**Detailing and Manpower Utilization Issues in US Navy Training**

An Independent Learning Project Presented by

Craig Donovan Logsdon

to

William McMican

Faculty Advisor

in partial fulfillment of the

requirements for the degree of

Master of Management

Cambridge College

Chesapeake, Virginia Campus

Cambridge, Massachusetts

April 2014

This is an unpublished Independent Learning Project

in which copyright subsists

© Copyright by Craig Donovan Logsdon

April 2014

All rights reserved.

Since this manuscript is not intended for publication, some of the charts, graphs, photos, pictures, and drawings were used without permission of the authors. This copy is not for distribution to the public.

**Acknowledgments**

I would like to thank myself for taking the time and dedication to achieve my Master’s degree. I have listened to someone say that some people do not want to be President of the United States which my interpretation says they don’t want to amount to anything in life. I have worked hard for all degrees and receiving my Master’s is my greatest achievement.

# Abstract

Improvement in the management, training, and assignment of Navy instructors are needed. It is critical that experienced and non-experienced subject matter experts be assigned in instructional environments. Analysis of process what a service member goes through in their overall goal to be an instructor, whether they are successful or unsuccessful and why the system works or it fails. Interviews conducted with those who were at the Director Level of training to a career counselor who helped in the screening process. This provides insight on the instructor screening process and the required training in route to be an instructor. There is no single solution to the detailing and manpower management with in US Navy training community.

Keywords: instructor, training, screening, NEC, classification, command, multimedia

**Table of Contents**

[Abstract 3](#_Toc387409315)

[Introduction 1](#_Toc387409316)

[Overview 1](#_Toc387409317)

[Problem Statement 1](#_Toc387409318)

[Rationale 4](#_Toc387409319)

[Literature Review 6](#_Toc387409320)

[Online Assignments for Personnel 6](#_Toc387409321)

[Guidance Manuals 7](#_Toc387409322)

[Manning Levels at Training Commands 11](#_Toc387409323)

[Vocational Skills Test 13](#_Toc387409324)

[Job Experience 14](#_Toc387409325)

[Training Aids 15](#_Toc387409326)

[Professional Appearance of the Instructor 17](#_Toc387409327)

[Variables in Training 19](#_Toc387409328)

[Methodology 21](#_Toc387409329)

[Data Analysis - Findings 25](#_Toc387409330)

[Conclusions 41](#_Toc387409331)

[References 43](#_Toc387409332)

[Appendix 46](#_Toc387409333)

# Introduction

## Overview

Military personnel are assigned to Navy organizations for periods of two to four years. This is an ongoing process of personnel rotation and assignment to positions of increased responsibility with in the Navy. When an organizations primary mission is training, sailors are often assigned to positions (or billets) where they are expected to perform duties as instructors. In many cases, those assigned to these instructor positions lack the needed instructor qualifications. In other cases they may lack the technical content expertise for their assignment. This is a study of the assignment and training process. The author has identified some variables that may impact the assignment of sailors helping them become effective instructors and participate in the training community.

There are common areas in the detailing process for Navy training instructors that effect the utilization of service members. This includes those qualified as instructors and those who don’t have the training needed to instruct junior and seasoned sailors. The process of being selected to be an instructor involves the service member, their current command, the management in charge of distributing skilled manpower, and the command in which they are assigned. Instructions are provided for guidance on the detailing process, with details for all, from the service member to senior management responsible for overseeing manning.

## Problem Statement

When military personnel report to the training command, they choose their orders prior to reporting. Dependent on the orders, they may already have a classification (qualification) code for the course or they are to teach. A classification code identifies someone proficient in the job skill where they have worked for a designated amount of time. Orders assign an individual to a command billet.. Detailers who issue the orders sometimes fail to recognize the qualifications of the sailors they are sending to these commands to fill training positions. A detailer looks at manpower needs throughout the Navy and then identifies open positions where specific skills are needed. This could be someone who works in administration, a jet mechanic, dental technician, etc. Normally, an instructor reporting to a training command should have recent fleet experience specific to that course of instruction. Fleet experience requires someone who has worked in that specific job skill for several years and has developed expertise in the job. This is beneficial to the students going through those courses because this will help them become the future subject matter experts in that field.

At training commands, middle level managers have specific requirements to fill when an instructor is assigned and must decide on the best, most suitable position for the person. When an instructor is assigned to a training command that doesn’t have the experience or required qualification codes, it hurts the command. The new instructor would have to sit through a course of instruction and learn the material prior to teaching it. This could take anywhere from one month to six months, or even longer. After that process, the new instructor would need to complete the entire course as an instructor under instruction, to annotate their own instructor guides. This means that they would have to view someone teaching the same material, they would later be instructing. They would then have their own instructor guide, annotated to the specific requirements of each lesson. The process is completed with the instructor teaching all lessons, and if appropriate, providing all needed demonstrations. The goal is to have the process goes smoothly without any failed critiques. If new instructor fails a critique, they would need to wait until the next convening classes to teach under instruction a second time. They would also be expected to perform an instructor teach when time permits. An instructor-teach is a condensed version of a lesson, taught to other qualified instructors who provide feedback on how to correct teaching issues.

When reporting to a new training command, instructors may not be utilized for the billet in which they were originally assigned by the detailer. Based on other classification code they possess, they could be assigned to a different course of instruction. This could have a negative impact for the course they were supposed to be teaching, because some skills or billets are not fully staffed. The Enlisted Distribution Verification Report, a report that determines the number of instructors with each classification code for the command, to ensure enough instructors is allotted. Upper level management still needs to be proactive informing the detailers of problems they are experiencing in placing qualified instructors in open billets.

After a sailor is assigned to a training command for a period of about three years, they are transferred to other duty assignments. On the other hand, civilians instructors provide continuity, because they are assigned for years, or until they take position elsewhere. The impact of needing to qualify military personnel is time consuming and dependent on their ability to comprehend and teach the lesson plans. Do a new instructor have the skillset to teach? What teaching ability and technical skills do they possess? The screening process of instructors applying for teaching postions requires that the detailers and middle level management chose the best candidates possible for each assignment, and not just fill a vacancy.

It is critical that the military students receive the best possible training taught by qualified instructors. Each instructor assigned to a training command needs to be trained and utilized in the right environment specific to their ability. What process can be implemented to ensure they qualify on time and what can they be taught along the way to become better instructors?

## Rationale

The current qualification process for instructors requires a one month school of basic instructor training. The next step is to qualify in specific areas of the course of instruction. This requires teaching all lessons that meet the qualification process. Once completed, a member would be certified as an instructor to teach any and all material. Qualifying requires satisfactory completion of all critiques. A course of instruction is typically 4 months in length this requires two class sessions to teach under instruction, before being fully qualified. This usually means a qualified instructor would have two years remaining to teach, before being transferred to next assignment.

Civilian instructors go through the same qualification process as a military instructor, having to teach all lessons and demonstrations, passing all critiques, to become fully qualified. Qualifying civilian instructors have an advantage because they already possess the needed skills so their qualification time is shortened. When a military instructor doesn’t possess the appropriate skills, the qualification time is longer. A military instructor without the needed skills, would need attend two months of training just to get a classification code. They would then need to complete all skillset projects with an 85% or better. . Finally, the instructor would need to perform all lessons and demonstrations with satisfactorily critiques to become a fully qualified Civilian instructors provide consistency, stability and subject matter expertise need in teaching, because their primary focus is to instruct. The civilians are hired to teach specific courses of instruction because they already possess the specific technical knowledge and needed skills. A civilian still needs to qualify to instruct each specific course. Having a specific skillset for a course, it doesn’t mean they are automatically qualified. Civilian instructors have to follow the same qualification path as a military member to get a letter of appointment to instruct.

# Literature Review

## Online Assignments for Personnel

The Career Management System (CMS) Interactive Detailing (ID) provides sailor’s a tool to help them select a new duty station. It is an interactive program that allows a US Navy sailor communicate with the detailer about preferences for a new duty station. “The Web-based system allows Sailors to view available jobs and make their own applications or through their Command Career Counselor.” (Navy U. S., Naval Personnel Command: Reference Library, 2013, p. 1) He or she would select proposed assignments from a list of available positions, selecting from a list of open jobsand specific positions.

This requisition could be for overseas duty, instructor duty, or selection from a group of ships by location, recruiting duty, or any other position that would be available. These requisitions are specific to the job skills for each assignment. These job skills could be anything from a medical corpsman, who works in the medical field, to electronics technician, whose main focus would be on anything from communications to radars.

Sailors usually have a nine month timeframe prior to their next assignment to request orders to their next duty station. Detailers make the actual assignments based on the needs of the Navy. Unfortunately, this could mean individuals end up going somewhere they did not request, which can have a negative impact on their morale and their career. When establishing a career path, certain assignments help a sailor meet promotion requirements with in the Navy. When assigned to a duty that he or she doesn’t want, this could affect advancement opportunities or attitude about the Navy. As a result, their performance could suffer.

CMS ID is important because it is the first step in the process for sailors to choose their next duty station, whether it be a sea or shore billet. Once they select a requisition, the next process involves a screening process. Since more than one sailor could apply for any open position, the best candidate would be selected for orders in the final overall process. CITE

CMS ID helps in their career path planning because, dependent ona sailors job skills, they can focus on what they’ve accomplished and what they need to qualify for advancement. When they perform these duties on sea duty or even shore duty and when they apply for an instructor position, they will be prepared. They also have the ability to learn a new job skill becoming an instructor within their rate and fulfilling requirements for a future duty station, if they stay in the training community.

## Guidance Manuals

The Navy Military Personnel Manual (MILPERS) is a manual of directives for naval personnel to follow from initial assignment, to changing duty stations, to separation from the Navy. “NAVPERS 15560D, Naval Military Personnel Manual is issued under Navy Regulations, 1990, Article 0105, for direction and guidance, and contains policy, rules, and practices for administration of military personnel within Navy.” (Navy U. S., Naval Military Personnel Manual, 2002, p. 3)

This manual is the rule book that establishes responsibility, defines positions, and establishes command authority. One of the main areas that pertain to instructors is MILPERS 1306-953. This section in the manual provides background on what an instructor might expect in their journey to become a qualified instructor. “Personnel selected for duty as instructors will learn methods and techniques of training either via instructor school prior to transferring to the appropriate activity for duty as an instructor, or through a command sponsored Instructor Development Training (IDT) program upon arrival at the appropriate activity for duty as an instructor.” (Navy U. S., Naval Personnel Command: Reference Library, 2013, p. 1570) This gives the detailers the procedures needed for a sailor to prepare themselves for a job position as an instructor for a set number of years, assigned to a in a training command. This also gives guidance on the paperwork needed to be processed and endorsed, before they detach from their previous command and report a new duty station as an instructor The preparation of this paperwork is important because it will help determine if someone is qualified or not to perform the job as an instructor. If someone is disqualified for a job position, the detailer would need to go back and look for anther qualified candidate.

The Navy Instructor Manual, Naval Education Training 134 (NAVEDTRA 134) is issued by the Chief of Naval Education and Training (CNET) and defines the formality of the process and requirements, neede to be a Navy instructor. This is important to an instructor at the command level, because it is the governing document on how an instructor needs to present themselves and defines the curriculum structure. “This publication provides a basis for the delivery of instruction in Navy classrooms and laboratories. The procedures and guidance presented in the manual form a foundation for the practical application of instructional methods and techniques which will be developed through formal instructor training courses.” (Navy U. S., Navy Instructor Manual, 1992, p. Sec1:i)

A sailor can review this manual before selecting a position as an instructor. It tells them what they can expect to learn when becoming an instructor. The science of teaching helps the new instructor understand the techniques and acquire the knowledge required to do the job. That is why Navy instructor training includes subjects on the principles of learning, motivation, communication, instructional methods, objectives, testing, and the ways people learn, among other topics. That is also why instructor training includes a lot of practice teaching and teaching-performance examinations. These specific parts of the training are designed to help the beginning instructor grasp the basic techniques of instruction (Navy U. S., Navy Instructor Manual, 1992).

Generally, your assignment to instructor duty indicates that you’re a “subject matter expert” in your area of assignment. The formal training you have received in your rating coupled with your actual work experience and on-the-job training will prove invaluable to you in your instructor assignment. You may discover, however, that knowing the subject well enough to do the job yourself is quite different from knowing how to teach others to do it. This latter area will bring you your greatest challenges and rewards as an instructor. (Navy U. S., Navy Instructor Manual, 1992, p. 10)

Subject matter experts (SME) provide the knowledge and expertise for students to learn from. Most students respect an instructor who has had years of experience.. It impacts a student’s ability to learn if there are questions raised in class and the instructor who had no experience, can’t answer the question. Sometimes SME’s cannot answer all the questions but they should be able to answer most of them.

The MILPERSMAN on Navy Enlisted Classifications (NEC) provides detailed information on qualification requirements for specific job (skill) codes within the Navy. NEC codes are earned based on experience and training in a specific specialty field and are critical to the detailing process. . “The Navy Enlisted Classification (NEC) system, of which the NEC coding system is a part, supplements the enlisted rating structure in identifying personnel on active or inactive duty and billets in manpower utilizations. NEC codes identify a non-rating wide skill, knowledge, aptitude, or qualification that must be documented to identify both people and billets for management purposes.” (Command N. P., 2013, p. 1)

The NEC rating system details skills that each sailor needs for their jobs. A rate is someone who is designated to work in that job and who has the proficiency to get the job done. This rating could be an aviation mechanic, culinary specialist, machinist mate, etc. To be an instructor, they must obtain the NEC, 9502. There are various NEC’s in the Navy that help determine who is qualified to work in a specific location or to work on machinery or electronics. If there is a sailor who works in the electronics field and is assigned to a command and he or she does not possess the NEC to work on a specific system, then they are tasked with other duties. There is an NEC in the Navy designated as 0000 which identifies that a sailor in an aviation, electronics, engineering, weapons, etc. not designated to work on any piece of equipment. To receive the instructor NEC, a sailor must go through a qualification process to determine their proficiency. “On completion of formal instructor training and immediately upon arriving at the instructor activity, Learning Centers (LC) will direct a formal process to certify their new instructors to ensure proficiency in two areas: Instructional technique and technical knowledge.” (Navy D. o., 2010, p. 2) Dependent on the length of the course, this process could take anywhere from one to eight months. One determining factor is the amount of class convening’s during the scheduled year that would impact the qualification time for an instructor. Also, there might be more than one instructor qualifying for that course and they will have to manage for podium time to get all the appropriate lessons taught.

The Enlisted Distribution and Verification Report (EDVR) in the EDVR manual (EDVRMAN) has guidelines that determine the manning at commands throughout the Navy. This doesn’t just pertain to the training community, but in the Navy overall at every military installation. There are different billets at a command that require different levels of experience. These billets range from a manager in a specific department, an instructor on the podium, or a maintenance technician assigned to perform alignments and operability checks on electronic equipment. With the amount of personnel at the command, there are different NEC’s and different ranks that fulfill these requirements.

The different NEC’s in the report determine the level of manning required to fulfill jobs within the command. The ranks help identify the level of seniority that help control the flow of the organization from the department head to the technician. There are many sections to the manual, but the section on NEC billet and personnel inventory, “Section 7 is a listing of NECs by rating which the activity has billets authorized and reflects the totals for personnel distributed from the current month through 9 months into the future” (Personnel, 2009). These numbers can increase with the demand for more students to go through a course, or diminish if the course is being combined with another or the course is no longer needed.

## Manning Levels at Training Commands

The number of personnel assigned to a training command can either help or hurt command manning levels. With the right balance of instructors, then classes are able to be taught as scheduled. However, if there is a shortage of instructors to teach, then the workload falls heavily on those who are on site.

When there is an impact to a course of instruction (COI) that affects teaching the material to a class of students, an Impaired Training and Education Report (ITER) needs to be generated. “A report in message format that informs the chain of command and other affected commands of situations or potential situations whereby an activity’s ability to conduct scheduled training and/or education is or may be degraded. ITER conditions are based on severity of the impairment and reported as yellow or red.” (Command N. E., 2007, p. 1) An ITER yellow still allows for classes to be in session but there might be some limitations in instruction whereas an ITER red means that classes need to be cancelled. This is important because it affects the overall number of technicians available to either a shore, sea, or an overseas command for manning. When there are not enough technicians for these commands, vital pieces of electronic equipment can’t be maintained , which could adversely affects the mission of that command.

The ITER could reflect a shortfall of instructors to teach the course, equipment not functioning for the lab environment, funding for the course, or lack of training material to complete the course. Training material might be a shortage of technical manuals or instructional material due to a shortage of funds. This information is distributed navy wide informing all organizations that might affected their sites or personnel. Since classes are scheduled and personnel are assigned to these courses of instruction many months in advance to fulfill positions in the states, on ships, or an organizations located overseas, a shortage of qualified instructors at a training commend affects the readiness of of the Navy. Depending on the accounting code for each student in route, this could be Permanent Change of Station (PCS) or Temporary Additional Duty (TAD). This could affect students ability to learn and the instructors because PCS students are funded to be in class whereas TAD students are funded through their commands. This means that a command could pull their TAD students without a moment’s notice which would impact the instruction. The planned course scheduling takes places each fiscal year, for the time period that runs from October of one year to September of the following year. This scheduling helps to determine the number of classes that Naval Education and Training Command (NETC) needs and the amount of funding required to maintain the courses.

## Vocational Skills Test

When a member decides to join the Navy or any of the military services, he or she takes the Armed Services Vocational Aptitude Battery (ASVAB) to determine if they qualify to join the military. “The ASVAB is a multiple-aptitude battery that measures developed abilities and helps predict future academic and occupational success in the military. It is administered annually to more than one million military applicants, high school, and post-secondary students.” (Official Site of the ASVAB Testing Program, n.d.).

The ASVAB score is good for two years if the member enlists in any military branch and can’t make a determination of what job they want to do at that time. There are those who join the military service not fully understanding the different job positions.. Their score after the test has been taken can help them pursue the field they want to work. “Your scores in four critical areas -- Arithmetic Reasoning, Word Knowledge, Paragraph Comprehension and Mathematics Knowledge (see below) -- count towards your Armed Forces Qualifying Test (AFQT) score. The AFQT score determines whether you're qualified to enlist in the U.S. military.” (Official Site of the ASVAB Testing Program, n.d.) Different parts of the AFQT score are used to determine the qualifying score for the job that someone is trying to request and is the determining factor if he or she qualifies.

## Job Experience

According to the Journal of Occupational & Organizational Psychology, the impact of being in one’s job impacts pre-training attitudes and the outcome of training.

Being in one’s chosen job should be incorporated into models of training motivation and, whenever possible, employees being re-deployed should be granted their job preference because this is associated with important positive effects on pre-training attitudes and motivation to transfer new skills to the work environment (Patrick, Smy, Tombs, & Shelton, 2012, p. 245).

When an instructor is teaching, they share experiences they have had whether it’s been at a shore facility or a sea command working with others. When an instructor presents a real life experience, it enhances the material being taught and helps students understand the material.

The Navy is impacted when a sailor receives subpar training. This could be caused by having a unqualified instructor who didn’t know the information and only used the training aids in their teaching. Feedback from organizations outside of the command who have received personnel that have come from a school can be beneficial. Feedback can help schoolhouses become more proficient in teaching or focus on areas that require improvement.

## Training Aids

In a short periodical on training aids in the Navy, “In the Navy the aids have been written into the various curricula, and directives have been issued whereby training officers and instructors *must* use them at the appropriate time and in ways that are based upon proved instructional techniques.” (Navy U. S., Training Aids Step Up Navy Instruction, 1944, p. 60) The Navy instructor is expected to utilize various types of training aids in teaching so students can comprehend the material more effectively. “Training aids, as defined by the armed forces, include motion picture training films, sound and silent slide films, slides, mock-ups, models, exhibits, simulated training devices, posters, photographs, recordings, and radio.” (Navy U. S., Training Aids Step Up Navy Instruction, 1944, p. 60) Training aids in this day and age have been drastically changed from the past.

Training years ago utilized overhead projectors with clear slides with information displayed on a white board. Use of training aids has dramatically changed with the use of computers and digital smart boards which allow an instructor to use digital markers to make drawings or references to a presentation on the smart board. Training aids provide for hands on, experiencial learning on the actual equipment (or system) the students are learning to maintain.. This will help instructors to be proficient in the training environment.

Foror instructors who are not technology inclined, this hinders their ability to teach due to unfamiliarity with the multimedia because they have never used it. This can be alleviated practice teaching when the instructor is alone and becoming aware of how to use the training aids. Everything in training doesn’t have to be associated with electronics because some courses have tools they use for demonstration. There is a technique for using tools for demonstrations that focuses on safety and completing the task correctly.

Electronic learning (E-learning) is a new approach reaching students that are learning a new job skill or for general military training. E-learning is normally referenced to educate personnel of important information through computers and websites. There are various types of e-learning and there are various media mediums to associate the material. The Navy for instance, utilizes Navy Knowledge Online (NKO) and there are training requirements that must be met monthly at various commands. This style is known as Computer Based Training (CBT).

CBT is an instructional tool that incorporates focus on utilizing a computer to communicate instructional material instead of the conventional instructor approach. “Computer-based training is any training that uses a computer as the focal point for instructional delivery. With CBT, training is provided through the use of a computer and software, which guides a learner through an instructional program (Bixler & Bergman).

Numerous resources are contained in CBT to aid learners as they complete the course and as they fill their role as instructors at their permanent duty stations. JIT students must pass two performance tests by demonstrating their ability to effectively deliver group-paced instruction and to facilitate learning events (Osbourne, 2005) .

Environments for CBT include a classroom of computers and students in front a monitor reading the material and answering questions based on what they have learned. The environments where CBT is conducted can vary differently from someone being a subject matter expert or a facilitator, who is not a subject matter expert, who is there to answer general questions. Further, an instructor who is the expert of the material is also going to need some additional training so they are onboard with the CBT program and can answer any questions that arise. CBT is a better approach for theory based training but in an area of repair, the instructor to sailor interaction is still the best training.

Instructors are expected to fill multiple roles at a training command, not just those to which they were assigned. “We are teaching our instructors that while their instructional roles span the spectrum from presenter to facilitator, they have other roles they must fill, namely, administrator, subject matter expert and mentor,” said McDonald.” (Osbourne, 2005)

## Professional Appearance of the Instructor

There are certain personal standards a service member must present when choosing instructor duty. Physical appearance is a factor before they even step behind the podium. A sailor must present themselves in a professional appearance that will not affect the overall training and this is important when it pertains to body fat. “If Sailor is in excess of body fat but passed the PFA, the Commanding Officer has the discretion to query the receiving command. Front and side photos will be provided to determine if the Sailor is acceptable.” (Navy U. S., Naval Personnel Command: Reference Library, 2013, p. 1779) Body fat sets the tone for their physical appearance to be able to wear the uniform correctly and comfortably. This is an important issue because the Sailor has to maintain a professional appearance in front of junior and senior Sailors. A service member can be disciplined for not meeting standards. For example, a sailor has have a time limit, after being put into a program to lose weight, which they must meet before being allowed to teach. Also, if they gain weight while on site as an instructor, they could be relieved of their duties behind the podium and could impact the manning for that course.

Civilians instructors are not held strictly accountable for their professional appearance. They have to present themselves in a neat appearance but there is no weight requirement like the Navy. The difference though can be when the civilian instructor is teaching on a ship.

But all his gains in the battle for weight loss don’t make a difference to the U.S. Navy. Last week, the service decided Mentzer, 41, still was too large to take overseas. His planned job as a Central Texas College instructor aboard the carrier Dwight D. Eisenhower was cancelled. (The Virginian-Pilot, 1998)

This is a rare case because the job was involved on a Navy ship but it had to be taken in account for when it comes to safety.

Invoking a privilege rarely used against contract employees, Navy officials banned Mentzer from the Norfolk-based ship. The official decision came from a naval center in Pensacola, Fla., that oversees afloat education. But the Ike’s executive officer, Capt. Jim Symonds, said the ship’s senior commanders recommended the action. (The Virginian-Pilot, 1998)

A shipboard environment is different than a shore based command environment because of all the safety concerns navigating through the passageways, ladder wells, and scuttles throughout the ship. If the member is not able to fit through that opening in the hatch, that presents a safety to other personnel and himself. “No problem with Mentzer’s teaching or character, Symonds said. But at his current size, the Ike’s leaders concluded, Mentzer would be a hazard to himself and the carrier’s crew when the ship leaves Norfolk on a six-month deployment next month.” (The Virginian-Pilot, 1998)

## Variables in Training

“Training-related variables that may determine the quality of training outcomes include the perceptions, motivation and personality characteristics of trainees” (Tziner & Falbe, 1993). The professional level for an instructor is a standard they are held to so it ensures that students are trained effectively. “These variables underlie the concepts employed in this study: the effect of locus of control on training performance, work environment favourability to apply material learned in training, motivation to transfer, reaction to training, level of training, and behavioural change.” (Tziner & Falbe, 1993) When an instructor is assigned to a training commend and they cannot fulfill the role as an instructor, they become an unreliable asset.

Not everyone who is asked to deliver training is a trainer, and yet, many are called on to act in that capacity. We all know someone who attended a class and was told to "come back and teach it to us," as though magically that person would become skilled and comfortable in their newfound role of trainer. (Merrill, 2008, p. 28)

There are different environments that instructors are going to be teaching and they have to be prepared to use all available tools they have available.

The learning professional should determine when to use role play, lecturettes, lectures, case studies, and demonstrations. The instructional methodology must be appropriate for the information being presented, and at the same time, meet the learning style of the learner. The trainer wants to ensure that the methodology used will be successful in transferring knowledge effectively. Demonstration and direct instruction are designed to assist the learner in retaining concepts and skills. Case studies are used to develop analytic and problem-solving skills. Mini lectures and discussions work best when time is limited, and both increase the learner's interpersonal skills. (Merrill, 2008, p. 30)

When teaching, instructors need to be prepared for any and all questions that may arise from their students.

Anticipate some of the questions that learners may have, involve the learner when questions are asked, and return the question back to the class. By so doing, trainers are testing their knowledge while simultaneously responding to the question. Another key for trainers is to be honest. If the answer to a question is not known, encourage trainers to let the learner know that they will get back to him. Faster learners can assist slower learners. (Merrill, 2008, p. 30)

# Methodology

Surveys, class room observations, and personal interviews were conducted with people in leadership positions within training commands.. The data collected was analyzed with a focus on the overall process on how instructor management is either failing or succeeding at a certain level. The researcher conducted personal interviews with those who had a major impact on instructors. This included the implementation of instructions concentrated on their personal insight and provided essential information. The interviewees also answered questions and provided supplementary information that focused on instructor management within and outside a command. t Their professional knowledge aided in understanding how service members choose the instructor billets, screen for the available billets, their progress in route, and when they had reached their destination, fulfill his or her duty.

The surveys (See Appendix A) were constructed and distributed to those who just arrived at the training command. This included those having less than six months behind the podium and those who had over two years of instructor experience. Data were analyzed based on previously held NECs prior to arriving at a duty station, additional duties assigned to an instructor to perform (besides teaching), challenges in qualifying in the various courses of instruction, and if there was adequate training at the instructor training course. The researcher focused on obtaining data that showed the different experience levels; someone who had been teaching for a certain period of time, then the experience level of someone who hadn’t taught as much. This data details the importance of the qualification process and what it means if the instructor doesn’t possess the skillset. Using the rating scale from the survey provides insight on the different levels of experience and how important instruction and processes are fulfilled.

The author interviewed two senior instructors who were billeted for a particular course of instruction but because they possessed other NECs, were placed in other courses to instruct due to manning responsibilities. One became the subject matter expert for the course and was responsible for qualifying 2 instructors before he transferred. There were 3 instructors to teach this course including one civilian instructor. The other was someone who had no experience in teaching a specific course, but was trained and instructed to teach. The researcher looked at an inbound instructor who slated to teach a certain course, and the impact that resulted if they arrived and their duties and responsibilities had changed without any formal notificatoin. It looked at what could be to better communicate with newly arriving instructor.

Instructor observations were made to determine the level and quality of instruction being given to the technicians in the course. These evaluated observations in the classroom were a new instructor qualifying for at teaching position. This included observing his teaching style and how he reached the students with the information. Data collected was conducted with senior and junior instructors to observe their level of expertise given the amount of time they have had on the podium. An interview was conducted with the Director of Training as senior manager at an electronics training center. He works with the senior management to ensure adequate manning of instructors and effective management of the courses. Since there were many instructors that teach between in the different training environments, and it was important for him to know the qualification status of his instructors and the status of the courses, when they are in session. Though not directly involved with the instructors in route to the command, he had direct responsiblity for management of the staff of currently assigned instructors. His job also involved day to day management of the schoolhouse with enlisted and officer staff and overseeing everything going on within the command, ensuring that the training provided was in accordance with standards and policies.. Appendix A lists the questions asked during the interview. The researcher interviewed the Administration Officer, who maintains data for both military and civilians. The Administration Officer maintains the Activity Manning Document (AMD) which shows what instructor billets the command has available and what billet NECs are assigned. Each billet has a code associated with it and tells the number of personnel needed for that billet and what rank needs to be fulfilled. She was responsible of staffing of the personnel. This included personnel arriving, leaving, promoted, or demoted, keeping headquarters informed of staffing needs and shortfalls. Her responsibility was to maintain the numbers and keep headquarters informed of the staffing at all learning sites in the Norfolk area. At the time of this study, there were 4 different training commands in the Hampton Roads area that associated with the Electronics Schoolhouse. The Electronics Training Departmental Leading Chief Petty Officer (LCPO) was interviewed as the primary middle manager in the department. He was in charge of 65 instructors and 4 maintenance technicians, and managed administration of the sailors, evaluations, instructor training cycles, coordinating the annual submission of schedules to NETC for the next fiscal year including how many classes were to be taught.

A retired Navy career counselor was interviewed who had 13 years of military experience as an instructor. A career counselor works between sailor and detailer, to find the best fit for orders for the sailor.

# Data Analysis - Findings

The Director of Training talked about his management position, his dutiesfulfilled and his involvement with sailors coming to the command. It was his view that his middle management personnel had more interaction with instructors in route and in process than he did. He maintained a copy of the EDVR to view the manning levels of the commands requirements for instructors.

The Administration Officer showed some spreadsheets that she had to maintain on everyone at the command and what courses they are qualified to teach. She explained how the numbers are fulfilled and how courses are impacted with the amount of instructors to teach per course. Some instructors were cross utilized, which mean they had the ability to teach more than one course if they needed. Each civilian instructor is placed in the cross utilization group, which is broken down between radar and communication courses, because of the time they had at the command and their versatility to teach whenever was needed for the different NECs they possesd. Around 20.8 percent of the civilian instructors were cross qualified to teach other courses. This also helped out when there was a shortfall of instructors at the schoolhouse to teach a course since they can teach courses until a military instructor arrives. She maintained the emergency action report which informed headquarters that the command had shortfalls and the command needed these positions filled immediately. She provided details about the command involvement with an instructor that does not qualify as an instructor and how it affects the command. She explained the process of returning a sailor to the fleet if they were unable to qualify as an instructor. She explained that it doesn’t happen overnight and that it involves getting in contact with the detailer and getting a new set of orders that will be suitable for the sailor. While this service member awaits his or her transfer date, they would be assigned other duties. Appendix A lists the questions asked and the data analysis section will have those results.

Besides going to JIT to learn how to be an instructor and the basic tools needed to help them in their job, what other opportunities could help the instructor become more proficient? That’s what happens with some sailors that come to the schoolhouse to be an instructor. They neither possessed the subject matter skill or expertise on a vital piece of electronic equipment, nor have ever completed an electronic repair but they are expected to be subject matter experts. When it comes to evaluating performance of instruction or demonstrations, an SME had to be always in the classroom until they become fully qualified to teach on their own. The SME would be there to critique the instructor to ensure all instructional points were taught correctly, safety was being adhered to, and to provide feedback once the evaluation was completed.

Sometimes the instructor on the podium doesn’t know what to add to the presentations or demonstrations, or how to provide feedback from previous experience, due to a lack of knowledge about the course of instruction in which they are working in. They need to improvise along the way to add material into their presentations.. This can be helped with when an SME is in the classroom while an instructor is qualifying to assist with questions. If the SME is not available, it is the responsibility of the junior instructor to take that question and find out for the student. If the instructor gets asked a lot of questions they can’t answer, that looks bad of the credibility of the instructor to teach the course.

The senior electronics instructor observed a circumstance where a civilian instructor submitted their two week notice to resign from their position as a radar instructor. It had a big impact to that radar course of instruction because of the vast amount of knowledge she possessed and the length of time that she had been at the command teaching. It was not easy to pass on the level of knowledge because of the short time frame and abruptness of the resignation. It also impacted the course because the command was undermanned.. New instructors had to get qualified as soon as possible and focus on to gaining the knowledge needed to become subject matter experts. After informing the chain of command and all those involved throughout the training community,, a decision was made, that position would not be back filled at that time. That mean that no one would be assigned to fill that billet for some time. One of the problems that the command runs into is funding for an instructor because headquarters controls the manning of civilian instructors and the funding for them. With civilian instructors as contractors they are already funded through the government, there is usually no room to hire another instructor to fill a position. Now it’s going to fall onto the command to either cancel future courses due to a lack of qualified instructors or rush to get someone qualified from within the command. The command could request the detailers to hot fill the position to get someone at the command to get them qualified. A hot fill is when the new billets become available and the priority to get a radar instructor is top priority. This still doesn’t solve the issue to fill the position of an instructor because they still had to qualify in order to be able to instruct.

This is downfall in the Navy where they don’t pull from a pool of experienced instructors. If they had already taught previously at training commands in the same course and had the experience and qualification they could teach upon arrival. There had always been a myth throughout the Navy that teaching at the same training command more than one time is detrimental to someone’s career but there is no documentation or evidence to prove that. Unfortunately, this is the standard that everyone had come to understand in their military career. There are certain steps that each service member must complete throughout their career when they move up in the ranks to fulfill their goals. Teaching at a command, recruiting new personnel to enlist in the military, or instructing new recruits through boot camp is fulfillment to advance in their career. This is where those who are involved directly in the manning of personnel throughout the Navy need to look at the impact of instructors at schoolhouses in the training community when they are undermanned. The Navy itself and the training community could benefit from those who had instructional experience because it would illustrate the re-investment in those who had a desire to teach.

Another military senior instructor instructed a Navy communications class that deals with information is routed throughout the command. The military instructor explained his passion for teaching. He made it apparent to the class his desire that the students gain as much knowledge as they can. He had a deep understanding of the material and knows its impact on how the different systems are going to work once these technicians arrived at their command. His instructor style showed that he had a vast amount of knowledge on the different pieces of equipment associated with the communications suite and that he had been teaching the course for some time. He also informed the class that there are never any stupid questions in learning. This is important to the students because there are times when a student had a question and were too shy to ask just because they do not want to sound stupid. Students had to understand from the instructor that someone else in the class may have the same question and may be afraid to ask it also. The instructor helped the researcher understand the impact a senior instructor had for knowledge and their desire to teach students. His departure to his next command will greatly affect the course because of his level of expertise.

An observation was conducted of a demonstration by a junior instructor who had been at the command less than 2 months. This instructor went through the pipeline, a sequence of instructional classes, of three courses to teach the material to sailors and marines enrolled into the course. He was demonstrating to 10 students and there were other instructors in there critiquing and observing his demo. During the demonstration, the author observed that the instructor could have been better prepared because there was a lot of dead time between showing steps. Dead time can be defined as time unaccountable during a sequence of events. This can affect the ability of the students to effectively understand the demonstration. The students may perceive that the instructor may not understand what he or she is done. There had been instances where demonstrations had gone wrong even for the most senior instructors such as equipment failure or inability to demonstrate the step successfully. It’s the responsibility of the instructor to know how to recover from unforeseeable circumstances and be able to carry on the demonstration. The instructor had good involvement of getting the students to interact with the workmanship standards manual they will be using to grade their projects. This helps the instructor take more control of his or her class because it shows the attentiveness of the students to listen to the instructor. This also helped the instructor get through the demonstration in a timelier manner if he or she doesn’t have to do everything for the class all the time. Being introduced to new multimedia greatly affected his demonstration because it showed in his ability to utilize his resources to show students proper techniques for working on their projects. The use of the microscope, with a camera to project on the television, to zoom in and out on his project and being displayed on the television helped display the project. If the viewing is out of focus, this impacted training. Unless a student brings it to the instructors’ attention, this goes on throughout the entire demonstration. This is where preparation for a demonstration is necessary so that the instructor is better prepared because being familiar with how the multimedia available can make the demonstration flow more smoothly. There were some steps in the project demonstrated that were hurried. If an instructor hurried through steps, the students may do the same thing and it can negatively impact their grade for their project. The instructor could also miss some key points that may help the students comprehend what they are doing. There is a standard of workmanship that a student grades their project on. This means there is a criterion that a student had to grade their project. This assesses their comprehension and knowledge of how to complete the project successfully. At the end of the demonstration, the instructor graded his or her project and it needs to meet the minimum grading standards to be a success. Another observation by the author was the good questioning technique for student comprehension and re-iterating key points. This is important to students and instructors because if the students could answer the instructors questions about key points, there won’t be any miscommunication about what the project is wanting to fulfill. There is nothing more frustrating to an instructor if no one answers questions asked by the instructor and when they go to the lab environment, there seems to be a lot of questions asked. Overall it was a successful demonstration but it did show lack of the experience of someone who has never worked in electronic repair and being able to effectively demonstrate the proper procedures to complete the project. In time, this instructor will get better with the more demonstrations he completes and by the time he gets to where he needs to be in his proficiency, it will be time for him to depart.

A problem that schoolhouses experience is an instructor gets promoted to a middle level manager. Mid-level manager are moved out of the instructor environment into an administrative position within the command. This affected the courses of instruction because their position as an instructor is still figured into the numbers for the amount of instructors authorized for the course. Most times they are moved into the administration office but they also could be transferred to another command and their position would become vacant until that position could be filled and that could take up to nine months or more to fill. They can still teach if need be but a lot of them just don’t get involved with the course because of their administrative duties. There were 4 new E-6’s that had to go through the course initially to get the qualification and then sit through to teach. After they got the qualification and before they sat through to annotate their instructor guides to teach, they were advanced to middle level managers. This is a detrimental impact because the amount of instructors to teach 5 different courses was spread thin but yet the numbers still showed that they still had sufficient amount of instructors manageable for the course.

When the author interviewed the Leading Chief Petty Officer of Training, he informed him there was a situation of an incoming middle level manager. He was going to lead one of the courses that he had chosen to instruct in and had to be turned away due to some disciplinary issues. He was a strong candidate to lead the course and give stability to a course who needed a manager but due to his circumstances, the command had to deny his orders. Disciplinary punishment is equivalent to getting a conviction in the civilian sector. There is a criteria that is set in the screening form in the MILPERSMAN that ask about any convictions or NJP in the past 36 months. Admission to any types of convictions is a disqualifying factor for instructor duty and cannot be overlooked by the command. This was the dilemma that the LCPO faced when this likely candidate chose orders to the command and he had to inform the detailer that the command couldn’t take him. This required the command to submit a request back to the detailer looking for an instructor to fill that position and once again the wait time goes from nine months or even longer to get a suitable replacement for the instructor that is going to be transferring in the future. Waiting for someone to pick those orders could even delay the instructor of the course in transferring because he or she could be extended. He informed the researcher that he coordinates with the manning personnel in Dahlgren through CMS and tells them the priority of what the schoolhouse. They look at the manning and the schoolhouse requirements and push to the detailers of what fits our manning. The requisitions get published on CMS and then get released for the sailors to select from. The sailors then put their names on the orders because more than one sailor can apply for that billet. The LCPO then goes in and ranks the sailors based on background experience, shipboard experience, shipboard time because a sailor who has years of shore duty time, do they have the experience on the equipment that someone on a ship has to jump in and be a subject matter expert. It’s his job to ensure that personnel meet the criteria for the job position that they will be fulfilling at the gaining command before they even arrive. One of the criteria’s he looks is does the sailor possess the NEC but it doesn’t always happen that way. He has to look at their technical background because if they have a skillset in one particular field say like electronic repair, he can’t justifiably place them in a communications or radar course of instruction. The challenges met with an instructor in route to the training command have a lot to deal with the different types of rating that work in that skillset. When one course is focused on teaching to electronics technicians only, another course could teach to students who work on aviation, engineering, or weapons equipment. For those coming to teach a course that has a high profile, the schoolhouse would benefit from someone who has equipment knowledge. The LCPO also plays a part in the release of an instructor if they don’t meet their current obligations such as personal reasons for not being able to teach or they might be released as an instructor for professional appearance. The Officer in Charge (OIC) and the Commanding Officer (CO) play the most important role in releasing an instructor after all preparations have been arranged for new orders or if they have to be separated from the Navy for administrative reasons.

The author learned through the interview with another senior instructor, that the JIT course has been changed to the Navy Instructor Training Course (NITC). One of the biggest changes that NITC added was an additional week of instruction that the JIT course was lacking. JIT was lacking the time for instructors to focus on instructor skills, instructor role modeling, and student teach-back sessions which enhances the confidence and building skills. The addition of the 40 hours is to help the instructor meet the demands of the certification process of the gaining command (Information). When the author instructed in the past, the instructor instructional course was known as Basic Instructor Training (BIT). It was a three week course that focused on skill, confidence, oral communication, and presentation techniques. There were different presentations that instructors had to perform to help with their public speaking abilities and for those to view and critique the instructor’s ability to present the lesson effectively. The instructors also had to learn how to build curriculums and then do a presentation on a generic course they built. There were plenty of skills that instructors had to learn such as terminology, learning not to curse in front of students, podium presentation, reading from an instructor guide, and then how to present the material through the different types of multimedia. In the past, white boards and overhead projects had been the way to distribute material but now computers, projectors, and smart boards. A smart board is a digital white board that a projector displays the information onto. This allows the instructor to draw or even advance the slides in the presentation to further enhance the material being instructed. The computers utilized are used Excel or PowerPoint presentations built by SMEs who determined the best curriculum to reach the students.

Reviewing CMS ID with a retired Navy Career Counselor gave the researcher more insight to the interactivity that a sailor in the fleet or based on shore has with the detailer. There are some active fields in the program that a sailor can provide to help in their next step in their career path.

During the interview with the retired career counselor, the author learned that ASVAB scores are only good for service members that tried to qualify for a specific rate or job they want to work in. There is no certain criteria that determines if a cook, electronics technician, intelligence specialist, or any other rate in the Navy specifies that you need to have a certain ASVAB score to be an instructor. The ASVAB score determines if you are eligible to attend the school to learn the job. The author even talked to a middle level manager whose duty was the career counselor for the command and he said that it’s not on the screening form or anything. If you’re smart enough to be in your job, you’re smart enough to be an instructor. There are those who work in the job they chose when they enlisted into the Navy and have a hard time with the concepts of how their equipment works or even how to perform administrative duties. There is no screening process to determine that someone who met the bare minimum ASVAB score for a job is qualified to perform duties as an instructor.

When a sailor negotiates for orders, they talk to the career counselor and see what is available for their duty station. There are also other sailors that are trying to get those same orders and only the best candidate is going to get those orders. This person is someone who will work with the command and the detailer in regards to the service member to ensure the process is a smooth one. They are also the person to talk to because the detailer is such a busy person that the sailor has a hard time contacting the detailer on their own. There are occasions though that the detailer will want the sailor to contact him or her directly. The retired Navy career counselor showed the author a few documents and instructions, like the MILPERMANS, CMS-ID, etc., that helped the author understand more of the process of a sailor selecting a position as an instructor, the paperwork involved, the screening process, and what should be happening to screen a sailor further to insure they fulfill all requirements. It also gave the author more of a chance to view all documentation that is viewed at all management levels including who has the overall say in whether that sailor is a good candidate to be an instructor. This structural path is important because it’s there to eliminate those who don’t meet the standards and help those who do. Though this is sometimes where the screening process fails because the command releasing the sailor doesn’t follow all the right steps to ensure they are screened properly. When that sailor leaves the command they are going to be set up for failure because when they arrive at their next command and they don’t meet the standards, they could be on hold awaiting a new set of orders. This process could be time consuming because it’s going to take time for the detailer to find them orders and if there is a screening process that will also factor into how fast they transfer to their next command.

Further in the interview with the career counselor, he shared that a lot of times from the transferring command that even if a sailor is not a good candidate, that command will sign off on the paperwork to transfer them from their command. This can negatively impact the gaining command because the sailor may not be suitable for their assignment.

Transferring from arduous duty from a sea duty command to shore duty, sailors look forward to the time off associated with a shore duty command. Some of those who become instructors take advantage of the less stressful situation of having more time to themselves and as an instructor just come to work and do the bare minimum work. There is no ambition to become an SME and that can reflect on the students that are enrolled in those courses of instruction. Instructors could come to work and hurry through their lessons putting out on the bare minimum material instead of focusing on the needs of the students. This is where the best candidate is not screened properly for the position or they were but found the atmosphere to be relaxing and took advantage of the situation. In today’s schoolhouse environment, the reduced amount of instructors for a course greatly affects those who want to spend more time away from work than at work. Civilian instructors provide stability because there are no military distractions that had to deal with and they concentrate on the student needs.

The results of the instructor survey revealed the challenges some people find when training to be an instructor. Those who don’t possess the skillset for the course they instruct and those who don’t even possess the NEC to teach the course but are placed in the course of instruction anyway. Refer to Appendix of the survey as we break down each question. In the first question about preparation for duties as an instructor about a half of those surveyed feel that NITC prepared them whereas another half felt neutral about it. There was some feedback that the course teaches one to stand in front of a class and teach but doesn’t build on anything more than that. It is the responsibility of the instructor to build on their instructing ability when they arrive at their command. When it came to question number two the results were half and half where some people felt neutral and agreed that enough emphasis is placed on practice teaches before getting in front of a class. That is part of the qualifying process that an instructor has to complete so many practice teaches and then they get critiqued on three lessons and if they pass those, they are qualified to instruct. Most instructors surveyed on question number three agreed they have confidence teaching to sailors even if they’ve never worked on that equipment or technique and it their NEC was earned in route to the command. Question four had overwhelming results that most agreed they feel confident becoming a subject matter expert on something they never worked on in the past. Some feedback relative to question four, one instructor did point out that with enough time teaching lessons over and over and becoming more knowledgeable about what they were teaching helped them build their confidence more. Question five it was a split between those who agreed that their previous command prepared them for their duties as an instructor and another half disagreed that their command prepared them. Though there was no feedback in relation to this question, the impact could be attributed to those commands that just push to get those personnel transferred without awareness to what they can expect at their next command.

The Office in Charge of the training command stated that he wished the training commands would do interviews for those who have negotiated orders to be an instructor. This would help the command understand and prepare for who they would be getting as an instructor and could also disapprove those who would not qualify as an instructor.

Question six was again a fifty-fifty split on those would agree that they chose the orders for the course they are instructing for and those who did not chose orders for the course they are instructing in now. One instructor qualified in the course they chose the orders for but then was switched to another course of instruction. She didn’t have the NEC for the course that she did qualify in but did have for the course she is in now. She stated that she had learned a lot on both electronic systems and understands them more than she did when she was stationed aboard a ship. Another sailor had orders to another course and is now teaching on a system that he had no field experience working with. Just like most instructors who come to a training command, their instructing ability would be more beneficial for something they have experience working with and would rather be instructing. This is where middle management needs to look at their manpower reports and conduct better business in placing their personnel in the courses they are billeted for. The problem here is where upper management at headquarters place a strain on the training command because they control the numbers on how many instructors are needed for each course and if that course is already manned at a hundred percent, then an instructor in route is going to a different course. Question seven only a third of those surveyed agreed that their collateral duties at the command interfere with their ability to teach. One instructor stated that they had to shift their students schedule around because of other responsibilities they engaged in. With those courses that had civilian instructors, this is not much of an impact because they filled in for that instructor. For other courses that don’t have civilian instructors, this affects the student’s ability to learn properly. Middle management supervisor’s task instructors daily with administrative duties and sometimes they have to put their class on break or even dismiss them for the day. When this happens, this could put the course behind schedule and then the instructors had to pick up the pace to get done in time. Monthly and at the end of the course, students are given critiques for the course and for the instructor and the command sees negative feedback as a result of this.

# Conclusions

There continues to be inaccuracy in the detailing and management process of manpower utilization of service members to be instructors in training commands. Though the system catches some of the problems such as administrative discipline, there are some who fall through the administrative process. This is because their apparent command wants to get them transferred and not be a burden. This process needs to be carefully considered more thoroughly because there is no point in jeopardizing a service member’s career just because the command may not approve of their personal abilities. What lacks is some guidance into why past instructors who were outstanding subject matter experts are not pulled from commands to fill instructor positions throughout the Navy when there is a lack of instructors for schoolhouses. Transferring sailors to training commands without the skillset is not providing students the technical expertise they need in training. The decision of hiring civilian subject matter experts is a beneficial step to help out with that situation. Civilians are the cornerstone of schoolhouse training and give relief to those service members who are needed on ships and other commands. The one problem with this outlook is most civilian instructors are contractors and it’s going to depend on budgeting for the military to fund those instructors.

The training aspect of teaching an instructor what they need to learn has been improved as we read that the instructor training course has been reverted back to a three week training period vice the two week course. Training and the ability of the instructor to grasp concepts will be barriers that will effectively determine if they are suitable for the position.

As a result of the survey, this is something that should be conducted on a monthly or bi-monthly basis. These survey can provide instructor feedback on the climate in which they instructor in and the command would be more aware of the instructors ability to fulfill their duties. There is no additional instructor training once they arrive at the command and with the diverse amount of courses the command teaches, not all instructors are going to get the formal training they need.

There is no concrete solution that is going to solve the many issues at training because manning, qualifying time, and budget constraints are going to limit the amount of personnel available to instruct those who could be subject matter expert replacements for the future. As the research has shown, there are some human resource management problems of those who don’t fit the position as an instructor and there are some barriers that use the overall effectiveness of an experienced instructor.

# References

Bixler, B., & Bergman, T. (n.d.). Selecting and Implementing Computer-Based Training. Retrieved from http://www.personal.psu.edu/bxb11/CBTGuide/Overview/Definit.htm

Bixler, B., & Bergman, T. (n.d.). Selecting and Implementing Computer-Based Training. Retrieved from http://www.personal.psu.edu/bxb11/CBTGuide/CBTGuide.htm

Command, N. E. (2007, November 2). *Scanned Documents - NETC.* Retrieved from www.netc.navy.mil: https://www.netc.navy.mil/\_documents/NETCInstructions/1540-1A.pdf

Command, N. P. (2013, July). *NEOCS Manual Vol II.* Retrieved from www.public.navy.mil: http://www.public.navy.mil/BUPERS-NPC/REFERENCE/NEC/NECOSVOLII/Pages/default.aspx

Information, C. o. (n.d.). CPPD Conducts Navy Instructor Training Course Pilot. Washington, DC. Retrieved from www.navy.mil/submit/display.asp?story\_id=66399

Mayfield, D. (1998, May 26). *Course taken from heavy Navy instructor because of his weight.* Retrieved from http://ehis.ebscohost.com/ehost/detail?sid=d6a6b682-c8e8-4531-81ef-6deb38c3e074%40sessionmgr198&vid=4&hid=116&bdata=JnNpdGU9ZWhvc3QtbGl2ZQ%3d%3d#db=nfh&AN=4N24602108177467

Merrill, S. (2008, June). T+D. *Training the Trainer 101, 62*(6), pp. 28-31. Retrieved from http://www.astd.org/TD/

Navy, D. o. (2010). *NETC Instruction 1500.5.* Pensacola: Naval Education and Training Command.

Navy, U. S. (1944). Training Aids Step Up Navy Instruction. *Educational Leadership*, 60-62.

Navy, U. S. (1992, August). *Navy Instructor Manual.* Retrieved from www.scribd.com: http://www.scribd.com/doc/7822190/US-Navy-Course-NAVEDTRA-134-Navy-Instructor-Manual

Navy, U. S. (2002, Aug 22). *Naval Military Personnel Manual.* Retrieved from http://www.sdmcp.org/Regs/Milpersman.pdf

Navy, U. S. (2002, Aug 22). *Naval Military Personnel Manual.* Retrieved from http://www.sdmcp.org/Regs/Milpersman.pdf

Navy, U. S. (2009, August). Navy Instructor Manual. Retrieved from http://aim.aimereon.com/AIMWikiDocuments/NAVEDTRA/NAVEDTRA\_134a.pdf

Navy, U. S. (2013, July 18). *Naval Personnel Command: Reference Library.* Retrieved from Navy Military Personnel Manual: http://www.public.navy.mil/bupers-npc/reference/milpersman/Documents/Whole%20MILPERSMAN%20(PDF).pdf

Navy, U. S. (2013, July 18). *Naval Personnel Command: Reference Library.* Retrieved from Navy Military Personnel Manual: http://www.public.navy.mil/BUPERS-NPC/REFERENCE/MILPERSMAN/Pages/default.aspx

*Official Site of the ASVAB Testing Program*. (n.d.). Retrieved from official-asvab.com: http://official-asvab.com/index.htm

Osbourne, J. 1. (2005, April 19). *JIT Prepares Navy Instructors.* Retrieved from http://www.navy.mil/submit/display.asp?story\_id=17980

Osbourne, J. 1. (2005, April 19). *JIT Prepares Navy Instructors.* Retrieved from http://www.navy.mil/submit/display.asp?story\_id=17980

Patrick, J., Smy, V., Tombs, M., & Shelton, K. (2012). Being in one's chosen job determines pre-training attitudes and training outcomes. *Journal of Occupational & Organizational Psychology*, 245-257.

Personnel, B. o. (2009, May). Retrieved from Naval Personnel Command: http://www.public.navy.mil/bupers-npc/reference/Instructions/BUPERSInstructions/Pages/default.aspx

The Virginian-Pilot. (1998, May 27). *Navy Removes Instructor Who's Too Big.* Retrieved from www.dailypress.com: http://articles.dailypress.com/1998-05-27/news/9805270121\_1\_navy-baptist-minister-ship

Tziner, A., & Falbe, C. M. (1993). *Training-related Variables, Gender and Training Outcomes: A Field Investigation.* Retrieved from International Journal of Psychology.

# Appendix

Director of Training Interview

What input do you have in the process of an instructor coming to the command?

What are some obstacles you have to overcome when an instructor arrives and not qualified to teach in the course?

In regards to the EDVR, at what level can the numbers in regards to manning be changed?

How do you feel about the current manning of the schoolhouse and how vital do you feel the civilians are?

Do the detailers and NETC know the impact of instructors without the NEC for a course they are slated to teach and the process it takes to qualify?

Should the detailers be sending personnel to the schoolhouse before screening them for instructor duty? Special programs require a sailor to be released to the special programs detailer before being fully selected. Should this be the same process for instructors?

Administration Officer Interview

What is your role in the process of an instructor in route to the command?

What inputs do you have or who do you coordinate with for the manning of the schoolhouse?

Does CSCS Dahlgren impact the numbers for the schoolhouse? Are they the influential entity of the amount of instructors per course of instruction?

How do you feel about the current manning of the schoolhouse and how vital do you feel the civilians are?

Do the detailers, NETC, and Dahlgren know the impact of instructors without the NEC for a course they are slated to teach and the process it takes to qualify?

Retired Career Counselor

Should the detailers be sending personnel to the schoolhouse before screening them further for instructor duty? Special programs require a sailor to be released to the special programs detailer before being fully selected. Should this be the same process for instructors?

In your own opinion, do you feel an instructor’s prior command for recommendation to be instructor is just a check in the box so that service member can choose those orders?

Have you seen in any case, where an instructor arrived at a command and during the qualification process, him or her should not even be here?

**INSTRUCTOR SURVEY**

Instructors Name: (Optional)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_

Please ensure that you answer all the following questions to the best of your ability. Please mark 1 for strongly disagree and a 5 for strongly agree. If a question is not applicable then please mark N/A. Please add any comments that you disagree with.

If you run out of space, feel free to write on the back of the sheet.

1 2 3 4 5 N/A

1. NITC prepares you for your duties as an ○ ○ ○ ○ ○ ○

instructor.

2. Enough emphasis is placed on practice teaches ○ ○ ○ ○ ○ ○

before standing behind the podium.

3. If you earned the NEC in route to the command you are ○ ○ ○ ○ ○ ○

instructing without any fleet experience, you have

confidence teaching students.

4. You feel confident becoming a Subject Matter ○ ○ ○ ○ ○ ○

Expert on something you’ve never worked on.

5. Your previous command prepared you for ○ ○ ○ ○ ○ ○

your duties as an instructor.

6. You instruct in the course you chose orders for. ○ ○ ○ ○ ○ ○

(if not, explain below)

7. Your duties affect your ability to teach to your full ○ ○ ○ ○ ○ ○

potential.

COMMENTS:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_