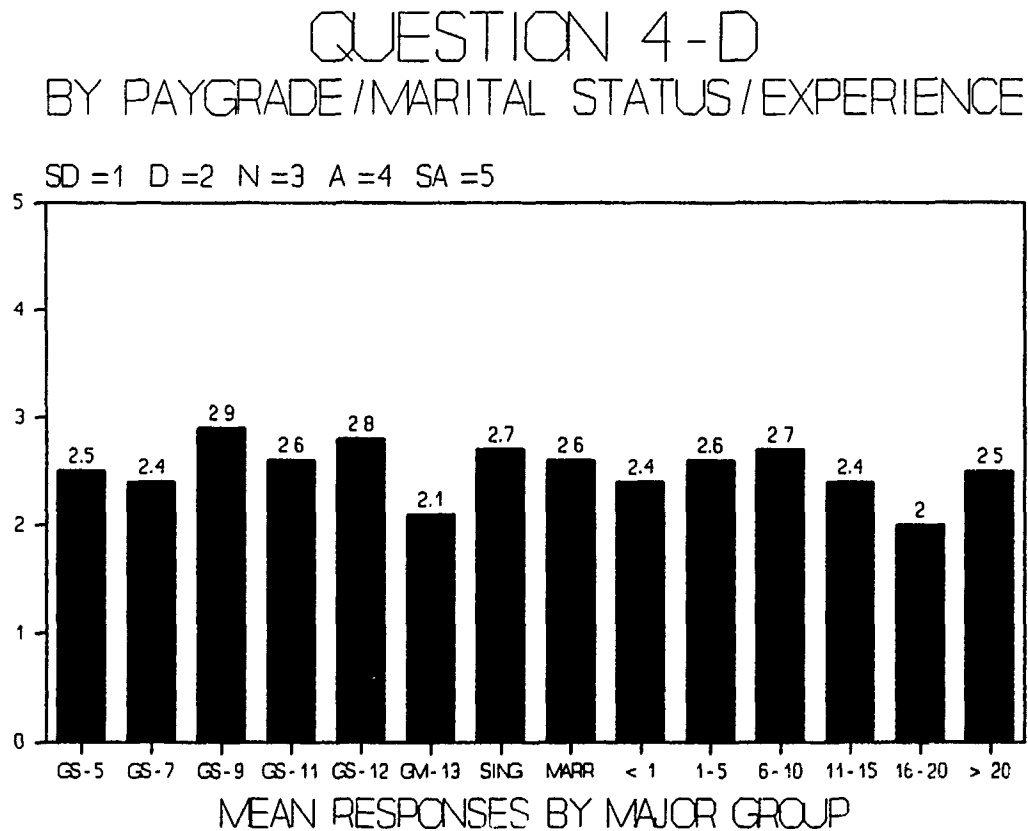


Figure 101

Figure 102 shows the average response to Question 4-D by age group category. There is very little difference of opinion among the age groups toward Question 4-D, although the 21-25 year old age group disagrees slightly more so with the question than the other age groups.

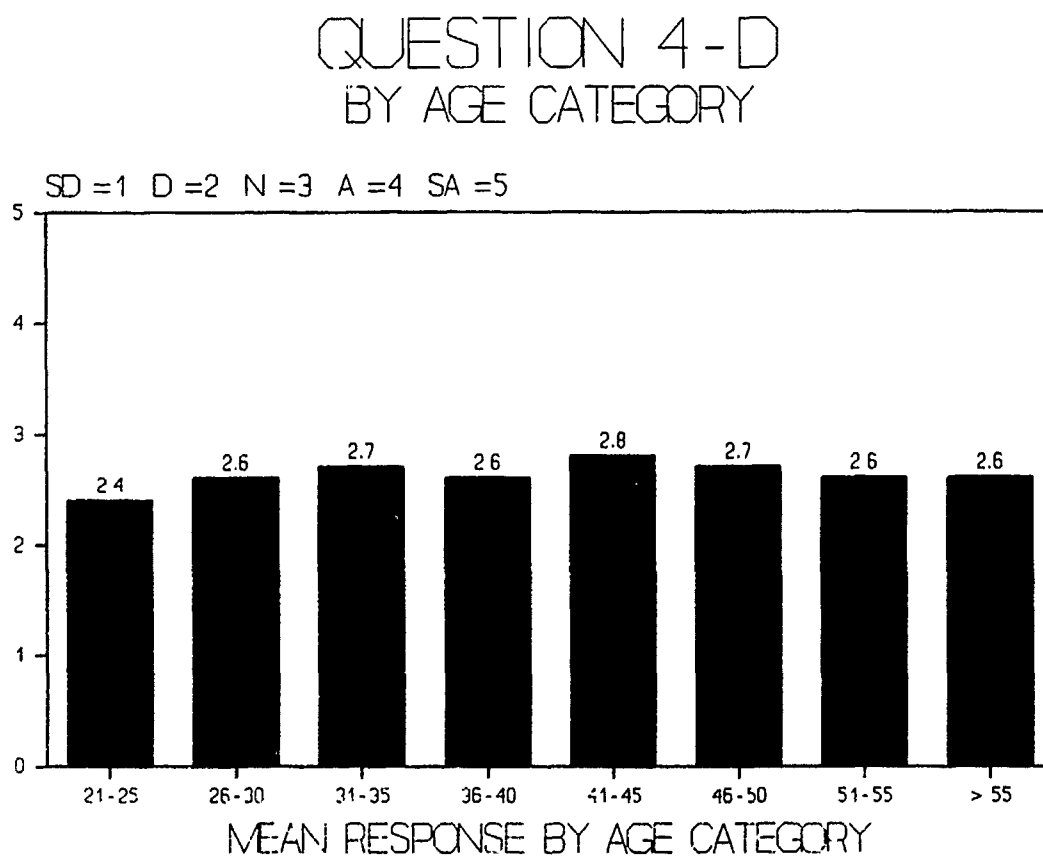


Figure 102

(5) Question 4-E Statement: *My supervisor encourages attendance at NAC-sponsored training courses.*

Figure 103 shows the frequency of all responses for Question 4-E. Sixty-five percent of the respondents surveyed said that they agree to some extent with the statement, 25% were neutral toward the statement, and only 10% were inclined to disagree to some extent with the statement.

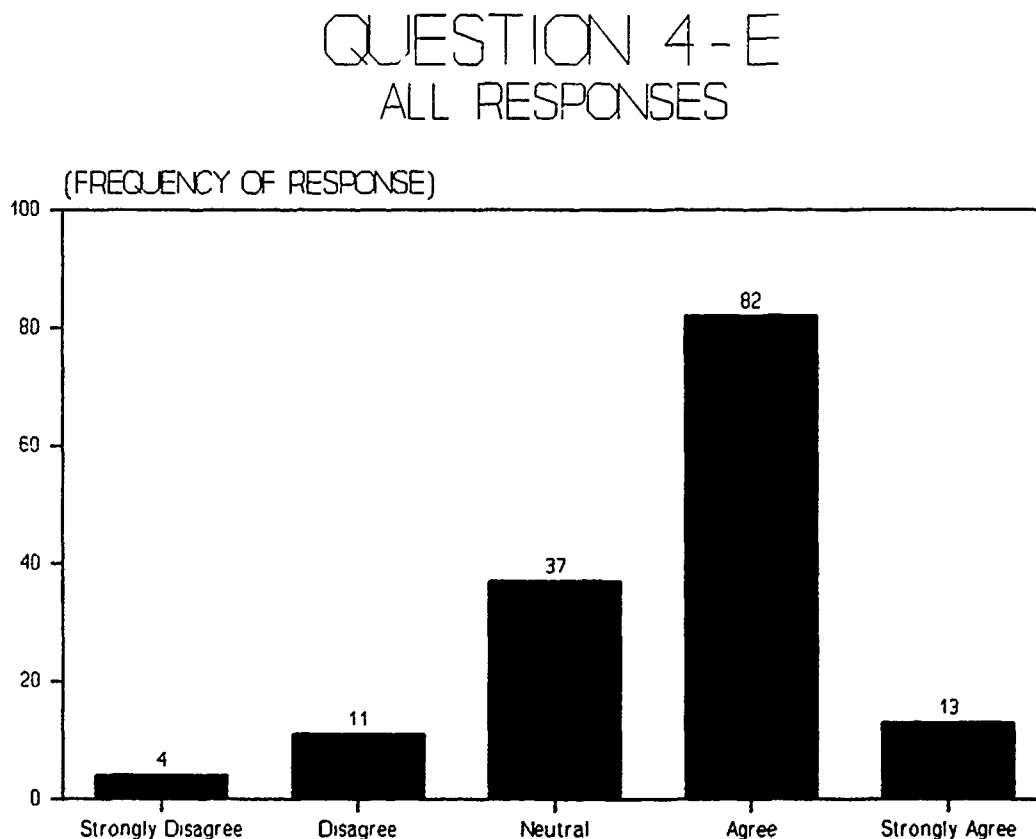


Figure 103

Figure 104 shows the average responses for Question 4-E by the total sample population, department, job category, gender, and ethnicity. The average response for the total sample population indicates that the sample population is inclined to agree with the statement, but not strongly so.

There is very little difference of opinion among departments for Question 4-E except that Department 400 is inclined to slightly agree less with the statement than the other departments.

There is no difference of opinion for Question 4-E by job category or gender.

The comparison of average responses by ethnicity indicates that the Black ethnic group is the only ethnic group which is inclined to slightly disagree with the statement. The White ethnic group agrees with the statement more strongly so than any other ethnic group.

# QUESTION 4-E BY TOTAL /DEPT /JOB CAT /GENDER /ETHNICITY

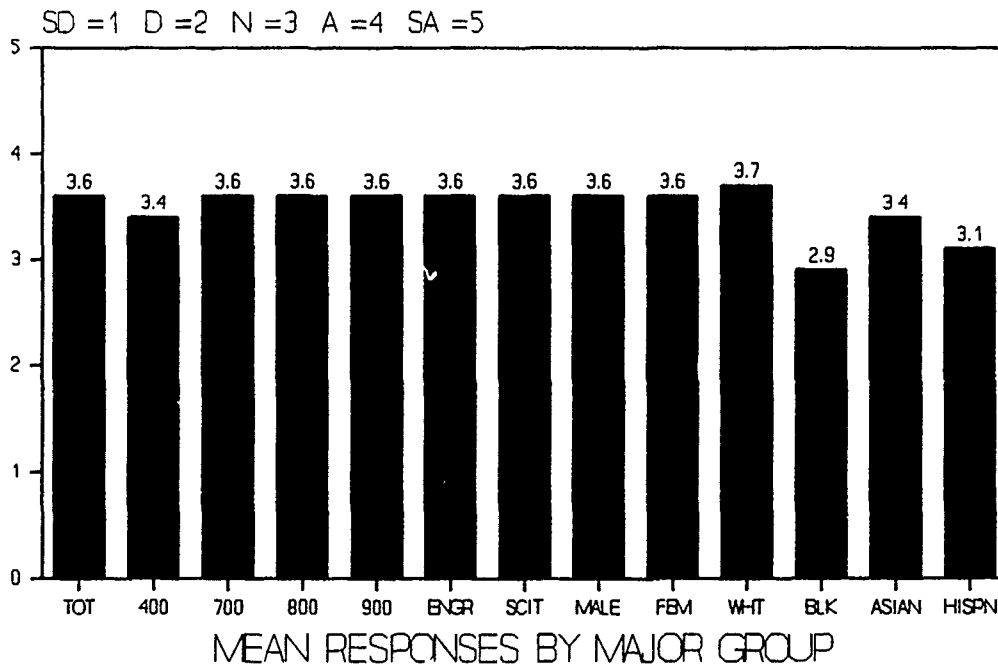


Figure 104

Figure 105 shows the average responses to Question 4-E by paygrade category, marital status, and work experience at NAC. The comparison of average responses by paygrade category indicates that all of the paygrade category groups are inclined to agree with the statement to some extent with the managers (GM-13) and the lowest paygrade category group (GS-5) agreeing with the statement more so than the other paygrade category groups.

The average response by job category shows that scientists agree with the statement more so than do engineers.

There is very little difference between the opinions of males or females to Question 4-E.

The comparison of average responses by ethnic group indicates that the Asian ethnic group is inclined to agree with the statement more so than any other ethnic group. The average response of the Black ethnic group shows that they agree with the statement slightly less than the other ethnic groups.

## QUESTION 4-E BY PAYGRADE/MARITAL STATUS/EXPERIENCE

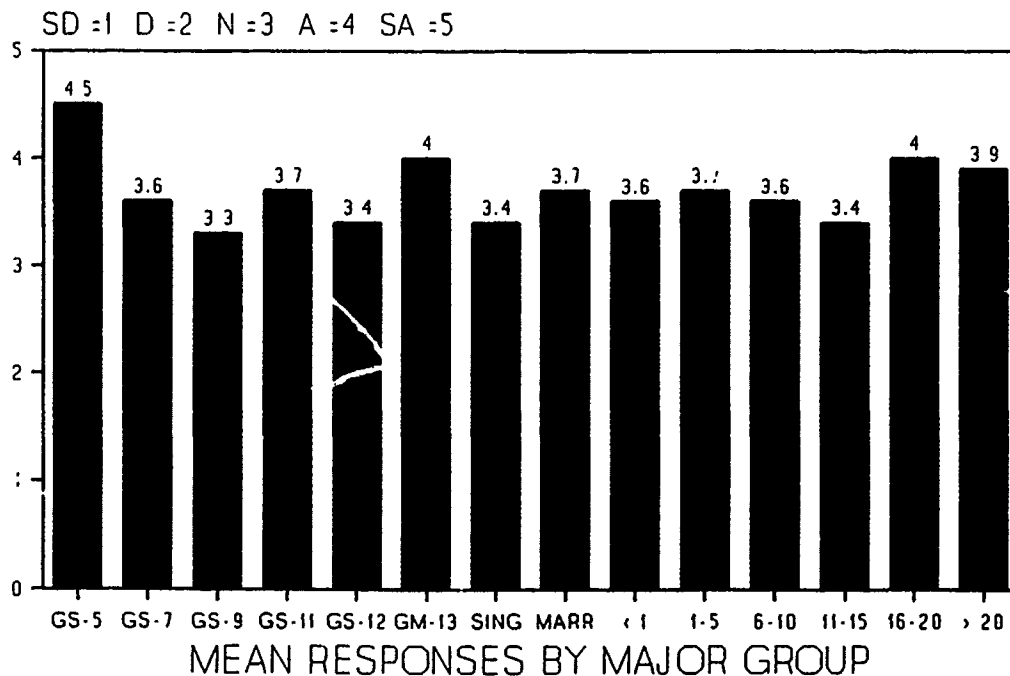


Figure 105

Figure 106 shows the average response to Question 4-E by age group categories. There is very little difference of opinion between age group categories. Age groups 21-25, 31-35, and 41-45 are inclined to agree slightly more so than the other age group categories.

## QUESTION 4-E BY AGE CATEGORY

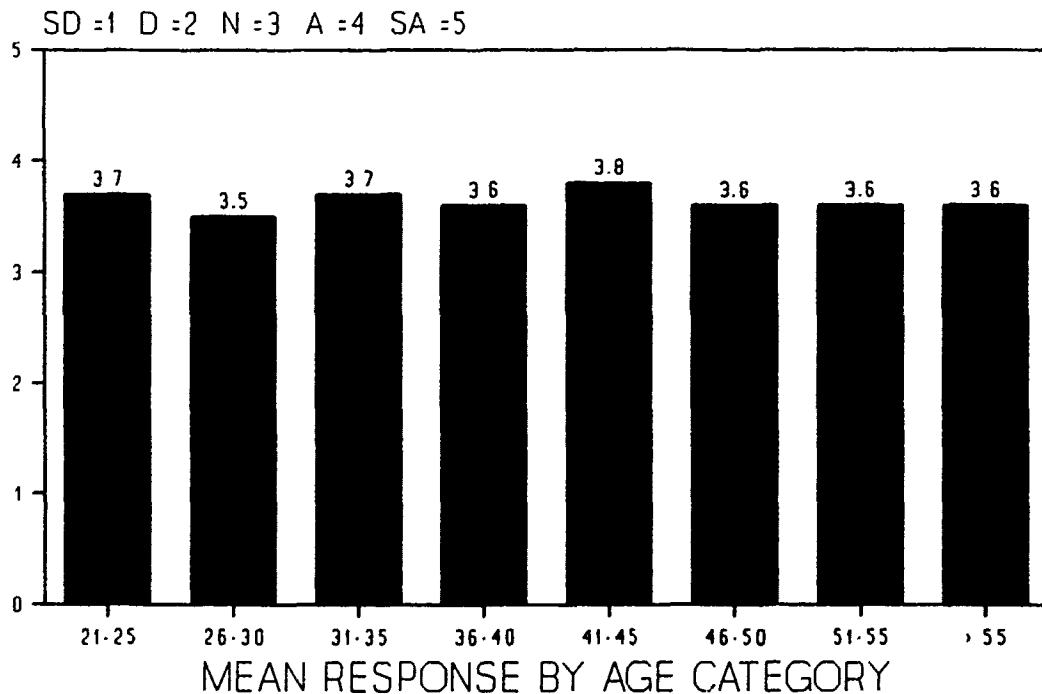


Figure 106



(6) Question 4-F Statement: *My branch manager supports and encourages attendance at NAC-sponsored training courses.*

Figure 107 shows the frequency of all responses for Question 4-F. Sixty-seven percent of those surveyed said that they were inclined to agree to some extent with the statement, 25% were neutral toward the statement, and 8% were inclined to agree with the statement to some extent.

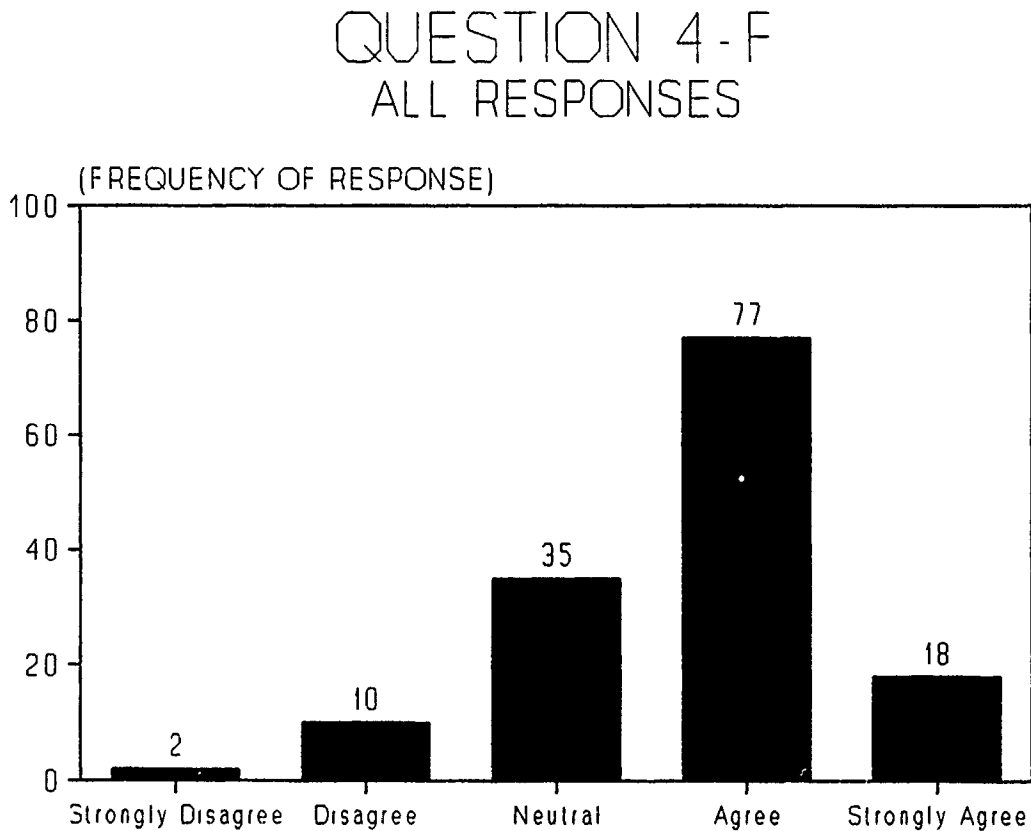


Figure 107

Figure 108 shows the average responses to Question 4-F by the total sample population, department, job category, gender, and ethnicity. The average response of the total sample population indicates that the sample population is inclined to agree with the statement, but not strongly so.

The comparison of average responses by department shows that Department 900 is inclined to agree with the statement slightly more so than the other departments, while Department 400 is inclined to agree with the statement less than the other departments.

There is very little difference of opinion concerning Question 4-F by job category or gender.

The average response by ethnic group indicates that the Black ethnic group is the only ethnic group which is slightly inclined to disagree with the statement. The other ethnic groups are inclined to agree to some extent with the statement.

# QUESTION 4-F BY TOTAL/DEPT/JOB CAT/GENDER/ETHNICITY

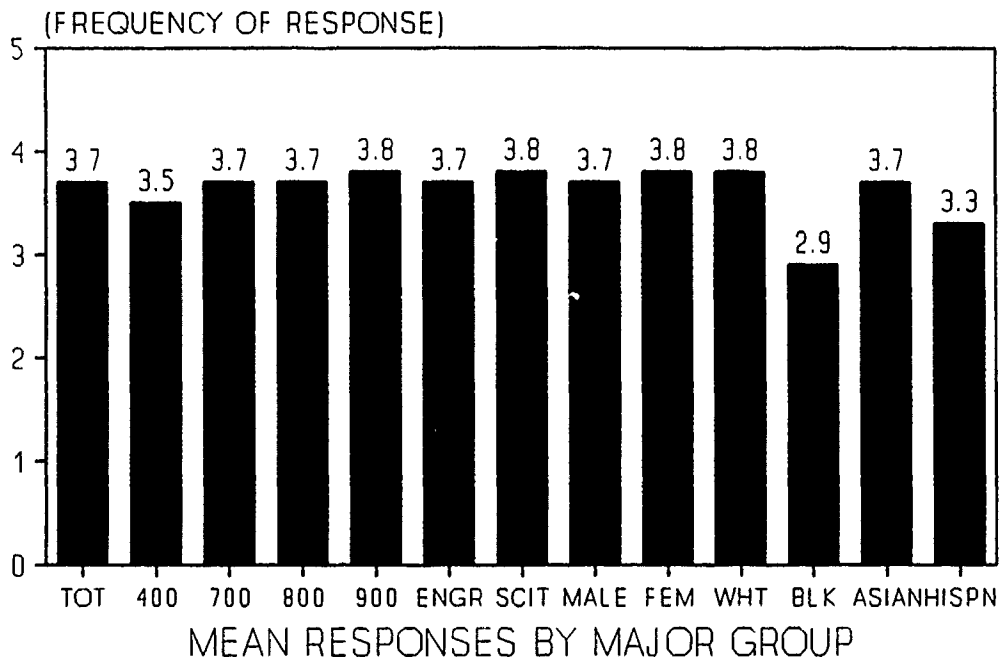


Figure 108

Figure 109 shows the average responses to Question 4-F by paygrade category, marital status, and work experience at NAC. The average responses by paygrade category indicates that the managers (GM-13) and the lower two paygrades (GS-5, GS-7) are inclined to agree with the statement more so than those engineers and scientists in the paygrades of GS-9, GS-11, and GS-12.

There is very little difference of opinion concerning Question 4-F between single or married respondents.

The comparison of average responses by work experience at NAC shows that the 16-20 year experience group is inclined to agree slightly more with the statement than the other experience categories.

## QUESTION 4-F BY PAYGRADE/MARITAL STATUS/EXPERIENCE

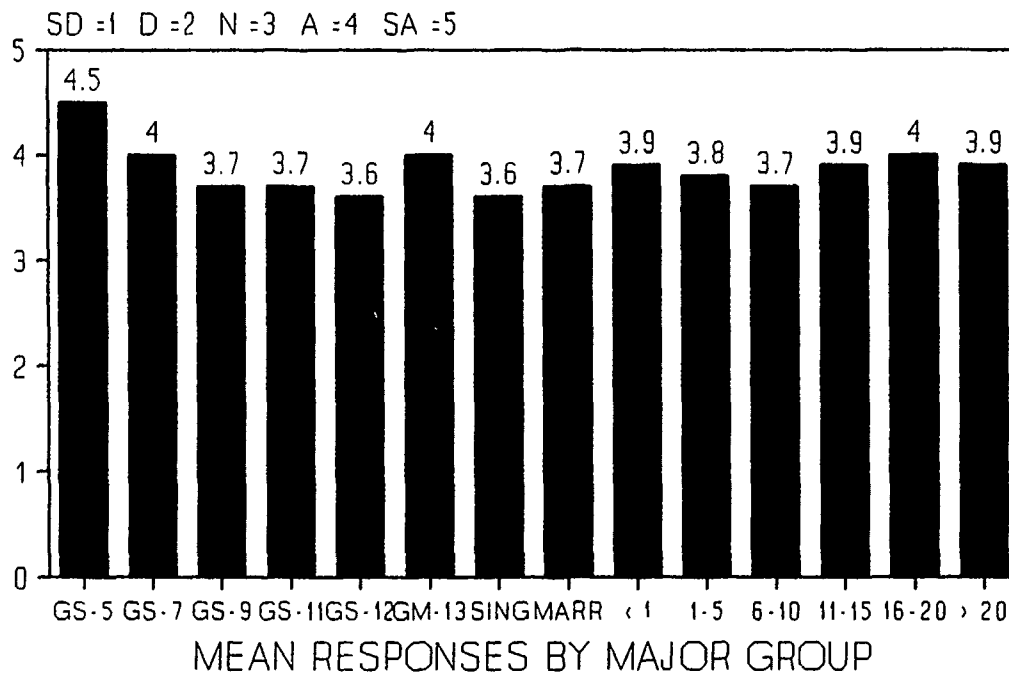


Figure 109

Figure 110 shows the average response to Question 4-F by age group category. The 21-25 year old group is inclined to agree slightly more with the statement than the other age groups, whereas the 26-30 year old group is inclined to agree slightly less with the statement than the other age groups.

## QUESTION 4-F BY AGE CATEGORY

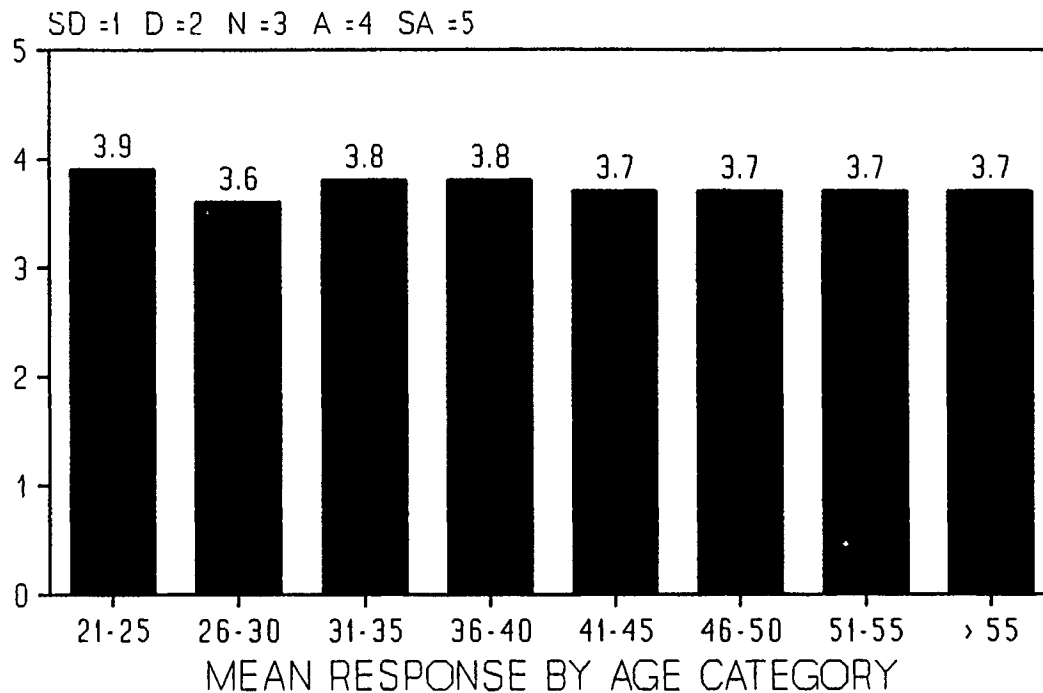


Figure 110

(7) *Question 4-G Statement: My department supports and encourages attendance at NAC-sponsored training courses.*

Figure 111 shows the frequency of all responses to Question 4-G. Fifty-eight percent of those surveyed said that they were inclined to agree with the statement to some extent, 33% were neutral toward the statement, and only 9% were inclined to disagree to some extent with the statement.

## QUESTION 4-G ALL RESPONSES

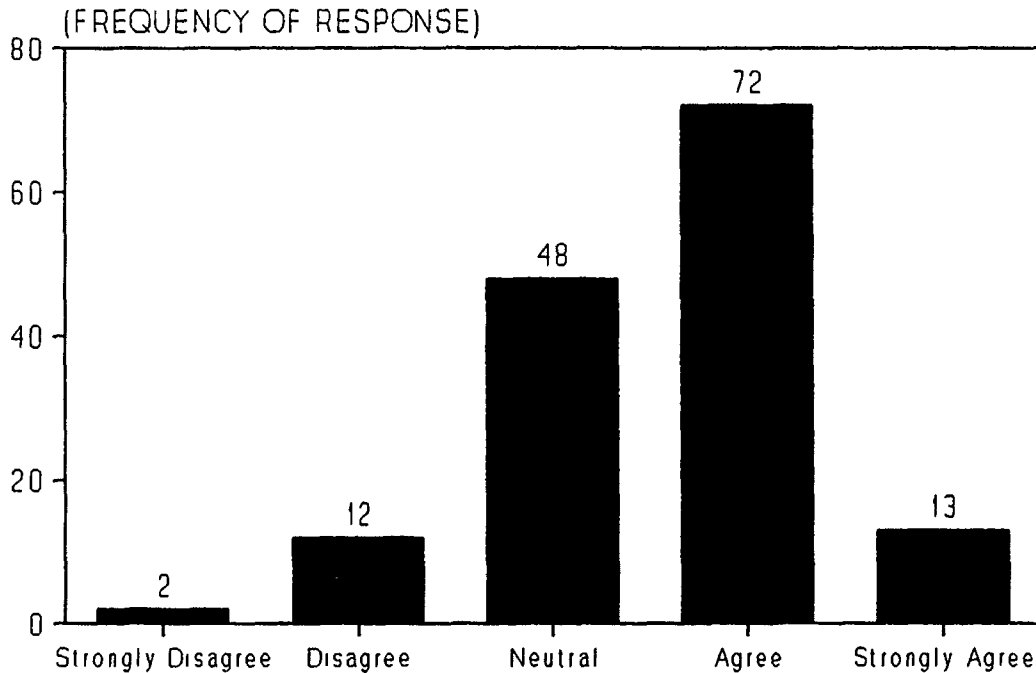


Figure 111

Figure 112 shows the average responses to Question 4-G by the total sample population, department, job category, gender, and ethnicity. The average response of the total sample population indicates that the sample population is inclined to agree with the statement, but not strongly so.

There is very little difference of opinion concerning Question 4-G between departments.

The average response by job category indicates that engineers are inclined to agree with the statement more so than do scientists.

There is very little difference of opinion concerning Question 4-G between males and females.

The comparison of average responses by ethnic group indicates that the Hispanic and Black ethnic groups are inclined to agree less with the statement than do the White and Asian ethnic groups.

### QUESTION 4-G BY TOTAL /DEPT /JOB CAT /GENDER /ETHNICITY

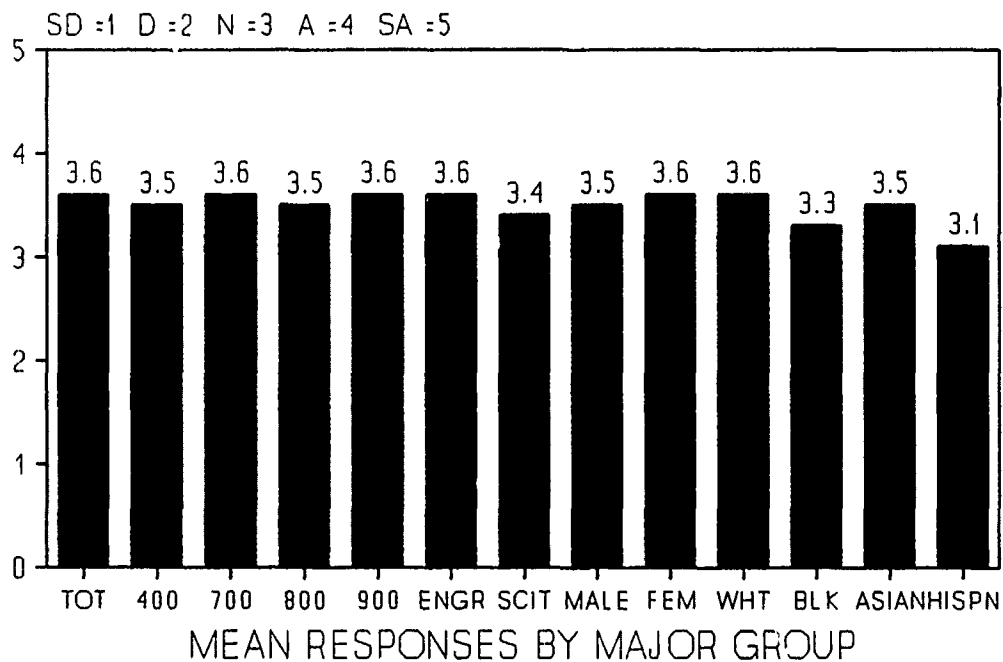


Figure 112

Figure 113 shows the average responses to Question 4-G by paygrade category, marital status, and work experience at NAC. The average responses of the paygrade categories indicates that the managers (GM-13) and the lowest paygrade category

(GS-5) are inclined to agree with the statement more so than the other paygrade category groups.

The average response by marital status shows that married respondents agree with the statement slightly more so than do single respondents.

The comparison of average responses by work experience at NAC categories indicates that those respondents with ten years of experience and less at NAC are inclined to agree less with the statement than those with more than ten years experience.

## QUESTION 4-G BY PAYGRADE/MARITAL STATUS/EXPERIENCE

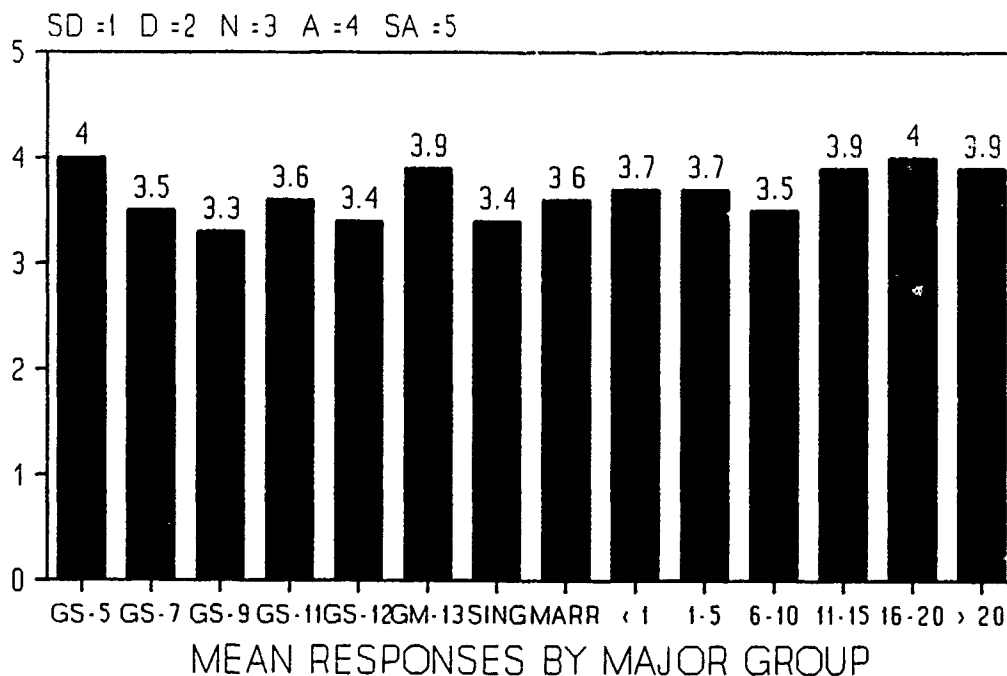


**Figure 113**



Figure 114 shows the average responses for Question 4-G by age group category. There is very little difference of opinion concerning Question 4-G between age groups. The 41-45 year old group is inclined to agree slightly more with the statement than the other age groups and the 26-30 year old age group is inclined to agree slightly less with the statement than the other age groups.

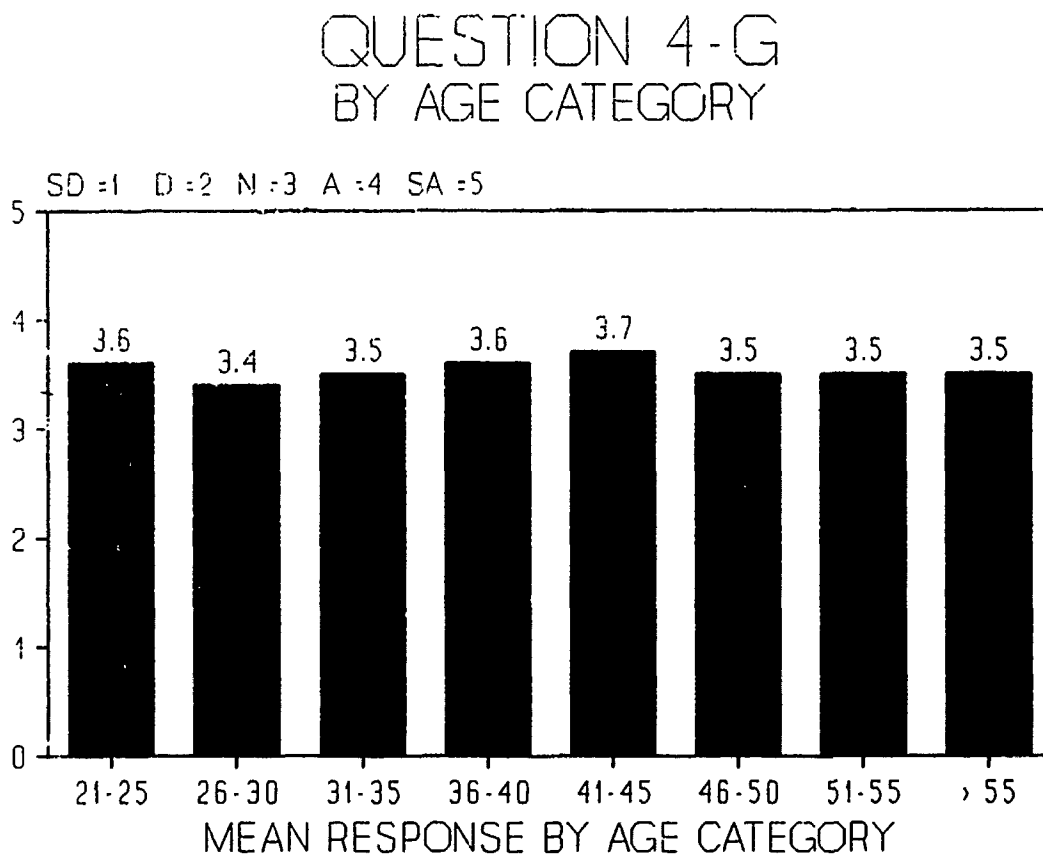


Figure 114

(8) Question 4-H Statement: NAC "Top Leadership" supports and encourages attendance at NAC-sponsored training courses.

Figure 115 shows the frequency of all responses for Question 4-H. Forty-nine percent of those surveyed said that they agree to some extent with the statement, 43% said they were neutral toward the statement, and only 8% said they disagreed with the statement to some extent.

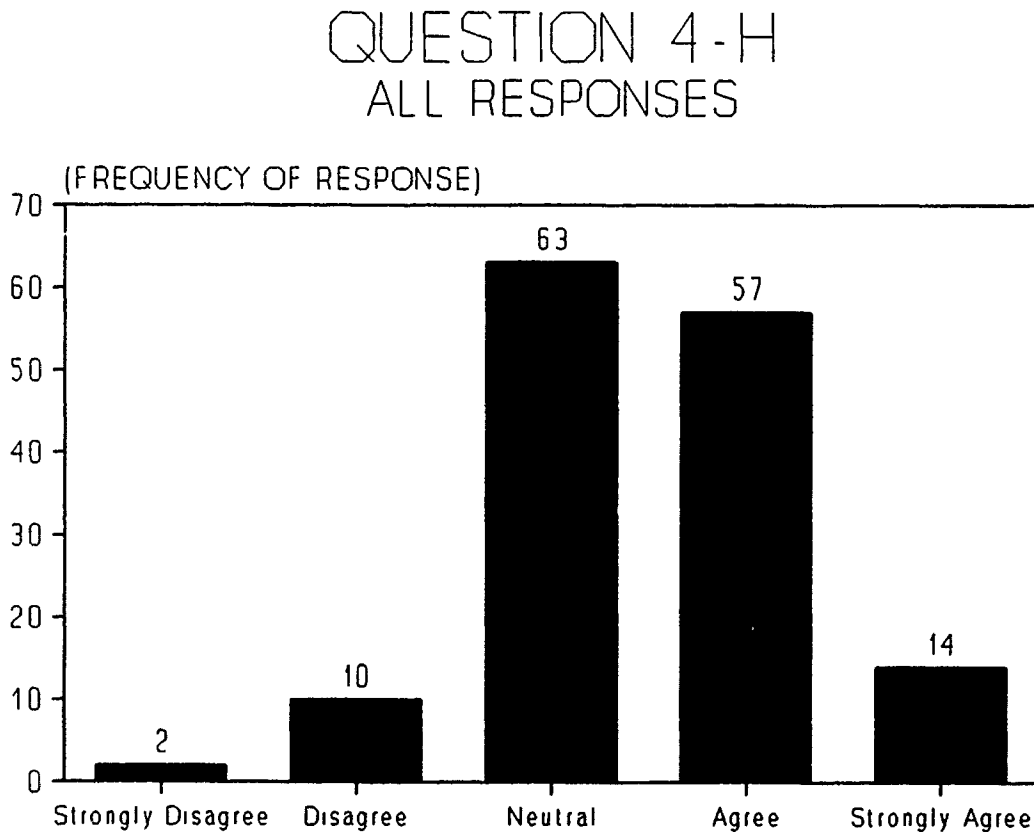


Figure 115

Figure 116 shows the average responses to Question 4-H by the total sample population, department, job category, gender, and ethnicity. The average response of the total sample population shows that the sample population is inclined to agree with the statement, but not strongly so.

The average responses by department indicates that Department 700 agrees with the statement more so than the other departments do.

There is very little difference of opinion concerning Question 4-H by job category or gender.

The comparison of average responses by ethnic group indicates that the Hispanic ethnic group is neutral toward the statement. The other ethnic groups are inclined to agree to some extent with the statement with the Black ethnic group agreeing with the statement more so than any other ethnic group.

# QUESTION 4-H BY TOTAL/DEPT/JOB CAT/GENDER/ETHNICITY

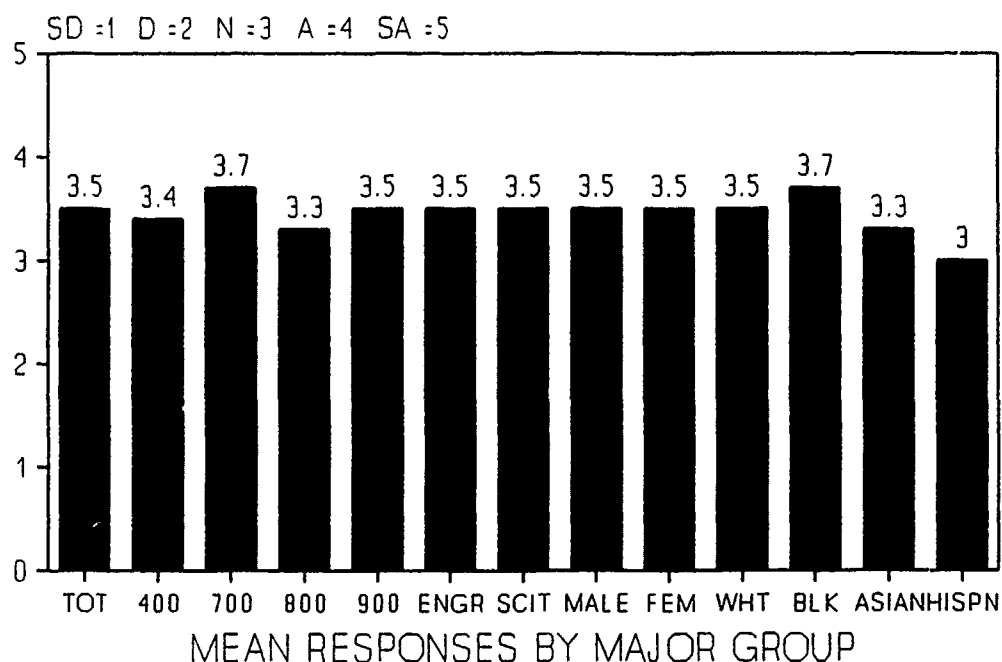


Figure 116

Figure 117 shows the average responses to Question 4-H by paygrade category, marital status, and work experience at NAC. The average responses by paygrade category shows that the managers (GM-13) and the lowest paygrade (GS-5) agree with the statement to a greater extent than do the other paygrade categories.

The average response by gender shows that married respondents are inclined to agree with the statement more so than do single respondents.

The comparison of average responses for the experience at NAC categories indicates that while the 16-20 years of experience group is inclined to agree with the statement to a lesser extent than the other experience categories, the > 20 years of experience group is inclined to agree with the statement to a greater extent than any of the other experience groups.

## QUESTION 4-H BY PAYGRADE/MARITAL STATUS/EXPERIENCE

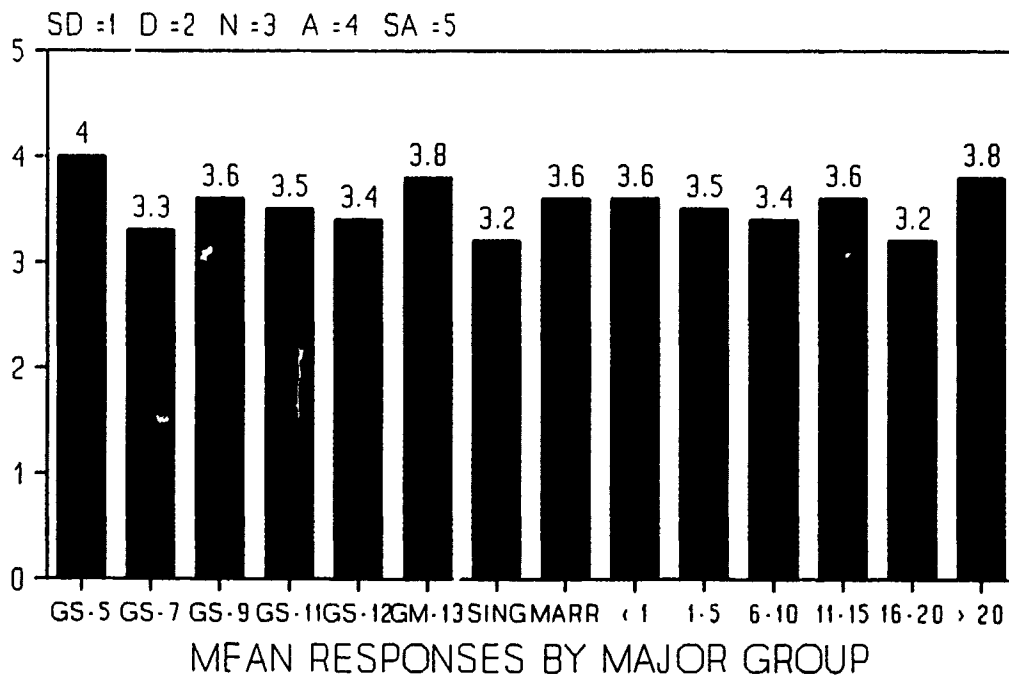


**Figure 117**

Figure 118 shows the average response to Question 4-H by age group category. The comparison of average response by age group indicates that the 41-45 year old group is inclined to agree with the statement more so than any other age group. The average response of the 31-35 year old age group shows that this group is inclined to agree with the statement slightly less than any of the other age groups.

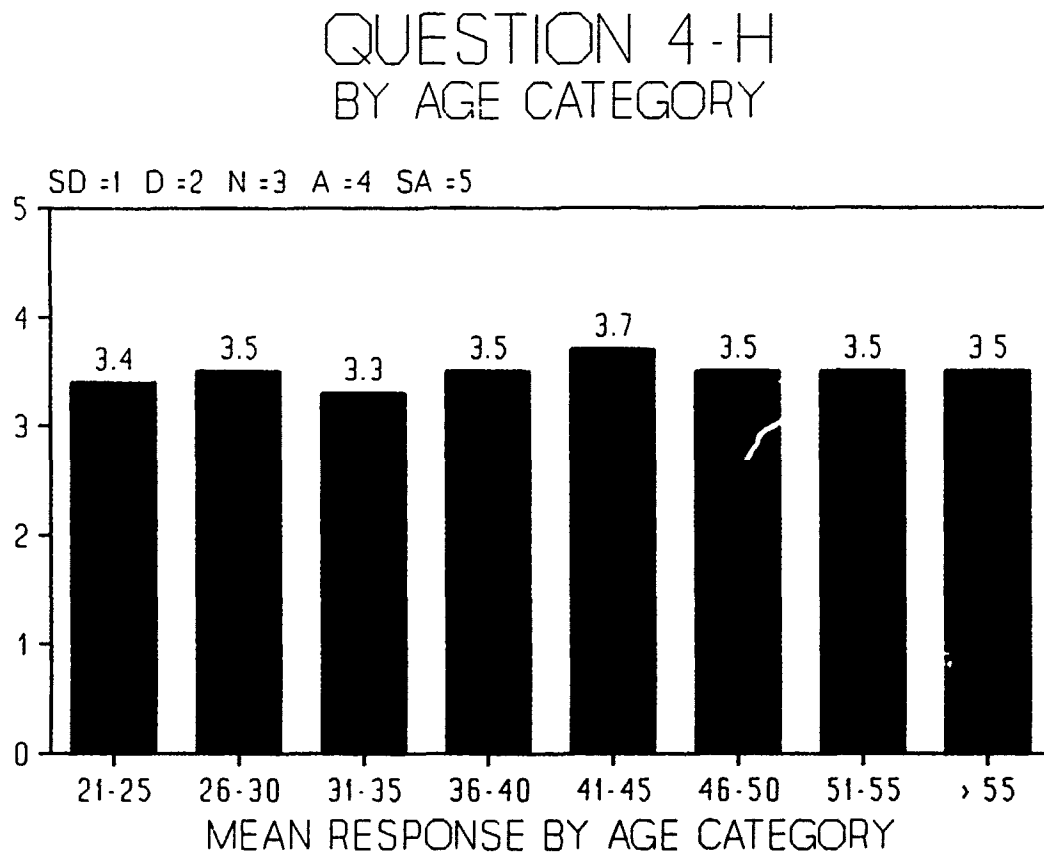


Figure 118

e. Question 5: What do you see as the greatest obstacle(s) to getting the training you need or would like?

Figure 119 shows the frequency of all responses for the 14 most frequently listed obstacles to getting training at NAC. The greatest obstacle listed by the total sample population is the monetary costs to NAC. Time is the next greatest obstacle listed to getting training at NAC. This is followed by a lack of available training courses and the respondent's workload. Not sufficiently job related to justify was listed fifth, followed by quotas. The seventh and eighth greatest obstacles are location of training courses and personal motivation. The last six obstacles to getting the training the sample population needed are family, none (there are no obstacles), I can't decide what I need, too much TDY, monetary costs to them, and their supervisor.

## QUESTION 5 ALL RESPONSES

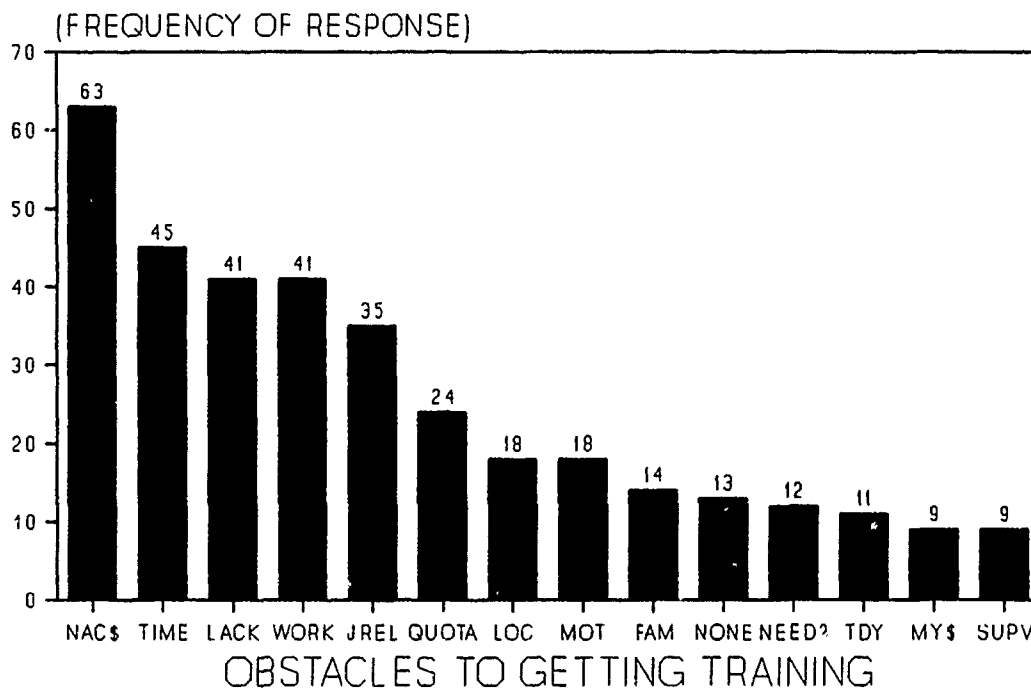


Figure 119

*f. Question 6: How do you think training opportunities at NAC compare with those of private sector organizations?*

Figure 120 shows the frequency of all responses for Question 6. Forty percent of those survey said that training opportunities at NAC were somewhat or much more than private sector organizations, 19% said that the opportunities were somewhat or much less, and 17% said they were about the same.



Twenty-four percent of those responding said that they had no basis for comparison.

## QUESTION 6 ALL RESPONSES

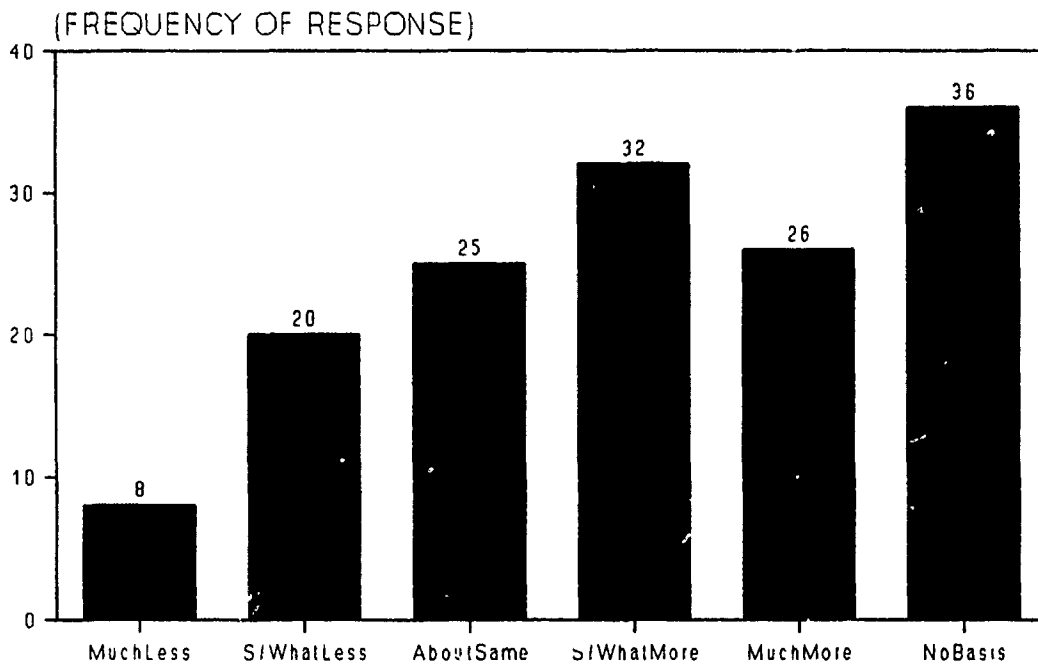


Figure 120

*g. Question 7: How do you think training opportunities at NAC compare with those of other public institutions/organizations?*

Figure 121 shows the frequency of all responses for Question 7. Forty percent of those surveyed said that the

training opportunities at NAC were somewhat or much more than at other public institutions/organizations, 47% said that the opportunities were about the same, and 13% said that the opportunities were somewhat or much less than at other public institutions/organizations.

## QUESTION 7 ALL RESPONSES

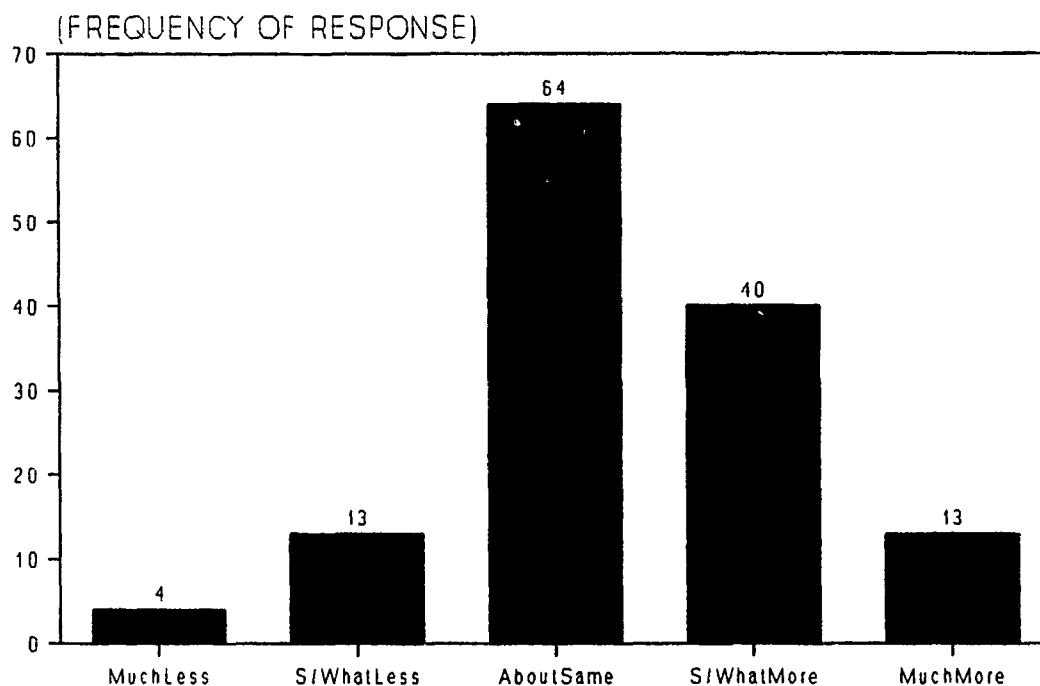


Figure 121

*h. Question 8: To what extent do you believe NAC-sponsored training has a positive effect on morale within NAC?*

Figure 122 shows the frequency of all responses for Question 8. Forty-eight percent of those surveyed said that training has a moderately significant impact on morale within NAC, 30% said that training had a little effect, but not much, on morale within NAC, 18% said that training has a very significant impact on morale within NAC, and only 4% said that training did not have any effect on morale within NAC.

## QUESTION 8 ALL RESPONSES

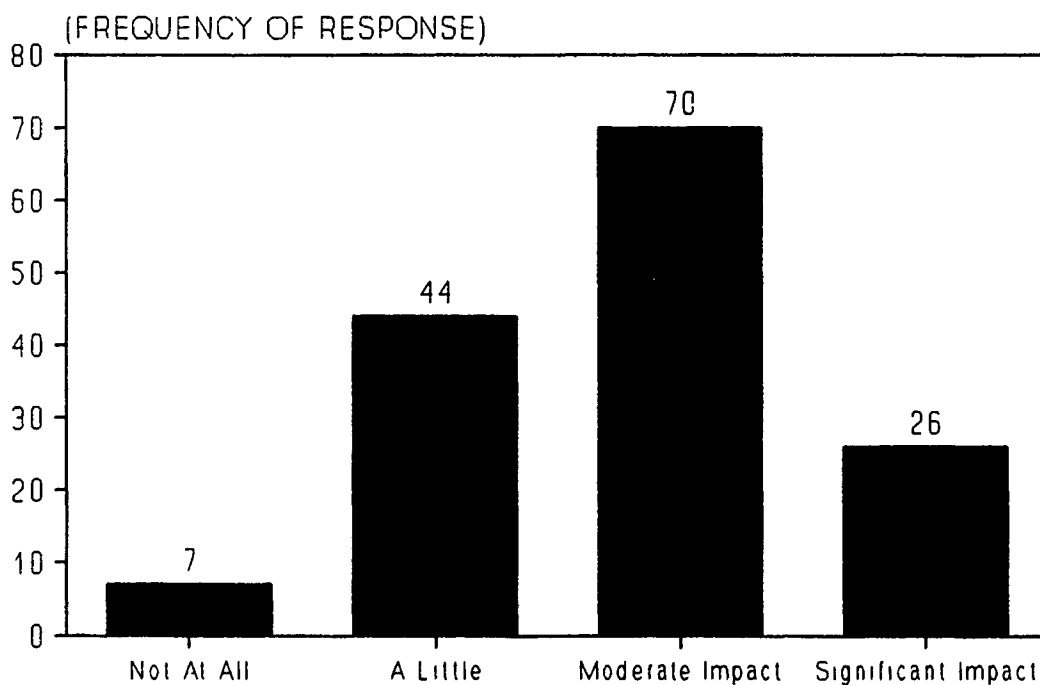


Figure 122

Figure 123 shows the frequency of response for Question 8 by those surveyed in Department 400. Fifty-five percent of those surveyed in Department 400 said that training had a moderately significant impact on morale, 23% said that training had a very significant impact on morale, 18% said that training had a little effect, but not much, and only 4% said that training had no effect at all.

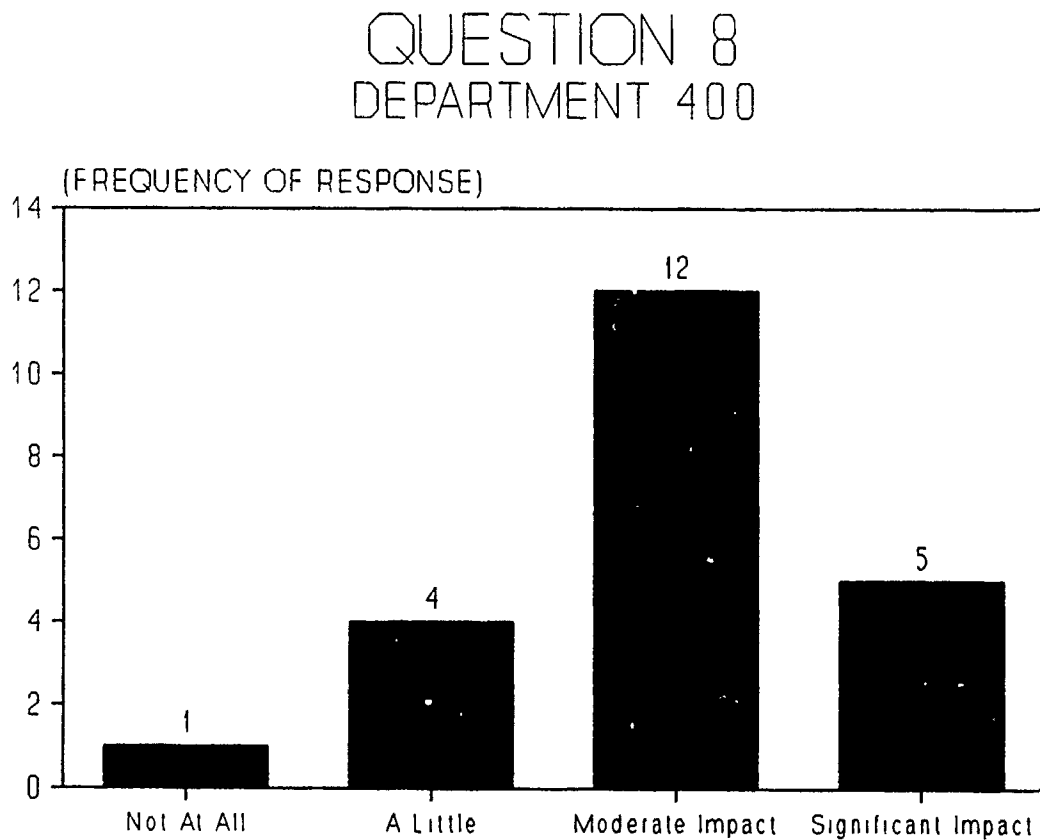


Figure 123

Figure 124 shows the frequency of response for Question 8 by Department 700. Sixty-one percent of those surveyed in Department 700 said that training has a moderately significant impact on morale, 22% said that training has a little effect, but not much, and 17% said that training has a very significant impact on morale. No one in Department 700 said training had no effect at all on morale within NAC.

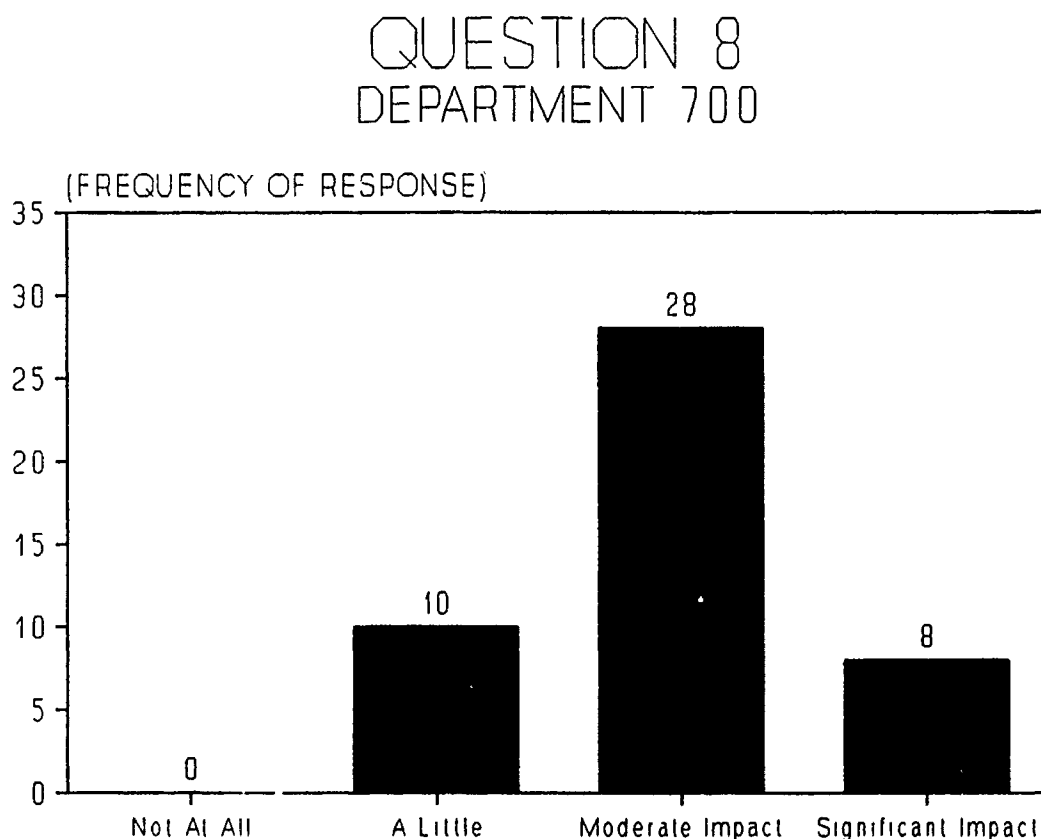


Figure 124

Figure 125 shows the frequency of response for Question 8 by Department 800. Forty-three percent of those surveyed in Department 800 said that training has a moderately significant impact on morale, 29% said that training has a little effect, but not much, 19% said that training has a very significant impact on morale, and 9% said that training had no effect at all on morale within NAC.

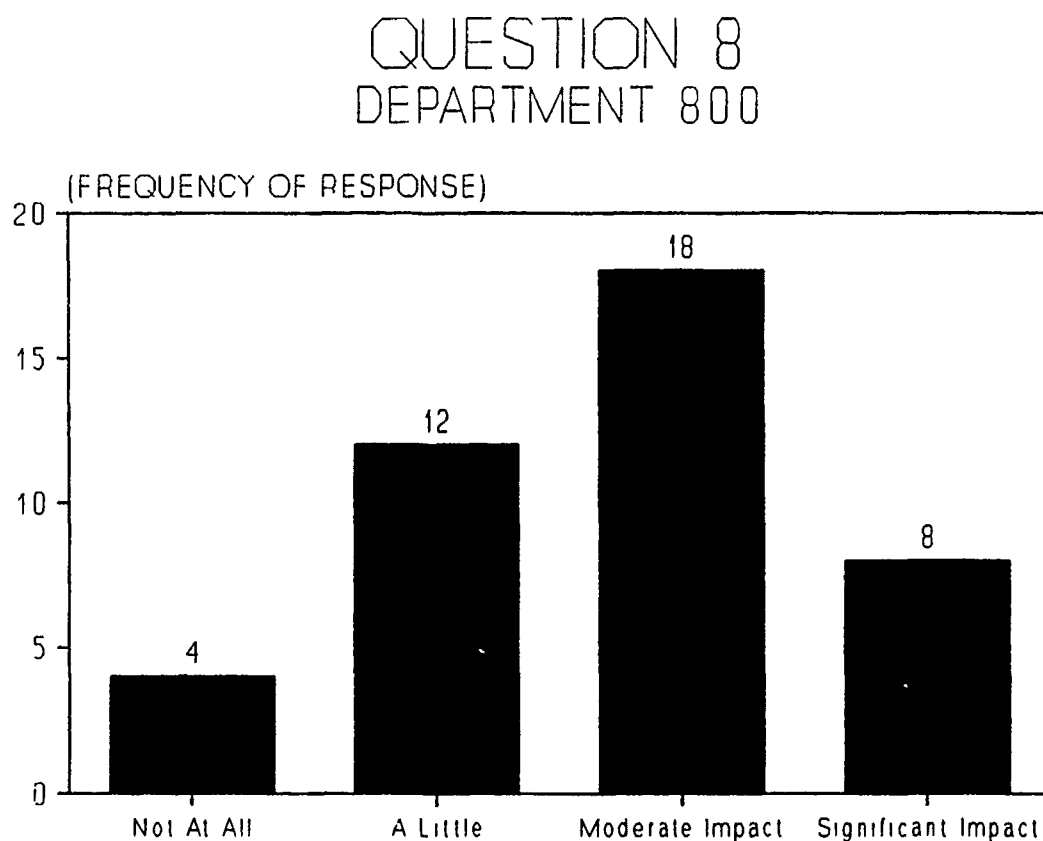


Figure 125

Figure 126 shows the frequency of response for Question 8 by Department 900. Fifty percent of those surveyed in Department 900 said that training has a little effect on morale within NAC, but not much, 33% said that training has a moderately significant impact on morale, 11% said training has a very significant impact on morale, and 6% said that training has no effect on morale at all.

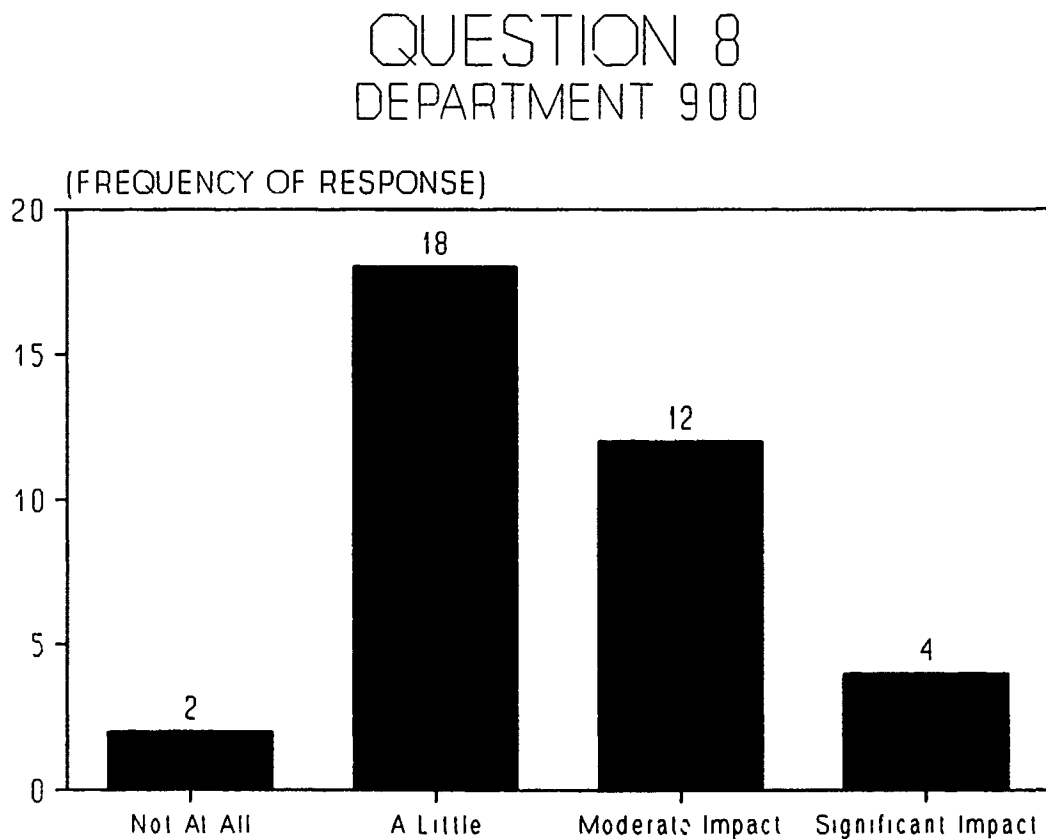


Figure 126

Figure 127 shows the frequency of response to Question 8 by the engineer community. Forty-seven percent of the engineer community surveyed said that training has a moderately significant impact on morale, 29% said that training has a little effect, but not much, 18% said that training has a very significant impact, and 6% said that training has no effect on morale within NAC.

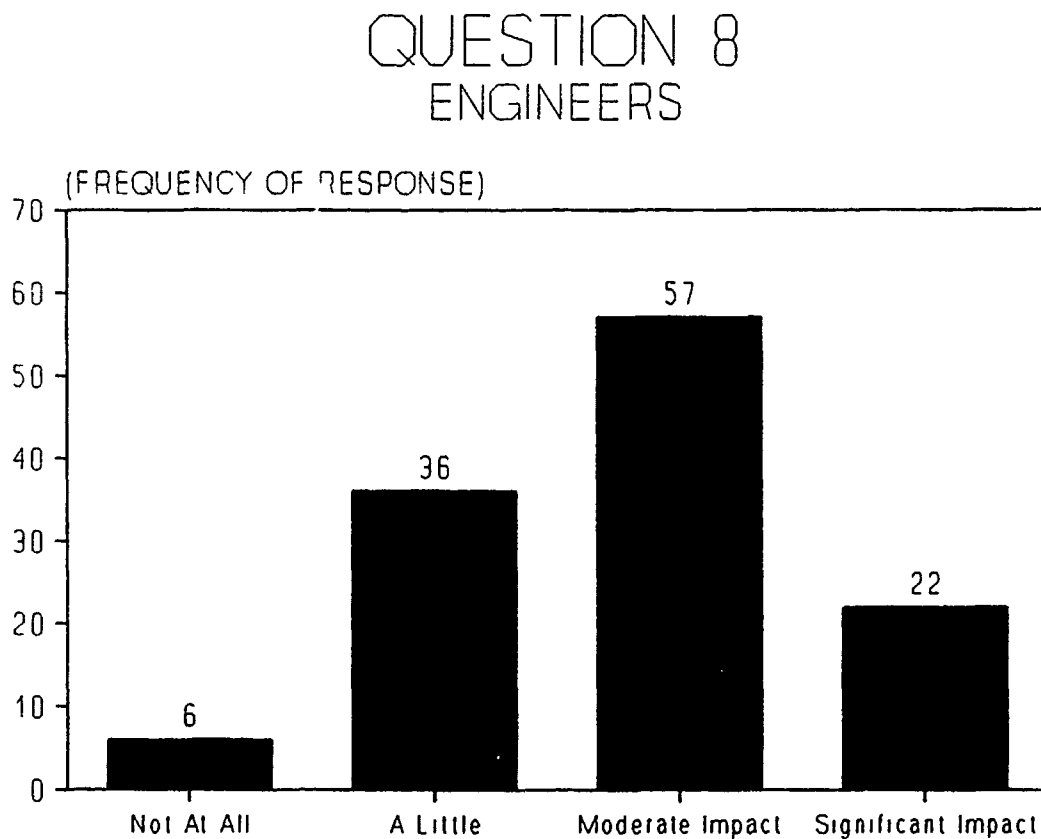


Figure 127



Figure 128 shows the frequency of response for Question 8 by the scientist community. Fifty percent of the scientist community surveyed said that training has a moderately significant impact on morale within NAC, 31% said that training has a little effect on morale, but not much, 15% said that training has a very significant impact on morale, and only 4% said that training has no effect on morale within NAC.

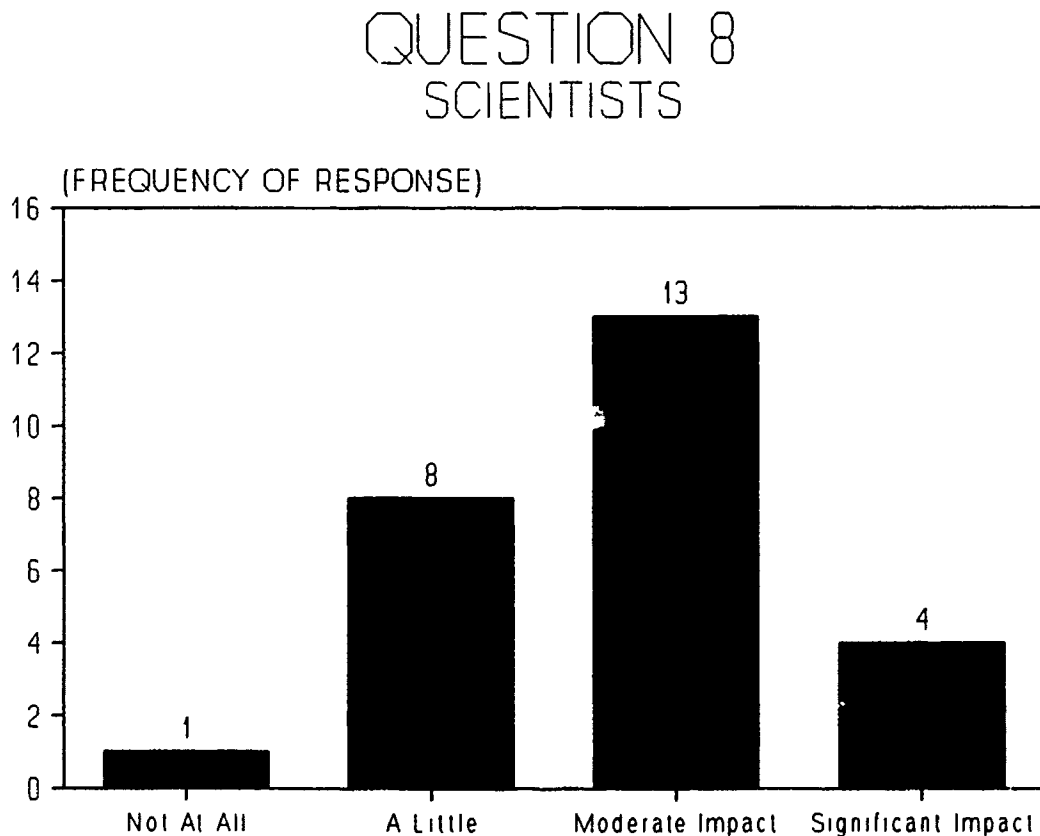


Figure 128

i. Question 9: To what extent do you use the skills you have learned from training? That is, do you get the opportunity to put into practice the new skills you learn?

Figure 129 shows the responses of the total sample population concerning technical training. Comments from the total sample population were consolidated into two categories - positive and negative comments. Eighty-two percent of those who responded to Question 9 - Technical Training had positive comments.

QUESTION 9  
TECHNICAL TRAINING

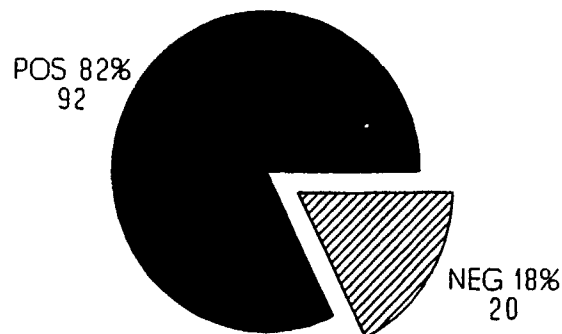


Figure 129

Table 11 provides the list of positive comments the total sample population made about the extent to which they are given the opportunity to put into practice the new skills they have learned through technical training.

TABLE 11.--POSITIVE TECHNICAL TRAINING SKILL USE COMMENTS

| Totals | Comments by the Total Sample Population                  |
|--------|----------------------------------------------------------|
| 36     | I make daily use of the technical skills I have learned. |
| 6      | I make use of the skills to some aspect/extent.          |
| 5      | I make extensive use of the skills learned.              |
| 5      | I sometimes use the skills I've learned.                 |
| 4      | I used the skills about 50% of the time.                 |
| 4      | I use the skills most of the time.                       |
| 4      | Yes, I use the skills.                                   |
| 3      | I use the skills very much.                              |
| 3      | I use the skills very often.                             |
| 2      | I use all of the skills.                                 |
| 2      | I use a few of the skills.                               |
| 2      | Some isn't, some is.                                     |
| 2      | Yes, they relate to my present work effort.              |
| 2      | I use the skills once in a while.                        |
| 1      | My usage is small, but significant.                      |
| 1      | I use the skills to a great extent.                      |
| 1      | Some haven't, some have.                                 |
| 1      | I use much of it.                                        |
| 1      | I use several of the skills learned.                     |
| 1      | I use lots of the skills learned.                        |
| 1      | I constantly use the skills learned.                     |
| 1      | I occasionally use the skills learned.                   |
| 1      | I have a fairly good opportunity to use the skills.      |
| 1      | I use my skills learned somewhat.                        |
| 1      | I make substantial use of the skills learned.            |
| 1      | The skills have provided some background.                |

Table 12 provides a list of negative comments regarding the extent to which the total sample population is allowed to use the skills learned from technical training.

TABLE 12.--NEGATIVE TECHNICAL TRAINING SKILL USE COMMENTS

| Totals | Comments by the Total Sample Population                         |
|--------|-----------------------------------------------------------------|
| 7      | None. I do not use the skills learned.                          |
| 4      | I use the skills very little.                                   |
| 2      | I use the skills very seldom.                                   |
| 2      | The skills are used not much.                                   |
| 2      | The skills are used not that often.                             |
| 1      | There is no opportunity/availability to use the skills learned. |
| 1      | The opportunity to use the skills is low.                       |
| 1      | I use the skills on a somewhat limited basis.                   |

Figure 130 shows the responses of the total sample population regarding managerial training. Comments from the total sample population were consolidated into two categories - positive and negative comments. Of the total sample population who responded to Question 9 - Managerial Training, 69% had favorable/positive comments to make about the extent to which they used the managerial skills they learned.

## QUESTION 9 MANAGERIAL TRAINING

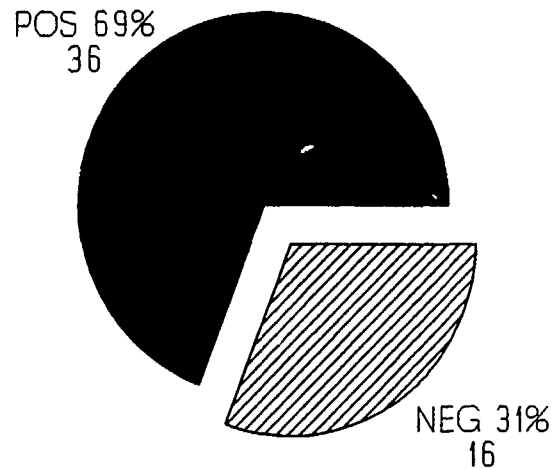


Figure 130

Table 13 provides a list of positive comments concerning the extent of the use of managerial training made by the total sample population.

TABLE 13.--POSITIVE MANAGERIAL TRAINING SKILL USE COMMENTS

| Totals | Comments by the Total Sample Population          |
|--------|--------------------------------------------------|
| 6      | I use my managerial training somewhat.           |
| 5      | I use my managerial training daily.              |
| 4      | Yes, I use my managerial training.               |
| 4      | I use my managerial training some.               |
| 3      | At times I use my managerial training.           |
| 2      | I regularly use my managerial training.          |
| 2      | I use my managerial skills to a moderate extent. |
| 2      | I use my managerial skills a lot.                |
| 2      | I use my managerial skills very much.            |
| 2      | I use my managerial skills a little.             |
| 1      | I use my managerial skills 50% of the time.      |
| 1      | I use my managerial skills to a large extent.    |
| 1      | I use my managerial skills 25% of the time.      |
| 1      | I use my managerial skills a few.                |

Table 14 provides a list of negative comments made by the total sample population concerning the extent to which they are allowed to use their managerial skills learned.

TABLE 14.--NEGATIVE MANAGERIAL TRAINING SKILL USE COMMENTS

| Totals | Comments by the Total Sample Population                                      |
|--------|------------------------------------------------------------------------------|
| 3      | I do not use my managerial skill training much.                              |
| 3      | I use my managerial skill training very little.                              |
| 2      | I do not currently use my managerial skill training.                         |
| 2      | I have limited opportunity to use my managerial skill training.              |
| 1      | The managerial skill training I received is hard to apply.                   |
| 1      | None. I do not use the managerial skills I was taught.                       |
| 1      | I seldom use the managerial skill training I was given.                      |
| 1      | The managerial skill training is a lot of hot air.                           |
| 1      | I have found little use for the managerial skill training I have been given. |
| 1      | Not very often do I get to use the managerial skills I have been taught.     |

#### 4. Results From Training

##### a. Question 1: How do you feel about the following statements?

The following scale was used for answers to questions 1-A through 1-I:

- SD--I strongly disagree with the statement
- D--I disagree with the statement, but not strongly so
- N--I am neutral toward the statement
- A--I agree with the statement, but not strongly so
- SA--I strongly agree with the statement

(1) Question 1-A Statement: In general, the courses improved my technical capabilities.

Figure 131 shows the frequency of all responses for Question 1-A. Eighty-five percent of those surveyed were inclined to agree with the statement to some extent. 10% were neutral toward the statement, and only 5% were inclined to disagree with the statement to some extent.

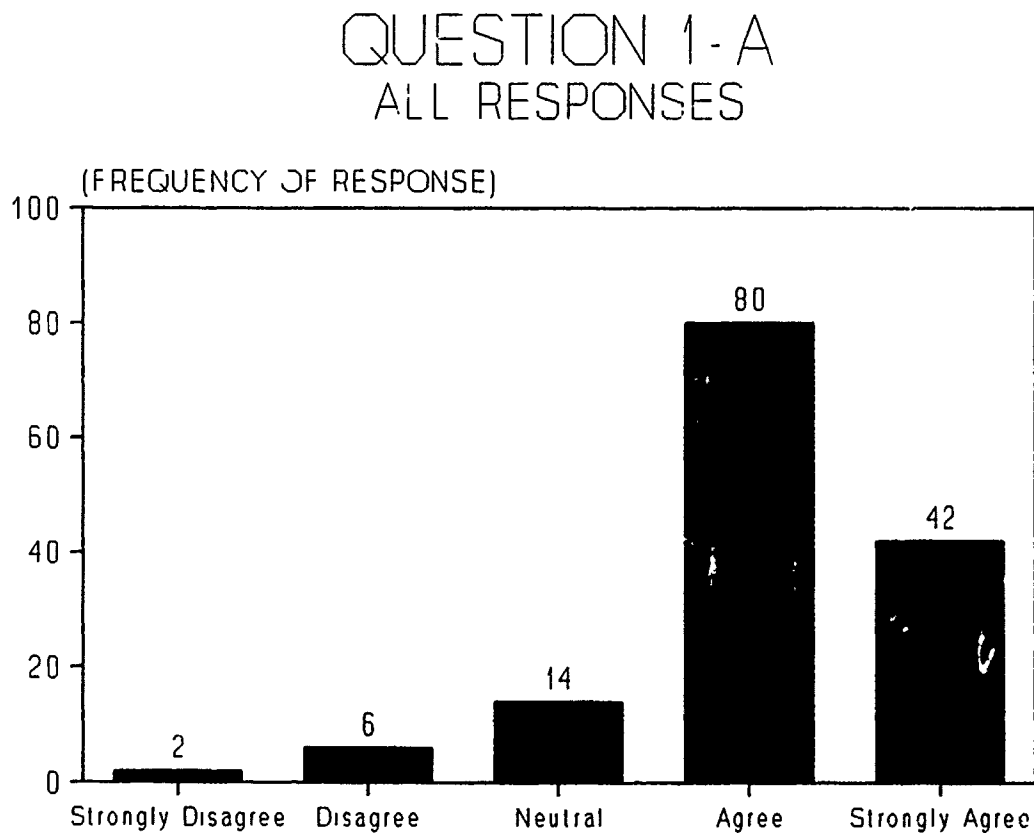


Figure 131



Figure 132 shows the average responses to Question 1-A by the total sample population, department, job category, gender, and ethnicity. The average response of the total sample population indicates that the sample population is inclined to agree with the statement, but not strongly so.

The average response by department shows that all departments are inclined to agree with the statement. The average response of Department 700 shows that this department is inclined to agree with the statement more so than the other departments. The average response of Department 900 shows that this department is inclined to agree with the statement to a lesser extent than the other departments.

There is no difference of opinion concerning Question 1-A by job category.

The average response by gender shows that females are inclined to agree with the statement to a slightly lesser extent than do males.

The comparison of average responses by ethnic group indicates that the Hispanic ethnic group is inclined to agree with the statement more so than the total sample population and the other ethnic groups. The Black and Asian ethnic groups are inclined to agree with the statement to a lesser extent than the total sample population.

# QUESTION 1-A BY TOTAL/DEPT/JOB CAT/GENDER/ETHNICITY

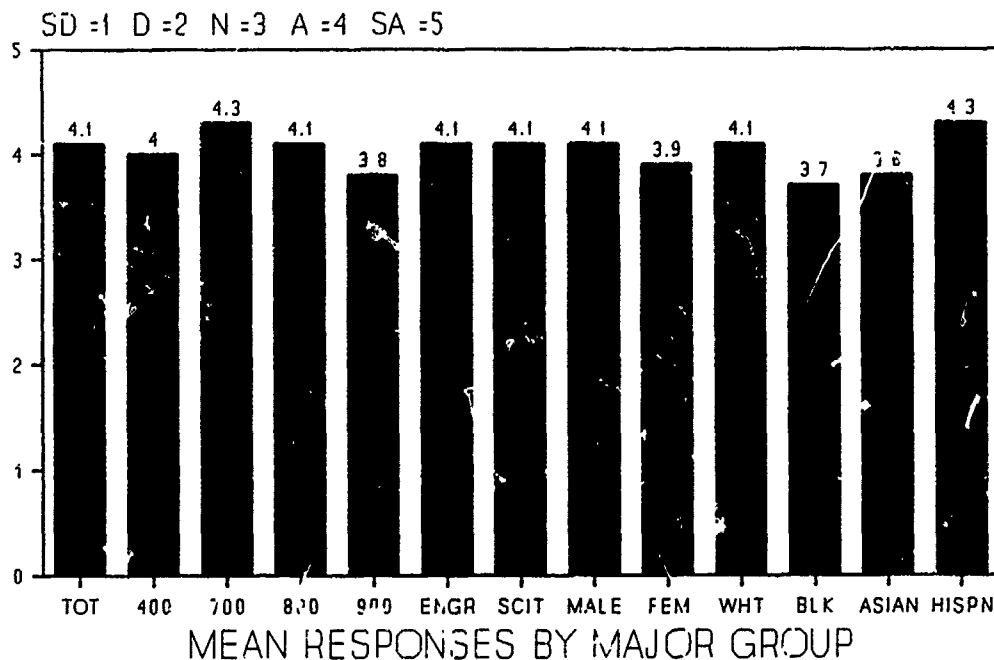


Figure 132

Figure 133 shows the average responses to Question 1-A by paygrade category, marital status, and work experience categories at NAC. The average response by paygrade category indicates that the GS-9 paygrade group is inclined to agree with the statement to a much lesser extent than any of the other paygrade categories. Only one GS-5 responded to this question.

The average response by marital status shows that married respondents are inclined to agree with the statement slightly more so than those who are single.

The comparison of average responses by work experience categories indicates that those who have 16 or more years of experience at NAC are inclined to agree with the statement more so than those who have less than sixteen years of experience.

## QUESTION 1-A BY PAYGRADE/MARITAL STATUS/EXPERIENCE

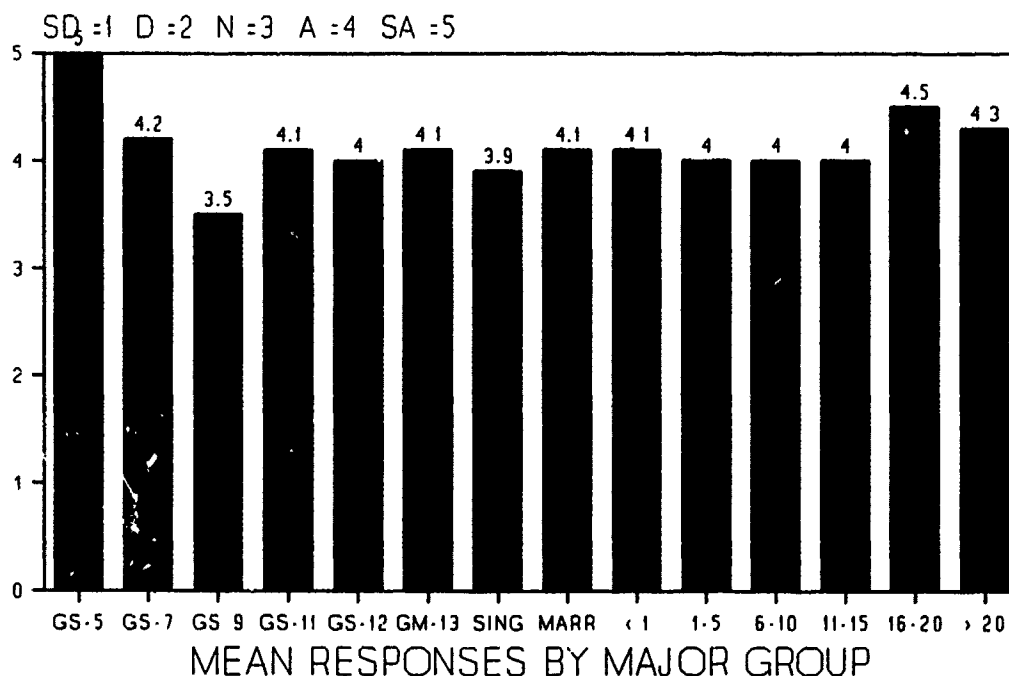


**Figure 133**

Figure 134 shows the average response to Question 1-A by age group. The average responses by age group indicates that, with the exception of the 51-55 year old age group, the older the respondent is the more he is inclined to agree with the

statement. The 51-55 year old group is inclined to agree with the statement to a lesser extent than any other age group.

### QUESTION 1-A BY AGE GROUP

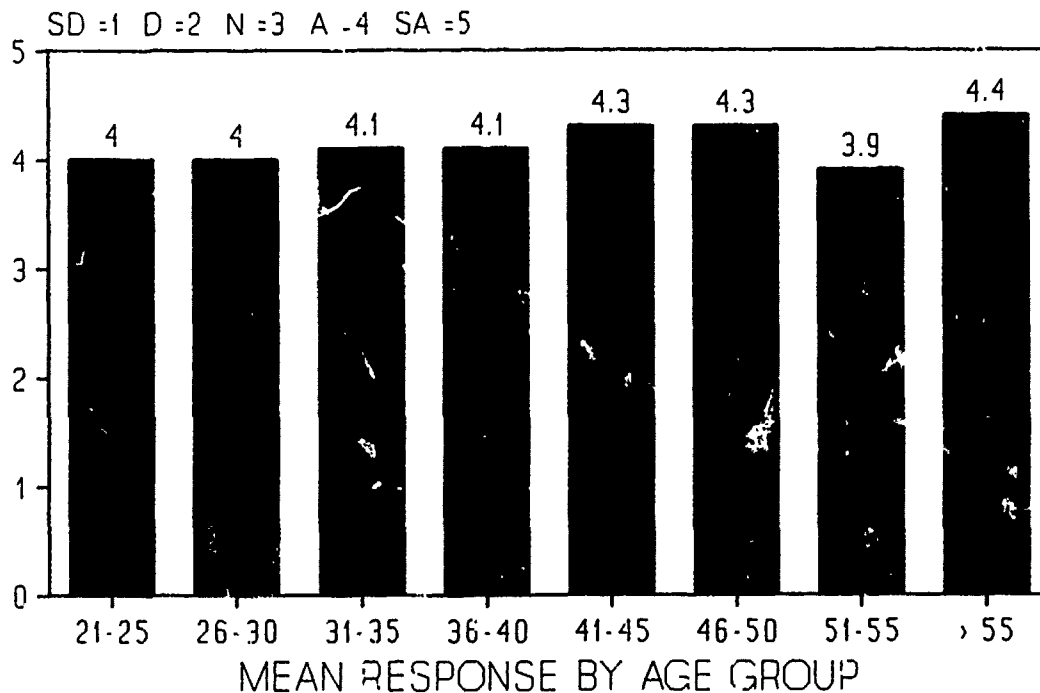


Figure 134

(2) Question 1-B Statement: *In general, the courses improved my managerial capabilities.*

Figure 135 shows the frequency of all responses for Question 1-B. Forty-eight percent of those surveyed said that they were neutral toward the statement, 39% were inclined

to agree with the statement to some extent, and 13% were inclined to disagree with the statement to some extent.

## QUESTION 1-B ALL RESPONSES

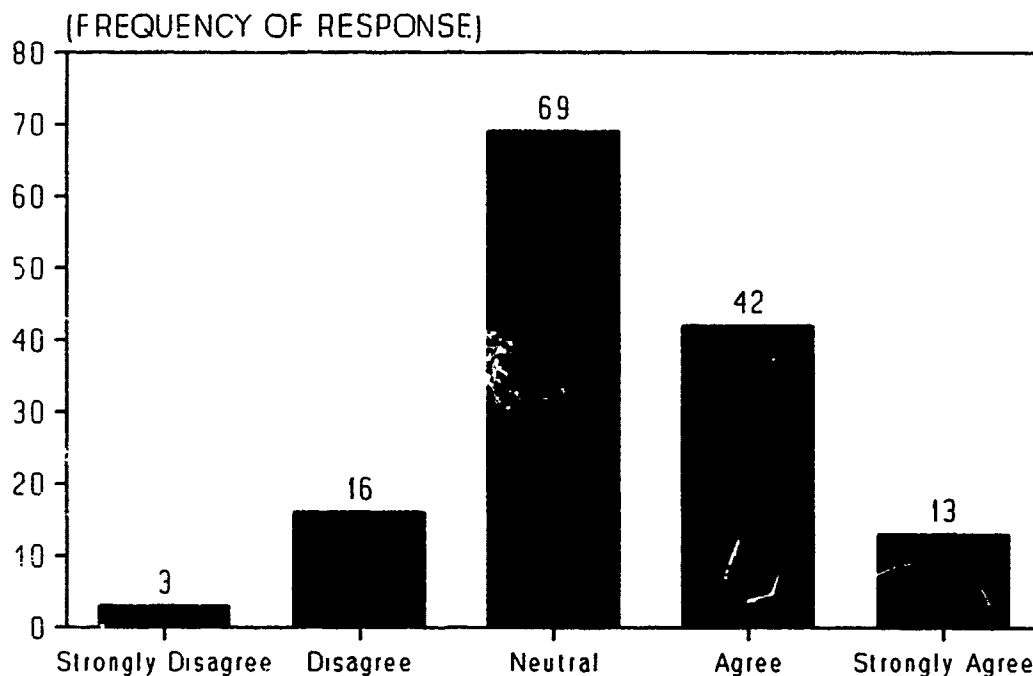


Figure 135

Figure 136 shows the average responses to Question 1-B by the total sample population, department, job category, gender, and ethnicity. The average response of the total sample population indicates that the sample population is inclined to agree with the statement, but only slightly so.

There is very little difference of opinion concerning the statement between departments, job categories, or gender.

The average responses by ethnic groups shows that the Hispanic ethnic group is the only group which is inclined to slightly disagree with the statement. All other ethnic groups are inclined to agree with the statement to some extent.

## QUESTION 1-B BY TOTAL /DEPT /JOB CAT /GENDER /ETHNICITY

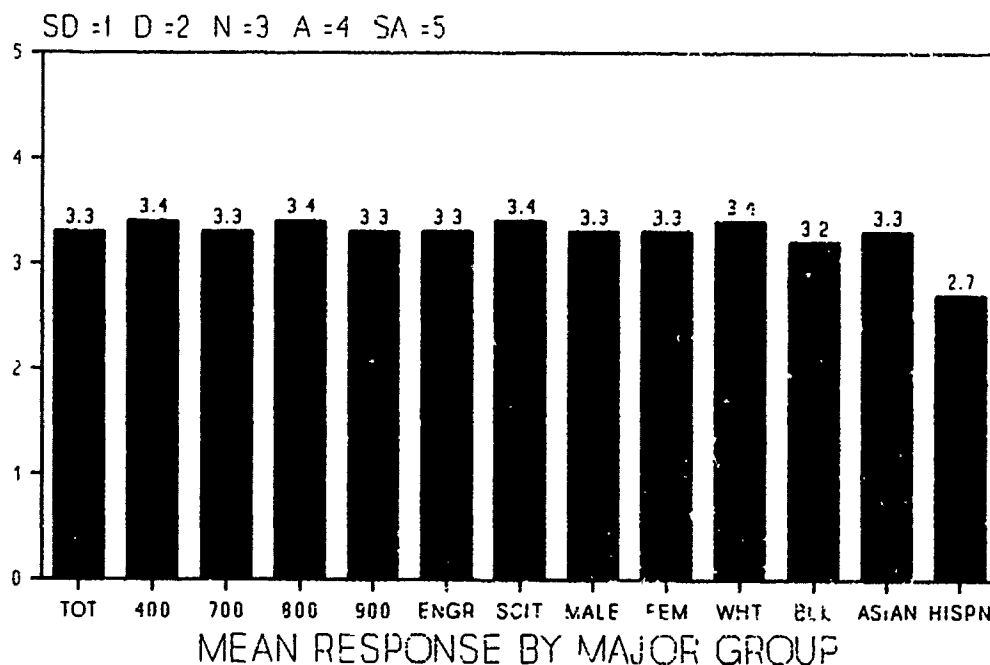


**Figure 136**

Figure 137 shows the average responses for Question 1-B by paygrade category, marital status, and work experience at NAC. The comparison of the average response by paygrade category indicates that the three lowest paygrade categories are either neutral toward the statement or are inclined to slightly

disagree with the statement, whereas the top three paygrade categories are inclined to agree with the statement to some extent. In general, the higher the paygrade, the more likely the individual will agree with the statement.

The average response by gender shows that single respondents are inclined to be neutral toward the statement, whereas married respondents are inclined to agree with the statement.

The comparison of average responses by NAC experience indicates that those respondents with less than six years experience at NAC are inclined to be neutral or only slightly inclined to agree with the statement, whereas, those with six years of experience or more are much more inclined to agree with the statement.

# QUESTION 1-B

## BY PAYGRADE/MARITAL STATUS/EXPERIENCE

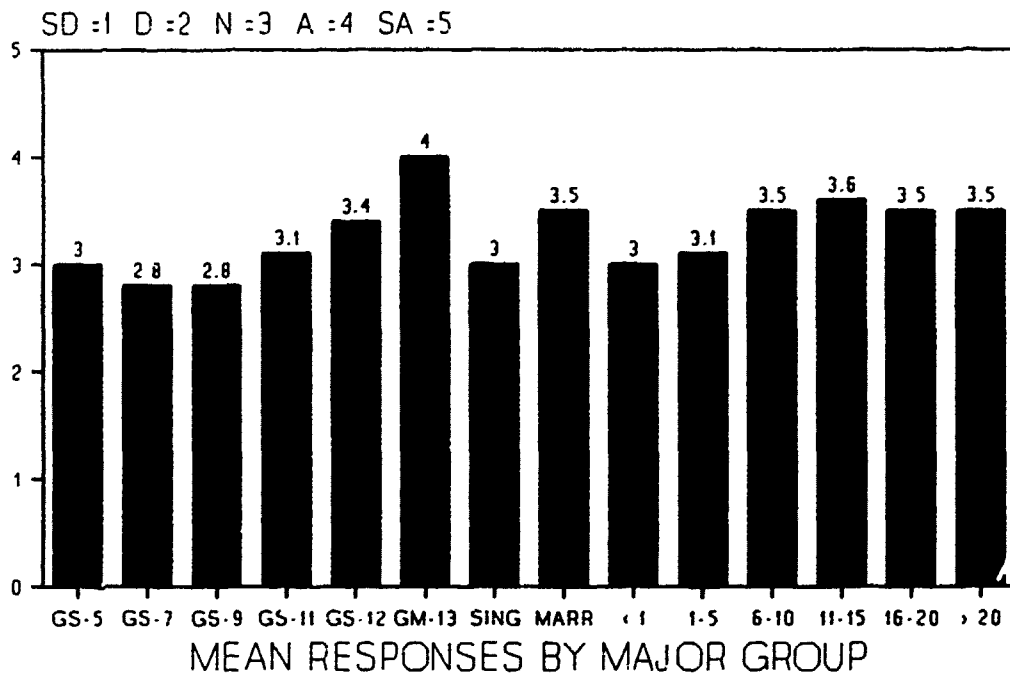


Figure 137

Figure 138 shows the average response by age group. The 21-25 year old age group is the only one whose average response indicates that they are inclined to slightly disagree with the statement. The average response of the 41-45 year old age group shows that this age group is inclined to agree with the statement much more so than any other age group. The 51-55 year old age group is the only one whose average response indicates that they are inclined to be neutral toward the statement.



## QUESTION 1-B BY AGE GROUP

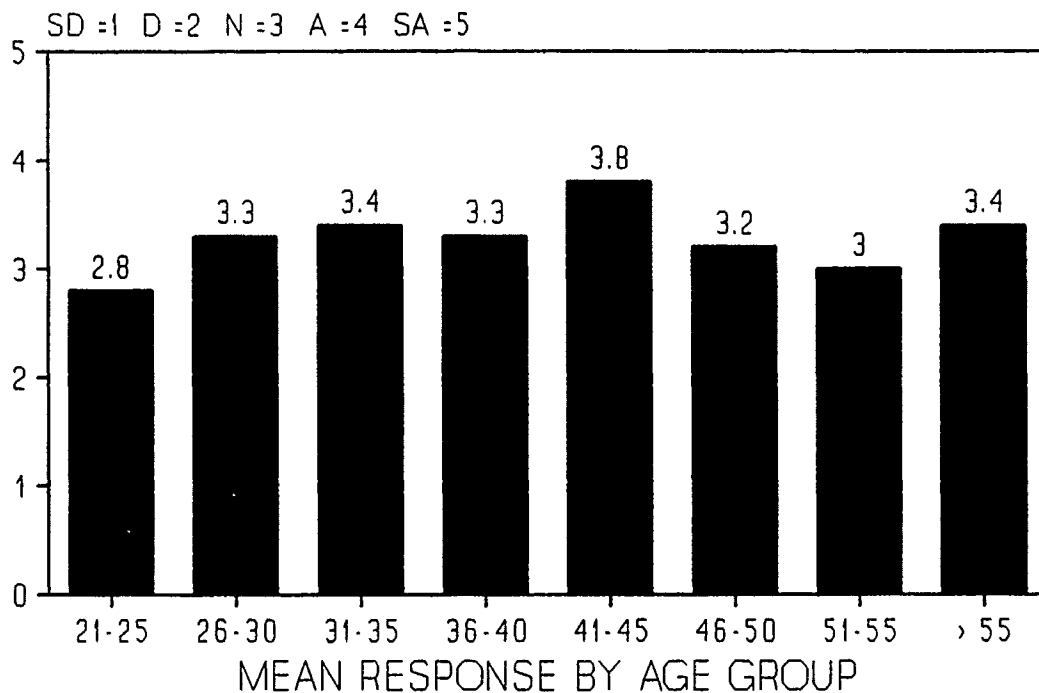


Figure 138

(3) *Question 1-C Statement: In general, the courses have increased my job satisfaction.*

Figure 139 shows the frequency of all responses for Question 1-C. Sixty-three percent of those surveyed said that they were inclined to agree with the statement to some extent, 26% were inclined to be neutral toward the statement, and 11% were inclined to disagree with the statement to some extent.

## QUESTION 1-C ALL RESPONSES

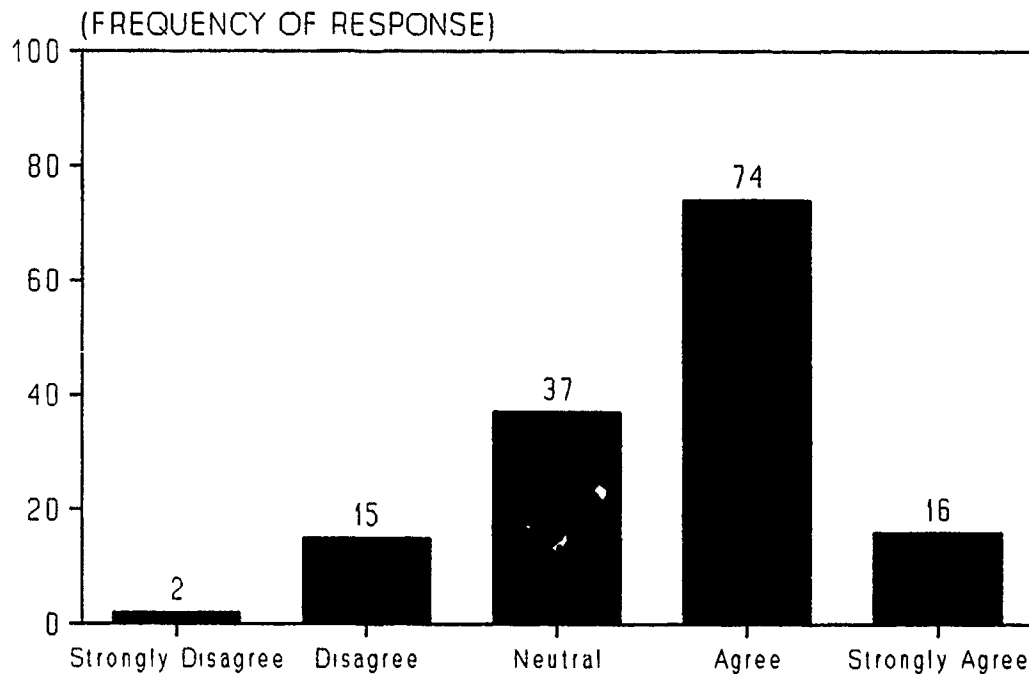


Figure 139

Figure 140 shows the average responses for Question 1-C by the total sample population, department, job category, gender, and ethnicity. The average response of the total sample population indicates that the sample population is inclined to agree with the statement, but not strongly so.

The average response by department indicates that Department 900 is inclined to agree to a lesser extent with the statement than the total sample population or the other departments.

There is very little difference of opinion concerning Question 1-C by job category, gender, or ethnicity.

## QUESTION 1-C BY TOTAL /DEPT /JOB CAT /GENDER /ETHNICITY

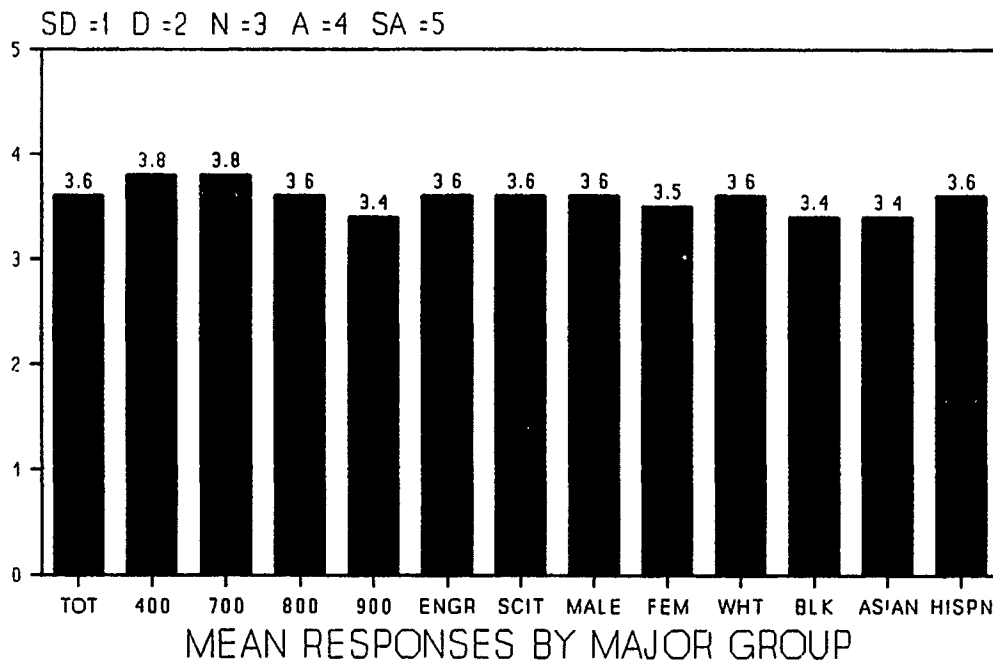


Figure 140

Figure 141 shows the average response to Question 1-C by paygrade category, marital status, and work experience at NAC. The average response by paygrade category indicates that the GS-9 paygrade group is inclined to agree with the statement to a much lesser extent than any of the other paygrade categories. Only one GS-5 responded to this question.

The average response by marital status shows that married respondents are inclined to agree with the statement more so than those respondents who are single.

The average response by experience at NAC shows that the 11-15 years of experience group is inclined to be neutral toward the statement. All of the other experience groups are inclined to agree with the statement to a considerable extent.

## QUESTION 1-C BY PAYGRADE/MARITAL STATUS/EXPERIENCE

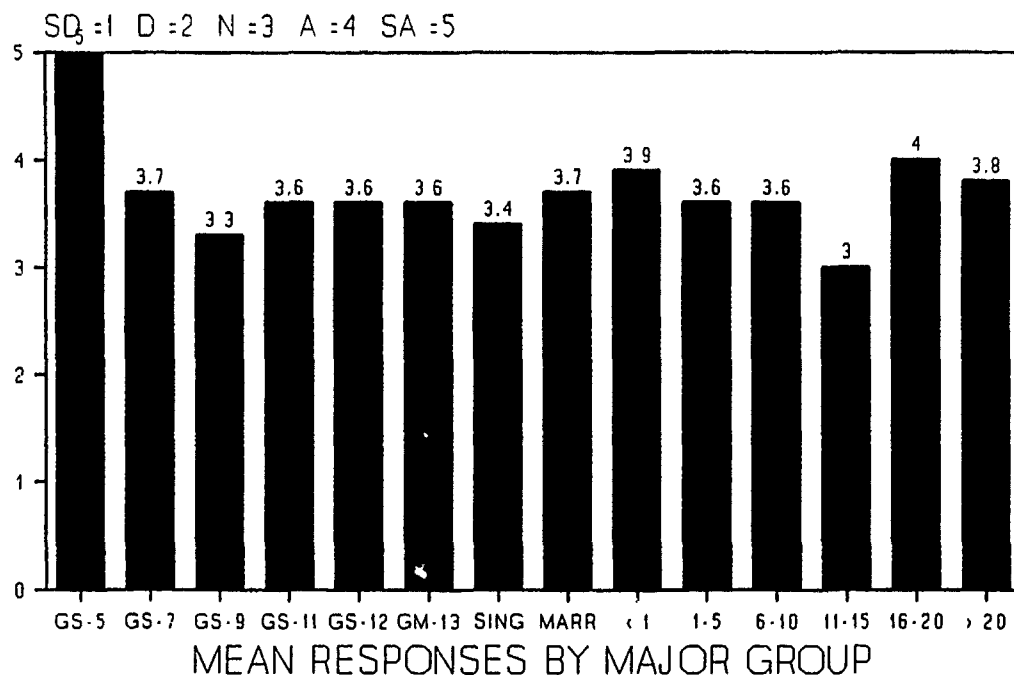


Figure 141

Figure 142 shows the average response to Question 1-C by age group. The average responses of the age groups indicates that the 46-50 year old group is much more inclined to agree with the statement than any other age group.

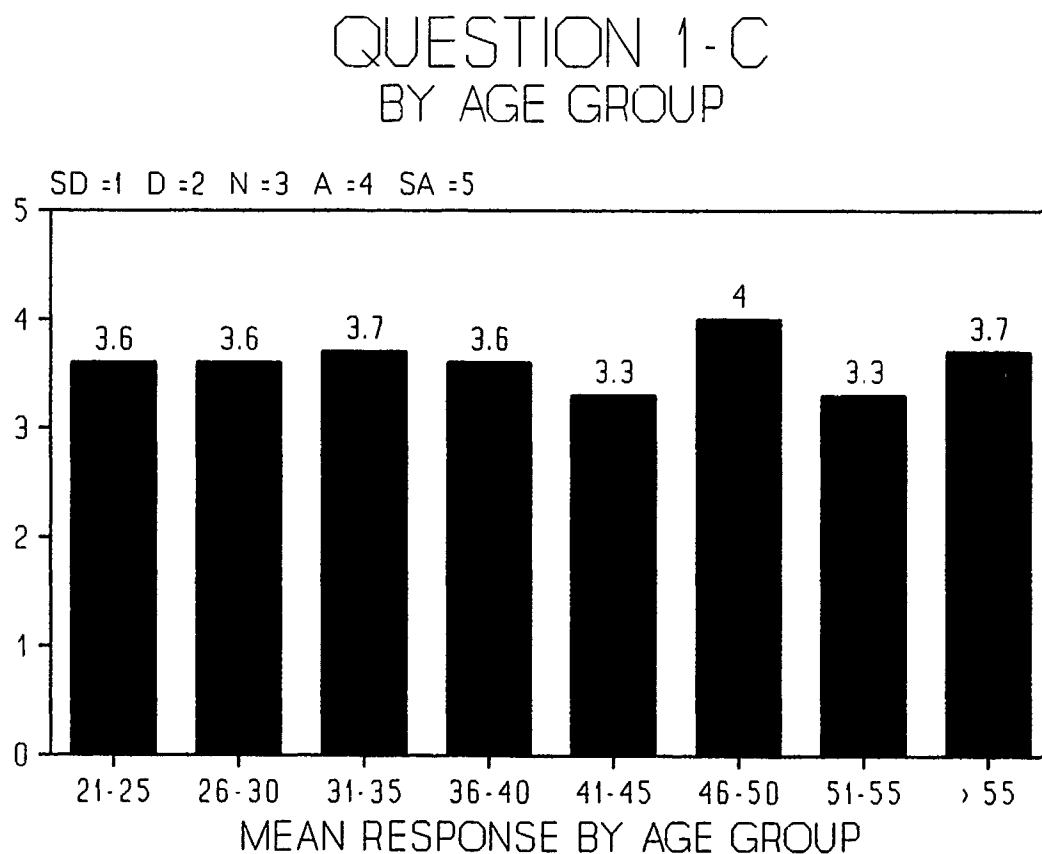


Figure 142

(4) Question 1-D Statement: In general, the courses have enhanced my promotion potential.

Figure 143 shows the frequency of all responses for Question 1-D. Forty-four percent of those surveyed said that they are inclined to agree with the statement to some extent, 30% of those surveyed were inclined to disagree with the statement to some extent, and 26% were inclined to be neutral toward the statement.

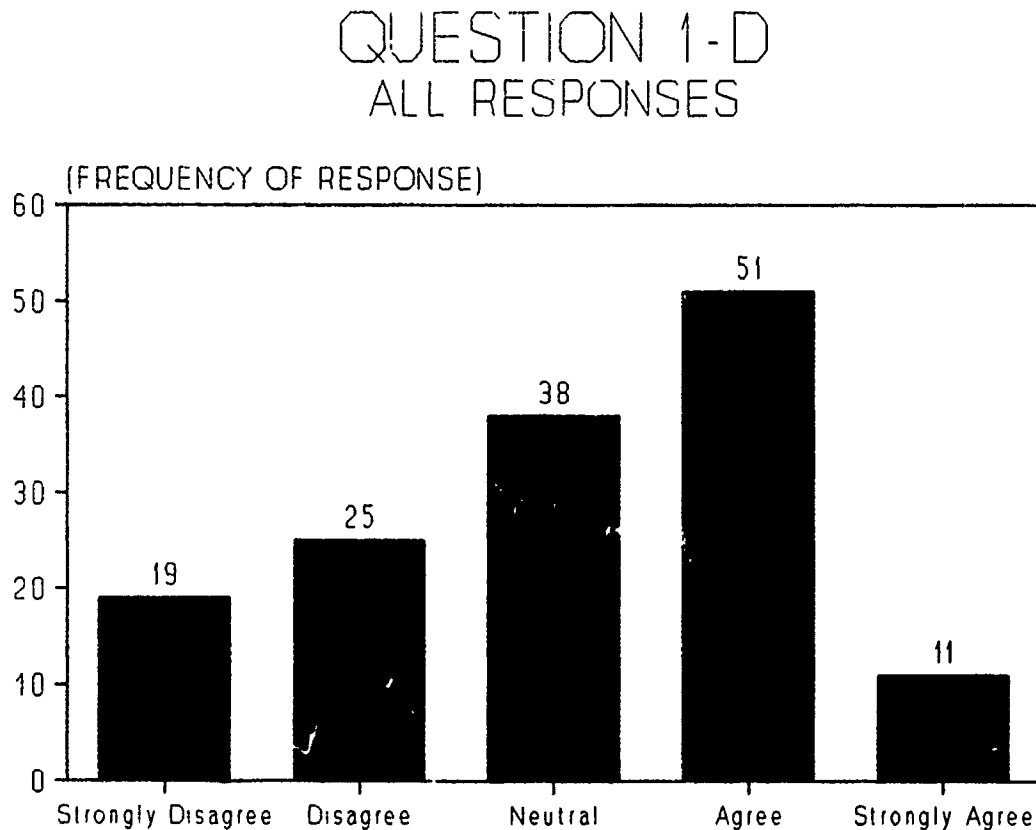


Figure 143

Figure 144 shows the average responses to Question 1-D by the total sample population, department, job category, gender, and ethnicity. The average response of the total sample population indicates that the sample population is just slightly inclined to agree with the statement.

The comparison of average responses by department shows that Department 800 is inclined to disagree with the statement. The other departments are inclined to agree with the statement to some extent.

The average response by job category shows that the engineer community is inclined to be neutral toward the statement, whereas, the scientist community is inclined to agree with the statement.

The average response by gender shows that males are inclined to be neutral toward the statement, whereas, females are inclined to agree with the statement.

The comparison of average responses by ethnic group indicates that the Asian ethnic group is the only group which is inclined to disagree with the statement. The other ethnic groups are inclined to be neutral toward the statement or inclined to slightly agree with the statement.

# QUESTION 1-D BY TOTAL/DEPT/JOB CAT/GENDER/ETHNICITY

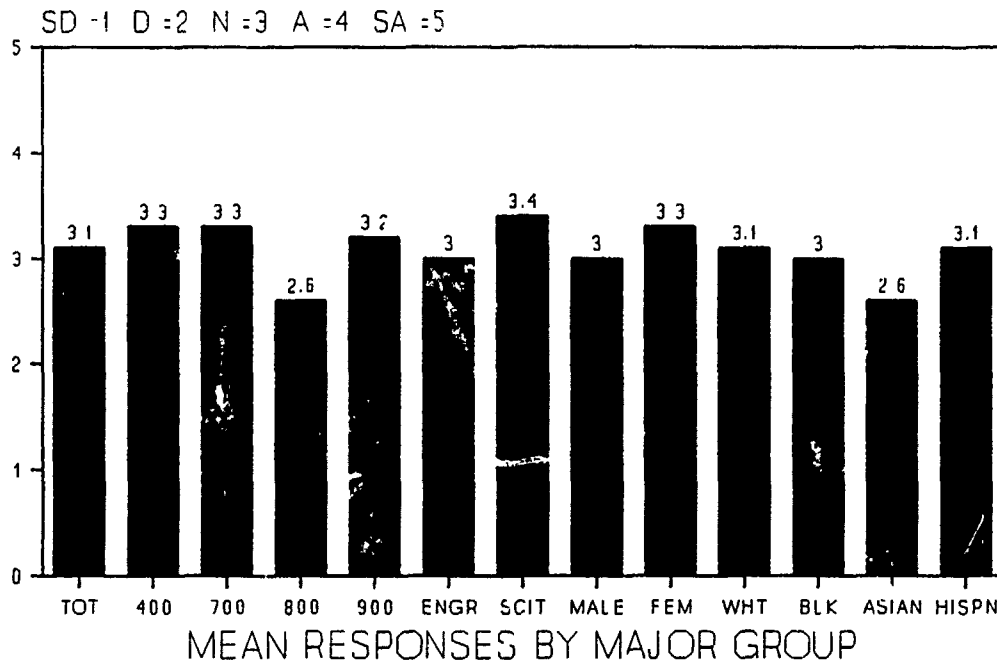


Figure 144

Figure 145 shows the average responses to Question 1-D by paygrade category, marital status, and work experience at NAC. The average response by paygrade category indicates that the GS-9 paygrade group is the only group which is inclined to slightly disagree with the statement. The other paygrade groups are either neutral toward the statement or are inclined to agree to some extent with the statement. The GS-7 paygrade group is inclined to agree with the statement much more so than any other paygrade group. Only one GS-5 responded to this question.



# QUESTION 1-D BY PAYGRADE/MARITAL STATUS/EXPERIENCE

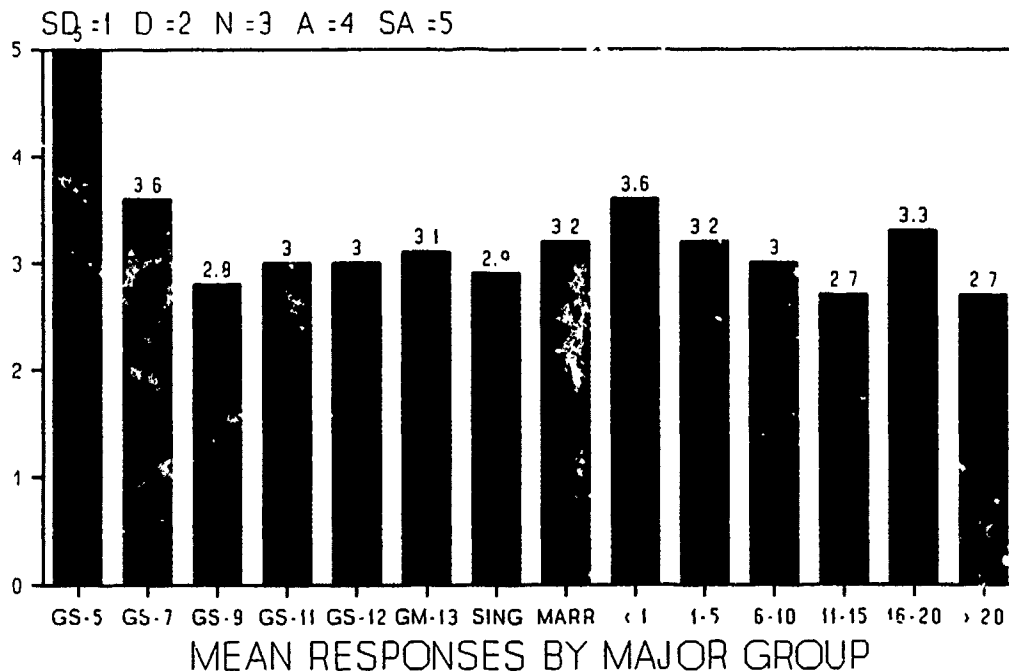


Figure 145

Figure 146 shows the average response to Question 1-D by age group. The comparison of average responses by age group indicates that the three highest age groups are inclined to disagree to some extent with the statement. All other age groups are inclined to agree with the statement to some extent. The 21-25 year old age group is inclined to agree with the statement much more so than any other age group.

## QUESTION 1-D BY AGE GROUP

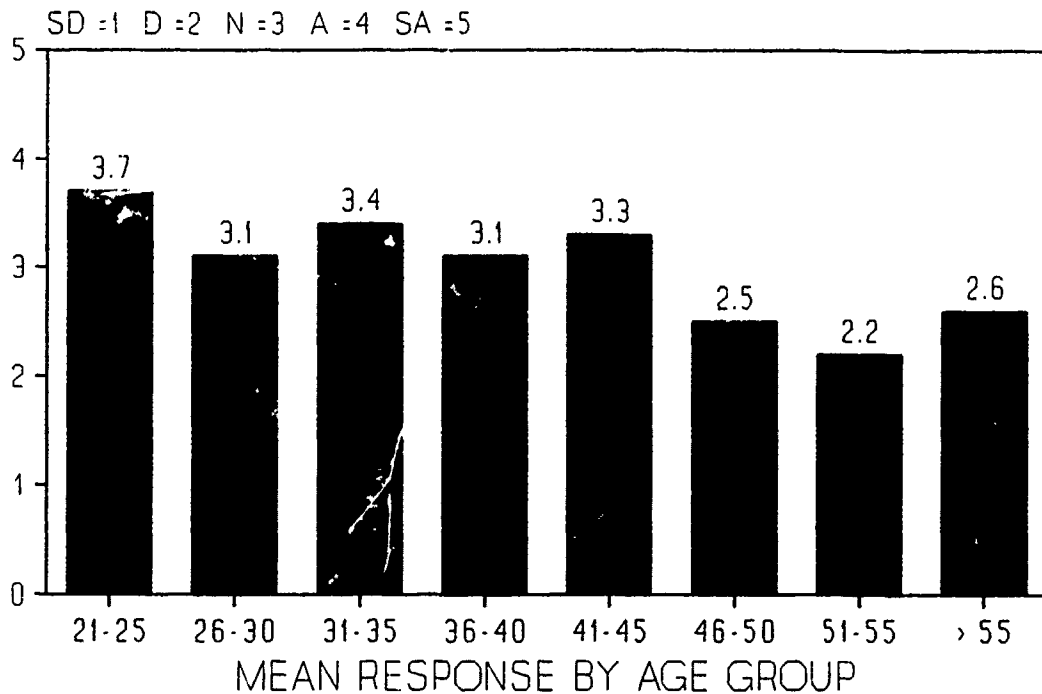


Figure 146

(5) Question 1-E Statement: *In general, I believe the courses have led to increased responsibilities.*

Figure 147 shows the frequency of all responses for Question 1-E. Fifty-one percent of those surveyed said that they were inclined to agree to some extent with the statement, 25% said they were neutral toward the statement, and 24% said they were inclined to disagree to some extent with the statement.

## QUESTION 1-E ALL RESPONSES

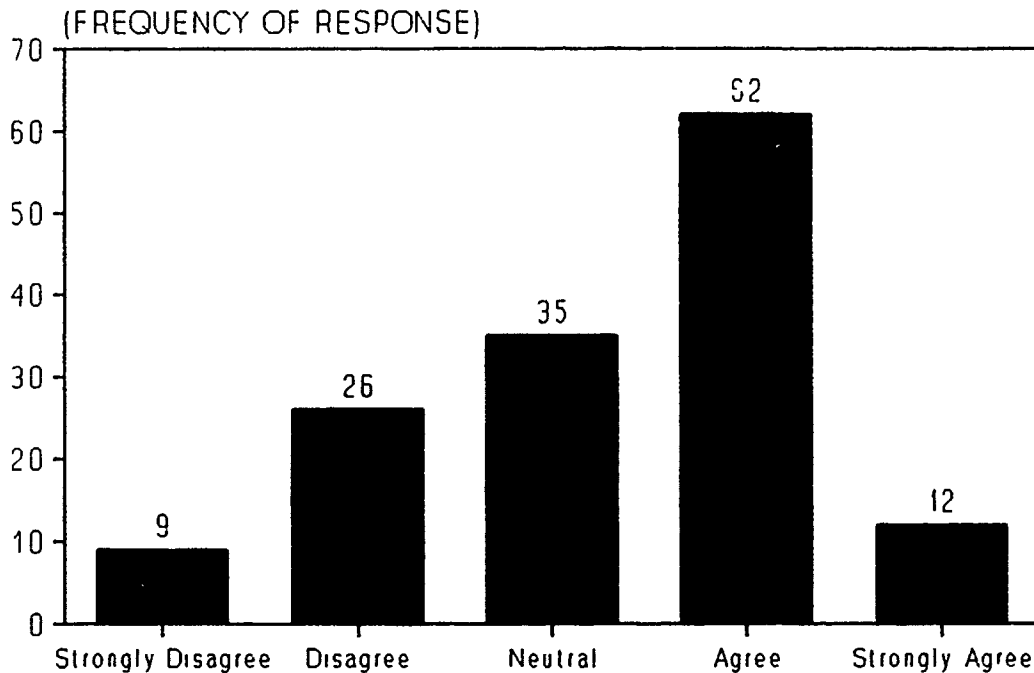


Figure 147

Figure 148 shows the average responses for Question 1-E by the total sample population, department, job category, gender, and ethnicity. The average response by the total sample population indicates that the sample population is slightly inclined to agree with the statement.

The comparison of average responses by department shows that Department 800 is inclined to be neutral toward the statement, whereas, all the other departments are inclined to agree with the statement to some extent. Department 700 is

inclined to agree with the statement much more so than the other departments.

There is very little difference of opinion concerning Question 1-E by job category or gender.

The average responses by ethnicity shows that the Asian ethnic group is inclined to agree to a lesser extent with the statement than the other ethnic groups.

### QUESTION 1-E BY TOTAL /DEPT /JOB CAT /GENDER /ETHNICITY

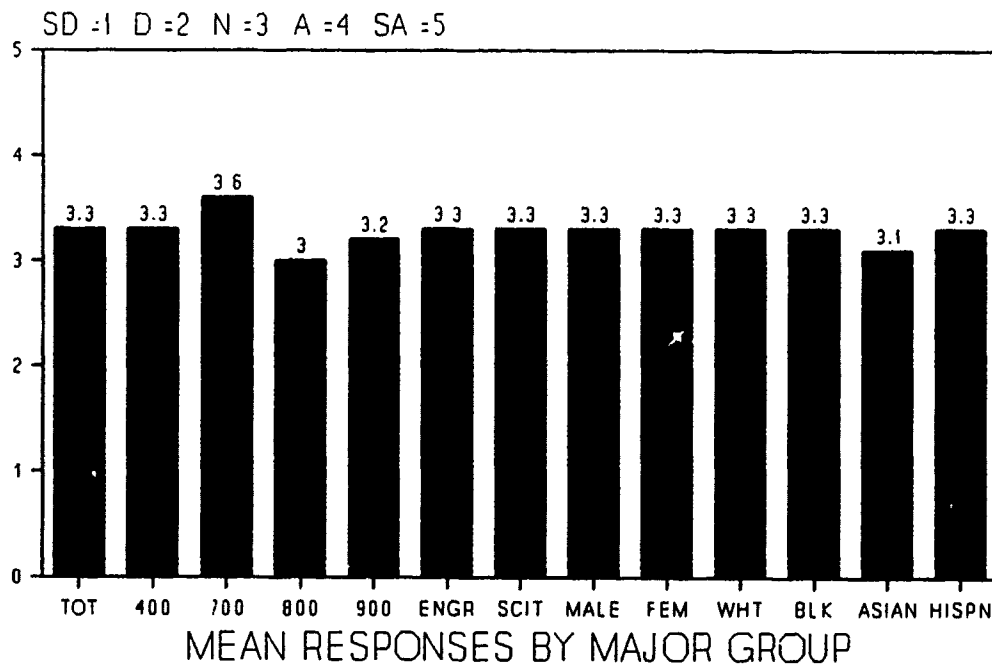


Figure 148

Figure 149 shows the average responses for Question 1-E by paygrade category, marital status, and work experience at NAC. The average responses by paygrade category indicates that the GS-9 paygrade group is inclined to slightly disagree with the statement, whereas, all the other paygrade category groups are inclined to agree with the statement to some extent.

The average response by marital status shows that married respondents are inclined to agree with the statement more so than are single respondents.

The comparison of average responses by work experience at NAC indicates that the 11-15 years of experience at NAC group is inclined to slightly disagree with the statement, whereas, the other experience groups are inclined to agree to some extent with the statement. The 16-20 years of experience group is inclined to agree with the statement much more so than any other group.

# QUESTION 1-E BY PAYGRADE/MARITAL STATUS/EXPERIENCE

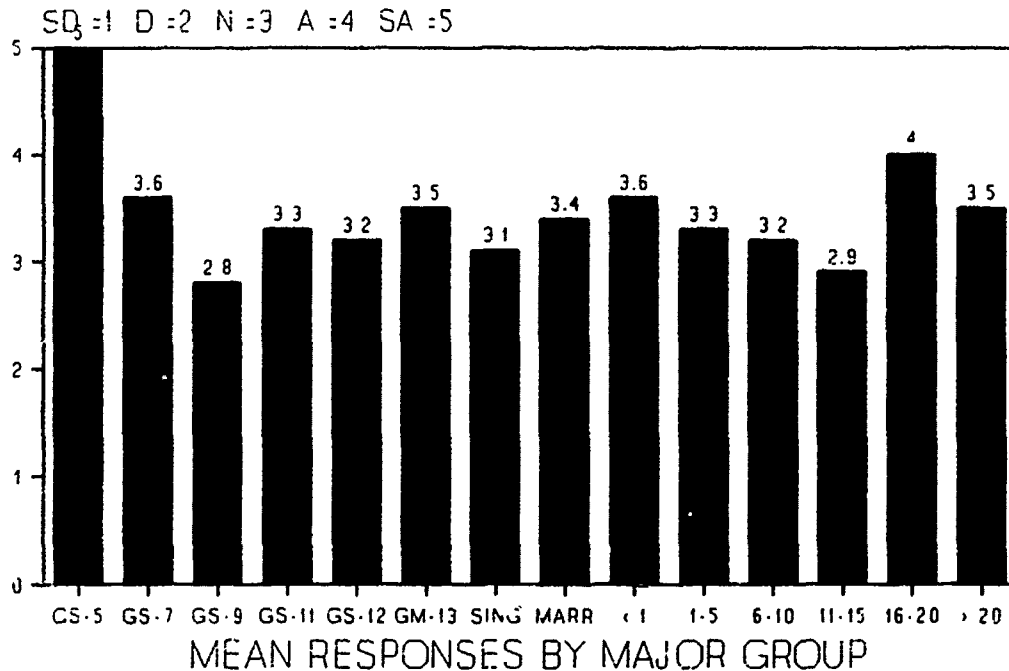


Figure 149

Figure 150 shows the average response to Question 1-E by age group. The average response by age group shows that the 51-55 year old group is inclined to be neutral toward the statement, whereas, all the other age groups are inclined to agree with the statement to some extent. The 21-25 year old age group is inclined to agree with the statement slightly more so than any other age group.

## QUESTION 1-E BY AGE GROUP

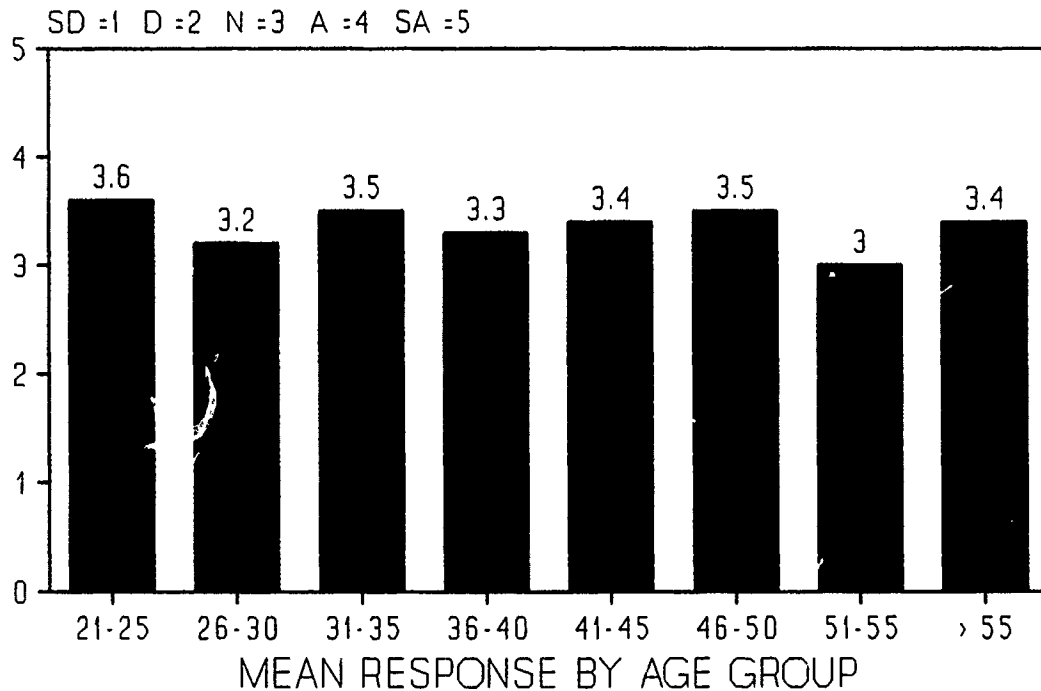


Figure 150

(6) *Question 1-F Statement: In general, the courses have enhanced my marketability with other agencies/firms.*

Figure 151 shows the frequency of all responses to Question 1-F. Fifty-five percent of those surveyed were inclined to agree with the statement to some extent, 31% were neutral toward the statement, and only 14% said they were inclined to disagree with the statement to some extent.

## QUESTION 1-F ALL RESPONSES

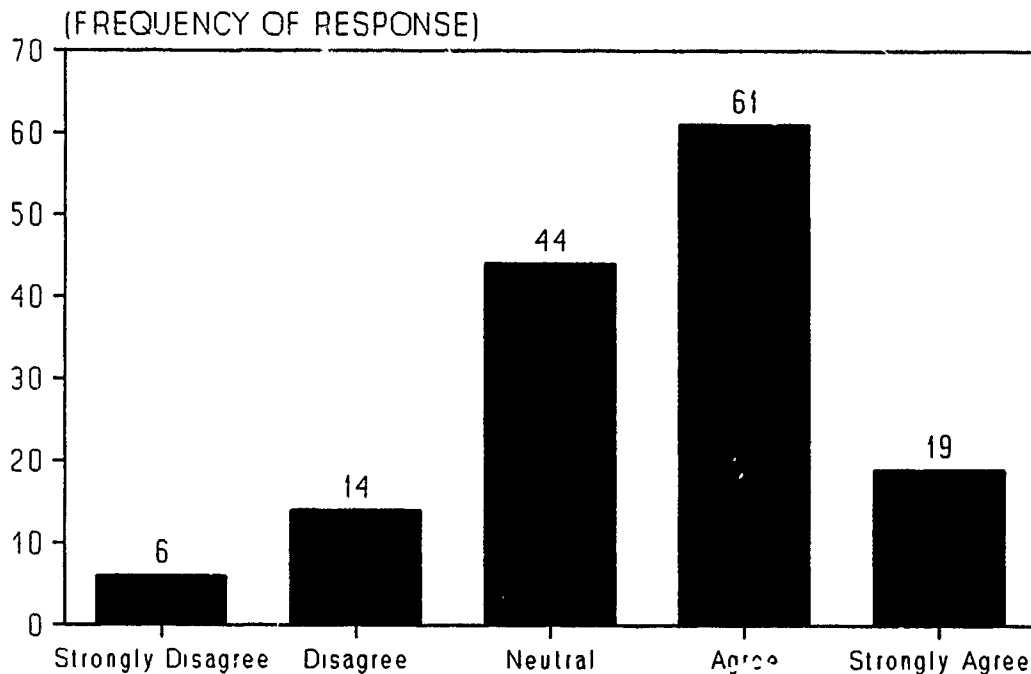


Figure 151

Figure 152 shows the average responses to Question 1-F by the total sample population, department, job category, gender, and ethnicity. The average response of the total sample population indicates that the sample population is inclined to agree with the statement, but not strongly so.

The comparison of average responses by department shows that Department 700 is inclined to agree with the statement slightly more so than the other departments. Department 900 is inclined to agree with the statement slightly less than the sample population average and the other departments.



The average response by job category indicates that scientists are inclined to agree with the statement much more so than do engineers.

There is no difference of opinion concerning Question 1-F between males and females.

The comparison of ethnic group average responses shows that the Black ethnic group is inclined to agree to a much lesser extent with the statement than any other ethnic group.

# QUESTION 1-F BY TOTAL/DEPT/JOB CAT/GENDER/ETHNICITY

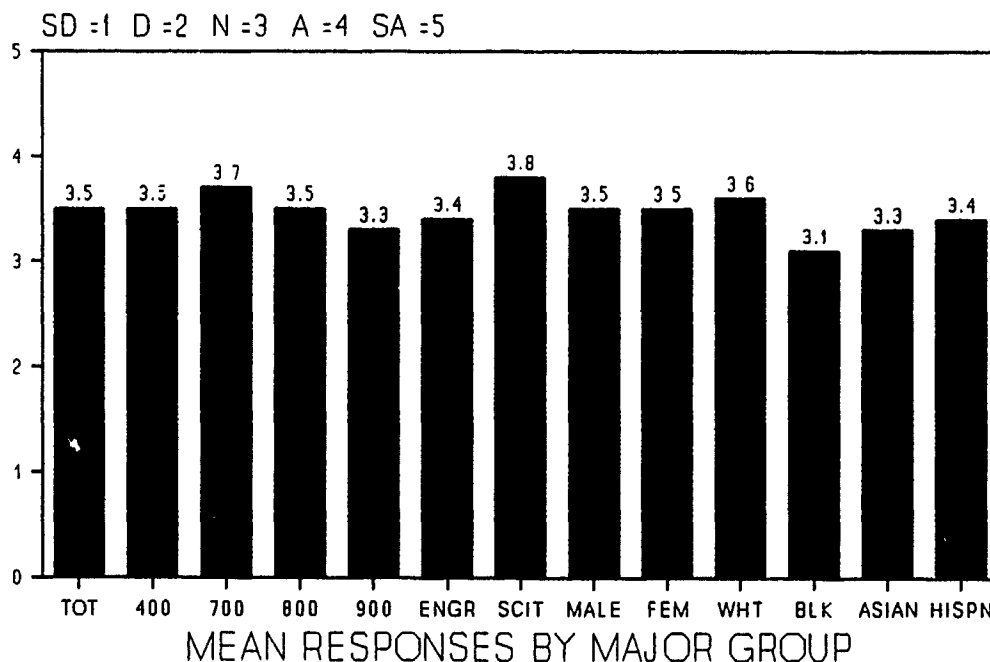


Figure 152

Figure 153 shows the average responses to Question 1-F by paygrade category, marital status, and work experience at NAC. The average response by paygrade category indicates that the GS-5 and GS-9 respondents are inclined to be neutral toward the statement, whereas, the other paygrade groups are inclined to agree with the statement to some extent. The GS-7 paygrade group is inclined to agree with the statement more so than any other paygrade group.

The average response by marital status shows that married respondents are inclined to agree more so with the statement than are single respondents.

The comparison of average responses by experience at NAC shows that the 11-15 years of experience group is less inclined to agree with the statement than any other group. The 16-20 years of experience group is inclined to agree with the statement more so than any other group.

# QUESTION 1-F BY PAYGRADE/MARITAL STATUS/EXPERIENCE

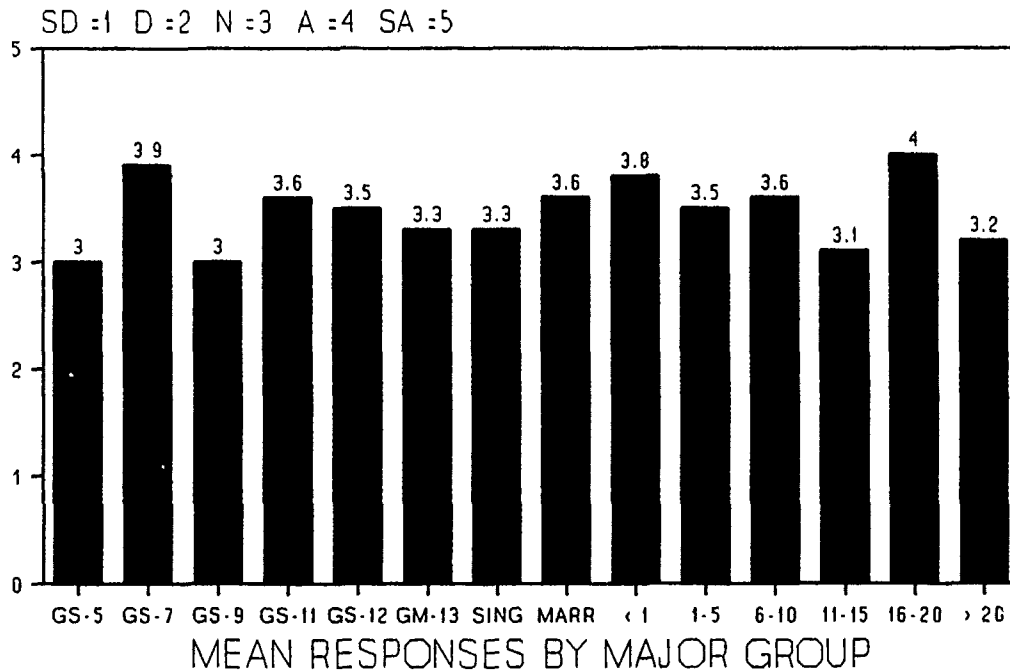


Figure 153

Figure 154 shows the average response to Question 1-F by age group. The average response of the 51-55 year old group indicates that this group is inclined to slightly disagree with the statement, whereas, all the other age groups are inclined to agree with the statement to some extent.

## QUESTION 1-F BY AGE GROUP

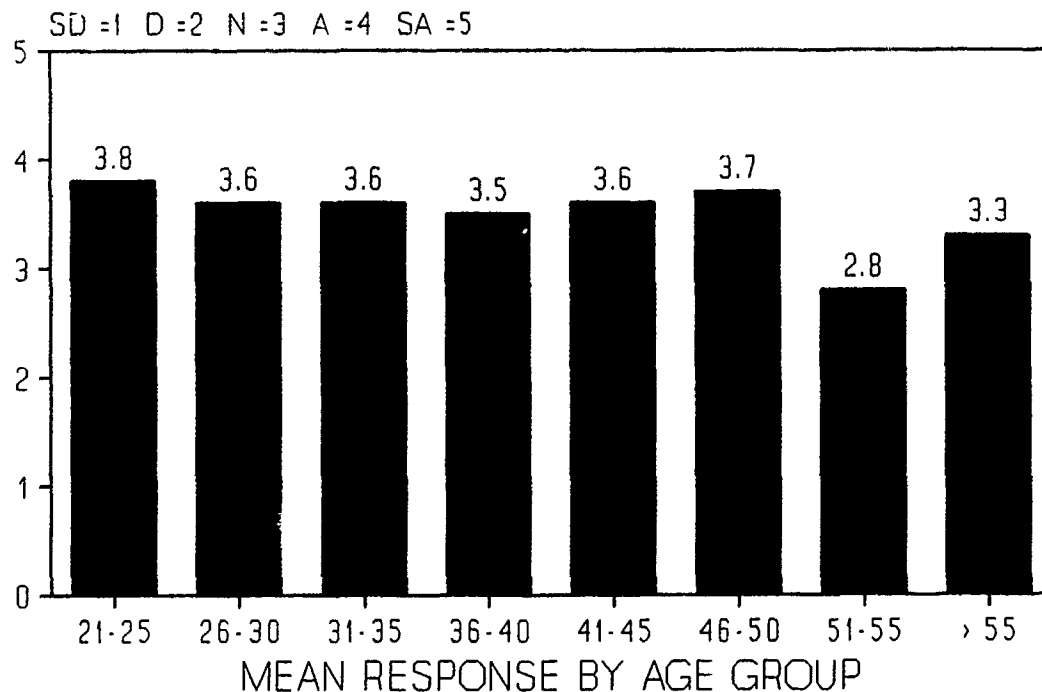


Figure 154

(7) *Question 1-G Statement: In general, the training courses I have taken make it more likely I will leave my NAC job for a job elsewhere (outside NAC).*

Figure 155 shows the frequency of all responses to Question 1-G. Sixty-one percent of those surveyed were inclined to disagree with the statement to some extent, 31% were neutral toward the statement, and only 8% were inclined to agree with the statement to some extent.

## QUESTION 1-G ALL RESPONSES

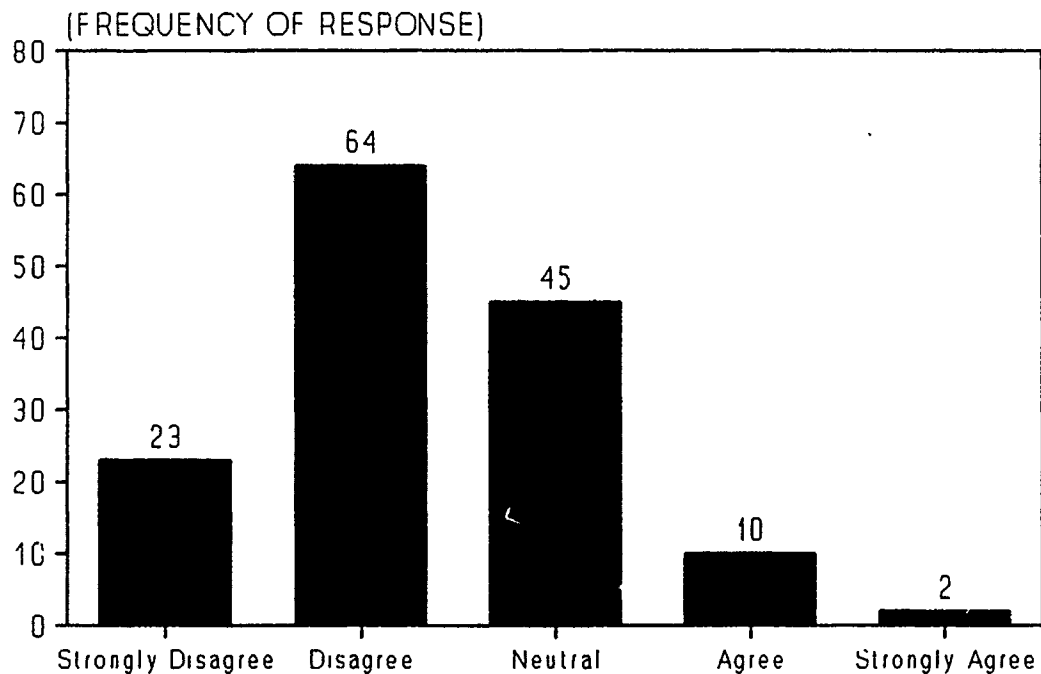


Figure 155

Figure 156 shows the average responses to Question 1-G by the total sample population, department, job category, gender, and ethnicity. The average response of the total sample population indicates that the sample population is inclined to disagree with the statement, but not strongly so.

The comparison of average responses by department shows that Department 400 is inclined to disagree with the statement slightly more so than the other departments.

The average response by job category indicates that engineers are inclined to disagree with the statement slightly more so than do scientists.

There is very little difference of opinion concerning Question 1-G between males and females.

The comparison of average responses by ethnic group shows that the Black ethnic group is inclined to disagree with the statement to a slightly lesser extent than any other ethnic group.

### QUESTION 1-G BY TOTAL/DEPT/JOB CAT/GENDER/ETHNICITY

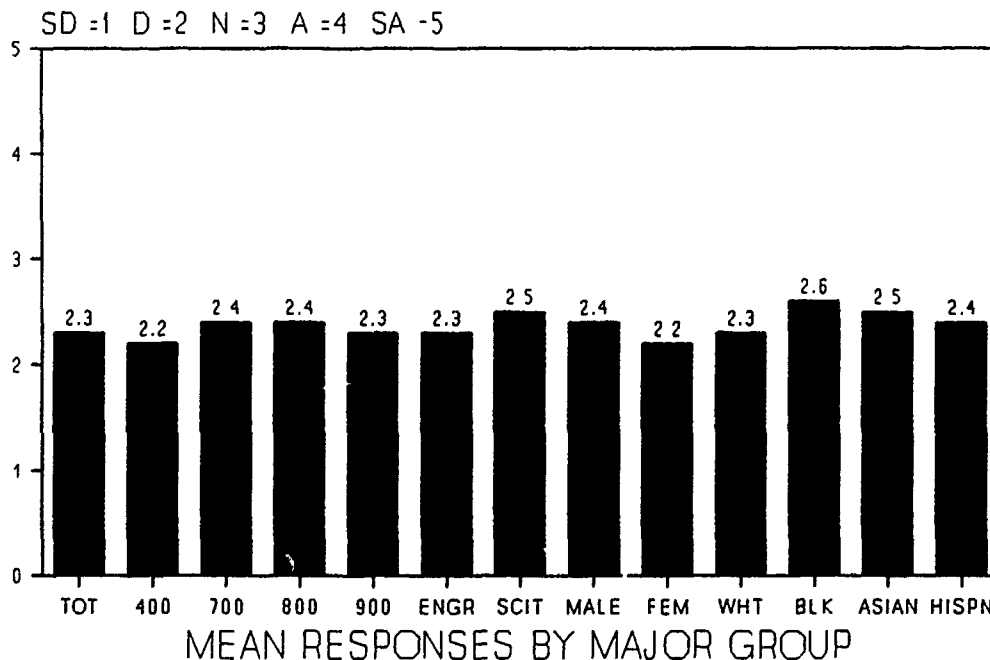


Figure 156

Figure 157 shows the average responses to Question 1-G by paygrade category, marital status, and work experience at NAC. The average response by paygrade category indicates that the managers are inclined to slightly disagree more with the statement than the other paygrade categories. Only one GS-5 responded to the statement.

# QUESTION 1-G BY PAYGRADE/MARITAL STATUS/EXPERIENCE

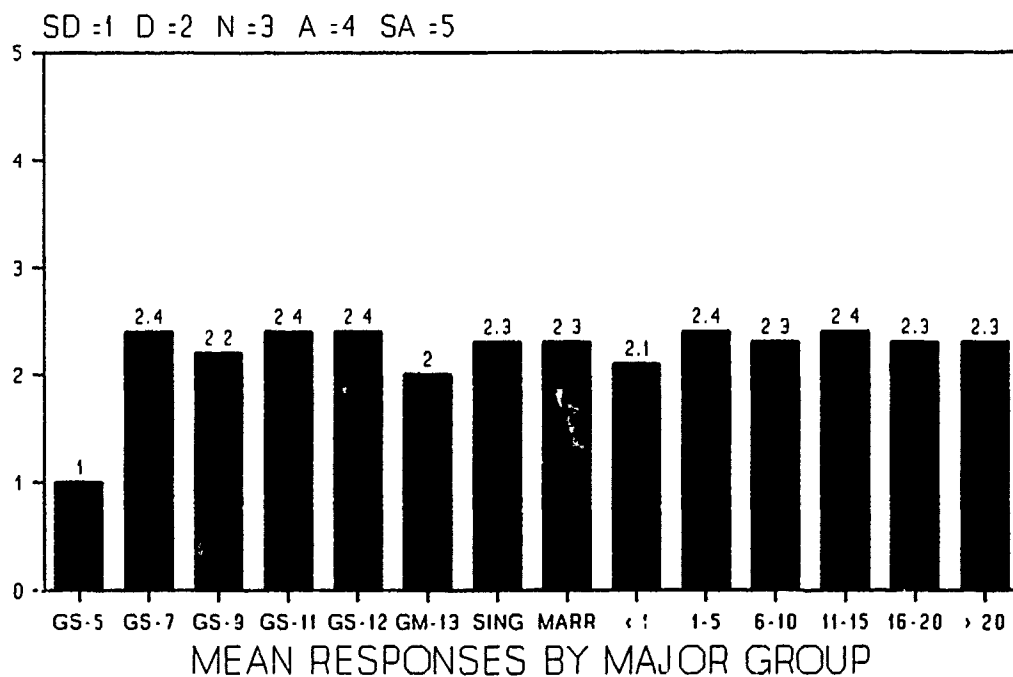


Figure 157

Figure 158 shows the average response to Question 1-G by age group. The average response of the 51-55 year old age group indicates that this group is inclined to disagree with the statement more so than any other age group.

### QUESTION 1-G BY AGE GROUP

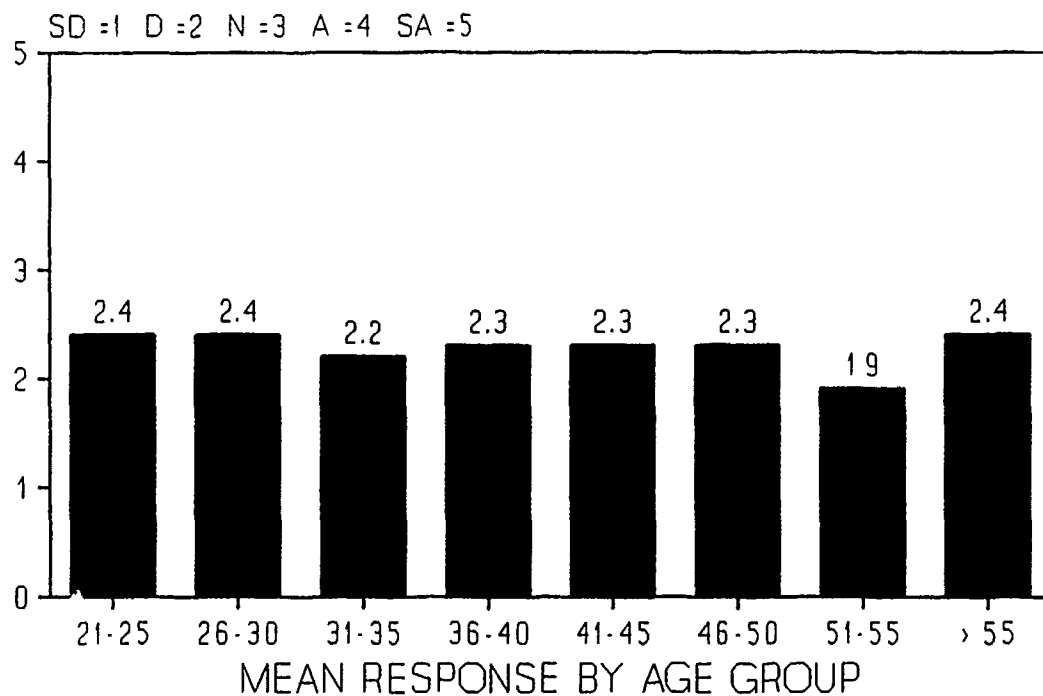


Figure 158



(8) Question 1-H Statement: In general, the training courses I have taken have improved my credentials for a better job at NAC.

Figure 159 shows the frequency of all responses for Question 1-H. Fifty percent of those surveyed were inclined to agree with the statement to some extent, 25% were neutral toward the statement, and 25% were inclined to disagree with the statement to some extent.

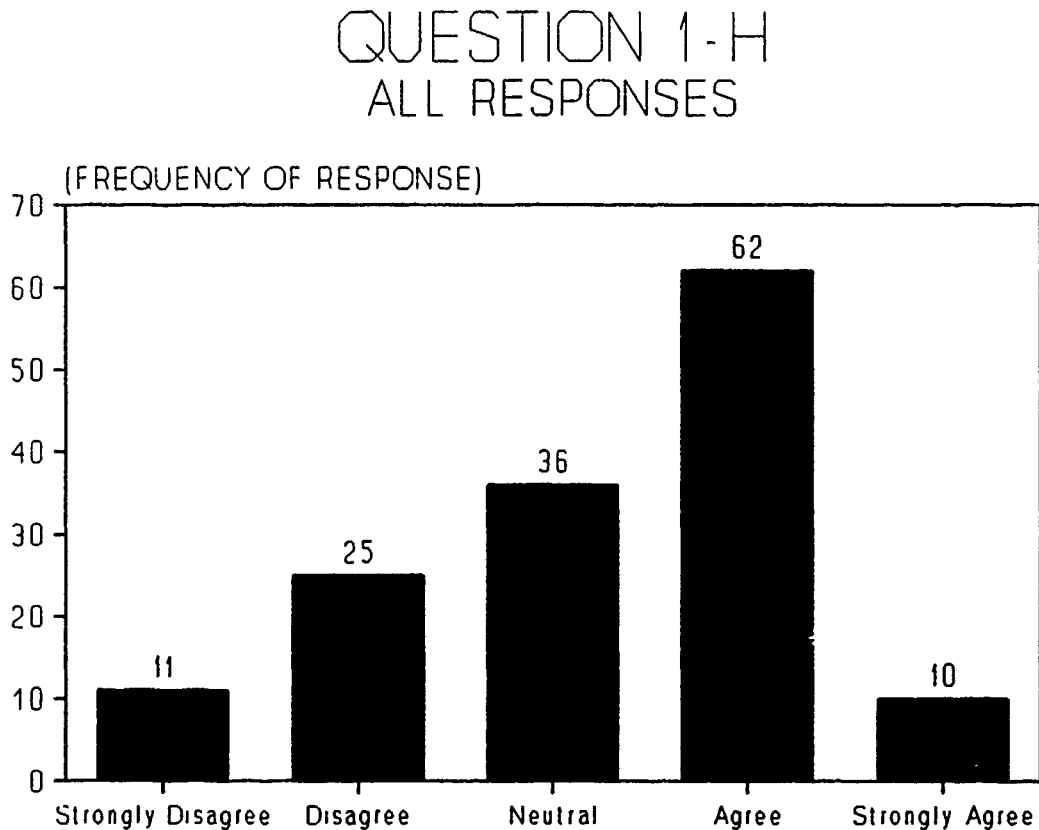


Figure 159

Figure 160 shows the average responses to Question 1-H by the total sample population, department, job category, gender, and ethnicity. The average response by the total sample population indicates that the sample population is inclined to slightly agree with the statement.

The comparison of average responses by department shows that Department 800 is inclined to be neutral toward the statement, whereas, the other departments are inclined to agree with the statement to some extent. Department 400 is inclined to agree with the statement more so than any other department.

The average response by job category indicates that scientists are much more inclined to agree with the statement than do engineers.

The average response by gender indicates that females are inclined to slightly agree more with the statement than males.

The comparison of average responses by ethnic group shows that the Asian ethnic group is inclined to be neutral toward the statement, whereas, the Hispanic ethnic group is inclined to agree with the statement much more than any other ethnic group.

# QUESTION 1-H BY TOTAL /DEPT /JOB CAT /GENDER /ETHNICITY

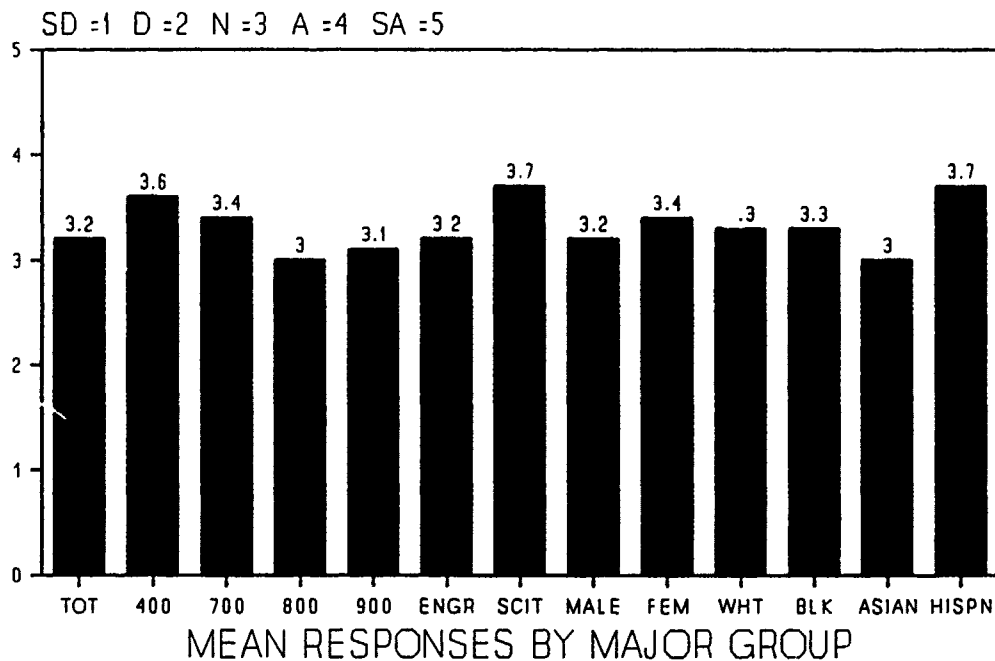


Figure 160

Figure 161 shows the average responses to Question 1-H by paygrade category, marital status, and work experience at NAC. The comparison of average responses by paygrade category indicates that the GS-11 group is inclined to agree slightly less with the statement than the other paygrade categories. Only one GS-5 responded to this statement.

The average response by marital status shows that married respondents are slightly more inclined to agree with the statement than do single respondents.

The comparison of the average responses by experience at NAC groups shows that the 11-15 years at NAC group is inclined to be neutral toward the statement, whereas, the other experience categories are inclined to agree with the statement to some extent.

## QUESTION 1-H BY PAYGRADE/MARITAL STATUS/EXPERIENCE

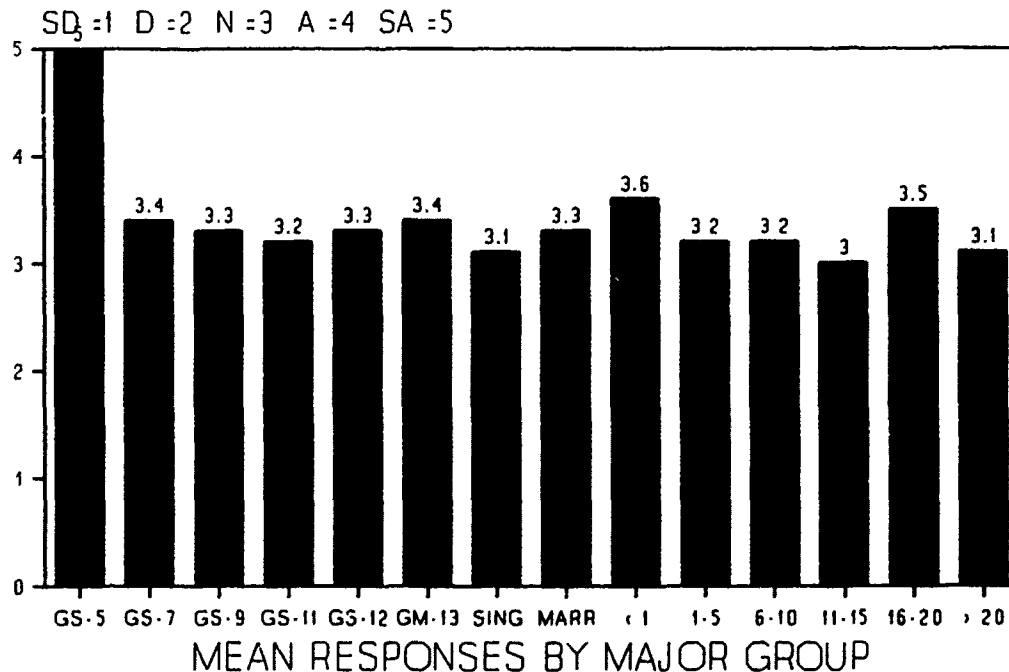


**Figure 161**

Figure 162 shows the average response to Question 1-H by age group. The average response by age group indicates that the 46-50 and 51-55 year old groups are inclined to disagree with the statement to some extent, whereas, the other age

groups are inclined to agree with the statement to some extent.

## QUESTION 1-H BY AGE GROUP

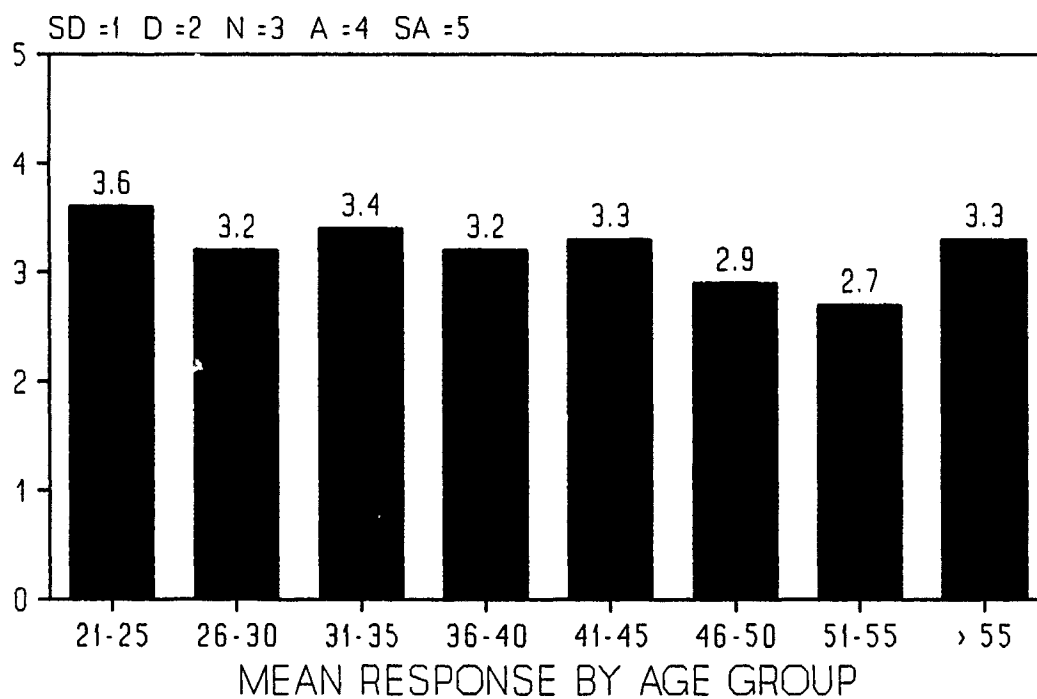


Figure 162

(9) Question 1-I Statement: *I have gotten new ideas/new approaches to my job as a benefit of the training I have received.*

Figure 163 shows the frequency of all responses to Question 1-I. Eighty percent of those surveyed were inclined to agree with the statement to some extent, 13% were neutral toward the statement, and only 7% were inclined to disagree with the statement to some extent.

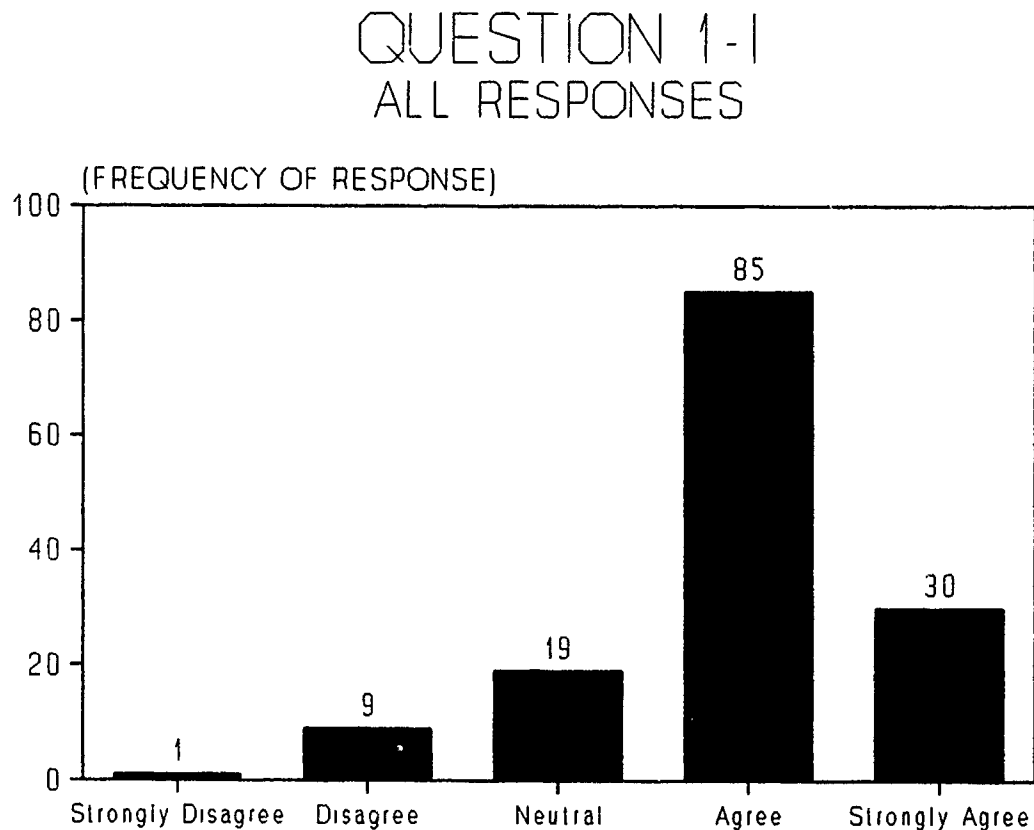


Figure 163

Figure 164 shows the average responses for Question 1-I by the total sample population, department, job category, gender, and ethnicity. The average response by the total sample population indicates that the sample population is inclined to agree with the statement, but not strongly so.

The average response by department shows that Department 900 is inclined to agree with the statement to a lesser degree than any of the other departments.

The average response by job category indicates that scientists are inclined to agree with the statement slightly more so than do engineers.

There is very little difference of opinion concerning Question 1-I between males and females.

The comparison of average responses by ethnic group shows that the Hispanic ethnic group is inclined to agree more strongly with the statement than any other ethnic group.

# QUESTION 1-I BY TOTAL/DEPT/JOB CAT/GENDER/ETHNICITY

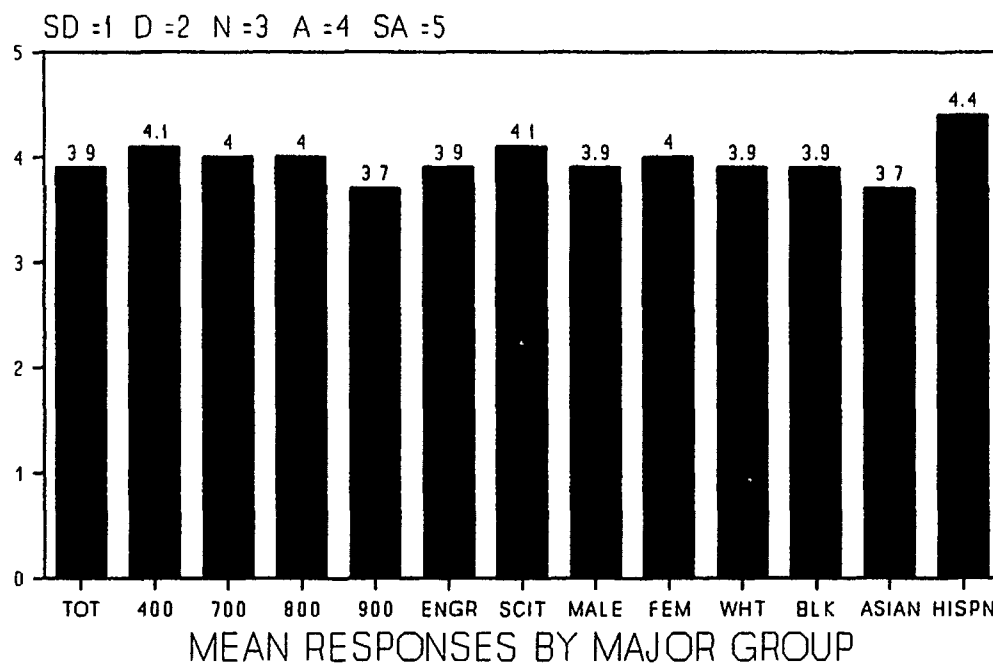


Figure 164

Figure 165 shows the average responses to Question 1-I by paygrade category, marital status, and work experience at NAC. The average response by paygrade category shows that the GS-9 group agrees with the statement to a lesser degree than any of the other paygrade categories.

The average response by marital status shows that married respondents are inclined to agree with the statement much more so than do single respondents.

The comparison of average responses by experience at NAC categories indicates that the 11-15 years of experience group



is inclined to agree much less with the statement than the other experience categories.

## QUESTION 1-I BY PAYGRADE/MARITAL STATUS/EXPERIENCE

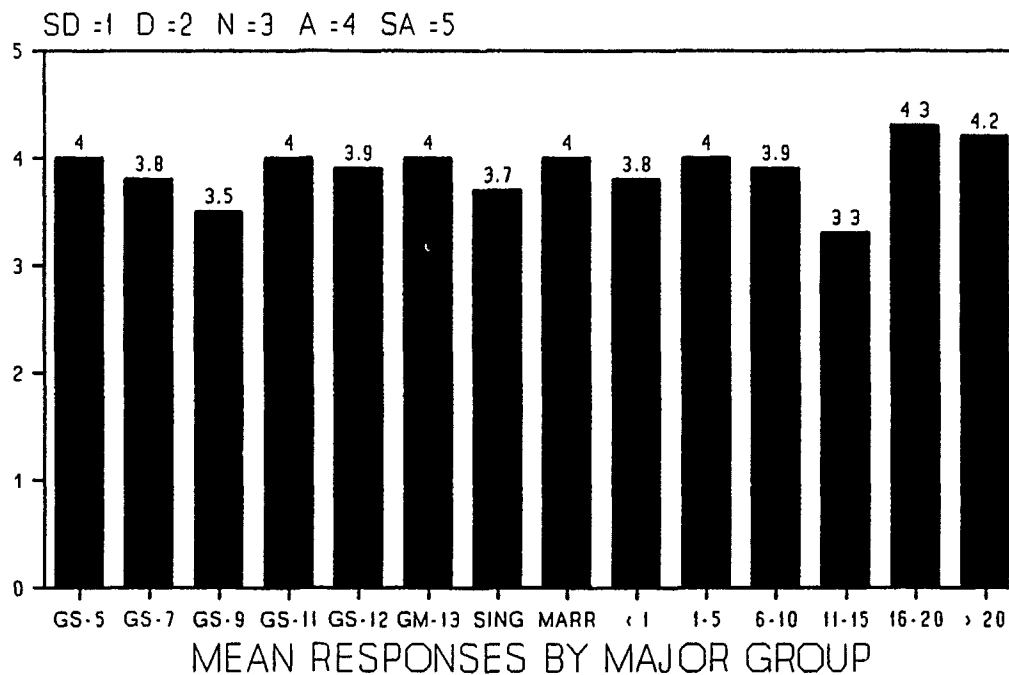


Figure 165

Figure 166 shows the average response to Question 1-I by age group. The average response by age group indicates that the 41-45 and 51-55 year old age group is not as strong in agreement with the statement as the other age groups are.

## QUESTION 1-1 BY AGE GROUP

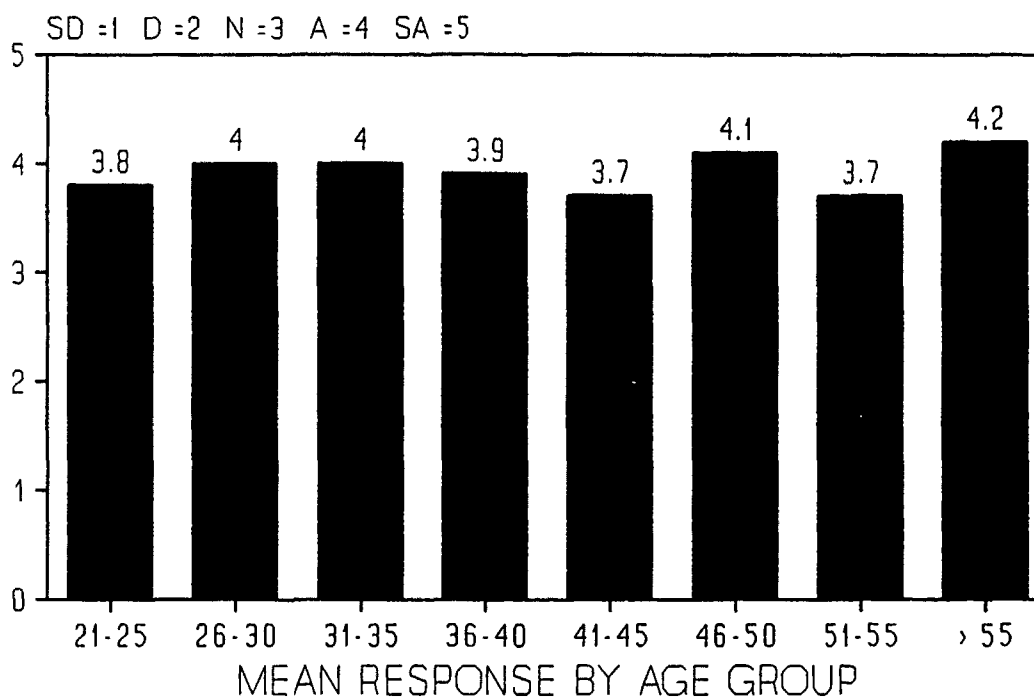


Figure 166

***b. Question 2: For the work you are doing right now,  
what percentage of your training came from:***

***School (prior to being hired)***

***"On-The-Job" training***

***"On-The-Job" experience***

***NAC-sponsored formal training***

Figure 167 shows the percentages of various categories of training which are being applied to the sample

population's current work. The average response for the total sample population indicates that "On-The-Job" experience accounts for 37% of the knowledge applied to the sample population's current work, 31% of the knowledge comes from School (prior to being hired), 18% comes from "On-The-Job" training, and the remaining 14% of the knowledge applied to the sample population's current work came from NAC-sponsored formal training.

## QUESTION 2 ALL RESPONSES

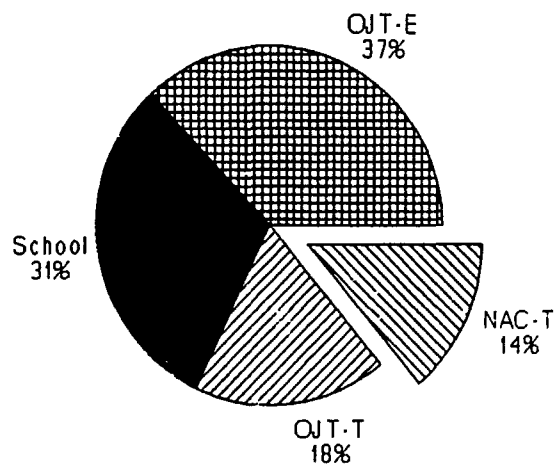


Figure 167

c. Question 3: Do you have all the training you need in order to know what to do to support NAC's organizational strategies of:

**DECREASED CYCLE TIME**

**INCREASED CUSTOMER SATISFACTION**

**LEADER IN AVIONICS AND MANUFACTURING EXCELLENCE**

Figure 168 shows the frequency/percentage of no/yes responses to Question 3 (Decreased Cycle Time) for the total sample population. Sixty-seven percent of those surveyed said that they did not have all the training needed to support the decreased cycle time strategy.

QUESTION 3  
DECREASED CYCLE TIME

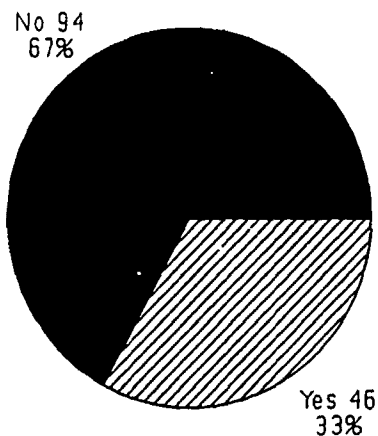


Figure 168

Figure 169 shows the frequency/percentage of no/yes responses to Question 3 (Increased Customer Satisfaction) for the total sample population. Fifty-seven percent of those surveyed said they did not have the needed training to support the increased customer satisfaction strategy.

QUESTION 3  
INCREASED CUSTOMER SATISFACTION

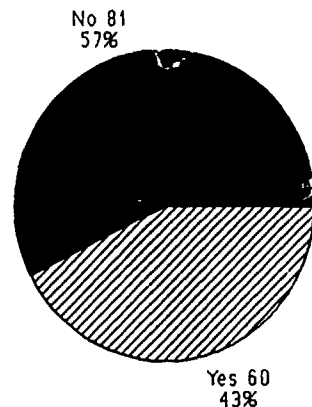


Figure 169

Figure 170 shows the frequency/percentage of no/yes responses to Question 3 (Leader in Avionics and Manufacturing Excellence) for the total sample population. Seventy-one percent of those surveyed said that they did not have all the training needed to support the leader in avionics and manufacturing excellence strategy.

### QUESTION 3 LEADER IN AVIONICS

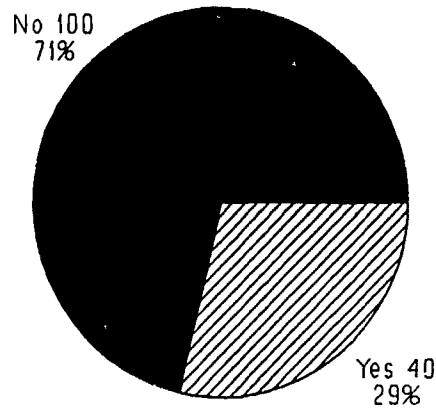


Figure 170

***d. Question 4: If you answered "No" to any of the strategies in Question 3, what training do you need and why can't you get it?***

Table 15 provides a list of comments from the total sample population who answered "No" to Question 3. The list only includes reasons why they can not get the training to support the organizational strategies listed in Question 3. Only a few of the respondents listed what training they needed and therefore this information is not included in Table 15.

TABLE 15.--REASONS WHY STRATEGIC TRAINING IS NOT AVAILABLE

| Totals | Comments by the Total Sample Population                                         |
|--------|---------------------------------------------------------------------------------|
| 18     | Don't know what I need.                                                         |
| 16     | Don't know what training is available.                                          |
| 14     | NAC doesn't offer courses on these strategies.                                  |
| 10     | I will always need more training.                                               |
| 6      | Lack of money.                                                                  |
| 5      | Much too busy.                                                                  |
| 3      | Lack of time.                                                                   |
| 2      | NAC doesn't offer the courses I need.                                           |
| 2      | No one asked me to attend.                                                      |
| 2      | I need training on what we can do to support these strategies!                  |
| 2      | Training isn't the answer to these strategies.                                  |
| 1      | I haven't signed up for training in those areas.                                |
| 1      | Additional training will not help unless we are supported.                      |
| 1      | NAC has no organizational strategies!                                           |
| 1      | NAC changes their strategy every few months.                                    |
| 1      | I don't know what the organizational strategies are.                            |
| 1      | I get no help in finding it.                                                    |
| 1      | The courses are not made available.                                             |
| 1      | Refusal of "old-timers" who refuse to adopt the continuous improvement culture. |

*e. Question 5: To what extent do you believe NAC-sponsored training is connected to your career development?*

Figure 171 shows the frequency of all responses to Question 5. Forty-three percent of those surveyed said that they believe most of NAC-sponsored training is connected to their career development, 41% said that a little of the training is connected to their career development, 10% said all of the NAC-sponsored training is connected to their career development, 3% said none of the NAC-sponsored training is connected to their career development, and 3% said they just did not know.



## QUESTION 5 ALL RESPONSES

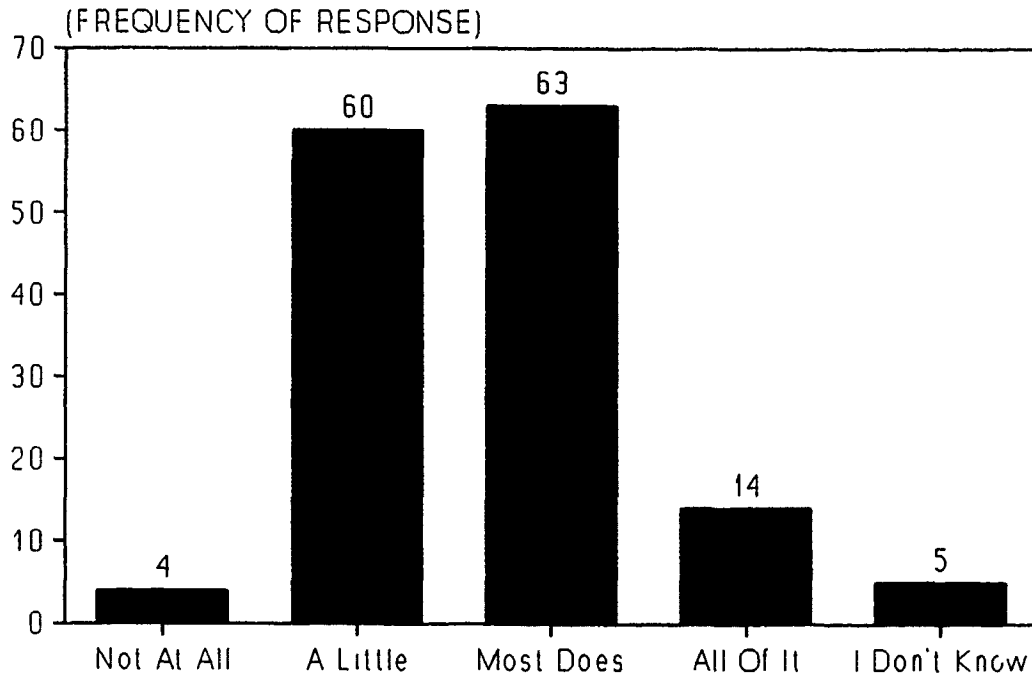


Figure 171

Figure 172 shows the frequency of response to Question 5 by Department 400. Forty-six percent of those surveyed in Department 400 said that most of the NAC-sponsored training is connected to their career development, 32% said that a little of it is, 18% said that all of it is, 4% said that they just did not know, and no one said that none of it is connected to their career development.

## QUESTION 5 DEPARTMENT 400

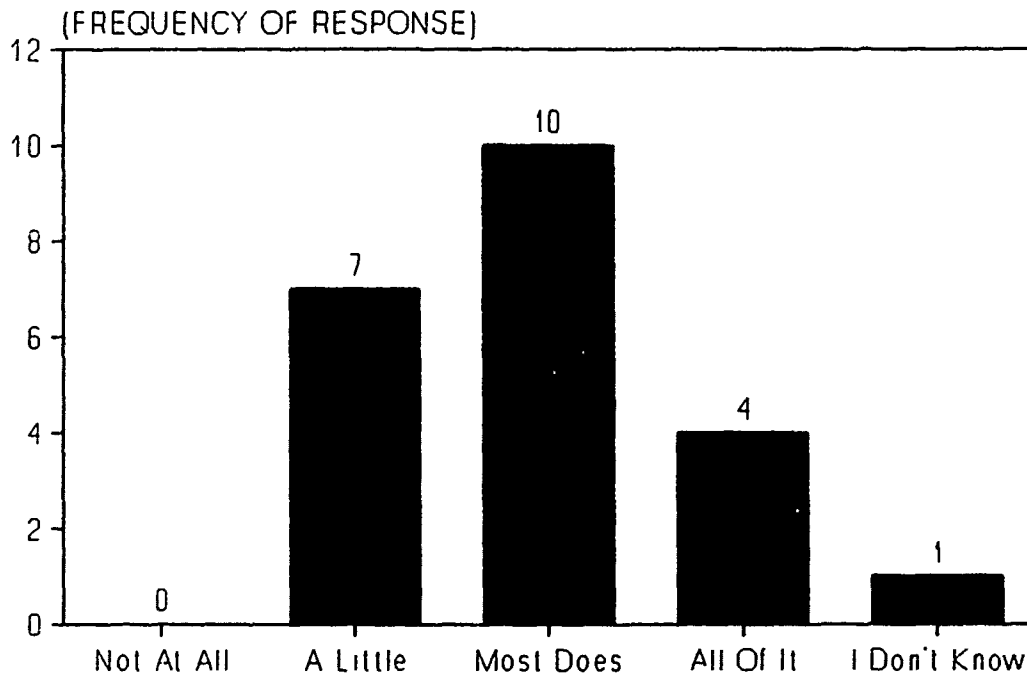


Figure 172

Figure 173 shows the frequency of response to Question 5 by Department 700. Fifty-three percent of those surveyed in Department 700 said that most of the NAC-sponsored training is connected to their career development, 29% said a little of it is, 13% said that all of it is, 5% said that they just did not know, and no one in Department 700 said that none of the NAC-sponsored training is connected to their career development.

## QUESTION 5 DEPARTMENT 700

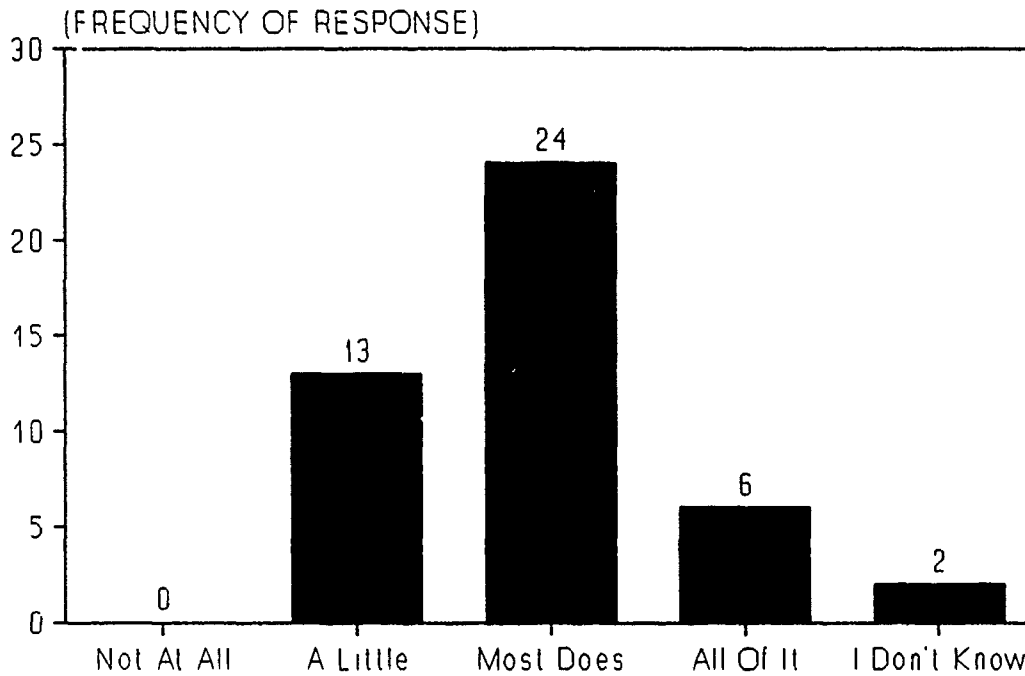


Figure 173

Figure 174 shows the frequency of response to Question 5 by Department 800. Forty-five percent of those surveyed in Department 800 said that a little of the NAC-sponsored training is connected to their career development, 41% said that most of it is, 7% said that none of it is, 5% said that all of it is, and 2% said that they just did not know.

## QUESTION 5 DEPARTMENT 800

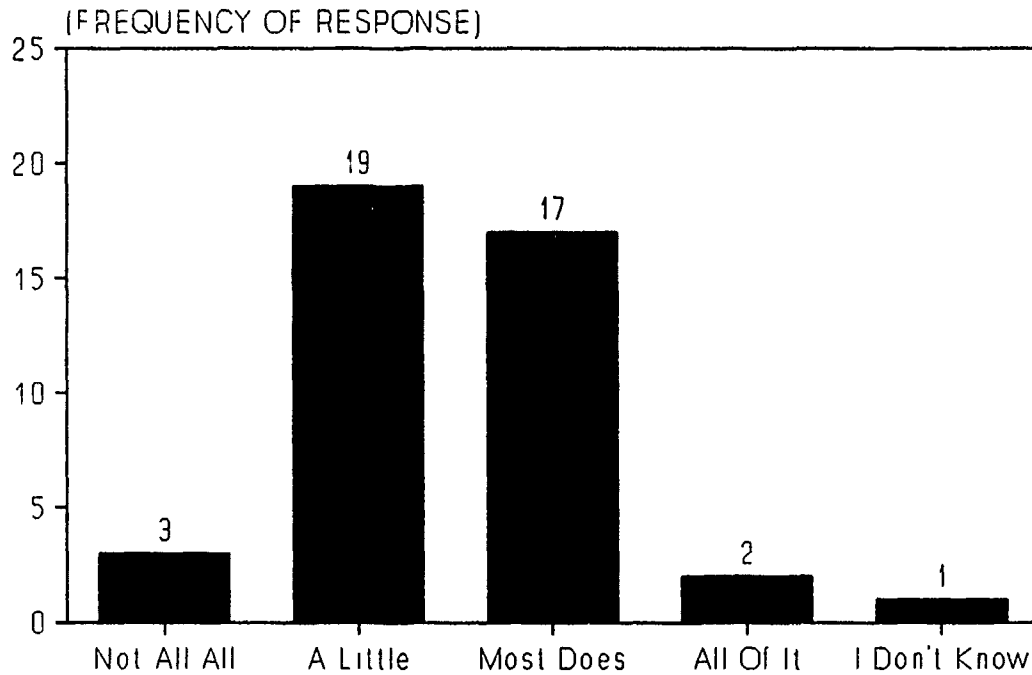


Figure 174

Figure 175 shows the frequency of response to Question 5 by Department 900. Fifty-seven percent of those surveyed in Department 900 said that a little of the NAC-sponsored training is connected to their career development, 33% said that most of it is, 5% said that all of it is, 3% said that none of it is, and 2% said that they just did not know.

## QUESTION 5 DEPARTMENT 900

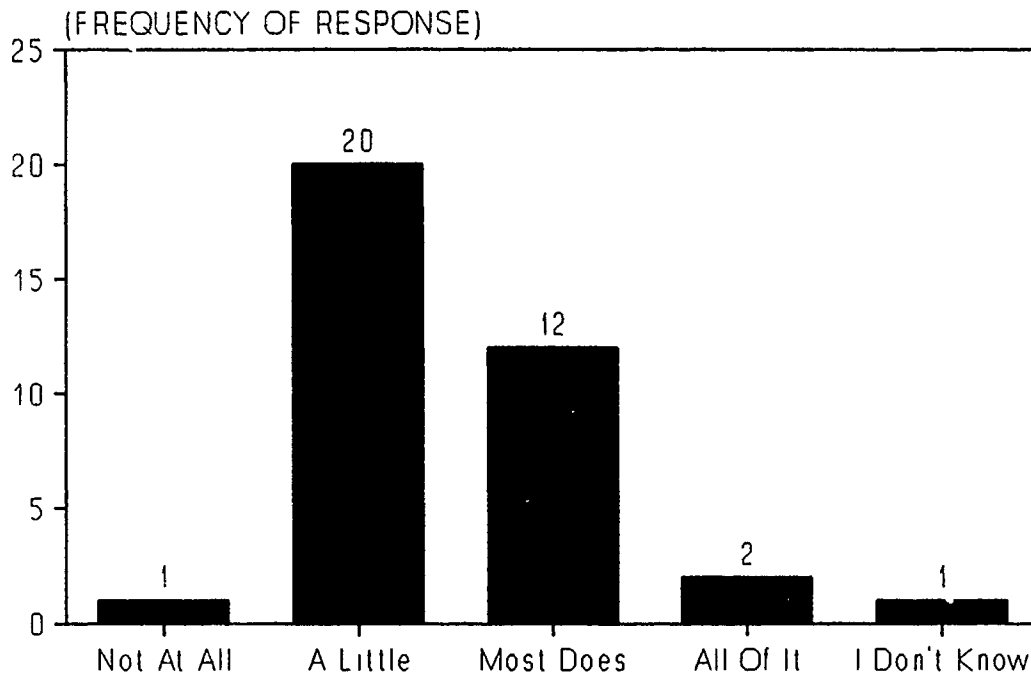


Figure 175

Figure 176 shows the frequency of response to Question 5 by the engineer community. Forty-two percent of the engineers said that most of the NAC-sponsored training is connected to their career development, 42% said that a little of it is, 9% said that all of it is, 4% said that they just did not know, and 3% said that none of the NAC-sponsored training is connected to their career development.

## QUESTION 5 ENGINEERS

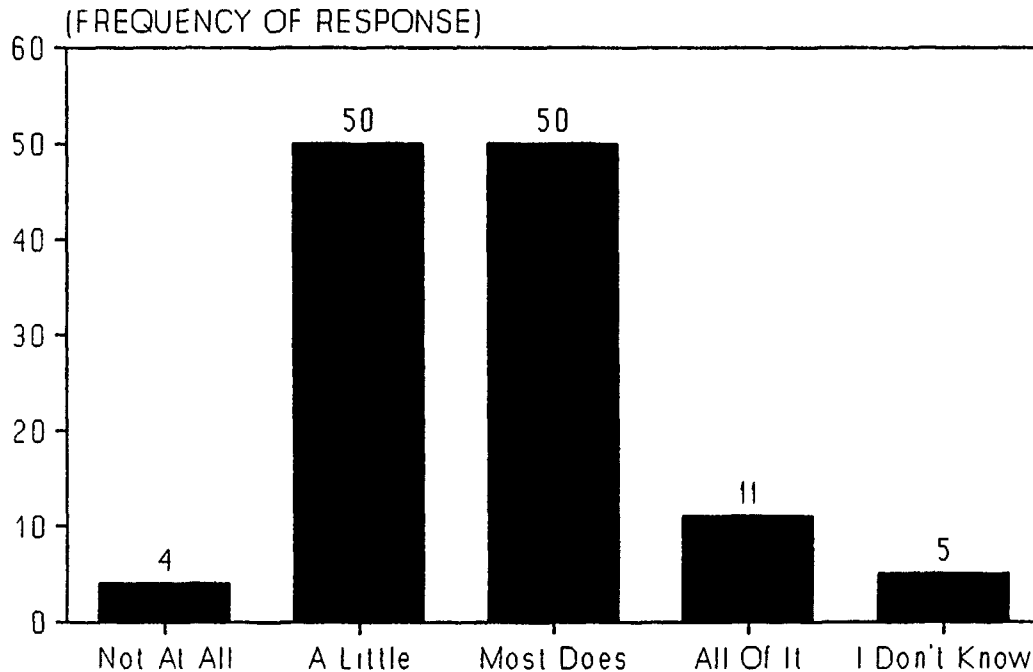


Figure 176

Figure 177 shows the frequency of response to Question 5 by the scientist community. Fifty percent of the scientists surveyed said that most of the NAC-sponsored training is connected to their career development, 38% said that a little of it is, and 12% said that all of it is. No scientists said that none of the NAC-sponsored training is connected to their career development.

## QUESTION 5 SCIENTISTS

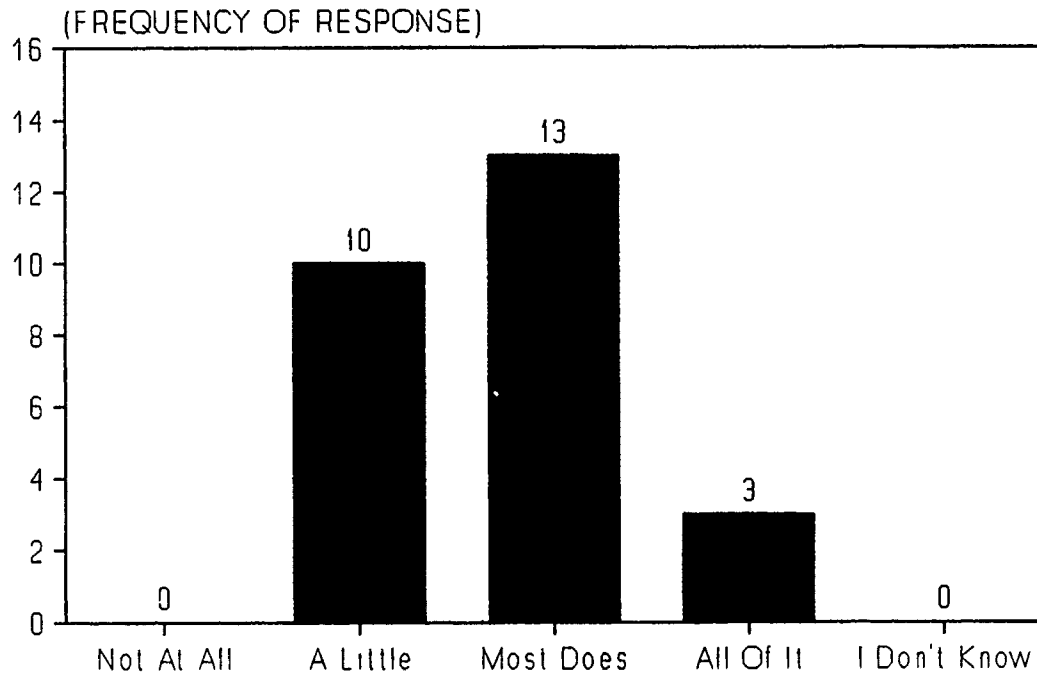


Figure 177

*f. Question 6: What type of training do you get the most value from?*

Figure 178 shows the frequency of all responses to Question 6. The training of greatest value is listed as training classes off-site (not college). This is followed very closely by On-The-Job training. The third, fourth, and fifth most valuable types of training are conferences/seminars, training classes on-site, and college

courses. Six respondents listed correspondence courses as their most valuable type of training and three respondents did not know.

## QUESTION 6 ALL RESPONSES

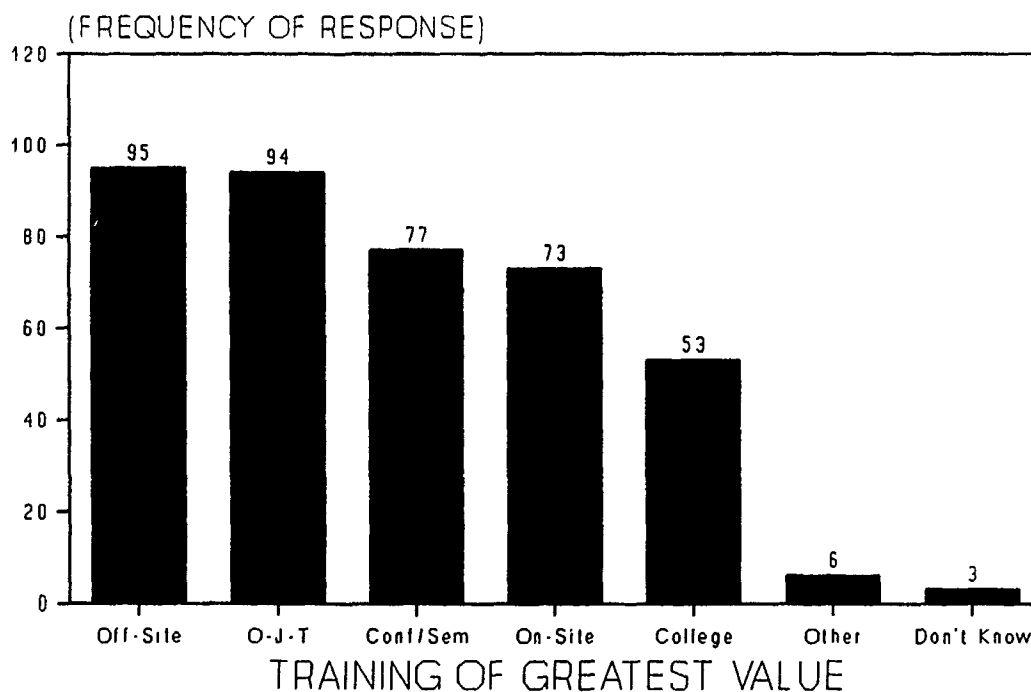


Figure 178

***g. Question 7: Identify the most preferred NAC-sponsored training courses.***

Figure 79 shows the frequency of all responses to Question 7. The most preferred NAC-sponsored training course



is listed as local colleges/universities. The next two most preferred courses are professional associations and private companies. These are followed by NAC-taught courses, contractors with the federal government, and NTU. Twelve respondents did not know the most preferred type of course and six others listed other.

## QUESTION 7 ALL RESPONSES

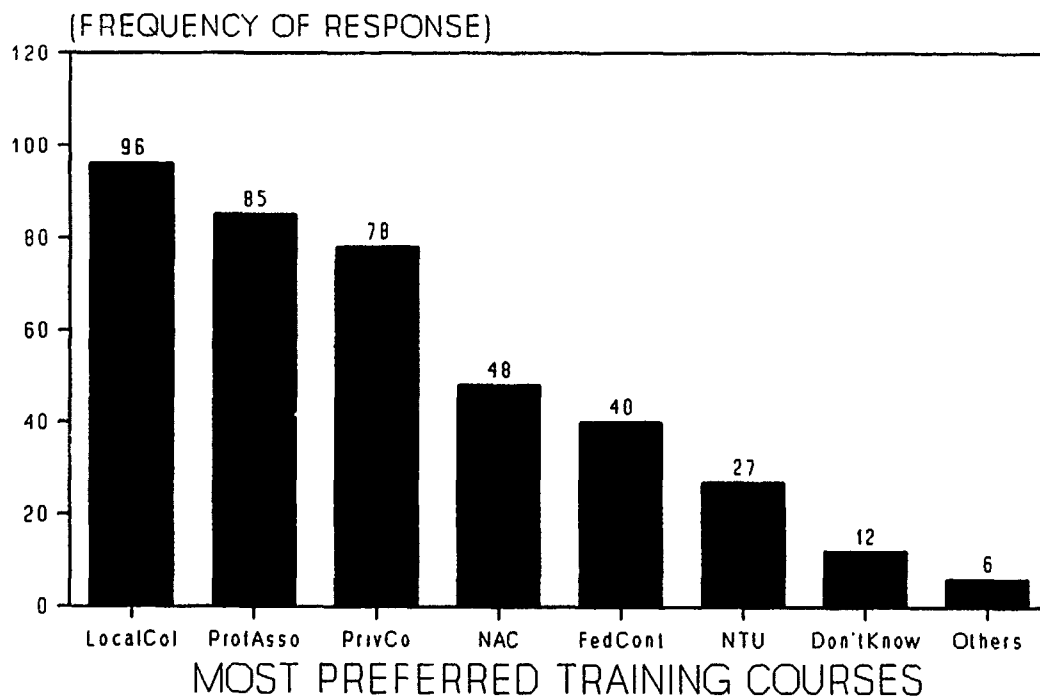


Figure 179

*h. Question 8: Is training related to your performance appraisal?*

Figure 180 shows the frequency/percentage of no/yes responses to Question 8 by the total sample population. Seventy-four percent of those surveyed said that training is not related to their performance appraisal.

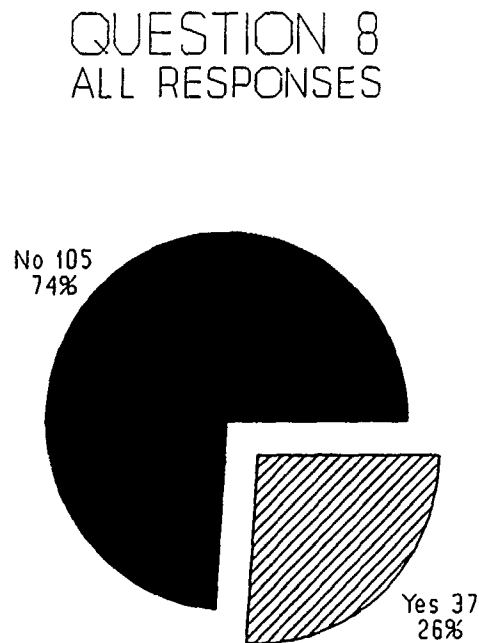


Figure 180

Figure 181 shows the frequency of no/yes responses to Question 8 by department and job category. The comparison of no/yes responses by department indicates that Department 900 has the highest percentage of its sample population (86%) who believe that training is not related to their performance

appraisal. In contrast, Department 700 has 40% of its sample population who believe that training is related to their performance appraisal.

The no/yes responses by job category indicates that scientists have a higher percentage of its sample population (81%) who believe that training is not related to their performance appraisal than does the engineer community (72%).

## QUESTION 8 BY DEPARTMENT/JOB CATEGORY

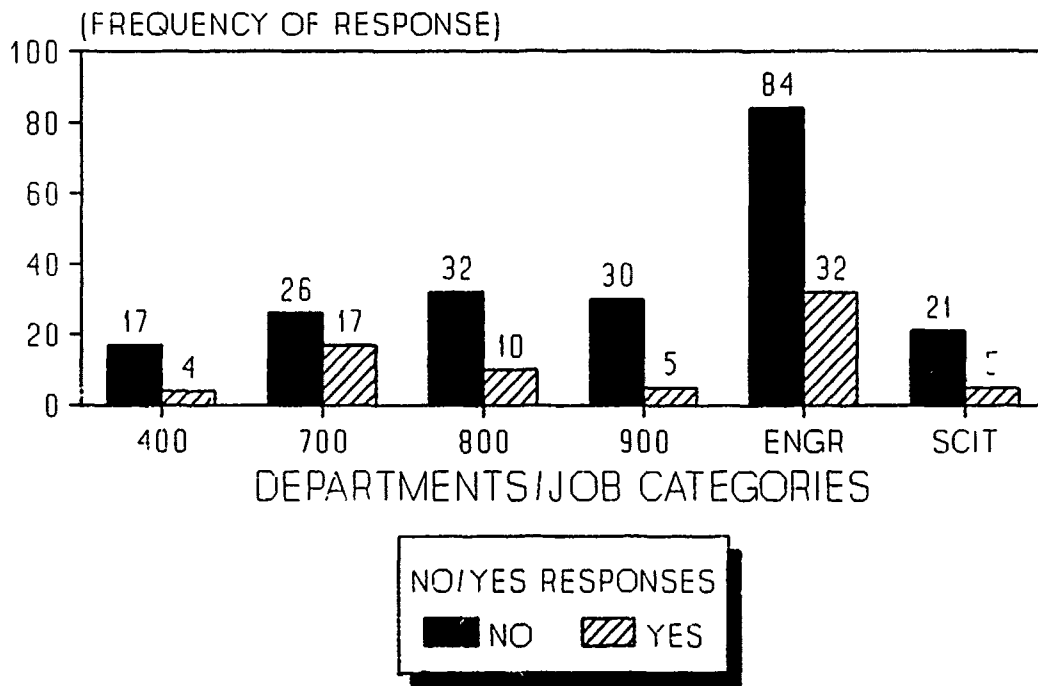


Figure 181

Figure 182 shows the frequency of no/yes responses to Question 8 by paygrade category. The comparison of no/yes responses indicates that the GS-11 and GS-12 paygrade groups have the highest percentage of its sample population who believe training is not related to their performance appraisal (74% and 85% respectively). In contrast, 43% of the managers (who are responsible for performance appraisals) believe that training is related to performance appraisals.

## QUESTION 8 BY PAYGRADE CATEGORY

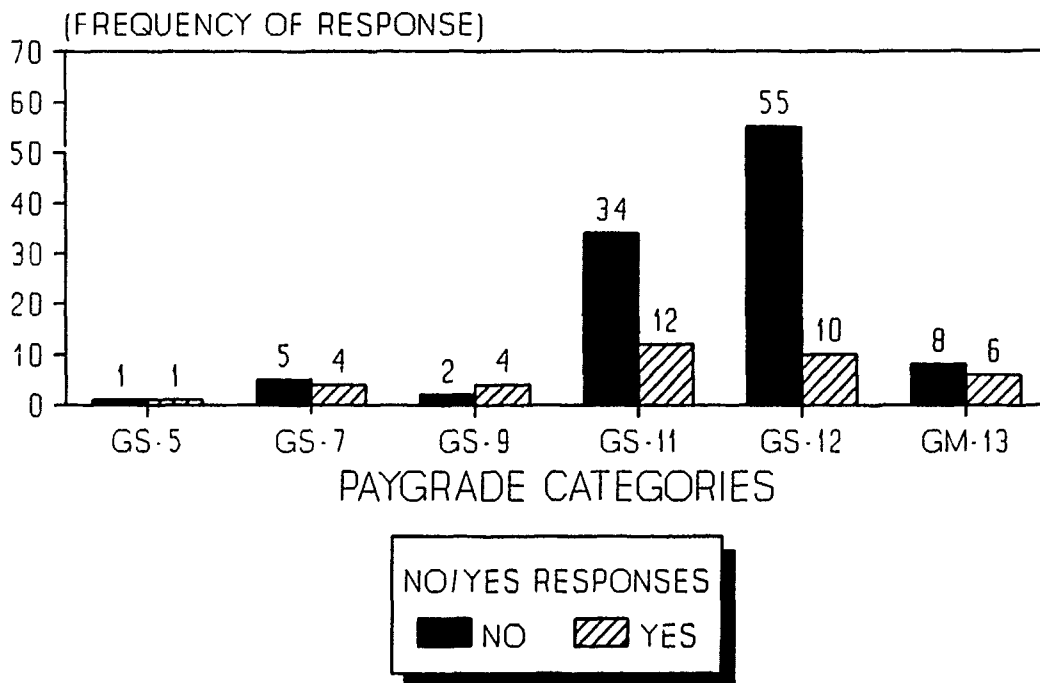


Figure 182

Table 16 provides a list of comments by the total sample population on how training is related to their performance appraisals.

TABLE 16.--COMMENTS ON TRAINING AND PERFORMANCE APPRAISALS

| Totals | Comments by the Total Sample Population                                                      |
|--------|----------------------------------------------------------------------------------------------|
| 7      | When IDPs are reviewed during perf. appraisals                                               |
| 4      | Training allows you to perform job better.                                                   |
| 4      | When training is required to perform job duties                                              |
| 3      | It enables me to meet requirements of job & be more efficient.                               |
| 2      | By how much I learn and apply to job.                                                        |
| 2      | Demonstrates desire to seek more knowledge/keep up to date.                                  |
| 2      | Training is needed to perform better & to increase future responsibilities & abilities.      |
| 2      | An indication that efforts have been made to improve skills/correct identifiable weaknesses. |
| 2      | An IDP with no trng/development goals indicates little promotion potential or job interest.  |
| 1      | Training is related to all perf. appraisal - it is listed next to your PARS report.          |
| 1      | A part of the job is to enhance the performance of employees.                                |
| 1      | A lack of training shows a person isn't motivated and is complacent.                         |
| 1      | Shows personal advancement & promotion qualifications.                                       |
| 1      | By improving yourself it should help organization.                                           |
| 1      | Through career development & training.                                                       |

*i. Question 9: If no, should training be related to your performance appraisal?*

Figure 183 shows the frequency/percentage of no/yes responses to Question 9 by the total sample population. Thirty-eight percent of those who responded no to Question 8 said that training should be related to their performance appraisal.

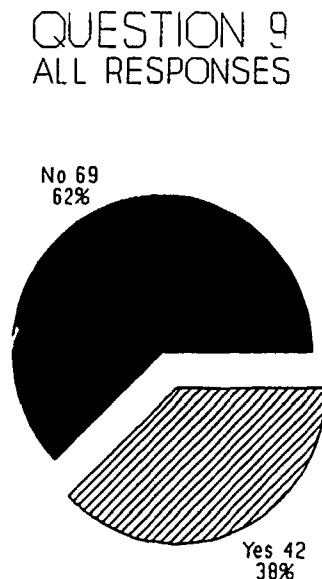


Figure 183

Figure 184 shows the frequency of no/yes responses to Question 9 by department and job category. The comparison of no/yes responses by department indicates that Department 700 has the highest percentage of its sample population who responded no to Question 8 who believe training should be

related to their performance appraisal at 45%. Department 900 has the lowest percentage of its sample population who responded no to Question 8 who believe training should be related to their performance appraisal at 31%.

The no/yes responses by job category shows that a higher percentage of engineers who responded no to Question 8 believe that training should be related to their performance appraisal than do scientists (40% as compared to 29%).

## QUESTION 9 BY DEPARTMENT/JOB CATEGORY

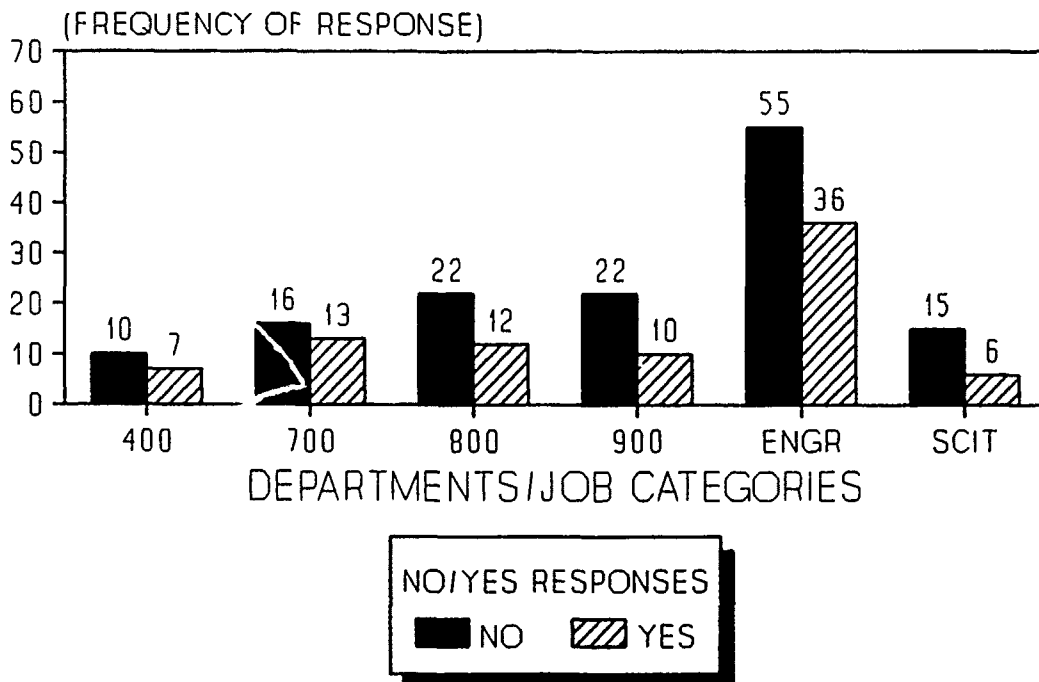


Figure 184

Figure 185 shows the frequency of no/yes responses to Question 9 by paygrade category. The comparison of no/yes responses indicates that the highest two paygrades (GS-12 and GM-13) have the lowest percentage of those who believe training should be related to their performance appraisal (30% and 33% respectively).

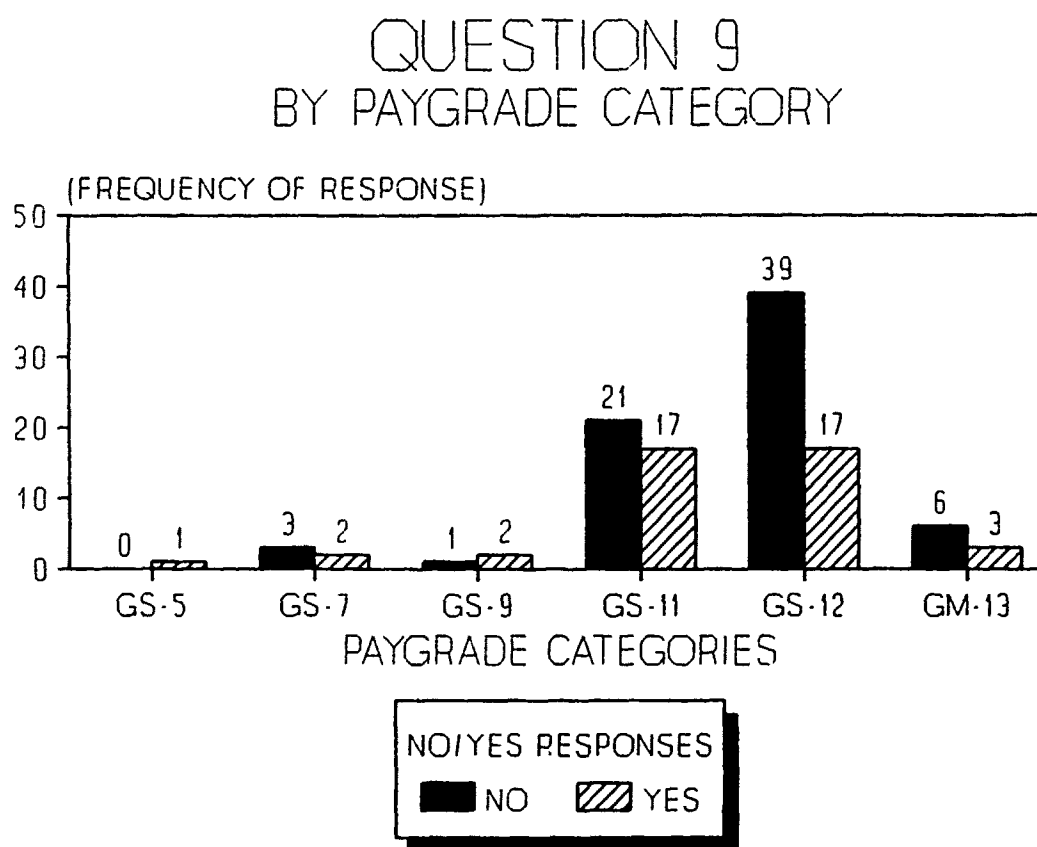


Figure 185



Table 17 provides a list of comments on how training should be related to their performance appraisal from the total sample population who responded "No" to Question 8 and "Yes" to Question 9.

TABLE 17.--TRAINING'S RELATIONSHIP TO PERFORMANCE APPRAISAL

| Totals | Comments by the Total Sample Population                            |
|--------|--------------------------------------------------------------------|
| 7      | To improve capabilities and job performance.                       |
| 5      | If performance is related to training received.                    |
| 3      | Specific training is required for job performance improvement.     |
| 3      | If training is listed on IDP and job related.                      |
| 2      | To keep up with expertise in field.                                |
| 2      | If attitude is to learn, we should be commended                    |
| 1      | Training & experience should be looked at together.                |
| 1      | Should get benefit for working harder.                             |
| 1      | Should relate to next year's objectives & goals                    |
| 1      | To force management to do IDPs.                                    |
| 1      | Training determines the interest & willingness to perform better.  |
| 1      | Performance in training should be part of appraisal.               |
| 1      | Used as a progressive movement barometer.                          |
| 1      | As a qualification for advancement.                                |
| 1      | More challenging jobs go to trained personnel.                     |
| 1      | What you know or try to learn should rate more than who you know!  |
| 1      | Goals should be established & you should be measured against them. |
| 1      | If effort is made to apply training received.                      |

## 5. Course Content Evaluation

### a. Part A - Total Quality Management (TQM) Courses

(1) Question 1: Have you had any of the TQM courses?

Figure 186 shows the percentage of the total sample population who has received TQM training courses. Twenty percent of the total sample population has received some type of TQM course.

QUESTION 1  
ALL RESPONSES

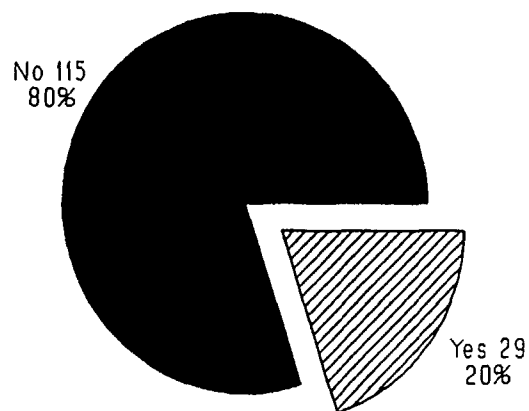


Figure 186

(2) Question 2: Please list the TQM courses you have attended in the past two years and rate the quality of each according to the following scale:

*POOR - Needs lots of work*

*FAIR - Okay, but only okay*

*GOOD - Still some room for improvement*

*Excellent - No sweat!*

Figure 187 shows the rating percentages provided by the total sample population for the TQM courses attended. Sixty-one percent of those who had attended TQM courses rated them good or excellent. Only 10% rated the TQM courses poor.

## QUESTION 2 ALL RESPONSES

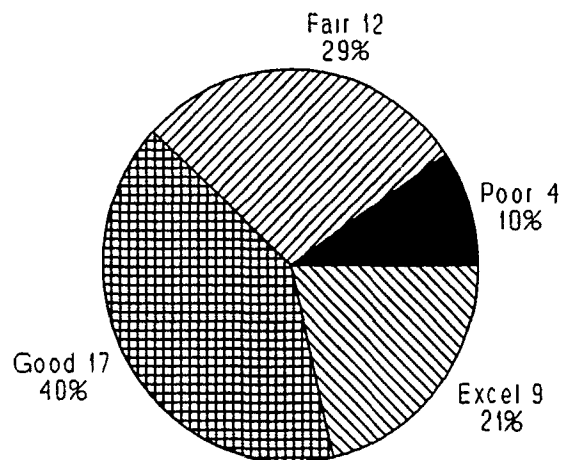


Figure 187

Table 18 provides the list of respondent TQM courses with their assigned rating.

TABLE 18.--LIST OF TQM COURSES ATTENDED AND QUALITY RATINGS

| TQM COURSE                    | POOR | FAIR | GOOD | EXCEL |
|-------------------------------|------|------|------|-------|
| Statistical Process Control   | 1    | 5    | 4    | 1     |
| Deming (Live)                 | 0    | 0    | 3    | 2     |
| High Velocity Manufacturing   | 0    | 1    | 3    | 0     |
| TQM Overview                  | 0    | 3    | 0    | 0     |
| Taguchi Methods               | 0    | 1    | 1    | 0     |
| TQM Seminar                   | 0    | 0    | 1    | 1     |
| Don't Remember Titles         | 1    | 1    | 0    | 0     |
| Intro to Deming               | 1    | 0    | 0    | 0     |
| Deming Update                 | 0    | 0    | 1    | 0     |
| Dr. Tom                       | 0    | 0    | 0    | 1     |
| CIC Reorganization            | 0    | 0    | 1    | 0     |
| Quality Functional Deployment | 0    | 0    | 1    | 0     |
| Handshake                     | 0    | 0    | 1    | 0     |
| Sonobouy TQM                  | 0    | 1    | 0    | 0     |
| Quality Control Principles    | 0    | 0    | 0    | 1     |
| Reliability Engineering       | 0    | 0    | 0    | 1     |
| Teambuilding                  | 0    | 0    | 1    | 0     |
| PMC/PMA IUPUI                 | 0    | 0    | 0    | 1     |
| Gold Ratt Seminar             | 1    | 0    | 0    | 0     |
| All The Others                | 0    | 0    | 0    | 1     |

(3) Question 3: What benefits do these courses offer you and for NAC?

Table 19 provides comments about the benefits of TQM from those scientists and engineers responding to Question 3.

TABLE 19.--COMMENTS CONCERNING THE BENEFITS OF TQM

| Totals | Comments about the Benefits of TQM                                     |
|--------|------------------------------------------------------------------------|
| 15     | New ways of thinking, new ways of doing business, new ways to improve. |
| 5      | Learn about TQM (e.g., to relate to subcontractor already involved).   |
| 3      | TQM helps to ensure survival.                                          |
| 3      | None. I already knew the concepts.                                     |
| 2      | TQM conflicts with NAC practices.                                      |

(4) Question 4: How consistent is TQM with management practice here? (To the extent possible in a government system).

Table 20 provides comments about the consistency of TQM with management practice at NAC from scientists and engineers who responded to Question 4.

TABLE 20.--COMMENTS CONCERNING TQM AND MANAGEMENT PRACTICE

| Totals | Comments Concerning the Consistency of TQM and Management Practice at NAC              |
|--------|----------------------------------------------------------------------------------------|
| 8      | It's not, e.g., lip service.                                                           |
| 8      | Implementation is variable, e.g., varies with Branch Managers.                         |
| 7      | There has been progress made, but there is still a way to go; learning still going on. |
| 4      | Limited, e.g., partial use (ignoring data or commitment lacking).                      |
| 4      | Miscellaneous comments.                                                                |

***b. Part B - NTU Courses***

*(1) Question 1: Have you taken any NTU courses?*

Figure 188 shows the percentage of the total sample population who has taken any NTU courses? Approximately one-third of those surveyed said that they had taken NTU courses.

QUESTION 1  
ALL RESPONSES

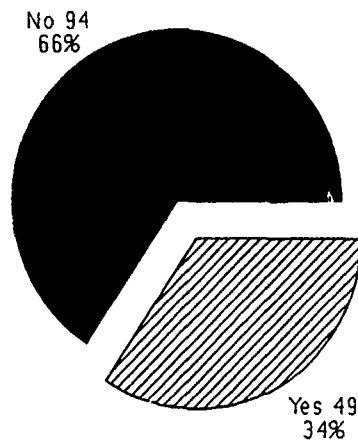


Figure 188

(2) Question 2: About how many courses have you taken?

Figure 189 shows the percentage and numbers of NTU courses taken by the total sample population. The majority of scientists and engineers have taken only one or two NTU courses.

## QUESTION 2

N = 49

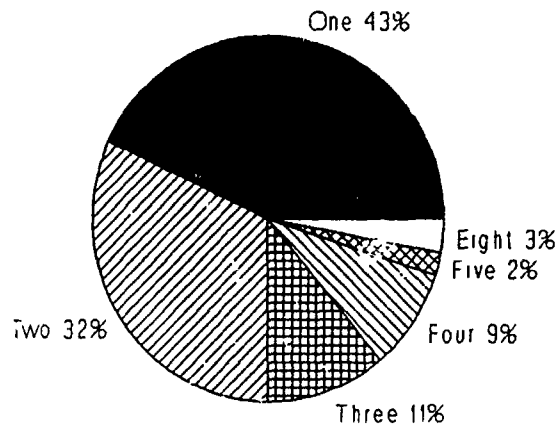


Figure 189

(3) Question 3: *Evaluate the quality of the NTU courses you have taken by circling the letter beside the appropriate response.*

Figure 190 shows the quality percentages of the NTU courses the respondents have taken. Seventy percent of those surveyed said that the courses were fair or good. Only 14% said the courses were poor. Eight percent said the courses ranged from poor to excellent, while 8% said the courses were excellent.



### QUESTION 3

N = 49

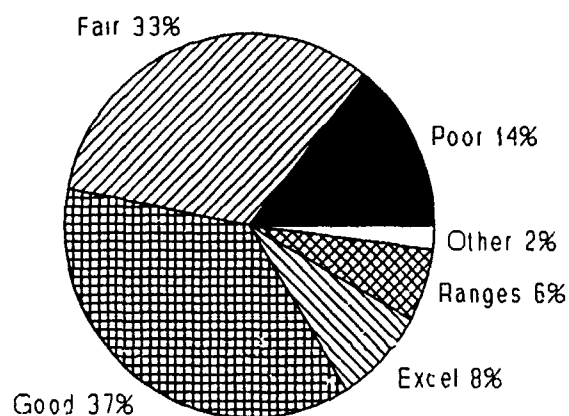


Figure 190

(4) Question 4: *What NTU courses have you had that stand out in your mind as especially good and why?*

There were no trends identified in the responses of those who have taken NTU courses. However, of those sampled, only 37% could list any NTU courses which they considered good (Appendix B comments). A complete listing of their comments is included in Appendix B.

(5) Question 5: *What benefits did you see as a direct result of the training?*

Table 21 provides comments from scientists and engineers concerning benefits they see as a direct result of

NTU training. The majority of comments concerning NTU training were positive. There were only two respondents who felt NTU training was a waste of time.

TABLE 21.--COMMENTS CONCERNING BENEFITS OF NTU COURSES

| Totals | Comments Concerning the Benefits of NTU Courses                                                             |
|--------|-------------------------------------------------------------------------------------------------------------|
| 8      | NTU training provides knowledge about administration, management skills, organization, and the environment. |
| 6      | NTU training improves/provides new technical knowledge (job relevance not specified).                       |
| 5      | It increases technical knowledge in my job area.                                                            |
| 3      | NTU training provides knowledge outside of my area of expertise; can be used in future.                     |
| 2      | NTU training improves the quality of work.                                                                  |
| 2      | NTU training is a waste of time.                                                                            |
| 1      | Miscellaneous.                                                                                              |

*(6) Question 6: What NTU courses have you had that stand out in your mind as especially bad and why?*

There were no trends identified in the responses to Question 6. However, 41% of those surveyed were able to list at least one NTU course which they considered to be a bad course (Appendix B comments). A complete list of comments on Question 6 is included in Appendix B.

**c. Part C - Time Management Course**

(1) Question 1: Have you ever taken any Time Management courses?

Figure 191 shows the percentage of the total sample population who have taken Time Management courses. Approximately a third of the sample population have taken Time Management courses.

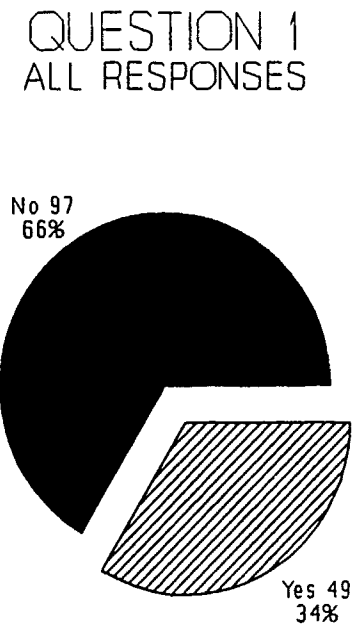


**Figure 191**

(2) Question 2: Evaluate the quality of the Time Management course you took by circling the letter beside the appropriate response.

Figure 192 shows the quality rating percentages of the Time Management courses taken by the total sample population. Seventy percent of those surveyed said that the courses were good or excellent. Only 2% said the courses were poor.

QUESTION 2  
N = 49

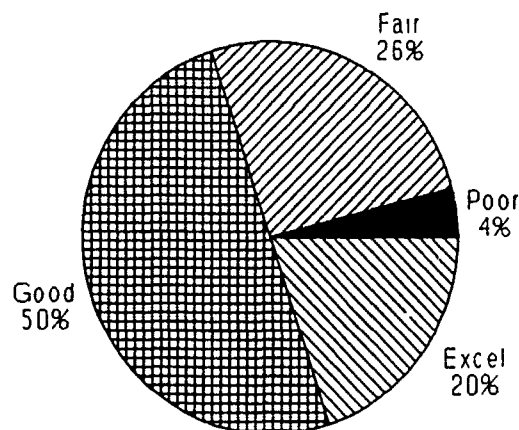


Figure 192

(3) Question 3: What benefits have these courses had for you and for NAC?

Table 23 provides a list of comments from scientists and engineers concerning the benefits Time Management courses have had for them and for NAC.

TABLE 23.--COMMENTS CONCERNING THE BENEFITS OF TIME MANAGEMENT COURSES

| Totals | Comments of Scientists and Engineers                |
|--------|-----------------------------------------------------|
| 23     | They have increased my efficiency at work.          |
| 9      | I have learned more about time management.          |
| 8      | When applied, I operate more efficiently.           |
| 3      | I did not benefit from the time management courses. |

(4) Question 4: Do you have any additional comments you would like to share concerning the Time Management course?

Table 24 provides a list of additional comments concerning the time management courses taken by the total sample population.

TABLE 24.--ADDITIONAL COMMENTS ABOUT TIME MANAGEMENT COURSES

| Totals | Comments by Scientists and Engineers                                                     |
|--------|------------------------------------------------------------------------------------------|
| 6      | Everyone should take it.                                                                 |
| 5      | Curriculum needs to be changed, e.g., delegation ideas not appropriate for lower levels. |
| 4      | Miscellaneous.                                                                           |
| 3      | Have difficulties in implementing the ideas.                                             |
| 2      | Refresher training would be good.                                                        |

*d. Part D - Technical Courses*

*(1) Question 1: Have you taken any other technical courses other than thru NTU, to include any college courses?*

Figure 193 shows the percentage of the total sample population who has taken other technical courses other than thru NTU. Almost two-thirds of those surveyed said that they had taken other technical courses, to include college courses, other than thru NTU.

## QUESTION 1 ALL RESPONSES



Figure 193

(2) *What technical courses have you had that stand out in your mind as especially good and why?*

Although there were no general trends identified in the responses to this question, 84% of the sample group was able to list at least one technical course which they considered to be good (Appendix B comments). A complete listing of comments on Question 2 is included in Appendix B.

(3) *Question 3: What benefits did you see as a direct result of the training?*

Table 25 provides a list of comments from those responding to Question 3 concerning the benefits they see as a direct result of technical course training.

TABLE 25.--COMMENTS CONCERNING BENEFITS OF TECHNICAL TRAINING

| Totals | Comments by Scientists and Engineers                                            |
|--------|---------------------------------------------------------------------------------|
| 40     | Technical courses provide improved job performance.                             |
| 29     | Technical courses have increased my understanding, knowledge, and awareness.    |
| 4      | Miscellaneous.                                                                  |
| 3      | I do not use what I learned in the technical courses on the job, but may later. |

(4) *Question 4: What technical courses have you had that stand out in your mind as especially bad and why?*

Although there were no general trends identified in the responses to Question 4, only 34% of those surveyed could list a course which they considered to be bad (Appendix B comments). A complete list of comments from respondents on Question 4 is included in Appendix B.

***e. Part E - Management Training Courses***

(1) *Question 1: Have you ever taken any Management Training courses other than TQM?*

Figure 194 shows the percentage of respondents who have taken management training courses other than TQM.



Forty-eight percent of those surveyed said that they had taken some management training courses other than TQM.

### QUESTION 1 ALL RESPONSES

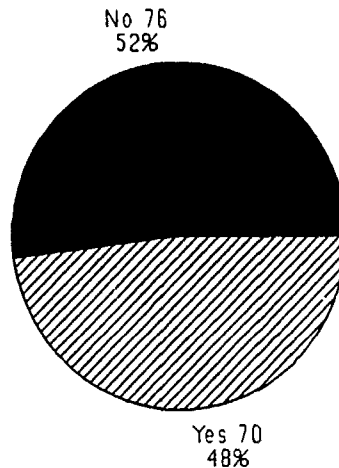


Figure 194

(2) *Question 2: What management courses have you had that stand out in your mind as especially good and why?*

The general trend in the responses to Question 2 is that program/project management courses are especially good because they were practical and gave an analytical approach towards managing a project. Eighty-six percent of those surveyed listed at least one management course which they considered to be good (Appendix B comments). Seventeen

out of sixty respondents listed a program/project management course as being especially good.

(3) *Question 3: What benefits did you see as a direct result of the training?*

The general trend noted here as in other benefit of training questions is that the training helps them to perform their jobs better. A complete list of comments on Question 3 is included in Appendix B.

(4) *Question 4: What management courses have you had that stand out in your mind as especially bad and why?*

In responding to this question, no two of the eleven courses mentioned as bad were listed twice. Although no trends were noted in why these classes were bad, only 14% of the sample group could list a management course they considered to be bad (Appendix B comments). A complete list of comments concerning Question 4 is included in Appendix B.

***f. Part F - Other Training Courses Not Previously Covered***

(1) *Question 1: Have you taken any "other" training courses not previously mentioned?*

Figure 195 shows the percentage of respondents who have taken other training courses not previously

mentioned. Forty-seven percent of those surveyed said that they had taken other training courses not previously mentioned.

### QUESTION 1 ALL RESPONSES

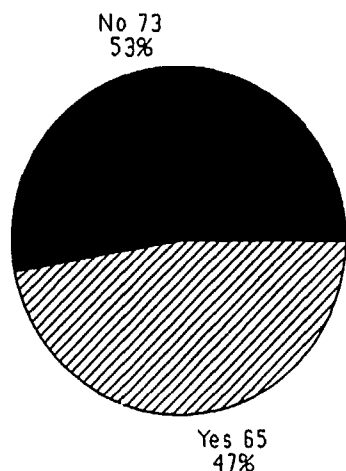


Figure 195

(2) Question 2: *What other courses have you had that stand out in your mind as especially good and why?*

Although there were no general trends noted in the responses to Question 2, 86% of those surveyed listed at least one course they had had which they considered to be good (Appendix B comments). A complete list of comments concerning Question 2 is included in Appendix B.

(3) *Question 3: What benefits did you see as a direct result of the training?*

The general trend noted in the responses to this question is that the greatest benefit is being able to apply the knowledge gained to their job/increase job performance. A complete list of comments concerning Question 3 is included in Appendix B.

(4) *Question 4: What other courses have you had that stand out in your mind as especially bad and why?*

Although there were no general trends identified in the responses to Question 4, only 23% of those surveyed could list a course which they considered to be bad (Appendix B comments). A complete list of comments concerning Question 4 is included in Appendix B.

***g. Part G - Overall Evaluation of NAC's Training Program***

(1) *Question 1: Overall, how would you rate NAC's training program?*

Figure 196 shows the quality rating percentages of the total sample population for Question 1. Fifty-four percent of those surveyed rated NAC's training program average, 31% rated the training program above average or

excellent, and 14% rated NAC's training program below average or unsatisfactory.

### QUESTION 1 ALL RESPONSES

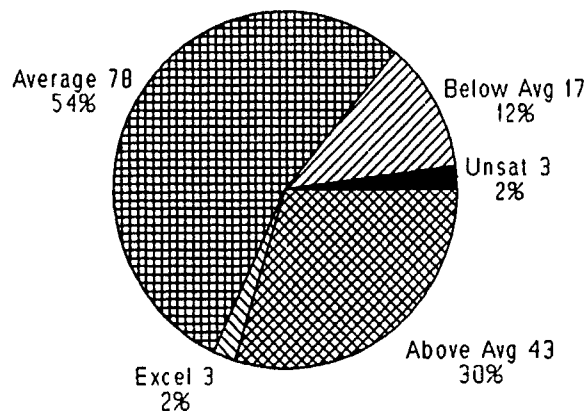


Figure 196

Figure 197 shows the quality rating percentages by Department 400. Fifty percent of those surveyed said that the NAC training program was average, 32% said it was above average, 13% said it was below average, and 5% said it was excellent. No one in Department 400 said the training program was unsatisfactory.

QUESTION 1  
DEPARTMENT 400

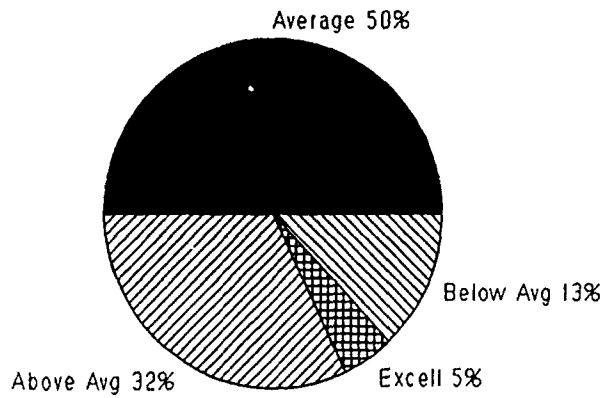


Figure 197

Figure 198 shows the quality rating percentages by Department 700. Fifty-six percent of those surveyed said that the training program was average, 31% said it was above average, 7% said it was below average, 4% said it was excellent and 2% said it was unsatisfactory.

## QUESTION 1 DEPARTMENT 700

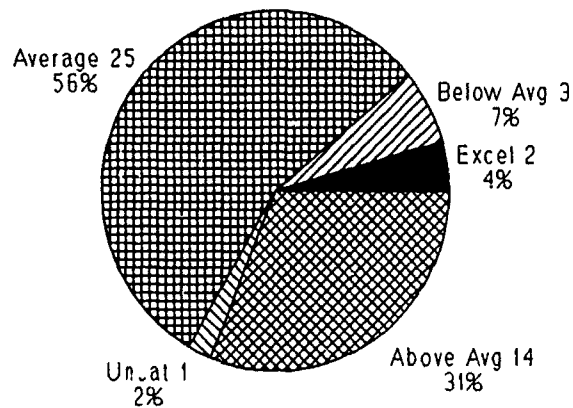


Figure 198

Figure 199 shows the quality rating percentages by Department 800. Fifty-two percent of those surveyed said that the training program was average, 34% said it was above average, 12% said it was below average, and 2% said it was unsatisfactory. No one in Department 700 said that the training program was excellent.

QUESTION 1  
DEPARTMENT 800

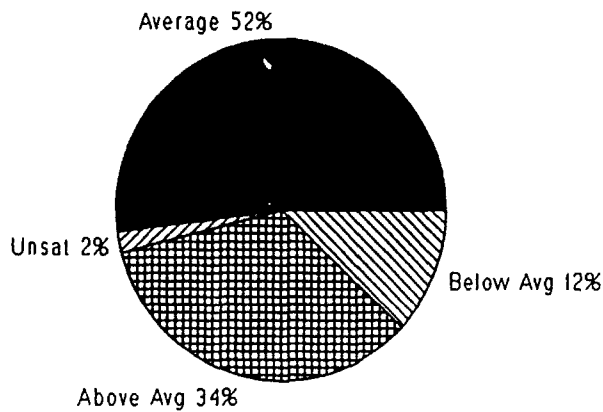


Figure 199

Figure 200 shows the quality rating percentages by Department 900. Sixty percent of those surveyed said that the training program was average, 20% said it was above average, and 20% said the program was below average or unsatisfactory. No one in Department 900 said that the training program was excellent.



QUESTION 1  
DEPARTMENT 900

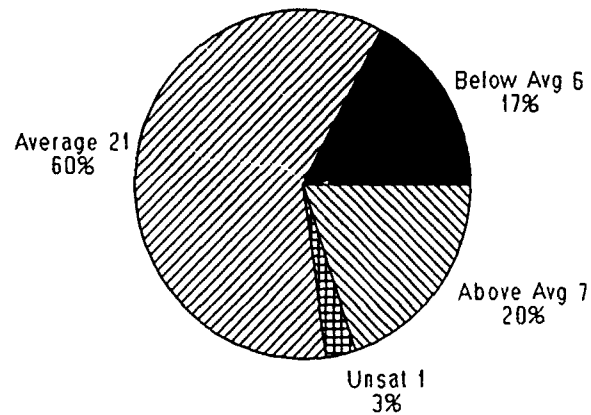


Figure 200

Figure 201 shows the quality rating percentages by the engineer community. Fifty percent of the engineers surveyed said the training program was average, 31% said it was above average, 14% said it was below average, 3% said it was excellent, and 2% said it was unsatisfactory.

## QUESTION 1 ENGINEERS

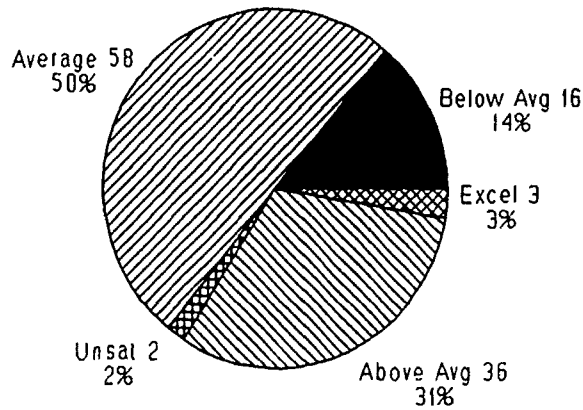


Figure 201

Figure 202 shows the quality rating percentages by the scientist community. Seventy-three percent of the scientists surveyed said that the training program was average, 19% said it was above average, 4% said it was below average, and 4% said it was unsatisfactory. No one in the scientist community surveyed said that the training program was excellent.

## QUESTION 1 SCIENTISTS

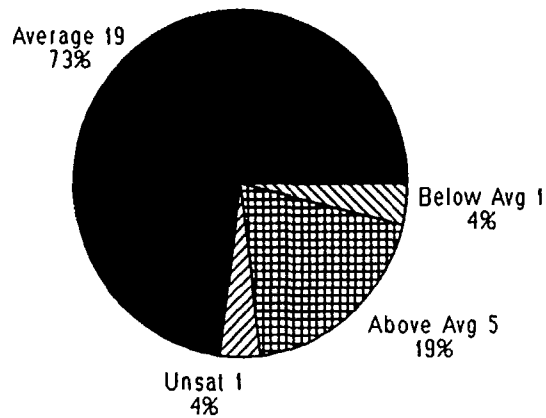


Figure 202

(2) Question 2: *What would be your "wish list" for courses offered through NAC?*

Table 26 provides a list of comments from respondents to Question 2 on their "wish list" for courses offered through NAC. Sixty-five percent of the total sample population listed at list one course they would like offered through NAC (Appendix B comments).

TABLE 26.--COMMENTS CONCERNING RESPONDENT'S WISH LIST FOR  
COURSES OFFERED THROUGH NAC

| Totals | Comments by Scientists and Engineers                    |
|--------|---------------------------------------------------------|
| 52     | Technical related courses.                              |
| 10     | Management training.                                    |
| 13     | Miscellaneous comments.                                 |
| 11     | Government or NAC systems, issues, policy courses.      |
| 9      | Time management/project management/contracting courses. |
| 5      | Communications courses.                                 |
| 5      | Management training for non-managers.                   |
| 2      | Statistical Process Control (SPC) courses.              |
| 1      | Total Quality Management (TQM) courses.                 |

(3) Question 3: *What recommendations would you make to improve the way training is done at NAC?*

Table 27 provides a list of recommendations by scientists and engineers responding to Question 3. Seventy-five percent of the total sample population provided recommendations on ways to improve the way training is done at NAC (Appendix B comments).

TABLE 27.--COMMENTS CONCERNING RECOMMENDATIONS TO IMPROVE THE WAY TRAINING IS DONE AT NAC

| Totals | Comments by Scientists and Engineers                                                                                     |
|--------|--------------------------------------------------------------------------------------------------------------------------|
| 36     | More information to employees about training opportunities/standardize & give costs, e.g., listing on OA (no screening). |
| 16     | Restructure process/notify people who are not selected/provide better organization/go by IDPs, etc.                      |
| 11     | Provide career path information/counseling, e.g., less haphazard for new engineers.                                      |
| 10     | Miscellaneous comments.                                                                                                  |
| 9      | Provide more job applicable courses; eliminate others, e.g., more NTU, less 1/2 day seminars.                            |
| 5      | Make courses more available/fair to employees.                                                                           |
| 4      | Provide more money for training.                                                                                         |
| 4      | Give individuals more control over the courses we take.                                                                  |
| 4      | Provide courses about NAC organization and operations.                                                                   |
| 3      | Provide more time off in association with training.                                                                      |
| 3      | Hire different/more expert staff responsible for training.                                                               |
| 3      | Provide more course offerings for popular courses so that you can get it when you need it.                               |
| 3      | Approve travel to conference, etc., when needed. Trust employees to know what is best.                                   |
| 3      | Provide more courses off-station, vice at NAC.                                                                           |
| 2      | The rhetoric used to promote training at NAC does not match the money commitment to it.                                  |
| 2      | No improvements are needed.                                                                                              |
| 1      | Budget the money, then leave it alone.                                                                                   |
| 1      | Provide more courses offered by NAC scientists and engineers.                                                            |
| 1      | Improve on-site facilities.                                                                                              |

## C. PRESENTATION OF FINDINGS

### 1. Administration

In assessing how efficiently and effectively the training program is administered, areas which were investigated included familiarity with the program and its application/selection process, responsiveness of management to suggestions for course improvement, and whether the training program has been properly planned and organized.

Based upon the responses of the sample group, there appears to be a need for better communication of the training program to NAC employees. Although there were many favorable comments about the administration of the training program, to include the belief by 62% of the sample group who were not neutral toward the statement that NAC is responsive to suggestions for improving the quality of the courses given, there is a general trend which occurs throughout most of the questions on administration that there is a substantial need for more information about the training program.

The analysis of the opinions of the total sample population indicates that 46% of the sample group were not familiar to some extent with the full range of training courses offered by NAC (Figure 27). Reinforcing the need for better communication of NAC's training program are Table 3, which lists the need for more information about available training as the most common comment about how to improve the

IDP process; Table 4, which lists knowledge about available classes, or information on available classes not available or not forwarded, behind monetary/budgetary constraints as the major reason why scientists and engineers are not able to get the career development training they need; and Table 27, which lists more information to employees about training opportunities as the most common comment concerning recommendations of how to improve the way training is done at NAC. In addition, 75% of those who were not neutral in Question 1-G which asked whether they would be more interested in NAC-sponsored training if they knew more about it (Figure 51).

The Black and Asian ethnic groups, Departments 400 and 800, and the managers (GM-13) surveyed were inclined to be the most familiar with NAC's training program (Figures 28 & 29). The Hispanic ethnic group, scientists, Departments 700 and 900, and the lower paygrade groups were inclined to be the least familiar with NAC's training program (Figures 28 & 29).

Familiarity with procedures to apply for or obtain information about NAC-sponsored training was less of a concern to the total sample population than familiarity with the training program. Approximately four out of every five respondents knew how to apply for or obtain information about NAC's training program (Figure 31). However, the 22% who were not sure how to apply for or obtain information about NAC's

training program still represents a rather significant proportion of the population.

As was the case with familiarity with the training program, the Hispanic ethnic group, scientists, Departments 700 and 900, and the lower paygrade groups were less familiar with how to apply for or obtain information about NAC-sponsored training than other demographic groups.

With respect to how responsive NAC is to suggestions for improving the quality of training courses, about half of the total sample population had no opinion (were neutral). Of those who expressed an opinion one way or the other, approximately two out of every three said that NAC was responsive to suggestions for improving the quality of the courses given (Figure 35).

Department 400, the Asian ethnic group and managers were most inclined to agree that NAC is responsive to suggestions for improving the quality of the courses given (Figures 36 & 37). These groups were also most familiar with the full range of courses given and with application procedures as stated above. The Hispanic ethnic group was inclined to some extent to believe that NAC is not responsive to suggestions for improvement. The Hispanic ethnic group was also one of the groups least familiar with NAC's training program or application process.

Of the three statements describing a purpose of NAC-sponsored training, only the purpose to contribute to the



career development of NAC employees received an overwhelming positive response. Ninety-three percent of those surveyed who were not neutral agreed that contributing to career development is a purpose of NAC-sponsored training (Figure 47). Fifty-eight percent of those surveyed who were not neutral toward the statement believes correcting job performance deficiencies is a purpose of NAC-sponsored training (Figure 43). Only 11% of those who were not neutral believes that good performance is rewarded by NAC-sponsored training (Figure 39).

While an overwhelming majority believes that a purpose of NAC-sponsored training is to contribute to career development, only 53% are clear on what training they need for their career development (Figure 64). Departments 400 and 900 are the only departments who do not have a majority who are clear on what career development training is needed (Figure 65).

Of the total sample population who is clear on what career development training they need, only approximately half say they are able to get the training they need (Figure 67). Of those who say they cannot get the career development training they need, 34% said that monetary/budget constraints is the reason given for not getting the development training they needed (Table 4). Another 28% said they could not get career development training because they do not know about the classes available/required, or information is not available/forwarded, or they believe the courses are not

offered for their career development (Table 4). Nineteen percent blame the selection process in one form or another for their not being able to get career development training (Table 4). Almost one out of every ten said that there was no career path defined and therefore did not know what development training to get (Table 4).

The use of Individual Development Plans (IDPs) is used within each department to some extent to allocate training and document needs. There appears to be little uniformity or consistency in the manner in which IDPs are used by the departments. Eighty percent of the total sample population surveyed said that they have an IDP (Figure 55). Departments 700 and 900 emphasize the use of IDPs less than any other department (Figure 56). Of those who have IDPs, 53% of those surveyed said that training has to be listed on the IDP for it to be approved (Figure 58). The majority of Department 700 scientists and engineers, however, said that training did not have to be listed on the IDP for it to be approved (Figure 59).

With respect to input into their IDP, 54% said that there is someone else who has input into their IDP (Figure 61). The majority of Department 500 scientists and engineers, however, said that no one else provides input to their IDPs (Figure 62). In Department 900, 77% of the input comes from their Branch Manager, whereas in Department 700, 71% of the input comes from their supervisor (Table 2).

The completion rate for NAC-sponsored training among the total sample population is 88% (Figure 70). In addition, 6% of the sample group has earned a master's degree through a NAC-sponsored advanced degree program (Figure 71). While only 6% said they had earned a master's degree already through NAC, another 32% surveyed said that they planned to earn a master's degree, and another 4% said they planned to earn a Ph.D. (Figure 72). All total, 64% of those surveyed said that they plan to take graduate-level courses in the future (Figure 72).

Of those surveyed who do not plan to pursue a degree, time needed to devote to earn an advance degree was the major reason for not pursuing a degree (Table 5). A considerable number said that there was no benefit/reward at NAC in earning another degree (Table 5). Similar responses were given by those surveyed who said that they have no plans or goals for graduate-level education at all (Table 8). Of those who have never applied for any NAC-sponsored training, the most common reason given for not applying was that there is no reward/benefit at NAC for taking courses (Figure 73). Other major reasons given are the time it takes them away from their family and job, and personal motivation or college "burn-out" (Figure 73).

In summary, the major trends which were identified in the responses of the sample group with respect to how effectively or efficiently the training program is administered are:

- that improvements are need in communicating the training program to all employees, especially in the following areas:
  - the purpose(s) of NAC's training program
  - the training opportunities which are available, at what time, location, etc.
  - the selection/application/notification process
  - what is expected of participants in return
  - the benefits/rewards participants can expect from their participation
- that IDPs are not used uniformly or consistently between/within departments, especially in the following areas:
  - who is required to have an IDP
  - who provides input into the IDP
  - whether training must be on the IDP for it to be approved
- that career paths/tracks and the training to support career development are not well-defined.
- that engineers, managers, Blacks, Asians, and Departments 400 and 800 are generally more positive about the training program than other demographic groups.
- that Departments 400 and 800 emphasize the use of IDPs more than the other departments surveyed.
- that scientists, lower paygrade groups, Hispanics, and Departments 700 and 900 are generally more negative about the training program than other demographic groups.
- that Departments 700 and 900 emphasize the use of IDPs less than the other departments surveyed.

## **2. Organizational Climate/Support**

In assessing the organizational climate and support for NAC's training program, many different areas were investigated. These included the attitudes of personnel from top management to departments and branch managers to line supervisors to employees undergoing training, the availability and access to training for employees, the obstacles to participating in training programs/courses, and the extent to which skills learned are allowed to be used on the job.

Based upon the responses of the sample group, there appears to be a good organizational climate for and support of the training program at the Naval Avionics Center. Eighty-three percent of those who were not neutral toward the statement indicated that their supervisor encouraged attendance at NAC-sponsored training courses (Figure 103). The Black ethnic group was the only group whose average response indicated that their supervisors might not be fully supportive of NAC-sponsored training (Figure 104). The average response for Department 400 showed that they agreed to a lesser extent that their supervisors encouraged attendance as compared to the average responses of the other departments (Figure 104).

Eighty-nine percent of those surveyed who were not neutral indicated that their branch manager encourages attendance at NAC-sponsored training courses (Figure 107). The average response for Department 400 showed that they agreed to a

lesser extent that their branch managers encourages attendance as compared to the average responses of the other departments (Figure 108). The Black ethnic group was the only group whose average response indicates that their branch managers might not be fully supportive of NAC-sponsored training (Figure 108).

Eighty-six percent of those surveyed who were not neutral indicated that their department supports and encourages attendance at NAC-sponsored training courses (Figure 111). The average responses of the Black and Hispanic ethnic groups indicated that they were generally less inclined to agree that their department is supportive as compared to any other demographic group (Figure 112).

Eighty-six percent of those surveyed who were not neutral indicated that they believe NAC's "top leadership" supports and encourages attendance at NAC-sponsored training (Figure 115). The Hispanic ethnic group is the only group whose average response did not show some degree of agreement with the statement that NAC's "top leadership" supports and encourages attendance at NAC-sponsored training (Figure 116).

When asked to what extent NAC makes training courses available to them, more than half of the population who had previously applied for NAC-sponsored training said that they could get most or all of the training they require or want (Figure 74). Only 13% of the total sample population said

that there was none or minimal availability of training provided for them (Figure 74).

Department 400 had the highest percentage (22%) of its sample population who had previously applied for NAC-sponsored training who said that NAC provides only minimum training availability for them (Figure 75). Department 700 had the highest percentage (65%) of its sample population who had previously applied for NAC-sponsored training who could take most or all of the courses they require or want (Figure 76). Department 900 is the most competitive of the four departments surveyed as 53% of their sample population who had previously applied for NAC-sponsored training said that they must compete with others for the courses they receive (Figure 78).

The trend noted in the responses by job category is that twice as many scientists as engineers who had previously applied for NAC-sponsored training said that none or minimal training was made available to them (11% vs 22%) (Figures 79 & 80).

Fifty-five percent of those surveyed said that they had been denied approval for training (Figure 81). Department 700, scientists, and those in the GS-7 paygrade are the only demographic groups where a majority of its members said that they had never been denied approval (Figures 82 & 83).

When asked the reasons why they were denied approval, 55% said that there was no money in the budget or that the class was already full, eleven percent were never told why, and the

remaining reasons ranged from low on the priority list to location (Table 9).

When asked if anyone at NAC had greater access to training than anyone else, 51% said yes (Figure 84). Department 800 is the only department whose sample population has a majority of its members who do not believe any one group has greater access to training than any other (Figure 85). When respondents listed the groups or individuals they believed had greater access, 43% said that managers or management trainees had greater access (Table 10). Departments 800 & 900 were singled out by 10% of those responding as having greater access, as were engineers and those with greater access to available training information (Table 10). Only 3% said that a minority group had any greater access to training than others (Table 10).

There were many obstacles to getting training listed by respondents. The most common obstacle listed was that there was no money left in the budget (Figure 119). Time, lack of available training courses, workload, and not sufficiently job related were also listed as major obstacles (Figure 119).

When asked to compare training opportunities at NAC with those of private sector organizations, 53% of those who had a basis for comparison said that NAC provides somewhat or much more opportunities for training. Twenty-five percent believe that NAC provides somewhat or much less opportunities than private sector organizations (Figure 120). When asked the



same question about other public institutions/organizations, 43% said they believed NAC provided somewhat or much more opportunities for training. Only 14% believe that NAC provides somewhat or much less than other public institutions/organizations (Figure 121).

When asked to what extent NAC-sponsored training has a positive effect on morale within NAC, 66% of the total sample population said that it had a moderate or significant impact (Figure 122). Department 400 had the highest percentage (23%) of its sample population who said that NAC-sponsored training had a significant impact (Figure 123). Department 700 had the highest percentage (61%) of its sample population who said that NAC-sponsored training had a moderate impact (Figure 124). Department 900 had the highest percentage (50%) of its sample population who said that NAC-sponsored training had a little effect on morale (Figure 126). Department 800 had the highest percentage (9%) of its sample population who said that NAC-sponsored training had no effect at all on morale at NAC (Figure 125).

When asked to what extent they get the opportunity to put into practice the new skills they learn, 82% of those responding had favorable/positive comments regarding their use of technical skill training, and 69% of those responding had favorable/positive comments regarding their use of managerial skill training (Figure 129 & 130).

In summary, the major trends noted in the responses of the sample population with respect to the general climate and support at NAC for the training program are:

- that the general climate and support for the training program are good.
- that NAC-sponsored training has a positive effect on morale within NAC.
- that in general, Department 400, Blacks and Hispanics were more negative/less positive towards statements about their supervisors, managers, departments and top leadership encouraging and supporting NAC-sponsored training than any other demographic group.
- that in general, Department 400 and scientists are less satisfied with the availability of training than any other demographic group.
- that NAC-sponsored training has a more significant impact on morale within Department 400 than any other department.
- that scientists and engineers in Department 900 compete for training more and are denied approval for training more than any other department.
- that it is easier for scientists and engineers in Department 700 to get the training they require or want and get it approved than in any other department.
- that money in the budget is the greatest limiting factor in getting the support from the organization for the training that scientists and engineers need/want.
- that it is easier for managers or management trainees to get access to the training they need/want than any other group or individual.
- that NAC provides more training opportunities than private sector/other public institutions/organizations.
- that in general, scientists and engineers are allowed to put into practice the technical and managerial skills they learn through NAC-sponsored training.

### **3. Training Needs Analysis**

To determine the training needs of scientists and engineers, the research focused on what the scientists and engineers believed their training needs are. To get perceptions about their training needs, the survey asked questions relating to whether training courses had improved their job capabilities, increased their job satisfaction/responsibilities, and enhanced their promotion or marketability potential. Other areas explored included the percentage of NAC-sponsored training applied to their current job, the degree to which training supports NAC's organizational strategies, and whether NAC-sponsored training is connected to their career development and performance appraisal.

Based upon the responses of the sample group, it appears that NAC-sponsored training is meeting most, but not all of the training needs of scientists and engineers. The analysis of the opinions of the total sample population indicates that 94% of the sample group who were not neutral toward the statement indicated that courses improved their technical capabilities to some extent (Figure 131). The Hispanic ethnic group and Department 700 were inclined to agree much more with the statement that the courses improved their technical capabilities than any other groups (Figure 132). Department 900, the Black and Asian ethnic groups, and the GS-9 paygrade group were inclined to agree with the statement that their

technical capabilities were improved, but to a lesser extent than any other demographic group (Figures 132 & 133).

Of those who were not neutral to the statement that courses improved their managerial capabilities, 74% agreed that to some extent their managerial capabilities were improved (Figure 135). The Hispanic ethnic group, the 21-25 year old group, and the GS-7 and GS-9 paygrade groups are the only groups who do not agree that courses have improved their managerial capabilities (Figure 136, 137 & 138).

One indication that NAC's training program is meeting their needs is the responses to the statement that the courses have increased their job satisfaction. Eighty-four percent of those who were not neutral said that their job satisfaction has increased as a result of the courses they have taken (Figure 139). Job satisfaction was increased the most in Departments 400 & 700, those with 16 or more years of experience at NAC, and the 46-50 year old group (Figures 140, 141 & 142). The responses of the 11-15 years of experience at NAC group indicates that this group does not agree that the courses have increased their job satisfaction (Figure 141).

In response to whether the courses have enhanced their promotion potential, a considerable percentage (42%) of those who were not neutral stated that they did not believe their promotion potential had been enhanced by the courses they took (Figure 143). The responses from Department 800 and the Hispanic ethnic group showed that these two sample populations

were most inclined to disagree with the statement than any other group that the courses have enhanced their promotion potential (Figure 144).

When asked their opinion about whether the courses have led to increased responsibilities at NAC, 68% of those who were not neutral toward the statement said that the courses have led to increased responsibilities (Figure 147). Department 800 is the only department who did not agree to some extent that the courses have led to increased responsibilities within their department (Figure 148). The GS-9 paygrade group and the 11-15 years of experience group are the only groups that were inclined to disagree to some extent with the statement that courses have led to increased responsibilities (Figure 149).

Eighty percent of those surveyed who were not neutral believe that the courses they have taken has increased their marketability with other agencies/firms (Figure 151). Scientists tended to believe that their marketability has been enhanced more so than engineers (Figure 152). The 51-55 year old group is the only group whose responses indicate that they disagree to some extent that their marketability has been enhanced (Figure 154).

Only 12% of those surveyed who were not neutral said that the training they have received makes it more likely they will leave for a job outside NAC (Figure 155). When asked about whether the training they have received improves their

credentials for a better job within NAC, two out of every three who were not neutral indicated that their credentials were improved for a better job at NAC (Figure 159). Department 400, scientists, and the Hispanic ethnic group were inclined to believe their credentials were more improved for a better job within NAC than any other demographic group (Figure 160). Department 800, the Asian ethnic group, the 11-15 years of experience at NAC group, and those who were between the ages of 46 and 55 did not agree that their credentials have been improved by NAC-sponsored training (Figures 160, 161, & 162).

When asked whether they have gotten new ideas/new approaches to doing their job, 92% of those surveyed who were not neutral toward the statement responded that they have gotten new ideas/new approaches to doing their job (Figure 163). The Hispanic ethnic group is inclined to agree that they have gotten new ideas/new approaches more so than any other demographic group (Figure 164).

The average responses for the total sample population indicates that 55% of the knowledge they are applying towards their current job came from on-the-job experience or training, 31% came from formal schooling prior to being hired at NAC, and 14% has come from NAC-sponsored formal training (Figure 167).

Sixty-seven percent of those surveyed said they needed more training in order to support the decreased cycle time

strategy (Figure 168), 57% said they needed more training to support the increased customer satisfaction strategy (Figure 169), and 71% said they needed more training to enable them to help become the leader in avionics and manufacturing excellence (Figure 170). When asked for what training they needed and why they can not get it, 63% responded with either they don't know what they need/what is available, or that NAC does not offer the courses needed/make them available (Table 15).

When asked to what extent NAC-sponsored training is connected to their career development, 53% of those responding said that most or all of it was, 44% said that a little or none of it was, and 3% said they did not know (Figure 171). The majority of respondents in Departments 400 and 700 said that most if not all of NAC-sponsored training is connected to their career development, whereas, the majority of respondents in Departments 800 and 900 said that only a little or none of NAC-sponsored training is connected to their career development (Figures 172, 173, 174, & 175).

Sixty-two percent of scientists said that NAC-sponsored training was connected to their career development as compared to 51% of the engineers (Figures 176 & 177).

Only 26% of those surveyed said that training had anything to do with their performance appraisals. Department 400 had 40% of its sample group who said training was related to their performance appraisal as compared to Department 900 who had

only 14% of its sample group who said training was related (Figure 181). A higher percentage of engineers believe training is related to their performance appraisal than do scientists (28% vs 19%) (Figure 181). Forty-three percent of the managers believe training is related to performance appraisals as compared to only 15% of the GS-12 paygrade group (Figure 182). Approximately half of the comments on how training is related to performance appraisals were linked to performing better on the job (Table 16). Another 35% linked the IDP process and career development with performance appraisals (Table 16).

Of those who said training was not related to performance appraisals, 42% said that it should be. Of this group, 44% said that training should be related because it is linked to job performance (Table 17).

In summary, the major trends which were identified in the responses of the sample population with respect to whether NAC-sponsored training is meeting the training needs of scientists and engineers at NAC are:

- that career development needs of scientists and engineers are not being met by NAC-sponsored training.
- that NAC-sponsored training is more connected to career development in Departments 400 and 700 than in any other department.
- that NAC-sponsored training is less connected to career development in Departments 800 and 900 than in any other department.
- that in general, NAC-sponsored training has little effect on performance appraisals.



- that more emphasis is given to training in performance appraisals in Department 400 than any other department.
- that less emphasis is given to training in performance appraisals in Department 900 than any other department.
- that less emphasis is given to training in the performance appraisals of scientists than for engineers.
- that managers place more emphasis on training in performance appraisals than any other demographic group.
- that more training is needed for scientists and engineers to support NAC's organizational goals.
- that in general, the technical and managerial training needs of scientists and engineers are being met by NAC-sponsored training.
- that NAC-sponsored training has increased the job satisfaction of scientists and engineers.
- that the job satisfaction of scientists and engineers in Departments 400 and 700 has been increased the most by NAC-sponsored training.
- that NAC-sponsored training increases the promotion potential of scientists and engineers.
- that NAC-sponsored training has the least effect on promotion of scientists and engineers in Department 800.
- that NAC-sponsored training increases the job responsibilities of scientists and engineers.
- that NAC-sponsored training has the least effect on job responsibilities of scientists and engineers in Department 800.
- that NAC-sponsored training increases the likelihood of a better job at NAC for scientists and engineers.
- that NAC-sponsored training has the most effect on getting better jobs at NAC for Hispanics, scientists and employees within Department 400.
- that NAC-sponsored training has the least effect on getting better jobs at NAC for Asians, those with 11-15 years of experience and employees within Department 800.

- that NAC-sponsored training increases the marketability of scientists and engineers.

#### **4. Most Useful NAC Training Courses**

To find out which courses are most useful to scientists and engineers, the sample population was questioned about what type of training they get the most value from and what is the most preferred NAC-sponsored training course. In addition, scientists and engineers were asked questions about several of the NAC-sponsored training courses in which NAC invests heavily. These questions tried to determine which of the courses were good or bad and why, and what were the benefits that they received from this training. Finally, the sample population was asked to provide a "wish list" of the courses which they would like to have more access to.

Based upon the responses of the sample group, all of the NAC-sponsored training has been useful and beneficial to scientists and engineers at the Naval Avionics Center. When asked to identify the type of training they get the most value from, the most popular answer was off-site training (not college) (Figure 178). Almost as popular a choice is the use of on-the-job training (Figure 178). Conferences/seminars and on-site training courses are not far behind as third and fourth most valuable types of training (Figure 178). College

courses rank as the fifth most valuable type of training (Figure 178).

Although college courses ranks fifth among the most valued type of training, local colleges/universities rank first as the most preferred courses taught (Figure 179). Professional Association and private company taught courses are a close second and third most preferred courses (Figure 179). NAC-taught courses ranks a distant fourth as the most preferred training courses taught (Figure 179). The least preferred NAC-sponsored training courses are those taught through the National Technical University (NTU) (Figure 179).

Of the 20% of the sample population who has taken TQM courses (Figure 186), 61% said that the courses were good or excellent, 29% rated the courses fair, and only 10% believed the quality of the courses to be poor (Figure 187). When asked what benefits these courses provided them and NAC, 82% of those responded with positive comments about how they could be applied to their job (Table 19). Eleven percent said they received no benefit from the courses because they already new the concepts (Table 19). Only 7% provided negative comments regarding TQM and how it conflicts with NAC practices (Table 19).

When asked if TQM is consistent with NAC management practice, 26% made totally negative comments about the consistency of TQM and management practice at NAC, another 39% made somewhat negative comments, and 23% made somewhat

positive comments (Table 20). Thirteen percent made miscellaneous comments which were neither positive or negative (Table 20).

Of the 34% of the total sample population who has taken NTU courses, 75% of those has had only one or two courses (Figures 188 & 189). Of this group, 70% of those said the courses were fair or good (Figure 190). A higher percentage of the total sample population rated these courses poor than did the TQM courses (14% vs 10%), and a lower percentage rated these courses excellent than did the TQM courses (8% vs 21%) (Figures 187 & 190).

When asked what NTU courses have you had that stand out in your mind as especially good and why, only 37% of those sampled could list NTU courses which they considered good (Appendix B comments). In contrast, when asked what NTU courses have you had that stand out in your mind as especially bad and why, 41% of those sampled listed at least one NTU course which they considered bad (Appendix B comments).

When asked about the benefits of NTU courses, 56% of those responding said the courses benefitted their job in some way, 22% said it improves/provides new technical knowledge but does not specify job relevance, and 11% said that the knowledge is outside their expertise but might be used in the future (Table 21). Only 7% made negative comments that NTU training is a waste of time (Table 21).

Of the 34% of the total sample population who has taken time management courses, 70% said those courses were good or excellent (Figures 191 & 192). In contrast, only 4% of those surveyed said that the time management courses were poor (Figure 192). When asked about the benefits time management courses had for them and for NAC, 72% linked increased efficiency as the major benefit (Table 23). Another 21% stated they learned more about time management but did not link the knowledge gained to their job (Table 23). Only 7% said that they did not benefit from the time management courses (Table 23). The most common additional comment made by scientists and engineers was that everyone should take time management courses (Table 24).

Sixty-six percent of the total sample population has taken other technical courses other than through NTU (Figure 193). When asked what technical courses have you had that stand out in your mind as especially good and why, 84% of those surveyed listed at least one technical they had had which they considered to be good (Appendix B comments). In contrast, only 34% could list a technical course which they considered to be bad (Appendix B comments). There were no general trends noted in technical courses mentioned or why they were good or bad.

When asked about the benefits of those other technical courses, 91% were able to link the courses to improving their job performance or increasing their knowledge, awareness and

understanding (Table 25). Only 4% said they did not use what they learned on the job, but may later (Table 25).

Forty-eight percent of the sample population has taken management courses (Figure 194). When asked what management courses have they had that stand out in their mind as especially good and why, 86% of those surveyed were able to list at list one management course that they had taken which they considered good (Appendix B comments). Twenty-eight percent of those surveyed listed a program/project management course as being especially good (Appendix B comments). In contrast, when asked what management courses have they had that stand out in their mind as especially bad and why, only 14% of those surveyed listed a management course they considered to be bad (Appendix B comments).

When asked what benefits they saw as a direct result of the training, the general trend in their responses was that the training helps them to perform their jobs better (Appendix B comments).

Forty-seven percent of the sample group said that they had taken other training courses not previously mentioned (Figure 195). Although there were no general trends noted in the courses listed as especially good, 86% of those surveyed were able to list at least one course which they considered to be especially good (Appendix B comments). In contrast, only 23% of those surveyed listed a course which they considered to be bad (Appendix B comments). The general trend noted with

respect to benefits of these courses is that the greatest benefit is being able to apply the knowledge gained to their job or increase job performance (Appendix B comments).

When asked to rate NAC's training program, 54% of the total sample population said the program was average, 32% said the program was above average or excellent, and only 14% said the program was below average or unsatisfactory. Department 900 had the highest average (20%) of its sample population who said the training program was unsatisfactory or below average and the lowest average (20%) who said the training program was above average or excellent (Figure 200). Department 700 has the lowest average (9%) of its sample population who said the training program was unsatisfactory or below average (Figure 198). Department 400 had the highest average (37%) of its sample population who said the training program was above average or excellent (Figure 197).

The vast majority of scientists believe the training program is only average (Figure 202). In contrast, engineers have a much higher percentage of its sample group who believe the program is above average or excellent than do scientists (34% vs 19%) and a much higher percentage who believe the program is unsatisfactory or below average (16% vs 8%) (Figures 201 & 202).

When asked what their wish list would be for courses offered through NAC, 65% of the sample population listed at least one course (Appendix B comments). Of this group, 47%

wanted more technical related courses and 27% wanted more management related courses (Table 26). When asked what their recommendations would be for improving the way training is done at NAC, 75% of the sample population provided at least one recommendation (Appendix B comments). With the exception of miscellaneous comments, 65% of the recommendations concerned providing more information about the training program, providing a better organization/restructuring the process, providing career path information/counseling, and providing more job applicable courses/eliminate others (Table 27).

In summary, the major trends identified in the responses of the sample population with respect to which courses are most useful to scientists and engineers are:

- that the most valuable type of training is that which is conducted off-site (not college) or on-the-job training.
- that the most preferred type of training is that which is taught at local colleges/universities.
- that TQM courses have been beneficial to scientists and engineers.
- that TQM and NAC management practice are not totally consistent.
- that NTU courses have been beneficial to scientists and engineers.
- that more scientists and engineers have had what they consider "bad" NTU courses than "good" NTU courses.
- that the Time Management courses have been beneficial to scientists and engineers.



- that the Time Management courses are the most well-received courses by scientists and engineers than any other courses asked about.
- that other technical courses other than through NTU have been beneficial to scientists and engineers.
- that management courses have been beneficial to scientists and engineers.
- that program/project management courses are the most well-received management courses by scientists and engineers.
- that other training courses not previously mentioned have been beneficial to scientists and engineers.
- that in general, the NAC training program rates very well with scientists and engineers.
- that in general, Department 900 does not think as highly of the training program as the other departments.
- that in general, Departments 400 and 700 think more highly of the training program than the other departments.

## **V. CONCLUSIONS AND RECOMMENDATIONS**

### **A. OVERVIEW**

This chapter provides an overall assessment of NAC's training program and answers the specific investigative questions that were presented in Chapter I. After the specific investigative questions have been answered, recommendations are then made which NAC management may want to consider to alleviate perceived weaknesses in their training program. The recommendations are then followed by a chapter summary.

### **B. CONCLUSIONS**

#### **1. Overall Evaluation**

The training program at the Naval Avionics Center receives generally high marks from scientists and engineers. Most of these professionals see the value in training and the value of NAC-sponsored training. The training opportunities at NAC are considered better than private sector/other public institutions/organizations, and has had some effect on swaying many scientists and engineers to work for the Naval Avionics Center rather than some other organization. Finally, NAC-sponsored training has had a positive effect on morale within NAC.

**2. Is there a need for NAC management to change the way in which the training program is administered?**

It is clear from the responses of the sample group that there is a need for NAC management to change the way in which the training program is administered. There is a great amount of interest in NAC-sponsored training which suffers from a lack of information about the program. A well-advertised training program available to all employees, not just training representatives or managers, would eliminate many, if not all of the misconceptions employees have about the training program.

Inconsistencies in the use of Individual Development Plans to account for, allocate and track training for scientists and engineers by each department makes IDPs ineffective for administering the training program. The use of IDPs applied uniformly and consistently to all employees could be used to effectively document and project training needs.

Much of the confusion about career development and other training related needs occurs because the career path/track for scientists and engineers is not well-defined, if at all. For scientists, engineers and management to adequately plan for and achieve organizational, as well as individual career development goals, a career path/track for scientists and engineers and the training associated with these career paths/tracks, must be well defined.

**3. Is the training program given the support it needs to be effective?**

The training program is given overwhelming support from NAC's top leadership down to the supervisor level. Any problems scientists and engineers may have with the availability or access to NAC-sponsored training does not appear to be related to problems with a poor organizational climate or lack of support. In fact, many of the problems related with availability and access are due to training budgets and class sizes that cannot keep up with the overwhelming demand for NAC-sponsored training. A testament to the training program's worth is that two out of every three employees surveyed said that NAC-sponsored training had a moderate or significant impact on morale within NAC.

**4. Are the job needs of scientists and engineers being met by NAC's training program?**

Although the responses of the sample group indicate that their job satisfaction, responsibilities, marketability, promotion, and chances for a better job within NAC were increased as a result of training received through the training program, there were other job needs of scientists and engineers which are not being met by NAC's training program. These needs included training needed to support some of NAC's primary organizational goals of decreased cycle time, increased customer satisfaction, and to be the leader in

avionics and manufacturing excellence. In addition, NAC-sponsored training is not meeting the career development needs of its scientists and engineers. Currently, only 14% of the knowledge applied to jobs scientists and engineers are working on is attributed to NAC-sponsored training. Tailoring training at NAC so that it is more job applicable should raise the percentage of applied knowledge gained through NAC-sponsored training to projects scientists and engineers are working on.

**5. What kinds of NAC training are most useful to scientists and engineers?**

The responses of the sample group indicate that all NAC-sponsored training has been useful to some degree to scientists and engineers. The most popular course among scientists and engineers is the Time Management course. The least popular course among scientists and engineers are those provided through NTU. The types of training scientists and engineers get the most value from are those taught off-site (not college) and on-the-job training. The most preferred types of training are those taught by local colleges/universities and professional associations/private companies. Finally, most scientists and engineers would like to see more technical courses than any other type of course.

### **C. RECOMMENDATIONS**

The following are recommendations for the training program at the Naval Avionics Center:

- Publish a booklet/phamphlet/instruction about the training program and distribute to all hands.
- Provide periodic lectures to all hands about the training program.
- List and make available to all hands training opportunities over the OA system.
- Publish a training plan.
- Standardize the use of IDPs and make mandatory for all employees.
- Define career paths/tracks for scientists and engineers.
- Designate training which should be accomplished for each career path/track.
- Provide more job applicable training.
- Provide more technical-related courses.
- Increase the number of times the more popular courses are offered.
- Ensure feedback is provided to individuals not selected for training.

### **D. SUMMARY**

This chapter provided an overall assessment of NAC's training program and answered the specific investigative questions that were presented in Chapter I. Recommendations on how to improve the training program at NAC were also made.

Appendix A and B of this thesis provides the survey which was used to collect the data from the sample population, and

the comments from the open-ended questions from Section V of the survey.

## APPENDIX A

### NAC SCIENTIST AND ENGINEER TRAINING SURVEY

Dear Survey Participant:

Thank you for your willingness to participate in the Survey of Scientist and Engineer Communities at the Naval Avionics Center (NAC). **This survey is part of an ongoing study sponsored by NAC's Personnel Department to improve its customer service.** Participation such as yours will ensure that all viewpoints are reflected accurately in the conclusions and recommendations resulting from the study.

The main purpose of the study is to profile scientist and engineer training at the Naval Avionics Center. It is an opportunity to register your observations, concerns, and satisfactions on a number of training related topics and issues. This survey will allow us to see how the scientist and engineer communities feel about these issues.

The following questionnaire was custom designed for NAC. A few questions are standard demographic questions which help us with the statistical analyses of the data. But, most of the items reflect issues of specific concern to NAC as identified through interviews. These issues were identified as potential problem areas or as success areas.

If the study is to be a success, we need frank and honest answers. **All responses will be held in complete confidentiality.** Your answers will be combined with others so that no individual responses will be reported or made available to anyone.

The survey should take about 45 minutes to complete. Once the data are analyzed, a report of findings will be prepared and made available to all interested personnel.

Thank you for your cooperation.

\_\_\_\_\_  
Professor Alice Crawford  
Department of Administrative  
Sciences  
Naval Postgraduate School

\_\_\_\_\_  
Professor Stephan Mehay  
Department of Administrative  
Sciences  
Naval Postgraduate School



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## GENERAL SURVEY INSTRUCTIONS

In responding to the questions in this survey, we ask that you only consider NAC-sponsored on-site or off-site formal training courses. We do not want responses which make reference to mandatory-type administrative classes which everyone is required to attend (i.e., safety, cpr, sexual harassment, etc.).

Most of the questions in this survey will ask you:

- HOW MUCH YOU AGREE OR DISAGREE WITH STATEMENTS
- HOW IMPORTANT THINGS ARE
- HOW OFTEN THINGS HAPPEN
- WHAT IS THE DEGREE OR EXTENT TO WHICH THINGS HAPPEN

Most of these questions are answered by circling a letter or by rating/ranking your preferences. In addition, there are open questions which allow you to put in your own words your perceptions about the subject being asked about.

The survey is broken down into 5 SECTIONS:

| <u>SECTION</u>                          | <u>EXPECTED COMPLETION TIME</u> |
|-----------------------------------------|---------------------------------|
| SECTION I - DEMOGRAPHICS                | 3 - 5 MINUTES                   |
| SECTION II - ADMINISTRATION OF TRAINING | 7 - 10 MINUTES                  |
| SECTION III - SUPPORT FOR TRAINING      | 7 - 10 MINUTES                  |
| SECTION IV - RESULTS FROM TRAINING      | 7 - 10 MINUTES                  |
| SECTION V - COURSE CONTENT EVALUATION   | 10 - 15 MINUTES                 |

The entire survey should take between 40 and 50 minutes depending upon your responses.

Again, thank you for your cooperation.

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## SECTION I - DEMOGRAPHICS

The following information is needed to help us with the statistical analyses of the data. All of your responses are **STRICTLY CONFIDENTIAL**; individual responses will be based on group averages. This information will allow comparisons to be made among different groups of employees.

**PLEASE CIRCLE THE LETTER BESIDE THE APPROPRIATE RESPONSE FOR EACH QUESTION OR BY WRITING IN THE CORRECT INFORMATION.**

1. Are you:           a. female       b. male
  
2. Are you:       a. American-Indian       b. Asian-American  
                  c. Hispanic-Origin       d. Black  
                  e. White                   f. Other \_\_\_\_\_
  
3. Are you married?   a. No                   b. Yes
  
4. What is your job series number (e.g., 0855-Electronics Engineer)?  
  
\_\_\_\_\_

5. Which one of the following age groups are you in?  
a. 21 - 25   b. 26 - 30   c. 31 - 35   d. 36 - 40  
e. 41 - 45   f. 46 - 50   g. 51 - 55   h. Over 55
  
6. How many years have you worked at NAC?  
a. under 1 yr   b. 1 - 5 yrs   c. 6 - 10 yrs  
d. 11 - 15 yrs   e. 16 - 20 yrs   f. over 20 yrs

7. Please provide the following information:

| <u>Type of Degree Attained</u> | <u>Date Degrees Earned</u> | <u>University</u> |
|--------------------------------|----------------------------|-------------------|
| _____                          | _____                      | _____             |
| _____                          | _____                      | _____             |
| _____                          | _____                      | _____             |

8. What was your prior work experience?

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9. Your paygrade is? GS/GM - \_\_\_\_\_

10. Your department/division/branch is?

Dept: \_\_\_\_\_ Div: \_\_\_\_\_ Br: \_\_\_\_\_

11. What is your supervisory experience?

- a. I am not a formally designated supervisor and I have not supervised other persons during the past year.
- b. I am not a formally designated supervisor but I have supervised other persons during the past year.
- c. I have been a formally designated supervisor for less than 1 year.
- d. I have been a formally designated supervisor for 1 to 5 years.
- e. I have been a formally designated supervisor for more than 5 years.

12. Approximately how many days of NAC-sponsored training have you attended? (training includes formal education, seminars, etc.)

FY - 89 \_\_\_\_\_

FY - 90 \_\_\_\_\_

FY - 91 \_\_\_\_\_

13. What are your current intentions towards making NAC a career?

- a. Definitely will not
- b. Probably will not
- c. Not sure/undecided
- d. Probably will
- e. Definitely will

## SECTION II - ADMINISTRATION OF TRAINING

Q1 - How do you feel about the following statements?

**READ EACH STATEMENT CAREFULLY AND THEN CIRCLE YOUR ANSWER  
ACCORDING TO THE FOLLOWING SCALE:**

**SD-Strongly Disagree-I strongly disagree with the statement**  
**D-Disagree-I disagree with the statement, but not strongly so**  
**N-Neutral-I am neutral toward the statement**  
**A-Agree-I agree with the statement, but not strongly so**  
**SA-Strongly Agree-I strongly agree with the statement**

- a. I am familiar with the full range of training courses offered by NAC. SD D N A SA
- b. I am unsure how to apply for or obtain information about NAC-sponsored training. SD D N A SA
- c. In general, NAC is responsive to suggestions for improving the quality of the courses given. SD D N A SA
- d. A purpose of NAC-sponsored training is to REWARD GOOD PERFORMANCE. SD D N A SA
- e. A purpose of NAC-sponsored training is to CORRECT JOB PERFORMANCE DEFICIENCIES. SD D N A SA
- f. A purpose of NAC-sponsored training is to CONTRIBUTE TO THE CAREER DEVELOPMENT OF NAC EMPLOYEES. SD D N A SA
- g. I would be more interested in NAC-sponsored training if I knew more about it. SD D N A SA

**PLEASE CIRCLE THE LETTER BESIDE THE APPROPRIATE RESPONSE  
FOR EACH QUESTION OR BY WRITING IN THE CORRECT INFORMATION.**

Q2 - Do you have an Individual Development Plan (IDP)?

- a. No      b. Yes

Q3 - If you answered "Yes" to the above question (#2), does training have to be listed on the IDP for it to be approved?

- a. No      b. Yes

Q4 - Does anyone, other than you, have input into your IDP?

a. No

b. Yes (If yes, who?) \_\_\_\_\_

\_\_\_\_\_

Q5 - What can be done to improve the IDP process?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Q6 - Are you clear on what training you need for your career development?

a. No      b. Yes

Q7 - If you answered "Yes" to the above question (#6), are you able to get the training you need for your career development?

a. No      b. Yes

Q8 - If you answered "No" to the above question (#7), why are you not able to get the training you need for your career development?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Q9 - Have you ever enrolled in a NAC-sponsored training course, but not completed it?

a. No

b. Yes (If Yes, What were they?) \_\_\_\_\_  
\_\_\_\_\_

Q10 - Have you earned a master's degree through a NAC-sponsored advanced degree program?

a. No

b. Yes

Q11 - Which of the following best describes your plans or goals for formal graduate-level education?

a. I do not plan to pursue a degree, but I will probably take graduate-level courses.

b. I plan to earn a master's degree

c. I plan to earn a PH.D.

d. I have no plans or goals for graduate-level education.

e. I have already earned the advanced degree I want.

Q12 - If you circled {a} to the above question (# 11), please list why you do not plan to pursue a degree.

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Q13 - If you circled {b} to question #11, please list the type of master's degree and why.

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Q14 - If you circled {c} to question #11, please list the type of PH.D and why.

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Q15 - If you circled {d} to question #11, please list why you have no plans or goals for graduate-level education.

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Q16 - If you have not applied for any NAC-sponsored training courses, what are the reason(s)?

FROM THE FOLLOWING LIST, SELECT THREE AND THEN RANK THEM IN ORDER OF IMPORTANCE:

1 = MOST IMPORTANT REASON

2 = SECOND MOST IMPORTANT REASON

3 = THIRD MOST IMPORTANT REASON

- ☐ College "Burn-Out"
- ☐ Quality of instruction
- ☐ Monetary costs to me
- ☐ Time it would take me away from my family
- ☐ No reward/benefits at NAC for taking courses
- ☐ Time it would take me away from my job
- ☐ My family situation
- ☐ I can't decide what I need
- ☐ Location of training courses
- ☐ Personal motivation
- ☐ Job experience is more important than NAC-sponsored training
- ☐ Other (please explain) \_\_\_\_\_

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### SECTION III - SUPPORT FOR TRAINING

PLEASE CIRCLE THE LETTER BESIDE THE APPROPRIATE RESPONSE FOR EACH QUESTION OR BY WRITING IN THE CORRECT INFORMATION.

Q1 - What is the extent to which NAC makes training courses available for you?

- a. I can take all the courses I require or want.
- b. I can take most of the courses I require.
- c. I have to compete with others for the courses that I receive.
- d. NAC provides only minimum training availability for me.
- e. NAC does not make training courses available for me.
- f. Other (please specify) \_\_\_\_\_

Q2 - Have you ever been denied approval for attendance at NAC-sponsored training courses? If so, how often and for what reasons?

- a. No
- b. Yes, \_\_\_\_\_ time(s). Reason(s): \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
- c. Have not applied for any courses.

Q3 - Does anyone at NAC have greater access to NAC-sponsored training than others?

- a. No
- b. Yes (If Yes, Who?) \_\_\_\_\_  
\_\_\_\_\_

Q4 - How do you feel about the following statements?

READ EACH STATEMENT CAREFULLY AND THEN CIRCLE YOUR ANSWER  
ACCORDING TO THE FOLLOWING SCALE:

SD-Strongly Disagree-I strongly disagree with the statement  
D-Disagree-I disagree with the statement, but not strongly so  
N-Neutral-I am neutral toward the statement  
A-Agree-I agree with the statement, but not strongly so  
SA-Strongly Agree-I strongly agree with the statement

- |                                                                                                                       |    |   |   |   |    |
|-----------------------------------------------------------------------------------------------------------------------|----|---|---|---|----|
| a. My duties and responsibilities in my current job prevent my attendance at NAC-sponsored training courses.          | SD | D | N | A | SA |
| b. My supervisor often selects for courses those people who can be "spared" rather than those who might benefit most. | SD | D | N | A | SA |
| c. The availability of training at NAC was an important factor in my decision to work at NAC.                         | SD | D | N | A | SA |
| d. My supervisor feels that my duties at NAC take precedence over attendance at NAC-sponsored training courses.       | SD | D | N | A | SA |
| e. My supervisor encourages attendance at NAC-sponsored training courses.                                             | SD | D | N | A | SA |
| f. My branch manager supports and encourages attendance at NAC-sponsored training courses.                            | SD | D | N | A | SA |
| g. My department supports and encourages attendance at NAC-sponsored training courses.                                | SD | D | N | A | SA |
| h. NAC "Top Leadership" supports and encourages attendance at NAC-sponsored training courses.                         | SD | D | N | A | SA |

Q5 - What do you see as the greatest obstacle(s) to getting the training you need or would like?

FROM THE FOLLOWING LIST, SELECT THREE AND THEN RANK THEM IN ORDER OF IMPORTANCE:

- 1 - GREATEST OBSTACLE
- 2 - SECOND GREATEST OBSTACLE
- 3 - THIRD GREATEST OBSTACLE

- [ ] None, there are no obstacles
- [ ] None, I am not interested in any NAC-sponsored courses
- [ ] Too much TDY
- [ ] Monetary Costs to me
- [ ] Monetary Costs to NAC
- [ ] Personal motivation
- [ ] My supervisor
- [ ] My family situation
- [ ] NAC leadership other than my supervisor
- [ ] I can't decide what I need
- [ ] Lack of available training courses
- [ ] My workload
- [ ] Time
- [ ] Not sufficiently job related to justify
- [ ] Quotas
- [ ] Location of training courses
- [ ] Other (please specify) \_\_\_\_\_

Q6 - How do you think training opportunities at NAC compare with those of private sector organizations?

- a. Much less
- b. Somewhat less
- c. About the same
- d. Somewhat more
- e. Much more
- f. No basis for comparison

Q7 - How do you think training opportunities at NAC compare with those of other public institutions/organizations?

- a. Much less
- b. Somewhat less
- c. About the same
- d. Somewhat more
- e. Much more

Q8 - To what extent do you believe NAC-sponsored training has a positive effect on morale within NAC?

- a. Not at all
- b. A little, but not much
- c. It has a moderately significant impact
- d. It has a very significant impact

Q9 - To what extent do you use the skills you have learned from training? That is, do you get the opportunity to put into practice the new skills you learn?

TECHNICAL TRAINING: \_\_\_\_\_

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MANAGERIAL TRAINING: \_\_\_\_\_

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OTHER? (PLEASE SPECIFY): \_\_\_\_\_

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#### SECTION IV - RESULTS FROM TRAINING

Q1 - How do you feel about the following statements?

READ EACH STATEMENT CAREFULLY AND THEN CIRCLE YOUR ANSWER  
ACCORDING TO THE FOLLOWING SCALE:

SD-Strongly Disagree-I strongly disagree with the statement

D-Disagree-I disagree with the statement, but not strongly so

N-Neutral-I am neutral toward the statement

A-Agree-I agree with the statement, but not strongly so

SA-Strongly Agree-I strongly agree with the statement

a. In general, the courses improved my technical capabilities. SD D N A SA

b. In general, the courses improved my managerial capabilities. SD D N A SA

c. In general, the courses have increased my job satisfaction. SD D N A SA

d. In general, the courses have enhanced my promotion potential. SD D N A SA

e. In general, I believe the courses have led to increased job responsibilities. SD D N A SA

f. In general, the courses have enhanced my marketability with other agencies/firms. SD D N A SA

g. In general, the training courses I have taken make it more likely I will leave my NAC job for a job elsewhere (outside NAC). SD D N A SA

h. In general, the training courses I have taken have improved my credentials for a better job at NAC. SD D N A SA

i. I have gotten new ideas/new approaches to my job as a benefit of the training I have received. SD D N A SA

Q2 - For the work you are doing right now, what percentage of your training came from:

|                               |       |
|-------------------------------|-------|
| School (prior to being hired) | _____ |
| "On-The-Job" training         | _____ |
| "On-The-Job" experience       | _____ |
| NAC-sponsored formal training | _____ |
| Total:                        | 100%  |

Q3 - Do you have all the training you need in order to know what to do to support NAC's organizational strategies of:

DECREASED CYCLE TIME: a. No b. Yes

INCREASED CUSTOMER SATISFACTION: a. No b. Yes

LEADER IN AVIONICS AND MANUFACTURING: a. No b. Yes  
EXCELLENCE

Q4 - If you answered no to any of the strategies in question # 3, what training do you need and why can't you get it?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Q5 - To what extent do you believe NAC-sponsored training is connected to your career development?

- a. Not at all
- b. A little, but not much
- c. Most of it does
- d. All of it does
- e. I don't know

Q6 - What type of training do you get the most value from?

FROM THE FOLLOWING LIST, SELECT THREE AND THEN RANK THEM  
IN THE ORDER OF MOST VALUE TO YOU:

1 - GREATEST VALUE

2 - SECOND GREATEST VALUE

3 - THIRD GREATEST VALUE

- [ ] I don't know
- [ ] On-The-Job Training
- [ ] Training classes on-site
- [ ] Training classes off-site (Not College)
- [ ] College courses \_\_\_\_\_
- [ ] College courses \_\_\_\_\_
- [ ] College courses \_\_\_\_\_
- [ ] College courses \_\_\_\_\_
- [ ] Conferences/seminars
- [ ] Other (please specify) \_\_\_\_\_

Q7 - Identify the most preferred NAC-sponsored training courses.

FROM THE FOLLOWING LIST, SELECT THE THREE MOST PREFERRED  
TYPES OF COURSES AND RANK THEM.

1 - MOST PREFERRED COURSE

2 - SECOND MOST PREFERRED COURSE

3 - THIRD MOST PREFERRED COURSE

- [ ] I don't know
- [ ] Local colleges/universities
- [ ] NTU
- [ ] Contractors with the Federal Government
- [ ] Professional associations
- [ ] Private companies
- [ ] NAC-taught
- [ ] Others not shown (please specify) \_\_\_\_\_
- [ ] \_\_\_\_\_

Q8 - Is training related to your performance appraisal?

a. No

b. Yes (If so, how?) \_\_\_\_\_

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Q9 - If no, should training be related to your performance appraisal?

a. No

b. Yes (If so, how?) \_\_\_\_\_

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SECTION V - COURSE CONTENT EVALUATION

PART A - TOTAL QUALITY MANAGEMENT (TQM) COURSES

Q1 - Have you had any of the TQM courses?

- a. No      b. Yes

NOTE: If you answered no to this question, please go on to Part B.

Q2 - Please list the TQM courses you have attended in the past two years and rate the quality of each according to the following scale:

POOR - Needs lots of work  
FAIR - Okay, but only okay  
GOOD - Still some room for improvement  
EXCELLENT - No sweat!

| <u>Title of course</u> | <u>Quality Rating</u> |
|------------------------|-----------------------|
| _____                  | _____                 |
| _____                  | _____                 |
| _____                  | _____                 |

Q3 - What benefits do these courses offer you and for NAC?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Q4 - How consistent is TQM with management practice here? (To the extent possible in a government system).

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**PART B - NTU COURSES**

Q1 - Have you taken any NTU courses?

- a. No      b. Yes

**NOTE:** If you answered no to this question, please go on to Part C.

Q2 - About how many courses have you taken? \_\_\_\_\_

Q3 - Evaluate the quality of the NTU courses you have taken by circling the letter beside the appropriate response.

- a. POOR - Needs lots of work
- b. FAIR - Okay, but only okay
- c. GOOD - Still some room for improvement
- d. EXCELLENT - No sweat!
- e. The quality of the NTU courses have ranged from POOR to Excellent
- f. Other (Please specify) \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Q4 - What NTU courses have you had that stand out in your mind as especially good and why?

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Q5 - What benefits did you see as a direct result of the training?

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Q6 - What NTU courses have you had that stand out in your mind as especially bad and why?

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**PART C - TIME MANAGEMENT COURSE**

Q1 - Have you ever taken any Time Management courses?

- a. No            b. Yes

**NOTE:** If you answered no to this question, please go on to Part D.

Q2 - Evaluate the quality of the Time Management course you took by circling the letter beside the appropriate response.

- a. POOR - Needs lots of work  
b. FAIR - Okay, but only okay  
c. GOOD - Still some room for improvement  
d. EXCELLENT - No sweat!

Q3 - What benefits have these courses had for you and for NAC?

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Q4 - Do you have any additional comments you would like to share concerning the Time Management course?

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**PART D - TECHNICAL COURSES**

Q1 - Have you taken any other technical courses other than thru NTU, to include any college courses?

a. No      b. Yes

**NOTE:** If you answered no to this question, please go on to Part E.

Q2 - What technical courses have you had that stand out in your mind as especially good and why?

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Q3 - What benefits did you see as a direct result of the training?

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Q4 - What technical courses have you had that stand out in your mind as especially bad and why?

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**PART E - MANAGEMENT TRAINING COURSES**

Q1 - Have you ever taken any Management Training courses other than TQM?

- a. No      b. Yes

NOTE: If you answered no to this question, please go on to Part F.

Q2 - What management courses have you had that stand out in your mind as especially good and why?

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Q3 - What benefits did you see as a direct result of the training?

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Q4 - What management courses have you had that stand out in your mind as especially bad and why?

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**PART F - OTHER TRAINING COURSES NOT PREVIOUSLY COVERED**

Q1 - Have you taken any "other" training courses not previously mentioned?

a. No      b. Yes

**NOTE:** If you answered no to this question, please go on to Part G.

Q2 - What other courses have you had that stand out in your mind as especially good and why?

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Q3 - What benefits did you see as a direct result of the training?

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Q4 - What other courses have you had that stand out in your mind as especially bad and why?

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**PART G - OVERALL EVALUATION OF NAC'S TRAINING PROGRAM**

Q1 - Overall, how would you rate NAC's training program?

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

Q2 - What would be your "wish list" for courses offered through NAC? PLEASE SPECIFY WHAT COURSES, IN ANY SUBJECT AREA, THAT YOU WOULD BE INTERESTED IN TAKING IF THEY WERE OFFERED.

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Q3 - What recommendations would you make to improve the way training is done at NAC?

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## APPENDIX B

### A. PART A - TOTAL QUALITY MANAGEMENT (TQM) COURSES

Q1 - Have you had any of the TQM courses?

N = 147

| <u>RESPONSE</u> | <u>FREQUENCY</u> | <u>PERCENT</u> |
|-----------------|------------------|----------------|
| NO              | 115              | 79.9           |
| YES             | 29               | 20.1           |
| DID NOT ANSWER  | 3                |                |

Q2 - Please list the TQM courses you have attended in the past two years and rate the quality of each according to the following scale:

POOR - Needs lots of work

FAIR - Okay, but only okay

GOOD - Still some room for improvement

EXCELLENT - No sweat!

| <u>RESPONDENT</u> | <u>TITLE OF COURSE</u>       | <u>RATING</u> |
|-------------------|------------------------------|---------------|
| 004               | Taguchi Methods              | Good          |
|                   | SPC                          | Good          |
| 013               | Statistical Process Control  | Fair          |
| 017               | Introduction to Deming       | Poor          |
|                   | TQM                          | Fair          |
| 025               | SPC                          | Good          |
| 030               | SPC                          | Good          |
|                   | TQM Overview                 | Fair          |
|                   | TQM Seminar Sponsored by NAC | Good          |
| 040               | Deming (live)                | Good          |
|                   | Deming Update (tape)         | Good          |
|                   | Dr Tom (tape)                | Excel         |
| 042               | SPC                          | Fair          |
| 050               | CIC Reorganization           | Good          |

|     |                                                                            |                        |
|-----|----------------------------------------------------------------------------|------------------------|
| 057 | Quality Func. Deployment<br>SPC/TQM (By ITTRI)                             | Good<br>Poor           |
| 059 | Don't remember titles                                                      | Poor                   |
| 062 | TQM (Don't remember name)                                                  | Fair                   |
| 068 | Deming<br>Stat. Proc. Control Seminar                                      | Excel<br>Excel         |
| 071 | Taguchi Method                                                             | Fair                   |
| 073 | Statistical Process Control                                                | Fair                   |
| 080 | Sonobuoy TQM?                                                              | Fair                   |
| 098 | Handshake<br>HVM                                                           | Good<br>Good           |
| 099 | High Velocity Mfr<br>Quality Control Principles<br>Reliability Engineering | Good<br>Excel<br>Excel |
| 109 | Intro to TQM                                                               | N/R                    |
| 110 | Deming Seminar<br>Teambuilding                                             | Good<br>Good           |
| 114 | HVM                                                                        | Fair                   |
| 115 | HVM course                                                                 | Good                   |
| 119 | SPC                                                                        | Good                   |
| 124 | NORTHDIV Total Quality<br>Leadership (TQL)                                 | Excel                  |
| 128 | SPC<br>PMC/PMA IUPUI classes                                               | Fair<br>Excel          |
| 130 | Cannot remember titles                                                     | Fair                   |
| 133 | Gold Ratt Seminar                                                          | Poor                   |
| 135 | Deming Seminar                                                             | Excel                  |
| 138 | Deming Seminar                                                             | Good                   |
| 145 | One day SPC<br>All the others                                              | Fair<br>Excel          |

Q3 - What benefits do these courses offer you and for NAC?

RESPONDENT

- 004 New concept, different way of thinking as quality is judged in loss of funds, money. SPC is currently used everywhere.
- 013 Ideas for and way to improve.
- 017 Did not answer.
- 025 It made me want to learn more about TQM.
- 030 TQM initiative helps to ensure survival.
- 040 Examples, process definitions, and ideas for TQM and continued improvement.
- 042 Awareness of tools available for improving NAC functions.
- 050 A better approach to the work environment.
- 057 Shows us the direction we need to be going to keep the doors open. Shows us techniques (i.e., Brainstorming) to use in continuous improvement teams.
- 059 Much of what was taught conflicted with NAC practices. This makes it difficult to get much benefit.
- 062 Very short, not much detail, but it helped me understand a little about the new trend, and helped me better relate to subcontractor already involved with it.
- 068 They provide a coherent vision for the future of NAC. They allow me to think more creatively and innovatively which can only help NAC as a whole.
- 071 More efficient utilization of resources and reduced cost.
- 073 Quick exposure/limited cost.
- 080 None. I was already familiar with the concepts.
- 098 Promote common direction & teamwork.



- 099 Ability to make effective decisions, and make processes more efficient.
- 110 Show us another, better way to do business.
- 114 Good management ideals, problem solving and control skills, understanding operator versus management owned processes, understanding special cause versus common cause problems and the different processes required to solve one versus the other.
- 115 Shows potential for improvement through teamwork.
- 124 Self-improvement potential based on applying principles to my job (at working level).
- 128 They broaden the breadth & deepen the depth of understanding of the subject.
- 130 Method for implementing TQM.
- 133 I feel that the theories are good to know, but I think that it is unfortunate that NAC is not practicing them. If NAC isn't going to follow these theories, then they should stop teaching them.
- 135 Job/Technical knowledge.
- 138 Provided insight into a method of management.
- 145 How to interact with groups and one-on-ones (people skills!).

Q4 - How consistent is TQM with management practice here?  
(To the extent possible in a government system).

RESPONDENT

- 004 It is important and necessary.
- 013 Many of these ideas seem to be backed by management but never are implemented at the working level.
- 017 It is difficult to judge. There are many initiatives going on, but their effectiveness is minimal because many are still in the learning curve portion.
- 025 NAC is trying to conform to TQM and has gone a long way since I started 10 years ago; but they still have a way to go.
- 030 Getting closer together but still disjointed. When the heat is on, old schools of thought sometimes prevail!
- 031 None! I'm fed up with these quick-fix programs that have been coming down the pipeline in the last few years. Improve quality - yes; but don't preach at us. Do it, don't mouth it.
- 040 We seem to be a leader in TQM especially within the government. We also, however, seem to want to change processes for the sake of change instead of for improvement (at times, not everytime).
- 042 We ignore data but try to use some of the principles.
- 050 It is improving some attitudes.
- 057 TQM is making gradual progress at NAC. Most of D/400 practices it, but I don't know about the other departments.
- 059 Many times much conflict.
- 062 Beginning to follow its practices, but still a long way to go.
- 068 I cannot say. From "Top Side" since I am too far away, but closest to where I work is extremely variable. From very good to very poor with mostly mediocre.

071 At this time it is not very consistent.

073 It was important with CIC managers in 400.  
However, I believe there was never a very  
strong commitment at the highest levels.

080 Very dependent upon individual Branch Manager.

098 Micromanaged.

099 TQM not totally incorporated at NAC mainly because  
barriers still exist between departments and  
divisions and project management is not  
standardized.

109 I still think we have an "old" management style  
that only talks new.

110 Not very. Some organizations within NAC have  
embraced TQM more than others. There are still  
many managers who say they believe in TQM but  
don't carry out in practice.

114 In practice - limited.

115 Dependent on individual supervisor.

124 In my division - partly practiced (50% of time).  
In Branch - almost fully practices.

128 "Some" managers practice what they preach . . .  
many do not. We probably do much better than  
most.

130 Poor.

133 It isn't.

135 Not very.

138 Inconsistent - we often change philosophies  
depending on convenience.

145 Right now mostly lip service and that is why it has  
not been that effective!!

**B. PART B - NTU COURSES**

Q1 - Have you taken any NTU courses?

N = 147

| <u>RESPONSE</u> | <u>FREQUENCY</u> | <u>PERCENT</u> |
|-----------------|------------------|----------------|
| NO              | 94               | 65.7           |
| YES             | 49               | 34.3           |
| DID NOT ANSWER  | 4                |                |

Q2 - About how many courses have you taken?

N = 47

| <u># OF RESPONDENTS</u> | <u># OF COURSES</u> |
|-------------------------|---------------------|
| 20                      | 1                   |
| 15                      | 2                   |
| 5                       | 3                   |
| 4                       | 4                   |
| 1                       | 5                   |
| 2                       | 8                   |

Q3 - Evaluate the quality of the NTU courses you have taken by circling the letter beside the appropriate response.

N = 49

| <u>FREQUENCY</u> | <u>PERCENT</u> | <u>CATEGORY</u>                                                   |
|------------------|----------------|-------------------------------------------------------------------|
| 7                | 14.3           | POOR - Needs lots of work                                         |
| 16               | 32.7           | FAIR - Okay, but only okay                                        |
| 18               | 36.7           | GOOD - Still some room for improvement                            |
| 4                | 8.2            | EXCELLENT - No sweat!                                             |
| 3                | 6.1            | The quality of the NTU courses have ranged from POOR to Excellent |
| 1                | 2.0            | Other:                                                            |

Q4 - What NTU courses have you had that stand out in your mind as especially good and why?

RESPONDENT

050 Project Management.

051 Queing Theory.

- 057 "Management into the 90s" was good because it used assorted speakers from industry to discuss the topics.
- 059 Software Course (C)
- 060 Design for experiments. Well thought out course.
- 066 The best is a course in Data Structures from Purdue U. It was especially good because of the highly motivated instructor.
- 068 Technologies in local area networks for the 90s - showed where this field is going to. NAC must keep up. Statist. Proc. Control! Helped put Deming's ideas on paper. Helped Quantify.
- 080 CC760-0 Digital Signal Processing - Oklahoma State treated me as a paying customer! Despite travel, a new child & wife's illness, I was able to complete course with A. Taped classes & flexible deadlines were a big help.
- 085 Robin Sellers presentations on CFC and hazardous waste minimization. Short, concise, and a good speaker.
- 091 Materials Synthesis - there wre several excellent, knowledgeable instructors. The instructor is what makes the course. How to Develop Good Study Habits was another good one. The instructor gave good tips and was interesting.
- 095 The one on Making Presentations - the instructor used his own techniques to give the class; this was a practical example on how well his techniques worked.
- 098 Contracting in Government - my lack of knowledge - this course gave me knowledge.
- 116 Writing Skills - improves communication and is the basis for further development of the individual for either technical or administrative career.
- 126 Design of Statistical Experiments was good.
- 129 I thought a course about Computer Interface Design was good because it made several points which I had not previously considered. I was able to use these points in one of my systems.

- 131 Professional Engineer Training Statistics - good instructor, used many examples/graphs, did not just "read" the slide.
- 135 Design of Experiments.
- 136 MB510 from Univ of Missouri - the professor involved everyone in group discussions & projects. You could see the other people in the classroom. The professor was available for consultation.

Q5 - What benefits did you see as a direct result of the training?

RESPONDENT

- 002 Learned UNIX operating system (a job requirement)
- 029 My technical knowledge of my position increased greatly.
- 034 It did provide me with additional knowledge in my area of expertise.
- 041 Kept me abreast of disciplines outside my immediate specialty.
- 050 A way to organize a project and workload.
- 051 Application to FO Data Busses.
- 057 Gave a foundation for management to build on for the future.
- 059 Improved the quality & speed of work being performed.
- 060 Its a valuable tool for me to have at my disposal.
- 066 The above course "Data Structures" was immediately used to evaluate & select the best data search scheme in a software design program I was working on.
- 068 Focusing on the future in my present designs.

- 080 Directly applied to job programming signal  
processor boards.
- 083 I saw it as a waste of time. The class I took was  
very poor in getting through to the audience.
- 085 Better insights into the environmental problems.  
Opportunities to improve NAC operations.
- 088 Some new ideas to improve NAC were presented in the  
class.
- 090 Refreshed mind on C Programming.
- 091 Many ideas were generated by the above courses  
which have been used in my work.
- 093 Very little.
- 095 Ever since I took that class, my briefs have  
improved tremendously - I feel more confident  
today giving briefs.
- 098 Better understanding of Contracting Problems.
- 116 Improve my written communications with my  
supervisors.
- 126 Who is working in field and what their direction  
was.
- 129 I got a different viewpoint to a familiar problem.
- 131 Went home to brush up on my math skills - realize  
must take classes to be competitive.
- 135 Technical skills.
- 136 I've learned more about how to become an effective  
manager.

Q6 - What NTU courses have you had that stand out in your mind as especially bad and why?

RESPONDENT

- 005      NOVELL LANS in the 90s. It was poorly given. The lectures were not clear and it seemed very piece-meal.
- 013      Instructor seems totally unaware of students needs. Difficult to get questions back to instructor and answered.
- 031      Dry; often too precisely oriented to a very narrow area, that only a real devotee of that subject could follow. I'd attend, but I don't want that much detail.
- 036      I forgot the name of the course, but it was one that sounded like it would be good, but turned out to be essentially a waste of several hours. It was non-instructional in format, lectures were incoherent and confusing, literature was not sufficient for later study.
- 039      In general, the main advantage of NTU is the convenience. However, most of the ones I have taken are bad because of lack of contact with the instructor, poor quality class notes or viewgraph copies (some of which you never receive anyway), poor presentation by the instructor, and lack of access to their on-site lab facilities (in some cases).
- 051      Composite Materials - does not introduce anything new.
- 058      These types of courses do not keep you interested in the subject. Just like watching a TV program.
- 063      Digital Design Practices. It was not live so we couldn't ask questions. The worse thing was, however, that we only "read & heard about the systems." It is not at all beneficial to learn computers from a book. You need the hardware.
- 085      Research on Research - speakers were not very vibrant. Content was totally geared toward private sector R - D and how to market a



product. Almost nothing which would apply to a government worker or a government facility.

- 088 The course was taped and the quality of the tapes were very bad. There were some tapes (20%) which you couldn't see the material presented or clearly hear the professor.
- 090 Need hands on - was a computer class - hard to follow with just manual.
- 091 This is dependent upon the instructor teaching the courses. Some are superb - others are real bores. I can't remember the names because I dropped out of the classes.
- 093 Both, one was a short course and the target audience needed to be better informed. The material was helpful outside the class. The second class instructor did not concentrate enough on teaching but treated the class as a big party time. He needs to be more serious about his teaching.
- 096 Semiconductor course - too technical, it seemed only those people in the college classroom understood the material.
- 098 A few - no listing. Generally the instructor was not formatted - did not have control - and rambled.
- 110 Professional Engineering Exam Review Course. Very, very dry. Boring (its hard for them to be not boring to begin with). No interaction.
- 126 Superconductivity could have been better if there was an opportunity to have a seminar with peers.
- 131 Designing Microcircuits - teacher was in his own world - too technical for most people.
- 136 Industrial Psychology - the course material was vague and hard to relate to the textbook. The professor was unavailable. He also tested on material that was not adequately covered in class and was not mentioned in reference books. Too much research was involved.

139 No specific courses stand out in my mind, however,  
I do remember that they were very boring.

**C. PART C - TIME MANAGEMENT COURSE**

Q1 - Have you ever taken any Time Management courses?

N = 147

| <u>RESPONSE</u> | <u>FREQUENCY</u> | <u>PERCENT</u> |
|-----------------|------------------|----------------|
| NO              | 97               | 66.4           |
| YES             | 49               | 33.6           |
| DID NOT ANSWER  | 1                |                |

Q2 - Evaluate the quality of the Time Management course  
you took by circling the letter beside the appropriate  
response.

N = 50

| <u>FREQUENCY</u> | <u>PERCENT</u> | <u>CATEGORY</u>                        |
|------------------|----------------|----------------------------------------|
| 2                | 4.0            | POOR - Needs lots of work              |
| 13               | 26.0           | FAIR - Okay, but only okay             |
| 25               | 50.0           | GOOD - Still some room for improvement |
| 10               | 20.0           | EXCELLENT - No sweat!                  |

Q3 - What benefits have these courses had for you and for  
NAC?

RESPONDENT

|     |                                                                                                                                                                                          |
|-----|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 006 | My tasks are far more organized on a daily basis &<br>past actions are quickly reviewed.                                                                                                 |
| 010 | I have been more organized and have been able to<br>respond to sponsors needs quicker. This was<br>mainly a project management class but the time<br>management portion was very useful. |
| 018 | I now achieve a better task completion rate - NAC<br>gets more results.                                                                                                                  |
| 024 | The course helped me realize when I waste time.                                                                                                                                          |

- 029 I've learned very basic concepts and have attempted to implement them.
- 030 When applied I operate more efficiently.
- 031 Some benefits - if nothing else, just the HOPE that better ideas for managing time exist. Have picked up some ideas of use. Audience participation at time management courses helps to blow off steam and to share strategies that have worked for others in similar situations.
- 032 I am a little more organized, but need to be better organized.
- 034 Helped in organizing my work and tasks.
- 040 The time management course was a section within a supervisor institute course. It helped in ways such as "to-do" lists, etc.
- 041 Quantum improvement in management of my time; increased efficiency; able to stay productively involved in numerous tasks simultaneously; more creativity.
- 042 Pointed out some common sense approaches that were not new but were not always practiced.
- 055 Gave some tips on how to eliminate time wasting situations.
- 057 Organization throughout the week has improved. Leads to better job efficiency.
- 058 Gives tools of how to manage your time on the job. If used regularly, it will help make the job easier.
- 061 Got a few good ideas which I have used but nothing spectacular.
- 064 It helped to organize & prioritize time & workload.
- 069 It helps me prioritize my work or tasks for the day or week. Helps keep things in perspective.
- 070 I have learned to manage my time better to allow me to complete projects on time.

- 071 Obviously to provide tools which I can use to more effectively use my limited time as well as others. I have experienced only moderate results from the class techniques.
- 085 Better organized. Better time estimates. Have identified tasks to be delegated.
- 086 Helps me organize my tasks.
- 087 Increased my efficiency by letting me learn a few suggestions on how to minimize my time on the phone.
- 090 Time is not wasted. Things are not forgotten. They are written down.
- 091 I am more conscious about using good time management principles although I need room (a lot of room) for further improvement.
- 097 Better organize time, get more accomplished.
- 098 Awareness of how you do or don't use your time.
- 101 Taught me to set specific goals for completion of assignments.
- 109 They gave you good ideas for managing your day, work, distractions.
- 110 To help me more efficiently use my time, and become more productive for NAC.
- 111 Made me aware of inefficiencies in my use of time.
- 114 Some improvement.
- 115 Identified that all tasks are not priority.
- 117 None really - getting things done seminar is the only time management class taken.
- 118 Organizing myself, prioritizing work.
- 128 It helps with organizing thoughts, plans & actions. It has helped me to be more aware of doing the right thing right and at the right time!
- 130 Improved time management skills.

- 136 Very little.
- 138 Didn't learn anything new. Only reenforced common sense.
- 139 Reenforced some of my existing organizational skills.
- 140 The courses helped me schedule things better & avoid "time wasters".
- 141 I know I should try to manage my work time for more efficiency.

Q4 - Do you have any additional comments you would like to share concerning the Time Management course?

RESPONDENT

- 006 All those whom I know have taken it, use it daily. Quite impressive!
- 017 The course I attended was very poorly structured -- a "low bidder" to compensate for the other course where attendees received "leather bound time keeper/organizers."
- 018 Everyone should take one.
- 024 One half-day would have been sufficient to cover all the material. (It was a whole day).
- 030 Should be a requirement for all employees. Also, implementation of these principles should be monitored.
- 031 Leave out the junk about saving time by having our secretary hold our calls, or block time off for us. The majority of us have no such buffer from real-time interruptions. Give us practical suggestions that would work at NAC.
- 039 It sounds good in theory, but difficult to put into practice.
- 041 Everyone should take it!
- 055 Some of the things taught would be valuable to implement, but NAC seems unwilling to do so.

What is the point of sending people to this training then?

- 056     Its hard to learn time management in an 8 hour course. The time-management section of Jack Parrish's supervisory development course was excellent.
- 057     Supplies for the Time Systems Organizer are a big hassle to get and are slow to get here after ordering.
- 069     I think everyone should be exposed to the Time Management Course.
- 085     Valuable, but not always practical in our situations. Usually assumes you can delegate work to those less busy than yourself. Not useful when all those you work with are as overloaded as yourself.
- 087     I use a software package called Top Priority. This is the best way I have found to increase my productivity.
- 098     More people should be exposed.
- 101     Everyone should be offered this course with an occasional review.
- 110     I do not practice everything I've learned and have slipped back into bad habits. Refresher (reenforcement) courses could help.
- 114     Use the knowledge and ideas gained.
- 128     It could be accelerated.

#### D. PART D - TECHNICAL COURSES

Q1 - Have you taken any other technical courses other than thru NTU, to include any college courses?

N = 147

| <u>RESPONSE</u> | <u>FREQUENCY</u> | <u>PERCENT</u> |
|-----------------|------------------|----------------|
| NO              | 50               | 34.5           |
| YES             | 95               | 65.5           |
| DID NOT ANSWER  | 2                |                |

Q2 - What technical courses have you had that stand out in your mind as especially good and why?

#### RESPONDENT

- 003 Daisy training. It stands out because it was a hands on type of training with immediate feedback as to what was learned and its usefulness.
- 004 IMU, 3 day course. It was good.  
FLIR, 3 day course. It was good.
- 005 SQL Windows from LINC Systems of CONN. The instructor knew his "stuff". He was prepared.
- 006 Silicon Compiler Systems IC Design Course - a "real world" design was taken from concept to finished product and each step was clearly defined & well documented.
- 008 Timeline Software. This course took a hands-on approach and was relevant to the work I was doing at the time.
- 009 Economic Analysis.  
Corporate Planning.
- 010 Software classes where I am already using the product such Timeline, Lotus, etc.
- 011 Materials in Packaging & Processing (Technology Seminars Incorporated).  
Composite materials - (Technology Seminars INC.)
- 016 Aerospace Lighting Institute Basic Seminar - provided both a general overview and specifics of aircraft lighting.

Random Vibrations - an introduction to MIL-STD-810 (Terminology and Equipment).

ESD - proper handling of static-sensitive electronics components.

- 017 These were all taught at IUPUI and were of acceptable college level.
- 021 Introduction to Radar at George Washington University. Excellent instructor who made the understanding of radar principles a transition for those uneducated in the subject.
- 022 Analysis course taught by R.D. Middlebrook through Teslaco. Excellent instructor, applicable material.  
Switching Regulator course taught by Abe Pressman. Good instructor, excellent material.
- 024 MIL-STD-1553 Data Bus - covered signal structure & content.  
Fundamentals of GPS - covered signal structure (1 of 5 days).  
Strapdown Navigation Systems & Kalman Filtering - could apply these.
- 025 ADA and Software Configuration Management - I was going to be involved with the information that the course was about.
- 027 Seminars given by Hewlett Packard.
- 028 Digital Avionics Systems: This course is directly related to my assigned project.
- 031 Daisy Simulation class; given at Daisy in California. The hands-on, small class size, enough equipment, concentrated time -- was great!
- 032 Operating analytical instruments and interpretations of results.
- 033 Statistics for Engineers - showed method for dealing with an inexact world.
- 035 Ergonomics - it was interesting and had some good applications.
- 036 Communication courses, and DEC software courses.



- 037 Special Projects class - it taught me how to use the Echo20 to classify work. Otherwise I wouldn't be able to do my work!
- 040 Industrial Psychology and Organizational Psychology, both of these deals with manageing people in organizations; they also explored TQM ideas before TQM was named TQM.
- 041 Radar.
- 045 Oracle training - I was able to apply these skills to my present job.
- 046 Technical courses at DEC Education Facilities.
- 047 CorVision -Basic, Advanced, Software Management-; VAX Rdb.
- 049 IUPUI Electroanalytical Chemistry: This course enhanced my theoretical understanding of electrochemistry.
- 051 Thermal and Vibration Analysis - Society of Materials Process Engineer Conferences.
- 052 Infrared Imagers was an excellent course and it gave me a good understanding on a subject I had very little knowledge.
- 053 Human Factor
- 054 Introduction to Mass Interpretation - better understanding of mass interpretation.  
Incos 50B/Incos 500 Data System Operation - better understanding of the operation of GC/MS systems.
- 055 Both courses I took to complete my MSEE were good. Both were job related. They were "linear Integrated Circuit Design" and an independent study which was related to a job I was on.
- 056 Haz Waste Handlers - hands on experience.
- 057 Statistics & Design of Experiments courses from Purdue (IHETS NETWORK) were good because the theories could be applied on the job.
- 058 It has been too long to remember.

- 059 All the courses with hands-on types of labs. It helped reenforce what was taught.
- 061 Virginia Power Electronics Conference - the designs and ideas presented are definitely the power electronic technology of the future. The presentations are thorough and detailed.
- 062 Environmental Stress Screening Theory - Very good complete and in-depth course consistent with my work at NAC. Also, Professional Engineer Review Course at IUPUI was also very good.
- 064 Fortran Computer Management.
- 065 VAX Training
- 068 GCD CADD - Management of IDS - Operations of IDS - Intro DOS - Fiber Optics.
- 069 MIL-STD-2000 Soldering Course - D/220 Machine shop tour.
- 071 Specific classes on software development. These classes provided tools which I needed to accomplish my tasks.
- 072 Acquisition Management course - It gave realism to tasks performed at NAC by understanding overall DOD acquisition process.
- 073 Computer Engineering Principles - course content excellent.
- 074 CAD CAM training - content strongly related to job. Technical Construction/Functions  
SPEC Preparation
- 078 X-Ray Defraction offered thru NAC by (ACS) American Chemical Society and Copanion Metalurgy.
- 079 Geometric Dimensioning & Tolerancy - without this class, it would be very difficult to interpret drawings.
- 080 Penn St. Underwater Acoustics.
- 082 MIL-STD-461/462 - Understanding of Power Supply Design -- both were very good overviews of

their respective topics. Practical applications were stressed.

- 085 Statistical Analysis and Statistical Design of Experiments IUPUI - taught in practical, real world way. Less devotion to abstract theory - more on "how to" or "hands-on."
- 086 Design of Experiments - Statistics for Engineers - Applied Statistics - PC Related Courses.
- 087 Calculus II and III - they were good refresher since I don't use the math very often in my job. Enabled me to understand technical publications easier.
- 088 Purdue's Vibration, Mechanics of Material and Advanced Dynamics courses - all professors made an effort to include TV students and lectures were well prepared.
- 091 High Temperature Alloys - the instructor (Prof Radavich from Purdue) was very demanding and had high expectations for students. He was an excellent instructor.
- 095 The ANACOSTIA Logistics Course - the instructors are very experienced and sympathize with all the government red tape we have to go through in order to apply the lessons they teach.
- 097 Most CECOS Public Works Courses.
- 099 Design of Experiments - immediate ability to apply knowledge gained.
- 100 VPEC - hands on lab.  
Middlebrook - very thorough.
- 106 Digital Signal Processing - Sonar Systems Engineering - Airborne Radar - AYK-14 Computer - Underwater Sound Support Equipment.
- 112 Courses on Analytical Instruments - practical courses that provide some interaction with instruments or material.
- 114 Engineering related courses.
- 115 Digital Circuits Course from RCA - TEMPEST Control from NAVELECSECOM.

- 117     Digital Signal Processing offered good insight to  
         new technology.
- 118     1553 Training - directly applicable to job, readily  
         understood software management - great  
         overview, lots of specifics to relate to.
- 120     I took an intro course to ADA Programming Language.  
         That is the only technical course I took so I  
         can't compare it to other technical courses.
- 122     ADA CSCI 320 taught at NAC.
- 123     Intro to Oracle - Oracle V6 Architecture.
- 126     Engineering Composite Materials - the instructor  
         knew his stuff. It was well documented -  
         practical applications.  
         Superconductivity by Dr. Gursser (NRL) same  
         reasons.
- 130     Have had a number of materials courses, which were  
         excellent -- knowledgeable teachers, organized,  
         presented well, etc.... Management course by  
         Jack Parrish was excellent, due to his  
         knowledge & experience at NAC.
- 132     BASIC & INTERMEDIATE AEC - learned how to function  
         in my current job, by learning how to use  
         CADDS.
- 134     UCLA Engineering and Management Courses - these  
         courses have consistently provided a detailed  
         and broad treatment of the particular topic and  
         always have very knowledgeable and  
         professionally accomplished instructors.
- 135     Design of Experiments - excellent instructor  
         (George Box) - excellent presentation -  
         excellent coverage of subject.
- 136     Computer courses - Pascal and Assemble - they were  
         good languages to learn.
- 137     Modern Communications Systems (USC, CA.) - well  
         prepared & presented. Advanced Radar Concepts  
         (TSC at IUPUI) - instructors had extensive  
         hands-on experience. Microwave Amplifier &  
         Oscillator Design (San Diego, CA.) -  
         experienced instructors.

- 140      Geometric Dimensioning & Tolerancy Materials - both  
              were very important in terms of basic skills.
- 142      Geometric Dimensioning & Tolerancy - course was  
              very well taught by an interested and concerned  
              instructor. The material was very interesting.
- 143      Attended the National Computer Graphics Conference  
              and went to many seminars at the conference,  
              they were helpful in the technical information  
              I obtained. Technical Orientation offered by  
              NAC, good intro to NAC's business for new  
              employees (engineers).
- 146      Sonar Signal Processing course at Penn State  
              University - it was well organized and was  
              taught by qualified professionals.  
              GD & T from a professional association class here  
              at NAC, taught by an ex-federal employee.

Q3 - What benefits did you see as a direct result of the training?

RESPONDENT

- 003      It had direct and immediate application.
- 004      Helped me on my job, to understand the terms,  
              design and how they operate.
- 006      Silicon compilation is now a design approach  
              offered by our branch.
- 008      More proficient using Timeline.
- 009      Applied to job immediately.
- 010      Improved my time wasted trying to learn a new  
              software.
- 011      Better understanding of my role at NAC.
- 016      Improved job capabilities at NAC.
- 019      Expand technological knowledge.
- 021      On the radar jobs I worked on it gave me a basis of  
              understanding.

- 022 I was more clearly able to attack technical problems at work.
- 023 Better job performance.
- 024 I better understood the system I was working with.
- 025 I am now known as an expert of software configuration management.
- 027 Increases job performance.
- 028 A better understanding of the issues involved in the design of aircraft systems.
- 031 Understood what the system could do - or, better, what other people could do with the system. I didn't get to play with it after I got back to NAC. Didn't truly have a need though.
- 032 Qualified to operate instrument and also chief operator of two analytical instruments.
- 033 Able to deal with "real-world" numbers.
- 036 Increased understanding of technical environment used for job responsibilities.
- 037 Becoming really good at classifying work so people can come up to me and depend on me and visit Nordiv for 3 week or 3 month to understand their operations.
- 038 Degree looks good on resume - no meaning here at NAC.
- 040 I had an inert understanding of TQM and Deming before they were explored and embraced by NAC.
- 042 Better understanding on the job.
- 045 The Oracle Training provided skills and knowledge to help me do my job at NAC.
- 046 Obtained needed technical knowledge.
- 047 I use CorVision every day.
- 049 I have become a better chemical process troubleshooter.

- 051 Enhances technical skill - direct job related.
- 052 Nothing immediate. We have to wait and see if we will get the job from our sponsor.
- 053 Background
- 054 Provided me with a better understanding of the field of mass & spectrometry.
- 055 Both courses had direct application to my work.
- 056 Able to better respond to Haz Mat/WST incidents (spill response).
- 057 Better job knowledge.
- 059 Improved quality and speed of work done.
- 061 I am using these concepts in a power supply I am now designing.
- 062 Better understanding of my duties at NAC, and of the theory behind a big part of my job.
- 064 Helped in my performance.
- 065 Six months later I was allowed to work on the VAX system.
- 068 I used what was learned immediately in my designs often saving NAC a great deal of money in the process.
- 069 Provides hands-on experience and knowledge of where areas inside this plant one might be able to seek help or understand the process.
- 072 Greater familiarity with terms and with NAVAIR HQ related responsibilities.
- 073 A greater understanding of job and ease of making decisions concerning it.
- 074 Increased efficiency.
- 078 Benefitted greatly in electron plating chemistry and printed circuitry analysis here at NAC.
- 079 I was able to understand drawing symbology and was able to layout my own drawing such that they

could be understood and the parts could be fabricated and inspected accurately.

- 080 I work with SONOBUOYS.
- 082 Increased knowledge in technical aspects of work related field.
- 085 Have gained capabilities which I did not have. Now can do a more accurate analysis of data and design more powerful experiments.
- 086 Very helpful in my early days and still useful.
- 087 Better self-esteem. I'm more confident.
- 088 I use some of the knowledge learned almost everyday in my work.
- 091 I was working on a program for the E-2C Hawkeye and the course gave me insight into problems I was having with plating the part.
- 095 I'm now an engineer that remembers logistics when solving engineering problems. In the long run it should result in customer satisfaction.
- 097 Knowing the Rules and NAVFAC community to best help NAC accomplish its goals.
- 099 Ability to measure accurately interactions between different effects and make sound decisions.
- 100 Understanding better my area of interest.
- 106 Better understanding of requirements for ASW systems. Understanding of contractors design of ASW systems.
- 112 I was able to go from non-understanding of a technique to use of the instrument, understanding of theory, and ability to understand the results.
- 114 I gained skills and knowledge needed to work in this engineering world.
- 115 Better understanding/new approaches.
- 120 It helped me understand the programming language used on my project.



- 122 I learned ADA.
- 123 Has been very useful in the performance of my job.  
Filling in holes that were missed while  
learning Oracle (SQL-Plus) myself.
- 126 Started in metal matrix composite materials.
- 130 Do my job better.
- 132 More efficient use of system.
- 134 A better overall view of the topics and usually a  
different viewpoint/approach from other  
attendees and/or instructors.
- 135 Technical skill.
- 136 None. I've not used them.
- 137 Marries theory with experience. Knowledge and  
concepts taught that were surely not covered in  
early college training.
- 140 I had a clearer understanding of documentation &  
design requirements.
- 142 Helped me to do my job with better understanding.
- 143 Found out some information which helped me w/my  
work duties.
- 146 I learned something worthwhile

Q4 - What technical courses have you had that stand out in  
your mind as especially bad and why?

RESPONDENT

- 002 A recent software support activity course was  
poorly organized and the instructor, while  
knowledgeable, was not an effective teacher.
- 003 Most seminars of 4 days or less. Bad because none  
of the training covered any topic to any useful  
depth.

- 006 UNIX Training - the course notes came in a piecemeal fashion which were unsuitable for future reference and the professors' lectures were quite scatterbrained in that there was no "flow" to the course material.
- 008 An SPC course. The instructor read directly from the book/hand-out and was very boring.
- 013 Microwave Principles - assumed student already knew microwave principles.
- 014 VHDL Programming - the course was too complex and I got signed up for the course and didn't even want to be.
- 015 Sometimes I've been nominated for courses that don't really pertain to my work, and other times, the course is not what I expect it to be because the title and description don't provide enough information. Examples: Electrostatic Discharge, and a connector seminar.
- 021 Some type of digital signal processing course. The instructor proudly announced at the end of the week we had received one and a half masters courses worth of material. Most of which was several feet over my head.
- 024 The technical writing and technical speaking classes that NAC brought in. We covered more material & did so more thoroughly in my high school english classes.
- 028 Specialized courses (advanced topics) given in a relative short period of time.
- 036 LOTUS 1-2-3, Intro courses. The courses in themselves were not bad, but were too basic. Time and expense could have been used for courses more useful. People should not just "fill billets" for courses they don't really need or won't use, this is wasteful and unfair to others who want valuable training.
- 040 They were profession related; poor approach to teaching. I won't go into the course names.
- 045 ADA Training - the instructor did not present the material for entry-level personnel. He had trouble relating the topic to novice

programmers. The training was not feasible at the time because 920 did not have an ADA compiler. The employee could not have hands-on experience with the software.

- 046 Dale Carnegie Type courses - useless for non-management, and rarely see any of the principles actually work in management, which is bad - gives a low opinion of management. Technical courses given by 3rd party vendors rather than the manufacturer of the equipment. These courses appear to be because 3rd parties get the "low bid" for the training and we get what we pay for. A non-technical example was the recent AIDS courses which were terrible.
- 065 Office Automation - the time that it was offered was poorly planned.
- 067 I took a correspondence course from the Public Works Training Facility entitled "Reading Blueprints". It focused more on the material found in specific blueprints (mechanical, electrical, etc) rather than standards in all blueprints. As it turns out, the material should have been split up into specific groups & then covered in depth instead of one very vague lesson.
- 069 Riveting - no hands on experience.
- 072 Any NAC sponsored course where the student only listens to video tapes w/out a live instructor.
- 073 Digital & Analog Filters - Instructor bad.
- 074 Computer Language classes - attempted to accomplish too much - sessions too intensive - results in most of what was taught & learned was quickly forgotten.
- 079 Reliability Course - extremely boring and did not impact my daily work.
- 080 Purdue IHETS - travel caused problems - courses weren't taped - instructors had bad attitudes.
- 085 A course over IHETS a few years ago on Time Management. Teacher taught in a monotone voice, poorly prepared graphics, very

disorganized. Got virtually nothing out of the course.

- 086 PC related courses when I could not use them for many months. (no problem with the course - just the timing).
- 088 One Purdue class - the professor had too much of an accent; which made it too difficult to understand over the TV.
- 091 Taguchi Methods for Statistical Analysis - the book was filled with errors and the instructors reminded me of a comedy duo.
- 094 MGS 621 - Ball State U. - teaching little used fundamentals and making the class a bore on top of it.
- 117 Technical presentations identified no new concepts and included no actual presentations.
- 130 Have experienced more poor courses over the video televised media. Course descriptions do not match reality of subject matter. Instructors are rather poor. No interaction with other class members, which is often how you learn the most.
- 137 Microwave/Millimeter Wave I.C.'s "UCLA Extension Course" did not cover much of the topic, only presented basic RF Theory. Taught by experienced people but course not well thought-out.
- 142 The video courses that I have taken at NAC were all extremely bad. The lack of an instructor makes the class boring and the presentation is too bland.
- 146 Configuration Management course - the topic was complex and difficult to understand, yet, they still only allow 5-days to learn, it should have been two weeks.

## E. PART E - MANAGEMENT TRAINING COURSES

Q1 - Have you ever taken any Management Training courses other than TQM?

N = 147

| <u>RESPONSE</u> | <u>FREQUENCY</u> | <u>PERCENT</u> |
|-----------------|------------------|----------------|
| NO              | 76               | 52.1           |
| YES             | 70               | 47.9           |
| DID NOT ANSWER  | 1                |                |

Q2 - What management courses have you had that stand out in your mind as especially good and why?

### RESPONDENT

- 002 Basic Project Management - excellent instructor and course organization.
- 004 Management by Indianapolis University.  
Management skills by Jack.
- 008 Project Management - the course was a very practical course as far as the work I was doing at the time.
- 012 NAEI - (1) level of participation; (2) causal professions and academic level of courses.
- 013 Basic Project Management - Advanced Project Management - Configuration Management. All had above average instructors.
- 014 Navy Systems Acquisition Management - the instructor was excellent. He took a very boring subject and made it lively. The course included Program Planning and how NAC actually receives its money. There were also presentations by NAC employees that showed some of the things that NAC does that I didn't really know about.
- 015 Supervisory Institute at University of Indianapolis.
- 017 Program Management.
- 018 Supervisory Functions - Conflict Management - Delegation - Leadership Skills.

- 019 Project Management.
- 023 Executive Management - the information was presented well.
- 024 Deming was pretty good, it gave a big picture of what NAC had in mind to implement.
- 025 Project Management - the instructor was very good.
- 026 Supervisor Management
- 030 3 day course at University of Indianapolis.
- 039 The Supervisory Institute given by University of Indianapolis was excellent and I would recommend it. It was very well organized, good instructors, encouraged student participation, and addressed important management issues.
- 040 Supervisory Institute. Explored many areas of management with government and industry managers. Good instruction.
- 042 Courses by Dr. Cosster. Pointed out common sense ideas.
- 043 Managing in the 90's. This seminar provided a variety of managing areas and methods of handling the situations.
- 044 Basic Project Management.
- 050 Management Skills covered a broad spectrum of management requirements.
- 052 Understanding behavior of employees and stress management.
- 056 Jack Parrish's Management Course - 1989 Ind Central Univ. & AMA Management 1983 Accident/Incident Investigation for OSH Managers.
- 057 Briggs Meyers & Leadership Training sponsored by the Gov't Accountants Association. They were straight forward and dealt w/everyday management situations.
- 060 Stress Management

- 063 Basic Project Management - I really learned a lot. The speaker/professor was excellent. The project (used in class) was related to NAC so had real value.
- 069 Management training at the University of Indianapolis.
- 070 Strategic Management - this very beneficial for use in the decision making process. This helped me to look at the overall process.
- 071 SPEA class on Conflict in the Workplace - it provided real life examples of typical conflict situations and we explored alternative solutions to these situations.
- 073 Dale Carnegie
- 075 Basic Managment?
- 077 Basic Project Management - this course deals with what we should be doing and how to do it. Team Building - shows how to get a team going.
- 082 Project Management (AMA) - instructor was motivated & knew his topic.
- 085 Dale Carnegie - best overall offering NAC has given. Provides positive methods for attitude control, public speaking, supervisor methods and organizational skills. It gives the opportunity to try out new skills in a positive helpful environment.
- 086 Supervisory training at UI (2 levels) - Listening Skills & Assertiveness Training.
- 090 Operations and Logistics Management - focused on customer satisfaction, quality improvement, cycle time reduction.
- 091 Dr. Deming - again, he was a good (sometimes obnoxious) instructor.
- 096 Women in Management - covered the pitfalls of women in management and how to avoid them. Stress Management for Women - how to avoid trying to become the "Super Woman".

- 098 ICC - first real awareness of management requirements.
- 099 Management Psychology? at Univ of Indianapolis. -  
Showed effective ways to motivate people.
- 105 I took a management course at U of I 4 or 5 years ago - it showed how to work together.
- 106 Project Management II - good for project planning/Navy systems planning & management. Understanding DON Matrix Management for First Line Supervisors.
- 107 Basic Supervisors class.
- 108 Project Management! - It gave me an analytical approach towards managing a project.
- 109 Managing Change - taught you how to get people through changing times. How to Supervise People - gave good ideas.
- 114 Seminar for new managers.
- 115 Indianapolis University Managment Training Series - provided working experiences, the golden rule.
- 117 Navy Systems Acquisition Management offered funding information not found elsewhere.
- 118 Congressional Workshop - how we can better relate to Congress, get our job done. Congress & Budget - Supervisory Institute - touches on lots of areas.
- 119 Engineer as a Manager - Battelle Basic Project Management
- 128 All of the PMC/PMA courses have been generally good and stimulating - the OCPM courses on "seminars for advancing managers" Planning courses are good.
- 129 Software Project Management - the course formalized management procedures that I had already been using.
- 130 Jack Parrish's Supervisory Development course



- 133 Project Management - it showed an organized and logical approach to managing your project so you could meet your deadlines.
- 136 Management for Engineers from SMU - the professor was very knowledgeable and open for a lot of student participation.
- 138 A management training seminar (3 days) taken at Univ. of Indianapolis. Performance Appraisal course at U. of Indianapolis.
- 139 Engineer as Manager - the topic was relevant to me, the material was good & the instructor held your interest.
- 140 Program Management - gave me a better understanding of the "big picture".
- 142 Engineer as Manager - instructor was interesting and made the material seem valuable.
- 145 Global Management - it reenforced the need for TQM.

Q3 - What benefits did you see as a direct result of the training?

RESPONDENT

- 002 Insight into project management - will use training later.
- 004 Modified my attitude. It helped in many ways.
- 008 I think I am a better Project Manager as a result of the course.
- 012 Broadened horizons.
- 013 Basic understanding of management principles.
- 014 It gave me background on how NAC gets its money and who the people outside of NAC are that have an interest in my program.
- 015 Learned ways of dealing with people, delegating, organizing.

- 017 Improved ability to plan/manage a program over its life.
- 018 I can anticipate an office situation. I can communicate my ideas with group support & buy-in.
- 020 Good practical examples.
- 023 Understanding of how to improve my skills.
- 025 Better understanding of project management.
- 026 I know more about supervising people.
- 030 I was able to handle a larger quantity of work as a supervisor. Complicated situations are resolved easier.
- 040 Several. Certain styles, skills, etc and a comparison to industry.
- 042 Changes in work habits were made when applicable.
- 043 On the job applications.
- 044 Using timelines; organizing the project.
- 056 Better understanding of my job & my supervisors - analyze health & safety incidents.
- 057 Better delegation & managerial skills.
- 059 Many seemed to be very hard to utilize considering how NAC forces you to do things.
- 060 I'm more relaxed and able to perform my job.
- 061 Good, broad viewpoint and an appreciation of viewpoints of other functions (accounting, purchasing, quality, manufacturing, etc.).
- 063 I found that I use the techniques learned in class (scheduling, etc) as a P.E.
- 069 It touches on a lot of different areas that are viewed from both sides (employee and manager). After the course, it makes me stop and think sometimes to see if what I wanted to get across, did I presented it the way I wanted it to.

- 070 Go into decision with more of an open mind.
- 073 Improved communications.
- 077 I was more effective in my work.
- 082 Helped in scheduling projects.
- 085 Promotion. Better relations with those I supervise. Ability to make polished presentations which I now make on a regular basis.
- 086 Helped in my supervision of my branch.
- 090 All my MBA courses were good - I.U. has an excellent MBA program.
- 091 I was able to obtain a long-term view of where management at NAC (& America) needs to go.
- 096 A better understanding of how to try to get the people working for you to attain their potential.
- 097 Better able to manage effectively.
- 098 It was formal - NAC supr. received the same trng.
- 099 Communications.
- 106 Benefits are seen when planning projects and writing proposals.
- 107 Increased knowledge of need for communications.
- 108 I was better able to plan my work.
- 114 Good insight and training in the problems I would see later.
- 115 Promotion. Added duties.
- 119 Allows me to apply basic management tools to everyday project.
- 128 It helps keep me challenged, motivated, it helps me stay more aware, exercise my mind and enhance my value (in my opinion) to NAC.

- 129 Better project planning through the use of formalized procedures.
- 130 Better supervisor. Often use notes & course text.
- 133 None. I was'nt managing a project then & I'm still not.
- 136 I am learning what it takes to become a good and effective manager.
- 138 Made performance appraisals easier to conduct.
- 139 I have gotten better at delegating assignments which frees up time to do other things that really need to be done.
- 140 The training helped me see the project as a whole and helped me to better work as a team member.
- 145 It has opened my mind to different ideas and approaches so I do not lock into one way of doing things.

Q4 - What management courses have you had that stand out in your mind as especially bad and why?

RESPONDENT

- 006 Forgot the name. Only theoretical management cases were presented & the application of course principles was not readily apparent.  
Course given at the University of Indianapolis - handbook variety given by novices and incompetence.
- 018 Corporate Politics - no text, no class agenda. But now I can butter my bread.
- 024 Timeline - it turned out to be a step-by-step walk through a software manual.
- 050 Management into the 90's -- resolving conflicts portion approached the problem in a poor way.
- 098 Kelly Trng - We were there 4 hrs whether it was needed or not. But I still thought it was excellent

- 114 Targeted Management System - I had no faith in the instructor.
- 117 Basic Project Management should have been offered before I was a project engineer. I had already worked through most of the information provided.
- 128 Some of the D/700 "targeted management" courses were poor. Some were too simple, slow moving, not challenging, boring, of little real value & a waste of time.
- 130 IUPUI courses are generally poor. Course content is too removed from real life. Instructors do to come from industry, but from Academia.
- 136 MB540 - Industrial Psychology

**F. PART F - OTHER TRAINING COURSES NOT PREVIOUSLY COVERED**

Q1 - Have you taken any "other" training course not previously mentioned?

N = 147

| <u>RESPONSE</u> | <u>FREQUENCY</u> | <u>PERCENT</u> |
|-----------------|------------------|----------------|
| NO              | 72               | 52.2           |
| YES             | 66               | 47.8           |
| DID NOT ANSWER  | 9                |                |

Q2 - What other courses have you had that stand out in your mind as especially good and why?

RESPONDENT

- 004 Reliability related course because they helped in the job.
- 007 No courses were especially good. They all seemed adequate to the needs they were trying to address.
- 008 Technical Writing - very helpful with all the writing we do at NAC. From some of the writing I've seen, more people should take the course.
- 009 Dale Carnegie.
- 020 Technical courses relating to project functions, e.g. computer programming, antenna theory.
- 022 Unitrode Power Supply Seminar - very useful material, good instructors. This seminar directly helps us advance the technology of what we do.
- 024 Conferences related to my field are the most useful to me because I can discuss the questions I have with the presentors. The conferences are specific enough to address what I want to learn about.
- 032 Industrial Hygiene Chemistry at IU Safety School.
- 033 CPR - good instructors.
- 035 CPR - great class! Everyone should take it. Interesting and useful. Microprocessor

Programming & Troubleshooting - "hands-on"  
work, related to job, enjoyable. Microwave  
Measurements - job related, practical.

- 037 Learning the OA System.
- 042 Dale Carnegie.
- 044 Solder Training - MIL-STD 2000.
- 047 COTR - good instructor.
- 048 Vendor sponsored course for equipment used at NAC.
- 051 SAMPE Sponsored Conference - SME composite  
materials conferences.
- 053 EMP/EMI - comprehensive.
- 055 IEEE sponsored Applied Power Electronics  
conference. Unitrode Corp. Power Supply Design  
Seminar. Both offered latest info on power  
electronics design.
- 056 Principles of Heat Treating
- 062 Technical writing and technical communication were  
specially good and helpful.
- 063 Stress Management for Working Women. Dealing with  
Difficult People.
- 064 Memory Training/Development.
- 065 VAX - HONEYWELL - Systems ID - DCL
- 067 Computervisions CADD Training - I was not familiar  
with the CV System and 2 weeks covered just  
about everything I will ever need to know.
- 069 The English Course thru mail correspondence.
- 070 MBA related - finance, economics, research,  
accounting. These are all important for the  
career path that I wish to pursue.
- 078 SPC (Statistical Process Control) was very good in  
helping to control the various process of  
activity for scientific control and  
predictability.

- 079 Technical Presentations (more a communication class than technical) - this class helped me understand How to prepare for presentations and improved my presentation delivery.
- 081 I had a class/seminar on parallel distributed processing which while not relevant to my job was nevertheless very interesting.
- 083 The basic Corvison course. The teacher was excellent and the labs were well thought out (easy to follow).
- 084 All technical courses related to my job.
- 085 Practical Command of English Correspondence course was useful. Excellent printed examples.
- 086 Information Technology seminar - Knowledge Ware Training - Team Building.
- 087 Acoustic seminars by Bruel & Kjaer (B&K). They required homework to be done outside of class. That helped the learning process.
- 088 The Geometric Dimensioning & Tolerancing course by George Praitt taught at NAC - The Technical Writing course at NAC was a good course.
- 089 GPS course - Kalman Filtering course - - these were very relevant to what I was doing at NAC.
- 090 EXCEL Training - was able to learn in 1 day.
- 092 Technical courses that are specific to my job.
- 103 I've had several training courses that related specifically to my job responsibilities.
- 106 Aircraft Modification - good for sumitting ECP's & OSIP's.
- 108 COTR - Electronic Packaging - Vibration - EMI
- 109 Career Development for Women - made you take a look at your goals. Managing Career & Home - gave great ideas on how to do this.
- 110 How Congress Works - very helpful just to understand how our Government works, since I work for it.



- 124      Technical courses for continuing education rather than college courses. Very practical and applicable to job. Much more so than my experience w/college courses.
- 126      Retirement - super job!
- 128      The 5 day Advanced Electronic Assembly and Surface Mount Technology course was particularly interesting to me.
- 131      Daisey Training - Microprocessor Troubleshooting: - good instructors & subjects were work related.
- 132      Practical English and the Command of Words -- extremely beneficial reference material.
- 133      GD & T - well taught & applied to my job.  
DBASE III - well taught & applied to my job.  
BRAVO - applied to my job, but teaching could be improved.  
Shop Tour - well taught & applied to my job.
- 135      Mandatory classes - no real comment on whether good or bad. I just had to attend.
- 136      Dale Carnigie's Effective Speaking & Human Relations course.
- 137      "Microwave Measurement & Techniques" - Adams Microwave Consulting, Inc. -- "Surface-Mount Technology" Technology seminars. -- "Advanced Radar Concepts" - TOC.
- 138      A week long course at UCLA on Flexible Manufacturing. Project Management.
- 141      Instrumentation courses have helped me to better understand trouble shooting and the operation of lab instruments.
- 142      Statistical Process Control. Material was interesting and job related.
- 143      D/200 Shop Tour - very good in show what we can do here at NAC in manufacturing. Presentation class was good in developing further my speaking abilities & helped me in developing my teaching methods.

147 I.V. Masters in Public Affairs. Informatio  
Engineering, Arthur Young. Information  
Engineering, KnowledgeWare.

Q3 - What benefits did you see as a direct result of the training?

RESPONDENT

- 004 Make the job easier.
- 007 No benefits other than a feeling of general well-being and competence.
- 008 Improved writing skills.
- 009 Held w/people in Branch I work with.
- 020 Job related.
- 021 Making meetings work & public speaking have helped me in group situations and concentrating the efforts of myself and others.
- 022 Helps apply new technology in our work.
- 024 Exposure to new technologies and new systems in the defense world and public world.
- 032 Qualified to help Safety Dept and be safety liaison/chemical hygiene officer.
- 033 Prepared for emergencies.
- 035 Learned alot about areas in which my job revolves around. Were helpful in the everyday duties of my job.
- 037 Quicker use of the machine & better understanding.
- 042 Increased awareness of what is necessary in speaking about a subject. Increased confidence.
- 044 The demands of the soldering process - the heart of electronic manufacturing.
- 047 Never use it.

- 048 Immediate use and understanding of equipment.
- 051 Learned trends of technology, keep up with and availability with today technology.
- 053 Application to design effort.
- 055 Helped in building a better product. Good source of info.
- 056 Better enabled me to accomplish my job.
- 062 Better communication between engineers and management and I.
- 063 I learned to deal with stress. I can now effectively handle others.
- 064 Personal.
- 065 Flexibility on projects.
- 067 Efficiency - speed. Directly related to my work output.
- 069 Improve vocabularies and proper usage of words, phrases, and sentence structures.
- 078 Improve results and control in managing my laboratory.
- 079 I was able to present material in a manor such that the information was more clear and it helped boost my confidence.
- 081 None immediately, though it is useful to be aware of emerging technologies.
- 083 I was able to jump right in using the software on my job.
- 084 Increased knowledge.
- 085 Better able to choose the right word for an occasion. Technical reports require fewer drafts.
- 086 Very helpful in understanding what is needed to succeed in the future, and tools required.
- 087 Increased technical understanding.

- 088 I learned how to correctly dimension and tolerance parts.
- 089 A good contributor to my assignment in GPS.
- 090 Able to communicate effectively with fellow workers using EXCEL.
- 103 All courses I have taken resulted in increased awareness of how to better apply skills I have learned.
- 106 Provided good P.O.C. for the OSIP & ECP routes at NAVAIR.
- 108 These courses provided a basic definition as to how I should approach my job.
- 109 More focused on a direction to go.
- 124 Learned more about how to do job & how to do it better.
- 128 Increased knowledge and awareness that I then expanded to others.
- 131 Learned more NAC processes; helped on my manufacturing job both in design and implementation.
- 132 Knowledge of an excellent reference when needing or questioning grammar rules.
- 133 Enabled me to do my job more efficiently.
- 136 Improve my public speaking capabilities, learn how to deal w/relationships & reduce stress.
- 138 Applied directly to project that I was working on. Provided some useful tools for project managment.
- 141 I feel a little more confident in my job skills.
- 143 I was better able to handle teaching the courses I have started to teach here at NAC.
- 147 Better job performance. Knowledge of how to do my job.

Q4 - What other courses have you had that stand out in your mind as especially bad and why?

RESPONDENT

- 016 Two-day teambuilding at Bradford Woods - the branch was split into two groups the entire time (practically). Branch members were forced to attend by "Top Deck" management. Outdoor activities were sometimes impossible to complete, open to constant renegotiation of rules (not mentioned beforehand), and resulted in workman's compensation claim by at least one member for back injuries from a three foot drop.
- 020 Non-job related/you forget information if you don't use it.
- 035 I have been in many training classes where I got nothing out of them and they were just a waste of time - most of the time the class was misrepresented in the synopsis of what class is going to be about.
- 062 Some technical courses lasting less than one day which makes it hard to learn anything in such a short period of time.
- 067 NARDAC's SPECSINTACT course - they spent 2 days going step by step through all the menu choices of this software. I learned as much on my own using the on-line help and a little common sense.
- 074 Technical and oral presentations - too elementary.
- 083 Advanced VMS concepts taught by Digital Corp. The teacher was not very knowledgeable with the material and was not very helpful during the labs.
- 087 ILS - did'nt understand much of it. Too many acronyms.
- 108 Applicon-Bravo -- too lengthy, a big waste of time. Four weeks of training and I've never used the machine for anything!
- 124 Can't think of any especially bad courses other than possibly some mandatory courses.

- 128 Any course that underestimates the average intelligence level of the students & moves too slowly is poor!
- 131 Formal Statistics - video outdated/methods outdated.
- 133 How to do Business w D/200 - not organized tour of the EWB SECTION - poorly organized.
- 146 Course on Spot-Welding and Microprocessor Engineering and Electronics packaging course; all three were sponsored by NAC and caught by profit hungry professional associates that could'nt relate the topic to anyone but those who are intimately familiar with the subject.
- 147 Digital Equipment Corp. for DCCF.

**G. PART G - OVERALL EVALUATION OF NAC'S TRAINING PROGRAM**

Q1 - Overall, how would you rate NAC's training program?  
N = 147

| <u>RESPONSE</u> | <u>FREQUENCY</u> | <u>PERCENT</u> |
|-----------------|------------------|----------------|
| UNSAT           | 3                | 2.1            |
| BELOW AVG       | 17               | 11.8           |
| AVERAGE         | 78               | 54.2           |
| ABOVE AVG       | 43               | 29.9           |
| EXCELLENT       | 3                | 2.1            |
| DID NOT ANSWER  | 3                |                |

Q2 - What would be your "wish list" for courses offered through NAC? PLEASE SPECIFY WHAT COURSES, IN ANY SUBJECT AREA, THAT YOU WOULD BE INTERESTED IN TAKING IF THEY WERE OFFERED.

RESPONDENT

- 001 Anything concerning computers, digital design, communications, or optics that is very current.
- 002 Software Engineering.
- 003 I've given up on NAC-Sponsored training.
- 004 More job related courses; technical. Only persons selected to become supervisors should be allowed to take management courses, not like now. More people to complete their graduate degrees & then give them a step increase.
- 006 Microprocessor Interfacing; 1553 Controller Bus Use; VHDL Software Training; IC Design; C-Programming; Testability Architectures (P1149.1); Electronic Systems Engineering.
- 007 Chemistry - advanced organic & laboratory & use of instruments. Engineering General. Management training for non-supervisory people.
- 009 Management training. Corporate Policy. Government Policy. TQM. Deming.
- 010 Self-improvement such as memory & listening courses. As well as any course which helps with communication skills.

- 011 More classes on composite materials & processing, managerial classes, time organization, project organization.
- 012 Humanities.
- 013 War games.
- 014 Contract courses for technical types. More program/project management courses.
- 015 Statistical Process Control. Composite materials.
- 016 Computer courses - especially C. Reliability for MIL-STD-781.
- 020 RF Theory/Receiver/Transmitter Design.
- 021 Mil Standards in Digital/Analog design, should be required of all engineers. MIL Standards in software design should be required for all software personnel. These courses should be given to develop a NAC standard and include the elements of documentation, logistics, provisioning, and MIL-STD post/test requirements.
- 022 Surface mount - a course that discusses what parts are available, what will become available soon. High frequency power supplies - discussing technical "how-to", not a cursory examination of the topic.
- 023 Business (Finance).
- 025 Software management course.
- 026 Management courses.
- 028 Graduate courses on Computer Science. Classes on the different Government agencies. Aviation classes (flying, navigation).
- 031 More general training in different, broad areas - I'd like to get a taste of other subjects, without getting buried in detail. Later, if I decide I like the subject, I'll take the more detailed courses. Better put, I'd like "try it to see if I like it" type courses.
- 032 Project Management.



- 033 CAD for mechanical engineers.
- 034 Computer Architecture. Avionics Integration.  
Video Processing.
- 035 C Programming - also C++.
- 036 Supervisory training available to people who are not officially "supervisors" but whose responsibilities include supervision and people management. Project Leadership training for non-supervisory employees.
- 037 Math & English.
- 040 Washington arena.
- 041 Electronic warfare.
- 043 AMA & NAEI courses.
- 044 More courses on the ins & outs of the Government procurement processes. More training sessions about the various organizations and divisions within NAC and how they interface - excellent for new hires.
- 045 Technical Presentation, technical writing, and Oracle courses.
- 046 Not for me, but for most of NAC - a computer literacy course is very much needed for NAC employees. Bring DEC computer courses on site; taught by DEC, not 3rd parties.
- 047 Technical college classes at night (training center).
- 048 Courses leading to accredited MBA.
- 049 Need technical training courses for the "non-degreed" technical staff/worker. Need overview technical courses for "degreed" technical staff/workers working outside the discipline in which they have degrees.
- 051 Advanced Geometric Dimensions & Tolerances.
- 052 I would like to see more computer science related courses.

- 053 Any course in statistics other than TQM application.
- 057 Legal & Social foundations of Management - MGMT 630 (Purdue) --- Behavior in Organizations - OBHR 681 (Purdue) --- Industrial Psychology - (Purdue) --- Labor Relations - (Purdue).
- 060 Fluid Dynamics - Thermo Dynamics - EMI prevention - EE for non-EE's - Looking for Electronics - Design for Manufacturing.
- 062 More electrical engineering courses, electronics communications, etc, would be very helpful in my current job. Also would like to get involved in managerial courses which are currently unavailable to me (only to supervisors!!)
- 063 Effective negotiation techniques - I think we, at NAC, have to do a lot of negotiations here but many of us don't have the skills to do it effectively.
- 064 Training in usage of certain comp programs. Right now have to learn by trail & error.
- 065 Open
- 068 Management - Deming implementation, Business Strategies, Business Plans  
Technical - NEC Code, Fire Code, Security Systems, Fiber Optics Networks, Elect Eng Design for Facilities, Electrical Engineering, Computer Science, CADD Systems
- 069 Communication Skills - how to deal with different personalities, how to improve and open the communication lines so that everyone is on the same wavelength.  
Listening Skills.
- 070 Finance - Management (NAC & General Skills) - Accounting - Personal Development - Stress Management
- 071 1 - NAC Management/Corporate Philosophy  
2 - NAC/Navy Budgeting Process  
3 - NAC Cost Accounting Methodology
- 073 Digital Signal Processing

More computer hardware/software classes.

- 076     1. PC - DOS (Disk Operating System)  
         2. PC - Software (Wordperfect, Spreadsheets, etc)
- 078     Computer program training for every employee in the  
         plant.
- 079     I would like to see a structured outline of what  
         courses would be required in order to be  
         considered for a branch head position. In  
         other words, a road map of courses or a  
         structured management program for  
         engineers/scientists to prepare them for branch  
         head level positions.
- 080     Any graduate level EE courses taught in person at  
         NAC would be great.
- 082     Any analog circuit design/analysis course.  
         Any Power Supply design/analysis course.
- 083     More courses on new software which is put to use at  
         NAC. Usually you have to learn it on the job.  
         This causes a lot of time to be wasted until  
         you get yourself up to speed.
- 085     How a project comes from NAVAIR and flows through  
         NAC. How the directors decide the direction  
         NAC is going. What technologies are presently  
         used at NAC and what new technologies we will  
         be pursuing. Any courses involving hazardous  
         waste minimization.
- 087     Acoustic classes. Electro-Acoustic (microphone,  
         earphone design). More on-site math courses.
- 088     A better graduate program so more people can take  
         graduate classes full time for a semester, and  
         reduce the number of graduate hours to 9 which  
         most schools recommend.
- 091     Courses that develop the employee such as Zig  
         Ziglar's Born To Win Course.
- 092     Time Management. Technical Courses.
- 093     Job related courses: identify the tasks and train  
         employees to perform those tasks effectively.

- 095     Engineering briefs on new technologies. How to arrive at a win-win situation when dealing with NAVAIF. Project Management Basics.
- 096     More management courses - personnel management as well as time management, stress management. Inter-departmental training - such as the current "how to do business with D/200", i.e., D/600 etc.
- 099     Courses I wish to take are available through the Purdue TV network.
- 101     1. Communication design & measurement practices.  
2. Microprocessor programming.
- 103     Find a happy medium between the very basic classes that are offered for those w/o a degree, & the very technically oriented classes for engineers.
- 104     Linear Amplifiers. Operational AMPS. Signals & Noise in Receivers. How to Design Transmitters (YOU ASKED!)
- 105     More technical courses that would help in designing military type subjects and in general.
- 106     Program Management I and II DSMC (Defense System Management College)
- 108     EMI - Radar Signature - Logistics - Materials - Quality - Project Management - Reliability - COTR - Electronic Packaging.
- 110     More of the same in management training, anything in building construction.
- 111     Latest developments in Thin Film Hybrids. Future direction of micro-electronics.
- 112     Environmental Forensics Analysis. Legal issues - scientific impact. Project Management.
- 116     Writing Communication. Supervision. Electronics.
- 117     Dale Carnegie - it isn't offered enough. Management classes in motivation, basic management, time management.

- 118 MBA courses with how NAC/NAVY does business emphasis.
- 120 Advanced ADA Programming, Intro to VAX/VMS operating systems, Advanced VAX/VMS operating system, DEC Command Language, Courses required to convert computer scientists into computer engineers.
- 121 Real-Time software systems. Multitasking computer systems.
- 124 Civil Engineering. Construction. Leadership for non-supervisors. Project Management (Design Management).
- 127 Public works courses. Since we all depend on these so much. Facility Planning. Facility Project Management. Would like very much to get a masters in Facility Planning but no courses available locally.
- 128 Management of Mid-Life Career Peaking.
- 131 Microprocessor Design. Accounting 101.
- 133 More computer training.
- 134 I think more courses/tours regarding NAC's capabilities are needed for the engineers, particularly project engineers or anyone interfacing with sponsors in Washington, D.C.!! I am also interested in management development courses as well as "personal development/leadership courses, such as Dale Carnegie courses.
- 136 More management courses for other existing management and those currently in management development programs.
- 138 Engineering - program management. Detailed training for each branch (branch specific) on forms - what forms are used, why, how.
- 139 More computer training - especially fundamental training for VAX, since it is the new CCF.
- 140 Logistics courses offered on site during business hours more often, e.g. ILS courses.

- 141 Maybe some refresher courses for computer applications (ex: DBASE course, other data base programs)
- 142 Advanced Statistics
- 143 Geometric Dimensioning & Tolerancy (was cancelled for FY 91) and Time Systems Organizer.

Q3 - What recommendations would you make to improve the way training is done at NAC?

RESPONDENT

- 003 Hire qualified individuals to manage training for scientists and engineers.
- 004 More courses, give a little time off to attend those courses.
- 005 If classes are given off-station, such as IUPUI, it should not be necessary to take leave to register, take care of billing, etc. If NAC is willing to pay for the course, they should be willing to pay for what it takes to get into the course.
- 006
  - 1. Have the bloody manuals/books before the class begins.
  - 2. Make some work time available for college class study (perhaps a study room).
  - 3. Hold no training on-site; supervisors "snag" students during most on-site training!
- 007 Aggressive promotion of training opportunities to employees. More material on training opportunities to employees. Encourage supervisors to promote training. More college level advanced courses in chemistry and engineering made available on site. Generous funding of TDY to technical training courses offered by professional organizations & private companies.

- 008      Need to offer more hands-on training that is relevant to the job you are doing now or will be doing in the near future.
- 009      It should all be listed in O.A. system & accessible by all NAC employees & left up to supervisors if employee may attend.
- 011      Since I have only been here a year, I have not had much opportunity to experience much of the training that is offered. One recommendation would be to notify employees what is available. I, truthfully, am not sure what is available. I would sign up more often for classes if I knew what is out there.
- 012      Lots of NAC courses are driven by fads - for instance Deming & TQM. Most people found these to please the boss & to fill the quotas.
- 013      If a course is popular, offer it multiple times so that all interested personnel may attend. Concentrate on getting applicable courses for NAC employees. Many courses do not offer anything that could benefit the employee at NAC. Offer courses on how to get things done in NAC's system.
- 014      Increase the training budget. Offer more program type courses as opposed to technical courses. Ensure that all training announcements go to all personnel. In some branches, the announcement goes from the training folks to the training contact in the division to the branch manager. And the branch manager may decide that he thinks no one in his branch is interested in the course and not pass it on to the branch. And some personnel have missed out on courses because of this.
- 015      In the past, the training department did not seem very well organized. It was not uncommon to have paperwork lost by them, and employees would have to write things up again.
- 017      Standardize the means that upcoming courses are advertized. Within my division, the mean ranges from a branch manager passing info on to individuals as he desires appropriate to another branch manager that passes all announcements on to all employees.

- 018 Get people on staff that understand education.  
Make that division lean and mean.
- 020 Better notification of available training.
- 021 Notify person who was not selected. If enough  
interest indicates they will be apart of a  
future class. This would create the appearance  
that NAC does care. No notification at all  
leads to the "I won't be selected, why try"  
attitude.
- 022 The greatest problem for me is that few courses  
exist anywhere that are truly useful for my  
work. Rather than attempt to provide shallow  
courses on this technical material, NAC should  
encourage us to attend these few useful courses  
and few useful conferences whenever they are  
available. This likely involves travel, and  
absence from the job for a week at a time, but  
it would be much more beneficial than many 1/2  
day courses on diverse topics.
- 024 I always get the impression that training is not  
organized - the reason being that I never now  
about roster selection until I have already  
made other plans (on-site courses), so I always  
have to miss the class.
- 025 Let us take more than 1 course a year if it relates  
to our work.
- 027 If there are more people that want to take a  
training course than is allotted, increase the  
course size to meet the demand.
- 029 Post more info on ALL courses or training offered.
- 030 Provide employees with an accurate (as much as we  
know) listing of what courses will be offered,  
when and cost for each fiscal year. Currently,  
planning employees career development, with  
limited budgets, is impossible!!!!!!
- 032 Watch how training/conferences are scheduled during  
the last two months of any FY because travel  
money is usually spent by then.
- 033 Better descriptions of courses offered.



- 035 When ranking people to take the course, compare the course subject to the person's job description. Don't put a bunch of people in a course that isn't designed for them.
- 036 Increase budget allowance for training. Seek out training and make selections based on the most useful and desirable courses and cut out the rinky-dink classes.
- 037 Identify these are available when you begin work or post a copy somewhere. (typed as written) I would like get in touch with someone about other course which relate to my department.
- 038 Training dollars can't be the method of "balancing the budget" - If they are serious about a well trained workforce, have IDPs approved, budgeted for & class available to meet them. Don't let job problems pull someone from class "as they are the only one to solve it" (or others think they are). If a class is only offered at the time the employee needs it in Florida, don't threaten to turn down the request & force them to take it 3 months later in Chicago because its cheaper. Trust the employee to know his job & the training needed.
- 039 Maybe sponsor more on-site courses offered by technical associations to which NAC employees belong. Also, college courses offered on-site (other than basic courses such as English or Algebra).
- 040 A list of courses that will be offered 6 months to 1 year ahead of time.
- 041 Give us more control over the courses we wish to take.
- 043 For those of us who travel, it is critical to get the training information. Perhaps a master list (continually updated) could be kept of those employees who are interested in training, but are not always available for announcements. OA could be used to send out this information. D/920 is good about relaying training info on OA.
- 044 The rhetoric used to promote training at NAC does not MATCH the monetary commitment to it. If

the funds are low don't promote it so much and vice-versa. Increase funding! Be more selective of the trainers and consultants that NAC hires to train us.

- 045 Training needs to be available to employees that have requested a need. When a course is in demand everyone should have the opportunity to attend the course.
- 047 Experience has to be equally weighed with training.
- 049 Statistical/experimental design training should be given on a regular basis to most engineers and scientists. Computer software training needs of each technic 1 person should be reviewed 3 or 4 times yearly. Some technical people at NAC should be encouraged to teach on-site courses to NAC employees.
- 050 I have been given as many opportunities as I can handle. I have had good response from the NAC training department.
- 051 Training site is just as important as the course itself. Hope NAC training representatives keep this in mind.
- 053 Set up a standard mandatory set of courses for new-hire engineers.
- 055 There are a lot of courses at NAC, especially personal development courses, which should be taken on employees time and cost. Need much greater flexibility in allowing employees to take private/organization sponsored courses.
- 056 A yearly projection & 5 year projection. These opportunities are well delineated in the MDP MEP & SDP as well as the MPA program (Master of Public Affairs). The opportunities just started too late in my tenure at NAC. There is NO reason why a young person with desire & ability cannot accomplish their dream while employed at NAC. The programs are there. It's just a matter of someone being inquisitive enough to ask! If a person has a mentor, it is a definite help.

- 057 Improve the organization of the video room & maintain the video equipment. Increase the size of the video facility.
- 058 Make training people and the type of training accessible to the general public i.e., a list on OA of available training.
- 059 Provide better and more information about courses that are available.
- 060 Give us a budget for training at the beginning of the year and then leave it alone. Every year, after the IDPs have been submitted, and plans have been made, the money gets yanked.  
Training is how you maintain the quality of your employees. I honestly don't believe management wants to support the TQM they preach. Training & Education is a major part of it. But every year, it is the first area to be eliminated when money gets a little tight.  
I highly resent the attitude that if they train an employee, he will just leave sooner. The way I feel about it, if they can't commit themselves to invest in their most valuable asset, I don't want to work here. Since they have proven that they won't commit, I am going to look for another job soon. I'm one of many employees who is just tired of working at NAC.  
BYE
- 061 Not all, but some NAC courses are too full of generalities, slogans and buzz words. These courses should be revised to contain more substance and less fluff.
- 062 Better dissimination of available training to the engineers, including OA messages, mailings and posting of courses available to us.
- 063 I don't think everyone has a chance to get training simply because they don't see the announcements. There has to be a better way of distributing!
- 065 Allow the training opportunities to be fair.
- 067 All formal training should be done in a setting other than NAC. This allows for a less formal, less tense atmosphere (easy to learn). It

lets the student put their job out of their mind and allows new ideas in.

- 068     Execute a media campaign to show what is available, open training to more personnel, provide career counseling to people.
- 069     More training needs to be offered like home study courses so that each individual can perform the training at his/her own pace.
- 070
  - 1.    Make access to training easier.
  - 2.    "Advertise" types of training being offered.
  - 3.    Ease restrictions on job-relatedness.
  - 4.    Eliminate certain unnecessary training classes.
- 071     Make it more accessible to individuals and reduce the amount of "wholesale" department or division wide training.
- 072     Training should track closely w/current or anticipated responsibilities. Also the employer should be able to recognize immediate compensation for participating in training. The most valued and performed types of classes are those where the format calls for both lecture and student participation, including verbally & via class exercises. Also when the subject matter relates directly to the goals and functions of the Navy (specifically NAC). I feel fortunate to work for a branch manager who supports training. I personally know other NAC employees with the same job responsibilities who do not get the training I have received.
- 073     Time frames for frequently given classes should be listed. People should be notified they were not selected and why.
- 074     Provide courses which deal with what procedures and forms should be followed & prepared when dealing with organizations such as supply, public works, and other service organizations. This is always a nebulous area and a lack of consistency of input & output exists with both user and service organizations.
- 076     Collect information from IDPs and relate it to the training program.

- 077 Maintain a network data base that people can access with their PC of courses past, present and future so that people will have a direct way to get the info they need.
- 078 Random training during the workday of one - two hrs. (not too long or all day)
- 079 I would like to see a catalogue of courses that would be available on OA of what upcoming courses will be held in the future as opposed to having class training notifications being forwarded to one as they become available. It would be much more efficient if I could look through a catalog of available courses on a weekly basis than to have these forwarded to me on an individual basis in the form of OA messages.
- 080 I have found NTU's broad selection of courses and format geared toward working engineers has renewed my interest in a M.S. But my branch managers complain about costs. It would be nice if they realized that a semester with tests yields more than a seminar with donuts.
- 081 I am aware that NAC offers courses and occasionally am asked if I would be interested, but either they are not relevant or are about something that I could more easily learn in a less painful way; say, by asking someone in the branch. All of which is merely to say that I like the current setup and am not eager to take a lot of classes.
- 084 More off-station training should be made available for the employees.
- 085 A bulletin board on the OA system.  
- show courses offered in the past 12 mo  
- those courses planned in next 12 mo  
- sample evaluations of past courses  
- budgetary costs associated with each  
A few of the frills would be nice such as rolls and coffee/tea for courses at the Marriott or Holiday Inn.
- 086 More O.J.T. Better training of all NAC operations. Many do not know what the different functions of NAC are.

- 087     Require successful passing of all training via tests. Not just on college university courses.
- 088     Try to have an official list of recommended courses for specific job titles and have more of those on station.
- 090     Continue CPR training. After people earn degrees, NAC should use these people (give them an opportunity to apply what they learn). In this way, training is indirectly applied to the performance appraisal. NAC loses too many good people because they train them and then leave them in their current job assignment. NAC should seek out opportunities and reassign these people. Otherwise people trained feel like they have wasted their time and look to other companies to appreciate their new skills and knowledge. Many times NAC trains the people possessing great skills and knowledge, promotes the rum-dums or brown-noses, and then lose the people they train. NAC has great training. They need to keep their people!
- 091     I would like to participate in and see more of internal training at NAC. I like people and I like to teach. I enjoyed teaching a course here at NAC on the D. O. D. Hazard Communication Program. I did teach it as well as any outside vendor would have. I was accepted by the employees who knew me and my background. There are many capable, qualified, willing employees here who can conduct technical training, as well as or better than outside contractors. I have felt a hesitance on the part of NAC management to allow this type of training at NAC.
- 093     Use Quality Functional Deployment (QFD) to identify the needs and wants of each area and then offer training to perform better on the job.
- 095     Some sort of recommended (as opposed to mandatory) training program for specific series (0855, 0346). Training is so haphazard at NAC - it seems to consist of just someone wanting a course and having enough people to back him/her up. A perfect example is the Anacostia Logistics Series. After a review of these, I really felt like I should have taken some before others. The only way I find out about

things like this is strictly word of mouth. Maybe if training worked on something like this, they may see some of the holes I've described in this survey that they need to fill.

Another improvement would be for NAC to make an investment in its future by devoting more dollars to training. I was told by my department director that NAC had very little money left for training and nothing was going to be done about it. If implemented correctly, training can get an employee out of the office for a week, learn something, and maybe encourage that employee to stay.

Finally, I'd recommend that the training department continue using the IDP as a basis for trainee and training selection. This may keep some people who don't belong in some classes (i.e., just want to get away for a week) out and encourages the employee to think about what he/she wants to do with his/her career. I know in my division requests for IDPs are generally ignored, if the branch managers request them at all.

- 097 More visible and better organized way of handling the process.
- 100 Get department discrimination or employee preference out of the way. Management should have a better attitude and respect toward individuals that have made a choice to stay technical instead toward management career path.
- 101
  - 1. Have a "learning lab" where people can use a VCR, a small monitor, and headphones to watch specific tapes. Encourage individual study.
  - 2. If someone is turned down for a class let them know when the next will be offered. Presently we are asked to indicate an interest, the list is sent away and we may never hear anything again.
- 103 Throw in some fun & interesting classes now & then.
- 104 Needs to be more technical - less management - more openly publicized. Used to have the Professional Development Committee - that was a better way to get info.

- 105 More training is needed in "knowing the inner workings" here at NAC. I have had other young engineers under me that "you have to lead them through each step". More is being done to educate them, but they usually have to do it to "learn it". Sometimes they get the run-around because they don't know what to do.
- 106 Provide funding for larger courses such as PMI & II at DSMC outside of Division training funds.
- 107
1. Much too passive - they should actively work to help me.
  2. When I apply for a class to me Yes or No and if No, why? How or what can I do to be included?
  3. Too remote, I work through at least one person who works with them through electronic mail.
  4. Better prepared offerings - what it does when its available who would benefit.
- 108 Get rid of stupid courses that waste your time like "Shop Tour" and "How to do Business with D/200". Don't make any courses mandatory, but provide guidance so that people know what courses are available and can make intelligent decisions about what courses are applicable to their job situation and personal development.
- 110 Get the work out more effectively. OA has helped, but many times don't get word until too late to plan for, especially out-of-town training.
- 111 It seems as tho there is little relationship between the desire (or need) for courses and the amount of \$ available. It is discouraging to keep putting courses down on an IDP and (seldom) being allowed to attend. IDPs are never looked at during the year.
- 112 Be sure people are not taking courses which will have no benefit to NAC and the individual. This is not to be "vacation time", and I have the feeling that many people have this feeling, and are abusing the system!
- 113 Prepare well ahead of time with good information or content. Look to future needs of individuals and NAC.
- 114 Provide feedback on other people's comments regarding courses.



- 115 Follow-up questionnaires 3 to 6 months following training.
- 116 Evaluate training background of individual.  
Determine the new goals of individuals.  
Discuss with individual how to improve his skills (technical or administrative). Publish a training plan.
- 119 Everyone should have a training budget to be expended by everyone individually.
- 120 There should be a more structured way to find out what courses are offered and by whom. Instead we fend for ourselves which is very unproductive and time consuming.  
I believe there should be a special counselors in the training department as well as our department who are aware of the needs of the software related community at NAC. These persons can help us structure our training plans to help us correct any deficiencies we may have.
- 122 Increase funding for training and give more incentive to take more classes.
- 124 Find a way to make known a variety of courses and where and when they take place. For example, in my subject area, Training/Personnel have no information (to my knowledge) of courses available. I have to try to get on mailing lists from organizations and universities to try to get the information myself. In general, approximately 98% of the training I've received has been based on courses I've found out about myself or through engineers in my division and then applied for.
- 125 Maybe there are some good classes out there, but nobody advertises them. You have to dig to find one. No one in personnel knows what's going on.
- 127 Let everyone know about it.
- 128 I think there should be a "template" or "cluster of courses" identified as not mandatory, but useful in helping to prepare individuals for promotion to branch manager, division director, project engineer, program manager, deputy

department director, department director, etc.  
Good Survey!

- 130 Realization that some of the best "training" can occur by attending conferences.
- 131 Since they've gone to our office automation, more people can see what courses are available. I think more definite assurance on the site is needed. Also, more "heads-up" notice is being implemented which they needed.
- 132 I'm not sure if a little less than a year is enough of a time frame to answer this but I think that the fact that training is offered is excellent. My only concern is that getting available training information may not be adequate.
- 134 Perhaps a data base is needed which provides information on courses such as topics covered, opinions from previous attendees, etc.
- 135 Develop better feedback and monitoring method. This survey was a bit long. You probably will see respondent apathy to the survey about half way through. Also, some of the question wording was leading. I felt somewhat required to give certain answers. Finally, I hope the analysis will not be just giving percents and having conclusions on those percent that are not consistent, i.e., stating 37% responded D and thats bad and later (on a different question) stating "67% responded at least at N and thats good."
- 136 Make training more available across department" and across the different professions. When certain courses are offered, one can often guess (accurately) who is going to be selected or nominated for the most desirable classes.
- 138 I would like to see branch managers become more involved in training & developing their employees. This would require that they be trained themselves. At the very least a "division trainer" should be in each division to teach employees how NAC works and how various systems that the division uses works.
- 140 Find a way to help people have the time to take the courses.

- 141     Maybe some training could be directed towards specific areas. That way we would not temporarily lose expertise when someone left or retired.
- 142     Offer counseling in career path evaluation. Person could pick specific courses to be taken at particular times. (much like a college curriculum).
- 143     Make the training funds more available for new employees. And offer the new employees an opportunity to train before they are thrown into work.
- 145     Have "electronically" (computer driven) system informing everyone the courses being offered and when. Also, have an outline developed for major job classification individuals would need to take, i.e., Project Management, Computer Sciences, Management, etc.
- 146     If NAC intends to really train its employees they must not do so just to fill in quota requirements by the managements but must seriously consider the true value of teaching and learning to benefit the manufacturing and welfare of this place and its people.

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