ORAL PRESENTATION

TRAINING QUALITY ANALYSIS

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16 NOV 17
LEADERSHIP CHARACTERISTICS

LEADERSHIP – OUTCOMES - PERFORMANCE

• Transformational leadership
  • Idealized Influence (Attributed)
  • Idealized Influence (Behavior)
  • Inspirational Motivation
  • Intellectual Stimulation
  • Individualized Consideration

• Student Outcomes
  • Extra Effort
  • Effectiveness
  • Satisfaction

• Moderate to strong correlations

• Outcomes mediate higher levels of performance
TIME ENGAGED RESULTS

- Times captured during training observations

<table>
<thead>
<tr>
<th>Physical</th>
<th>Discussion</th>
<th>Listening</th>
<th>Prep</th>
<th>Time Engaged</th>
<th>Time NOT Engaged</th>
</tr>
</thead>
<tbody>
<tr>
<td>1567</td>
<td>321</td>
<td>1396</td>
<td>616</td>
<td>3900</td>
<td>1141</td>
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<tr>
<td>31%</td>
<td>6%</td>
<td>28%</td>
<td>12%</td>
<td>77%</td>
<td>23%</td>
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- Also captured instructor numbers, student numbers, topics, other venues available, actions while not engaged, and comments.

- Need to spend more time in Physical “deliberate practice” or active discussions.
INSTRUCTOR TRAINING

• Instructors should train/deliberately practice

• Rehearse student training events “with excellence”
  • Use the same equipment as students
  • Improve performance
  • Provides experience for student training

• Determine how and when to use transformational leadership characteristics

• Determine how to maximize resources during the training day

• Test the training plan – will students meet the objectives
TRAINING OBJECTIVES

• Were objectives understood prior to training?
  • Students – “Agree”
  • Instructors – “Agree”

• Were objectives met by the conclusion of training?
  • Students – “Agree”
  • Instructors – “Strongly Agree”

• Objectives were never specifically communicated

• Daily schedules were misinterpreted as training objectives

• Objectives come from EMETL assessments

• Focus on the specific need for mission performance
QUESTIONS?

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